

Liverpool Reading Quality Mark Assessment Report

School	St Anne Stanley Primary School
Headteacher	Julie Simons
Reading Advocate	Eve Stokes and Simon Lineton
Contact Details	
Assessor	Meryl Sangare
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Summary of Outcomes

<p>Key Theme 1 Leadership and Management</p>	
<p>Summary of success in meeting criteria</p> <p>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.</p> <p>The Headteacher and Reading Advocates articulated a vision which develops the children's love of reading to secure good progress throughout the school.</p> <p>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.</p> <p>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 good progress from their starting points with pupil outcomes for reading at KS1 and KS2 rose for Level 2+ and Level 4+. 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.</p> <p>1.3 Analysis of reading surveys has informed key actions to develop reading for pleasure across the school.</p>	<p>Strengths</p> <p>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.</p> <p>The leadership of the reading advocates in engaging and motivating staff, pupils and parents.</p> <p>The good progress pupils make in reading and the love of reading they display.</p> <p>The role of governors in monitoring the impact of key actions and in promoting reading for pleasure.</p>

<p>Children have been consulted on key areas of the reading for enjoyment strategy.</p>	
<p>Summary of success in meeting criteria</p> <p>The Reading Advocates have been successful in leading the development of a whole school approach to reading for pleasure.</p> <p>A full programme of CPD continues to address key priorities to support staff in developing a consistent whole school approach to developing reading skills, through the development of focused teaching of phonics, guided reading and reading for pleasure. The school has worked with colleagues from local schools. In addition to CPD to ensure the development of key skills in reading, training sessions have been delivered by the Reading Advocate for both teaching staff and Learning Support Assistants to ensure staff has up to date knowledge of quality texts and strategies to support reading for pleasure. Training has also been provided for parent volunteers to develop strategies to support children's reading.</p> <p>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.</p> <p>The Reading Advocates have shared good practice, working collaboratively with a number of schools from across the city.</p>	<p>Strengths</p> <p>The focus on reading for pleasure as a key element of the whole school CPD cycle.</p> <p>The commitment of senior leaders and the targeted use of funding to secure pupil progress in reading.</p> <p>The school's engagement with LA officers and other schools has included training for all staff leading to increased confidence and some consistent approaches to the teaching of reading.</p> <p>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. Teachers regularly share resources and recommendations.</p>
<p>Summary of success in meeting criteria</p> <p>Opportunities for independent reading are a key aspect of the curriculum and the school day including lunchtimes, break times and before school. A range of quality texts are available to support cross curricular themes.</p> <p>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.</p> <p>The school provides opportunities for peer recommendation through displays in the school library and class reading areas.</p> <p>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.</p> <p>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.</p>	<p>Strengths</p> <p>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.</p> <p>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.</p> <p>The Reading Ambassadors meet as they request to share ideas to promote reading.</p> <p>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. They enjoy reading books recommended by their teachers and by other children and the fact that they can influence the choice of texts available to them.</p>

	<p>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.</p>
<p>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.</p>	<p>Strengths The calendar of events is well planned by the Reading Advocates.</p> <p>Staff, pupils and parents described the enjoyment and positive impact of key events.</p>
<p>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. The dedicated Reading Ambassadors are positive role models and act as ambassadors for reading, recommending texts and sharing their favourites with other pupils. Library stock is regularly added to.</p>	<p>Strengths Reading is highly visible and celebrated throughout the school.</p> <p>Displays, the school library and the reading areas promote and celebrate the joy of reading across the school.</p> <p>Children appreciate the range of texts available to them and the recommendations made by teachers and their peers.</p> <p>The opportunities for reading across the areas of learning in EYFS.</p>
<p>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, including links to approved websites with reading resources for children and families. 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 and book fairs. 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 for pilot leads and through the local learning network.</p>	<p>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' and 'Share a Story'.</p> <p>Parent workshops focused on strategies to support children's reading are valued by the parents.</p>

Assessor Recommendations

Areas of strength/ excellent practice

- The whole school community demonstrates that 'Reading for pleasure' is central to the school's ethos and culture.
- The good progress pupils make in reading at KS1 and KS2 and the love of reading they 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.

Quality Mark achieved

Level of award: Silver