

# Stenson Fields Primary Community School

## Making a difference for ourselves and others

Stenson Fields Primary Community School is located on the outskirts of Derby City and has 280 children on roll. Attendance is above the national average at 96% and the number of pupils eligible for free school meals is 11%. The proportion of pupils who have learning difficulties and/or disabilities is 13%; the main needs arising from speech, language and communication difficulties. The school population is enriched and culturally diverse with 51% White British and children from a wide range of different ethnic backgrounds. The growing proportion speaking English as an additional language is double the national average and, for most of these pupils, their home language is Punjabi. The Early Years Foundation Stage curriculum is provided in the school's Reception classes and children's knowledge and skills differ widely when they enter the school. A significant minority have below the expected personal, social, communication, language and literacy skills.

The school has a proven commitment to the Reading Recovery Programme which began in September 2004, and was self-funded until September 2008.

## Whole school approach

Reading Recovery has been integral to school improvement and there is a strong team approach to the development of Literacy. The Reading Recovery teacher, Literacy Subject Leader, Special Educational Needs Coordinator and the Headteacher have worked closely together to manage interventions in school. Initially, provision in school was audited to inform current practice and areas of need. From this, a provision map was developed across the school to target intervention precisely, in terms of both programmes and the deployment of additional adult support. The initial focus was directed towards early intervention, as research indicates this is where it would have the most impact. To enable the school to provide the appropriate interventions, training needs were addressed and the necessary Continuing Professional Development provision was planned.

## Providing support

Teaching assistants were trained by the Reading Recovery Teacher Leader in the use of running record assessment, and Reading Recovery principles when reading with children. Leading on from this, four teaching assistants and the EAL teacher were identified to receive Fisher Family Trust training. Together with the already established Early Literacy Support, layered intervention began to take



shape. With the introduction of Letters and Sounds, all teaching assistants and teachers were trained by the Literacy Subject Leader. The Reading Recovery teacher supports teachers planning and, in order to embed the programme, opportunities were created for teachers and teaching assistants to work together in phonics sessions to ensure consistency of approach. The Reading Recovery teacher and the Literacy Subject Leader ensure that all Key Stage 1 children are assessed using a running record and an assessment of the phonic phase they have reached. Together these assessments inform planning for Guided Reading.

## Getting it right

Alongside this work, an audit of KS1 guided reading books and individual reading books was undertaken by the Reading Recovery teacher and teacher leader. Books were banded, and new material bought where gaps were identified. This also impacted on Years 3 and 4 where new materials for less able readers were provided. The use of assessment through running records was extended to include these children. As funds became available books were bought for less able children in Year 5 and Year 6. Children were identified who would benefit from Intensive Guided Reading support, and this was set up across the school, lead by the class teacher and supported by a teaching assistant. Children were targeted for one term, and their progress monitored. The Reading Recovery teacher also helps to choose books for the Early Literacy Support (ELS) intervention and, in 2007 began to investigate ELS and the elements which make it successful. This investigation identified research that concluded that for ELS to be successful, the child must already be reading at book level red/yellow. As a consequence, as part of the ELS child assessment process, we look at the book level at which the child can read and supplement the ELS intervention with extra guided reading sessions from the class teacher, in order to make the intervention more successful.



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## Provision mapping and intervention

Provision mapping is now established, and the delivery of interventions is planned according to the children's identified needs. It is carefully mapped to ensure that no child receives an intervention overload, and every child has time to consolidate their learning after a programme of work. In order to maximise the intervention provision, support programmes are spread throughout the year.

## School provision map overview

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy Interventions	<b>Reading Recovery</b>						
	<b>Fischer Family Trust</b>						
	<b>Talking Partners</b>						
		<b>ELS</b>		<b>Y3LS</b>			
	<b>Intensive Guided Reading</b>						
Numeracy Interventions				<b>EAL Guided Writing</b>			
				<b>Springboard</b>			
				<b>Wave 3 Maths</b>			
							<b>Booster</b>

## Assessment and Monitoring

A rigorous monitoring system is in place to measure the impact and effectiveness of each programme, and subsequently to track the children to ensure they sustain their improved levels of attainment. This process enables the Literacy team to quality assure provision and fidelity to the programme. As a result of the provision mapping process fewer children are identified as requiring Special Educational Needs provision or to need Individual Education Plans.

English Results Level 4 and above ... moving in the right direction!

	2005	2006	2007	2008
Reading	<b>80%</b>	<b>81%</b>	<b>97%</b>	<b>93%</b>
Writing	<b>47%</b>	<b>67%</b>	<b>92%</b>	<b>84%</b>
Overall	<b>73%</b>	<b>79%</b>	<b>97%</b>	<b>89%</b>

### Sharing good practice

The Headteacher was invited to speak to the group of Heads from established and training Reading Recovery schools to share good practice. As a result, a number of schools are adopting similar ways of working. The Director of *Every Child a Reader* visited the school to observe outstanding practice and excellent personalised learning, which has been shared with the local cluster of schools. The Headteacher has also met with colleagues from our neighbouring local authority, Derby City, to share the school's good practice in provision mapping and organisation of intervention programmes. The school's Literacy Subject Leader has been seconded to the local authority for a year to gain further training and disseminate good practice. Currently, the Subject Leader and Reading Recovery Teacher Leader are planning training for established Reading Recovery schools on the management of intervention.

### Future developments

The Reading Recovery Teacher Leader will be organising annual meetings for Headteachers. We are continuing to share good practice through observations by Derby City colleagues of the teaching and organisation of our Intervention programme. Our Reading Recovery Teacher is planning a coffee morning for parents whose children receive support through the various intervention programmes.

