



Church Lench Governor Feedback (Autumn Term 2025)

Visit

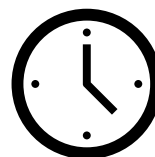
I visited the school on 18 November to review English and met with subject lead Mrs Pratley and Mrs Price. I reviewed written work from each year group covering pupils at different levels of achievement – all of which showed good progress in writing this school year. I saw some impressive examples of work – poems and creative writing, demonstrating high quality content, structure and use of language. I also reviewed the external review of writing in October by Jacqui le Maître.

Having discussed the interventions taking place in each year, seen evidence of work and improvements and discussed how pupils are assessed, I am confident that a positive writing culture is being built, pupils are being encouraged to strive for high standards, and appropriate assessment is taking place.



Strengths

- Good evidence of continually assessing and adapting teaching to drive improvements
- Pupil centred approach with clear targets for each individual and strategies for improvement
- Pupils continue to be encouraged to have high aspirations and consider how they can improve



At a future visit in 2026 I expect to review:

- SPAG Pixl results for class three as the tests are repeated
- The documented curriculum showing high quality texts



School Vision

At the heart of our school is our belief that 'with God nothing is impossible', which allows our children and staff to have high aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.

Other points to note:

- Writing continues to be high on the agenda for school. It is a key area of the school SDP and has been an area of focus for recent staff meetings.
- No formal writing scheme is being used, which enables teachers to have greater flexibility in how topics are taught and have time to achieve a higher quality and depth of learning where needed.
- Checklists ('high five checkers') continue to be used successfully at the top of written work, helping pupils understand what is expected. These are used in all classes, tailored by teachers according to the aspect of English being taught.
- The progress in writing from September to November was clearly evident in the books I opened from each class, particularly class 1.
- Class 2 and 3 are encouraged to review and improve their work before teacher marking – in some cases rewriting, demonstrating a drive to achieve high aspirations and standards.
- In class two, pupils have been using AI to review sentences and identify more creative phrases they might want to use, learning how technology can support them. Wider use is being planned following recent feedback from Jacqui Le Maitre.
- Class three have undertaken a Pixl SAPG (spelling, punctuation and grammar) test this term which has been useful in comparing their performance against the pixl database of some 25,000 pupils and has identified areas for future focus. The intention is to do a test each term to identify improvements and trends. This will also help children prepare for future SATS tests/exams.
- Last week teachers attended a moderation session with peers from other local schools, comparing written work they believe is 'working towards' and at 'expected' levels. This has confirmed that teacher assessments and judgements are sound and consistent.
- A number of pupils (approximately 1/3rd of the school) receive additional interventions to support them to achieve. This includes pupil premium, SEND, gifted and talented and disadvantaged pupils. Targets are set by teachers and records kept centrally with frequent updates so there is good communication on the progress of each child, and the TA knows areas on which to focus.
- We discussed how a documented curriculum incorporating high quality texts is in the process of being developed, covering fiction, non-fiction and poetry.
- There is a new national writing framework for 2025 which is still being reviewed, though early indications are that the school is already largely meeting the new requirements.