



LANGNEY PRIMARY SCHOOL

GOVERNOR VISIT REPORT

Governor Name(s) David Trunkfield	Date of Visit 16.12.2016
Focus of Visit Phonics & Spelling with Mrs Doherty & Mrs Jones to discuss the phonics approaches being taken and spelling work that is being carried out across the school.	
Classes/ Staff Visited Mrs Maria Doherty Mrs Charlie Jones	
Summary of Activities (e.g. observing classes, talking to staff and pupils, looking at resources etc) Following a visit last year and an observation of a phonics intervention group led by Sammi. We discussed the Year 1 phonics screening results from last year and the initiatives that have taken place this year. We also discussed the spellings focus and how phonics and spellings link together. We also discussed the impact of these on reading.	
What I have learned as a result of my visit? The focus on Phonics has had a big impact on the phonics screening results in Year 1. Last year, year 1 achieved 83% (well above the national average), this year the target is 87%. This is a tough target, but it should be achievable. Workshops were run with parents in Term 2 with parents. This is building on the successful parent meetings held over the last two years and is aimed at promoting the schools approach to teaching phonics, to enable better parental support at home. Data is now regularly input into Otrack, allowing for better monitoring. The interventions sessions that are run to focus on the children struggling are continuing successfully. The school is also part of a phonics hub in Eastbourne. Pashley Down are leading this hub as they are currently undertaking phonics research, and this is being led by an ESCC phonics expert, Emma Dwyer. The spellings programme is still in its development phase as there is only one years of data to look at (as this began last year) but it is already having an impact. The year 3 spelling is already better than the Year 6 cohort from 2 years ago. The school have been doing spelling tests with the children since last year, weekly. However, children are not just learning from a list of words, the words are incorporated into their lessons, and there is an emphasis on understanding of the words and their context. Which helps their vocabulary. I can also see how these two areas feed into the reading aspect for children. The phonics in the building blocks to spelling, and then the familiarity of words that children come across in their reading has an impact on spelling. We discussed the topic of reading for some time, particularly as this has been a whole school	



focus for the last two years.

The core text approach was introduced to the whole school at the end of last year, now all classes are using this approach, but it was trialed last year by Charlie and a few other classes. The school will continue to develop this approach to teaching English. The reading consultant was brought in this year initially to support the Year 6's in developing reading skills in light of how challenging the SATs reading paper now is (particularly the lexile score). Charlie observed how good the approaches he used were and are now rolling out these ideas throughout KS2 in support of the core text approach and the new reading comprehension scheme.

Positive comments about the focus

Once again I found the teachers very enthusiastic about these areas, and their commitment and drive to ensuring that they are always evaluating the success and amending as necessary. That coupled with their work with other schools locally to share ideas and knowledge is exceptional.

Aspects I would like clarified / questions I have

Phonics & Spelling are linked with the reading, and as this is an area of focus for the school currently; is there a reading champion to pick up from where Mr Doo left?

Ideas for future visits

I would like to view the Junior Librarian system and understand how the library is being used now that Mr Doo, the reading champion, has left.

At the end of the school year, I would like to look at the 2 years of spelling data that has been captured and understand how this will be used to seek further improvements in the spelling programme.

I have viewed a phonics intervention group, but I would be keen to see an example lesson, or lesson plan showing how the spellings are taught using core text and how the children's understanding is taught.

Any other comments

I suggested that parents of year 3 and upwards are still encouraged to read to their children and for book suggestions to be placed on the website to buy or borrow from the school library or county library.

Signed David Trunkfield Date 16.12.2016