



Link Governor Visit Report

Name of visiting governor	Ingrid Hines, Noreen Akhtar and Adrian Axinte
Date of visit	Thursday 22 nd February 2024
Governor's area of responsibility	Curriculum
Member of staff visited; role/responsibility	Deputy Head with responsibility for reading and writing
Purpose/objective of visit	To consider leadership in reading and writing
Links with School Development Plan	To improve attainment in reading comprehension by the end of KS1 and KS2 Development of specialist drama teacher to team teach weekly drama sessions for half a term with each year group from Year 2 – Year 6
<p>Summary of activities (including discussion about workload and well-being):</p> <ul style="list-style-type: none"> • Discussion with the Head Teacher regarding school performance data and pupil progress, with a focus on EYFS, phonics in Reception and Year 1, Year 2 and Year 6 • Discussion with leader (Ms C Dowell) to investigate the development of themes throughout the core texts and class novels • Discussion with pupils from Year 2, - Year 6 to establish their understanding of the themes. • New non-fiction curriculum • The impact of drama-in education on the reading and writing curriculum 	
<p>What I've learnt from the visit:</p> <p>School Performance Data</p> <p>The general picture of attainment in phonics, reading, writing and maths is one of great improvement. The data was based on assessments from spring 1.</p>	

Phonics

Reception data spring 1 2024 Pupils on track to achieve GLD		End of year data 2023
Boys	81%	85%
Girls	84%	
PPG	84%	

Year 1 data spring 1 2024 Pupils on track to achieve PSC standard		End of year data 2023
Boys	91%	84%
Girls	91%	
PPG	92%	

Reading and writing Year 2 and Year 6

Year 2	% of pupils at and above age-related expectations at the end of spring 1 2024	% of pupils at and above age-related expectations at the end of 2023
Reading	61%	60.7%
Writing	66%	48.3%

Year 6	% of pupils at and above age-related expectations at the end of spring 1 2024	% of pupils at and above age-related expectations at the end of 2023
Reading	71%	66.3%
Writing	40%	70.9%

As seen in the data in pupils are currently at a higher level of achievement than at the end of the last academic year. There is still work to be done with writing but improvements are evident in the children's books and the school's approaches.

Reading

The leader has a clear vision of how to develop the reading comprehension of the pupils at Grove. She explained how the non-fiction curriculum has been devised and the books chosen; the training that the staff received and the work that has



continued with the literacy consultant Rebecca Kennedy have greatly benefited the teaching and achievement of the pupils.

The non-fiction texts that have been chosen for each year group are extremely engaging. Each year group has a set non-fiction text that focuses on the curriculum area they are studying. Ms Dowell explained that she has chosen books that she categorised as 'faction'; a combination of a fiction books that contains facts.

Strengths

Reading

The last time I visited the school to look at the development of the school's work on themes I felt that this was an area for development. On this visit I felt that it was a strength. The pupils talked with such great confidence about the themes they had encountered in the books and were now able to compare books they had read discuss their own experience of some of the themes and explain how their own experiences had allowed them to feel empathy for a character's situation. they were not as focused on the plot of the books as they had done previously and I felt that a deeper and more exciting conversation was evident in their discussions.

It was good to see a different range of displays the teachers had created in their classrooms about the themes of the books.

Drama

We spoke to pupils across the school who had participated in the drama lessons. This came over as an immense strength in the children's learning as a tool in itself and how it impacted on their reading and writing.

Here are a few comments from some pupils:

'When you become the character, you understand their feelings better'

'It's like your there yourself'

' It looks like we are there in real life and it helps us to write and improve'

Writing

When looking in the Year 2 and Year 6 Big Write books, It was very clear to see the progress of the pupils and the impact the drama has had on their writing. Each



child had produced a plan, draft and final piece and there were differences between the draft and the final piece; I could see where amendments and edits in the drafts had been included in the final piece or in some cases revised again between the draft and final copy.
It was much clearer to see progress in the pupils work now the plan, draft and final copy is all in the Big Write books.

Attainment

The trend this year so far is an improving picture compared with the end of year data for Reception, Year 2 and Year 6. Well done!

This visit demonstrated the progress that has been made in the children's confidence and ability to discuss books and show their enjoyment in their learning. It also highlighted the high-quality training staff have received and their ability to give the children an excellent educational experience.

Developments

Writing

The area we felt would be even better if was if children varied the presentation of their final copy of work at times by using IT to present reports by using text boxes and importing pictures so that their work looks like it would if it had been published.

Signatures to agree the content of this report;
Governor: Ingrid Hines
Staff member: Catherine Dowell
Head Teacher: Justine Baker