

Making a Difference

A Six Month School Improvement Initiative

Name	Katie Ellarby
Title of Project	How does an increase in library use relate to progress in English?
Brief description of	At present, SMCA has a poor uptake of the library and reading habits are not monitored specifically. With the new changes to KS4 English there are more pressures on the KS3 curriculum – time is precious and KS4 texts are being brought down to KS3. Due to this, there is limited time for reading for enjoyment within English lessons and teen fiction is often over-looked for more literary rich texts. But the questions remains: <i>what long term impact will this have on reading habits unless we do something to encourage reading for fun?</i> Therefore, can prefect readers taking part in paired reading with year 7 PP help improve the perception and take up of reading?
Target Cohort	Year 7 PP
Research evidence for strategies to be used (400-500 words)	<ul style="list-style-type: none"> ▪ 1 in 4 children cannot read well by the time they leave primary school (Save the Children, Read On. Get On.), September 2014 ▪ Children and young people who do not achieve expected levels of literacy are likely to be from disadvantaged backgrounds. ▪ 14% of children in lower income homes rarely or never read books for pleasure. ▪ Only 1 in 5 parents easily find the opportunity to read to their children. ▪ Known reading role models are the most important for children and young people. (National Literacy Trust, Reaching Out with Role Models, April 2009) ▪ 10 to 16 year-olds who read for pleasure do better at school. (2013 research by Dr Alice Sullivan and Matt Brown from the Institute of Education) ▪ Reading for pleasure is more important for children's cognitive development than their parents' level of education. (2013 research by Dr Alice Sullivan and Matt Brown from the Institute of Education) ▪ It is vital that children enjoy reading - motivation is essential for acquiring literacy skills. Reading for pleasure is more important than either wealth or social class as an indicator of success at school. Yet only 40% of England's ten year olds have a positive attitude to reading. The figure for Italy is 64% and 58% for Germany. ▪ Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. ▪ 16 year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life. ▪ Reading for pleasure has been linked to a reduction in the symptoms of depression and to a reduction in the risk of developing dementia in later life. ▪ People who read books regularly are on average more satisfied with life, happier, and more likely to feel that the things they do in life are worthwhile. 76% of adults say that reading improves their life and the same number says it helps to make them feel good. ▪ In England and Northern Ireland the median hourly wage of workers with the highest levels of literacy is 94% higher than for workers who have the lowest levels of literacy. ▪ https://www.dur.ac.uk/news/newsitem/?itemno=12786 , “The boost to school pupils’ attainment provided by peer tutoring was equivalent to about three months progress in both maths and reading.” ▪ INSET attended at Millfield – similar project resulted in 150% increase in number of books borrowed from the library. <p><u>Sources</u></p>

	National Literacy Trust, Literacy Changes Lives , Nov 2008 National Literacy Trust, State of the Nation report , Jan 2012 Reading for Change , Organisation for Economic Co-Operation and Development, 2002 Progress in International Reading Literacy Study , National Centre for Education Statistics, 2007 Read On. Get On., Save the Children, 2014														
Metrics Baseline data and data/evidence to be collected	Qualitative survey at start and end of project – pp students. Qualitative survey at start and end of project - non-pp students. Comparison of the above to determine impact. Quantitative data – number of year sevens who have taken a book out of library since start of year 7 (and how many) PP and non-PP Comparison related to progress within English compared to those not attending prefect reading sessions.														
Actions Taken Leadership approaches	Explaining the reason behind prefect reading to form tutors who were reluctant – coaching / visionary leadership style. Telling form tutors TTs and what it involves – authoritative Requesting – for form tutor to take form into library – democratic . Authoritative – checking up on reading.														
Evaluation of Impact What worked, What didn't & How do you know? (400-500 words)	<p>Overall, in terms of data, the project has not been a success. It has, however, been a step in the right direction, given important opportunity for reflection and been a real ‘learning curve’. The first challenge has been simple logistics. Being a form tutor myself, it made it impossible to monitor the attendance of prefect readers, the quality of the reading intervention and how regular the sessions were. Different Learning Houses had differing uptake and some students were more reliable than others. Furthermore, last year we did not have access to the LRC during form time so prefect reading sessions were conducted in various locations around the school building. Given that we had limited access to the LRC, it was a challenge itself providing students with books of interest which also had an impact on engagement. A further issue was leading a project underneath a member of SLT. The member of SLT organised the prefects and often there was miscommunication and differences in priorities.</p> <p>DATA</p> <p><u>Reading in library – linked to English reading progress</u></p> <ul style="list-style-type: none">1. One form went to library once a week to read – in this form 11 students taking a total of 55 books Vs 3 students taking a total of 8 books2. Student with highest number of books in that form increased by 12% in English reading (AC1 – AC3)3. But also a student in the same set who took out 0 books increased by 1% and an another by 17% - so results are variable and inconclusive <p><u>Reading with prefects –linked to English reading progress</u></p> <ul style="list-style-type: none">1. From communication LH results: <table><tr><td>Average</td><td>47.80</td><td>51.60</td></tr><tr><td>Spread (SD)</td><td>10.62</td><td>16.41</td></tr><tr><td>Average of Spread</td><td></td><td>13.51</td></tr><tr><td>Effect Size (ES)</td><td></td><td>0.28</td></tr></table> <p>From six other students not receiving prefect readers....</p>			Average	47.80	51.60	Spread (SD)	10.62	16.41	Average of Spread		13.51	Effect Size (ES)		0.28
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Reflections What would you do again, What would you do different & What will you do next?	<p>Quite simply, this was a classic case of too much too soon. Whilst I led the project, it had more senior members involved which made it a challenge to run effectively at times.</p> <ul style="list-style-type: none">Challenges in completing an investigation with no direct contact with year 7 and / or year prefects – how to get the data by a certain dateHaving a large scale project but only looking at minimum scale resultsHave the library! <p>Next time:</p> <p>Do with own class – year 7.</p> <p>Be able to monitor reading taking place + take to library + can see impact of reading through own marking summatively.</p> <p>Have librarian to check and monitor who is attending through a Google doc.</p> <p>Have in library.</p> <p>Reflections Sept 2016:</p> <p>After reading over the report three months later, we are now moving in a much more positive direction.</p> <ul style="list-style-type: none">We have the LRC back!All year 7 forms are TT to be in the LRC once a fortnightKS3 classes are scheduled for time in the LRCCloser links with Anne in the LRCHuge uptake in number of books being booked out of the LRCPrefect reading to be a more select group, continued trainingPrefect reading to take place in the LRCAnne to monitor attendance of prefect readers																					