**Liverpool Early Years**

**Reading Quality Mark**

**Assessment Visit Report**

|  |  |
| --- | --- |
| **Setting** | **Field of Dreams at St Sebastians’s Primary School** |
| **Headteacher** | **Executive Headteacher: Mr Hardiman MBE**  **Nursery Manager: Nina Young** |
| **Reading advocate** | **Rachael Durney** |
| **Contact details** | [nyoung@ssscfederation.co.uk](mailto:nyoung@ssscfederation.co.uk) |
| **Assessor** | **Kim Salisbury** |
| **Date of Assessment** | **6th October 2017** |
| **Level Awarded** | **Gold** |

**Meeting the criteria – summary statements**

|  |
| --- |
| **Key Theme 1 Leadership and Management** |
| **1.1 The nursery has a clear vision for reading placing reading at the heart of the provision. It is evident in the School Evaluation Form that reading is a priority and there are embedded strategies in place to support reading for pleasure. The reading Advocate used surveys to inform the action plan. Reading for pleasure is central to the Focused Improvement Plan at the nursery.**  **The reading advocate has had the full support of her team as well as the leadership team from the nursery and adjoining school. The reading advocate and nursery manager have high aspirations for children’s reading and strive to offer children a wide range of experiences that will foster a lifelong love of reading.**  **1.2 Data presented during the assessment visit demonstrate that children make good progress in reading from their, often low, starting points. Consistent approaches to reading for pleasure impact positively on the Early Years outcomes for children.**  **During the learning walk children had access to a range of resources that support their development of reading. A wide range of reading materials are available for children including traditional story books, magazines, dual language books and non- fiction texts. Children also play with puppets and story props which support their development of story and rhyme vocabulary.**  **During the assessment visit the toddler children were listening attentively to a story read by an adult. The children clearly understand the expectations in terms of listening and participating when appropriate. The children have experience of stories and enjoy being read to regularly.**  **Inviting role play areas and Communication Friendly Spaces support children in developing speaking and listening skills. Areas of provision are well thought out in all rooms and children are exposed to books in all areas of the provision.**  **1.3 Families are encouraged to share stories at home and are supported in identifying ways to help their child progress in their ability to read. A lending library is available and records show that this service is used by families regularly.**  **Reading surveys have been conducted to gather information about children and their families’ interests and how these link to reading.**  **A case study has been developed to gather evidence of the impact of specific children and their families over a period of time.**  **Children take turns to take a teddy bear home, look after it and write about its adventures. Parents/carers have responded positively to this. Parents have also sent in photographs of times that their children read at home. These are displayed in the reading floor book.**  **A staff lending library is also available and adults are encouraged to become role models for the children by reading regularly.** |
| **Key Theme 2 Workforce Development** |
| **The Reading Advocate leads a coherent strategy to the setting for promoting reading for pleasure. She has ensured that a wide range of books and supporting resources are available for children and their families to access on a daily basis.**  **The senior leadership team are fully committed to staff CPD. Training has been directly linked to data analysis and children’s areas for development. Recent training includes phonics and reading alongside regular staff meetings and sharing of good practice within the federation. Training logs are kept and the impact of training is discussed during supervision meetings.**  **Staff appreciate the links between reading and other areas of learning. There is a clear focus on communication and language in all rooms and staff recognise the importance of supporting children’s speaking and listening skills. All staff have a secure knowledge of appropriate resources to promote communication, language and reading.** |
| **Key Theme 3 Reading Promotion, Events and Community Involvement** |
| **The Reading Advocate leads a coherent strategy for promoting reading for pleasure. There is a clear action plan in place and evidence of the improvements made to reading provision over the last 12 months has been kept.**  **Staff are active role models sharing a sound knowledge of reading with others, including families, students and other settings. Parents/carers are invited into the nursery once a month for play sessions. These have focussed in reading and staff have modelled best practice to their families.**  **Children are given a variety of experiences during their time at nursery which help to support their love of reading. The children attend regular story sessions with staff from Bookstart and take part in engaging activities on World Book Day. The nursery also hosts a book fair annually. Staff have recently taken the children on trips to the Story Barn at Calderstones. The nursery has strong links with the local children’s centre and community cohesion is a strength.** |

**Overview and feedback**

|  |  |
| --- | --- |
| **Areas of strength/ excellent practice** | **Future development** |
| **The nursery is valued by the local community and the staff embrace this. Staff are keen to support children’s development of reading and recognise that the role parents/carers play within this is crucial.**  **Progress from children’s starting points is clearly evident.**  **Children demonstrate a love of books and were keen to show their books, book areas and story toys during the assessment visit.**  **Staff are passionate about their roles and appear to have excellent relationships with the children. Staff act as role models and appreciate the influence that they have over children’s attitudes to reading.** | **Continue to enhance role play areas with real print and authentic reading materials.**  **Continue to develop phase 1 phonics activities within continuous provision both indoors and outdoors.** |

LRQM Assessor to complete the form and send a copy to School Improvement Liverpool and the Headteacher within 10 working days of the assessment visit.