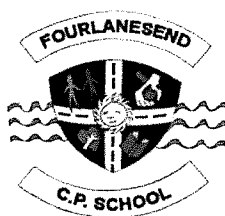


<p><u>School Development Plan Priority</u> 2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment OFSTED March 2017: The most able pupils have access to books that provide appropriate levels of challenge</p>	<p><u>Focus of Visit</u> Are the books in place in every class? How are they used? What is the impact of them? What do the children think?</p>
<p><u>Visit time, date and Governor name:</u> 1pm 21st March 2018 Becky Ginger</p>	<p><u>Staff name:</u> Rebecca Norton, Fran Ferguson, Richard Wilde and Helen Illingworth</p>
<p><u>SDP actions to consider</u></p> <ul style="list-style-type: none"> Each class to have book boxes set up with challenging books for each year group. Teachers to monitor what the children read to ensure they provide the appropriate level of challenge. This is focused not only on high level vocabulary and decoding, but also on the children's deeper understanding of inference and deduction in what they read. 	
<p><u>Ofsted Outstanding</u></p> <ul style="list-style-type: none"> Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. <p><u>Ofsted Good</u></p> <ul style="list-style-type: none"> Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. 	
<p><u>Previous visit: Progress on agreed actions and Impact</u> First Visit</p>	
<p><u>Observations and discussions</u></p> <p>Cremyll – all the books are on display on the bookcase in the classroom. The class has set times in the day when they can read the books. The impact seems to be that they are extending the breadth of reading and the children appear to be reading more due having access to the higher level of books. One pupil said 'we have a nice selection of books to read and some are really funny'; 'I like to use my imagination to picture the story in my head'. Another said, 'some have more difficult words in so that I feel I can challenge myself'.</p> <p>Tamar – all books are accessible in the classroom. Children are able to pick their books during the quiet reading time (10 mins per day). Mr Wilde said he felt it was providing a great reading challenge. One child said 'they are great as they push us to read more, and there are lots of different genres which are really</p>	



interesting’.

Lynher- The books are all accessible on the book shelf in the reading area. The class teacher actively encourages certain children to read them. This in turn encourages other children to read them. This is evidenced in listening to the children talking about the different storylines. The impact of this is that they are reading a wider variety of genre and broadening their reading choices. One child said ‘we love the books in our class’. Another said ‘we have a wide selection, they help us with our reading certificate awards and there are lots of interesting genres’.

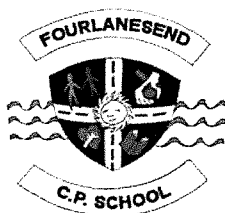
The definition of most able is a child that at KS1 was identified as achieving greater depth in reading at the end of KS1. This is from the new 2014 curriculum. Prior to this children defined as most able were the children who achieved a level 2A or 3 in the old national curriculum levels. From KS2, children in Y5 and Y6 were graded according to the old levels. Children in Y3 and Y4 were graded using the new curriculum. It is noticeable that the children in Y5 and Y6 are the ones who aren’t always above the Age Related Expectation (ARE). It was explained this is the same in maths and writing as the curriculums were completely different and the children who achieved a 2A in the past would not achieve greater depth in the new curriculum at KS1.

The progress data reflects the differences in curriculum too. We would expect that the children that are most able are making most progress. We expect children to make one progress point a term. As you can see Y3 make the most progress. Yet Y5 are just under. This is partly due to individual issues in Y5 which are being discussed in the governor meeting on 22nd March 2018.

Pupils at ARE at End of Autumn, 2017/2018

Page created: 13:10 21-03-2018

	Reading		Below ARE		ARE	Above ARE	Well above ARE
GROUP: Most Able Reading KS2	0.0%				100.0%		
[22 children]	0/22				22/22		
	0.0%				36.4%	63.6%	
	0/22				8/22	14/22	
	0.0%	0.0%			36.4%	63.6%	0.0%
	0/22	0/22			8/22	14/22	0/22
3	0.0%				100.0%		
[7 children]	0/7				7/7		
	0.0%				0.0%	100.0%	
	0/7				7/7		
	0.0%	0.0%			0.0%	100.0%	0.0%
	0/7	0/7			0/7	7/7	0/7
5	0.0%				100.0%		
[10 children]	0/10				10/10		
	0.0%				60.0%	40.0%	
	0/10				6/10	4/10	
	0.0%	0.0%			60.0%	40.0%	0.0%
	0/10	0/10			6/10	4/10	0/10
6	0.0%				100.0%		
[5 children]	0/5				5/5		
	0.0%				40.0%	60.0%	
	0/5				2/5	3/5	
	0.0%	0.0%			40.0%	60.0%	0.0%
	0/5	0/5			2/5	3/5	0/5



Progress this year in average Tracking Points, Baseline to End of Autumn, 2017-2018

Page created: 14:36 21-03-2018

	Reading
GROUP: Most Able Reading KS2 [22 children]	+1.0 [22 pupils]
3 [7 children]	+1.1 [7 pupils]
5 [10 children]	+0.9 [10 pupils]
6 [5 children]	+1.0 [5 pupils]

Interestingly 2017 KS1 and KS2 results in reading were above the national average in percentage of children achieving greater depth. In KS1 41.2% achieved greater depth compared to 25% nationally and in KS2 37.5% achieved greater depth compared to 25% nationally.

Summary to be entered on governor monitoring plan

Monitoring of OFSTED next step to ensure progress towards achieving it.

Further Action Required:

Next visit to check on reading across the curriculum

Impact of Governance:

Holding teachers and leaders to account for implementing and addressing steps given in OFSTED report.

Date and time of next visit:

July 2018

Governor signature:

Date: 21.3.18

Staff signature:

