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| **School** | St Anne’s Primary School |
| **Headteacher** | Maggie Keating |
| **Reading Advocate** | Jenny Reale-Smith |
| **Contact Details** | stanne@knowsley.gov.uk |
| **Assessor** | Jessica Leong |
| **Date of Assessment** | 24th February 2016 |
| **Level Awarded** | Gold |
| **The award is valid for 3 years from the date of assessment.** | |

**Meeting the criteria – summary statements**

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| **Key Theme 1Leadership and Management** |
| The school has a clear vision for reading. As a school, reading was a key area for development and there has been a substantial amount of time and funding dedicated to reading. The love and passion for reading is tangible the moment you enter the school.  A reading action plan has been developed by the Reading Advocate and is shared regularly with the Headteacher and Senior Leadership Team.  The environment is awash with curriculum displays with fiction and nonfiction books that link to the various topics. There is a dedicated reading area in the corridor that the children requested that currently has a woodland theme and a selection of books. Every classroom door has a sign that highlights what the teacher is currently reading. Each classroom has a cosy reading area with a wide selection of books. There are cushions, fairy lights and draped fabric creating enclosed spaces that the children love. On the walls are children’s book reviews and recommendations. The class teachers share their recommended reads in a bag in the area. Children spoke with enthusiasm about their favourite books and the numerous opportunities provided for reading for pleasure.  Surveys and questionnaires have been completed by staff, governors, pupils and parents to gather views about reading and to inform the school development plan. |
| **Key Theme 2Workforce Development** |
| All staff are fully involved and kept updated during staff meetings. CPD events are attended and any links to reading fed back to staff.  There is a Reading Team consisting of teaching and support staff that develop and promote reading across the school and engage parents and carers. The Reading Team organise events such as the Winter Wonderland reading eventduring which parents and carers were invited to come and share stories with their children while drinking hot chocolate. Both of which were hugely popular with children and parents with one parent commenting “a really good idea for school to do and will help children be more inspired to read together.” |
| **Key Theme 3 Reading Promotion** |
| Reading Ambassadors have been established in each class. They meet regularly with the school Reading Advocate to discuss ideas for reading for pleasure. They feedback ideas to their classmates and take their role very seriously in school. They have designed their own t-shirts that highlight their role to other children and staff.  Reading areas in every classroom with a broad range of books suitable to the age and interests of the children. The introduction of Kindles and iPads inspired reluctant boys to read for pleasure. The use of technology supported children to remain engaged with reading during the summer holidays with parent feeding back that his was very successful in developing enjoyment and confidence in reading.  The environment reflects the promotion of reading for pleasure with book reviews, displays and recommended reads. All displays have a selection of books that reflect the current topic or theme, for example Greek Mythology.  The reading team invited an actor, Stephen Graham, to come and read to the children in the story telling chair. His flair captivated both children and adults alike.  The children have written to their favourite authors, David Walliams and Julia Donaldson and been inspired when receiving a response.  The Reading Team and Reading Ambassadors are constantly developing new ideas to engage children and their families. Many activities take place to engage and support children and their families, Books for Breakfast, Reading Cafe, EYFS stay and read sessions.  The children spoke animatedly about their love of reading, favourite books and the wide range of reading opportunities provided by the teachers and staff. It was a pleasure to listen to the children sharing their experiences such as trips to Cadbury world linked to Roald Dahl’s Charlie and the Chocolate Factory.  The school website has a dedicated section with links to Junior Librarian, Reading websites, Latest News, Year 3 Chatterbooks, School Council/Reading Ambassadors, Desert Island Reads, Information for Parents, Children’s voice/reviews, comments section, reading gallery and policies and documents.  Photographs celebrate the numerous events that have taken place. |
| **Key Theme 4 Reading Events and Groups** |
| The school take part in National events such as World Book Day. Ready Steady Read- in collaboration with Usbourne books to raise money to purchase books.  The children have reading clubs and visits are arranged to the local library.  School trips are planned linked to whole class reads (Cadbury World). |
| **Key Theme 5 School Wide Opportunities for Reading for Pleasure** |
| Reading ambassadors gather ideas of the books children want to read and feed this back to allow school to purchase these books.  Cosy reading spaces provide space for children to relax and read individually or share stories with their friends.  There is a well-resourced library that children can access.  The outdoors has a dedicated reading area also that has been designed and maintained by the Reading Ambassadors. |
| **Key theme 6 Family/Community Involvement/Public Library Service** |
| The school visits the local library. Letters are sent to parents to inform them of activities at the local library and to involve them in challenges. The library services loans books and artefacts to support topics and themes.  Family workshops for parents focus on reading for pleasure.  Parents are invited to a wide range of events to promote the enjoyment of reading such as Books for Breakfast, Reading Café, and Winter Wonderland event. The feedback from these events has been extremely positive and parents, carers and children value these opportunities to share.  The Summer reading challenge encouraged reading during the long summer break and was hugely successful in engaging families and children. |

**Overview and feedback**

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| **Areas of strength/ excellent practice** | **Future development** |
| * The promotion of reading for pleasure is clear in all areas of the school. There are high quality reading areas in every classroom. All pupils have access to high quality texts. * Reading is used across the curriculum for both pleasure and a purpose. * The learning walk revealed the commitment to reading from staff and children. * The reading action plan is informed by data analysis. Reading is discussed at a number of meetings. The impact is measured during SLT meetings and progress in reading can be seen. * The outdoor environment supports reading for pleasure and is developed with children’s thoughts and ideas at the foundation. * Engaging boys has been successful due to staff being tuned in to boys interest and finding creative ways to inspire them such as the use of ICT. * The Read Ambassadors is hugely successful with children taking part with pride.      * Engagement in LRQM and events has strengthened opportunities for reading across the school and at home. * Reading areas are well maintained and stocked with a wide range of books, relevant props and materials appropriate to the children's interests and learning needs. Children are supported by adults to use these regularly to support their learning. Children are actively encouraged to recommend or bring in books they are reading to enhance this provision. * The parents and Governors were pleased with the communication between school and home and praised the efforts of the Reading Advocate, Reading Team and Headteacher for the engaging, creative and support given to inspire their children’s love of reading. | * Continue to celebrate reading for pleasure a creative style. * Continue to share good practice with other schools. * Continue to offer parents the opportunity to join in with reading activities. * Continue to include details of good practice in reading on your website. |

LRQM Assessor to complete the form and send a copy to School Improvement Liverpool and the Headteacher within 10 days of the assessment visit.