

## **Bridging the gap between attainment at KS2 to KS3 by improving pupils' reading ability**

### **Overview**

These two projects were formed in response to, firstly, a geographic need in high schools in the sub-region as pupils were not making expected progress in reading at KS3 and, secondly, a demographic need in local primary schools where disadvantaged pupils and boys performed significantly below girls in reading. In both areas barriers to pupil achievement were identified.

This project aimed to:

- Build on existing learning by using NLEs and a Teacher Leader of Reading from a nationally recognised, Institute of Education accredited 'Reading School' working with KS2 & KS3 to accelerate progress and access to all subjects for KS3 pupils.
- Use quality teaching and evidenced reading interventions to effect change in bridging attainment gaps in KS2/3.
- Investment in supporting early identification at Y7 to avoid high cost later interventions.
- Build partnerships and networks with reading specialist trained primary teachers to work with high schools and primary colleagues ensuring consistency of approach and quality assured processes.

### **Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.**

- **Set up:** take the time to plan the setting up of the project including securing buy-in from senior leaders. Develop a simple written format that enables the project to be viewed on 'one page' that can be referred by all at any time to communicate and remind about the purpose and intended outcomes. Outline roles from the outset with a clear rationale, for example, about the specialism of primary teachers supporting high school staff. Signed Service Line Agreements are crucial.
- **Quality training:** developing subject knowledge at KS2 and KS3 in reading, reading interventions, approaches to reading that can be taken into quality first teaching (including form time). RAMP (Reading And Modelled Practice) training for primary colleagues based on the EEF materials Improving Literacy at Key Stage 2. The quality of the training ensured buy in and consistent attendance.
- **Network structure:** opportunity to build capacity within schools to ensure that training becomes an integral part of the school's systems and structures. Development of relationships through the network, which helped to build a trusting professional community.
- **System leadership:** Using expertise of leaders at all levels, develop successful reading leaders into SLEs to further build opportunities for

system leadership. Deployment of SLEs and LLEs in project 2 has led to sustained improvements. Each project school was assigned an LLE and SLE, developing close relationships has been a key driver for change. Coaching and challenge has led to continuous improvement.

- **Communication:** Clear communication and regular activity (including data collection and gap tasks) to maintain the drive of the project, including timescales and dates in the diary. Communication to other stakeholders about the project (other MATs, teaching schools, LAs, sub-regional Learning Partnership)
- **Follow up:** activity that enabled follow up as needed, it was through networks in our project as well as visits to the high schools involved including meeting with the Headteacher. This enabled concerns, issues or difficulties to be addressed in a timely way.
- **Joint working:** using primary specialists to support high schools in reading. Although this model could have been controversial it was highly successful and warmly received by high school reading leads.
- **Accountability:** clear rational and roles explained from the outset. A range of assessments to collect evidence of intended outcomes, including the specialisms of researchers to measure qualitative data of both teachers and students to measure the changes in behaviours as well as learning.

### What the project may do differently in the future

- **Project 1**

Ensure that tracking was planned and consistent from the start and build time into the project for teachers or schools to complete this. Completing a smaller scale pilot to test out the strategy and logistics.

Ensure SLT at the high school chose the right person with the capacity to deliver the planned activity. Clarity from the start about clawback funding if needed for schools that did not complete the project.

Wider communication with stakeholders at the start, for example with the LA officers beyond the projects main contact as some of the information had not been shared. Plan links with other professionals working within the school as information was not always shared within the school. Considerations regarding data collection: although this project adhered to guidance regarding workload, not adhering to one particular agreed reading test made final data collection and analysis difficult.

- **Project 2**

Ensure there is enough time at the start to secure accountability and 'buy in.'

Clarity about claw back for lack of engagement.

Build in QA visits from additional system leaders to visit schools and audit reports of visit. Ensure reports of visit are evidence based.

**Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.**

Plan for sustaining and scaling an innovation from the outset:

- Training: Project 1: Training both Grow @KS3 and Inference is part of the offer of lead Teaching School Alliance and following the end of the project a further 8 staff from high schools have accessed further Grow@KS3 training which includes two new high schools. From next academic year a high school network for reading will be available to continue this professional dialogue. Inference training continued beyond the end of the project with a further training planned for 8 July 2019 which is open to all schools.
- Project 2: All KS 2 staff in the supported schools have received training in RAMP (Reading And Modelled Practice) This a quality first teaching reading programme based on the EEF materials and the Scarborough reading rope. Whilst the project targeted a specific cohort (2019 leavers) all the teachers and senior leaders received training to enable delivery of RAMP across KS2 in Year 2. Feedback and monitoring demonstrates that RAMP is embedded across the school. Project schools have also received training in BR@P, (reading intervention) YARC assessment and speed reading. Staff at all levels have been involved in the intervention and assessment.
- Wider dissemination of the project: NLEs in both projects have fed back to other teaching schools, high schools, local LAs, the sub-regional Learning Partnership and MATs about the project, as the project could be rolled out across another group of schools. Discussions have taken place with a local opportunity area regarding this possibility. One of the high school teachers is now accredited as a SLE for reading to build capacity for the future. The research carried out will add information regarding the project as a whole as well as the outcome seen. The evaluation report will be shared as widely as possible.
- **Building capacity: Project 1** The SLE has been commissioned by

another high school in the project. All high schools included in the project have signed up to the network for next academic year so that the developments made can continue. This network will be offered to other high schools. The relationship between the high school and primary staff have resulted in some instances where further support has been commissioned and primary staff have delivered further work in the high school to build capacity.

- **Project 2:** Teachers have been trained and supported by system leaders in embedding RAMP, support staff have also received training in BR@P a reading intervention again this has strengthened capacity and given school leaders the tools to catch up any reading deficit should it occur. Training in YARC assessment has also strengthened capacity since it is a diagnostic tool to assess gaps in reading ability.
- **Building systems: Project 1 & 2:** Building a school wide system for each school so that there is a school structure / system for wider implementation as well a system of intervention has been an integral part of the project and the work completed has been shared as models of good practice between the high schools. The importance of the networks was crucial to the project. This enabled dissemination, sharing and collaboration to shape the school system for delivering intervention as well as impacting across high school departments. A coaching model was built into networks where problem solving built capacity for the reading leads in the high school.
- **Transition : Project 1 & 2 :** Systems in high schools have been re-designed for next academic year. This includes sending information about the text a child can read as well as a sample of writing. This transition package was developed for vulnerable readers in Y6 into Y7 using the expertise of the reading leads (both high school and primary) which will enable high school staff to better use standardised scores in Y6 to begin to plan for Y7 earlier.
- **Sharing resources and ideas: Project 1&2** All project schools have delivered school wide reading CPD and have been working on sharing resources including power points that can be used in other schools. In conclusion, both projects have now become a package of school improvement that is ready to roll out to other schools. Capacity has been built through fully trained LLE / SLEs as well and evaluation reports.

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