



Liverpool Reading Quality Mark Accreditation Report

School Improvement
Liverpool

School	Prescot Primary School
Headteacher	Steve George
Reading Advocate	Sue Curtis
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Assessor	Stephanie Wells
Date of Assessment	1 st March, 2016
Level Awarded	Gold

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management

- Reading for Pleasure is a clearly evidenced central thread in whole school planning and is consistent with the school's wider vision, aims and aspirations. It is a highly visible key element of the school on its website, in the school environment and in the classrooms.
- There is a strong and cohesive whole school approach to the promotion and development of reading for pleasure to enhance learning which was very well evidenced during the assessment. Staff, pupils, governors and pupils are engaged and enthused.
- The whole school strategy for Reading for Pleasure is clearly and regularly informed by pupils, staff and governors.
- The Reading Advocate provides formal termly reports to governors to monitor the impact of key strategies and has regular contact with the link governor who is well informed and provides both challenge and support.
- An increasing percentage of pupils are achieving above Age Related Expectations.
- Pupil involvement and engagement is strong across the school. The Reading Advocate and Senior Leadership are strategic and imaginative in their approaches to engage and empower all pupils to take the lead in promoting and engaging in Reading for Pleasure. For example, every pupil takes their turn to be a Reading Champion – a respected and highly visible role and the 'Book Swap' is competently and confidently ran by a Key Stage 2 pupil.

Key Theme 2 Workforce Development

- There is a coherent whole school strategy and policy for promoting Reading for Pleasure to which staff are consistent in their approach.
- Staff are actively engaged as role models and reading for pleasure is timetabled daily across the school.
- CPD is comprehensive, wide-ranging and linked to Performance Management.
- The Reading Advocate maintains excellent communication with the whole staff using the daily morning briefings, emails and touch-base meetings to ensure Reading for Pleasure retains its high profile and staff are knowledgeable about the range of reading materials available.

Key Theme 3 Reading Promotion

- There are daily opportunities for independent reading for all pupils.
- The Reading Advocate, Senior Leadership and staff have ensured that reading is 'enticing'. Attractive 'reading stops' around the school have been created to which pupils have open access at breaks and lunch, reading corners are prominent in every classroom and there are accessible opportunities for reading on i-pads all of which offer a wide range of fiction and non-fiction texts.



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- Pupils interviewed spoke of the usefulness of the 'book swap shop' and valued that everyone takes their turn to be the Reading Champion.
- Literature is a central thread across the wider curriculum ensuring opportunities for reading both fiction and non-fiction texts are embedded and extend and deepen learning. This was evidenced in the enriched vocabulary when speaking with pupils in class: a Year 5 pupil spoke of the 'functioning heart' and a Year 4 pupil explained informatively and maturely about dementia having read David Walliams' 'Grandpa's Great Escape'.
- A Reading Buddy programme links Years 5 and 6 pupils with Years 2 and 3 and Reading Champions from Year 5 and 6 work with Year 1 pupils. Pupils take pride in their roles and responsibilities.
- Reading is actively promoted by staff, governors and pupils and all visitors are invited to promote their favourite book when signing in on arrival.
- The website is particularly successful in celebrating and promoting children's engagement in reading and reading aloud.

Key Theme 4 Reading Events and Groups

- There is a comprehensive and wide ranging calendar of events linked to both national and local initiatives. Governors and parents are actively encouraged to attend a range of events throughout the year and parents have regular opportunities to read with their own and other children.
- There is a good range of reading groups meeting regularly which all pupils can access.
- Local reading opportunities are promoted including the Summer Reading Challenge.

Key Theme 5 School Wide Opportunities for Reading for Pleasure

- Reading and the promotion of reading is a prominent feature of the school.
- The 'Reading Stops' in corridors and open spaces and attractive class reading corners are well stocked with a range of books and reading materials and there are opportunities to read outside.
- Pupils have a variety of ways in which to contribute to the promotion of reading to others. In particular the pupils' participation in the Reading Champion rolling programme encourages every child to read a number of pages aloud to the class and make an informed recommendation.
- The School Reading Council, termly whole school surveys and pupils' reading displays and recommendations also support positive reading behaviours.
- Parents interviewed cited a number of examples of the impact of the school's promotion of reading for pleasure. Notably the greatly increased engagement of boys in reading beyond the school day and their belief the school has engendered a life-long 'love of reading' with children now in secondary continuing to read: 'I know their children will also be readers'.

Key theme 6 Family/Community Involvement/Public Library Service

- Parents and carers interviewed confirmed they are well informed about reading. School makes good use of a variety of communication means including the school website, an active Twitter reading feed, newsletters and an outside noticeboard to ensure a wide audience is reached on a regular basis. Parents and carers especially value communication via Twitter and the introduction of i-pads for all pupils.
- Parents and carers appreciate the regular opportunities offered to attend celebrations, workshop training and information events and confirmed the school helps them to support their children at home.
- The library service has provided story telling workshops for all year groups.
- The school has a number of links with other schools nationally and has shared their good practice in school-to-school visits. Of particular note is the partnership with Alder Hey Children's Hospital: Prescot Primary pupils are producing video clips to share their favourite story or poem and recommendations with children in the hospital. This has provided pupils with the opportunity to read aloud in a formal situation and provided them with a real audience and purpose.

Overview and feedback



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Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none">• The comprehensive whole school vision, policy and strategy• The strong engagement of pupils in planning and delivery of both strategy and activities• The indoor reading opportunities and environment created• The commitment and drive of the Reading Advocate and wider leadership• The use of wider audiences for children to share their love of reading	<ul style="list-style-type: none">• Consider how best to capture the wider range of impact of all strands of the reading action plan particularly those linked to elements of the whole school improvement plan• Complete the development of the school library including a home school loan scheme• Further develop access to reading outdoors

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