



ACTIVE SPELLING CASE STUDY

St Peter at Gowts Church of England Primary School

In this case study, Emma Bradley (Deputy Headteacher) and Julia Thorne (Senior Leader) discuss the intent, implementation and impact of Active Spelling.



ST. PETER AT GOWTS
C of E PRIMARY SCHOOL

St Peter at Gowts Church of England Primary School is situated in the centre of Lincoln, with over 250 children from a range of diverse backgrounds. The school has a higher than national figures for FSM (46%), PP (41%), EAL (51%) and boy: girl ratio (57%). SEN figures are also above national figures with over 60 children on our register, including 20 pupils with EHCPs. The curriculum is designed to take these aspects into consideration, with our Golden Threads of 'Values, Inspiration, Community and Excellence' weaving a curriculum that is aspirational and exceptional and adapted to meet the needs of our children.

There is an unwavering focus on spelling across the curriculum and a determination to ensure that every child will have the transcriptional skills needed to be a confident and competent writer, regardless of their background, needs or abilities by the time they transition to secondary school. Building upon the good progress and practice of our phonics programme, we needed an approach to teaching spelling which equipped staff with high quality CPD to support teaching and learning, provided us with a clear, structured routine and resources and actually worked in classrooms!

INTENT...

- For all classroom-based staff to be confident and skilled when teaching spelling and have a structured approach to doing so.
- For all classroom-based staff to have a more in-depth understanding of the research into spelling and be able to support and challenge children in their spelling journey.
- For all children to see themselves as writers and have the transcriptional skills needed to be confident and competent when writing.
- For all children to have a bank of strategies to draw upon, when needed, to support them when spelling new or unknown words, and when checking their own writing.



IMPLEMENTATION...

Since adopting the Active Spelling approach, we have implemented and achieved:

- High quality CPD for all teaching staff around the Active Spelling approach. This has been a culmination of external and internal training, working alongside consultation from L.E.A.D. Professional Development.
- Regular coaching and QA visits that ensure sessions were well-delivered and impactful with opportunities to share good practice utilised.
- As a result of our close work with L.E.A.D., our English Leads now both facilitate Active Spelling training and have worked with a variety of schools across Lincolnshire. We are also proud to host open mornings and showcase the approach in our school.
- Our spelling curriculum is refreshed and revitalised, where daily teaching incorporates research driven strategies and resources to maximise learning and progress.
- High quality CPD has been delivered to all staff (teachers and TAs) with regular opportunities for quality assurance
- Staff feel confident teaching spelling and are skilled in using the strategies across the curriculum, not just as a tool for teaching spelling but for developing vocabulary as well.
- A relentless determination to ensuring the transcriptional skills are taught, refined and embedded throughout school.

“The school’s curriculum, and its delivery, are informed by research.”

Ofsted 2024



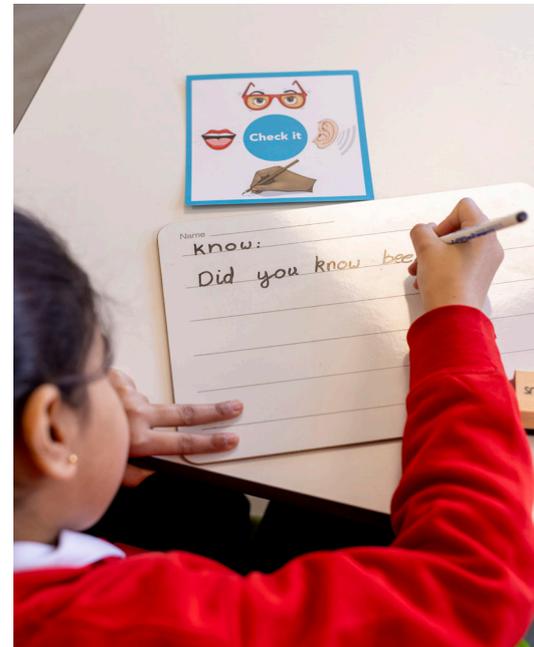
IMPACT...

We can confidently say that staff are skilled in teaching spelling and are knowledgeable and confident within this area. Time spent planning spelling focuses on the words and patterns being taught and the strategies that best support this, rather than time spent printing and resourcing activities.

Children across school are more confident and competent when applying the spelling strategies taught across the curriculum. This is evident in daily writing, writing assessments and end of KS2 data. A significant increase can be seen in the percentage of children achieving the expected standard in grammar, punctuation and spelling at the end of KS2 – from 60% in 2019 to 88% in 2024.

Positive pupil voice feedback has been collected from all ages of children, who can articulate how they can learn to spell new words (including which strategies will be helpful and which would not).

In February 2024, our Ofsted visit recognised the successes of Active Spelling that could be seen throughout school, particularly praising the links to research driving the approach the school's dedication and aspirations.



“Staff are unwavering in their ambition to ensure that all pupils develop correct physical posture, reading and mathematical fluency, and accuracy in their handwriting, spelling and use of grammar.”

Ofsted 2024

If you would like any further information about how the Active Spelling approach can be implemented at your school, please email admin@leadtshub.co.uk