Governor of the month report

January 2015

Governor name: Caroline Hukins

The focus of my governor of the month visits was to observe and monitor literacy provision through the school.

I met with Mrs Saville in December to plan the remit of the visits and to understand the relevant aspects of the school improvement plan, and the English Action Plan.

On 8 Jan, I met with Mrs Saville for a discussion about literacy. We talked about the latest results at KS1 and KS2 SATs, and about the targets to improve reading and spelling and extended writing throughout the school. We also looked at how data is recorded about classes and pupils, and how that data is used to inform planning, in order that each child is best supported to achieve their potential. I was very encouraged to hear of so many interventions being managed within the school day for those pupils that need it, and also reassured that the data is recorded, monitored and used to inform decision making.

I also observed an English lesson where year 6 were learning to write ‘Suspense openings’ for their stories, which certainly seemed to have captured their imaginations, and I was impressed to see very rapid learning taking place.

On 31st January I came into school again. This time I looked at the English books of one child from each class, together with Mrs Saville. We saw the progression of work through the school; in terms of handwriting, punctuation, spelling and compositions. Children all had target rockets in the backs of their books, showing what they were working towards, and there is a consistent system of marking throughout the school (‘positive purple’ pen, and green pen for learning points).

I also did a Learning Walk, visiting each class in turn during literacy hour. Reception had switched their timetable that day, but I then saw Year 1 practicing handwriting; Year 2 doing their ‘First of the month extended writing’; year 3 were at PE but a lesson on myth-writing focusing on adverbs was being prepared; year 4 were writing up their Revolting Recipes neatly and all seemed very positively engaged in this project… year 5 was doing extended writing, and year 6 were reviewing where they had got to with their story writing.

The star challenge was in evidence across all classes and books, and emphasis on presentation was visible.

In summary, there is a huge amount of work underway to support children’s reading and writing throughout the school, and many positive changes have been made since September. I was impressed at the quantity of written work in books, the rate of progression from year to year, and the number and variety of targeted interventions that are being offered.

Thank you to all the staff and Mrs Saville for making time to share information and letting me see all this work in action. Thank you also to those children who have willingly shared their books and shown their work in class to me; it has been a pleasure to visit.