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Award granted: Good Practice
Project title: Ensuring all pupils have the opportunity to read more regularly and develop a love of reading

Project summary
Following an Ofsted report in September 2013 that highlighted a need for the whole school to develop reading, we decided to focus upon helping pupils to develop a love of reading through using a range of different approaches. The class teachers developed exciting, innovative reading corners within each classroom to encourage pupils to enjoy reading. We invited highly skilled volunteers to come into school to work with individual pupils and hear readers throughout the school. The volunteers are parents, grandparents, governors, retired teachers and community champions from the local supermarket. Each child was registered at the local library and the pupils now attend the library twice in a half term to choose books.

We monitor reading across the school and have pupil progress meetings each half term to discuss the progress and attainment of pupils. This allows swift intervention for any pupil who needs further support with reading and it allows us to challenge more able readers. We provide BRP for a pupil in each class and all the TAs within the school are trained to lead BRP.

The positive impact of this has already been noted. A HMI monitoring visit commented that "Pupils have made, on average, 13 months improvement since starting on the programme." We have developed comprehension skills through key questions in pupils' individual home reading records and we encourage parents to ask their child questions and comment on the progress.

Specific aspect of practice to be accredited?

- Raising standards in reading by raising the profile of reading throughout the school.
- Developing a love of reading and ensuring that all pupils have the opportunity to read regularly.
## What were you hoping to achieve?

- All pupils have a love of reading.
- Standards in reading raised throughout the school.
- Pupils are provided with opportunities to read regularly through a range of different opportunities.
- Classroom reading areas are developed throughout the school.
- Parents take an active role in helping their child to develop the key reading skills.
- Extra-curricular opportunities for reading are provided to support further learning.

## How did you identify the need for this practice?

- An Ofsted report in September 2013 highlighted the need to ensure that all pupils have the opportunity to read more regularly and develop a love of reading.

## Briefly describe the main characteristics of the school?

- This is a smaller than average sized primary school (163 pupils on roll).
- The proportion of disabled pupils and those who have special educational needs supported through 'school action' is below average.
- The proportion of pupils with a statement of special educational needs and those supported at school action plus is below average.
- An increasing but below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children from service families, and children known to be eligible for free school meals.
- A large majority of pupils are from White British backgrounds and other pupils come from a range of minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is average.
- A small group of pupils regularly attend Broadfield School, which has specialised provision to support pupils’ physical development. The school exceeds the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.

## What did you do?

- Following the Ofsted report, an immediate action plan was written to prioritise the aspects of reading. The subject leader developed a subject improvement plan that is reviewed each term. The subject leader met with the nominated governor to discuss the action plan. Rigorous monitoring by the SLT and subject leader have ensured that attainment and progress are tracked closely and pupil progress meetings take place each half term to monitor the progress of reading for all pupils. Swift intervention takes place if pupils are not making expected progress. By monitoring closely, pupils who are not supported at home become daily readers in school and are offered the opportunity to make the same progress as pupils who are supported at home.
• The subject leader and SLT have carried out joint observations of the teaching and learning. Weekly planning is monitored and the subject leader carries out regular scrutinies of pupils' individual reading record books.

• Each classroom now has a class reading corner which is changed each half term. The focus of the reading corners is linked to work in literacy and is specifically designed to promote reading and help to create interest for pupils.

• The TAs have been involved in training led by the subject leader to develop comments in reading records. Positive comments and comprehension questions encourage the parents to ask their child probing and challenging questions in order to comprehend the text in more detail. The impact of this has been noted by the subject leader, class teachers and parents. The comments by parents in the reading records are encouraging. Parents are more involved in their child’s reading and the pupils are more engaged with the texts. The subject leader has also led training for teaching assistants in 'BRP' (Better Reading Partners). Following half termly assessments, class teachers and class TAs identify a pupil who would benefit from 1-1 support for reading. The TA works with the individual three times a week focusing upon reading with the pupil. Progress of BRP was monitored in October and BRP pupils were found to have made 13.8 months' progress on average. This was commented on positively in the HMI report in November 2013.

• The teachers have been involved in training, working closely with the school advisor, MIT advisor and a teaching and learning consultant (Steph Johnson), who led staff training linked to reading and writing. The school advisor has led staff training on differentiation. Each class teacher has attended reading and writing training from LCC as part of their professional development and several teachers have visited other primary schools to observe good practice.

• A specific section was created on the school website, designed to raise the profile of reading within the school. The section contains photographs of reading corners and readers within the school, comments by volunteer readers, evidence of visits to the local library and positive quotes to inspire readers. Curriculum support for reading is available for parents in the Curriculum Support section of the website.

• The school holds a Reading Club for all pupils each Tuesday lunch time which is linked to the Lancashire Reading Trail run by Lancashire libraries. The pupils are able to read books and then complete book reviews which are sent to the library as part of the scheme. Pupils are able to win different awards for reading.

• The school have actively sought volunteer readers for the pupils. A range of volunteers, parents, grandparents, governors and community champion from our local supermarket come into the school each week to work with the pupils. At present there are 14 volunteers who read within the school. Some of the volunteers are retired teachers and members of the governing body which allows them to gain a much greater insight and to actively impact upon the teaching and learning within the school. All volunteers are DBS/CRB cleared.

• Each child within the school is able to access the school library on a weekly
The pupils are able to withdraw books each week. Parent volunteers and governors help the pupils to change their reading books each week.

- Each child has now been given a library card for our local library. (Accrington Library) The pupils visit the library each three weeks to withdraw books. The younger pupils are involved in story times at the library and it encourages the pupils to read a wider range of texts and genres. The pupils also enjoy reading in a different environment.

- To encourage pupils to develop a love of reading and storytelling we are working with a professional story teller, Sue Allonby, to run a 5 week Story Telling Club. 38 pupils from EYFS to Year 6 are involved and attend each Monday night.

- The pupils are assessed each half term for reading and their progress is tracked on a whole school tracking grid. Assessment is carried out through optional SATS, Teacher assessments and Salford Reading Tests. This rigorous monitoring allows swift intervention for any pupils who are not making expected progress and for a focus of more challenge for more able readers. This regular monitoring takes part with the class teachers and TAs, SLT and the subject leader to ensure shared accountability for pupil progress and attainment.

- A monitoring visit by HMI in November 2013 reported that "You aim to develop a love of reading in all pupils by ensuring that teachers read to them regularly; areas in the school and on the website are dedicated to reading; a reading club has been established and trained volunteers visit the school weekly to promote the skills for reading. Pupils’ reading ages have been assessed so that appropriate reading materials can be recommended to engage pupils and encourage reluctant readers. Pupils say that their reading has improved and could talk about the recent changes and how they have had a positive effect on reading habits. A nominated governor is evaluating the success of these actions and the new reading partners’ programme. Pupils have made, on average, 13 months improvement since starting on the programme."

Which members of the establishment and/or wider community have been involved and what was their role?

The SLT, School Advisor, MIT and teaching and learning consultant are committed to leading the staff and pupils to develop their reading throughout the school. An in-depth action plan has been created and opportunities for monitoring and evaluating the teaching and learning are planned throughout the school year. Rigorous monitoring systems are in place and pupil progress is discussed in a pupil progress meeting each half term. The SLT work alongside the subject leader in order to raise the profile of reading throughout the school. Joint observations, book scrutinies, reading records, guided reading scrutinies and key stage monitoring has taken place between the head teacher and school advisor, MIT and subject leader to monitor the teaching and learning. Training opportunities are provided for all the staff within the school and all of the staff have attended in-service training, INSET and LCC courses as part of their professional development.
The literacy leader has taken an active role in leading the development of reading by training the TAs to develop comprehension skills. The subject leader supports and guides the staff in developing reading further and will be leading a staff meeting in the summer term about developments in the new English curriculum. The subject leader monitors the progress of pupils throughout the school and has been the driving force making BRP such a success within the school.

The Governing Body take an active role to support the school to develop reading. Many of the Governing Body volunteer their time and expertise to hear readers each week. The nominated governor meets with the subject leader each term to discuss and review the action plan.

The teachers within the school are committed to developing reading. Their class reading corners are changed each half term and they are eager to inspire the pupils. The teachers read to their class each day and link learning to exciting and innovative activities and texts. The teachers work alongside the SLT to monitor the progress of pupils.

The teaching assistants have played a vital role in developing BRP and home reading. The comments written by TAs in pupil reading records have had a positive impact and the pupils and parents enjoy responding. The TAs are involved in pupil progress meetings and are eager to support the teachers in developing reading.

The parents have responded positively to comments in reading records. The parents have become more involved in hearing their child read on a more regular basis.

The school has worked hard to involve the local community and volunteers in helping us to develop the love of reading. Volunteers including governors, parents, grandparents and community champions offer their time each week to support the pupils.

The local library have been very accommodating in ensuring that every child in the school is now a member of the library. They are eager for us to visit every three weeks and are always helpful and friendly.

The pupils are eager to read and this is very apparent in the number of pupils taking advantage of the weekly reading club and the after school 'Story Telling' Club. The Reading Club has on average 22 pupils attending each week and the Story Telling Club has 38 pupils from EYFS to Year 6 who attend each week. They enjoy working with a professional story teller and learning new, imaginative ways to tell and read stories. The pupils work closely together and are working towards performing stories for the other pupils in the school.
### How has the progress of the project been monitored and evaluated?

Reading is monitored and evaluated rigorously. The SLT, School Advisor, MIT and teaching and learning consultant are committed to leading the staff and pupils to develop their reading throughout the school. An in-depth action plan has been created and opportunities for monitoring and evaluating the teaching and learning are planned throughout the school year. Rigorous monitoring systems are in place and pupil progress is discussed in a pupil progress meeting each half term. The SLT work alongside the subject leader in order to raise the profile of reading throughout the school. Joint observations, book scrutinies, reading records, guided reading scrutinies and key stage monitoring have taken place between the head teacher and school advisor, MIT and subject leader to monitor teaching and learning. Training opportunities are provided for all the staff within the school and all of the staff have attended in-service training, INSET and LCC courses as part of their professional development.

### How has the practice been modified or improved during development?

Our practice has been developed and improved since September 2013 as we are able to adapt our practice and offer swift intervention for pupils who do not make expected progress. We are eager to offer new initiatives to inspire pupils and are always looking for further opportunities. Pupil progress meetings have historically just involved the head teacher and class teacher, now meetings involve the teacher, TA, SLT and subject leader to ensure greater accountability and a shared vision for improvement. By monitoring closely we are able to support pupils who are not supported at home and provide daily reading opportunities for those pupils. Working alongside MIT, the School Advisor and a teaching and learning consultant, we are providing the teachers with the best practice and expertise to develop their own professional development. The subject leader is working closely with the teaching and learning consultant and is developing her own skills which is having a positive impact as she is able to support and guide the other staff. The teachers are constantly reflecting upon their own practice and regular monitoring ensures that standards remain high. Pupils are challenged and encouraged to exceed their targets. Pupils are given individual targets for reading and know the next steps they need to take in order to make more progress.

### What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

The impact of the focus on reading has been very positive. Pupils who were identified as underachieving and have taken part in BRP are reading on average 13.8 months beyond their initial assessment. Tracking systems are updated following pupil progress meetings and attainment and progress is measured. Any pupils who have not made expected progress are given swift intervention. Booster sessions, small group support and 1-1 interventions are adapted each half term to ensure that the best provision is made for all pupils regardless of the support they have at home. Pupils are asked about their learning as part of 'the Pupil Voice'. The pupils meet each fortnight and discuss their teaching and learning. Comments made by pupils are included in the termly report to governors. The number of pupils...
attending reading clubs is consistent and rising, a clear indication that pupils have developed a love of reading.

**What are the next stages in the development process?**

- Continued rigorous monitoring of reading throughout the school.
- Ongoing assessment and pupil progress meetings to continue to support pupils.
- Sharing good practice within the school and through observing leading teachers.
- Working with the teaching and learning consultant to develop teaching and learning further.
- New opportunities for developing reading beyond the classroom.
- A Drama Club in the Summer Term to encourage pupils to read and perform a favourite story - pupils throughout the school to be involved in the Drama Club.
- Opportunities for pupils to work with an author through a school visit with a local author.

**What aspects of this practice may be useful for other establishments to consider?**

- It is important to be committed to raising the profile of reading and recognising that this commitment is ongoing. The pupils need to be inspired and engaged. They need providing with different opportunities to develop further. The SLT, staff and Governing Body need to monitor rigorously and constantly evaluate their progress, adapting their practice to ensure it is still current and innovative. Involve the pupils and parents in their learning. Take advantage of the opportunities within your local community and beyond the classroom. The teachers in our school are enjoying reading as much as the pupils and are inspired to offer the pupils interesting, exciting reading opportunities!