

## QA Review Area of Excellence Application Form

<b>School:</b>	<b>CP Academy</b>
<b>QA Review Date:</b>	<b>14<sup>th</sup> October</b>

Before filling in the remaining information, please read Challenge Partners' guidance in the most recently updated QA Review Handbook on applying for accreditation.

### **What is the title of your Area of Excellence?**

Please use a short clear title with key words which can be searchable on the online School Support Directory.

Reading Enrichment

### **Why have you identified this area as a major strength?**

What makes this special or distinctive enough for leaders from other schools to travel to your school if they need your support to improve their school? What have you achieved to establish expertise in this area?

Through the variety of reading enrichment initiatives, there is a strong reading culture across the school. A visible, tangible love of reading is obvious amongst the students and staff members. Reading has become very popular encouraging and developing literacy in all areas of the school.

Reading is celebrated throughout the whole school, on a daily basis, through a wide range of exciting and engaging reading initiatives led by our inspirational Library Manager, her highly motivated team and the Literacy Coordinator. Students' enthusiasm for reading has led to improvements in students' reading ages, literacy skills and confidence.

To raise the profile and status of reading further, a member of the SLT team, who is also the Head of English and shares a passion for developing a love of reading, was given responsibility for developing reading enrichment. The SLT lead worked in collaboration with the Library Manager, her team and the Literacy Coordinator in the development of reading across the whole school. Strong working relationships were fostered between the Library Manager and the Head of English/SLT lead to further encourage good reading practice throughout the English Department. Moreover, the Library Manager developed her own skills and training to enable her to better support weaker students' reading and to motivate and challenge more able students which led to an increase in the amount and range of reading taking place amongst high attaining students.

The timetable was designed to ensure that library lessons take place each week, throughout Year 7. During these sessions, students are encouraged to develop their reading and information retrieval skills. These lessons have been replaced with Accelerated Reader sessions which further encourage reading and improvement in reading comprehension skills. The library lessons and Accelerated Reader sessions are led by the Library Manager, Literacy Coordinator and class teacher. Students in Years 7-9 also have literacy lessons, in addition to their English lessons, which facilitate progression in terms of reading; these lessons are planned by the Literacy Coordinator.

Gifted and talented students, along with avid readers and students with an enthusiasm for English and reading are encouraged to mentor and lead younger students. Students in

Years 7-9 now participate in 30 minutes of daily reading within their timetabled lessons; all students are encouraged to have a reading book as part of their school equipment. Students that struggle with reading receive support during these sessions, in the library, through participation in peer assisted learning such as paired reading with student mentors. In addition, small group guided reading takes place with Teaching Assistants and the library staff. Also, every student in Years 7-11 engages in 30 minutes quiet reading time per week during morning tutorial sessions.

### **What evidence is there of substantial and sustained impact on pupils' outcomes?**

Across the school, there is a positive attitude to reading which has a significant impact on the progress of lower attaining readers and has led to an increase in the amount and range of personal reading. This is demonstrated in library records and 'Tutor Group Reading Challenge' records. Reading data such as the data within the 'Year 7 Catch Up Reports' over the last two years, illustrates that students are making significant progress in their reading; GCSE English Literature results also reflect this.

\*See the 'Impact Reports', 'Year 7 Catch Up Reports' and Star Reader data for further detail.

The daily 30 minute reading sessions in Years 7 to 9 have meant that all staff have a significant role in promoting reading, it is not seen as purely the domain of the English department. The whole school staff act as reading role models and read alongside the students during the sessions. They participate in whole school reading events such as the week long 'Reading Festival' and involve themselves in reading assemblies and volunteering to be photographed for reading posters that advertise their own love of reading. The library also displays 'Teachers' Favourite Reads'.

We have created more positive relationships with parents whose children struggle with literacy through the provision of a Year 7 'Learning Evening' and the 'Settling In Evening'. Both sessions for parents focus on how to enhance parental involvement in reading and other literacy skills; this has led to progress with reading as parents have more trust in the school and feel they can support more at home. Parents have been encouraged by our provision of guidance materials such as strategies for developing reading and tips on how to monitor their child's reading at home through the Accelerated Reader programme. The introduction of reading tests across all years has developed a targeted approach to intervention. Support for students is then targeted across the curriculum and all staff are informed about students' reading attainment.

Our students have been provided with more responsibility through our reading enrichment initiatives. They have developed their social skills and experience through opportunities to become 'Literacy Leaders' in Year 9 through to Year 12 and to coordinate and run primary school book groups. Stronger, nurturing relationships have been fostered across year groups as older students are eager to work with and help younger students.

The 'Literacy Leaders' raise the profile of reading across the school through their participation and visibility. Examples of this are their visits to the Year 7 tutor groups to promote the 'Tutor Group Reading Challenge', talking to parents about personal experiences of reading at the school along with strategies that helped them and through their lead role in the 'Literacy Leaders' Club'.

The Year 7 and Year 8 'Tutor Group Reading Challenge' encourages students to record their reading progress. The library team create a display of students' progress with the 'Tutor Group Reading Challenge' so involvement with reading in each tutor group is immediately visible on the library pillars. This inspires an element of competition so students read more avidly. The school also has an active reading blog on the school website called 'Book Bound' where students frequently review books they have read. Year 7 and Year 8 students, with lower reading ages, are invited by the Library Manager to attend the 'Literacy Leaders' Club' which runs after school twice a week. The highly effective scheme of learning that the Literacy Leaders follow in the club was created by the Library Manager, it is based on principles of cooperative learning and is highly personalised for each student. Students receive one-to-one tuition from an older student who has been trained to deliver literacy skills and is supported by literacy resources purchased for this purpose. The club is an extremely vibrant learning environment that has resulted in its popularity and success with students that might otherwise be demotivated and reluctant to use the library, particularly after school. Highly positive relationships with primary schools have been formed through the establishment of cross phase working (primary to secondary) such as through the Year 4, 5 and 6 book groups that are coordinated and run by Year 9 and Year 10 students. Stronger links with primary schools have also been established through a greater understanding, particularly for Year 6 students and teachers, of literacy opportunities in Year 7 at the school. This is achieved through the distribution, by the SLT lead, of the Year 7 Newspaper, produced by the Library Manager, to all of our feeder primary schools in the summer term. This early introduction in Year 6 to literacy (particularly reading) opportunities at secondary school allays the fears of many Year 6 students who may struggle with literacy and eases the inevitable anxiety surrounding transition. The Library Manager and her team ensure that book groups run weekly in Years 7, 8, 9, 10 and 11. There are two Year 7 book groups and one is managed by a Literacy Leader and the other by a member of the library team. Year 7, 8 and 9 students participate in the school's own book award, 'The Hogwards'. This is an initiative introduced by the Library Manager who wanted our students to have more ownership over the choice of books they read than the Carnegie could offer. Students participating read up to 35 books in a few months, the books are nominated for the award by our own students. Students in Year 8, 9 and 10 also participate in the Carnegie challenge. The Hogwarts' trip, with close to 100 students participating, will take place for the first time this year in December; the trip is a reward for the Literacy Leaders and other students who have made great progress in reading. Knowledge of this trip has inspired other students to become involved in reading initiatives.

**What can the school offer to other schools to support their development in this area?**

What would leaders from other schools gain from a Leadership Development Day on your proposed Area of Excellence? What would they take away to help them make changes at their own schools?

See below.

**How have you already shared your practice beyond your own school? What has been the extent of the impact of this?**

Our practice has been shared beyond our school in a number of ways. The book groups led by Year 9 students and held in primary schools have developed positive relationships with both students and staff in primary schools and eased concerns surrounding transition in Year 6. Year 9 students have been able to foster an enjoyment of reading in the primary school students that they work with whilst improving their reading skills. The Year 7 literacy newspaper and 'Year 6 Recommended Summer Reads' bookmarks produced by the library team offer primary school students an insight into secondary school literacy and convey a clear message that support is available for all students in terms of their reading development. The younger students are also encouraged by the fun activities that are on offer – reading is perceived to be something exciting at the school. The Library Manager has organised for authors visiting the school to also work with primary schools, such as Dan Freedman, facilitating opportunities for primary schools to have writers' visits.

We have shared our ideas regarding how to create a reading culture with staff who have visited us from other local secondary schools such as Jane Bloggs School, John Doe School and international schools to help them to raise reading attainment. The SLT lead has also discussed strategies for promoting reading at primary/secondary transition meetings. The Library Manager has delivered two courses on 'Promoting positive behaviour in the LRC', one in Birmingham and one in London, to share her good practice.

**How will you ensure that you remain at the forefront of excellence in this area over the three year accreditation period?**

We plan to continue to embed a lifelong love of reading and to foster an enjoyment of reading for pleasure through building on all of the excellent practice that is currently in place. We will endeavour to achieve this through training more students to become Literacy Leaders such as through our 'English Sixth Form Ambassadors' Programme'. There will be a greater focus on improving students' reading skills through the support of the SEND team in the future and we would like to involve the wider community more through work with visiting authors. It is essential that we continue to raise the profile of reading and that the Senior Leadership Team continue to work closely with key members of staff to support them in their work.

Our aim will continue to be to consolidate the excellent practice in place and continue to reach out to students who struggle with reading or need inspiration. We will focus on maintaining the involvement of staff across the school so that reading development remains the responsibility of all of us.

**Who is the staff lead in this area?**

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