

Staff involved Assistant Headteacher/Subject Leader Leanne Quarry-Ellis and English Link Governor Lyn Eaton.

Key discussion points

- The mid year data showing progress being made by children will be available after the February half term break so will be considered at the next meeting during term 3. As you would expect the data will explore the progress being made by various cohorts of children including the disadvantaged so that further narrowing of the gap can be monitored.
- Within English the general sustaining of standards, the favourable comparison of Reading (a school strength) and Writing outcomes to national and LA averages, and in particular the KS1 outcomes which in 2023 exceeded 2022, last year's positive outcomes have understandably resulted in the continuation of the approaches and strategies with refinement and/or renewed focus where needed.
- Opportunities for children to talk about their Reading and practise their Writing will be maximised. Providing appropriate training for ECTs and coaching for all staff will continue. Children's immersion and enjoyment in Reading and Writing from an early age will be facilitated. The different interests of boys and girls and under represented groups will continue to be considered when selecting books/resources and making curriculum content choices to ensure inclusion and interest for all.
- There was discussion about the progress being made to further improve Writing this year as it remains a key focus and particularly with Year 6. The agreed process to ensure improvements this year has however been refined. All the children in each year group have been ranked in Years 6, 5,4 and 3 with Years 2 and 1 still to be completed (at the time of this visit). This significant task allows the staff to focus more accurately on which children need support/interventions and should pay dividends when outcomes are measured.
- SPAG is another focus this year for all children, however for those with SEND in particular (following the recent Ofsted feedback) a 'watch list' now ensures timely and appropriate support/interventions when books are checked. All ILPs are now customised to a child's particular needs. The SENDCo continues to supply training for staff, recently in respect of a user friendly bank of targets for children so staff can select those that are most appropriate for each child.
- When important daily SPAG activities were monitored across all Year groups for consistency, it was found that Year 5 were not undertaking daily activities so this has now been addressed.
- Staff currently use Spelling Shed (a proven spelling scheme with spelling games that are attractive to children) and similar, but are on the look out for innovative and engaging ways to teach SPAG in the way Times Table Rock Stars works so effectively for children learning times tables and needing to improve fluency and recall with multiplication and division.
- Another focus is those children who are or are close to achieving GD to ensure they get the appropriate support/ interventions to achieve this.
- Books are also checked for good presentation which is a 'non negotiable' while additionally sentence accuracy continues to be embedded.
- Enrichment activities will continue this year particularly those with a focus on improving SPAG (and Maths). The structure and content of sessions is regularly monitored to ensure satisfactory representation from those children who will benefit most.
- The AHT/SL will continue with moderator duties, while moderation across the school will ensure best practice continues to be identified and shared.
- The AHT/SL is confident about both staffing and morale at this point in the year.
- A recent Phonics session for parents and carers was again very well attended (as was the session in the first term). Parents/carers are being actively encouraged to foster a love of, and passion for reading, in their children.
- **Next visit** during term 3 Summer 2024.