



**BROUGHTON
 PRIMARY SCHOOL**



Case Study Name:

Broughton and Newlands Primary Schools- Raising Attainment in Reading

Our Context

Broughton and Newlands Primary Schools are small schools (2 and 3 classes respectively), in rural settings. Raising attainment in all areas of literacy was identified as a priority for both schools. It was decided that our first area of focus would be improving the assessment, tracking and learning and teaching approaches in reading, and developing a “reading culture” in the schools.

Our Outcomes	Our Measures
Raise attainment in reading to meet stretch aim of 85% of children on track	Assessment data from PM Benchmarking and Accelerated Reader
Achieve “Reading School” Core Award and develop a reading culture	Reading Schools Award criteria
Introduce and embed a more robust approach to assessment, tracking and moderation	Information from new learning pathways for literacy planning, tracking and moderation

Almost all = 90%; most = 75% to 90%; majority means, 50% to 74%; less than half, means 15% to 49%; few means up to 15%

The Actions we took

- Conducted an audit of approaches to teaching literacy and learning environment in all classes, through observations and discussions with teachers
- Conducted learner and staff surveys on attitudes towards reading
- Signed up to work towards “Reading School” accreditation Core Award
- Created a “Reading School” working group and held regular Pupil Parliament meetings to work towards our goal, e.g. by creating displays, bookmark recommendations, posters, organising competitions, etc.
- Organised author/ storyteller visits to both schools to celebrate World Book Day
- Developed new library areas in both schools, to create inviting reading areas
- Purchased new books to update library stock
- Purchased group texts to cater for different reading/ interest levels
- Visited other schools to see good practice and approaches to reading assessment and tracking
- Conducted professional reading of “Closing the Reading Gap” by Alex Quigley and “Reading Reconsidered” by Doug Lemov to inform whole school and classroom approaches to teaching and assessing reading
- Purchased a whole-school assessment tool- PM Benchmarking
- Attended training on using PM Benchmarking for all staff

Our Learning and the Impact we had

- Literacy leads have improved knowledge and confidence in teaching and assessing reading.
- All staff are now beginning to use PM Benchmarking to assess reading.
- New learning pathways are in place to use from the start of next session to plan, track and moderate reading
- New texts purchased have been very engaging and enjoyable for readers at various levels.
- There is a more visible and tangible “Reading Culture” in both schools- due to displays, competitions, author visits, etc.

Next steps

- Use assessment information to measure impact of our actions
- Continue to implement and embed the use of PM Benchmarking to assess reading
- Conduct learner surveys on attitudes towards reading again to measure change
- Complete activities and collate evidence to support application for Reading Schools Core Award
- Review and redevelop our school guidance on learning and teaching in all areas of Literacy
- Begin to use learning pathways to support planning, tracking and moderation
- Investigate approaches to improve attainment in listening and talking and writing, including assessment, activities and resources