

Liscard Primary School English Link Governor Report 5 October 2021

Staff involved Deputy Headteacher Lindsey Moran, Subject Leader Lianne Quarry-Ellis and English Link Governor Lyn Eaton

Reason for visit This was the first visit for the newly appointed English Link Governor to meet the staff involved in leading the subject area and find out more about English provision at Liscard.

Process There was an opportunity to visit some of the classes where English lessons were in progress and to see some of the pupils' workbooks, together with the extensive range of different books throughout the school and in the library. Data and documents referred to below were made available

Key discussion points

- Detailed information about English provision is available on the school website for parents/carers and visitors; the Curriculum Guides for each term and each year group outline the scheduled work to be tackled in Reading and Writing (and other subjects), while there is also information about the approaches to and planning for English teaching and learning.
- A Target Tracker document usefully provided a snapshot of the usual characteristics of the pupils in the school from Pre 3yrs to Year 6 (including boys/girls, PP, FSM, not White British, English not 1st language, SEN and SEN support, statement, EHCP and LAC).
- The Literacy Counts Read to Write teaching sequence (immerse, analyse, plan, write) empowers Liscard staff to provide high quality teaching of writing through the use of high quality literature or vehicle texts. Phonics teaching, vocabulary learning and regular reading are among the tools used to embed success in English.
- Fisher Family Trust (FFT) estimated data for the end of 2020-21, when compared with the last available validated from 2019, identified in respect of KS1 Reading a drop from 80.5% to 73% in those pupils achieving ARE at KS1 and for KS1 Writing a drop from 73.6% to 64%. For KS2 a more positive picture of an increase from 80.5% to 85% for ARE Reading but a drop from 93% to 84% for Writing. Pupils reaching the higher standard decreased at both KS1 and KS2 for Reading and Writing, however on a positive note scores were at least the same as or better than the FFT comparative, with the exception of the higher standard at KS1. Following the significant disruption caused to learning throughout the pandemic many schools have experienced a noticeable deterioration in their pupil data compared to the pre-pandemic data. The plans to recover (see below) are therefore of critical importance.
- The School Improvement Plan 2021 (SIP) includes priority for closing the achievement gaps in Reading and Writing so that all vulnerable groups make accelerated progress when compared to other children. The Plan then outlines in detail the actions and timescales with those responsible for leading and monitoring identified, together with the resources required. The Plan format follows the Ofsted framework 3x1s ie Intent, Implementation and Impact.
- The English Learning Walks document provides further detail of what work will be done this year and highlights key events/processes including: the use of Bug Club Phonics and Guided Reading books; Reading logs; Voice 21 to promote oracy skills in all year groups; the re-establishment of Reading Areas across the school; more investment in books; and Creative Arts Week.
- Following the use and analysis of Phonics Tracker and Star Reader Data, middle and senior leaders have spent time reading with identified children from all year groups. Some key themes were identified including: children were keen to read and discuss what they had read; most books were appropriately pitched; the requirement for additional investment in the EYFS loaning library and further development of the Virtual Library; nearly new book sales; the success of Reading Logs; many children read with adults or on own but a small number did not have access to books; children's favourites included Roald Dahl, David Walliams, and books about dragons and pirates; use of Bug Club digital (particularly for children in homes without books); the re-establishment of parent/carer workshops to support reading strategies.

Next visit will be during the early part of term 2 to monitor progress with the implementation of the plans for this year, the pupils' progress and identify any issues that have arisen since the first visit.