



# Liverpool Reading Quality Mark Assessment Visit Report

School Improvement  
Liverpool

<b>School</b>	Roby Park Primary School
<b>Headteacher</b>	Mr Steven Hatton
<b>Reading Advocate</b>	Mrs Helen McLoughlin
<b>Contact Details</b>	helen.mcloughlin@knowsley.gov.uk
<b>Assessor</b>	Stephanie Wells
<b>Date of Assessment</b>	8 <sup>th</sup> March, 2016
<b>Level Awarded</b>	Silver
<b>The award is valid for 3 years from the date of assessment.</b>	

## Meeting the criteria – summary statements

### Key Theme 1 Leadership and Management

#### Strong whole school approach

#### Clear strategies for both Reading for Pleasure and acquisition of reading skills

- Reading for pleasure and the acquisition of reading skills are clearly identified within school improvement planning and are a coherent strand of learning informed by national and local developments.
- The School Improvement Plan clearly references significant resourcing for Reading for Pleasure.
- Governors are well informed receiving formal, termly reports. The link governor has also undertaken a class library learning walk and feedback and is in close contact with the Reading Advocate.
- Impact on pupil outcomes is evidenced in 2015 data: pupils attained at national in the Year 1 Phonics Screening test and KS2 with results on an upward trend.
- Tracking of pupils' progress in reading is thorough and informs interventions, planning and parental support.
- Timely pupil progress meetings ensure teachers are held to account for progress in reading.
- Pupils are regularly surveyed about reading attitudes and information is analysed carefully. Children interviewed and spoken with during the learning walk spoke positively and widely about their reading and felt clear that they had a voice.

### Key Theme 2 Workforce Development

- The whole school strategy is well led by the Reading Advocate whose enthusiasm and drive was noted and appreciated by staff, governors and pupils.
- A range of whole school strategies for reading and teaching and learning activities was evident in the learning walk.
- The Reading Advocate works closely with other Phase Leaders to ensure consistency in approaches to reading and good practice is shared across the school.
- Targeted staff training in a range of reading strategies has also included governors, Teaching Assistants, and volunteers who feel well supported. Training is currently underway for the introduction of Pearson's 'Bug Club'.
- Leadership and staff commitment is evident in the promotion of reading within class and around the school and in their visible presence as role models. Assemblies are regularly used as an opportunity for staff to promote and celebrate reading as a life-long habit.

### Key Theme 3 Reading Promotion

- Reading for pleasure sessions, silent reading and story time are all timetabled and the wider curriculum is enhanced with relevant fiction.
- Provision to support independent reading and for children to be read to has been significantly enhanced by



# Liverpool Reading Quality Mark Assessment Visit Report

School Improvement  
Liverpool

additional resourcing of the whole school library, class libraries and topic book boxes.

- Opportunities to read outdoors at breaks and lunchtime are ensured by the provision of book boxes which are organised by the pupils. A book swap system has a high profile with pupils.
- Pupil involvement and enjoyment in reading is clear. Those interviewed enjoy sharing book recommendations, the opportunity to take books home and the book swap opportunities. The reading buddy system linking Year 6 and Year 1 pupils is particularly appreciated by the pupils and older pupils are excited by the new reading blog.

## Key Theme 4 Reading Events and Groups

- A good range of opportunities is seized upon to promote a love of reading including visits from a number of authors and story tellers, national and local reading events and competitions.
- A particular success is the school's unique and long standing approach to World Book Day which clearly engages pupils and parents alike and promotes reading as a shared family activity.
- The 'Chatterbooks' reading group has evidenced success in engaging reluctant readers particularly older boys.
- Class trips to local libraries are regular and an embedded feature of the school calendar.
- Family literacy and 'Stay and Play sessions' have good representation from parents/carers and the school has been both inventive and successful in garnering the involvement of parents/carers in activities to promote and enhance reading provision from nursery.

## Key Theme 5 School Wide Opportunities for Reading for Pleasure

- The school has ensured the pupils have additional access to a wide range of high quality fiction and non-fiction texts in the attractive new library facility of which pupils and staff are rightly proud.
- Reading displays around the school and reading walls and displays within classes are varied attractive and serve to promote reading for pleasure, positive reading behaviours and response to text.
- The development of reading corners into attractive spaces where pupils can read has been adopted across the school and feature a good, quality range of fiction and non-fiction texts.
- The role of Reading Ambassador has been introduced in Year 1 to ensure regular pupil voice informs on-going developments and promotes reading with their peers.
- Pupils are particularly well informed and engaged by the school's established and high profile 'Author of the Year' for every class. The success of this strategy was clearly evidenced in pupil interviews and in the learning walk when pupils were able to talk knowledgeably about a range of authors and their works.

## Key theme 6 Family/Community Involvement/Public Library Service

- Parents/carers are provided with regular opportunities to read with their children in school and are able to access a good range of targeted information, guidance and workshops. The recently introduced pupil planner gives further guidance to parents/carers and the opportunity to be actively engaged in reading at home. The book lending scheme 'Reading is Fun' in the Foundation Stage to support their children at home is increasingly well attended.
- A number of recent high profile fund raising events attended by parents/carers has focused on reading
- Pupils regularly witness a wide range of adults promoting reading for pleasure from across the wider community including governors, volunteers, high profile authors and university students.
- Governors and parents/carers cited the significant positive impact of the focus on reading.
- Parents/carers are very satisfied with the personalised support provided for their children, the variety of ways the school involves parents from nursery and are clear about the changes that have impacted over the last few years.
- The school is keen to maximise opportunities presented by current building developments to promote reading further.
- The long standing and strong links with the library service has been well utilised by the school to provide pupils with access to quality books, authors, events and training. The schools' librarian confirmed the strong promotion of library services to parents/carers and the strength of the school's Reading Advocate.



# Liverpool Reading Quality Mark Assessment Visit Report

School Improvement  
Liverpool

## Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none"><li>• The passion, commitment and role of the Reading Advocate</li><li>• The close links with and use of the schools' library service to best serve the pupils' access to a good range of fiction and non-fiction texts, authors and events</li><li>• The galvanised interest in and commitment to the development of Reading for Pleasure amongst staff, the wider school community and parents/carers</li><li>• The use and impact of an annual class author</li><li>• The development of class libraries to engage pupils in reading</li></ul>	<ul style="list-style-type: none"><li>• Develop further access to and use of the new whole school library facility and outside areas</li><li>• Further develop and establish the roles of Reading Champions</li><li>• Establish new elements of reading for Pleasure including the book banding system, book blog and use of website</li></ul>