

HIGHLAND LITERACY PROJECT



PHASE 2 EVALUATION



**Evaluation of the Schools involved in Phase 2 of the
Highland Literacy Project**

October 2007

HIGHLAND LITERACY PROJECT

EVALUATION OF PHASE 2

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HIGHLAND LITERACY PROJECT

Introduction

¹Phase 1

In January 2005, Highland Council's Quality Development Team initiated a project with the aim of raising attainment in Reading in twelve identified schools across the region.

Phase 2 [from August 2005- December 2006]

Selection criterion

A number of schools were invited by the quality development team to apply on the basis of recent HMIe reports and QA visits where Literacy was highlighted as an action point. The remaining schools had identified Literacy as a development and requested inclusion. As a result this directly targeted:

- 12 schools
- 62 teaching staff
- 12 Head Teachers
- 3 Depute Head Teachers
- a number of Additional Support Needs teachers.
- A number of support staff
- approximately 1200 pupils

Four of the schools were large (7+ teachers), two were middle sized (4-6 teacher) schools, 5 were smaller village schools and one was a single-teacher school.

For the rationale supporting the project, please see evaluation of phase 1

Project Priorities

Targets

- To teach Reading using a direct, interactive approach.
- To develop and promote a whole school approach to the teaching of reading through the use of collaborative learning strategies.
- To encourage children to make the link between Reading, Writing, Talking and Listening.
- To promote pupils success through training in self and peer assessment.
- To provide training for staff to enable them to teach Reading using a wide variety of strategies.
- To promote parental involvement in supporting their children in reading at home.
- To identify and provide any additional resources to further support the reading project.

Criteria for Success

- An improvement in attainment in Reading across the school.
- Direct and interactive strategies in the teaching of reading are adopted and taken forward by staff.

¹ ¹ Refer to phase 1 evaluation on the Highland virtual Library website at www.highlandschools-virtualib.org.uk

- An increase in staff confidence to apply these strategies in the teaching of Reading.
- Pupils can apply skills and collaborative strategies across the curriculum, which enable them to become more independent learners.
- An increase in confidence that allows pupils of all abilities to be able to and to enjoy engaging with texts.
- An increase in the number of pupils actively involved in reading for enjoyment.
- Parents actively involved in supporting Reading at home.

Supporting schools to succeed

The phase 1 model was adapted to take into account the issues that had arisen. Head Teachers, teaching staff and support teachers received training over both INSET days in November. These were split into P1-3 and P4-7. The support staff attended training on further days.

Direct modelling of lessons by the Literacy Officers [LOs] and support within the schools continued to be the focus over one and a half school sessions. Additional support and training was provided through two CAT sessions per school.

Head Teachers were invited to an introduction meeting and a later "catch up" meeting. A final meeting with each HT, their Quality Improvement Officer (QIO) and a Literacy officer (LO) was held to discuss how the school would continue to develop Literacy in their school.

Funding

A total of £20,000 funding was allocated to enable schools to purchase books to support the methodologies. The schools match funded any monies given and all purchases were agreed with the LOs. The amount given was dependent on the number of pupils in each school.

Methodologies used²

To maximise impact, the literacy officers focused on four main areas:

- **Reading for Information**
- **Writer's Craft through reading.**
- **Core reading**
- **Reading for enjoyment**

*Suggestions of how to include **phonics and spelling** were made. Schools were not expected to implement these until year 2 of their involvement on the Highland Literacy Project [HLP]*

Key principles promoted in all aspects of the project:

- The connections between reading, writing, talking and listening are made and promoted
- *All* pupils are included.
- Lessons are stimulating and move at a brisk pace
- Pupils should be active, not passive learners.
- Collaborative strategies are used to support learning in *all* reading lessons
- Skills are taught which lead to pupils becoming more independent readers

²Refer to Highland Literacy Project booklets on the virtual Library website at www.highlandschools-virtualib.org.uk

- Through interrogation of the text, pupils are taught comprehension, authors/writer's craft, grammar, punctuation, spelling and research skills.
- There is a development of skills from p1-7, which can permeate into other areas of the curriculum
- Teachers *and* pupils develop questioning skills that promote deeper thinking.
- There is a greater use of self and peer assessment that informs next steps in learning

³Primary/Secondary Link

During the session 05-06, two of the phase 2 schools were involved in an additional literacy project through Learning and Teaching, Scotland. The aim was to share the project strategies used in reading for information into two secondary schools and across the curriculum.

The LOs modelled lessons in the two secondary schools in Geography and Religious studies and thereafter the teachers in both sectors shared their practice. At a later date they shared their practice with other authorities on the LTS website.

<http://www.ltscotland.org.uk/literacy/sharingpractice/nationalprojects/20052006/highlandproject.asp>

<http://www.ltscotland.org.uk/literacy/sharingpractice/schools/triogroups.asp>

³For details please refer to LTS project on the virtual Library website at www.highlandschools-virtualib.org.uk

EVIDENCE SECTION

Sources of evidence

Following the implementation of the project, the gathered evidence was examined to determine the impact of the project, within the context of the success criteria.

Pre project

- School's own in depth audit
- National Assessment results over previous four years and predictions for session 2005 - 2006
- Standardised testing in reading (NFER) with ratio of 1:6 pupils. Pupils selected randomly from P3-6
- Discussion with individual pupils
- Discussion with Head Teachers and Teaching staff
- Audit section of SDP

During project

- Observations of class lessons
- Pupil self evaluation statements
- Teacher self evaluations

Post Project

- National Assessment results over two years of the project
- Standardised testing (NFER) with same pupils
- Pupil questionnaires
- Teacher questionnaires
- Head Teacher evaluations
- Support staff evaluations
- Staff training evaluations
- School's own in depth audit
- Audit section of SDP

Engagement of schools

Although all project schools followed the same timescale for staff training, modelling and CAT sessions, there were differences in the actual implementation across schools. Where there was full engagement from the outset, it was found that the Head Teachers played a significant role in supporting staff to adopt and develop the suggested approaches.

√ Most schools [83%] were following the project strategies after 9 months.

Meeting the criteria for success

An improvement in attainment in Reading across the school.

⁴Standardised Testing (appendix 1)

Testing at the outset of the project showed:

- The average score of the 11 schools was 97.3, which was 2.7 below the national norm of 100
- Gender differences were apparent in 64% schools. Overall, boys averaged 94.6 and the girl's 99.8, making a gender difference of 5.2.

At the end of the planned phase, schools were asked to re-administer the test to the same pupils.

Results showed:

- *All* schools showed an increase in their average reading score
- An overall average increase of 5.6, bringing it to 102.9. This resulted in the average score being 2.9 *above* the norm. Both the boys' scores and girl's scores had increased by the same amount of 5.6.
- Gender differences were still apparent in the same number of schools, with the gender difference staying at 5.2

National assessments (appendix 2)

For those attaining appropriate 5-14 levels or better, statistics (June 2005 - June 2007) show that:

- for reading,
 - ✓ All but one school (-4.2%) improved their aggregate scores (a range of 3.7% to 33.3%) with the average score shows a gain of 12.4% compared to the Highland gain of 0.1%,
 - ✓ there is an improving trend with all but two of the schools now exceeding the Highland average
 - ✓ The gap between the Highland average and Phase 2 schools has turned around: from 1.7% below to 10.2% above.
 - ✓ ⁵In the majority of schools (73%), boys had achieved a higher % gain (14.4%) than girls (5.6%), thus narrowing the gender gap in those schools.
 - ✓ There is an improving trend for boys' attainment across the schools. The project schools increased from 3.1% below Highland in 2005 to 10.8% above in 2007.
 - ✓ There is an improving trend for girl's attainment in all but one school. The girls increased the difference between the project schools and Highland average by 5.9%.
- for writing,
 - × There was no overall pattern to be seen in the writing as:
 - Between 2005 and 2007 two thirds (66%) the schools' scores went down overall - 25% of schools made overall gains, 25% went down in the first year and went back up the second year, 42% made gains in the first year but did not sustain it and one school stayed the same.
 - ✓ There was a range of between -14.1% and +23.1% with the average being -0.3% compared to Highland average of -0.8%

⁴ One school did not return their standardised tests so only 11 schools were included.

⁵ One school's results was not included as the number of pupils was too small to split by gender

- ✓ 76% of schools now exceed the Highland average with the average difference increasing over the two years from +5.95% to +6.48%
- ✓ In more than half (55%) of the schools, the gender gap narrowed with one school now showing the boys attaining a higher % than the girls in 2007.

For those exceeding appropriate 5-14 levels, statistics (June 2005 - June 2007) show:

- for reading,
 - ✓ Almost all (92%) improved their aggregate scores (a range of 1.9% to 33.3%: averaging 8.6% with the average Highland change being -0.2%,
 - ✓ ⁶The average overall gain for boys was 4.9% (Highland -0.5%) and for girls was 7.2% (Highland 0%)
 - ✓ Overall, two thirds of schools (66%) display positive trends in numbers of pupils exceeding with the remaining third going down in the first year and then back up in the second.
- for writing,
 - ✓ More than half of the schools (58.3%) improved their aggregate scores, with 1 school staying the same and 33.3% (two schools) going down. The aggregate was +4.3% over the average Highland percentage being -2.3%
 - ✓ the number of schools performing better than the Highland average shows an improving trend
 - × The gender gap followed the same widening trend as Highland over the two years. This was the opposite trend than for those in phase 1.

Whole School Audit (appendix 3)

This audit shows that:

- All schools (100%) assigned a level 4/very good (80%) or a level 3/good (20%) to the statement *"Almost all pupils have made very good progress from their prior levels of attainment in reading"*. At the beginning of the project 67% allocated a level 3 and 0% allocated a level 4.

Conclusion

Reading-

- The project has had a positive impact on raising attainment in reading in all the project schools [when looking at standardised testing] and almost all (92%) for those attaining the appropriate 5-14 levels or better in National assessments.
- There has been a significant improvement when comparing these schools to the National norm (ST) and Highland's Average in NAs. The project schools were below in both at the beginning of the project and above in both at the end of the two year span.
- Boys made more considerable gains, in comparison to girls in national assessment. This was not apparent in the standardised testing.
- The pattern for those exceeding appropriate 5-14 levels also showed all but one school making significant gains in reading. Here the girls made better gains than the boys but overall the picture was positive compared to a slight downward trend in Highland.

Writing-

- For those attaining the appropriate 5-14 levels or better in National assessments, there was an overall decrease of 0.3% over the two years compared to Highland (-0.8%) but no pattern could be established. However, two thirds of the schools went down over the two years.

⁶ One school's results was not included as the number of pupils was too small to split by gender

- The gender gap narrowed in more than half the schools.
- For those exceeding appropriate 5-14 levels there was an overall increase. The gender gap increased overall in line with the Highland trend.

Self evaluation-

- The audits showed that staff acknowledged that there was an improvement in pupils' progress in attainment in reading over the duration of the project.

Action

- To address the issue of the decline in writing for those attaining the appropriate 5-14 levels [those exceeding appropriate 5-14 levels actually increased], the **Literacy officers will offer additional guidance to further phases during their initial training. Separate writing training will be considered.**
The schools' tracking systems will play a major role in ensuring that teaching and learning of writing skills match expectations and predictions.

Direct and interactive strategies in the teaching of reading are adopted and taken forward by staff.

Teachers' questionnaires (appendix 4)

Responses to questionnaires show that:

- ✓ The majority (68%) of teachers said that they *always* shared learning intentions with pupils in reading lessons and a further 27% said that they *mostly* did.
- ✓ 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.
- ✓ All teachers timetabled reading in their classes. 70% of teachers said they had appropriate resources, a further 25% mostly did but a few (5%) felt that they did not have appropriate resources to teach reading effectively.
- ✓ Most teachers (86%) gave their highest attaining pupils challenging texts and/or activities and the remaining 14% mostly did.
- ✓ The majority (61%) always gave the lowest attaining pupils additional reading sessions with their peers. Only a few (2%) did not. [an additional 23% said this question was not applicable to them]
- ✓ All teachers (100%) stated that they always or mostly used *text related* follow up activities and that workbooks were now used minimally.
- ✓ Almost all (98%) gave pupils opportunities to work collaboratively in their core reading.
- ✓ Less than half of teachers (48%) felt that self and peer evaluation was established within the context of reading. A further 45% said that that it mostly was.

Support Staff questionnaires (appendix 5)

- ✓ The majority (78%) of support staff stated that as a result of the project, they were now more involved in supporting the teaching of reading.

Head Teacher Questionnaires (appendix 6)

- ✓ The majority (70%) stated that the HLP strategies had been adopted fully by their staff. The remaining 30% felt that they had mostly been taken on by staff. Most HTs (80%) felt that staff had developed the strategies even further in their own setting.
- ✓ All HTs feel that there is now *more* quality teaching of reading throughout the school.
- ✓ The majority (80%) said that there is now *more* effective planning and progression of reading skills and half (50%) said that teachers gave pupils opportunities to build on previous levels of independence. The remaining 50% mostly did.

Whole school audit (appendix 3)

Responses show that in October 2006,

- ✓ *all* schools evaluated 13 out of the 18 areas audited as being good or very good. This compares to 1/18 in October 2005.

Conclusion

- The majority of staff have adopted and developed the HLP strategies and most have included all pupils.
- More pupils are afforded opportunities to work collaboratively, independently and on text related activities.
- Pace has increased in most classes and there is more quality teaching of reading skills.
- Areas highlighted for further development are:
 - pupils self and peer evaluation
 - staff self and peer evaluation
 - reading policy

Action

- **Literacy Officers will offer a generic policy that may be adapted and adopted by schools.**
- Schools should be 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. **This will include the development of self and peer evaluation for both staff and pupils. Where applicable, schools should contact the AiFL development officer for support and guidance.**
- **Training will be continue to be offered by Literacy Officers to those who missed initial training.** Schools will be encouraged to appoint a **Literacy mentor** who will support new and exiting staff in implementing, sustaining and developing the project within their school.

An increase in staff confidence to apply these strategies in the teaching of reading.

Questionnaires (appendices 4, 5 and 6)

Responses show that:

- ✓ The majority (68%) of teachers were confident in applying the project strategies, 27% mostly were and a few (2%) were not. Support staff gave similar figures. Head Teachers felt that half of their staff were confident and the remaining half mostly were.
- ✓ The majority of teachers (73%) and HTs (70%) stated that staff were more reflective about their own practices and 63% of teachers and 75% of support staff had begun to share practice with colleagues through peer observation and discussion. The majority (70%) of HTs reported that they encouraged staff to do so.
- ✓ All Head Teachers stated that reading had been given a higher profile and the majority (70%) of teachers said they now spend more quality time on teaching reading.
- × 18% of teaching staff reported that they did not participate in collaborative CPD about reading although all HTs reported that they had organised or delivered some.

Staff Training evaluations

Overall, staff training was very well received.

- ✓ After the initial training day, most teachers (82%) said that they were proposing to incorporate aspects into their classroom practice

Whole school audit (appendix 3)

- ✓ There was a marked increase in staff confidence in completing the whole school audit. The first audit showed between 8% and 42% of schools failed to answer 13 questions. In the second audit, all questions were answered.

Conclusion

- Overall, staff were confident in applying the project strategies.
- More staff now reflected on their teaching practices and self evaluated and the majority had begun to share practice with colleagues.

Action

- Literacy officers to change the wording regarding CPD in questionnaires to avoid any future confusion.

Pupils can apply skills and collaborative strategies across the curriculum, which enable them to become more independent learners.

Staff Questionnaires (appendices 4, 5 and 6)

Responses show that:

- ✓ Overall, the majority of teachers (61%) and 70% of HTs reported that pupils have become more independent when working on reading and reading activities. The remaining teachers and HTs felt that *most* pupils had. A few (6%) support staff thought that the pupils they supported had not become more independent.
- ✓ Half of teachers and the majority of HTs (60%) said that all pupils could be trusted and were able to work independently and the remaining 50% and 40% respectively, said that most pupils could.
- ✓ Most head teachers (80%) and two thirds of teachers (66%) stated that pupils can apply collaborative strategies in other curriculum areas.
- × Only a fifth (20%) of HTs and a quarter (27%) of teachers were confident that pupils were able to evaluate and discuss strategies for improvement.

Pupil Questionnaires (appendix 7)

At the end of the project:

- ✓ Most pupils (84%) stated that they preferred the 'new' way of reading in school. This was for a variety of reasons including 'more fun (17%), better books (8%), collaborative learning (14%), and improved organisation (4%)'.
- ✓ Almost all (94%) indicated that they worked collaboratively at least once a week. Of this most (82%) enjoyed working collaboratively at least some of the time. The remaining 18% did not enjoy working this way.

Whole school audit (appendix 3)

Responses show that in October 2006,

- ✓ *all* schools evaluated pupils' learning experiences as being good or very good. This compares favourably to October 2005.
- ✓ In meeting pupil's needs *almost all* schools rated each aspect as good or very good. One school was not yet confident that pupils contributed to their own learning targets.

Conclusion

- Staff indicated that when working collaboratively, most pupils were able to work effectively and with increased independence.
- Most pupils enjoyed working collaboratively at least part of the time.
- Pupil evaluation needs further development.

Action

- Schools will be encouraged to include peer and self-evaluation in their own whole school development of Assessment is for Learning and to contact their AifL development officer for support.
- In future phases, Literacy officers will use the same pupil questionnaire at both the beginning and end of the project, to enable a more direct comparison.

An increase in confidence that allows pupils of all abilities to be able to, and to enjoy engaging with texts.

With respect to pupils' confidence,

- ✓ ⁷ All head teachers (100%) and the majority of support staff (66%) reported that all or most pupils were more confident in their approach to reading,
- ✓ Most (88%) pupils stated that reading was easy for them and 83% felt that they could read as well as other children in the class. Most (82%) could understand almost everything that they read.

Regarding the nature of inclusion of all pupils in reading activities,

- ✓ Almost all less able pupils were included in whole class (98%) reading lessons and (91%) were included in a peer group for core reading, all or most of the time. Three quarters of teachers and support staff, and *all* Head teachers reported that this has had a positive impact on these pupils' attitude towards reading and their self-esteem.
- ✓ About 60% of both HTs and teachers said that highest attaining pupils were given opportunities to engage with very challenging texts. The remaining HTs and teachers felt that this was *mostly* the case.

With regard to pupils' enjoyment of engaging with text,

- ✓ All head teachers and most teachers (81%) felt that overall, pupils attitudes towards reading had improved.
- ✓ Most pupils (88%) stated that they enjoyed reading at school with 65% indicating that they would like *more* reading at school.
- ✓ Almost all teachers said that pupils could locate evidence, interrogate text and justify their opinions.
- ✓ All Head teachers reported through classroom observation, they believed that all or most pupils were now more motivated *and* more active learners.

Conclusion

- Staff felt there had been an increase in pupil confidence and independence.
- There had been an increase in the inclusion of all pupils and that this had had a positive effect on the pupil's enthusiasm and self-esteem.
- Most pupils enjoyed reading at school and more than half would like more reading.

Action

- In future phases, **Literacy officers** will use the same pupil questionnaire at both the beginning and end of the project, to enable a more direct comparison.

⁷ This question was omitted from the teacher questionnaire by mistake.

An increase in the number of pupils actively involved in reading for enjoyment.

- ✓ All head teachers and teachers reported that reading for enjoyment had been promoted throughout the school and most (80%) HTs organised whole school reading events. In contrast, fewer pupils (75%) said that they had opportunities to read for enjoyment in school.
- ✓ Reading for enjoyment was timetabled in 91% of classes and most teachers (82%) regularly read to their pupils. Less than half (44%) of support staff had increased opportunities to read to groups of pupils.
- ✓ Two thirds of teachers afford their pupils opportunities to share books with a partner/buddy.
- × Only half the schools had inviting school or individual class libraries
- ✓ Most pupils (88%) surveyed enjoyed reading at home and 76% read at home to find out about things.
- ✓ When asked to choose from watching TV, playing on the computer or reading a book at home, a quarter (24%) of boys and more than half (53%) of girls said they would prefer to read a book.

Conclusion

- Generally, pupils reported favourable results in both the amount and the enjoyment of personal reading in school and at home.
- Most staff regularly read to their pupils.
- Half of schools did not have an inviting library.

Action

- LOs to work directly with Highland Library staff to further promote the advantages of and ideas as to how to set up a school library.
- LOs to continue to send schools information about 'special' days such as 'read to me' day.

Parents actively involved in supporting Reading at home

This aspect of the project is each school's own responsibility. Any input from the authority takes the form of advice and support only to the schools. The QDO with responsibility for supporting the role of parents is actively involved with the project and has produced a CD ROM of guidelines and support materials. 'Supporting the role of parents' was included in staff training and a leaflet for parents was distributed for Head teachers and their staff to amend and use as and when they decided.

- ✓ **By June 2006, 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.**
- ✓ **The majority of HTs (60%) had sought parents' views about reading at school and at home.**
- ✓ **Half (50%) of HTs stated that they intend to increase home/school partnerships over the following session.**
- × **Less than half of pupils (31%) said that their parents read to them at home.**

To support individual school applications, generic application forms for the Home Reading Initiative Grant from Learning and Teaching Scotland were issued. Of the nine schools who submitted applications, seven received £1000 each.

A member of the Quality Development Team became responsible for Supporting the Role of Parents during Phase 2. Links began to be established with this QIO.

Conclusion

- Most schools had kept parents informed about the project, had offered information sessions and sought their views.
- Half of HTs intended to develop this aspect further.
- Less than half of parents read to their children at home.

Action

- QIO with responsibility for supporting the role of parents, to lead separate training and sharing of practice for Head Teachers. This will include ideas as to how best to encourage parents to read to their children.

Making connections

Throughout the project the literacy officers constantly sought to make connections with other national and local priorities. Major links were made to, and developed for:

Assessment is for Learning⁸

Many of the key principals of this programme are concurrent with the literacy project.

Improving Scottish Education⁹

This consists of four signposts for improvement in the Primary sector recommended by HMIe after the 2002-2005 review. The majority of HMIe recommendations regarding best practice are promoted through the Highland Literacy project.

A Curriculum for Excellence

Applying the four capacities outlined in 'A Curriculum for Excellence' to pupils' learning experiences in literacy, the following bullet points highlight aspects that are also promoted through the Highland Project.

1. Successful Learners use Language to:

- Access texts which are visual, digital, media and print (ancient and modern)
- Learn independently by searching, selecting, processing and transforming information
- Learn as part of a group by talking and clarifying their understanding of texts
- Make reasoned evaluations by developing an awareness of how and why texts are made.
- Link and apply different kinds of learning by reflecting on writer's and presenters' ideas and craft

2. Confident Individuals use Language to:

- Relate to others and learn from them by talking clearly, listening attentively and responding appropriately
- Critically analyse a range of texts

3. Responsible citizens can:

- Develop knowledge and understanding of the world and Scotland's place in it by reading and discussing fiction and non-fiction texts
- Develop their reading skill so that they can interpret, critically examine and analyse different types of texts which exist in a complex society with a high volume of information.

4. Effective Contributors use Language to:

- Explore fully the meanings, implications and standpoints in texts
- Apply critical thinking in new contexts by posing and reflecting on questions

⁸ *Highland Council Learning & Teaching Policy and Toolkit*

⁹ *HMIe 2006*

Summary of issues from PHASE 1, including action taken

Issue	Action	Action taken
Gender issues for most able girls not exceeding appropriately Declining attainment for those exceeding appropriate levels Writing attainment gap Instances of specific declining attainment	<ul style="list-style-type: none"> • LOs to further review current research on gender issues. • Schools to keep a close focus on progress of most able, particularly girls through tracking/predicting systems and staff discussion. • Further advice to be issued to Phase 1 schools, and incorporated in future training. • Bring any specific attainment issues to the attention of relevant link QDO 	<ul style="list-style-type: none"> • ✓ • <i>within school's own remit & supported by QDO</i> • ✓ ongoing • ✓ ongoing
Collaborative learning not well established	<ul style="list-style-type: none"> • Make further links with AifL • advantages of collaborative approaches to be further emphasised at future inset and training 	<ul style="list-style-type: none"> • still to be established • ✓ ongoing
Further development of inclusive approaches	<ul style="list-style-type: none"> • additional strategies for inclusion of pupils with differing abilities to be researched and shared 	<ul style="list-style-type: none"> • ✓
Developing the role of parents in supporting literacy at home	<ul style="list-style-type: none"> • relevant QDO involved in project from Phase 2 • parental leaflet made available • CD rom support pack to be issued to schools when each ready to implement this aspect • funding identified in principle for phase 3 schools - QDO 	<ul style="list-style-type: none"> • ✓ • ✓ • ✓ • ✓
Embedding writer's craft	<ul style="list-style-type: none"> • SMT to monitor plans and monitor classroom practice for self-evaluation 	<i>within school's own remit, supported by QDO</i>
Developing self- and peer-evaluation	<ul style="list-style-type: none"> • schools to be encouraged to incorporate as part of AifL development 	<ul style="list-style-type: none"> • ✓
School self-evaluation processes support embedding of processes and improvement in attainment	<ul style="list-style-type: none"> • Link to SISE 2 training • Literacy focus maintained in schools until well established and become maintenance item • Evaluation of pupils' work and learning experiences built into school's monitoring programme. 	<ul style="list-style-type: none"> • ✓ • <i>within school's own remit & supported by QIO</i> • <i>within school's own remit & supported by QIO</i>
Resource building in subsequent years	<ul style="list-style-type: none"> • LOs to continue to update schools with advice on appropriate resources. 	<ul style="list-style-type: none"> • ✓
Sustaining best practice	<ul style="list-style-type: none"> • LOs to provide additional training for new/returning members of staff through open inset events in CDP calendar • Schools encouraged to appoint "best practice" practitioner as literacy mentor • Staff in future phases to be encouraged to set up informal peer support systems to improve self-evaluation and classroom 	<ul style="list-style-type: none"> • ✓ • Not fully established. • ✓ ongoing

Issue	Action	Action taken
	practice	
Reading for enjoyment	<ul style="list-style-type: none"> • promote as a key focus in later phases • strategies such as paired and peer reading to be promoted 	<ul style="list-style-type: none"> • ✓ • ✓ ongoing
Funding needs	<ul style="list-style-type: none"> • match funding provided to schools from phase 2 - £25000 per phase • resources agreed with LOs before purchase • Home Reading grant application supported in phase 2 and 3 	<ul style="list-style-type: none"> • ✓ • ✓ • ✓
Selection process for project	<ul style="list-style-type: none"> • selection criteria changed from Phase 1 • selection criteria for phase 4 to be agreed with QDT 	<ul style="list-style-type: none"> • ✓ • ✓
Project evaluation	<ul style="list-style-type: none"> • phase 2 and 3 evaluation processes to include baseline audit of school practice, pupil interviews twice, etc • staff and pupil questionnaires to be redesigned to provide more evaluative feedback • additional section to be added to pupil self-evaluation to allow them to plan for improvement 	<ul style="list-style-type: none"> • ✓ • ✓ • ✓

ISSUES AND ACTIONS

Carried forward from phase 1

- *Make further links with Aifl*

Action

Links would continue to be highlighted during HLP staff training. In addition, joint working sought with the AiFL Development officer.

- *Schools encouraged to appoint "best practice" practitioner as literacy mentor*

Action

From phase 3, schools must name a key person who would help to implement and support the HLP within their own schools.

Issues arising from Phase 2

Issue: INSET model

Two issues arose from the school's initial training during the November INSET - one being that as teachers were being trained during either a P1-3 day or a P4-7 day, this was not the best arrangement for teachers of composite classes or for those who changed stages. The second issue was the amount of aspects covered during this one day training was thought to be too hectic by many teaching staff.

Action

All teachers to be trained together and over the two INSET days.

Issue: Project evaluation

The format of the questionnaires given changed during phase 2 to take account of the issues arising from phase 1. As a result, Pupils and staff were asked to reflect on the differences (if any) the project had made on the teaching and learning of the 4 main aspects of Literacy promoted. Whilst still of value, this gave an account of their opinions and meant that a direct comparison between the beginning and end of phase 2 could not be made.

Action

Pupil and teacher questionnaires to be refined to allow direct comparison of responses.

Issue: HLP resources and Materials

As resources and materials were being updated throughout the duration of the project, it was important that staff were aware of and had access to the most up to date copies.

Action

All HLP resources shared on the Highland Virtual Library, "flagged" when updated or new. They would also be available to other authorities.

Summary of issues from PHASE 2

Issue	Action
<p>Slight decline in writing for those <u>attaining</u> the appropriate 5-14 levels</p> <p>One school showing decline in 5-14 levels in reading and writing</p>	<ul style="list-style-type: none"> • Further advice to be issued to Phase 2 schools, and incorporated in future training. • Separate writing training to be considered. • Schools to keep a close focus on progress through tracking/predicting systems and staff discussion. • Bring any specific attainment issues to the attention of relevant link QDO
Improvements in Initial staff training	<ul style="list-style-type: none"> • Training to include P1-P7 and to take place over two days. (The change to three authority areas impacted on the ability of the team to offer sufficient local training to Phase 4 schools in November 2007.)
Sharing best practice	<ul style="list-style-type: none"> • Literacy Officers to offer a generic policy that may be adapted and adopted by schools • LOs to establish a sharing web page on Virtual Library • Staff to continue to be encouraged to set up informal peer support systems to improve self-evaluation and classroom practice
Sustaining best practice	<ul style="list-style-type: none"> • Key person to be named in all project schools • Training will be continue to be offered by Literacy Officers to those who missed initial training. • 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.
Self and peer evaluation not fully established	<ul style="list-style-type: none"> • Schools encouraged to make further links with AifL development officer • Advantages of self/peer evaluation to be further emphasised at future inset and training.
<p>Reading for enjoyment</p> <p>Lack of School libraries in half of schools</p>	<ul style="list-style-type: none"> • Links to be made directly with Highland library staff to further promote reading for enjoyment. Details to be included in reading for enjoyment booklet. • Advantages of having a stimulating school library to be promoted.
Encouraging parents to read to their children	<ul style="list-style-type: none"> • QDO to lead separate training and sharing of practice in supporting the role of parents for Head Teachers
Resource building in subsequent years	<ul style="list-style-type: none"> • LOs to continue to update schools with advice on appropriate resources.
Phonics and spelling	<ul style="list-style-type: none"> • Will be promoted as a key focus in later phases
Project evaluation	<ul style="list-style-type: none"> • staff and pupil questionnaires to be developed further to provide more evaluative feedback
Making links with secondary schools	<ul style="list-style-type: none"> • Future open training to be open to secondary staff • Schools will be encouraged to share practices with secondary colleagues

Appendix 1

Standardised Testing - random sample

Phase 2 - Summary of Results

school	Average score				Average difference		
	2005	2006	2005	2006	girls	boys	total
1	106.57	109.71	Girls 109.5 Boys 101.9	Girls 114.2 Boys 102.4	+4.8	+0.5	+3.1
2	92.9	97.1	Girls 96.6 Boys 90	Girls 101.4 Boys 93.8	+4.8	+3.79	+4.2
3	96.2	105	Girls 104.4 Boys 90.8	Girls 111.4 Boys 100.7	+7.0	+9.9	+8.7
4	94.9	99.3	Girls 97.2 Boys 91.6	Girls 103.1 Boys 93.8	+5.8	+2.2	+4.4
5	96.1	101.3	Girls 99.4 Boys 92.3	Girls 101.7 Boys 100.8	+2.3	+8.5	+5.1
6	97.7	110.2	Girls 98.3 Boys 97.4	Girls 106.3 Boys 112.6	+8.0	+15.2	+12.5
7	95.6	104.7	Girls 95.2 Boys 96.0	Girls 108.8 Boys 100.6	+13.6	+4.6	+9.1
8	97.7	102.8	Girls 97.6 Boys 97.9	Girls 102.1 Boys 103.4	+4.6	+5.6	+5.1
9	96.4	100.1	Girls 100.8 Boys 88.6	Girls 102.7 Boys 95.6	+1.9	+7.0	+3.7
10	102.1	106.0	Girls 103.2 Boys 101.3	Girls 111.5 Boys 102.3	+8.2	+1.0	+3.9
* 11							
12	93.9	96.1	Girls 95.3 Boys 92.6	Girls 95.9 Boys 96.3	+0.6	+3.7	+2.2

Total average of all phase 2 schools	2005	2006	2005	2006	girls	boys	total
	93.7	102.9	Girls 99.8 Boys 94.6	Girls 105.4 Boys 100.2	+5.6	+5.6	+5.6

Notes

All tests were administered by school staff and marked and collated by Literacy Officers

* Sample too small

APPENDIX 2

5-14 Aggregate Attainment (P3, P4, P6, P7)

School	Reading				Writing			
	2005	2006	2007	gain	2005	2006	2007	gain
Highland	80.1	80.8	80.2	0.1	75.5	76.1	74.7	-0.8
1	73.8	84	87.9	14.1	68.2	78.7	76.9	8.7
2	83.3	84	87	3.7	83.3	84	79.7	-3.6
3	80.5	87.1	90.1	9.6	76.6	78.6	74.6	-2
4	76.2	69.5	72	-4.2	79	72.4	75.7	-3.3
5	76.5	100	100	23.5	82.4	88.2	73.7	-8.7
6	80.6	74.1	93.8	13.2	83.9	70.4	78.1	-5.8
7	91.7	100	100	8.3	83.3	90.9	69.2	-14.1
8	85.5	94.8	90.4	4.9	82.9	93.5	90.4	7.5
9	69.6	70	86.7	17.1	82.6	70	80	-2.6
10	92.3	87.5	100	7.7	76.9	87.5	100	23.1
11	66.7	100	100	33.3	100	100	100	0
12	63.9	80.2	77.2	13.3	78.3	87.2	75.9	-2.4
Average	78.38	85.93	90.42	12.04	81.45	83.45	81.18	-0.3
Sch/HC aver.gap	-1.7	+5.13	+10.2		+7.3	+8.3	+8.7	

(Shaded cells indicate that score is above the Highland average.)

5-14 Aggregate Exceeding (P3, P4, P6, P7)

School	Reading				Writing			
	2005	2006	2007	gain	2005	2006	2007	gain
Highland	36.4	38.5	36.2	-0.2	24.1	24.3	21.8	-2.3
1	32.7	45.7	57.1	24.4	25.2	22.3	34.1	8.9
2	41.7	38.5	45.5	3.8	32.6	29.5	32.5	-0.1
3	39	37.1	45.1	6.1	20.8	28.6	23.9	3.1
4	26.7	36.2	36.4	9.7	28.6	43.8	39.3	10.7
5	29.4	52.9	47.4	18	17.6	23.5	15.8	-1.8
6	32.3	44.4	37.5	5.2	29	22.2	28.1	-0.9
7	75	27.3	30.8	-44.2	0	9.1	23.1	23.1
8	25	42.9	38.4	13.4	35.5	36.4	37	1.5
9	39.1	50	66.7	27.6	43.5	35	40	-3.5
10	23.1	18.8	25	1.9	15.4	25	25	9.6
11	0	25	33.0	33.3	0	25	0	0
12	28.9	32.6	32.9	3	22.9	32.6	24.1	1.2
Average	32.7	37.6	41.3	8.5	22.6	27.7	26.9	4.3
Sch/HC aver.gap	-3.7	-0.9	+5.1		-1.5	+5.1	+5.1	

(Shaded cells indicate that score is above the Highland average.)

*5-14 Aggregate Attaining ~ Gender
Reading*

School	GIRLS				BOYS			
	2005	2006	2007	Gain	2005	2006	2007	gain
Highland	84.3	85.1	84	-0.3	76	76.8	76.6	0.6
1	82.8	91.3	92.6	9.8	63.3	77.1	81.1	17.8
2	85.7	89	90.5	4.8	80.6	79.5	83.8	3.2
3	85.7	90.3	92.9	7.2	76.2	84.6	88.4	12.2
4	86	75.9	69.2	-16.8	67.3	61.7	74.5	7.2
5	90	100	100	10	57.1	100	100	42.9
6	81.2	91.7	100	18.8	80	60	90	10
7	100	100	100	0	87.5	100	100	12.5
8	92.1	93.9	93.5	1.4	78.9	95.5	88.1	9.2
9	75	81.8	94.4	19.4	63.6	55.6	75	11.4
10	100	100	100	0	87.5	80	100	12.5
¹⁰ 11					-			-
12	68.4	84.1	75.6	7.2	60	76.2	79.4	19.4
Average	86.1	90.7	91.7	5.6	72.9	79.1	87.4	14.4
Sch/HC aver. gap	+1.8	+5.6	+7.7		-3.1	+2.3	+10.8	

*5-14 Aggregate Exceeding ~ Gender
Reading*

School	GIRLS				BOYS			
	2005	2006	2007	Gain	2005	2006	2007	gain
Highland	40.8	43.4	40.8	0	32.3	34	31.8	-0.5
1	32.8	50	64.8	32	32.7	41.7	45.9	13.2
2	49.4	47.5	55.4	6	32.8	30.1	36.2	3.4
3	51.4	61.3	64.3	12.9	28.6	17.9	32.6	4
4	34	37.9	38.5	4.5	20	34	34.5	14.4
5	30	50	63.6	33.6	28.6	57.1	25	-3.6
6	43.8	50	25	-18.8	20	40	45	25
7	75	40	50	-25	75	16.7	14.3	-60.7
8	28.9	48.5	54.8	25.9	21.1	38.6	26.2	5.1
9	50	54.5	66.7	16.7	27.3	44.4	66.7	39.4
10	40	33.3	22.2	-17.8	12.5	10	28.6	16.1
¹¹ 11								
12	26.3	36.4	35.6	9.3	31.1	28.6	29.4	-1.7
Average	42	46.3	49.2	7.2	30	32.6	34.9	4.9
Sch/HC aver. gap	+1.2	+2.9	+8.4		-2.3	-1.4	+3.1	

¹⁰ One school's results was not included as the number of pupils was too small to split by gender

¹¹ One school's results was not included as the number of pupils was too small to split by gender

(Shaded cells indicate that score is above the Highland average.) 5-14 Aggregate Attainment(P3, P4, P6, P7) and by stage Reading 2007

School	Agg	P3	P4	P6	P7
Highland	80.2	82.4	79.6	82.3	77
1	87.9	85	100	84	81
2	87	87.5	87.1	86.8	86.7
3	90.1	87.5	95	89.5	87.5
4	72	60	73.9	87.5	63
5	100	100	100	100	100
6	93.8	90.9	100	85.7	100
7	100	100	100	100	100
8	90.4	90.5	93.3	88.2	90
9	86.7	100	100	85.7	62.5
10	100	100	100	100	100
11	100	-	100	100	100
12	77.2	88.2	72.2	78.9	72
Average	90.42	90	93.5	90.5	86.9
Hc/sch gap	+10.2	+7.6	+13.9	+8.2	+9.9

(Shaded cells indicate that score is above the Highland average.)

APPENDIX 3

AUDIT FOR READING: Phase 2

Numbers given as percentages - October 2005 (*all 12 schools evaluated*)

- October 2006 (*two schools did not self evaluate*)

No	Quality Indicator	Themes %	4	3	2	1
CURRICULUM: How good is your reading development?						
Complete the audit below for your school by ticking the appropriate box.						
1.1	Structure of the curriculum	<ul style="list-style-type: none"> The teaching of reading is timetabled and given appropriate focus National and local advice has been taken into account in developing reading Reading experiences are planned to permeate the curriculum. 	8 <i>100</i>	83	8	
			8 <i>100</i>	75	17	
			70	75 <i>30</i>	25	
1.2	Courses and programmes	<ul style="list-style-type: none"> The programme includes a whole school approach allowing continuity and progression from nursery to P7. The components of the reading programme have balance and breadth between them. All staff have received comprehensive guidance on the programme, learning and teaching approaches, support for pupils and assessment and recording. <p><i>* one school did not answer this</i></p>	17 <i>90</i>	33 <i>10</i>		
			8 <i>70</i>	42 <i>30</i>		
			80	*8 <i>20</i>	83	
ATTAINMENT IN READING						
2.1	Overall quality of attainment	<ul style="list-style-type: none"> Almost all pupils have made very good progress from their prior levels of attainment in reading <p><i>* one school did not answer this</i></p>	80	*67 <i>20</i>	25	
LEARNING AND TEACHING						
3.1	Teachers' planning	<ul style="list-style-type: none"> Teachers' plans show clear learning outcomes. Assessment strategies are clearly stated. Staff make effective use of assessment information to identify pupils' needs and plan next steps in learning. Activities, including homework are planned in a way which makes effective use of the pupils' and teachers' time. Where appropriate, there is collegiate planning. 	8 <i>60</i>	58 <i>40</i>	33	
			20	58 <i>70</i>	42 <i>10</i>	
			30	58 <i>70</i>	42	
			50	75 <i>50</i>	25	
			70	58 <i>20</i>	33 <i>10</i>	8
3.2	The teaching process	<ul style="list-style-type: none"> Teaching processes match pupils' learning needs and preferred learning styles. They make effective use of ICT. 	50	67 <i>50</i>	33	
			40	50 <i>40</i>	33 <i>20</i>	17

		<ul style="list-style-type: none"> There are well planned opportunities for whole class, group, trio, pair and individual activities. 	17 90	42 10	42	
		<ul style="list-style-type: none"> Independent learning skills are developed through reading activities 	60	83 40	17	
		<ul style="list-style-type: none"> Teachers share the purpose of reading lessons with pupils. Their explanations and instructions are clear. 	80	75 20	25	
		<ul style="list-style-type: none"> Pupils' contributions are encouraged and valued. Praise is used well. There is an effective reward system. 	33 70	58 30	8	
		<ul style="list-style-type: none"> Teachers question skilfully and involve all pupils. 	8 70	83 20	8 10	
		<ul style="list-style-type: none"> Where there are weaknesses in children's knowledge and understanding, efforts are made to ascertain where learning has gone wrong and countermeasures are put in place. 	8 50	75 50	17	
3.3	Pupils' learning experiences	<ul style="list-style-type: none"> The learning environment is stimulating and challenging. Pupils work well and enthusiastically on reading tasks and activities. <p><i>* one school did not answer this</i></p>	70	*58 30	33	
		<ul style="list-style-type: none"> The pace of learning enables pupils to make good progress in their coursework. <p><i>* one school did not answer this</i></p>	50	*50 50	42	
		<ul style="list-style-type: none"> Pupils take responsibility and become actively involved in their own learning. They know what they need to do in order to improve. <p><i>* one school did not answer this</i></p>	30	*33 70	58	
		<ul style="list-style-type: none"> Pupils work collaboratively in a variety of circumstances involving groups of differing compositions and sizes. <p><i>* one school did not answer this</i></p>	*8 70	58 30	25	
3.4	Meeting pupils' needs	<ul style="list-style-type: none"> Reading tasks match the needs of individuals. <p><i>* three schools did not answer this</i></p>	60	*50 40	25	
		<ul style="list-style-type: none"> Pupils contribute to their own learning targets. <p><i>* two schools did not answer this</i></p>	30	*25 60	42 10	17
		<ul style="list-style-type: none"> Learning needs are identified and barriers to learning are addressed. Support staff contribute effectively to meet pupils' needs. <p><i>* one school did not answer this</i></p>	*25 70	50 30	8	
3.5	Assessment as part of teaching	<ul style="list-style-type: none"> There are agreed assessment methods for reading which are clearly matched to identified purposes. 	30	58 70	42	

		<ul style="list-style-type: none"> There are a range of approaches to assessment, including self and peer assessment. 	8 30	58 70	33	
		<ul style="list-style-type: none"> Teachers evaluate their aims and tasks in reading and make effective judgements. 	40	92 60	8	
		<ul style="list-style-type: none"> Information about pupils' progress and attainment in reading is regularly shared by teachers and pupils. 	17 70	75 30	8	
		<ul style="list-style-type: none"> Assessment information is used to evaluate learning and teaching and inform future provision. 	8 70	75 30	17	
3.6	Reporting pupils' progress	<ul style="list-style-type: none"> Reports include helpful information, about individual progress in reading and inform 'next steps' <p><i>* four schools did not answer this</i></p>	*25 80	33 20	8	
SUPPORT FOR PUPILS						
4.4	Monitoring progress and achievement	<ul style="list-style-type: none"> Pupil progress in aspects of reading is tracked from stage to stage to ensure continuity. 	25 90	50 10	25	
		<ul style="list-style-type: none"> Pupils evaluate their own progress as part of the monitoring process. 	40	33 60	42	25
		<ul style="list-style-type: none"> Staff make effective use of information gathered in profiles in order to negotiate realistic learning targets with pupils. 	70	33 30	42	25
4.5	Learning support	<ul style="list-style-type: none"> The approach to reading is inclusive. Difficulties are overcome by the appropriate deployment of support staff and the use of resources and strategies, including ICT. 	17 70	58 30	17	8
		<ul style="list-style-type: none"> Programmes are well designed and suitably differentiated to enable all pupils to participate fully and maximise progress across the curriculum. 	17 70	58 30	17	8
ETHOS						
5.2	Expectation /achievement	<ul style="list-style-type: none"> Staff expectations of pupils' achievements are high. The importance of praise is a motivating and positive aspect of reading experiences. Pupils' have high expectations of themselves. 	25 80	75 20		
RESOURCES						
6.2	Provision of resources	<ul style="list-style-type: none"> There are adequate and suitable resources for the teaching of reading and for all other reading experiences, including a wide variety of genre. 	8 70	42 30	43	8
6.3	Organisation and use of resources and space	<ul style="list-style-type: none"> The resources are efficiently and effectively organised. There is a sharing of resources across the school and easy access at all times. 	25 70	42 30	25	8

6.5	Effectiveness and deployment of staff	<ul style="list-style-type: none"> Staff work together to provide suitable expertise and delivery of the reading programme <p><i>* five schools did not answer this</i></p>	*17 <i>100</i>	33	8	
MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE						
7.1	Aims and policy making	<ul style="list-style-type: none"> The reading policy gives appropriate detail regarding the aims, approaches and content of the reading programme <p><i>* five schools did not answer this</i></p>	*17 <i>60</i>	8 <i>20</i>	25 <i>10</i>	8 <i>10</i>
		<ul style="list-style-type: none"> The staff have participated actively in the development and review of this policy. <p><i>* five schools did not answer this</i></p>	*25 <i>60</i>	8 <i>20</i>	17 <i>10</i>	8 <i>10</i>
7.2	Self-evaluation	<ul style="list-style-type: none"> Staff are involved in self evaluation in order to improve the quality of reading experiences. <p><i>* five schools did not answer this</i></p>	*8 <i>50</i>	25 <i>40</i>	25	10

APPENDIX 4
TEACHER EVALUATIONS (44 RESPONSES): Phase 2

Success Statements						
Direct and interactive strategies in the teaching of reading are adopted and taken forward by staff	Yes		Mostly		No	
I have reduced the number of reading groups in my class. (or already had 4 or less groups)	31	70%	2	5%	6 5 NA	14% 11%
I have organised 4 or fewer reading groups for core reading	39	89%	3	7%	1 1 NA	2% 2%
Pupils with IEPs are included within a group in addition to their usual reading arrangements	27	61%	3 2 NR	7% 5%	2 10 NA	5% 23%
Core reading is <u>timetabled</u> 5 times per week. (P1 -P3)	15/17	88%	1/17 25NA	6%	1/17	6%
Core reading is <u>timetabled</u> 3 times per week. (P3/4 - P7)	27/27	100%	17NA			
I have appropriate resources to teach core reading inc. enough copies & a variety of genre: Non Fiction, poetry, plays	31	70%	11	25%	2	5%
I use chapter books to teach core reading (p4-7)	24/27	89%	3/27	11%	19NA	
Reading is taught in school and reinforced at home (P1-3).	15/17	88%	2/17	12%	27NA	
Reading is taught in school and home readers are used to promote reading for enjoyment (P4-7).	26/27	96%	1/27	4%	19NA	
Pupils work on <u>text related</u> follow up activities, and the use of workbooks is kept to a minimum.	37	84%	7	16%		
Pupils are given opportunities to work in pairs/trios in their core reading follow up activities.	36	82%	7	16%	1	2%
Pupils are given opportunities to read aloud with a partner in their core reading.	40	91%	3	7%	1	2%
Writer's craft through reading is taught at least fortnightly as a whole class lesson.	37	84%	6	14%	1	2%
Writer's craft through reading is also taught within core reading lessons.	42	95%	2	5%		
Reading for information is taught at least fortnightly as a whole class lesson.	30	68%	7	16%	1	2%
Pupils work in mixed ability trios/pairs in reading for information and writer's craft activities.	40	91%	2	5%	2	5%
Learning intentions and outcomes are shared with the pupils in reading lessons.	30	68%	12	27%	2	5%
I give pupils opportunities to build on previous levels of independence	30	68%	13	30%	1 NR	2%
I think that the pace of learning has increased within my class.	21	48%	16	36%	2 NA 5 ?	5% 11%
My highest attaining pupils are given opportunities to work with more challenging material and activities.	38	86%	6	14%		
Self and peer evaluation has been established within the context of reading.	21	48%	20	45%	3	7%
Phonics are taught synthetically [word building] and at a fast pace- ie at least 26 sounds by Christmas of P1	13/15	87%	2/15	13%	29 NA	

APPENDIX 4 CONT.

An increase in staff confidence to apply these strategies in the teaching of reading.	Yes		Mostly		No	
I enjoy teaching reading.	38	86%	6	14%		
I am confident in applying the strategies of the project.	30	68%	12	27%	2	5%
I'm more reflective about teaching practices & engage in self-evaluation.	32	73%	7	16%	5	11%
I engage in collaborative CPD about reading.	23	52%	10 1 ?	23% 2%	8 2 NR	18% 5%
I feel I have more quality teaching time in my class.	31	70%	8	18%	5	12%
I have begun to share practices with my colleagues through peer observation and discussion.	20	45%	8	18%	12 4 NC	27% 9%
I feel that I am making the best use my support staff in supporting the teaching of reading	35	80%	5	11%	4 NA	9%
Pupils can apply collaborative strategies across the curriculum, which enable them to become more independent learners.	Yes		Mostly		No	
Overall, I think that my pupils have become more independent when working on reading & associated activities.	27	61%	14 1 NA	32%	2 NC	5%
Pupils are able read independently with a partner when doing core reading.	31	70%	12	27%	1 NA	2%
Pupils are able to work independently in trios.	22	50%	20	45%	1 NC 1 NA	2% 2%
Pupils are able to apply talking and listening skills (trio rules).	24	55%	18	41%	2 NA	5%
Pupils are confident in their trio roles.	23	52%	21	48%		
Pupils can apply collaborative strategies in other curriculum areas.	29	66%	15	34%		
Pupils are confident in peer and self-evaluation.	17	39%	18	41%	8 1 NA	18% 2%
Pupils are able to evaluate how well they worked as a trio.	26	59%	15	34%	2 2 NA	5% 5%
Pupils are able to discuss and apply strategies for improvement.	12	27%	24	55%	6 2 NC	14% 5%

APPENDIX 4 CONT

An increase in confidence that allows pupils of all abilities to engage with texts and to enjoy engaging with texts	Yes		Mostly		No	
All pupils are included within a trio for reading for whole class lessons	39	89%	4	9%	1 NA	2%
All pupils are included within a group for core reading [this may be in addition to individual reading opportunities]	33	75%	7	16%	3 1 NC	7% 2%
Attitudes of less able pupils towards reading have improved.	22	50%	12 2NA 1 NC	27% 5% 2%	3 4 ?	7% 9%
Pupils are more enthusiastic about reading activities.	27	61%	9 2 NC	20% 5%	4? 2NA	9% 5%
Pupils are able to locate evidence in text/interrogate text/justify opinions with reference to text.	18	41%	24	55%	1 NC 1 NA	2% 2%
Pupils are able to work effectively in trios/pairs.	23	52%	20	45%	1 NA	2%
Highest attaining pupils are able to engage with very challenging texts	27	61%	10	23%	6 NC 1 NA	14% 2%

An increase in the number of pupils actively involved in reading for enjoyment	Yes		Mostly		No	
Reading for enjoyment has been promoted throughout the school.	41	93%	3	7%		
Reading for enjoyment is timetabled in my classroom.	40	91%	1	2%	3	7%
Pupils read for enjoyment in the classroom at least twice a week.	34	77%	8	18%	2	5%
I regularly read to my pupils	36	82%	6	14%	2	5%
Pupils are given opportunities to share books with a partner/buddy	29	66%	6	14%	8 1 NC	18% 2%
Parents actively involved in supporting reading at home	Yes		Mostly		No	
Parents have been informed about the project/changes in reading.	40	91%	1 NC	2%	2 1 ?	5% 2%
Parents have been given guidance as to how to help their child at home	37	84%	1 3 ?	2% 7%	2 1 NC	5% 2%
There has been an increase in the number of parents actively involved in supporting reading at home.	7	16%	5 5 NC	11% 11%	8 19 ?	18% 43%
Parents are positive about the project.	21	48%	7 12 ?	16% 27%	2 2 NC	5% 5%
Parent information afternoons/evenings were held for parents	32	73%	1 ? 1 NC	2% 2%	10	23%
There was good turnout of parents to these sessions.	17 1 ?	39% 2%	4 NC	9% 9%	13 5 NA	30% 11%

NC = no comment noted

NA = not applicable

APPENDIX 5
HEAD TEACHER EVALUATIONS (Two school didn't return)

Criterion: Direct and interactive strategies in the teaching of reading are adopted and taken forward by staff				
Success Statements	Yes	Mostly	Some	No
Through discussion, observation and the audit process, I think that...				
The project strategies have been adopted by the teaching staff	70	30		
The support staff have been given opportunities to support the use of the project strategies	100			
Staff have taken forward/developed the project strategies	80	20		
I think that the pace of learning has increased throughout the school.	90	10		
I feel there is more quality teaching time throughout the school.	100			
There is more effective planning and progression of reading skills	80	20		
Teachers share Learning intentions and outcomes with the pupils in reading lessons.	70	30		
Teachers give pupils opportunities to build on previous levels of independence	50	50		
Pupils work on <u>text related</u> follow up activities, and the use of workbooks is kept to a minimum.	70	30		
Pupils are given plenty opportunities to work collaboratively in classes	70	30		
There are now appropriate resources to teach reading including enough copies and a variety of genre: Non Fiction, poetry, plays	50	50		
Criterion: An increase in staff confidence to apply these strategies in the teaching of reading				
Success Statements	Yes	Mostly	Some	No
Staff are more enthusiastic about teaching reading.	80	20		
Staff are more confident in the teaching of reading	70	30		
Staff are confident in applying the strategies of the project.	50	50		
Reading has been given a higher profile in the school	100			
Staff are more reflective about teaching practices and engage in self-evaluation.	70	30		
I organise/deliver collaborative CPD about reading.	60	10	30	
I encourage my staff to share practices with colleagues through peer observation and discussion.	70	20	10	
I feel that I have planned for the best use of my support staff in supporting the teaching of reading	90			

APPENDIX 5 cont.

Criterion: Pupils can apply collaborative strategies across the curriculum, which enable them to become more independent learners				
Success Statements	Yes	Mostly	Some	No
Through classroom observation, I think that...				
Overall, the pupils have become more independent when working on reading and associated activities.	70	30		
For the most part, pupils can be trusted to work independently	60	40		
Pupils are confident in applying the project strategies in their reading activities.	60	40		
Pupils are able to evaluate and discuss strategies for improvement.	20	80		
The promotion of AiFL strategies has supported the teaching of reading throughout the school	80	20		
Pupils are able to apply collaborative strategies in other curriculum areas.	80	20		
An increase in confidence that allows pupils of all abilities to engage with texts and to enjoy engaging with texts				
Success Statements	Yes	Mostly	Some	No
Through classroom observation, I think that...				
Less able pupils have benefited from being included within a reading group	80		20	
The attitudes of less able pupils towards reading have improved.	80	10	10	
The highest attaining pupils are given opportunities and are able to engage with very challenging texts	60	40		
Overall, pupils are more enthusiastic about reading activities.	100			
Overall, pupils are confident about their reading ability	80	20		
Overall, pupils are motivated and more active learners	80	20		
Overall, pupils are able to work more effectively in trios/pairs	80	20		
Overall, pupils are more able to justify their opinions with reference to text.	50	50		

APPENDIX 5 cont.

Criterion: An increase in the number of pupils actively involved in reading for enjoyment				
Success Statements	Yes	Mostly	Some	No
Reading for enjoyment has been promoted throughout the school.	80	10		
I organise whole school events to promote Literacy such as 'World Book Day'	80			
Reading for enjoyment is timetabled in all classes.	70	10	10	
Pupils read for enjoyment in each classroom at least twice a week.	50	40	10	
Teachers regularly read <i>to</i> pupils	90		10	
Pupils are given opportunities to share books with a partner/buddy	60	10	10	
There is an inviting library in the school and/or each class	50	30	10	
Parents actively involved in supporting reading at home				
Success Statements	Yes	No	plan to do	
Parents have been informed about the project/changes in reading.	90	10		
Parents have been given guidance as to how to help their child at home	90	10		
There has been an increase in the number of parents actively involved in supporting reading at home.	50	20	20	
Parents are positive about the project.	60	10	20	
Parent information afternoons/evenings were held for parents	80	20		
There was good turnout of parents to these sessions.	50	30	10	
The school board have been actively involved in supporting the project	60	10	20	
I have sought parents' views about reading at home	70	10	10	
I have sought parents' views about reading in school	60	20	10	

Where % do not add to 100, HTs omitted to answer these questions

Please outline how you propose to develop Literacy in your school over the next session(s)

- Increase home/school partnership 5
- Additional resources 4
- Extend peer assessment/PLPs/learning targets 4
- More in-school observation/sharing of practice 4
- Build cross curricular links 4
- Ring the changes to keep motivation high 3
- Promote staff self evaluation 3
- Develop spelling/phonic strategies 3
- Visit other schools to observe practice 2
- ICT resources 2
- stretch most able 2
- greater use of school library/reading for enjoyment 2

APPENDIX 6
CLASSROOM & SUPPORT ASSISTANT EVALUATION

	Yes		Mostly		No	
As a result of my schools involvement in The Highland Literacy Project...						
I am more involved in directly supporting the teaching of reading	28	78%	2	6%	3 3 NC	8% 8%
I am asked to support a variety of core reading groups	29	81%	5	14%	2	6%
I support the less able pupils within a group	29	81%	4	11%	2 1 NC	6% 3%
I support the highest attaining pupils	22	61%	3	8%	8 3 NC	22% 8%
I support the less able pupils with individualised reading	25	69%	3	8%	7 1 NC	19% 3%
When the class is doing their core reading, I am asked to help	33	92%	1	3%	2 NC	6%
Success Statements						
An increase in staff confidence to apply these strategies in supporting the teaching of reading						
I enjoy supporting the teaching of reading.	34	94%	2	6%		
I feel confident in my ability to support the teaching of reading	27	75%	9	25%		
I feel confident in applying the specific strategies of the project.	22	61%	12	33%	1 1 NC	3% 3%
I have a clearer role in supporting the teaching of reading	24	67%	8	22%	3 1 ?	8% 3%
I have more responsibility when supporting the teaching of reading	22	61%	5	14%	6 3 NC	17% 8%
I feel that my time spent supporting pupils in reading is well spent	27	75%	9	25%		
I have begun to share practices with my colleagues through discussion.	18	50%	9	25%	6 3 NR	17% 8%
Success Statements						
The pupils I support can apply collaborative strategies across the curriculum, which enable them to become more independent learners						
Overall, I think that the pupils I support have become more independent when working on reading and follow up activities.	15	42%	13 3 ?	36% 8%	2 3 NA	6% 8%
The pupils I support are able to read independently with a partner when doing core reading.	11	31%	21 2 NC	58% 6%	1 1?	3% 3%
The pupils I support are able to work collaboratively on follow up activities	13	36%	17	47%	6 NC	17%
Success Statements						
The pupils I support are able to evaluate how well they read and offer suggestions for improvement	9	25%	17	47%	7 3 NC	19% 8%

APPENDIX 6 cont.

An increase in confidence that allows pupils of all abilities to engage with texts and to enjoy engaging with texts	Yes		Mostly		No	
The pupils I support are included within a group for core reading	27	75%	8	22%	1 NC	3%
The pupils I support are more confident in their reading ability	13 5 NC	36% 14%	12 1 ?	33% 3%	5	14%
I feel that the attitudes of pupils towards reading have improved.	26 1 ?	72% 3%	5 1 NC	14% 3%	2 1 NA	6% 3%
An increase in the number of pupils actively involved in reading for enjoyment	Yes		Mostly		No	
I am given more opportunities to read to groups of pupils for enjoyment	8	22%	8	22%	18 2 NC	50% 6%

APPENDIX 7

Pupils' Attitudes towards Reading (107 P4-P7 pupils surveyed, equal gender)

Has the way reading is taught in your class changed?

I prefer the new way we do reading in class	I preferred the old way we did reading in class.	No response
90 84%	15 14%	2 2%

Reading at School	Yes	Mostly	Not really	No
I enjoy reading at school.	55/51%	39/36%	10/9%	3/3%
	88%		12%	
I wish we had more TV programmes in school instead of books.	23/21%	13/12%	35/33%	35/33%
	34%		65%	
I would like to have more time to read at school.	48/45%	22/21%	16/15%	21/20%
	65%		35%	
There is too much reading to do at school.	8/7%	6/6%	34/32%	53/50%
	13%		81%	
I would like to have more books to read at school.	52/49%	24/22%	16/15%	14/13%
	71%		28%	

Reading Activities at Home	Yes	Mostly	Not really	No
I read aloud to someone at home.	23/21%	14/13%	31/29%	38/36%
	35%		64%	
I listen to someone at home read aloud to me.	22/21%	11/10%	25/23%	48/45% (1 non-response)
	31%		68%	
I read to find out about things I want to learn.	58/54%	24/22%	18/17%	6/6%
	77%		22%	
I like reading at home.	73/68%	21/20%	6/6%	7/7%
	88%		12%	

APPENDIX 7 cont.

Reading for Enjoyment	Yes	Mostly	Not really	No
I read for fun when I am not at school.	53/50%	27/25%	14/13	12/11%
	75%		24%	
I read stories or novels.	72/67%	22/21%	7/7%	5/5%
	88%		11%	
I read silently on my own.	82/77%	12/11%	8/7%	4/4%
	88%		11%	
I read comics and magazines.	58/54%	20/19%	15/14%	12/11%
	73%		25%	
I talk to my friends about what I have read.	21/20%	14/13%	32/30%	39/36%
	33%		66%	
I talk to my family about what I am reading.	41/38%	28/26%	19/18%	18/17%
	64%		35%	