



Immaculate Conception

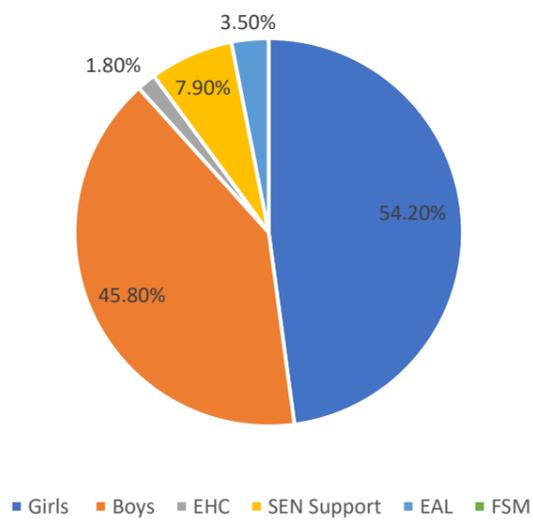
Catholic Primary School Voluntary Academy



Context

Immaculate Conception Catholic Primary School is a one form entry, average sized primary school with 228 pupils. It is a Catholic Voluntary Academy and is part of the Hallam Diocese. The school serves the parish of The Immaculate Conception, Spinkhill and The Sacred Heart, Clowne in North East Derbyshire, but pupils come from a wide geographical area, including areas of high deprivation. Relatively few pupils are known to be entitled to free school meals and few are of minority ethnic heritage. The proportion with special educational needs and/or disabilities is below average. KS1 follows the Read, Write Inc programme and we have recently integrated the Get Writing programme to fit alongside.

Pupil Population



Explore

The beginning of our RfP journey

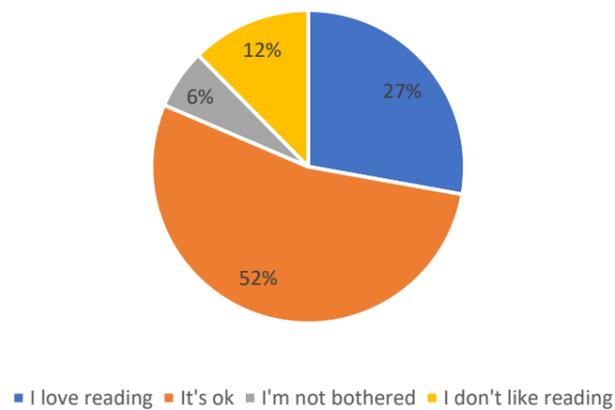
As the Reading Lead at Immaculate, myself and the staff believed that most of our children loved reading. We created adult lead reading spaces for the children, assumed we had a wide variety of titles and authors upon our shelves. Following the Ark Mastery English scheme allowed us to focus on a class-reader each half term and meant that we read to the children daily. What we had not considered was that we did not know the children as readers and that many of us were using the same well-known authors year after year when 'Reading for Pleasure'.

Pupil Survey

We began collecting our data with the Children's Surveys, this showed us that a high percentage of children either did not 'love' reading or felt as though they were not 'good' at reading.

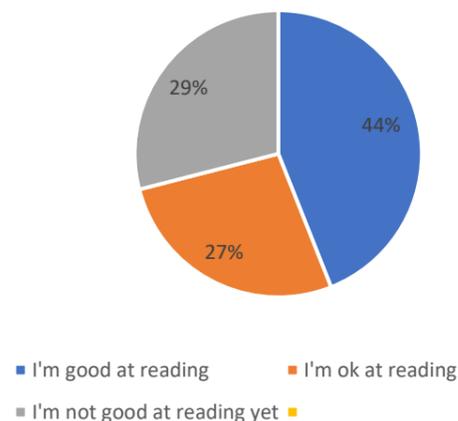
In the KS2 surveys, we had comments such as 'Reading is boring' and 'I don't like any books, they aren't interesting.' Many children were also reliant on authors they had studied for their class reader during our Mastery English sessions whilst others chose famous authors such as David Walliams and Roald Dahl.

KS2 Do you like reading?



Our findings demonstrated that our KS2 children thought that reading is 'ok', and that the general attitude was that they often read 'because I have to'. By digging deeper with observations and children's voice, we also established that some children found reading hard which was why they did not 'enjoy' reading.

KS1 Are you a good reader?



Our data showed that most of our KS1 children loved reading, but many felt as though they were either 'ok at reading' or that they were 'not good at reading yet'.

"I'm not good at reading, I can't always read those words." - Reception child. Some clearly only thought of reading as segmenting and blending.

Another interesting point that we took from the pupil surveys was that many of our children felt as though they never had the chance to chat about what they had chosen to read.

Do you ever chat about what you've chosen to read?	
At home	At school
Yes 55%	Yes 52%
No 42%	No 45%

Pupil Interviews

I completed more in-depth pupil interviews with an identified group of reluctant readers. The change team found this a particularly valuable way of gathering data from our KS1 pupils. 'I only read with my Mummy', 'I can't read books yet, I don't know my words.', 'I must do my reading in phonics' were some of the comments that I collected during these interviews.

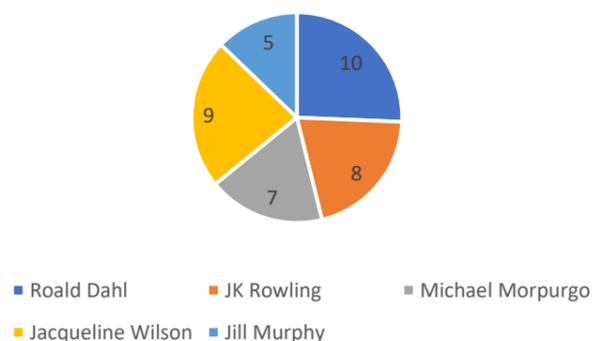
From the data collected, The Change Team concluded that it was to be a priority to help these children find their love for reading and help them to understand that you do not have to decode words to enjoy books.

Staff Survey

From our staff survey, we soon realised that before we could embed a love of reading in our children, we first needed to help our staff improve their knowledge of children's literature and other texts.

When staff were asked to list authors whose work they valued, we found that the same authors were coming up time and time again.

Authors



Our survey showed that the same authors were being listed by staff as work they valued.

Our data also found that only 5/23 staff could name a poet whose work they valued.

Staff Interviews

After interviewing our class teachers, we found that our staff at ICCPS are enthusiastic and are constantly wanting to improve reading across school. A small selection of staff felt as though they knew a broad range of authors and illustrators whose work they valued, whilst others felt as though this was an area that they could improve on, 'I know that I need to find picture books to share with my Y5 class but I'm not sure where to look.'

Through interviews and observations, we also found that 'reading time' throughout school was very formal and often silent. There was very little informal book talk, and we knew that this was something that had to change.

Prepare

What action should we take because of the surveys?

It became clear that to develop RfP AT Immaculate Conception, we needed to focus on teacher knowledge of children's literature and creating an informal environment where 'book talk' was not only ok but encouraged throughout school.

The SLT team and I decided that it would be beneficial to have a teacher from each key stage in our change team so that our message could be spread wider, and support was accessible by everyone. We then asked a member of the support staff who has a passion for reading, we needed this energy to help drive our team forward.

The Change Team and SLT team analysed the data and focused our attention on the following two areas:

1. **Teacher knowledge of children's literature**
2. **Improving book talk in school and at home**

'The blurred boundaries that developed between home and school reading allowed for recognition of the rich diversity of children's reading lives...' Cremin et al. 2014

Most Effective Strategies to Meet Our Aims
Class Read Aloud Boxes
New Library
Staffroom Recommended Reads
Book Awards
Class Book Vote
Staff Whatsapp Book Club
RfP Timetable
The Masked Reader

SLT Support

All our leadership team were exceptionally dedicated to the project and were very keen to develop RfP throughout school. This, of course, made my job as 'Reading Lead' much easier and I felt very well supported by our Head Teacher Nicola Field.

Training

Each member of staff attended the RfP whole school twilight in January. By this point, we had already identified the areas that we needed to work on, so this was a crucial part of the journey to ensure that all staff were on board and enthusiastic. During the training, all staff were engaged in the RfP WhatsApp group that we had created and after the training most staff were emailing The Change Team with ideas and actions going forward. It felt as though everyone was on board and that there was a 'buzz' around school.

Collecting Data and Monitoring the Project

A selection of children was taken from each class that would be monitored throughout the project. The teacher's chose those that they felt were the reluctant readers or those that had selected that they 'did not like reading'. Each class were given a 'RfP Evidence Book' to record informal notes, quotes, small observations and any changes noticed, these were then shared with The Change Team. Many staff also recorded the strategies and actions they believed had worked for them and anything they could do to develop RfP further. We found that these evidence books were some of the most useful tools when measuring impact as they gave a snapshot of each class, teacher thoughts and children's progress

Deliver

When creating our initial plan, we had intended to implement many strategies over the course of the year. Sadly, due to COVID and the current restrictions, many of the strategies could not be put into place. Outlined below are the most effective strategies that were able to use this year.

Classroom Read Aloud Boxes

Staff were eager to create their own read aloud boxes (see pictures attached) from the recommended reads on the RfP website and from a variety of children's book awards. The children have been excited for new books to be added to the boxes and often 'beg' staff to read more often. Staff have stated that this has also led to informal book talk with the children about the class reader and about books that the children enjoy.

'I wonder if my book is going to be inside the box today, I told Miss that it should be in the book vote because it was THAT good.' -Y4 pupil



The New Library

The SLT and Change Team have invested in a new library and library system. We have tried to make it cosy, fill it with award winning books. Each class now has a time slot to change reading books, read with their teachers and recommend books to their peers.

'I love the new library, it's a place where I can relax, take my time to look through all of the books and read with my friends. I love the new star books; everyone is after those ones!' -Y6 pupil

'It's library day, I'm so excited!' -Reception pupil

'I think you should choose my book this week, it had loads of facts in it.' - Year 1 pupil



Staffroom Recommended Reads

Staff have been eager to read new books and exchange them/ recommended them with others. Staff have then used these books within their classrooms by adding them to their read aloud box or by simply recommending them to the children. At the beginning of each staff meeting, we have a 'book blether' and discuss the books that we have enjoyed, and staff will often add new books into the box in the staffroom. From staff discussion, it is clear that staff are already beginning to feel more confident discussing unknown books and recommending books to others.

"Lubna and Pebble' is such a great read, it gives KS1 children a real insight into the life of a refugee." -Year 1 teacher

"Do you love bugs? Would be a great one for your butterfly topic." -Y3 teacher recommending a book to the Reception teacher.

Book Awards

The Change Team researched and purchased many prize winners and book award books, and these were added to our library and labelled with a special star to direct the staff and children towards them. Staff have been regularly adding these to either their 'read aloud boxes' or taking them home to read and recommending them in the staff room book basket.



Class Book Vote

Each class introduced a book vote that was easily accessible by the children. The children have loved having ownership over what they are being read by staff and many of these areas have now evolved and include book recommendations and reviews.



"We get to vote for our class book, and it gets so exciting. We all do a drum roll before our teacher tells us the winner." - Year 3 pupil

Many classes now have review and recommendation displays in their classes that the children can use at any time. Many children are leaving three-word book reviews for their library books.
"We check the wall before we go to the library, so we know which books to be on the lookout for." -Y5 pupil

Staff WhatsApp Book Club

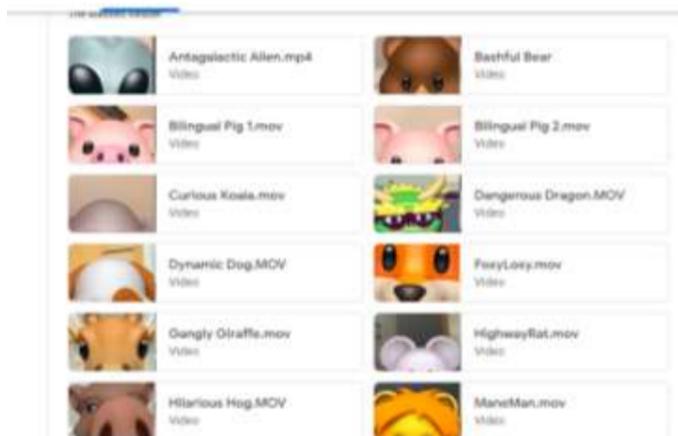
Some of the staff have recently set up a 'Book Club' WhatsApp group. It's a very active group and staff are constantly recommending good books and having an informal 'book blether' over text.

RfP Timetable

It became clear when studying the staff interviews and surveys that staff felt as though they did not have the space in their timetable for read aloud and book talk sessions. As a Change Team, we created a timetable to allow staff the time to Explore RfP with their class each day. This has worked so well, and I will often now look out of my window to see staff and children enjoying reading together and with their peers informally, chatting away about what they are reading and recommending books to others.

The Masked Reader

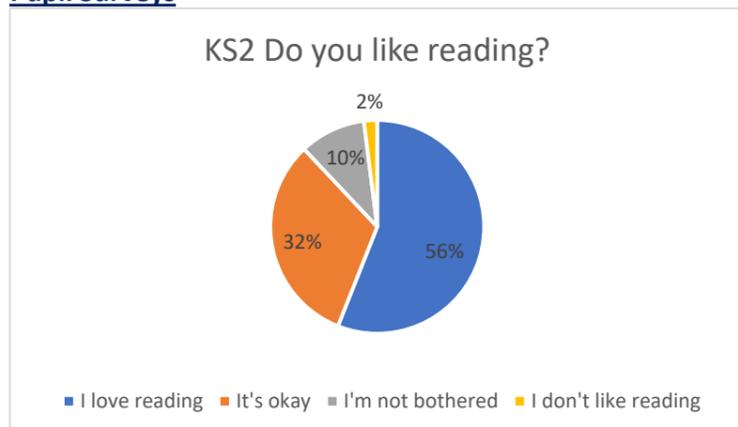
Our country was in lockdown during this year's World Book Day, but we did not want this to dampen our spirits. A member of the Change Team had read about 'The Masked Reader' on a reading blog and we decided to go for it! Every single member of staff decided to take part which just proved to us how committed everyone was to making this project work. We used an app to cover our faces and read our favourite children's stories. The children then had to guess the staff member. This created an amazing atmosphere in our school community, as many of the children were at home, parents and grandparents got involved too.



Review

Even though this has been a challenging year being in a global pandemic, ICCPS has come so far with RfP, and we still have many more plans for the future. Staff are still so positive and forthcoming with ideas and there is definitely a 'buzz' around the school amongst the children regarding reading.

Pupil Surveys



Our survey data shows that RfP has had a dramatic impact on the 'love' of reading throughout school, in KS2 in particular.

Quotes from our KS2 pupils

- "I love reading because getting lost in a book is easy and fun."
- "I now read quite often so I have developed quite a love for it."
- "I enjoy getting lost in a book."
- "Books bring me into a new world."
- "I enter a magical world where nobody else is around you and you can just relax."

It spoke wonders when each teacher brought their surveys back to me smiling as they knew from the atmosphere in their classroom that all of our hard work this year had definitely made an impact on our children.

Interviews with our focus children and reluctant readers

"I found out what types of books I enjoy so read more now than before when I used to just look at the pictures."

"The books are so much better than before and now I'm reading a lot more."

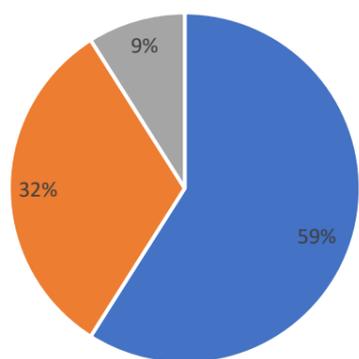
"My writing is getting better because I am reading more and magpie vocab."

"I like that I am not just reading because it's homework, I'm reading because I've chosen what I like."

"I know I'll achieve more in life because of reading."

"I've realised I love factual, natural disaster books and I'm learning a lot."

KS1 Are you a good reader?



Our KS1 children have shown us that they are beginning to understand that reading isn't just about the ability to segment words but getting lost in and enjoying a story.

Quotes from our KS1 pupils

"I like my teacher reading to me, they use funny voices."

"In the library I can pick any book I want; they aren't too old for me!"

"I like reading in class when my teacher puts on calm spa music, and I can read with my friends."

"I like 'If all the world were....' It's one of our star books and I like choosing star books."

Staff Reflections

"The majority of children feel as though they are reading more since the library opened and they can choose their own books.

All of the children agree that having their own choice about what they read is making it easier to read and they're keener because they have more responsibility and ownership over what they read."

Sustain

This next academic year (2021-2022) RfP is still going to be a priority on the school development plan as something we need to strengthen.

As a change team, we have created a long-term plan that should focus us for the future. Our new priority will be looking at our social reading environments throughout school, this is something we are looking at developing over the next year.

Plans for the future at ICCPS:

- Classes sharing reading books with each other
- Reading areas outside on the playground. Reading tents?
- Inviting guest readers into our school
- Reading weeks within school e.g., poetry week etc

- KS2 picture books
- Creating social reading environments e.g., reading shed/ tent, are the children using it? Do the children own it? Is it learner lead? Do we have books that tempt the children? Is it sociable? What is the impact?
- Social reading environments as 'break-out zones'
- Planned book talk: informal talk, activities with assigned time e.g., book clubs, book buzz, 3 word book reviews (including staff), recommendations wall (hall maybe)?
- Teacher 'Reading Rivers' what do we read in a day/week?
- Create an Old but Gold Staff Treasure Box of children's books that we love to read
- All children and adults bring in their favourite book to create a 'bumper basket of top texts' in each classroom
- All Change Day- staff change classes and read their favourite books
- Children's recommendations to be posted on Google Classroom (and staff)
- Try the 52 book challenge
- Display current readings
- Staff reading assemblies
- Pass the book assemblies (one book if read by different staff over time)

Reflections

"Being a part of the RfP project had made me reflect on what 'reading time' should look like. We now share stories with each other, chat about our books, share what we have enjoyed and recommend to each other."

"This project has helped me offer a wide range of books to the children and to always ensure that they have a good selection available to them. I have loved discovering new 'Star Books' each week and I'm now looking for other books that we can add to the star collection."

"The project highlighted the fact that I didn't know much at all about what my children enjoyed reading. I now feel as though I know them as readers, and I value their opinion's greatly."

We know that this project has had a huge impact on both of our aims. We have seen a change in both our staff and children's attitudes towards reading and we believe ICCPS already looks very different one year on. We know that our work has only just begun but as a staff we have the drive and determination to continue to develop RfP throughout school. We are excited for the future and believe that together, we can create a community of well-read readers and an environment where reading isn't found in a silent classroom.