

## **English Link Governor Visit: Autumn 2019**

**Date: 9<sup>th</sup> October 2019**

### **Meeting with Sally Roycroft**

Assistant Head Teacher: Reading (also worked in partnerships with Writing Lead, Elizabeth Vogel, to established cohesive overviews for Writing and Reading).

#### **CONTEXT:**

**Our Vision:** Every Child will leave Randal Cremer able to excel academically and socially

**Our Mission:** Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

**Rationale:** The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21<sup>st</sup> century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

**Learning Walk:** The focus is on classroom routines and the learning environment.

We visited Years 1 & 2 and observed four small intervention groups ( Phonics and DSR-Daily Supported Reading).All the children were on task, each participated fully and were totally engaged in their learning. It was lovely to see such enthusiasm and the wall displays (working walls) were being used in the Phonics session ( speed sounds ). The emphasis of the displays was on word awareness and thinking about spelling.

We visited a Year 6 class engaged in Reading :The Lion, the Witch and the Wardrobe. There was a lovely atmosphere as the children discussed the story and we also looked at their books as they

discussed what they had written the previous lesson. Wall Displays focussed on Key Question Words.

There were very imaginative displays throughout the school which focussed on Black History Month. In the Year 2 classroom, there was a striking Art display created by the children, inspired by the work of the Turner prize winner, Chris Ofili.

## 1. Curriculum

<p>What are the key aspects of the curriculum for this link area for this year?</p>	<p>The focus has been on better fluency and on reading and writing, with a drive towards a more cohesive English curriculum. The emphasis is on consolidating the children’s awareness of how they read texts and the links between their reading skills, writing skills and grammar:- Year 5 are reading stories from other cultures and their writing is also based around this. Reading for pleasure is emphasised. Staff convey to pupils an enthusiasm for the text .</p>
<p>How is this being implemented across the different years</p>	<ul style="list-style-type: none"> <li>• A consistent approach has been adopted to ensure all the different colleagues involved in delivery engage the pupils effectively. There are Learning Walks and lots of monitoring to ensure consistency and time is spent on scaffolding lessons and providing exemplars for staff.</li> <li>• Slight variations in KS1 to cater for phonics screening and KS1 SATs.</li> </ul>
<p>Are there any significant projects associated with this, how are they being run and supported?</p>	<ul style="list-style-type: none"> <li>• Reading and Writing texts are aligned as closely as possible for a real immersion into to various text types.</li> <li>• Reading fluency strategies continue to be a focus, as well as stamina and reading for pleasure. Teachers are encouraged to show this in their lessons.</li> <li>• Writing has a strong focus on using quality texts as models for students (these have been prepared by EV prior to maternity leave). The three week cycle has been adapted so cold writes occur prior to the end of the previous cycle.</li> <li>• Continued focus of editing, improving, application of grammar and publishing of work.</li> </ul>
<p>How are children</p>	<ul style="list-style-type: none"> <li>• Implementing new end of unit feedback forms to gather</li> </ul>

responding to the curriculum – areas that engage most/least?	<p>more insights from teachers about what went well, what the children enjoyed, what was adapted etc. to try to streamline the process.</p> <ul style="list-style-type: none"> <li>• Pupil voice carried out annually</li> </ul>
How are parents being involved in their children’s education e.g. supporting learning. (Focussed Priority 5)	<ul style="list-style-type: none"> <li>• Positive text messages are regularly sent out to inform parents when their children have participated well/achieved etc.</li> <li>• Parental engagement projects being set up by CM and a parental engagement working party.</li> <li>• Home Reading is encouraged and there are reading mornings for parents.</li> <li>• More project homework is being made by families, who take pride in this. Project homework could have a literary focus for some terms.</li> <li>• Early parents’ evening held so that parents are engaged/supported from early in the school year</li> </ul>

## 2. Headline figures: Progress (eg from KS1 to 2)

### EYFS

	GLD	GLD Exceeding
All (35)	71%	17%
PPG (8)	88%	25%

### Yr 1 Phonics Screening

	Yr 1	Yr 2
All (37)	81%	37%
PPG (14)	72%	37%

### KS1 End of Yr 2

	Reading Age Expected +	Reading Greater Depth	Writing Age Expected +	Writing Greater Depth	Maths Age Expected +	Maths Greater Depth
All	82%	29%	76%	24%	78%	27%

PPG (14)	71%	29%	64%	29%	71%	29%
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## KS2 End of Year 6

	Reading Age Expected +	Reading Greater Depth	Writing Age Expected +	Writing Greater Depth	Maths Age Expected +	Maths Greater Depth	SPAG Age Expected +	SPAG GDS
All	80%	20%	87%	18%	81%	29%	87%	48%
PPG (14)	75%	29%	93%	18%	79%	35%	86%	50%
National	73%		78%		79%		78%	

RWM 72% National 65%

PPG 74%

2018/19 results were very pleasing. Indeed, the excellent progress made has been recognised by the Mayor of London. This outcome reflects the huge effort, reflection, modification of units and one to one intervention the school put in, especially as the cohort had many specific learning problems. PPG pupils did well. An agreed focus is now on maintaining and enhancing the good level of attainment, through the use of known strategies, adaption for cohort and re-broadening the curriculum, enabling more links and progression in learning to be made.

How many children at target, what are expectations for children reaching targets? 2019/2020	<ul style="list-style-type: none"> <li>• First round of standardised testing has not yet occurred (Week 7 Autumn 1).</li> <li>• Once this has happened, this data will be used to inform the planning and teaching process for Year 6.</li> <li>• KS1 and remainder of KS2 standardised testing to occur Autumn 2 and then as above.</li> <li>• Based on Year 5 results, 70% are currently on track for EXS in English (RWG) and 30 +% for GDS. SPAG is an area that needs focus and has already been considered in teaching.</li> </ul>
Any differences made to the learning	<ul style="list-style-type: none"> <li>• Initial thoughts and observations of the 2019/20 cohort, is that the gap between lower attaining and higher</li> </ul>

and progress of disadvantaged pupils as shown by outcomes data? (PPG) Focussed Priority1	<p>attaining children is already less significant (as a whole) than previous years.</p> <ul style="list-style-type: none"> <li>• The use of three teachers at Year 6 is less remedial and more working in smaller, focused groups than in the past.</li> <li>• 6/50 are PPG and at WTS ( Working Towards)12%</li> </ul>
How does the leader keep an overview of the school's performance in their subject (including sustaining good progress and PPG)?	<ul style="list-style-type: none"> <li>• Leaders monitor the data regularly and engage staff in discussions to keep themselves informed and updated so that strategic interventions can be made.</li> </ul>
Talk me though the progression of phonics teaching?  How often is phonics taught?	<ul style="list-style-type: none"> <li>• Year 1 and 2: Daily Phonics and DSR</li> <li>• Higher Year 2 group work with a modified DR ( Destination Reader)programme.</li> <li>• Years 3,4,5 do daily speed sounds and sight words, in addition to word aware/ vocab work in Reading and Spelling in Writing.</li> <li>• Year 6 do daily word aware and vocab work, in addition to a heavy grammar focus in writing.</li> </ul>

### 3. Children who have not yet reached the target:

How many children are below target?	<ul style="list-style-type: none"> <li>• On average, 4 children per class are at WTS.</li> <li>• These children may also be SEND children.</li> </ul>
How are these children tracked to ensure they are progressing?	<ul style="list-style-type: none"> <li>• Staff work well together to micro manage this group and strategies are employed to help and track their progress, using data and staff discussions.</li> <li>• The SENCO also works with staff</li> </ul>
What additional support is provided to help children who are not at their expected level of progress? Please provide examples of support, how it is delivered, how its effectiveness	<ul style="list-style-type: none"> <li>• 1:1 reading.</li> <li>• Support in class</li> <li>• Phonics intervention</li> <li>• Modified resources</li> <li>• Levelled texts</li> <li>• A core bank of resources (specially adapted) have been developed to help pupils be successful and move forward. These will continue to be updated as the year progresses.</li> </ul>

is measured.	<ul style="list-style-type: none"> <li>Strategies such as working with partners, scaffolded work and verbal feedback (which pupils enjoy) are embedded in some year groups (6 and 5) and continue to be honed in others.</li> </ul>
<p>Are there any year groups/classes of particular concern? Why and how are they being monitored?</p>	<ul style="list-style-type: none"> <li>Small groups of children within each year group are monitored closely (SEND, those on 1:1 intervention or not tracking at EXS)</li> <li>Very difficult to pinpoint specific groups across the school at Randal Cremer as it varies from class to class and so staff drill down to individual child's data and appropriate intervention and monitoring is in place.</li> <li>TKC and BC remain a focus.</li> </ul>

#### 4. Test Preparation/ Techniques

<p>What strategies are in place for developing resilience and stamina for the challenging KS1 &amp; 2 tests? ie exam readiness</p>	<ul style="list-style-type: none"> <li>Microscript for standardised testing.</li> <li>Test techniques are being honed with lots of 1:1 work with individual pupils.</li> <li>Staff also use the language of life skills(reading skills/ problem solving/ investigation) as techniques for delivering test preparation.</li> <li>Specific focus remains on reading for stamina and reading for purpose(particularly Year 5 onwards).</li> <li>Children are encouraged that they are developing valuable language skills for life (and not just for the test)</li> </ul>
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#### 5. Fluency across the curriculum

<p>To embed a shared understanding of 'fluency' across all areas of the curriculum. ( Focussed Priority 2)</p>	<p>Fluency strategies for language and responses:</p> <ul style="list-style-type: none"> <li>A B C:</li> <li>Agree, Build on, Challenge</li> <li>Echo Reading (i.e. reading aloud with expressions and then pupils copy it back, focusing on expressions)</li> <li>Finger Points</li> </ul>
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## 6. Other

Does the leader have any areas of particular focus they would like to discuss?	SR would like to continue to develop use of data to target pupil progress even more proficiently.
Have they worked with other colleagues, other schools or external groups to develop their practice?	<ul style="list-style-type: none"><li>• SR is working with Hackney Learning Schools Alliance's Expert Support Team, as well as DR ( Destination Reader)and Deputy MS to manage Reading during maternity leave. All documentation for smooth hand over discussed during meeting and in place .</li><li>• Attended training with Hackney Primary Schools Assessment Team</li><li>• Personal development of awareness of changes and need of new Ofsted framework.</li><li>• Supporting staff with overview transition and planning.</li><li>• Holding staff to account and ensuring high level resourcing and teaching is being delivered to the children.</li><li>• EV completed HTSA subject leaders course and handover to MS for duration on maternity leave.</li></ul>

**Catherine Leech, Link Governor, English**

