

# Inspecting and improving reading

Literacy -

a non-negotiable

9 January 2013



### Objectives for the session

The teaching of reading is a priority for our schools. The evaluation schedule reflects this.

In this session we will consider:

- the kinds of learning that might be seen where reading (including phonics) is taught well
- the outcomes for pupils including their attitudes – in such schools.



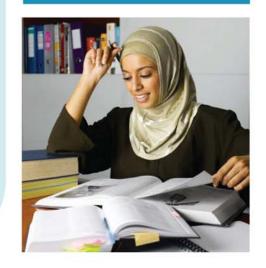


# How will we meet these objectives?

The six videos we will watch were filmed in three primary schools where reading is taught particularly effectively.

We will reflect on what we see and the implications for inspections and inspectors.

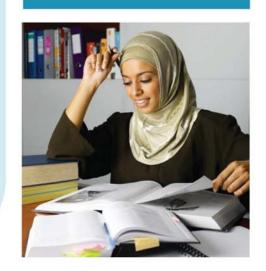
The filming took place on 9 and 10 July 2012 - virtually, at a point of transition into the next year group.





#### We will have been successful if ...

- inspectors have a better understanding of how we might judge reading
- we are able to raise expectations in schools where reading requires improvement
- inspectors are more confident in making judgements when listening to weaker readers read.



# Video one – introduction





# Tollgate Primary: Nursery and Year 1



	2010	2011	2012		20th percentile	40th percentile	60th percentile	80th percentile	
Number or	roll		.,,						
School	468	459	487						
National	241	245	251	3	129	204	252	367	1,064
% girls						-			
School	51.5	47.7	47.8					1	
National	48.9	49.0	49.0	0.0	46.0	48.1	49.9	52.0	100.0
% of pupil	s known to	be eligib	le for free	school me	eals (FSM)*	S1	Ke .	199	
School	46.1	40.8	46.2						
National	18.5	19.2	26.2	0.0	8.8	15.0	24.8	40.9	98.5
% of pupil	s from min	ority ethn	ic groups	(C+1)	es	60	En .	115	
School	89.5	89.7	90.2		1				
National	25.7	26.7	27.7	0.0	4.0	7.6	14.3	35.3	100.0
% of pupil	s first lang	uage not	/ believed	not to be	English			145	
School	71.0	71.6	71.6	1	1		1		
National	16.1	16.8	17.5	0.0	0.6	2.4	6.0	19.6	100.0
% of pupil	s supporte	d at schoo	olaction	0-24	344	- 61	Ke	10	101
School	-	4.6	3,3						
National	-	11.3	10.6	0.0	5.4	8.1	10.9	14.9	49.0
% of pupil	s supporte	d by scho	ol action p	us or wit	h a statement	of SEN	-153	10	9.0
School	2	10.5	7.4	I					
National	-	8.0	7.9	0.0	4.0	6.0	8.2	11.4	41.0
% stability	1			eye V	35	51	ilia i	Se .	20
School	70.4	71.1	72.5						
National	84.6	85.0	85.4	33.3	78.6	84.1	88.1	91.8	100.0
School dep	rivation in	dicator		(56)	20	51	ąu.	110	
School	0.59	0.55	0.56						
National	0.24	0.23	0.24	0.01	0.09	0.14	0.21	0.33	0.78

# Ilsham C of E Academy: Reception

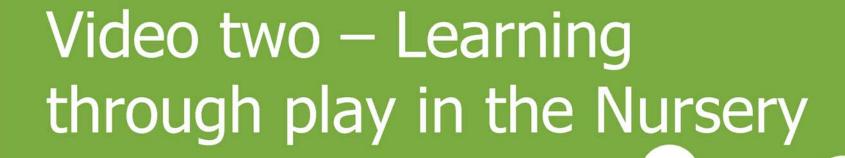


	2010	2011	2012		20th percentile	40th percentile	60th percentile	80th percentile	
Number on	roll				in the second	F1.1			
School	175	174	176	1				1	- 1
National	241	245	251	3	129	204	252	367	1,064
% girls				1000	1417 A		-	J	
School	45.7	49.4	52.8	1	1	1			
National	48.9	49.0	49.0	0.0	46.0	48.1	49.9	52.0	100.0
% of pupil	s known to	be eligib	le for free	school me	eals (FSM)*				7-45
School	8.6	8.0	15.3	1					
National	18.5	19.2	26.2	0.0	8.8	15.0	24.8	40.9	98.5
% of pupil	s from min	ority ethn	ic groups						
School	9.3	10.1	11.9		1				1
National	25.7	26.7	27.7	0.0	4.0	7.6	14.3	35.3	100.0
% of pupil	s first lang	uage not	/ believed	not to be	English				
School	3.3	4.7	6.6	1	1	1			1
National	16.1	16.8	17.5	0.0	0.6	2.4	6.0	19.6	100.0
% of pupil	s supporte	d at schoo	ol action	1500	197	12.5	6	.90	535
School	2	11.5	5.1						
National	-	11.3	10.6	0.0	5.4	8.1	10.9	14.9	49.0
% of pupil	s supporte	d by scho	ol action p	us or wit	h a statement	of SEN		5	001
School	-	6.3	6.3						
National	-	8.0	7.9	0.0	4.0	6.0	8.2	11.4	41.0
% stability									
School	79.3	85.2	88.7	1	1	1			
National	84.6	85.0	85.4	33.3	78.6	84.1	88.1	91.8	100.0
School dep	rivation in	dicator		5114/5	250.1	65.0			
School	0.21	0.22	0.21	Ī	1	1			1
National	0.24	0.23	0.24	0.01	0.09	0.14	0.21	0.33	0.78

# Oldway Primary: Year 2



	2010	2011	2012		20th percentile	40th percentile	60th percentile	80th percentile	
Number on	roll				a. T. Marca Villa e	The state of the state of	of the second second	The sale was the sale of	
School	687	689	698	Ī	Ì		1		
National	241	245	251	3	129	204	252	367	1,064
% girls									
School	48.0	47.8	47.1				1		
National	48.9	49.0	49.0	0.0	46.0	48.1	49.9	52.0	100.0
% of pupils	known to	be eligib	le for free :	school me	eals (FSM)*				
School	12.1	11.1	18.1					ĺ	1
National	18.5	19.2	26.2	0.0	8.8	15.0	24.8	40.9	98,5
% of pupil	from min	ority ethn	ic groups	o.				m)	01
School	5.3	4.9	5.3				1		
National	25.7	26.7	27.7	0.0	4.0	7.6	14.3	35.3	100.0
% of pupil:	first lang	uage not	/ believed	not to be	English	10.00		56	100
School	0.9	1.1	1.5				1		
National	16.1	16.8	17.5	0.0	0.6	2.4	6.0	19.6	100.0
% of pupil:	supporte	d at schoo	action						
School	( <del>=</del> ))	9.3	8.2	ľ					1
National	-	11.3	10.6	0.0	5.4	8.1	10.9	14.9	49.0
% of pupils	supporte	d by school	ol action p	us or wit	h a statement	of SEN			244
School	(+0)	8.9	8.6						
National	-	8.0	7.9	0.0	4.0	6.0	8.2	11.4	41.0
% stability	f)			30	Xu.	출I	125	- 8	82
School	89.4	89.4	89.4						ĺ
National	84.6	85.0	85.4	33.3	78.6	84.1	88.1	91.8	100.0
School dep	rivation in	dicator							
School	0.21	0.19	0.19	ľ					ĺ
National	0.24	0.23	0.24	0.01	0.09	0.14	0.21	0.33	0.78





# Video three – Establishing foundations in Reception



# Video four – Building on firm foundations in Year 1

# Tollgate Primary: Nursery and Year 1



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National	25.7	26.7	27.7	0.0	4.0	7.6	14.3	35.3	100.0
% of pupil	s first lang	uage not	/ believed	not to be	English			145	
School	71.0	71.6	71.6	1	1		1		
National	16.1	16.8	17.5	0.0	0.6	2.4	6.0	19.6	100.0
% of pupil	s supporte	d at schoo	laction	0-24	344	- 61	Ke	10	101
School	-	4.6	3,3						
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% of pupil	s supporte	d by scho	ol action p	us or wit	h a statement	of SEN	-153	10	9.0
School	2	10.5	7.4	I					
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% stability	1			eye V	35	51	ilia i	Se .	20
School	70.4	71.1	72.5						
National	84.6	85.0	85.4	33.3	78.6	84.1	88.1	91.8	100.0
School dep	rivation in	dicator		(56)	20	51	ąu.	110	
School	0.59	0.55	0.56						
National	0.24	0.23	0.24	0.01	0.09	0.14	0.21	0.33	0.78

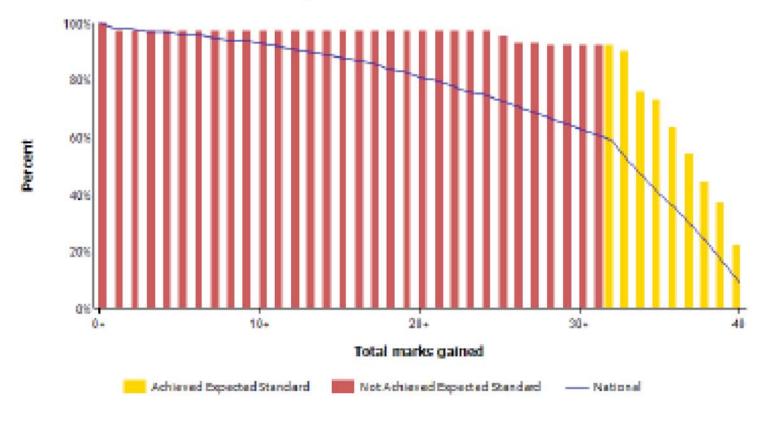


# Phonics screening check for Tollgate

#### Percent achieving each total number of marks or better

This chart shows the distribution of total marks achieved by pupils in the school compared to the national.

#### Percent achieving each total number of marks or better





# Phonics screening check for Tollgate

	Sch	ool	National		
Mark	Number of Pupils	Cumulative Percent	Cumulative Percent		
0+	59	100%	100%		
1+	57	97%	98%		
2+	57	97%	98%		
3+	57	97%	97%		
4+	57	97%	97%		
5+	57	97%	96%		
6+	57	97%	96%		
7+	57	97%	95%		
8+	57	97%	94%		
9+	57	97%	94%		
10+	57	97%	93%		
11+	57	97%	92%		
12+	57	97%	91%		
13+	57	97%	90%		
14+	57	97%	89%		
15+	57	97%	88%		
16+	57	97%	87%		
17+	57	97%	86%		
18+	57	97%	84%		
19+	57	97%	83%		
20+	57	97%	81%		
21+	57	97%	80%		
22+	57	97%	78%		
23+	57	97%	76%		
24+	57	97%	75%		

25+	56	95%	73%
26+	55	93%	71%
27+	55	93%	69%
28+	54	92%	67%
29+	54	92%	65%
30+	54	92%	63%
31+	54	92%	61%
32+	54	92%	59%
33+	53	90%	52%
34+	45	76%	46%
35+	43	73%	40%
36+	37	63%	35%
37+	32	54%	29%
38+	26	4496	23%
39+	22	37%	16%
40	13	22%	9%



# Phonics screening for Tollgate

	Phonics Screening Check						
	Cohort	Number achieving expected standard	% School	% National			
All Pupils	59	54	92	58			
Gender							
Male	33	30	91	54			
Female	26	24	92	62			
Free School Meals*							
FSM	21	18	86	45			
Non FSM	38	36	95	@			
Children Looked After							
C.A		·····					
Not CLA							
Free School Meals* Or Children Looked After							
CLA or FSM	*	-	+	+			
Not CLA or FSM		7	*	*			
English as a First Language							
English or believed to be English	21	17	81	58			
Other than English or believed to be other than English	38	37	97	58			
Unclassified	0	0	0	33			
Special Educational Needs							
No Identified SEN	54	50	93	65			
SEN without a statement	5	4	80	25			
School Action	2			25			
School Action Plus	3			25			
SEN with a statement	0	0	0	12			
Ethnicity Group							
White							
British	7	6	86	58			
Irish	0	0	0	61			
Traveller of Irish Heritage	0	0	0	16			
Gypsy/Roma	0	0	0	17			
Any Other White Background	5	4	80	53			

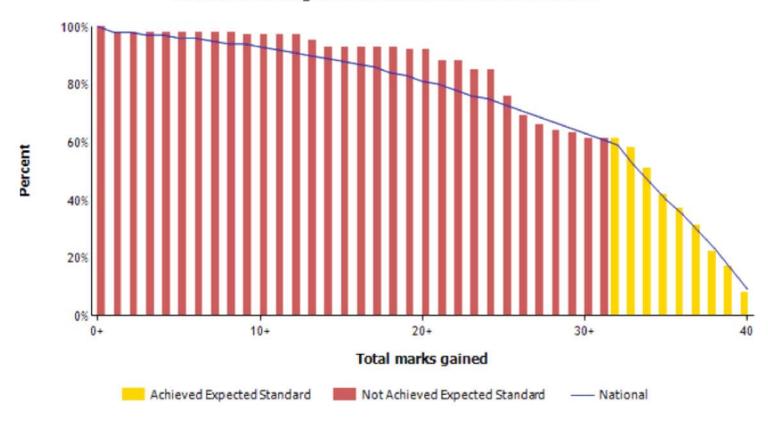
		Phonics Sc	reening Check	
	Cohort	Number achieving expected standard	% School	% National
Mixed	<u> </u>			
White and Black Caribbean	4	3	75	54
White and Black African	1			58
White and Asian	2			65
Any other Mixed Background	3			61
Asian or Asian British				-
Indian	4	4	100	70
Pakistani	2			57
Bangladeshi	8	8	100	59
Any other Asian Background	2			66
Black or Black British				-
Black Caribbean	4	4	100	54
Black African	14	14	100	62
Any Other Black Background	1			58
Chinese	0	0	0	Œ
Any Other Ethnic Group	2			57
Unclassified - Refused	0	0	0	59
Unclassified - Information Not Obtained	0	0	0	35
Term Of Birth				
Autumn	20	18	90	66
Spring	15	14	93	58
Summer	24	22	92	50





# What questions would you ask?

#### Percent achieving each total number of marks or better





# Equal opportunities?

	Phonics Screening Check						
	Cohort	Number achieving expected standard	% School	% National			
All Pupils	59	36	61	58			
Gender							
Male	33	17	52	54			
Female	26	19	73	62			
Free School Meals*							
FSM	3			45			
Non FSM	56	36	64	62			



- Boys achieve less well than girls, and pupils who are eligible for pupil premium funding perform less well than other pupils.
- Too many teachers do not teach early reading skills and spelling with sufficient accuracy.

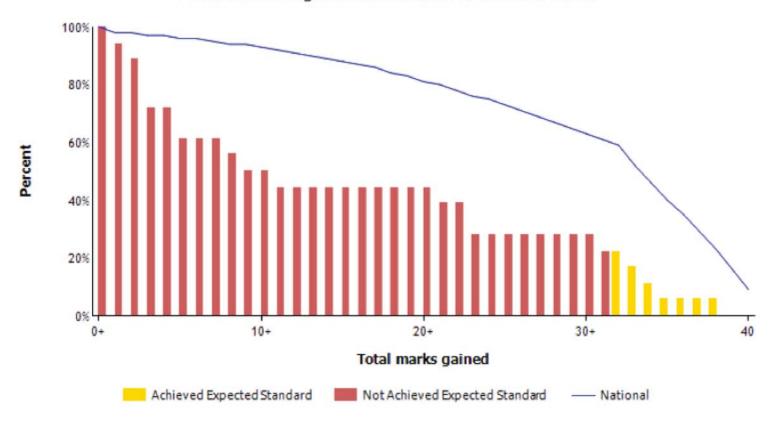


- Girls perform better than boys when learning about the sounds that letters make (phonics). Many more girls met the expected level in the phonics screening test [sic] at the end of Year 1 than boys. Boys are catching up, so the gap this year is likely to be much smaller, but it is still evident.
- Teachers are not always precise enough when teaching the sounds that letters make. This means that pupils hear the wrong sounds. This makes it more difficult for pupils who are at an early stage of learning to read to blend these sounds together to make words.



# What questions would you ask?

#### Percent achieving each total number of marks or better



# Year 2 – Reading for meaning



# Listening to pupils



'The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills.'

Reading by six Ofsted, 2010



'The quality of pupils' learning was hampered in weaker lessons by a number of 'myths' about what makes a good lesson. The factors that most commonly limited learning included: an excessive pace; an overloading of activities; inflexible planning; and limited time for pupils to work independently. Learning was also constrained in schools where teachers concentrated too much or too early on a narrow range of test or examination skills.'

Moving English forward
Ofsted, 2012



'The survey found that too few schools gave enough thought to ways of encouraging the love of reading, and a sizeable minority of pupils failed to reach national expectations in reading.'

Moving English forward
Ofsted, 2012

