

**Ofsted Soundbites Summer 2024**

The school prioritises reading. It invests in high-quality and engaging books that pupils love to read. Pupils enjoy adults reading carefully chosen books to them at story times.

The school understands the important role that reading plays in helping pupils to access the curriculum. From the moment that they join the Nursery class, children are encouraged to love books. For example, they have ‘reading buddies’ in the form of cuddly toys to whom they retell their favourite stories. Some older pupils act as reading ambassadors. They take responsibility for the ‘reading barn’, where pupils can enjoy books during breaktimes.

The school has carefully designed its early reading programme. Children in the early years and older pupils are immersed in songs, stories, rhymes, poetry and music. Staff are well trained. They have a wealth of expertise, which enables them to deliver the reading programme consistently across the school.

Children in the early years benefit from a highly ambitious reading curriculum that begins as soon as they join the Reception class. Staff model how to read with accuracy. As they move through the school, pupils, including those at the earliest stages of learning to read, are supported well with books and resources that are carefully matched to their phonics knowledge. Pupils quickly learn the letters and sounds that they need to become accurate and fluent readers who understand what they are reading. As they grow older, pupils are regularly supported to continue to enjoy and, in many cases, love, reading.

Reading is a whole-school priority. Staff read to children in the Nursery classes often and check that children understand the words in the stories that they hear. Reading areas in all classrooms are warm and inviting spaces. Pupils benefit from access to a wide range of high-quality books. They said that they enjoy reading and they know that it is important to read widely and regularly. For example, class librarians encourage pupils to read more often by setting weekly challenges to inspire their peers to take part in a range of reading tasks.

The school promotes a love of reading. Pupils benefit from reading a wide range of interesting books. Staff have received training so that they deliver the new early reading curriculum effectively. As a result, most children in the early years and pupils in key stage 1 gain a secure knowledge of phonics. However, a small number of pupils are not supported to catch up in phonics as well as they could. This hinders these pupils from becoming fluent readers as quickly as they should.

The school has implemented a new programme to further improve pupils’ phonics knowledge. Staff deliver the programme exceptionally well across the early years and in key stage 1. Knowledgeable staff provide comprehensive support for pupils who find it hard to learn to read. As pupils progress through the curriculum, they read with increased fluency, expression and understanding.

Pupils read with fluency and expression. The love of reading continues for older pupils. Pupils enjoy their class novels and the opportunity to recommend books to others. They appreciate the ambitious reading challenges that are set for them.

Reading is at the heart of the school’s curriculum. The school ensures that pupils in the early stages of learning to read gain a secure knowledge of phonics. Teachers are clear about how this knowledge develops, starting in the early years. Pupils of all ages regularly practise their reading using a variety of suitable, high-quality texts. The school’s effective approach to the teaching of early reading enables most pupils to develop into confident and enthusiastic readers.

The school has an exciting and well-embedded culture of reading. From the Reception Year to Year 6, pupils are immersed in reading. Staff carefully select books to expand pupils’ imaginations and transport them to different cultures. Staff are highly trained. This enables them to deliver the school’s phonics programme consistently. …

Pupils who speak English as an additional language receive targeted support which helps them to rapidly develop their reading expertise. Pupils value the regular opportunities that the school provides for independent reading. They appreciate sharing an ambitious range of class novels with their teachers.

Reading is at the heart of the curriculum. Children in the early years enjoy their story

times with their teachers and with their special Year 6 ‘buddies’. Older pupils look forward to the special time each day when adults read to them.

Reading is at the heart of the school’s curriculum. Pupils benefit from the high quality texts that their teachers share with them. This helps pupils to expand their vocabulary and wider knowledge across the curriculum. The varied diet of literature that the school provides encourages pupils to read new texts by authors who they may not have considered previously.

Reading is highly prominent in the curriculum and around the school. Pupils talk passionately about their favourite books and authors. They enjoy reading a diverse range of books. In the Reception class, children eagerly anticipate story time each day.

The school ensures that pupils access a broad range of books, including poetry and non-fiction. Children in the early years enjoy a range of nursery rhymes and traditional tales. Older pupils read high-quality books, both classic and modern. This helps them to broaden their vocabulary.

The school places high importance on teaching pupils to read well. A sharp focus on communication and language in the early years sets the groundwork for children to make a positive start in learning to read. Staff receive the training that they need to deliver the phonics programme consistently well from the start of the Reception Year. Pupils practise reading regularly with books that are well matched to the sounds that they already know. Pupils who find reading more difficult receive effective support to help them to catch up if they fall behind in the phonics programme. Most pupils become fluent, confident readers by the end of Year 2. As a consequence, pupils in key stage 2 read independently and accurately. They are keen to discuss their favourite books and authors.

The school strongly promotes the importance of reading from the start of the Reception year. Pupils enjoy reading a wide range of texts, both through the taught curriculum and during their independent reading time. Parents and carers are invited to attend regular ‘stay and read’ sessions to share and enjoy books with pupils.

Pupils throughout the school read regularly and often. They enjoy reading from the wide range of texts on offer. Pupils said that they are looking forward to using the new library that they have helped to design. Members of the wider school community, such as trained volunteers and local authors, have an integral role in promoting a love of reading.

Fostering pupils’ love of reading is a priority of the school. This is reflected in the broad range of books that pupils can select from the well-resourced library. Pupils read widely and often across a range of subjects. Children in the early years enjoy listening to their favourite stories. Older pupils enthusiastically recommend books from their favourite authors to their friend.

The school has prioritised the teaching of reading. Teachers develop children’s ability to listen to and recognise sounds in the early years. They learn familiar songs, routines and rhymes. All teaching staff benefit from repeated training. As a result, the approach to the teaching of phonics is consistent and effective. This means that pupils become confident and fluent readers. Pupils demonstrate a love of reading. They use a range of extended vocabulary. They talked knowledgeably about their favourite books. Pupils can debate with insight about their preferred authors. Pupils enjoy using the well-resourced library.

The school ensures that pupils access a broad range of books, including poetry and non-fiction. Older pupils understand the importance of reading regularly. They read high-quality classic and modern books. Children in the Reception Year enjoy a range of nursery rhymes and traditional tales which helps to ignite a love of learning new and interesting words.

Reading is promoted across the school. Pupils gain from reading a wide range of interesting books. They enjoy listening to adults reading carefully chosen books to them at story times. Most staff deliver the new early reading curriculum effectively. Typically, pupils who do not keep up with the phonics programme are supported to catch up effectively. This helps these pupils to become successful readers.

The school has established a love of reading among pupils. Pupils benefit from the wide variety of high-quality fiction and non-fiction books available to them, including in the popular, attractive library. Pupils also enjoy how staff read carefully selected books to them. Older pupils spoke with understanding about the works of a diverse range of authors.

The early reading programme is effective. It ensures that pupils make a strong start in learning to read. From the early years, children enjoy the high-quality texts that adults share with them. Children start to learn sounds and letters straight away in the Reception classes. They read books that closely match the sounds that they have learned. As pupils move into key stage 1, they continue to build on this exceptionally secure foundation so that most become fluent readers by the time they leave Year 2. Pupils who struggle to keep pace with the phonics programme receive effective support from staff to help them to catch up. Older readers relish the reading challenges that broaden their knowledge of different books and authors.

Teachers are experts in the subjects that they deliver. They use skilful questioning to check what pupils know and can remember from previous lessons. New vocabulary is introduced with care.

The school prioritises reading. Pupils benefit from a wide range of reading resources which promote access to, and a love of, reading. Children are immersed in high quality texts from the moment they join the early years.

By the time pupils leave key stage 2, most are accomplished readers. They read with expression and strong understanding. Pupils carry out their roles as librarians with diligence and pride.

The school places reading at the heart of all learning. As soon as children start in the Nursery Year, there is strong focus on developing their communication and language skills through stories, rhymes and poems. Well-trained staff deliver the school’s phonics programme effectively. The books that pupils, including those with SEND, read in school and at home contain the sounds that they already know. The school makes sure that pupils who are struggling to read get the support that they need to catch up quickly. However, the school does not offer parents and carers enough support and guidance to help them in developing their children’s reading knowledge at home.

Reading sits at the heart of the curriculum. Pupils develop a love of reading that stays with them throughout their time at the school. Older pupils talk with insight about books that they have enjoyed. Children in the Nursery class experience a wealth of words, stories and rhymes. This gets their communication and language skills off to a strong start. By the time they move up to the Reception class, they are well equipped for their phonics learning. Most pupils soon develop into fluent, accurate readers. Well-trained staff act swiftly to help any pupils who find reading more difficult. This helps these pupils to keep up with their peers.

Across subjects, the school has considered the vocabulary that pupils should learn. However, there is a lack of clarity about the order in which essential subject-specific vocabulary should be taught. This prevents pupils from developing a deeper understanding of the subjects that they are studying.

Pupils explore a wide range of well-chosen contemporary and classic literature as they progress through the school. They relish the times that are allocated to reading during the school day. Pupils make effective use of their reading knowledge to enhance their learning across the curriculum. They are keen to try out book recommendations from their teachers, classmates or favourite authors.

Pupils enjoy the books which teachers share with them. The school has chosen texts carefully to help pupils gain an understanding of different cultures and ways of life. This helps pupils to develop empathy and creates interesting topics for debates. Older pupils understand how important it is to learn to read for their future success.

Reading is of central importance in this school. Pupils told inspectors that reading helps them to learn new things, improve their vocabulary and transport them to another world. Staff use good-quality texts, which they link to themes and topics to bring learning to life.

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| The school places a strong emphasis on the importance of reading. It is determined that no pupil leaves school without this vital skill. |

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| Developing a love of books begins in the early years. Children know and enjoy many stories, rhymes and songs. They learn about reading through the well-chosen books that staff share with them. Older pupils understand that being well read helps them to broaden their knowledge and to improve their own writing. The school ensures that reading sits at the heart of the curriculum. |

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| A love of reading permeates the school. Children in the early years eagerly anticipate their daily phonics sessions. Staff deliver the phonics programme with considerable expertise (...) The school ensures that pupils in key stage 2 have access to high-quality texts. Across the school, pupils read voraciously. They understand the importance of reading and they learn new vocabulary with fervour.  Pupils said that reading opens their minds and their imaginations. They spoke enthusiastically about the diverse range of authors they have been introduced to, and the exciting discussions about books that they share in class. |

The school prioritises reading from the start of the Reception class. Pupils told inspectors that they enjoy selecting books from the well-resourced libraries. Pupils read widely and often. The school supports parents well to extend their children’s reading skills at home.

The school also works to develop a love of reading across the school. The books that pupils read both enthuse and excite them. Pupils said that the books that they read as a class were ‘inspiring and help us to learn new words’. Reading ambassadors support younger pupils in their reading by sharing stories with them.

The school prioritises reading, which teachers promote with an infectious enthusiasm. As a result, pupils are keen to develop and achieve well with reading. Pupils have access to an extensive range of reading materials and resources. These are engaged with fully and enthusiastically. Children are immersed in the high-quality delivery of phonics in the early years. All staff have benefited from training in the school’s phonics programme, which is delivered with consistency. Teachers’ regular checks ensure that those who struggle to keep up with reading are identified quickly and receive effective support. As a result, pupils quickly secure the knowledge and skills that they need to read with confidence and fluency.

Pupils enjoy reading. For example, the school welcomes pupils and their families into its library each day. This helps pupils to foster a love of reading and an appreciation of books. (...) The school has effective systems in place to help pupils who struggle with reading to catch up quickly. This includes pupils who join the school mid-year. Most pupils become accurate, fluent and confident readers.

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| The school is alert to those pupils who do not keep pace with the phonics programme. However, the strategies to help pupils catch up have unintended consequences. For some pupils, their backward movement through the phonics groups means that they fall further behind in their learning. For older pupils, their attendance at the additional phonics sessions mean that they miss out on aspects of the rich writing curriculum.  A whole school focus on vocabulary means that many children in the early years and pupils across the rest of the school are overcoming gaps in their speaking, listening and writing skills. Older pupils produce interesting writing for different purposes and for a variety of audiences. However, their work is often let down by weaknesses in their knowledge of grammar and spelling. Some pupils do not develop legible handwriting styles. This is because these fundamental skills are not developed fully by the end of key stage 1. |

The school has a strong culture of reading. Pupils are exposed to a plethora of inspirational texts and authors, which are thoughtfully chosen to ignite their passion for reading. In the early years, children enjoy sharing stories with staff, enthusiastically joining in with their favourite passages.

Occasionally, teachers’ expectations of pupils’ writing in some subjects are not as high as they are in others. At times, pupils do not have enough opportunities to practise the basic writing skills that support their progress through the curriculum. Sometimes this means that pupils’ written work does not show all they know and can do. The school should ensure that teachers maintain high expectations for all aspects of pupils’ learning and that pupils have the chance to strengthen their key writing skills

Implications and Next Steps: