



Liverpool Reading Quality Mark Assessment Visit Report

School Improvement
Liverpool Limited

School	St Hilds's CE High School
Headteacher	Mrs J Code
Reading Advocates	Mrs C Pyne and Mrs J Hale
Contact Details	jhale@st-hildas.co.uk
Assessor	Mrs Gill Lawson
Date of Assessment	7 th July 2017
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

The school has clearly identified the importance of reading and of how reading supports wider school aims and aspirations. Reading for pleasure is evident in the school development plans. Driven by the school improvement plan, the school leadership has raised the profile of literacy to improve achievement. The focus on literacy is helping to high-light the importance of reading which is embedded within the school culture and ethos.

Governors are supportive of the focus on literacy, and in particular reading for pleasure, across all subjects. Governors are kept well informed about reading for pleasure initiatives and see evidence of their implementation across the school, 'not just as a bolt on'.

The Reading Advocate is a driving force providing leadership to achieving the school's literacy objectives. The headteacher, head of English and Reading Advocate are proactive in promoting reading and in gaining whole staff support for reading.

Leadership opportunities have been distributed to students. Students have completed surveys, informing the school about students' attitudes to reading and helping to inform plans for reading activities. Students can share their ideas for reading development, through a suggestion box, which may be taken on board by the school. Student librarians help by raising funds and choose new books for the library. The year 9 reading challenge champions have designed next year's reading challenges. Sixth form literacy leaders have created reading display boards, contributed to a paired reading scheme and arranged local community reading projects.

Key Theme 2 Workforce Development

Resources and guidance are provided to support all staff with form time reading.

The school subscribes to The Day online newspaper and staff report that this is a very useful resource for use in form time and in lessons. Teaching staff stated that literacy underpins everything staff do at the school. They say the impact of this focus has 'gone from strength to strength', 'students are doing more independent reading', 'it fosters a love of books' and 'it fans the flames for those not interested in reading before'.

Signs on classroom doors and classroom displays promote reading across the school and these have been effective in stimulating discussion about reading amongst both the staff and students. Staff are expected to model positive reading behaviours.



Key Theme 3 Reading Promotion

All students are expected to carry a reading book with them and having a reading book is viewed as part of required school equipment. Spare reading material is available in book boxes in each form tutor room for any student that, on the rare occasion, does not have their reading book with them.

A range of strategies are employed to promote reading, such as:

- Reading library lesson every two weeks in English at key stage 3 and once per half term for year 10
- Student librarians who are well trained and are excellent ambassadors for reading. The Pupil Librarian Programme is well established and is the subject of the LRQM case study. One of the student librarians was this year named as Pupil Library Assistant of the Year for 2017.
- The introduction of 'satellite reading areas' around the school. This is an idea that originated from a student librarian
- Reading in form time
- Drop Everything And Read
- Whole school read
- The school library is open each day before school, at lunchtime and after school where students are welcome to read quietly.
- Reading groups for lower and upper school, sixth form and staff
- Paired reading scheme

The Reading Advocate closely monitors rates of 'book borrowing' from the school library and participation in reading challenges. This data is used to help evaluate the impact of reading initiatives and also to inform future planning and development.

Key Theme 4 Reading Events and Groups

The children interviewed were articulate and confident, and eagerly discussed books they enjoyed reading and the opportunities for reading in school and at home. They spoke enthusiastically about reading events in which they have participated through school.

Examples of reading events include:

- Readathon
- World Book Day
- Charles Dickens day – whole school read
- Blind Date with a book for Valentine's day
- Reading groups for lower and upper school, sixth form and staff
- Scholastics book fair
- DEAR

Key Theme 5 School Wide Opportunities for Reading for Pleasure

Classrooms, the school library and the satellite reading areas provide suitable space for reading across the school. The library is well stocked with quality reading material chosen by students and staff. Numerous good quality displays around school encourage reading and celebrate reading events and activities. They support and foster positive reading behaviours.

Staff and other adults interviewed were extremely positive about the school's support of reading for learning and ambitions to develop a love of reading for all.

Key theme 6 Family/Community Involvement/Public Library Service

The reception area to the main school entrance has a collection of books which acts as a library come 'book swap' for parents and visitors.



Liverpool Reading Quality Mark Assessment Visit Report

School Improvement
Liverpool Limited

The school website has a literacy page which gives some useful information about the benefits of reading for pleasure. There are links on the page to information about:

- The reading bug quiz
- Book clubs
- Reading challenge
- Paired reading
- Recommended reads
- Pupil librarian programme

Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none">• Students are encouraged to read widely and frequently, and not only in English or literacy lessons.• There is a whole school drive to instil a culture and love of reading across the school• Student leadership roles: librarians, reading buddies, opportunities for students to review and recommend books• Leadership of the Reading Advocate in developing reading. She has proactively sought out interesting and engaging ways to promote reading and reading for pleasure, with the support of the head teacher, the head of English, governors and staff.	<ul style="list-style-type: none">• For the school to continue with its own plans to extend the space near the school library as an outside space for reading and learning outdoors• To review and evaluate the impact of reading initiative to inform future plans• Make further use of opportunities to collaborate with primary schools and other organisations to share and enhance existing good practice• Continue striving to engage further with parents and families to help them to support their children's reading at home.
<p>I would like to thank the children, staff and others for welcoming me into the school and making the visit a very enjoyable event – Gill Lawson</p>	

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