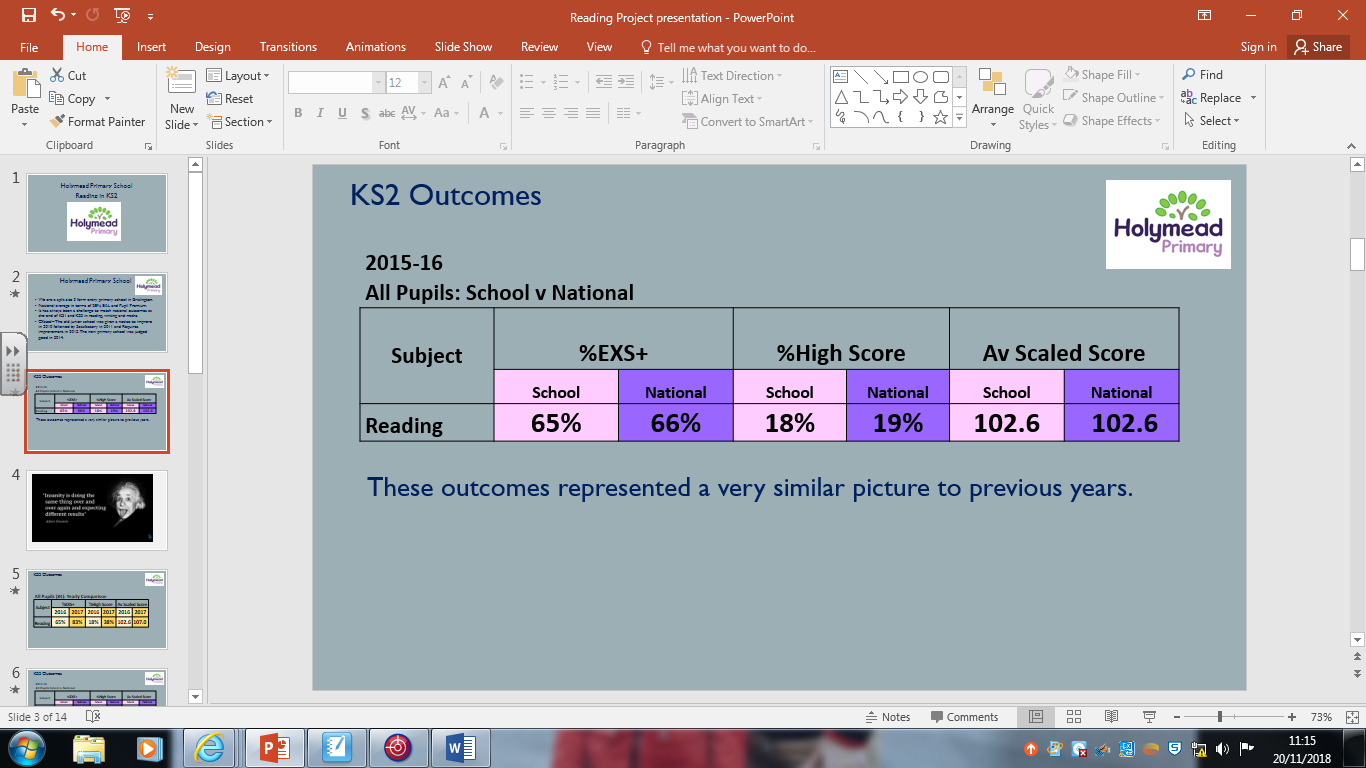
**Holymead Primary School**

**Promoting A Love Of Reading and Improving Outcomes in KS2**

**Our school context**

* We are a split site 3 form entry primary school in Brislington.
* National average in terms of SEN, EAL and Pupil Premium.
* It has always been a challenge to match national outcomes at the end of KS1 and KS2 in reading, writing and maths.
* Ofsted – The old junior school was given a notice to improve in 2010 followed by Satisfactory in 2011 and Requires improvement in 2012. The new primary school was judged good in 2014.
* For a number of years we had struggled to improve outcomes in Reading (and other subjects) at the end of KS2. The results for 2015-16 were typical of previous years.



**Setting the scene**

**What we knew about reading at our school:**

* We had invested a lot of time and resources in CPD
* The quality of teaching was at least good and in some cases outstanding across KS2
* The quality of interventions was good

**So what were the barriers to improving outcomes?**

* Pupils who were not achieving the expected standard were not reading unless they had to.

**What did we change for 2016-17?**

* We needed to get pupils reading for pleasure.
* We needed reading to become a part of their lives.
* Something they did for fun, to help them relax and because they enjoyed it

**So how did we go about this?**

* Fewer group interventions
* More individual reading and tuition (with disadvantaged pupils being our priority)
* Faith in the quality of class teaching
* Performance management targets for all teaching and support staff: how are you promoting a love of reading?

**What had the biggest impact?**

1. **Effective use of performance management**

Staff welcomed the challenge and the freedom to come up with their own ideas as to how to promote a love of reading. An overview of what we did (and still do) in each year group is attached (Appendix 1) but some of the highlights include: class books purchased focusing on engaging reluctant readers (including 100 books to read in Primary School); a free book scheme for disadvantaged pupils; weekly school library sessions; reading cafes after school; book study groups for disadvantaged pupils with Deputy Headteacher; time allowed for reading for pleasure in class; pupil presentations about favourite books and authors; blogging about favourite books and authors; lunchtime visits to local library.

1. **Investment in books**

As well as using the English budget to purchase new books class teachers used their individual class budgets (often collaboratively) to purchase class reading books. Of paramount importance was to purchase books that pupils told us they were interested in; these were often modern, contemporary books that they had seen advertised or in book stores (or most likely in their local supermarket).

1. **A personal interest in pupils’ reading**

This is key. Adults talking to pupils about what they are currently reading. This is most powerful when adults have taken the time to read the same books that they are providing their pupils with. Conversations are then taking place between two readers who have a shared experience rather than in the context of a teacher/pupil.

1. **Creating a community of readers**

Leading on from the above point, we created an environment where teachers were bringing in their own books for pupils to borrow and pupils were bringing in their own books to lend to teachers and their peers. Teachers and pupils were recommending books to each other and those natural conversations between readers evolved naturally. We also know who are most disadvantaged pupils are and we go out of our way to talk to them about their reading and support them in finding books that would be of interest to them. Assemblies often refer to teachers’ personal love of reading.

1. **Time and space to read**

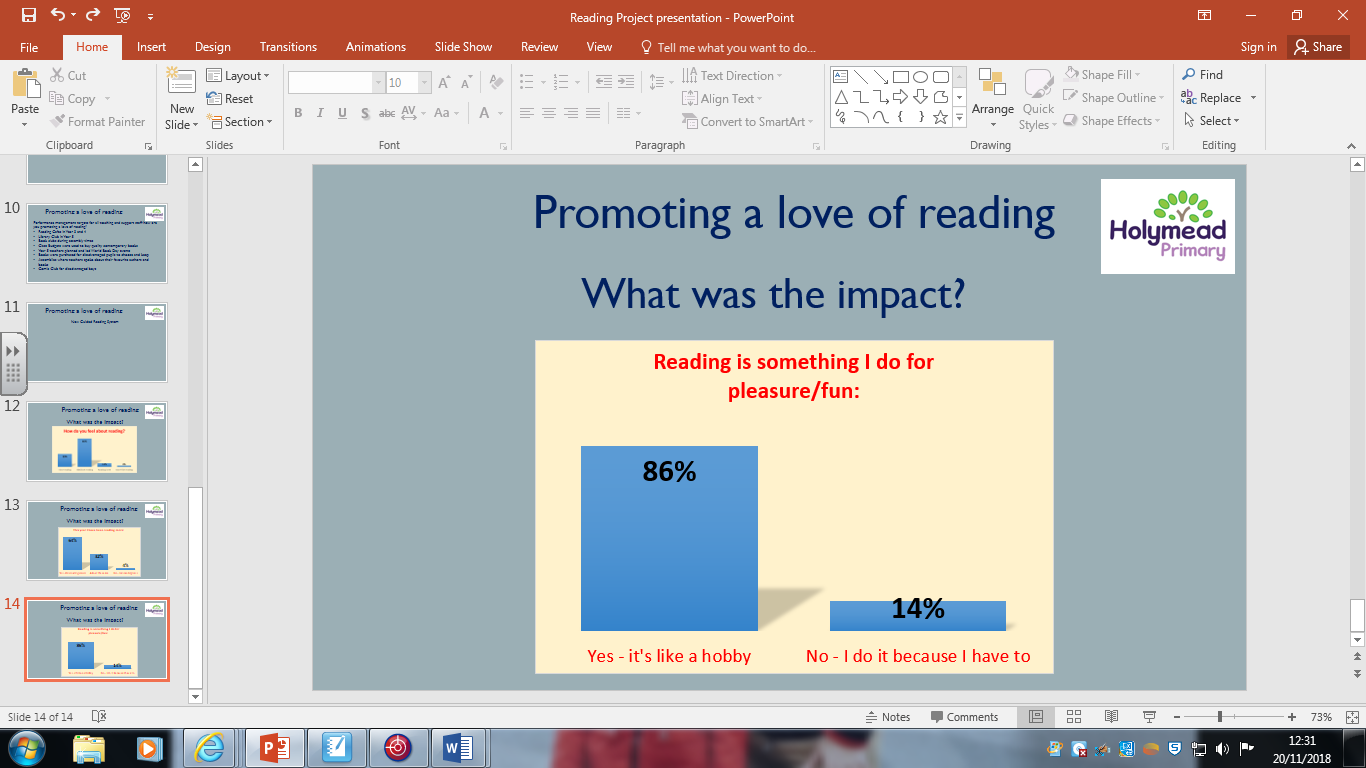
The after school reading cafes were incredibly popular and we had difficult satisfying demand for places. Although teachers had prepared reading related activities they discovered that what pupils really wanted to do was to have some quiet time to read amongst their peers; I am guessing that, like myself, they enjoy the communal aspect of reading that this provided. All we had to do was to provide some orange squash, some biscuits and a comfortable area to read. The weekly class visits to the school library had a similar impact.

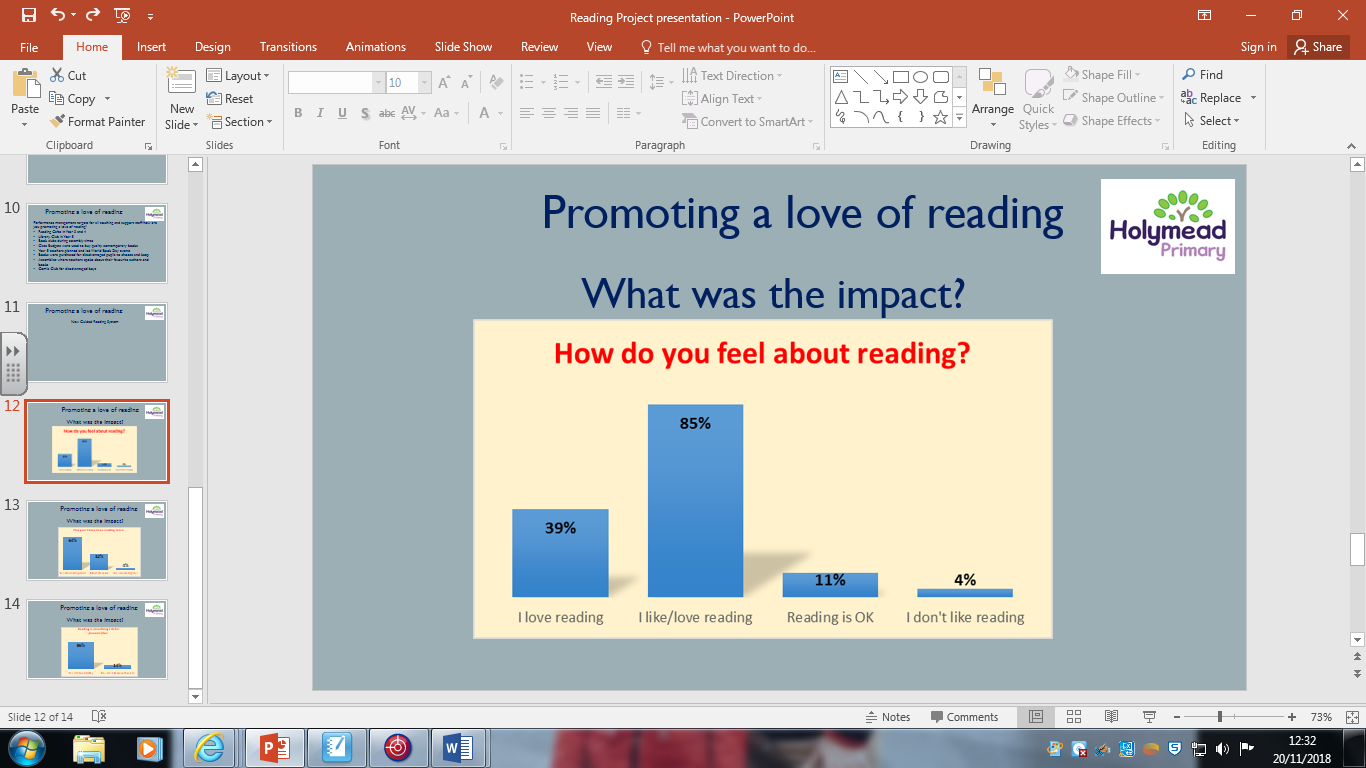
**What has been the impact?**

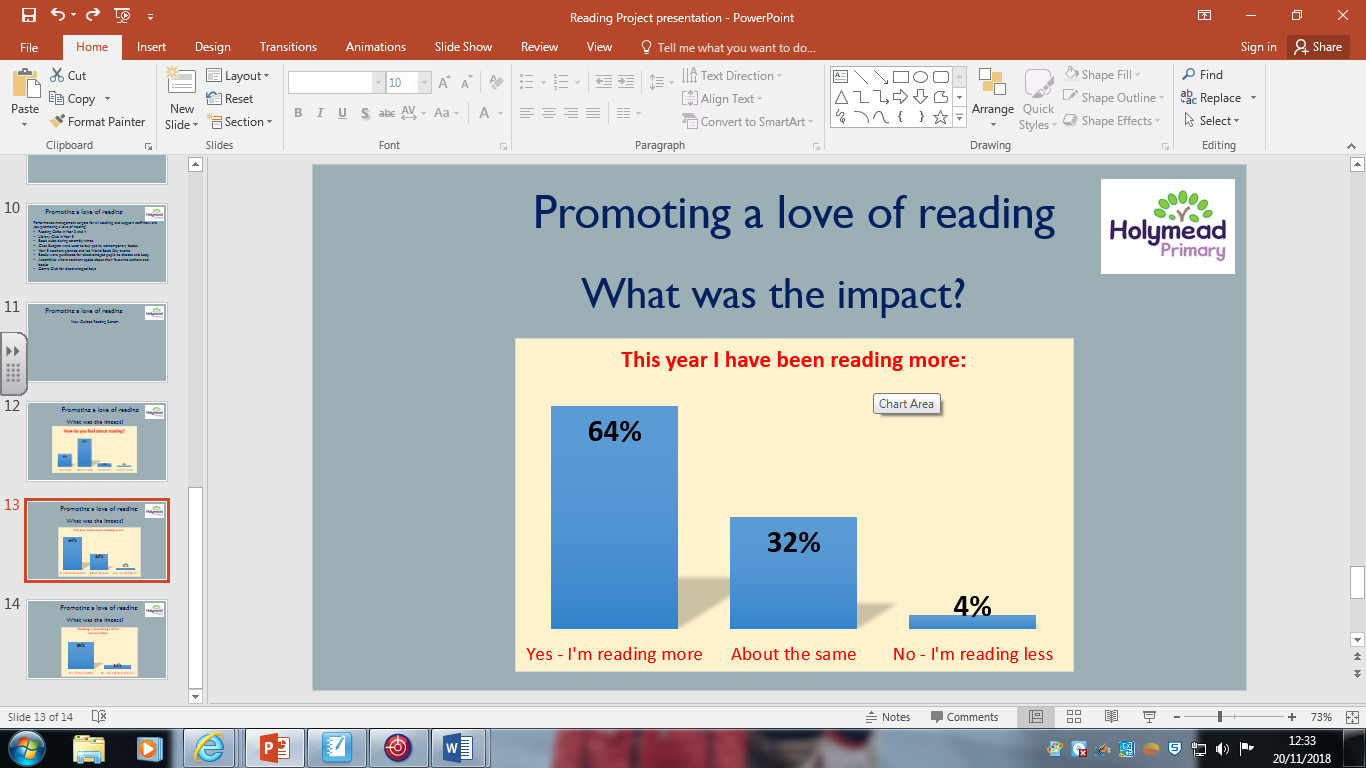
The impact has been significant, twofold and simultaneous:

1. Pupils’ attitudes to reading have improved significantly as they have developed a love of books and reading.
2. Pupils’ statutory outcomes have improved significantly from just below national averages to significantly above national averages.

**KS2 Attitudes to reading survey 2016-17**



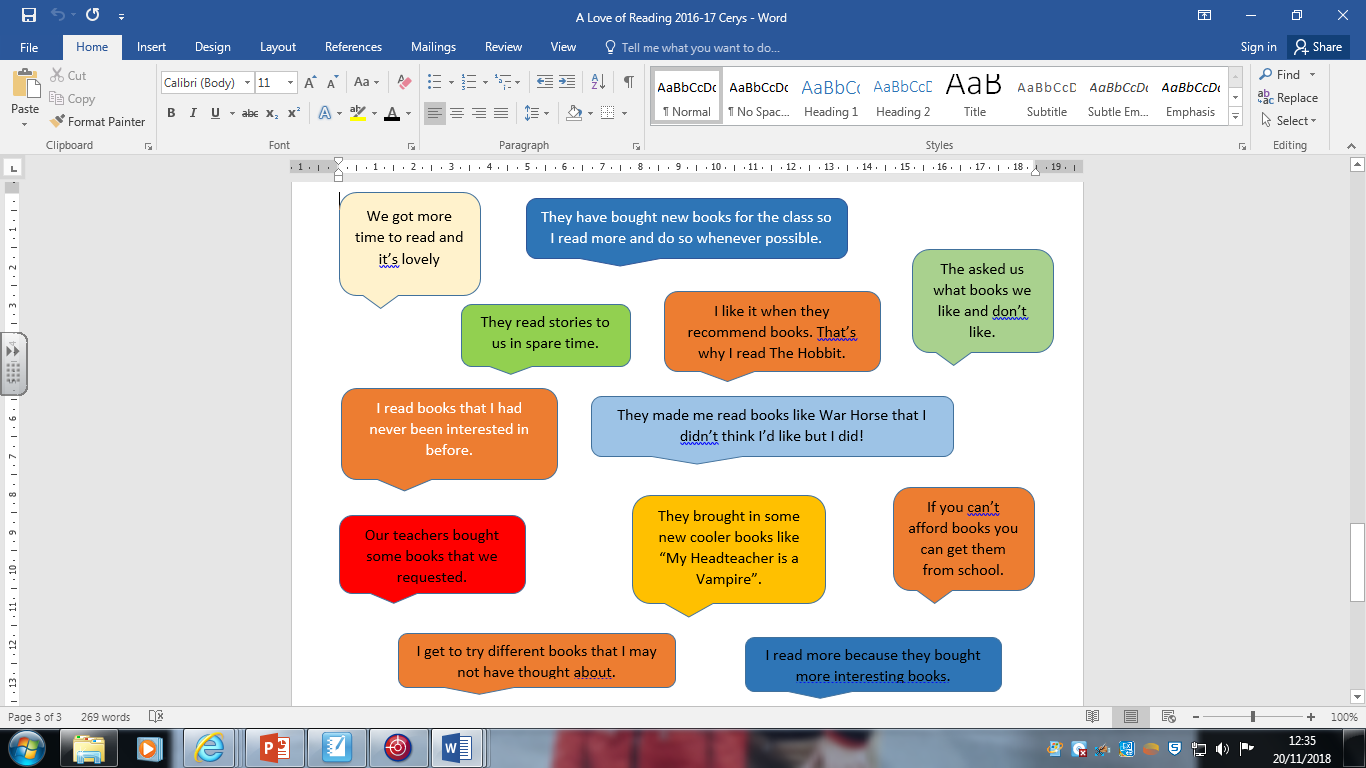


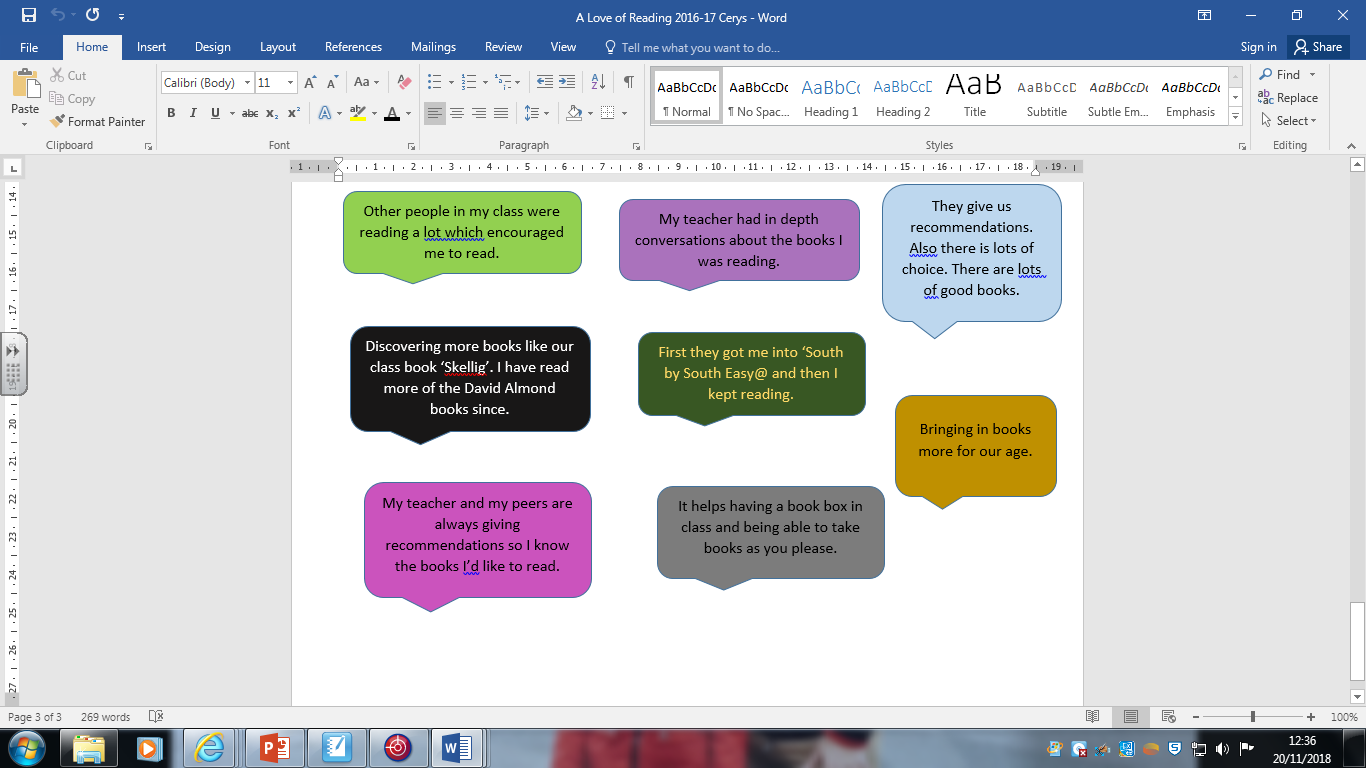


**KS2 Reading SATs Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | % at EXS+ | | % at High score | | Av Scaled Score | |
|  | School | National | School | National | School | National |
| 2015-16 | 65% | 66% | 18% | 19% | 102.6 | 102.6 |
| 2016-17 | 83% | 71% | 38% | 25% | 107.1 | 104.1 |
| 2017-18 | 84% | 75% | 36% | 28% | 106.9 | 105 |

**What do our pupils say?**





**In conclusion**

Promoting a love of reading at Holymead Primary School has been hugely successful and its impact is supported by both qualitative and quantitative data. It was without doubt one of the bravest decisions I have ever been involved with; it was with some anxiety that we scaled back interventions in reading and focused on developing our pupils love of books and reading. In making this decision, I sought comfort in the words of Einstein when he defined insanity as “doing the same thing over and over again and expecting different results". As well as contributing to academic outcomes (in Reading, Writing and Maths) we also recognise the positive impact of reading on wellbeing, mental health and personal development. What I am most proud of is being part of an initiative that has combined promoting a love of the arts, in this case reading and literature, with a moral determination to improve academic outcomes, and therefore life opportunities, for our pupils. I hope we have played some small part in dispelling the myth that these are two mutually exclusive goals.

Thank you for taking the time to read about our journey.

**Appendix 1**

**Promoting A Love of Reading 2017-18**

|  |  |  |
| --- | --- | --- |
| Reception | Year 1 | Year 2 |
| * Weekly library visit for disadvantaged pupils. * Themed books used to engage pupils e.g. maps, information leaflets, magazines, lego. * Class library visits. * Regular story time (at least once a day). * Reading sacks; focus on boys. * Signposting pupils to books that are related to the current topic. * English teaching based on books e.g. transport, animals, journeys). * Specific books purchased to appeal to boys. * Reward scheme to encourage pupils to read at home. * Books taken home to be shared with parents/carers. * Free book scheme for Disadvantaged pupils. | * Children produce/publish books in English, which are added to the book corner. * Reading morning takes place weekly; parents/carers are invited in to read with their children. * Parents are invited in to read a story to the class; this is usually specific to a particular culture or in a foreign language. * Teachers reading books to pupils (e.g. during snack time, end of the day etc.). * Free book scheme for Disadvantaged pupils. | * Reading morning every Wednesday. * Book of the week. * Reviewing and recommending books using the class blog. * Opportunities for children to bring in books from home and share with the class. * Exploring traditional tales, poems and rhymes in English. * Exploring special stories and their meanings in RE. * Free book scheme for Disadvantaged pupils. |

|  |  |
| --- | --- |
| Year 3 | Year 4 |
| * Year 3 Reading Café after school * Class books purchased; focus on engaging reluctant readers, especially boys. * Reading groups during assembly time focused on promoting a love of reading. * Book reviews posted on the class blog. * Pupil Premium book groups; recommending new authors and books. * Class lending library; books purchased using class budgets. * Weekly library sessions; includes book related activities. Supporting pupils in finding books that they might intereste them. * Free book scheme for Disadvantaged pupils. | * Reading Champions: pupil presentations about a favourite book. * Class novels. * Additional comprehension sessions during assembly. * More reading opportunities planned across the curriculum e.g. Science, History etc. * Increasing the rage of Guided Reading genres/styles/texts and activities/materials. * Introduced new English units focusing on topics to engage boys. * Class books purchased; focus on engaging reluctant boy readers. * Reading linked to blogging e.g. book reviews. * Reading Displays in class; including pupils’ work. * Free book scheme for Disadvantaged pupils. |

|  |  |
| --- | --- |
| Year 5 | Year 6 |
| * Additional comprehension sessions during assembly. * World Book Day activities and competition. * Book Study Group with DHT (focus on Disadvantaged Boys). * Weekly library sessions. * English topics based on quality children’s texts. * Reading buddies with Reception pupils. * 100 books to read in Primary school: class books purchased. * Reading for pleasure sessions in class. * Free book scheme for Disadvantaged pupils. | * 100 books to read in Primary school: class books purchased. * Teachers reading books for pupils; teachers show personal interest in pupils’ reading. * Teachers recommending books; pupils recommending books to their peers. * Regular individual reading time; increase the opportunities to do this. * Recording and reviewing what pupils have read; use this information to inform recommendations. * Additional comprehension sessions during assembly. * World Book Day activities and competition. * Book Study Group with DHT (focus on Disadvantaged Boys). * Weekly library sessions. * Collecting a library of reading blogs. * Free book scheme for Disadvantaged pupils. |

**Report by Andrew Jones Deputy Head teacher Holymead Primary School, Bristol**