



Link Governor Report

Name of visiting governor	Ingrid Hines
Date of visit	Monday 5th December 2022
Governor's area of responsibility	Curriculum and PPG
Member of staff visited; role/responsibility	Deputy Head with responsibility for reading and phonics
Purpose/objective of visit	To consider leadership in reading and phonics; teaching and learning; and progress in reading and phonics Well-being
Links with School Development Plan	Strengthen the capacity of leadership of reading and writing Improve the quality of teaching of reading and phonics
<p>Summary of activities:</p> <ul style="list-style-type: none"> • The leader talked me through the teaching process, the organisation of groups and resources of Little Wandle. I asked what she expected to see in the classrooms we visited and she told me: Little Wandle resources used and displayed correctly; staff introducing grapheme, decodable words and key vocabulary to the pupils; pupils segmenting and blending words and demonstrating this to staff; children sat in rows with the Lower ability children at the front and more able at the rear. • It was assessment week for phonics and most children were being assessed I did however visit EYFS, Y1,2, 3 and Y6 in the afternoon. I also saw two keep up to catch up groups. In all classes and groups I saw a consistency of approach in the teaching of phonics. All the children were engaged and gave great effort to their learning and demonstrated progress in the lesson. • The leader talked me through the progress and actions that school had taken following the Little Sutton audit of phonics where we were rated B. She was able to explain how staff were supported to meet the necessary improvements • The leader outlined the core text used by KS1 for reading practice link between reading and writing. We touched on the expectation of what we would see in the classrooms • Reading trees and the use of the library in KS1 and EYFS 	
<p>What I've learnt from the visit:</p> <p>The leader has a good understanding of the strengths and any inconsistencies demonstrated today in phonics and reading in EYFS and KS1. She has good knowledge of the data for reading and phonics</p>	



across EYFS and KS1 and understood what actions needed to be put in place to address any under performance.

The school has invested greatly in the provision and resources for teaching of reading across EYFS and KS1.

There is consistency in the teaching of phonics across EYFS and KS1 that I saw today.

I saw that practice in phonics, resources and classroom displays matched what was reported in the Head Teachers report (October 2022). This included grapheme charts on the walls in each classroom and the sentence of the week. On the whiteboards in each class room there was, the grapheme of the week, decodable words of the week and tricky words of the week.

All teachers were using the flash cards correctly. In all the classes I visited pupils, wrote on the lines, and showed the teacher their work, in the manner the school expects.

Assessment is used to very good effect by staff teaching phonics, the use of heat maps helped staff group and focus their teaching .

Intervention groups for pupils who did not achieve at the end of KS1, pupils who are new to Grove or are PPG is impacting positively on these pupils and they are making progress

In lessons.

Pupils work hard in phonics lessons and show progress in their lessons.

It was very positive to see that the Key Stage 1 leader's ideas about Reading Trees were being encouraged.

Following on from my visit and conversations with staff on the visit, I can see that Grove is working hard to lower the workload for staff with planning for reading and phonics particularly in Early years, Key Stage 1 and for PPG

Aspects to be clarified/questions remaining:

I spoke to PPG pupils in Y1, 2, 3 and 6 about phonics and early reading all the pupils stated that they enjoyed phonics and that it helped them to read.

I spoke to two Y6 pupils, one of whom had arrived at Grove in Y3 with very little English, they both stated that they were making progress and enjoyed reading and phonics.

Two boys in Y3 were able to tell me how the books on the reading tree were acquired and used in the classroom. They said they enjoyed going to the library and choosing books about things they were interested in.

All of the pupils I spoke to were very confident about their learning in reading. One of the girls I spoke to told me how she read her books to her parents, who told her how much she had progressed but also enjoyed listening to the stories and found some of them humorous.

Comments from pupils involved in the visit:

The resourcing and planning for phonics and early reading supported staff well-being. This was particularly evident when talking to staff who have been at Grove for a while. They said that having these things in place meant that their focus was on the teaching and how they were working with the pupils and not having to create their own resources. When talking to an ECT, I was told that they enjoyed working with Little Wandle and found the approach clear to understand. They had observed their peers teaching



lessons and found the videos invaluable. I did ask if they had used Little Wandle before in other schools, which they had not but found this scheme for teaching phonics most effective.

The members of staff I spoke to found the planning for what they were teaching in reading and phonics reduced and were able to concentrate on how they were teaching in reading and phonics.

Comments from staff involved in the visit:

Focus & date of next visit;

Signatures to agree the content of this report;

Governor: Ingrid Hines

Staff member: Catherine Dowell

Head Teacher: Justine Baker