

Governor Record of Visit

'Working together to achieve success'



Name: Colin Hartley	Date: 16 th November 2023
<p>Purpose of visit/class & name of staff visited: <i>(Previously agreed by the governing body with the Headteacher)</i></p> <p>During week commencing 13th November the school had invited parents and governors in to see phonics being taught. Mrs Booth invited me to observe phonics being taught in years 1&2 and subsequently to attend two Pupil Voice sessions.</p>	
<p>Links with School Improvement Priorities: <i>(How does the visit relate to a priority in the School Improvement Priorities)</i></p> <ul style="list-style-type: none"> • Quality of Education - Great teaching is understood by all and consistent across the school. <p>Inviting parents into school to witness teaching also links to some 'next steps' following the last OfSTED report:</p> <ul style="list-style-type: none"> • <i>"they build on strategies to work with parents who need to develop their confidence and skills to help their children – particularly those in key stage 2 – to develop a love of reading beyond school</i> • <i>you, your staff and external agencies continue to work with families whose children's progress is interrupted by too many absences."</i> 	
<p>Governor observations and comments: <i>(e.g. What did you see? How long did the visit last? What did you learn? What was discussed? What would you like clarified? Focus for future visits?)</i></p> <p>The school has a very good phonics section on its website including videos of it being taught in Reception and Year 1.</p> <p>Before observing the lessons Mrs Booth provided an overview of phonics teaching in school and a report (shared with Mrs Ashton – the other governor phonics lead). The stats in the report reflect effective phonics teaching and good outcomes. Of particular note is that earlier this year Sam Oates (School Advisor) undertook a 'deep dive' on phonics teaching, similar to the Ofsted scrutiny when they visit. Sam found multiple strengths with only minor weaknesses, the most significant one was ensuring phonics teaching consistency across the school.</p> <p>In response Mrs Booth has created a phonics file for each class, tracks children not performing to age expected standard and ensures interventions occur, created an annual phonics information event for year 1 parents, arranged phonics training for all staff on the May INSET day and for all TA's at the September INSET day (this will become an annual training event). The PFSA have offered to fund replacement and new books/titles for home reading.</p> <p>We touched on providing training to volunteers who come into school to read with the children (NB more volunteers are always required).</p> <p>Year 1 had six parents in class observing phonics learning. Mrs Robinson covered a range of learning to an engaged class including building and blending words, two letters making one sound, segmenting words, counting the sounds that make up a word, spelling words and identifying a sentence needs a full stop to end it.</p> <p>Year 2 didn't have any parents visiting. Miss Head's class was also engaged and interested. She covered short and long vowel sounds (the class knew vowels), tricky words such as "colour" and silent letters as in "know", she included segmenting words that I'd seen in Year 1, plural word endings such as "beach" to "beaches". She gave the class a useful mnemonic – when the penultimate letter is a consonant "take away the y and add an ies"</p> <p><i>The following brief report is plagiarized from one on the School's Facebook page written by Mrs Booth.</i></p>	

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Along with Mrs Booth I attended two Pupil Voice session with four children from years 1&2 to ask them what they think about Phonics and Reading in school. The children were very positive and those that said they found sounds or graphemes tricky also said that the adults help them to learn better. The Year One children remembered lots from when they were in Reception: "Phonics helps us to read and write" and could retell the Supertato story from reading it nearly a year ago! This is because provision in Year One is carefully planned by Mrs Robinson to enable children to revisit favourite texts, which helps the learning to enter children's long term memory. Year One children talked about about plurals in their new learning. Year Two children shared an enthusiasm for both stories and non-fiction with one child saying: "They give us facts to help us learn".

Any key issues arising for the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

I recommend that Governors gain an overview of phonics being taught in Reception and Year 1 by watching the videos on the website:-

<https://www.mossgate.lancs.sch.uk/page/phonics-early-reading/58021>

Thank you to Mrs Booth, Mrs Robinson and Miss Head for inviting me into school and into their classes.

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)

None

Signed: Colin Hartley (Governor) Signed: Bryony Booth (Staff) Date: 16th November 2023