

# HIGHLAND LITERACY PROJECT



## PHASE 2 EVALUATION



Summary of evaluation of the Schools involved in Phase 2 of the Highland Literacy Project

January 2008

## Summary of impact of PHASE 2

Criterion for success	Outcome
An improvement in attainment in Reading across the school.	<ul style="list-style-type: none"> <li>• All schools showed an increase in their average standardised reading score from 97.3 to 102.9</li> <li>• For 5-14 reading, almost all schools improved their aggregate scores with an average score gain of 12.4% compared to the Highland gain of 0.1%, All but two of the schools now exceeded the Highland average being an average 10.2% above, compared to 1.7% below. Almost all schools improved their aggregate scores (a range of 1.9% to 33.3%) for those exceeding in reading.</li> <li>• For 5-14 writing, performance was variable ranging between -14.1% and +23.1% with the average being -0.3% compared to Highland average of -0.8%. In half (55%) of the schools, the gender gap narrowed. More than half of the schools (58.3%) improved their aggregate scores for those exceeding in writing. The gender gap followed the same widening trend as Highland over the two years.</li> </ul>
Direct and interactive strategies in the teaching of reading are adopted and taken forward by staff.	<ul style="list-style-type: none"> <li>• The majority of teachers said that they always shared learning intentions with pupils in reading lessons.</li> <li>• Most (84%) believed that the pace of learning in their class had increased and almost all (98%) felt that they gave pupils opportunities to build on previous levels of independence.</li> <li>• All teachers timetabled reading in their classes.</li> <li>• Almost all teachers gave pupils opportunities to work collaboratively in their core reading.</li> <li>• Less than half of teacher felt that self and peer evaluation was established within the context of reading.</li> <li>• Most HTs felt that staff had developed the strategies even further in their own setting.</li> </ul>
An increase in staff confidence to apply HLP strategies in the teaching of reading.	<ul style="list-style-type: none"> <li>• The majority (68%) of teachers and support staff were now confident in applying the strategies.</li> <li>• The majority of teachers and HTs stated that staff were more reflective about their own practices.</li> <li>• All Head Teachers stated that reading had been given a higher profile and the majority of teachers said they now spend more quality time on teaching reading.</li> </ul>
Pupils can apply skills and collaborative strategies across the curriculum, which enable them to become more independent learners.	<ul style="list-style-type: none"> <li>• All schools evaluated pupils' learning experiences as being good or very good with most pupils (84%) stating that they preferred the 'new' way of reading in school.</li> <li>• The majority of teachers and HTs reported that pupils were more independent when working on reading and reading activities.</li> <li>• Most head teachers and teachers stated that pupils can apply collaborative strategies in other curriculum areas. Almost all indicated that they worked collaboratively at least once a week.</li> </ul>
An increase in confidence that allows pupils of all abilities to be able to and enjoy engagement with texts.	<ul style="list-style-type: none"> <li>• All head teachers and the majority of support staff reported that all or most pupils were more confident in their approach to reading.</li> <li>• All Head teachers reported through classroom observation, that all or most pupils were more motivated <i>and</i> more active learners.</li> </ul>

Criterion for success	Outcome
	<ul style="list-style-type: none"> <li>• Most pupils stated they could understand almost everything that they read. Almost all teachers said that pupils could locate evidence, interrogate text and justify their opinions.</li> <li>• Almost all less able pupils were included in whole class reading lessons and almost all were included in a peer group for core reading.</li> <li>• All head teachers and most teachers felt that pupils' attitudes towards reading had improved. Most pupils stated that they enjoyed reading at school with 65% indicating that they would like more reading at school.</li> </ul>
An increase in the number of pupils actively involved in reading for enjoyment.	<ul style="list-style-type: none"> <li>• All head teachers and teachers reported that reading for enjoyment had been promoted throughout the school. Reading for enjoyment was timetable in 91% of classes and most teachers regularly read to their pupils. Less than half of support staff had increased opportunities to read to groups of pupils.</li> <li>• Most pupils surveyed enjoyed reading at home and three quarters read at home to find out about things.</li> </ul>
Parents actively involved in supporting Reading at home	<ul style="list-style-type: none"> <li>• Almost all schools (90%) had informed parents about the project, notified them about changes to reading methodologies and given them guidance as to how to help their child at home. The school board in 60% of the schools had been actively involved in supporting the project. Most (80%) schools had offered information evenings and afternoons, with half of HTs stating that there had been a good turnout.</li> <li>• The majority of HTs had sought parents' views about reading at school and at home.</li> <li>• Half of HTs stated that they intend to increase home/school partnerships over the following session.</li> <li>• A third of pupils said that their parents read to them at home.</li> </ul>

Summary of issues for further action from PHASE 2

Issue	Action
Decline in <b>writing</b> for those <u>attaining</u> the appropriate 5-14 levels	<ul style="list-style-type: none"> <li>• Further advice to be issued to Phase 2 schools, and incorporated in future training.</li> <li>• Separate writing training to be arranged.</li> <li>• Schools to keep a close focus on progress through tracking/predicting systems and staff discussion.</li> <li>• Bring any specific attainment issues to the attention of relevant link QIO</li> </ul>
Improvements in staff training	<ul style="list-style-type: none"> <li>• Training to include P1-P7 and to take place over two days. <b>The change to three authority areas impacted on the ability of the team to offer sufficient local training in November 2007.</b></li> </ul>
Sharing best practice	<ul style="list-style-type: none"> <li>• Literacy Officers to offer a generic policy that may be adapted and adopted by schools</li> <li>• LOs to establish a sharing web page on Virtual Library</li> <li>• Staff to continue to be encouraged to set up informal peer support systems to improve self-evaluation and classroom practice</li> </ul>
Sustaining best practice	<ul style="list-style-type: none"> <li>• Key person to be named in all project schools</li> <li>• Training will be continue to be offered by Literacy Officers to those who missed initial training.</li> <li>• Schools encouraged to include literacy in as a continued development until such times as the SMT and staff feel confident that it should move to maintenance.</li> </ul>
Self and peer evaluation	<ul style="list-style-type: none"> <li>• Schools encouraged to make further links with AifL development officer</li> <li>• Advantages of self/peer evaluation to be further emphasised at future inset and training.</li> </ul>
Reading for enjoyment Lack of school libraries in half of schools	<ul style="list-style-type: none"> <li>• Links to be made directly with Highland library staff to further promote reading for enjoyment. Details to be included in reading for enjoyment booklet.</li> <li>• Advantages of having a stimulating school library to be promoted.</li> </ul>
Encouraging parents to read to their children	<ul style="list-style-type: none"> <li>• QDO to lead separate training and sharing of practice in supporting the role of parents for Head Teachers</li> </ul>
Resource building in subsequent years	<ul style="list-style-type: none"> <li>• LOs to continue to update schools with advice on appropriate resources.</li> </ul>
Phonics and spelling	<ul style="list-style-type: none"> <li>• Will be promoted as a key focus in later phases</li> </ul>
Project evaluation	<ul style="list-style-type: none"> <li>• staff and pupil questionnaires to be developed further to provide more evaluative feedback</li> </ul>
Making links with secondary schools	<ul style="list-style-type: none"> <li>• Future open training to be available to secondary staff</li> <li>• Schools will be encouraged to share practices with secondary colleagues</li> </ul>