

Schools and Settings Visit Note

PART A

SCHOOL or SETTING: Honiton Primary		DfE No: 2048
NAME OF EDUCATION OFFICER: Julie Stevens		
DATE of VISIT: 26.02.2020		DURATION: 3 hours
TYPE OF VISIT: C A. Chargeable to the school /setting B. School or setting annual subscription C. SDA funded		SDA PROJECT REFERENCE (where funded through the CYPS Service Delivery Agreement):

PART B

Purpose of Visit:

To review the provision for reading with reading leads.

Key Issues:

There is a clear intent for the teaching and learning of reading across the school, which is implemented through whole class, guided and individual reading sessions. The school has ensured that reading for pleasure and children accessing texts read by adults is a focus for the curriculum and this is part of weekly planning and timetabling in all classes. A recent survey of pupil voice showed children were able to talk confidently about books and authors. Younger pupils were able to discuss key words/vocabulary from texts they had discussed and books were seen to match the decoding stage of pupils.

The school are part of the 'Lighting up the Learning' programme and this has supported the developments of the reading curriculum for Nursery pupils. The school are also using 'Poetry basket' which is enabling the youngest pupils in the school to learn and perform simple poems.

The school has a reading scheme which matches the programme of phonics being taught. This has been audited by leaders and as a result further books have been purchased to ensure that there are no gaps. As children progress beyond phonics they move to the AR programme.

The school have developed a 'revved up for reading' system, which supports children in regularly reading at home. This has shown an increase in children reading at home and their enthusiasm and motivation to do this. Leaders have identified that encouraging further involvement from some parents is a focus and they have carried out a range of actions to support this, e.g. meetings with individual parents, shared story sessions with parents, etc. Children who are not read to/heard to read at home have access to additional support in school through homework clubs and additional one to one reading sessions.

Leaders have provision maps in place for the lowest 20% of pupils in reading across the school. The maps identify the barriers for each pupil and the key actions/provision which has been identified.

There is a clear assessment system in place for tracking phonics and reading from Nursery throughout the whole school, with agreed half termly/termly assessment points and focus. This is also supported by AR quizzes and standardised PIRA testing. This supports leaders in tracking the progress of pupils.

The school has a very well run and appealing library and children have regular opportunities to select books from here that they wish to take home and either read for themselves, or have read by an adult.

As a result of the visit the following have been identified as next steps to continue to build on the practice which has been implemented/developed:

- Develop a consistent system across the school for how children are given choices in what they read/hear read? How could KS1 pupils be given a degree of choice when selecting their next decodable book?
- Teachers have lists of texts to inform the choices they make for reading to children, but it would be useful to outline a core text list within this wider list for each year group, to ensure there is a range within each year and that the order of books selected are progressive throughout the year. It was suggested that at KS2 inclusion of classic texts is important.
- Extend provision maps for the lowest 20% of pupils in reading to show the provision that is in place for them across the wider curriculum to enable them to access the full range of learning
- Ensure that there is consistency of how teachers are completing reading assessment sheets to show the skills and knowledge children have acquired
- To look at how teachers in Y2 are approaching reading linked to phonics phase 6 (predominantly spelling) and the development of reading comprehension
- To provide some follow up training with TAs to support their professional development in the purpose of the sessions they are leading and the key skills and knowledge to be developed

Future Action:

The current leader with responsibility for reading is leaving the school at the end of the term but two other leaders in the school are taking on this role with a focus for one on KS1 and phonics and the other for KS2. The KS1/phonics leader was able to join the session. A further visit has been booked for the 20th May to review progress towards the actions above and to provide any further support to the two leaders.

HEADTEACHER, PRINCIPAL or MANAGER'S COMMENTS:

(If you wish to make any comments, as agreed in the protocol governing visits made by Babcock LDP staff to schools and settings, please use this space and return a copy to the author of the visit note.)

CIRCULATION:

Headteacher, Manager, Chair of Governors (where appropriate), Babcock LDP