

## Reporting a Governor visit to Kea School

<b>Name:</b> Clara White	<b>Date:</b> 16 <sup>th</sup> November 2021
<b>Purpose of visit:</b> Discussion with Mrs. Olive and Miss Reeve regarding Literacy.	
<b>Links with the School Improvement Plan / 20 Questions</b>  <a href="#">School Improvement Plan – Raising Standards throughout the school: Literacy</a>	
<b>Governor Observations and Comments</b>  <a href="#">Key points discussed (all relating to the School Improvement Plan, 2021-22):</a>  <b>Reading and writing</b> CUP Trackers in place and on shared drive for Foundation-Y5; groups are happening in Y6 but no tracker due to staff absence. RO is assessing half termly data alongside CUP tracking.  <b>Writing</b> Book scrutiny completed, focusing on genre. Books indicated progression of skills through the genre, although at the time of the book scrutiny this was less evident in classes who had the intensive swimming fortnight. Y6 difficult as absences at the time but have had more consistent planning from supply teacher. There has not been an opportunity to feedback to staff yet.  <b>Literacy planning</b> on the shared drive; RO checking with the Y6 supply teachers to make sure there's progression. Previous supply teacher used the planning structure; the new supply teacher (started this week) has been given the proforma.  <b>Lesson observations</b> will take place in January (not possible this term due to staff absence and maths observations taking place)  <b>Spelling</b> Book scrutiny shows more rigour with the marking. Y2 are gaining confidence with the Nelson approach (which is different to their experiences in Y1).  <b>Reading</b> <ul style="list-style-type: none"><li>• RO has completed RWInc training with some TAs and wants to do it with the KS2 TAs too.</li><li>• Pupil conferencing regarding reading – generally on the correct level; all books banded; some would like more choice (mainly upper KS2 – has been some re-stocking since).</li><li>• Big push on comprehension – November INSET on Let's Think in English (all staff now trying, including new teachers).</li><li>• RO is trialling guided reading assessment sheets to improve consistency on how these are assessed. Will feed back at next staff meeting (good questions for TAs/volunteer readers to use).</li><li>• Looking at reading tests for consistency re. assessments.</li></ul> Reading website page – shows intent, implementation and impact  <b>Reading for Pleasure</b> <ul style="list-style-type: none"><li>• AR has set up the reading challenge across Y1-Y6. Incentives to try different styles of books. Some pupils have had certificates already. Positive feedback and engagement from pupils and parents.</li></ul>	

- Michael Rosen interview – all classes saw it; a Big Read Day will take place in January.
- Library – AR has contacted the library service (awaiting response). AR has put up differentiated activities. Y6 librarians are reading to younger pupils. Limited space/boards as it is a shared space with ICT.
- Reading has a higher profile around the school – read aloud sessions, books on doors/websites, etc.

**Behaviour**

Higher levels of engagement with reading was indicated by RO and AR.

**Safeguarding**

The meeting was conducted securely via Teams.

The design of the reading challenges have a degree of pupil choice, with access to the school library supporting all pupils in being able to participate in the challenge.

**Any issues for the governing body**

Awareness of the workload associated with leading literacy across the school.

In raising the profile of reading across the school, use of an additional reading space (perhaps part of the resources room) may be beneficial.

Mrs. Olive, supported by Miss Reeve, continues to diligently lead literacy across the school. There is a clear awareness of priorities for development, with strategies in place to support staff and pupils.