

St.Michael's Church School

Context

We are a voluntary aided Church of England school on a new housing development in Peterborough. We are two form entry school (420 pupils) with 23% Pupil Premium, 12% SEN register (13 EHCPs) and 24% EAL with 26 first languages. The current Headteacher is in her 4th year at the school having joined as the school received a judgement of 'R' in 2018. We are currently awaiting a return visit.

At Michael's School has worked with the New Wave Literacy Hub to develop phonics and through this connection, were recommended to join the OU Whole School Reading for Pleasure programme. The programme is important to us as reading is a key development priority across the school.

Explore

Intention: define the problem and establish a baseline

Initial baseline data was collected through **pupil, teacher and teaching assistant surveys**. This was followed up in a staff meeting to explore further, teachers' own motivations to read. We discussed teachers' personal reading interests and their interest in reading children's books more widely **to ascertain a baseline of our collective and individual knowledge of children's literature and other texts**.

This baseline data revealed that **knowledge of children's literature and other texts amongst the staff was lacking** for the vast majority of us. This was particularly so in the categories of modern literature and poetry. There were some pleasing findings amongst the children's survey data which revealed that children's motivation to read for pleasure is good for some pupils with **most children at St Michael's suggesting that they liked to read (60%)**. However, the rest of the children appeared neutral about their engagement with reading and reported that they **only read in school**. Happily, it was also clear that the vast majority of children surveyed, **like being read to**, so an enjoyment of story is inherent, and a good starting point for our RfP development.

Overall the baseline findings made us feel that we needed a sustained approach to reading for pleasure; findings highlighted the need to encourage **informal book talk**. We sought to make our school community more assured readers.

Prepare

Intention: creating a clear, manageable plan for achieving your RfP aims

Our action plan therefore contained the following core aims.

- 1. Broaden staff knowledge of current children's literature** so that they can use growing expertise **to promote a real love of reading** across the school
- 2. Expand staff knowledge of children's reading preferences**, behaviour and attitudes through informal book talk **to strengthen reader relationships** across the school.
- 3. Develop RfP pedagogy: Book Talk: informal, reciprocal, spontaneous**

We aim for all of our pupils to leave St.Michael's as confident readers who are well read with a real desire to continue to get pleasure from reading as they continue their educational journey into adulthood. To this end, each classroom-based adult partnered with a focus child, who was identified by the class teacher. Children were selected for a variety of reasons and characteristics which included:

- Low reading ability and low interest in reading
- higher reading ability with low interest in reading
- SEND
- pupils eligible for Pupil Premium funding.

Deliver

Intention: implementing your development plan and ongoing documentation of impact

See Implementation grid below for detail about the development plan and documentation of impact.

Review

Intention: reviewing to ascertain impact at the end of the academic year

See Implementation grid below for impact statements against objectives.

Focus children:

- **Focus pupils were each supported by a named staff member.** The support included 1:1 sessions reading together and developing informal book talk; informal corridor chats; shared reading (children and adults both reading the same book to discuss together). Each

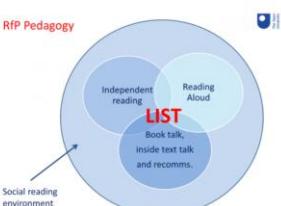
- adult kept a close eye on the attitudes and behaviours of their nominated focus pupil and shared findings to support the impact evaluation.
- **Staff completed end of year reader profile reports for their nominated pupil.** All adults identified measured improvement in attitudes to reading after 2 terms of support and some were able to record improved scores on Benchmarking. All reported higher levels of engagement in reading during the school day and some reported children engaging more frequently with reading at home.

Sustain

Intention: review and plan for embedding implementation and impact in future years

- *What have your learnt about RfP and how does this link to the RfP research?*
As a school we have learned so much – in particular we have learned so many **different ways to engage our children in reading**. These are valuable approaches that are **not costly on time or resources**. The increased ‘buzz’ around reading across the school is already tangible.
- *As a result, how will you adjust your reading curriculum next year, so you are constantly evaluating and adjusting RfP provision?*
Recently introduced Reading Ambassadors will be used to profile new book selections in their classrooms and in Collective Worship. We will **continue to monitor our progress in supporting selected pupils to develop pleasure in reading as they transition** to new classes, and throughout the next academic year. We will **maintain an RfP focus on our CPD calendar**, seeking to explore a **different pedagogy** in the spring term to grow alongside our continuing focus on Informal Book Talk.
- *What have you learnt about managing school improvement?*
There is a **power in enthusiasm and shared goals**. All staff were able to see positive impact on pupils that were previously not highly motivated to read and this has encouraged further initiatives.
- *What are your specific next steps to sustain/develop RfP as a whole school ethos?*
Reading Ambassadors as a recent initiative for us and will grow next year. Ambassadors will help to profile new book selections in their classrooms and in Collective Worship to support further interest and informal talk about the books shared with children and selected to encourage pleasure in reading. We will continue to monitor our RfP progress with selected pupils as they transition to new classes for the whole of next academic year and will maintain a focus on RfP for planning CPD events.

Priorities	Actions (or tasks)	By whom	Timescale	Success criteria	Evidence of impact	Notes/adjustments
Based on your analysis of baseline evidence, what are your priorities for improvement?	What actions are you going to take/what change will you implement?	Who is the main driver for each action and when will the actions be introduced & evaluated?	You might want to add milestones for each term or half term?	What impact will this have on the children? You might include impact on staff pd – but ultimately there must be an impact on the children	How will you know that you are making a difference -especially to those children who really need more support to become 'readers' (your focus children)	<p>As you monitor the impact you can make notes/adjustments/amendments.</p> <p>Note down what is working well. What needs changing?</p>
Teacher knowledge 1. Broaden staff knowledge of current children's literature so that they can use growing expertise to promote a real love of reading across the school 2. Expand staff knowledge of children's reading preferences, behaviour and attitudes through book talk to strengthen reader relationships across the school.	<ul style="list-style-type: none"> Staff research and read new books from new authors. Staff set up recommended reads book basket to share with each other. Staff sign up to monthly newsletter and use OU RfP website for further guidance. Staff share knowledge of new books with their classes into their class book areas 	Staff Change Team to set up starter basket Staff- led by English Lead Class staff	Aut/Spring Terms Autumn /Spring Term After P.Day in January Spring/Summer Term	Enhanced staff knowledge motivates children to read with greater enthusiasm. Staff encourage staff who encourage children Staff discover new reads in different Genres to meet needs of their pupils	All children are reading a greater range of books Children's enthusiasm for reading can be seen Children see staff as readers and in turn see themselves as readers Staff are committed to extending their knowledge of children's texts Children finding genre of books they enjoy- greater range of book types enjoyed	Staff have certainly begun to read a much wider range of available modern children's literature. This in turn has had a positive impact on the books that are now being selected by the children. "Children are starting to enjoy reading more. They enjoy listening to me read to them more and are taking more care when choosing books." (staff audit July 2022)

	<ul style="list-style-type: none"> • Staff given time to become more familiar with the wide range of books we already have in our library. New recommended books then added. • Training around Book Talk strategies between staff becomes a regular activity. 	Class Staff Librarian Change Team Staff Change Team	By end of Summer Term Summer Term	Staff use current resource to get readers reading Teachers as readers habits developing and embedding	School Library used more effectively by staff and children. Book Talk is alive in school- children are excited to share the books they have read and are going to read in the future	
Teacher pedagogy Based on your survey analysis & any other evidence, choose <u>one</u> of the 4 interrelated pedagogies as an area for focused development.  <p>It was not simply a case of employing these four practices. Their success was dependent upon teachers' children's literature and of their readers. When responsively combined these practices positively influence attitudes and attainment.</p> <p>The research found that RfP Pedagogy must be explicitly planned for and must be:</p> <ul style="list-style-type: none">- Learner-led- Informal- Social and supported by- Texts that tempt	<ul style="list-style-type: none"> • Encourage staff to develop informal 'Chatter books'(Book blether) times in the week- staff to act as role models to help children develop confidence • Set up pupil recommended book shelves with three word reviews on post its attached to front covers and displayed front facing. • Introduce role of Reading Ambassadors to St.Michael's to include staff and pupils who 	Class staff Change team Class staff English Lead/Change Team Librarians	Spring 1 onwards Spring 2/ Summer Term After Book week- Spring 2	Children become more confident talking about books and sharing thoughts and views Pupil led book knowledge /; Peer to peer Develop mini Change team to work alongside adult change team	Children confident at selecting book reading for own pleasure Children happy to share their reads with others Legacy of RfP being driven by children	Initially a timetabled slot to ensure this was developed- now beginning to take place more informally Initially a timetabled slot to ensure this was developed- now beginning to take place more informally Great opportunity for our quiet but avid readers to be involved in leadership- finding their voices and becoming more confident advocates of reading. Created 'new'

<p>Based on Staff survey responses we will focus on the following pedagogy</p> <p>Book Talk : informal, reciprocal, spontaneous</p>	<p>want to read and promote reading across the school.</p> <ul style="list-style-type: none"> • Establish voting system for selecting story time book based on Book Blether for three books to select from. • Re-introduce Book Swap and Reading Buddies as popular strategies for encouraging peer book talk. 	<p>Class Staff</p> <p>English Lead/Change Team</p> <p>Class Staff</p>	<p>Spring 1 onwards</p> <p>Use Book Week to re-launch to set for remainder of school year</p>	<p>To allow children to select preferences for read aloud books</p> <p>Book swap – low/no cost impact or providing children with choice new books to read at home</p> <p>Reading Buddies- further developing peer to peer book talk across mixed age groups</p> <p>If a visitor came into school they would see and hear motivated readers talking about</p>	<p>Children excited to select class book</p> <p>Affordable solution to getting more books into homes that are read</p> <p>Peer to Peer collaboration around own choice books acts as encouragement for next reading generation</p> <p>Book Talk is alive in school- children are excited to share the books they have read and are going to read in the future</p>	<p>books list' for classrooms and library. They liked spending money on books!</p> <p>This has been very popular with the children. It has encouraged them to choose books carefully and they have enjoyed stories that they wouldn't usually have chosen. Children often seen re-reading these shared stories later in the week.</p> <p>This had not been possible for previous two years (Covid) and the children loved sharing with older/younger pupils. This in turn has encouraged more regular opportunities for peer supported reading/book sharing.</p>
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				books they are reading (have read, will read) with confidence and demonstrating wide knowledge of a range of different books.		
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School RfP Aims:

1. Knowledge: Teacher knowledge of current children's literature and expanded Knowledge of children's preferences
2. Pedagogy: Book Talk