**Liverpool Reading Quality Mark Assessment Report**

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| **School** | St Columba’s Catholic Primary School |
| **Headteacher** | Miss Evans |
| **Reading Advocate** | Mrs Oprey and Miss Hitchen |
| **Contact Details** |  |
| **Assessor** | Meryl Sangare |
| **Date of Assessment** | 1st February 2016 |

**Summary of Outcomes**

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| **Key Theme 1**  **Leadership and Management** | | |
| **Summary of success in meeting criteria**  1.1 The school development plan identifies the development of reading including the promotion and development of reading for pleasure as a key priority for 2015-2016. The development of this key priority is driven by the Headteacher, senior leaders and the Reading Advocates who have a clear action plan in place.  The Headteacher and Reading Advocates articulated a vision which develops the children’s love of reading to secure good progress throughout the school.  The importance of reading and the impact of initiatives put in place have been shared regularly with staff and governors and involve the whole school community. The Reading Advocates work with the link governor and make regular reports to governors. The excellent team approach led by the Reading Advocates working with key members of staff to develop whole school approaches.  1.2 The progress pupils make in reading is a key element of the school’s assessment and pupil tracking process. Through pupil progress meetings senior leaders and class teachers monitor the progress of all pupils with appropriate support planned for those pupils identified as needing to make accelerated progress to achieve their potential. The school has a range of effective interventions in place across the school, ensuring that pupils develop key reading skills and are motivated to read. Data sets show that children make progress in their reading ages termly and reading audit data shows positive changes to reading attitudes across school. The whole school approach to the teaching of reading including the development of reading for pleasure is evident in pupils’ positive attitudes and their love of books.  1.3 Analysis of reading surveys has informed key actions to develop reading for pleasure across the school. | **Strengths**  The leadership and commitment of the Headteacher to make reading for pleasure a key priority for the school. This commitment is fully supported by senior leaders, staff and governors resulting in a whole school focus on reading.  The leadership of the reading advocates in engaging and motivating staff, pupils and parents.  The progress pupils make in reading and the love of reading they display.  The role of governors in monitoring the impact of key actions and in promoting reading for pleasure. | **Areas for development**  Extend the role of pupils in planning and delivering the school’s reading for enjoyment strategy and activities through the further development of Reading Buddies across the school.  Opportunities to share good practice have been identified and the Reading Advocates need to ensure this happens to encourage a more consistent approach to effective strategies being used across the school. |
| **Key Theme 2**  **Workforce Development** | | |
| **Summary of success in meeting criteria**  The Reading Advocates have been successful in leading the development of a whole school approach to reading for pleasure.  They are trying to ensure staff has up to date knowledge of quality texts and strategies to support reading for pleasure. Training has been provided for parents to develop strategies to support children’s reading.  Staff share personal recommendations with pupils on an informal basis and are positive role models, sharing their love of reading with pupils and introducing them to a wide variety of texts.  The Reading Advocates have shared good practice, working collaboratively with other schools from across the network family. | **Strengths**  The focus on reading for pleasure as a key element of the whole school CPD cycle.  The commitment of senior leaders and the targeted use of funding to secure pupil progress in reading.  All teaching staff act as positive reading role models for children and are supported by the Reading Advocates with up to date information about appropriate reading materials. | **Areas for development**  Continue to develop opportunities for members of the wider school community to model the reading process and share their personal recommendations through displays, assemblies etc.  Build on links with the library and lead on networking to share ideas and good practice.  Survey staff on their CPD needs and the impact of this.  The impact of key actions on pupil outcomes needs to be regularly monitored and evaluated by the advocates and reported back to the senior leadership team and governors. |
| **Key Theme 3**  **Reading Promotion** | | |
| **Summary of success in meeting criteria**  Opportunities for reading are a key aspect of the curriculum and the school day including lunchtimes, break times and before school.  Children appreciate the opportunity to read for pleasure as part of their school reading experience and enjoy the regular experience of adults reading to them.  The school provides opportunities for peer recommendation through displays in the school library and class reading areas.  A wide range of quality texts, informed by children’s interests and staff recommendations is available in all classes. Staff regularly share book recommendations at staff briefings, meetings and informally around school.  The school has developed a Reading Buddy programme with KS1 and KS2 pupils who have acted as buddies to younger pupils. The school has plans in place to develop this further. | **Strengths**  The promotion of reading is evident across the school supporting a positive attitude to reading. Opportunities for independent reading across the school are a key element of curriculum provision.  The discussions about reading taking place across the school as a result of access to quality texts, promotional displays, events and peer recommendations are helping to develop a love of reading across the school.  Children display a real love of reading and appreciate the opportunities provided for reading for pleasure and for their teachers and other adults to read to them.  The school has plans in place to further develop the Reading Buddy scheme with a number of pupils. The impact of the programme will be monitored by senior leaders. | **Areas for development**  Each class to consider ways of showing their favourite books and how to label some of the books in class libraries more effectively to make it quicker and easier for children to make informed choices of books.  The Reading Buddies would enjoy reading books recommended by their teachers and by other children and this can influence their choice of texts.  Audit and ensure a wide range of quality texts are available to support cross curricular themes.  The Reading Buddies meet half termly with Miss Hitchen to share ideas and actions to promote reading. |
| **Key Theme 4**  **Reading Events and Groups** | | |
| **Summary of success in meeting criteria**  The Reading Advocates have planned a variety of events over the year related to national and local events such as World Book Day, author/drama/storyteller events, as well as school book fairs and book swaps. These key events have provided the opportunity for pupils, parents/families and staff to promote and celebrate reading. | **Strengths**  The calendar of events is well planned by the Reading Advocates.  Staff, pupils and parents described the enjoyment and positive impact of key events. | **Areas for development**  Extend the involvement of all staff in planning and delivering the annual calendar of events for the new academic year using the National Literacy Trust resource.  Explore opportunities for the development of reading groups for pupils and adults. |
| **Key Theme 5**  **School Wide Opportunities for Reading for Pleasure** | | |
| **Summary of success in meeting criteria**  The school has developed attractive reading areas across the school and in all classes to promote and celebrate reading. The reading areas are well stocked with a variety of texts to appeal to children’s interests. Books are also available in swap boxes for children’s use at allocated times advertised by the Reading Advocates.  Library stock is regularly added to. | **Strengths**  Reading is highly visible and celebrated throughout the school.  Displays, the school library and the reading areas promote and celebrate the joy of reading across the school.  Children appreciate the range of texts available to them and the recommendations made by teachers and their peers.  The opportunities for reading across the areas of learning in EYFS. | **Areas for development**  With staff agree key elements that should feature in all reading areas to ensure a more consistent approach across school.  Develop reading opportunities and connections through Science and other subjects to show reading being part of the whole curriculum and learning.  Develop access and opportunities for reading for pleasure at lunchtimes and break times in designated areas outside and inside.  Reading Buddies become more actively involved in organising and sorting the class areas into authors, genre and subject matter to make the books more accessible when deciding on which books to read.  Each Reading Buddy could be given a book with children having input into what is bought and how to improve reading opportunities. |
| **Key theme 6**  **Family/Community Involvement/Public Library Service** | | |
| **Summary of success in meeting criteria**  The school provides information and advice to parents/carers through leaflets and the school website as well as through scheduled meetings with parents and informal meetings at start and end of the school day.  The school website provides a range of useful information and advice to support and celebrate reading.  The Reading Advocates have explored a range of strategies to engage with parents. The school provides a range of training opportunities for parents in line with identified priorities.  Parents have engaged well with opportunities such as the book swaps, Read for the Stars and Book at Bedtime.  A number of members of the wider community also act as reading volunteers.  Pupils have been taken on visits to the local library.  The school has shared and developed good practice through attendance at cluster meetings through the local learning network. | **Strengths**  The school has successfully engaged with parents and carers to enhance the development of reading for pleasure. In particular the work with parent volunteers and the engagement of parents with events such as the Book Swap, Read for the Stars and Book at Bedtime.  Parent workshops focused on strategies to support children’s reading are valued by the parents. | **Areas for development**  Continue to build on successful strategies to engage with parents.  The school has plans in place to further develop links with Knowsley Library Service.  School could look at how to develop working in partnership with the Beanstalk organisation to support identified pupils to develop their reading skills. |

**Assessor Recommendations**

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| **Areas of strength/ excellent practice** | **Future development** |
| * The whole school community demonstrates that ‘Reading for pleasure’ is central to the school’s ethos and culture. * The love of reading the staff and children display. * The enthusiasm and strong leadership of the Reading Advocates in engaging pupils, families, staff, governors and members of the wider community is evident in the range of strategies developed to successfully promote and develop reading for pleasure across the school. | * Continue to build on success to date to improve outcomes for all pupils and sustain the good rates of progress in reading. * Extend the role of pupils in planning and delivering the school’s reading for enjoyment strategy and activities through the expansion and involvement of the Reading Buddies. * Continue to build on successful strategies to engage with parents. * To build up and lead events across the local network to build and sustain the reading momentum. * To build cross curricular links and evidence these in the class learning environment. |

**Quality Mark achieved Level of award: Silver**