



Liverpool Reading Quality Mark Assessment Visit Report

School Improvement
Liverpool

School	St. Teresa of Lisieux
Headteacher	Mr Andrew Tremarco
Reading Advocate	Tracy Howson
Contact Details	t.howson@stteresas.co.uk
Assessor	Clare Putwain
Date of Assessment	01.05.19.
Level Awarded	Gold
The award is valid for 3 years from the date of assessment.	

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management
1.1 Reading for pleasure continues to be central to the School Improvement Plan. There is strong evidence that a whole school strategy is in place, that this strategy has continued to develop since the last assessment, and that it is put into practice throughout the school community. St. Teresa of Lisieux Primary School is committed to its strong belief that <i>'... high quality work from our pupils is born from a culture, an ethic of excellence, which we all have a responsibility for promoting and nurturing. We believe that the skills of perseverance, true teamwork, positive critique and multiple drafting are key to successfully building our pupils to believe that together we can all achieve more.'</i> This belief is interwoven into the school's daily practice and the whole curriculum, successfully promoting a 'reading for pleasure' culture. The Reading Advocate (Tracy Howson) is passionate about reading, has a high level of expertise and keeps up- to- date with local and national developments. Together with the rest of the Senior Leadership Team, she researches and uses this knowledge to build on what is already in place. The school's vision is clearly supported by all of the Senior Leadership Team, staff, governors, parents/carers and the wider community. The link governor is well informed and is actively involved, for example, she skilfully supports children with 1:1 reading. The rest of the governing body is regularly updated.
1.2 Progress and attainment in reading is carefully tracked and monitored. Attainment and progress data is analysed during pupil progress meetings for individuals and the whole class. The school is very consistent and clear about what it wants to do in order to impact on pupils' reading outcomes. All pupils are provided with the support and challenge that is right for them as St Teresa of Lisieux School is quick to assess and identify their needs. For example, children are identified in Years One and Two for targeted support. Quality intervention such as Reading Recovery, timetabled additional reading and extra-curricular club is then provided.
1.3 Pupils are regularly surveyed to find out about reading attitudes and enjoyment. All pupils have a strong voice in how the curriculum is planned and implemented. Children are involved in choosing books for the library.
Key Theme 2 Workforce Development



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The Reading Advocate's strong commitment, passion for reading and expertise is driving the whole school reading for pleasure strategy. This has had the effect (since the last assessment) of encouraging all staff to continue to remain engaged and share good practice.

Staff attend relevant professional development training and the whole school approach to planning the REAL projects ensures that good practice is shared across the school. This approach has been underpinned by research driven by the head teacher.

Staff have developed a good knowledge of quality texts.

There is evidence of a range of consistent and embedded teaching and learning approaches which are carefully monitored and developed. For example, Reading Recovery, Reading Plus, driving texts for each REAL project and the teaching of guided reading.

As well as across the school, good practice is shared with other schools. Schools are beginning to hear about the REAL project approach and have requested to visit and learn more. The headteacher has presented at the local network to share how the REAL projects work.

Both staff and members of the community regularly share recommendations with pupils and model the reading process. For example, the driving texts are displayed throughout the school. These texts are explored and enjoyed through thorough immersion during the REAL projects as well as being used to support learning. Staff also effectively make recommendations through 'Desert Island Reads' which are included on the school newsletter and on a display in the library.

Key Theme 3 Reading Promotion

The school has timetabled opportunities for independent reading and for children to be read to. A regular opportunity for children and adults to not only read but to talk about books is a strong feature of the school's practice.

The environment provides good opportunities for children to read independently at other times of the day. One way pupils are encouraged to read is through the 'Reader of the Week' award which is published on the newsletter for parents/carers to see and a certificate is presented in assembly.

Quality texts are used to support learning across the curriculum. St Teresa of Lisieux invests a significant part of its budget in purchasing texts. This has included continuously investing in books for the REAL projects and purchasing 'Reading Plus', a programme which includes further access to quality texts as well as supporting fluency, stamina and diagnostic information. The Reading Plus programme has proven to be very motivational in encouraging additional and wider reading. Children are encouraged to compete against themselves and enjoy monitoring their own progression and sharing their progress at home.

Year Six children have been trained to read with children in Year One twice weekly through the school's reading buddy programme and St Teresa of Lisieux even has an occasional visit from a reading dog!

Key Theme 4 Reading Events and Groups

The school has a wide range of reading events from local to international based initiatives which successfully encourage reading for pleasure. For example, as well as World Book Day, children visit the Story Barn and experience theatre visits. During World Book Day many year groups created a 'book in a box' and Year 2 managed to create their book in jars!

Each REAL project always has to include events linked to attaining the planned mini and final outcomes via visits, experts visiting the school and a final outcome 'legacy' with an identified purpose and audience. For example, as part of Year Four's project to answer the essential question - "Were the Anglo-Saxons fierce warriors or missionaries?" - pupils visited the Liverpool



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Museum and history students ran workshops. This consistent whole school approach ensures that pupils are fully immersed in and engaged with the driving texts.

The school has a lunchtime and break library club as well as a weekly 'Read and Relax' club. In the past a 'Reading Rascals' club took place for identified pupils.

Key Theme 5 School Wide Opportunities for Reading for Pleasure

There is an extremely inviting and well-stocked library. The wide range of texts is attractively displayed to enable easier browsing and borrowing and include a good stock of comics, magazines and newspapers.

As well as being timetabled for class use, the deployment of a librarian and use of the Reading Cloud to manage borrowing ensures that pupils are able to freely access and borrow texts during the school day and during break times. The 'WOW' room is situated in the library meaning that it is not only used to support immersion during the REAL projects but it is open for pupils to use during break and club times.

Pupil's views are taken into account when buying resources by use of the library 'Wish Book'.

There are comfortable areas to read in all classrooms/settings, communal places and outdoors. The outdoors includes a reading garden, a stage with seating and shaded sitting areas.

The EYFS setting has books in many of its different areas and outdoor learning for all pupils takes place three to four afternoons a week. A lot of the learning connected to the outdoors such as the pupils' own version of 'The Chelsea Flower Show' and the soon to be held 'Gardeners' World Live', provide a range of authentic reasons to read.

Teachers carefully plan how the environment will support text immersion. For example, the Year One classroom had a lighthouse, the lighthouse keeper's cottage and dinghy to sit and work in. Year Four was set up as an Anglo-Saxon settlement with wooden walls and forest backdrops and campfire area.

Identified pupils act as reading ambassadors to promote reading with peers.

All classrooms and communal areas use displays effectively to promote and support reading for pleasure.

Key theme 6 Family/Community Involvement/Public Library Service

Parents/carers are well informed of ways they can support reading at home. As well as letters, leaflets and social media, parents/carers workshops are regularly held. As well as books, they have access to electronic texts to support their children at home through Reading Eggs, Micro Librarian and Reading Plus.

Parents are involved in reading events, for example many came to share a book on World Book Day. The St. Teresa of Lisieux 'open door policy' means that parents/carers feel that they are well supported. For example, one of the parents interviewed had a short period where she was unable to read with her child as regularly at home. The parent felt she could confidently approach the school which 'stepped in' to provide additional reading support.

Reading provision is enhanced via strong links with the local and wider community. This is due to the legacy at the end of each REAL project having an authentic audience. For example, a local supermarket worked with pupils on the project to answer "What riches lie in poverty?" The final outcome was to feed three-hundred members of the community.

An area of the school was redesigned by pupils for collective worship, a history exhibition was set up for parents/carers, governors and the local community, a book of art and stories based on 'The Light House Keeper' stories was presented to the local library. These examples are to name but a few! Local experts are used to support each project. The achievement of these legacies provides opportunities and motivation for a range of types of reading.

All children visit the local library and the school uses it collaboratively as part of the REAL projects.



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Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none">• The enthusiasm and expertise of the Reading Advocate and the strong vision and support from the Senior Leadership Team to drive the reading for pleasure focus.• The whole school involvement.• The children's enthusiasm for their learning.• The cultural and physical learning environment to promote reading for pleasure.• The whole school approaches to teaching and learning underpinned by the Real Projects approach.• The school library and quality reading materials.	<ul style="list-style-type: none">• Increase staff knowledge through shared reading and discussion of texts.• Embed the Real Projects (as planned) to support reading for pleasure.• Develop pupils' skills in taking a lead role in planning and delivering the school's reading for enjoyment strategies and activities.