

Liverpool Reading Quality Mark Assessment Report

School	St Joseph's RC Primary Huyton
Headteacher	Charlie
Reading Advocate	Michael Brooks
Contact Details	
Assessor	Meryl Sangare
Date of Assessment	12 th February 2016

Summary of Outcomes

Key Theme 1		
Leadership and Management		
<p>Summary of success in meeting criteria</p> <ul style="list-style-type: none"> Reading is central to the School its Development Plan and is evident in all areas Reading is one of the core elements in pupil well-being, with all children having a positive reading identify, no matter what their starting points There is a coherent whole-school strategy for promoting reading for pleasure to enhance learning. The plan is informed by staff, governors and pupils and is supported by parents/carers and the wider community. The Reading Advocate provides regular reports to governors to monitor the impact of key strategies, as well as the School Council. Communication with governors regarding reading is excellent. It is informed by national and local developments Progress in reading is carefully tracked and shows pupils make great progress and attain higher than National in Reading, which is strongly supported by RfP as well as the reading curriculum Clearly articulated policy is evident in all areas of school life and in teaching practice. The governors and all staff and parents play an active role in embedding Reading for Pleasure. 	<p>Strengths</p> <p>Commitment from Head teacher to reading for pleasure, supporting the Reading Advocate in establishing a very strong whole culture, through innovative timetabling/funding.</p> <p>“Mr Brooks has inspired us about books and reading, with new ways of doing things since he arrived in school.”- Reading Ambassadors</p>	<p>Areas for development</p> <p>Share approaches discussed to ensure that pupil voice is more evident in all aspects of reading and with books on display. Develop the role of the Reading Ambassadors- see Key Theme 3</p>
Key Theme 2		
Workforce Development		

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<p>Summary of success in meeting criteria The Reading Advocate provides a very strong lead for whole school strategy, gaining the commitment of all staff to reading. From the Reading Advocate's monitoring, staff are much more aware of the dynamics of the teaching of reading and will adopt consistent approaches to the teaching of reading (CPD Spring 2) Every classroom promotes a strong reading ethos.</p>	<p>Strengths Succession management/sustainability for Reading Advocate role. Good practice is shared and celebrated with staff learning from each other. The Reading Advocate leads by example. All staff very clear on the importance of reading and sharing a love of it with their colleagues and children.</p>	<p>Areas for development Maintain and extend staff knowledge of the range of books. Ensure CC books are displayed in all areas, especially Science and books organised in library on themes/subject areas to enhance the use and choice of books, especially non-fiction.</p>
<p>Key Theme 3 Reading Promotion</p>		
<p>Summary of success in meeting criteria Very regular opportunities for independent reading and for children to be read to are embedded across the school, within and outside classrooms The use of quality texts to extend thinking and understanding around subject/ topic areas is embedded with a wide range of books available. Reading Buddies/Ambassadors receive appropriate training and support programmes lead to improved outcomes for pupils. All classes have regular opportunities for peer recommendation and pupils are involved in book selection for the library.</p>	<p>Strengths The Library is welcoming and has a high profile in the school; which is symbolic of the importance of reading for pleasure. It is also open after school which enable parents/carers to read with their child/borrow books. There is also a staff book loan shelf which is very popular. Boxes for outdoor reading enhance provision further</p>	<p>Areas for development Reading Ambassadors want to be more actively involved with the whole reading process, from meeting with the Reading Advocate on a more regular basis to discuss and agree their own next steps and actions; fundraising to get more books into the school; organising the books more effectively in class reading areas/library; gathering suggestions for each class and deciding which books to buy with their class/ group budget; adding e-books to iPads to widen class libraries in different direction; recommendations for choosing a book or 'If you like this book, have a look at ...'</p>
<p>Key Theme 4 Reading Events and Groups</p>		
<p>Summary of success in meeting criteria A comprehensive calendar of events linked to local, national and international initiatives is embedded across the school. Reading groups are run regularly, addressing the needs and interests of different groups of children, e.g. Chatterbooks for reluctant readers in KS2. The school collaborates with local/national organisations to promote reading for pleasure and enhance key skills. There are links to the National Literacy Trust resources.</p>	<p>Strengths Certificates are very valued and given out in Friday assemblies and used to reinforce the importance of reading and celebrate individual's reading achievements. Children really keen to talk about how Chatterbooks has changed their view and engagement with reading. Parents are invited to WBD reading sessions. This is a reaffirming event and pupils are very excited to share the day with their parents/relatives/other members of the school community.</p>	<p>Areas for development The Reading Advocate is going to work on setting up the iPads as another way of reading for pleasure, alongside the Knowsley Library Services e-books.</p>
<p>Key Theme 5 School Wide Opportunities for Reading for Pleasure</p>		
<p>Summary of success in meeting criteria</p>	<p>Strengths</p>	<p>Areas for development</p>

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<p>Children want to read and they are highly involved in developing reading for pleasure. The whole of the school environment encourages reading for pleasure, including outdoors.</p> <p>Reading displays are consistent yet individual and support the range of readers in each class.</p>	<p>The whole school commitment to reading gives a high profile to reading in the school with a strong, inclusive identity. Home-school reading is well established through the home-school library shelves The Reading section of the website is another element in maintaining the profile of Reading for Pleasure and supports parents/carers who can't come into school regularly Book sharing across age ranges has been developed through Y1+Y5 Reading Buddies.</p>	<p>Reading Buddies is being expanded into the other year groups.</p>
<p>Key theme 6 Family/Community Involvement/Public Library Service</p>		
<p>Summary of success in meeting criteria</p> <p>St Joseph's works closely with families to promote home reading through different avenues. Most parents are happy and confident about coming to schools events and supporting their children. The Reading Advocate works with Library Service to support reading for pleasure provision in school. Piloting use of e-books from the library service and building closer links as a result of this.</p>	<p>Strengths</p> <p>Communication with parents and carers After and in school book events also promote and embed the culture of reading for pleasure: After school club;</p>	<p>Areas for development</p> <p>Further activities for parents and carers to meet specific needs and engage more of the 'hard-to-reach' families.</p>

Assessor Recommendations

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none"> The embedding for Reading for Pleasure across the school and the curriculum the commitment of the Headteacher to Reading for Pleasure through staffing and timetabling 	<ul style="list-style-type: none"> Continue to develop activities and support for parents and carers

Quality Mark achieved

Level of award: GOLD