

# Middlefield Community Primary School



**Short Term Case Study 1:** Can developing the school library create an environment that supports a love of reading both for pleasure and for learning?



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Literacy Manager / Assistant Head Teacher

## Liverpool Reading Quality Mark



**Short Term Case Study 1:** Can developing the school library create an environment that supports a love of reading both for pleasure and for learning?

<b>Name of School:</b>	Middlefield Community Primary School
<b>Case Study Title:</b>	School Library
<b>Summary:</b>	Can developing the school library create an environment that supports a love of reading both for pleasure and for learning?
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<b>Date submitted:</b>	

### School Context:

Middlefield is a larger than average primary school located in an area of acute social deprivation and disadvantage. It is now ranked at the bottom of the Indices of Multiple Deprivation for England. Area profile statistics show high rates of both long and short term unemployment, ill health and high levels of crime. About half of our families have no working adult and many have generations of unemployment.

School has well above the average number of free school meals at 64%, although this would be nearer 70% if all those entitled applied. **31% of students are on the SEN register, with 12% at SA+.**

We have many children who have extremely difficult home circumstances. Crime is a serious problem, including drug related incidents. Police raids are common in the area and several families have suffered bereavement and violence related to crime.

### Before: What was the library like? How was it used across the school?

- The library area was used for a range of purposes, by both children and adults, including: Staff PPA, small group support, time-out and Lunchtime Reflection Club.
- The library was very well stocked, but books were not always easily accessible or displayed invitingly.
- It was mainly used by KS2 children, as the furniture and books were not particularly appropriate for KS1 / EYFS.
- The library had become a place to 'walk through' rather than an inviting place to stop and browse for pleasure and learning.

### Detail: What was done? Who was involved? When?

#### Term 1

- **Governors** were presented with proposal and costs for approval. (including new carpet & new library furniture)
- Initial meeting with the **School Councillors** to explain that the school library was going to be developed for use by the whole school. The children were asked what they would like the new library to look like and the sort of books they'd like it to stock.

#### Appendix 1

- **HT and AHT** meet with library design company to explain rationale behind the development: more accessible for all children from EYFS to YR6, a child friendly environment with space to promote a range of text types, to engage a variety of readers and interests and, a place to 'linger and browse' rather than a corridor to walk through.
- **HT and AHT** consider proposed designs and make selection based on above criteria and children's voice.
- New carpet fitted to differentiate library from other school areas.
- Bespoke library furniture built. (Range of furniture sizes suitable for small Nursery children to high bar stools suitable for Year 6)
- Lunchtime Reflection Club relocated. New PPA room for staff made available.
- Year 6 visit to **local library**.

### Detail: What was done? Who was involved? When?

#### Term 2

- Books sorted by key staff to ensure promotion of **high quality texts**. Variety of categories: information - history, geography, science, fiction, poetry, picture books, religion.
  - Meeting with the **School Councillors** to share their thoughts about the library.
  - **Breakfast Reading Club** (8:30 - 8:50) moves from school hall to new library. **Lunchtime Reading Club** resumes for KS2 children, run by staff (HT, AHT's, LM's & PA) & Year 6 volunteers.
- #### Appendix 2
- **Lead teachers** from each key stage, create a library timetable to ensure full access by all classes across the school. Times allocated for class story time, theme related research,

reading for pleasure.

#### Appendix 3

- Two Year 6 children trained in librarian duties by the Reading Recovery / Phonics Counts teacher.
- #### Appendix 4
- **Author of the month** stand (e.g. January: David Walliams, February: Roald Dahl) including several lesser known books by the chosen author.
  - **Recommended Reads:** staff & children.
  - Short presentation to **Governors**, with thanks for their support.
  - Timetable reviewed - 2<sup>nd</sup> draft.
  - New **Parents Association** shown around new library by Head Teacher.
  - **Reading Ambassador** from Hope University based in library Friday afternoons.
  - Year 5 visit to **local library**.
  - **Professional Storyteller** Nic Hennessey booked for World Book Day, in March. Each class will have the opportunity to visit the library where Nic will be telling a variety of stories, as part of our World Book Day celebrations.

#### Appendix 5

### Evaluation and Impact: How was success measured?

- All pupils, from Nursery to Year 6, use the library regularly.
- The school library has now become an inviting and interesting place to be, promoting a love of reading both for pleasure and for learning.  
Children's comments can be found in **Appendix 6**.
- A broad range of good quality books are easily accessible for all ages and interests.
- Daily reading clubs are held in the library: Breakfast Reading Club & Lunchtime Reading Club.  
(There is even a waiting list for Lunchtime Reading Club!)
- Pupil questionnaires show an increase in enjoyment of reading.

### Key factors for success:

- Support of the **School Governors & Head Teacher**
- Involvement of **School Councillors** representing Children's Voice
- Middlefield children's pride and enthusiasm about their new library.
- Involvement of **Year 6 children** as librarians and help running lunchtime clubs.
- Use of **Key staff** across the school to help promote the library:
  - *Helen Crone EYFS, Bryan Fewtrell KS1, Lauren Cashen LKS2*
  - *Emma-Jane Smith UKS2.*
- Enthusiastic involvement of a variety of adults around school to help run **Breakfast & Lunchtime Reading Clubs** in the library:
  - *Selina Blake LSO, Diane Rigby PA, Donna Clarke LM, Carol Robinson LM*
  - *Dave Harrop AHT, Karen Crichton AHT, David Potter Head Teacher.*

### Challenges:

- Re-location of staff PPA space & lunchtime Reflection Club - financial and available 'space' implications.
- Regular use of the library throughout the school day, not just lunchtimes or before school.
- Regular monitoring of library use and re-drafting of timetable, when necessary.

### Next Steps:

- Continue to promote regular use of the library, during the school day.
- Involve **parents** in reading events held in the library.
- Ensure high quality books continue to be available.
- Attend final **School Council** meeting in July to ask their views and suggestions for the year ahead.
- All children at Middlefield to visit and become members of our **local library**.
- Repeat use of **pupil questionnaires** throughout the year to ensure continued success of the school library in promoting a love of reading both for pleasure and for learning.
- Use of **staff questionnaires** to identify any staff issues regarding the library. These will be addressed through a variety of methods such as: whole school Inset, support of key workers at Key Stage Meetings.

Appendix 1

# Middlefield Community Primary School



School Council.



2015/2016



## Minutes of first meeting: Autumn Term

- Mrs Price came to speak to the children about reading, in particular reading for pleasure around the school.
- Mrs Price asked the children to discuss the types of books they want to see in our school library. The children liked the books we have available and on view and offered more examples they would like to read.
- The children were asked to go back to their class and ask their peers for further suggestions. (Feedback at the next meeting.)
  
- The children were asked to talk about what they liked about their school. The children noted that it "is a happy place to be and learn" and "there is lots of things to see and do."
  
- One council member talked about rules around the school. Children discussed this further and suggested seeing these rules. Some children said they thought it was "a bit noisy in the hall at lunchtime." Children said they really liked 'reward' assemblies and "getting prizes".
  
- Children suggested seeing more plays. BF asked if children would like to see more plays in school or in a theatre, the children all suggested both.

## Minutes of second meeting: Autumn term

- Feedback from councillors regarding books they would like to see more of in the school library. Children agreed that there is already a wide variety.
- Comic books and magazines (football/art and craft/Ben 10/Marvel) featured highly on further recommendations.
- Children in KS1 and LKS2 enjoyed 'World Book Day' activities last year. Children expressed the desire to dress up as a character for the next WBD.
  
- Children in KS1 asked about after school clubs. BF informed the children that there are plans for this come spring term.
  
- Discussed rewards around the school. Children like how teachers reward with stickers, tickets, sweets, stationery. Children like attendance and reward assemblies but felt we could have more.
  
- Children discussed ideas for different competitions the school could have. Spelling competitions, Art competitions, writing and drawing competitions and poster designs were popular ideas expressed.



## Appendix 2

### Breakfast & Lunchtime Reading Clubs

Reading Club is really fantastic! I enjoy the 'Author of the Month' books.



I like going to Reading Club because I enjoy reading our interesting books in the comfy chairs in our new library.

I enjoy going to Reading Club because I get to read lots of interesting books that I don't have at home.



Reading with the children in Breakfast Club is a fantastic way to start the day. It is a pleasure to be able to read together in our new library.

Miss Blake



## Appendix 3 Library Timetable (first draft!)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:55	Breakfast Club Reading Group: Reception / KS1 <i>Miss Blake</i>				
9:00 – 9:30	KS1  <i>Guided Reading Group</i>	KS1  <i>Guided Reading Group</i>	KS1  <i>Guided Reading Group</i>	KS1  <i>Guided Reading Group</i>	EYFS
10:00 – 11:00	EYFS	EYFS	EYFS	LKS2	EYFS
11:00 – 12:00					
12:00 – 12:40	UKS2:Y6 <i>Mrs Jones</i> <i>Guided Reading Group</i>	LKS2:Y3 <i>Mrs Jones</i> <i>Guided Reading Group</i>	UKS2:Y5 <i>Miss Power</i> <i>Guided Reading Group</i>	LKS2:Y4 <i>Guided Reading Group</i>	UKS2:Y6 <i>Miss Blake/Miss F</i> <i>Guided Reading Group</i>
1:00 – 1:30	LKS2:Y3  Lunch Time Reading Club	UKS2:Y5  Lunch Time Reading Club	LKS2:Y4 <i>Mrs Crichton</i> Lunch Time Reading Club	UKS2:Y6  Lunch Time Reading Club	
1:30 – 2:30	KS1	KS1	UKS2  Research	Library Organisation <i>Mrs Price</i> <i>Y6 Librarians</i>	EYFS
2:40 – 3:00	KS1: Y2  Class Story time	KS1: Y1  Class Story time	UKS2:Y5 <i>Mrs Smith</i> Class Story time	EYFS  Class Story time	UKS2:Y5 <i>Mr Lymath</i> Class Story time

## Appendix 4

### Year 6 Librarians



Two Year 6 children have been trained in librarian duties by Mrs Price, our Reading Recovery/Phonics Counts teacher.



I like scanning the books and helping others. Our library is colourful now and there are better places to sit.

I like being a librarian because I like to help younger children. I love the library now – it's fab! My favourite place is the hidey hole.





## Appendix 5 World Book Day

Nick Hennessey, singer, songwriter and storyteller came to Middlefield to help us celebrate World Book Day.



‘The storyteller was amazing!’

## Reception



**Key Stage One**



**'He made stories come alive!'**

**Key Stage Two**



**'I went home and retold the story to my mum.'**