



Liverpool Reading Quality Mark Accreditation Report

School Improvement
Liverpool

School	Whiston Willis Primary School
Headteacher	Ian Cooper
Reading Advocate	Becky Harrison
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Assessor	Mary Hind-Portley
Date of Assessment	1 st July 2016
Level Awarded	GOLD

Meeting the criteria – summary statements

Key Theme 1	Leadership and Management
	<ul style="list-style-type: none">• The Headteacher has made a significant investment in reading to ensure that reading is at the heart of school life. The financial investment has been substantial and well-thought out leading to a well-designed library, guided reading areas and a wide range of high-quality book stock across the school.• This investment in resources has been enhanced by the appointment of teaching assistant whose time is dedicated to promoting and enhancing reading.• The Reading Advocate has led the development of reading well, building on previous good practice and working with new Headteacher and his vision.• The Chair of Governors supports the school's work on reading, seeing it as central to the pupils' learning. Governors are kept well-informed about progress in reading and work on reading for pleasure.• The Headteacher has led a focussed approach to reading since his appointment in September, carefully selecting external CPD and supporting staff in learning from each other• Pupils are also involved in leading reading development. There is a Reading Council run by reps from each class who love reading, not based on ability, who gather and share ideas about reading with their peers – they are both passionate and responsible.• The central role of reading is reflected in the timetabling of guided reading, class reading/story time and individual reading time.
Key Theme 2	Workforce Development
	<ul style="list-style-type: none">• The reading action plan is clear and focused on outcomes. CPD is carefully selected to meet individual and school needs. Guided reading CPD has been thoughtfully structured to ensure the impact of the training has been evaluated. This is further supported by CPD on reciprocal reading and the purchase of a reading scheme to support implementation in all classrooms.• The use of reciprocal reading is consistent throughout the school but adapted for different classrooms. Pupils were very enthusiastic about this approach, explaining how it has improved their analysis of texts.• Following research with other schools about Accelerated Reader has been implemented, quickly becoming a central part of the school's approach to reading for pleasure. Pupils speak highly of the resource and are proud to be 'millionaire' readers. Staff report an increased engagement with reading for pleasure and as well as more careful close reading taking place. Data provided by Accelerated Reader is carefully scrutinised. This is fully detailed in the methodical case study which evaluates the impact of AR on attitude, reading age and progression made..• Staff are engaged in reading for pleasure and speak with passion about reading in school and the opportunities they are encouraged to provide for pupils. Staff share approaches to encouraging reading for pleasure, including clever use of ICT.• Staff meetings are used to deliver training and for staff to share recommendations and approaches.• Lunchtime supervisors are also trained to read 1-2-1 and have been given extra hours around lunchtime to do so. They read with identified pupils
Key Theme 3	Reading Promotion
	<ul style="list-style-type: none">• Reading is celebrated across the school through interactive displays, classroom reading areas and additional reading areas. The investment in high quality texts is evident in the wide range of books, magazines, comics and newspapers available across the age ranges both in classrooms and the libraries.• The library areas are well-designed and open. Reading for pleasure is promoted to parents through library sessions, the website and parents' evenings.• Reading is promoted through high quality display within school and also on the website. The Reading TA promotes reading skilfully and sensitively with both families and children, talking to parents on the playground and providing regular family access to the library.• Reading buddies and ambassadors promote reading sharing recommended reads, the use of whole year group as reading buddies gives a strong message that reading is valued and that all pupils are valued as readers.



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- Website promotes the value of reading to parents through helpful information and by celebrating reading through exciting activities.
- ICT is used to promote reading and engage pupils – through the Aurasma app for book reviews, and talking tins to create interactive displays, as well as QR codes to help pupils access peer models. Digital leaders are also used to promote reading.
- Mystery readers create further excitement around reading, promoting reading as a lifelong activity, sharing books with pupils.
- Reading is a central part of the school day.

Key Theme 4 Reading Events and Groups

- School has lots of regular reading events and groups, supported by additional high profile activities linked to national events.
- There is a range of book groups eg Bookworms linking reading with gardening.
- Groups take place at different times to give access to a wide range of pupils.
- Bookstart is a welcoming group before school and children love to come in early for this. This has had a positive impact on punctuality and attendance.
- The author visit by Kate Pankhurst inspired the children to read and write in response, producing high quality responses.
- The *Aquila* magazine is purchased to provide reading challenge for the more confident and more able readers and is well-used by pupils.
- The reading 'bikers' visits are a good link with the wider community as well as showing reading as a life-long habit.

Key Theme 5 School Wide Opportunities for Reading for Pleasure

- Reading for pleasure is school-wide. Pupils have lots of opportunity to develop as independent readers through the availability of books in classrooms and libraries, opportunities for reading in class and throughout the school day. Pupils make very good use of classroom reading areas, which they love.
- Book promotion is prevalent around the school and provides pupils with suggestions for reading which help to broaden their choices.
- The wide range of reading groups provide for the range of pupils in the school.
- Reading is embedded in the curriculum with carefully selected approaches to include all children.
- Reading takes place both indoors and outdoors across all key stages. There are lots of places for pupils to read outside and lots of books which are taken outside. Pupils have helped to create outdoor reading places.
- Reading habits are well-established from EYFS where 'story is our starting point'. A literacy rich environment is created in EYFS and is built on throughout the school.
- Children are consulted about book purchases, giving their recommendations. These are listened to and acted upon.
- Displays reinforce good reading habits.

Key theme 6 Family/Community Involvement/Public Library Service

- School used a number of approaches to engaging parents. Regular meetings about reading are held, with an emphasis on engaging families from the start of the child's school career. These meetings support parents with approaches to home reading and help them to understand how reading is approached in school. Parent volunteer reading takes place on a weekly basis. Mystery reader events are held regularly where visitors come to school to read a book to the class.
- The library areas are used for regular parent drop-ins: to change library books, to support children with the Accelerated Reader quizzes. There is also a Parents' bookshelf in the KS2 library for parents to borrow and swap books for themselves.
- The nursery holds a 'Parent and Toddler' group which is open to all the community which supports and encourages pre-reading.
- School works closely with the James Greenop foundation to develop pupils as life-long readers.
- The Reading Bikers provide good role models for pupils, showing how reading is for life.

Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none"> • SLT financial investment in reading • SLT support for reading development and the strategic approach taken • Open culture and accessibility to parents and carers. • Use of Accelerated Reader to improve engagement with reading and progress in reading. 	<ul style="list-style-type: none"> • The School is considering how develop the library into a community library since the local library has been closed. • Develop the use of non-fiction texts to enhance further the range of reading materials for pupils



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- Use of reciprocal reading to develop pupils' questioning and exploration skills leading to improved test results.