



<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 - To improve: Boys progress writing Most able writing attainment EYFS writing – following baseline</p>	<p><u>Focus of Visit</u> Improving Writing for identified groups of children</p>
<p><u>Visit time, date and Governor name:</u> Wednesday 8th May</p>	<p><u>Staff name:</u> All staff</p>
<p><u>SDP actions to consider</u> Action plan to be drawn up to focus on improving:</p> <ul style="list-style-type: none"> • Boys writing • Developing language capability to support reading and writing KS2 EEF • Develop pupils' speaking and listening skills and wider understanding of language KS1 EEF • Prioritise the development of communication and language EYFS EEF • Improve attainment for most able writers 	
<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> No previous visit</p>	
<p><u>Observations and discussions</u> Improve Boys writing: Teachers have used "zero tolerance" to encourage the correct writing styles of all children. This has benefited underperforming boys more than the triangulated approach that was instigated last year. It has given</p>	



everyone, not just the boys, structure and boundaries. Work is annotated with “ZT” so that pupils can understand where they need to improve. The idea for this was sparked by findings from the Education Involvement Foundation; Improving the Quality for Writing.

Most able writing attainment:

This has been highlighted as a target from pupil tracking. Staff have discussed pupils who have not made as much progress as they should and have decided on intervention strategies such as GLOSSCOPS which is an in-house mnemonic. Pupils use this readily to peer assess and they transfer this skill to other subject areas.

EYFS writing – following baseline:

From baseline testing, it was found that writing was particularly low. Teachers have addressed this through using phonics table games, having a writing table with cards to copy and sentence openers. It was also found that the reading skills were also quite low and parents have been encouraged through forums such as assemblies, to read with their children. It has been highlighted that reading and writing skills go hand in hand.

Summary to be entered on governor monitoring plan

I met with all staff during a staff meeting. They were all “on board” with the various targets and were enthusiastic in their approach and the progress that was being made. They were excited to be working from current research.

Further Action Required:

At the end of the year, look at the impact of the strategies that have been incorporated. This will come under the normal assessment review and through mini case-studies.

Impact of Governance:

Teachers were able to explain and justify their current targets and strategies and stand up to scrutiny on their findings.

Date and time of next visit:

Governor signature: Vanessa Burton

Date: 22.05.19

Staff signature:

R. Norton