

Name and role of governor(s)	Wendy Penlington – reading lead
Name and role of staff member(s)	Sue Ward/ Chloe Lupion/ Kate underwood HT, reading lead, KS 2 lead and senior teacher
Date and time of visit	January 2023
Agreed focus	Review changes to the reading curriculum – impact on pupil response
Relevant school objective or priority	SEF- not all pupils are reading for pleasure SIP- transition from phonics to ‘free reading’
Questions to ask	What do the reading surveys tell us about pupil’s attitudes to reading?

How do you know the school’s actions are having an impact?

	Love reading	Ok	Don’t like	1 pupil = %
Class 2	81%	19%	0	10%
Class 3	58%	31%	11%	4%
Class 4	71%	19%	10%	5%

(figures rounded to 0 DP)

Almost all surveys – class 4 – indicated:

- They like hearing their teacher read
- They have a favourite author
- They know that their teacher loves books
- They feel they are good or very good readers

Most surveys – class 3 – indicated:

- They like hearing their teacher read
- They have a favourite author
- They know that their teacher loves books
- They feel they are good or very good readers

All surveys in class 2 indicated enjoyment of reading where pupils said it was OK it was because they also enjoyed other activities – reading was not the favourite. The experience of Y2 pupils learning to read is different to those in key stage 2 in that they have purely used a fully decodeable scheme. This would suggest that the school’s actions have had a very positive impact.

This correlates with reading discussions held with pupils when listening to them read.

What successes stood out and why?

High percentage of pupils who love reading and being read to.  
Role model of teachers who love books

Questions and clarifications to follow up with the headteacher or chair of governors

How are the children who feel that they are not good readers being supported to enjoy reading?  
How do current Year 2 who have followed the phonics scheme feel about reading and themselves as reading?

A range of reading material has recently been added and children have chosen some new books for their classrooms. The impact on individuals will be monitored over time.

See above for the year 2 responses.