



Liverpool Reading Quality Mark Accreditation Report

School Improvement
Liverpool Limited

School	Moss Park Junior School
Headteacher	Sally Nunwick
Reading Advocate	Samantha Edwards
Contact Details	sedwards@mpjs-trafford.co.uk
Assessor	Alaine Sanders
Date of Assessment	13.07.22
Level Awarded	Silver

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management

Improving reading is central to the Moss Park Juniors School Improvement Plan. Opportunities for reading are embedded throughout the curriculum and leaders have invested in a School Library Service agreement that adds a “wealth” of relevant texts to the children’s reading offer. Governors feel well informed about developments in reading and reading for pleasure. The parent reading governor spoke very positively about the school, stating that information was shared regularly with her and that staff ensure that texts are pitched at the right interest and challenge level for the children. Consistent approaches to the teaching of reading impact positively on pupil outcomes with 83% of children attaining the expected standard or above and 33% reaching the higher standard at the end of Key Stage 2. Reading assessments are conducted regularly and data is monitored at least half termly by the reading lead and head teacher. Findings are discussed with staff and support is put in place for the lowest 20% of attainers. Pupils have completed surveys, informing leaders about children’s attitudes to reading. These have also helped determine the school’s next steps for reading. Student librarians hold meetings and share information during assemblies.

Key Theme 2 Workforce Development

A well considered range of strategies to teach reading are evident and examples of effective practice are shared across the school. Whole school approaches to reading for pleasure are developing. Training has been provided in the school’s chosen systematic synthetic phonics programme and this will continue as required. Planning for professional development is based on an analysis of need of individual members of staff and of the school as a whole. Most teachers have good knowledge of appropriate reading materials. Members of staff spoke very positively about the provision for reading at Moss Park Juniors. Systems around home reading, 1:1 and targeted readers are well embedded and all staff spoke consistently about these. Staff feel confident to teach reading and talked proudly about investments in reading materials that have been made, for example further reading scheme books, First News newspapers, SLS and new reading for pleasure books such as graphic novels. CPD has been delivered to refine the school’s approach to guided reading and this has been the basis for the school’s LRQM case study. The school has seen a positive impact so far with these systems in place.



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Key Theme 3 Reading Promotion

Regular opportunities for independent reading and for children to be read to are embedded across the school. Quality texts are used to extend thinking and understanding around subjects or topic areas and these are enhanced by SLS books. All staff are expected to model positive reading behaviours and be positive reading role models to their classes. Leaders encourage teachers to choose their own class reader books based on the children's interests and the teacher's own passions and recommendations – this is with the aim of engaging the children and developing a love of reading. Children are read to at least once a week with an adult and parent volunteers are in place for each year group. An external consultant has supported leaders and teachers in creating “a rich and varied curriculum including a wide range of genres” and texts. Topic planners include recommendations for reading and these include fiction, non-fiction and poetry texts and are shared half-termly with families. Y6 Reading Buddies are paired with children in Year 3 and they read together weekly. A year 4 child spoke with pride about the ‘Moss Park 10 Reasons to Read’ and the raffle tickets that are used to encourage engagement in reading. A year 3 child added that she really likes it when her teacher uses different voices to read. All children agreed that they read every day.

Key Theme 4 Reading Events and Groups

A calendar of reading events linked to national and international initiatives is embedded across the school, such as World Book Day and Harry Potter Book Night. Library club runs weekly, and children who do not read often at home are invited to attend, however it is open for all. The library is also staffed at lunch time every day to allow children to read for pleasure. A year 6 child spoke very positively about this, stating “It’s such a welcoming and relaxing place. All different year groups can relax, read and chat”. She also went on to say that her teacher “helps her makes the right choices” with the books she chooses. A year 4 child spoke positively about zooms that had taken place with lots of different authors and a year 3 child talked excitedly about an ‘extreme reading’ event that had taken place involving reading in different places.

Key Theme 5 School Wide Opportunities for Reading for Pleasure

Dedicated reading areas are a feature of the school. All classes are supported in having a welcoming reading corner. Outward facing book stands are in all classes for staff to promote certain reading materials. Pupils are able to complete recommendations in their reading corner, though this is not yet consistent practice. Most classrooms use dedicated display areas, for example, reading walls to promote reading for pleasure and to support reading comprehension. There are also reading displays in shared areas, such as the school hall. There is a well curated staff book swap in the staffroom. Children's views are sought when buying reading resources and this will continue to be practice at the school. Identified pupils act as reading ambassadors to promote reading with their peers. These children are given the important role of ‘Librarians’ and the reading lead states they do a “wonderful” job. The school library has been identified as a priority for funding. A year 6 child suggested that the school library could be further enhanced by a section for older readers and by the addition of some kindles, comics and more novels.

Key theme 6 Family/Community Involvement/Public Library Service

The school regularly provides information and advice about reading for parents/carers through letters, leaflets and parents' meetings. Parents feel well informed of both progress and attainment. Feedback is given to parents on home reading through school reports. Reading records are monitored and written in at least once a week by school staff and daily by parents/carers. Reading and phonics workshops have been held for parents.

The school makes use of links with the wider community, through regular volunteers, to enhance reading provision. TTSA reading groups have also taken place. A community book swap has recently been



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introduced at the front of the school to entice children, their families, neighbours and the local community to read for enjoyment. This is already proving to be very popular.

Year 6 staff have been involved in a local authority transition to secondary project and the year 3 teacher spoke about the importance of the role of texts in the transition from KS1. The local high school, primary school, book shop and library are used and visited by different groups of pupils; for example, the local WHSmith has been visited by librarians, staff are in the process of organising a greater depth Y6 reading group with local secondary school (Lostock) and there are existing links with the local library (Stretford). All classes visit at least once a year and all children have a library card.

Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none">• A clear and well established focus on reading both in school and at home• The role of reading ambassadors• Links, through reading, with the wider community• Outcomes for children	<ul style="list-style-type: none">• Further investment and consistency in reading for pleasure materials• Develop a whole school strategy specifically for the development of reading for pleasure• Continue to develop children's knowledge of authors