

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.

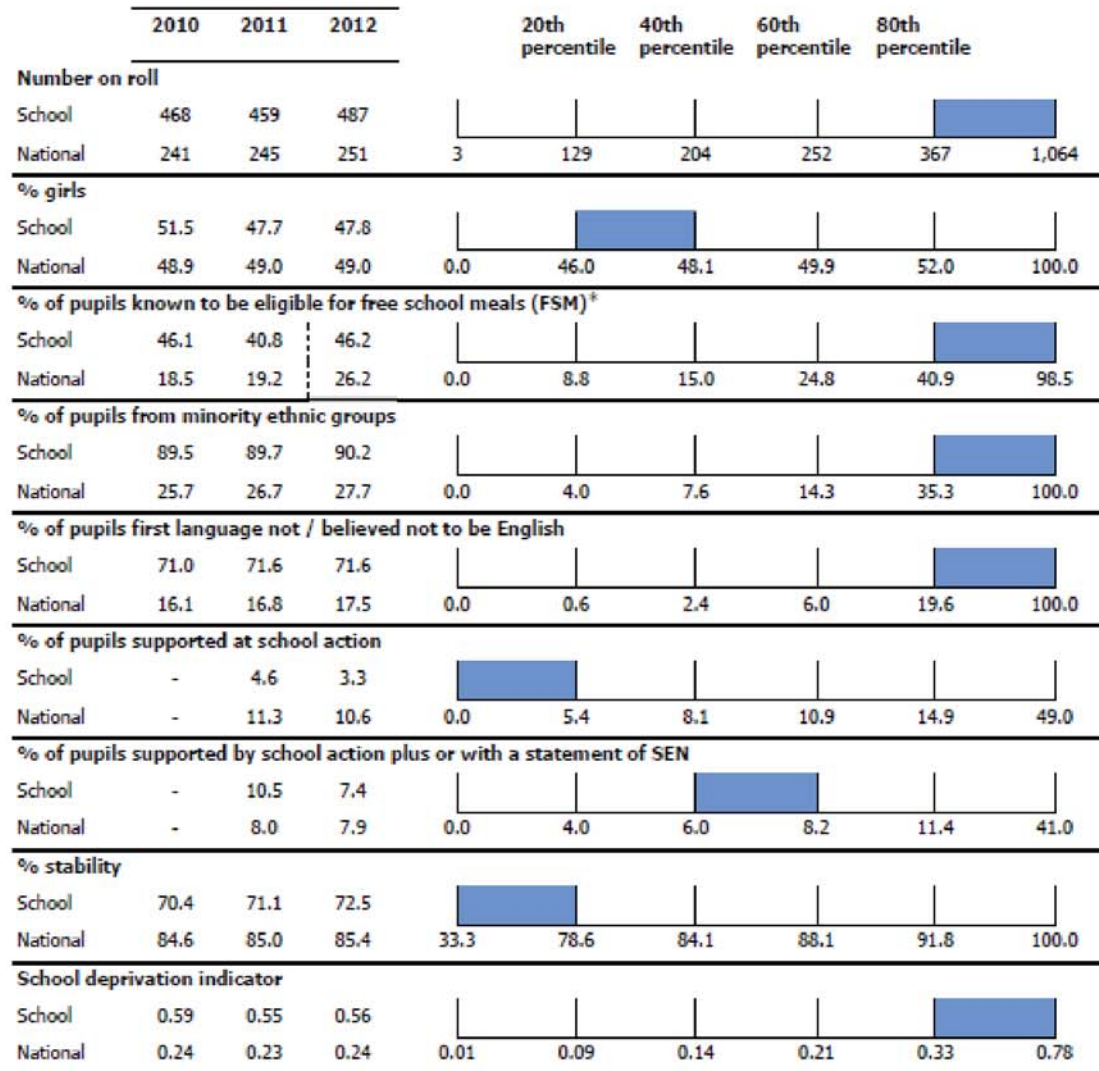


Video one – introduction

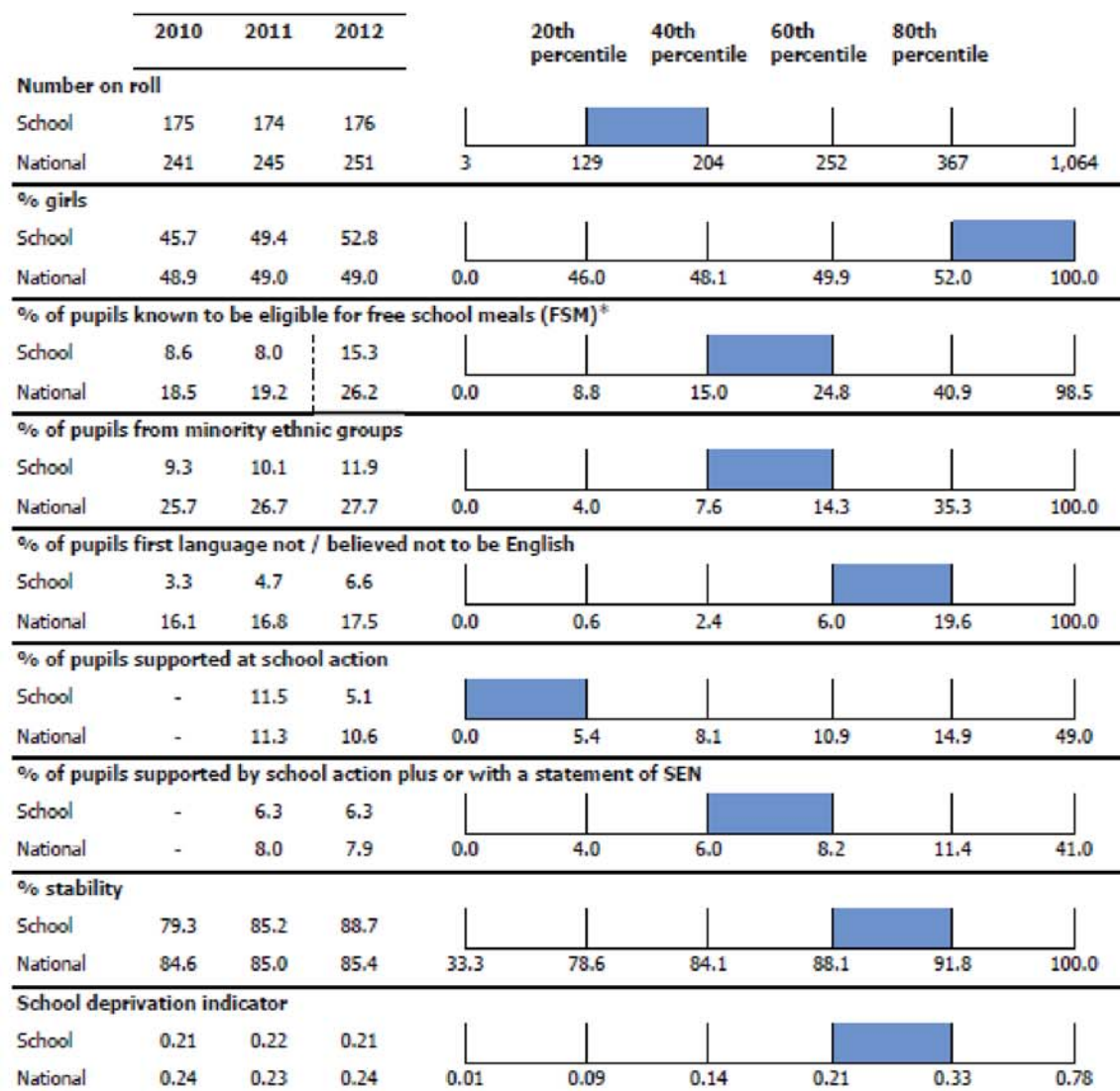




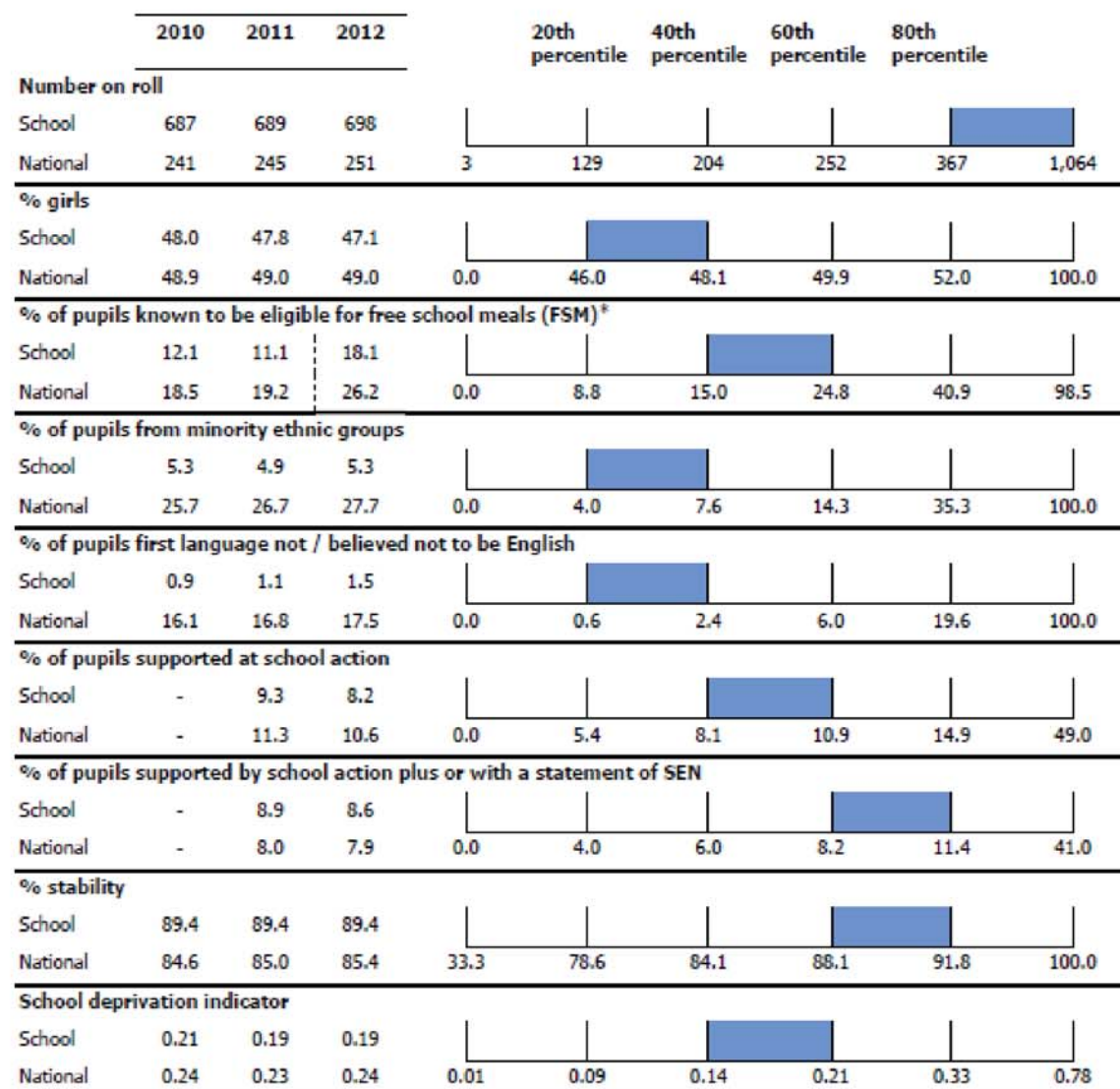
Tollgate Primary: Nursery and Year 1



Ilsham C of E Academy: Reception



Oldway Primary: Year 2



Video two – Learning through play in the Nursery





Video three – Establishing foundations in Reception

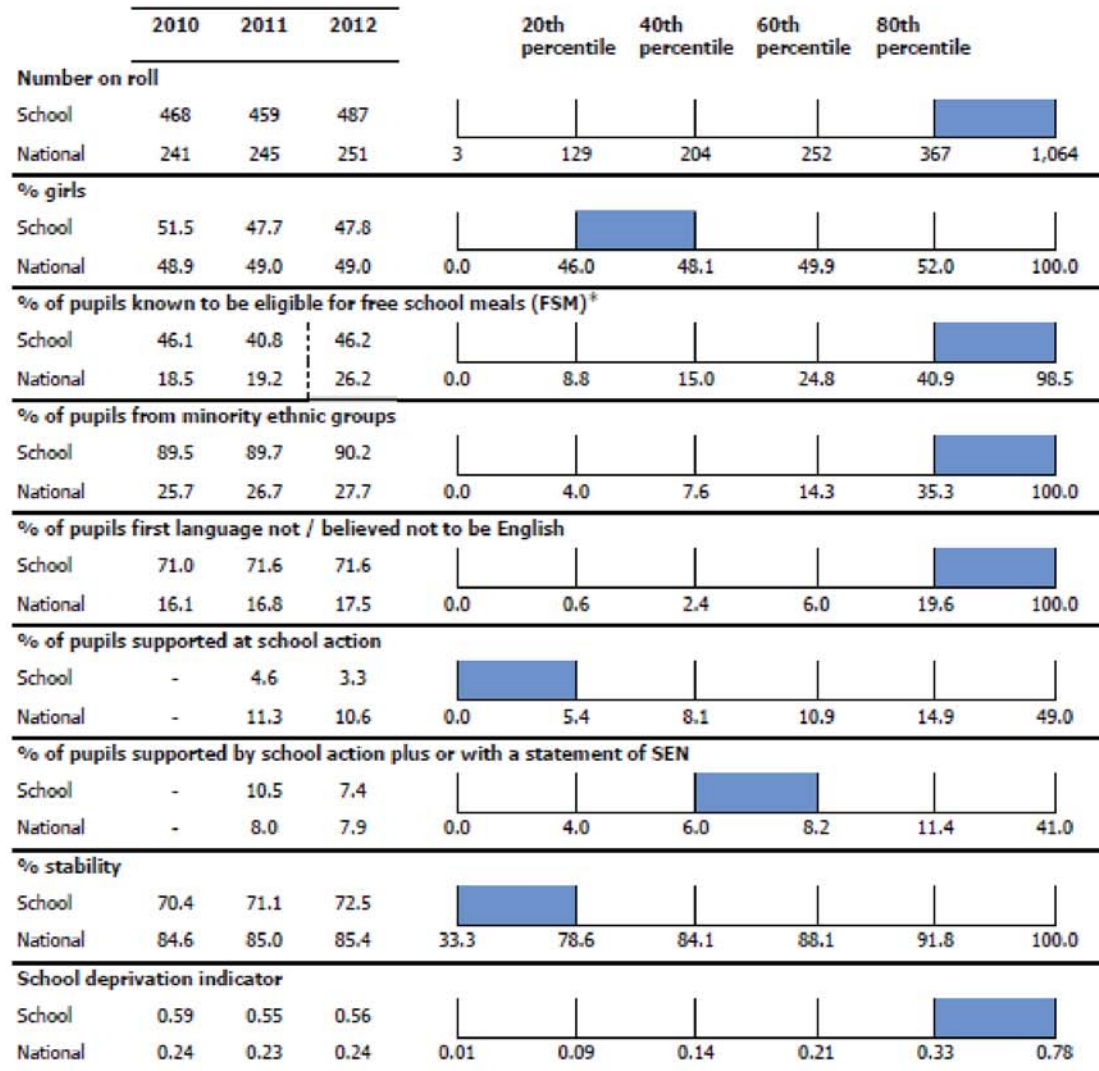




Video four – Building on firm foundations in Year 1



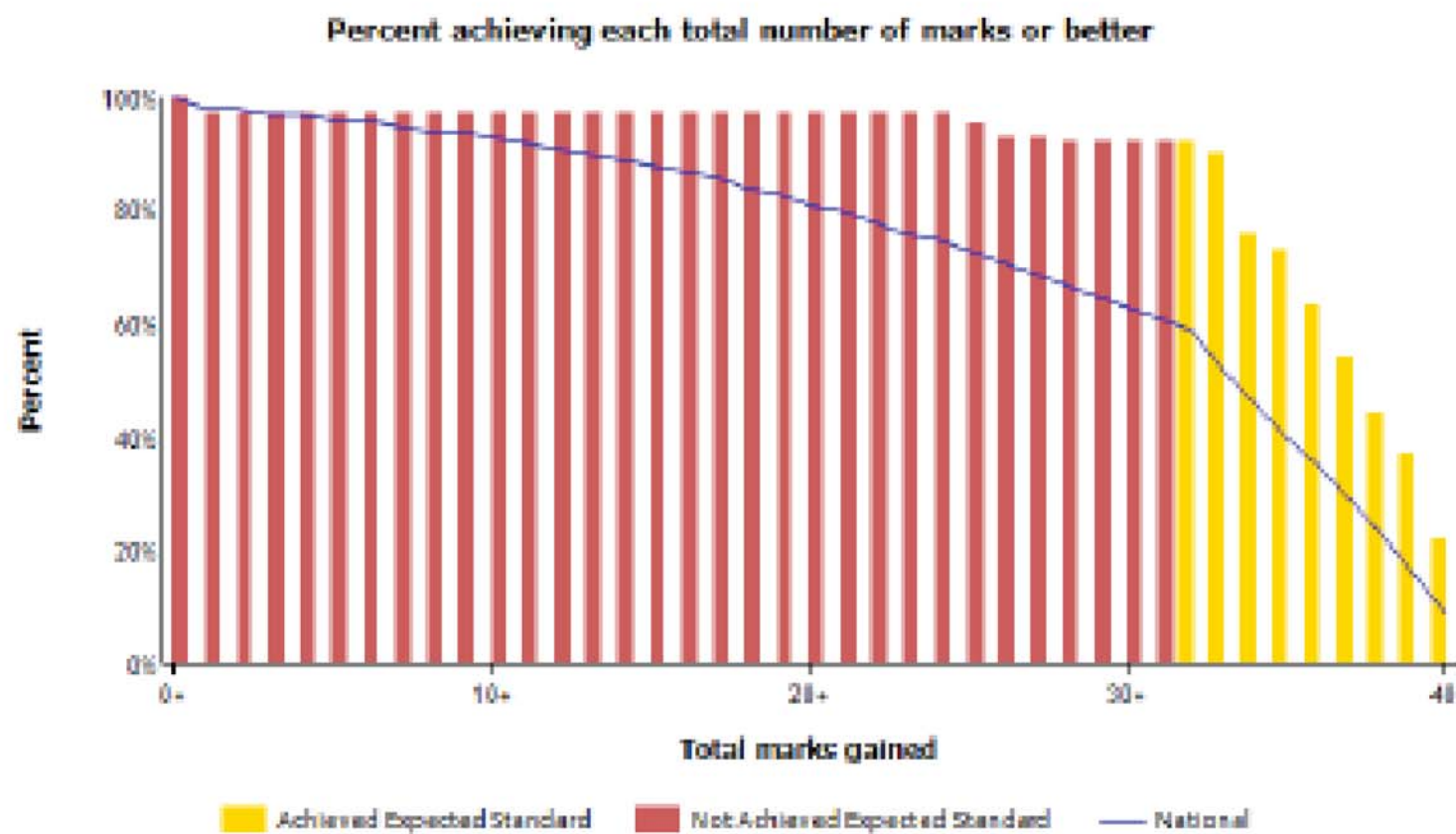
Tollgate Primary: Nursery and Year 1



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.



Phonics screening check for Tollgate

Mark	School		National
	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	44%	23%
39+	22	37%	16%
40	13	22%	9%

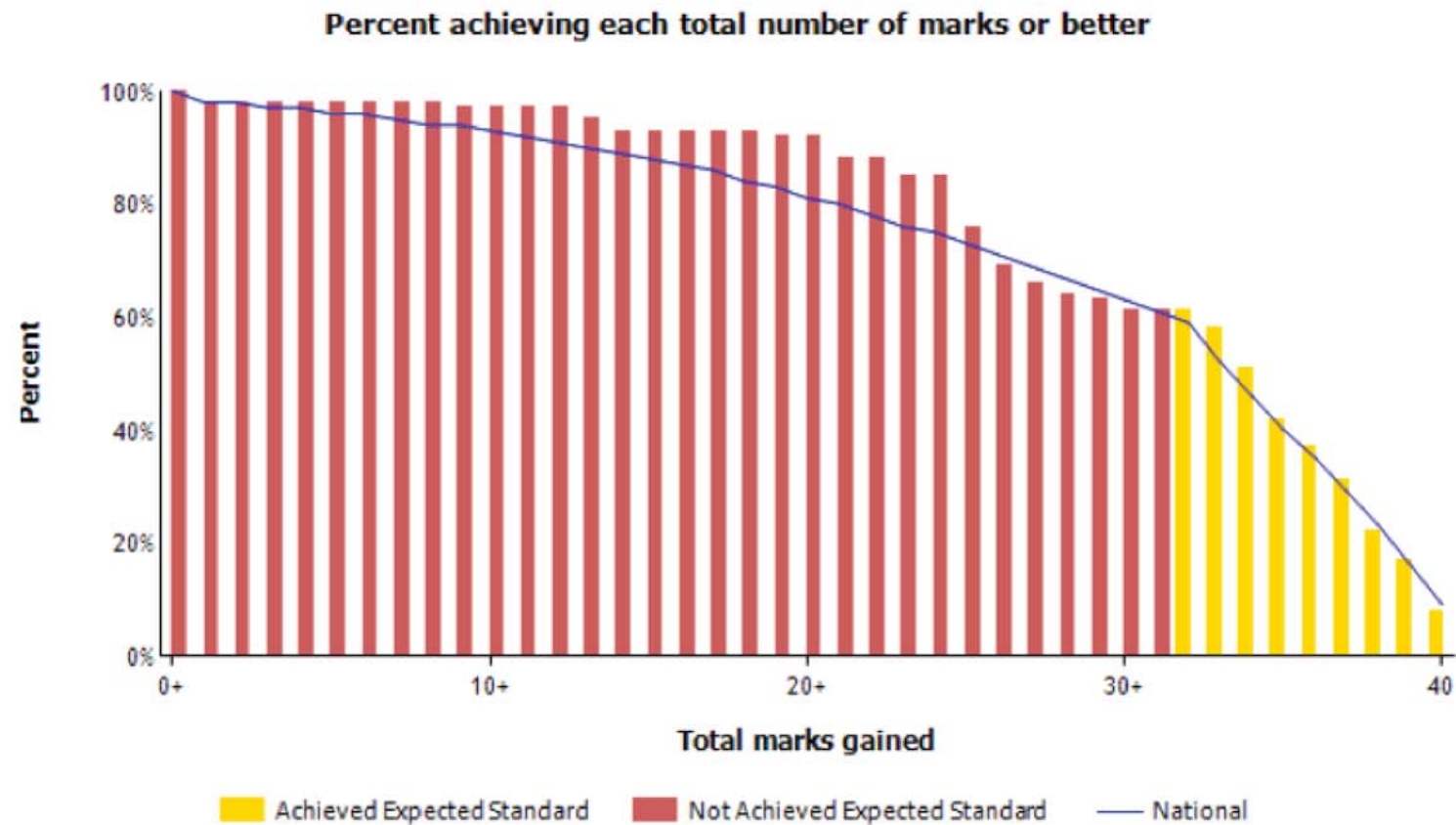
Phonics screening for Tollgate

	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	62
Children Looked After				
CLA	-	-	-	-
Not CLA	-	-	-	-
Free School Meals* Or Children Looked After				
CLA or FSM	-	-	-	-
Not CLA or FSM	-	-	-	-
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 Screening Check			
Cohort	Number achieving expected standard	% School	% National	
Mixed				
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	69
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?



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?



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

