



Liverpool Reading Quality Mark Accreditation Report

School Improvement
Liverpool

School	Our Lady's Catholic Primary School
Headteacher	Mr Haydn Boyle
Reading Advocate	Mrs Colette Smith – Reading Advocate
Contact Details	Colette.smith@ourladysprescot.com
Assessor	Gill Lawson
Date of Assessment	30 th November 2016
Level Awarded	GOLD

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management

- There is clearly a commitment from senior leadership to develop opportunities for children to read for pleasure and reading is evident in the school development plan. Enjoyment of reading is a whole school priority on the SDP.
- Opportunities for independent reading have been incorporated into the curriculum.
- There is a whole school approach to reading for pleasure.
- Pupils' progress in reading is tracked and support is targeted appropriately to help struggling readers.
- The school has ambition plans for reading events and initiatives in the forthcoming academic year.
- The aim is that pupils will develop a love of reading and that pupils' enjoyment of reading will increase.
- The Reading Advocate, supported by the head teacher and governors, has worked hard to ensure that reading for learning and reading for pleasure is evident right across the school and in teaching practice.
- Opportunities have been introduced, and are developing, for pupil leadership. For example Reading Champions have been appointed. Through this emerging role, pupils are able to share their ideas for reading development which may be taken on board by the school.
- Pupil attainment in reading is tracked and analysed. Outcomes for reading compare favourably with the national picture:
 - For KS2 Expected Standard, School 85%, National 66%
 - For KS1 Expected Standard, School 77%, National 74%
- Pupils have been surveyed to find out about reading attitudes to help evaluate the impact of reading initiatives and to inform the school's reading for pleasure strategy.

Key Theme 2 Workforce Development

- Training for staff on Read Write Inc. literacy programmes. Governors and staff report that the programme has had a positive impact upon reading assessment data.
- Whole school approaches have been adopted to support reading for pleasure and reading for learning:
 - Read Write Inc.
 - Timetabling of reading
 - Displays of staff current reading books and book recommendations, for example 'Desert Island Reads'.



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- High quality classroom displays and reading corners
- All classes have access to the school library
- Opportunity for reading in Breakfast Club
- A range of teaching strategies support the development of reading skills:
 - Individual and independent reading
 - Accelerated reading, KS2. The promotion of independent reading practice through the Accelerated Reader Programme is the focus of the school's Reading Quality Mark case study.
 - Reading Buddies
 - The Big Book Read
 - Class readers, one per term supported by Knowsley Education Library Service book loans
 - Class reading displays
 - Chatterbooks initiative, starting November 2016 with Y4 pupils
 - Guided reading
 - Teachers model reading to the children
 - Schemes used include – Oxford Reading Tree, New Way, Project X Code
 - Read Write Inc. programme in EYFS and KS1
- Staff have embraced opportunities to focus on reading and there is a staff bookcase in the staffroom.

Key Theme 3 Reading Promotion

- The school has a well-used library.
- Reading is timetabled for all classes and there are other opportunities for pupils to read outside of lesson time.
- Displays around school promote reading, in classrooms and communal spaces.
- Some children particularly enjoy the opportunity for quiet reading time in the breakfast club before school.
- Quality texts on loan from Knowsley Education Library Service are used by staff to support the school's Creative Curriculum.
- A system of Reading Buddies has been developed between Y6 and Y2 pupils, Y5 and Y1 pupils. Y3 pupils have been introduced to reading with e-books.

Key Theme 4 Reading Events and Groups

- Pupil Reading Champions have been appointed to support the school in developing a positive reading culture. The Reading Champions are keen readers and their responsibilities include helping to look after the school library, helping to organise reading events and competitions and encourage participation.
- Travelling Book and Scholastic Book Fairs have taken place, supported by Y6 pupils. This helped raise funds to enable the school to purchase books requested by the Reading Champions and books on a parent's 'wish list'.
- The school engages with several initiatives to promote reading for pleasure. Photographs of some of the school's reading for pleasure activities have been uploaded to the school website, for example:
 - EYFS Stay and Play including use of reading area
 - Y1 World Book Day and Big Book Week
 - Y2 Reading Buddies
 - Y3 Learning about Roald Dahl, writing e-books
 - Y4 a library visit to Central Library, Liverpool
 - Y5 'Inspire' books event and Y5/Y1 reading buddies
 - Y6 dressing up as characters from a book, performance of Julius Caesar at the Capstone Theatre, Liverpool Hope University Creative Campus
- The school recently ran a reading non-fiction 'November Challenge' and is currently signing pupils up to participate in a Christmas Reading Challenge.



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- National Poetry Day - pupils were encouraged to read a poem at home, 'On the Ning, Nang, Nong' by Spike Milligan.
- A number of pupils participated in the public library Summer Reading Challenge. The school came second in the local authority for the number of children completing the challenge.

Key Theme 5 School Wide Opportunities for Reading for Pleasure

- The school library is a focal point for reading for pleasure in the school.
- There are several displays around the school designed to promote reading for pleasure; displays of recommended books, staff current reads and staff book recommendations.
- Attractive themed reading areas in each classroom.
- There is a book basket in the school reception area highlighting the school's 'love of reading'.

Key theme 6 Family/Community Involvement/Public Library Service

The school has introduced a number of measures to encourage family and community involvement:

- Information about reading is communicated to parents/carers via the school website, class dojo and newsletters.
- The promotion of the Summer Reading Challenge and Christmas Reading Challenge
- 'Inspire' sessions, with the opportunity to provide parents with recommended books, have been very successful. Looking ahead a number of parents have committed to training in reading and SPAG (spelling, punctuation and grammar) to take place in January 2017.
- The literacy lead attended the LRQM CPD sessions and shared ideas and practice with colleagues from other schools.
- Visits to Liverpool Central Library arranged for pupils in Y4.



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Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none">• Commitment from SLT to reading for pleasure, supporting the Reading Advocate in establishing a school reading culture.• Staff are passionate about instilling a love of reading in the children.• There has been a school wide drive on reading. Staff have been empowered to be creative in supporting reading for pleasure. Many have taken the opportunity to create inviting reading spaces in each classroom.• Pupil Reading Champions enjoy the role and are keen and willing to develop their responsibilities further. Pupil involvement and leadership in reading has been established through the Reading Champions and Buddies and there is scope to embed this further.• Staff have clearly engaged with the drive for high standards in literacy and have embraced the focus on reading for pleasure.	<ul style="list-style-type: none">• Collect and evaluate feedback about this year's reading initiatives from both pupils and staff to inform next steps and decisions on how the initiatives may be sustainably developed in the future.• Further develop the effective practice recently introduced to embed reading for pleasure in the school's culture.• Develop the reading area on the school website so that it clearly signposts parents/carers to guidance on creating a positive reading environment at home, tips for encouraging pupils to read at home, web links to encourage reading for pleasure and to share information about local and national reading events.• Populate the Reading Events page of your website.• Further develop pupil involvement beyond the Reading Champions in the selection of reading books.
I would like to thank the pupils, staff and others for welcoming me into the school - Gill Lawson	

LRQM Assessor to complete the form and send a copy to School Improvement Liverpool and the Headteacher within 10 working days of the assessment visit.