



School	St Oswald's Primary School
Headteacher	Mary Walsh
Writing Advocate	Lynn Hindley
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Assessor	Jo Millard
Date of Assessment	29 th March 2019
Level Awarded	Gold

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management

Writing for purpose and pleasure is high profile across the school and this is evident through the wide variety of displays and comments from staff and children, who show passion and enthusiasm about the LWQM. There is a whole school approach to the promotion and development of writing for pleasure and purpose, which all staff have fully engaged with. It was particularly evident that all members of the leadership team had a shared vision in regards to the QM. Over the last three years, St Oswald's has made great progress in promoting and raising standards in writing. A priority has been raising standards for boys, this is clear through the extensive work completed for the case study. This highlighted the changing attitudes of boy writers and how it is viewed much more positively. Although year 6 is the case study, boy writers is a focus from Nursery throughout every year group to 6.

The Writing Advocate has driven the LWQM successfully, and thoroughly recognises how the rest of the staff have supported her throughout, ensuring that there is lots of joined up thinking at the heart of this process.

The governors have been kept well informed about the LWQM. They spoke of how the Writing Advocate has attended meetings to explain the vision of the QM. They shared how much it has raised the profile of writing and supported raising standards. The governor shared how he follows the day to day activity of school life on Twitter and has seen so much enjoyment and engagement from both children and staff with the #LWQM.

The Writing Champions meet regularly to discuss their roles. They completed surveys with their class to find out what they enjoyed doing and what improvements they would make with writing. The class teacher then uses this information to inform their planning.

Key Theme 2 Workforce Development

St Oswald's is a larger than average sized primary school with approximately 620 children on role. Due to the school being three form entry it is important that year group teams work closely together. It is evident that every single member has embraced the initiative, working collaboratively with a desire to foster positive attitudes towards writing. Reflecting this is how the teachers spoke with real excitement about everything they planned and taught and the children had produced. This has resulted in pupil's increased enjoyment of the subject and a greater understanding of 'Writing for Purpose.'

The staff were eager to explain how the LWQM has reinforced the brilliant practice already happening at St Oswald's. They described some of the initiatives taking place such as, the Global Blogging Project which develops engagement across the globe with Year 5 children. Year 6 have just completed a new piece of writing focussing on social media. This was in response to an open letter written to the social media giants about the content on these platforms having a negative impact on children. They wrote about the damaging, long lasting effect it can have on children and families which they found a relevant and current topic to consider. This has since been addressed by the social media giants pleasing the children greatly.

The teachers believe that the LWQM has really engaged all children to think of ideas and opportunities to write for purpose and pleasure. They also mentioned how much the children adore Pobble, further explaining the impact the QM is having on vocabulary, in the children's spoken and written work. Another teacher spoke about the impact of editing their work and how the children have taken ownership of drafting and redrafting by using dictionaries to find the correct spelling of the words. The enthusiasm towards writing really shone from the teachers and LSAs.



There is a comprehensive list of CPD for all staff, delivered by external agencies as well as the Writing Advocate. This began last July with a staff audit on English, addressing areas that staff would like further support. The Writing Advocate set out a programme of support meaning gaps were filled through various training sessions.

Good practice is shared between members of staff through professional dialogue and meetings. Other schools have visited St Oswald's such as the secondary, Cardinal Heenen, who have supported Year 6 children and they in turn are visiting the school in the future.

Key Theme 3 Writing Promotion

There is a phenomenal amount of evidence to promote writing across the whole school. Reception have special writing tables containing clipboards and pictures of inspirational people, such as Mo Salah, to motivate the boys to write. The children were writing on a large whiteboard through choice, mark making and talking about their writing. Writing bags are hung up for the children to use outside containing pads and pencils. The Writing Champions explained how there is an opportunity for all children to write outside as children have special orange writing books that they take outdoors.

The children spoke with such enthusiasm in regards to many of the tools that have inspired them to write and Pobble is one, 'it's a unique website and our work gets published for anyone to see.' All children, teachers and parents spoke about how much they loved it! Ossie News, is another fantastic way to link reading and writing for pleasure. This group certainly has some budding journalists as the children become reporters for the school newspaper, taking their job very seriously. They meet weekly during lunchtime to produce the paper after interviewing, for example, the builders who are carrying out work on site and this information is then shared with children and parents. The CSI week is embedded over many years and has promoted fun and engaging lessons that has led to inspired writing. The children can't wait for this every year!

There are a number of writing groups and interventions that support, reading, writing, speaking and listening. Talk boosters and talking partners are just two of these that are having an impact on small groups of children across the school.

The Writing Buddy programme is effective and the children talked about how much they enjoy working with the younger children. They are happy to inspire the young children and love acting as role models.

The school has a thorough and systematic approach to the planning of cross curricular writing to ensure all opportunities are taken. There is so much evidence of this around the school on many different displays such as: The Titanic and Remembrance Day, a project on Making Our Area Great and In My Liverpool Home. One year group wrote to a counsellor and have been successful in getting flowers planted in Old Swan area.

Merit assemblies happen weekly that celebrate the good writing that has taken place.

Key Theme 4 Writing Events and Groups

Across the school links are made with writing and a variety of local and national initiatives are held such as; World Book Day, International Week, Black History month, Holocaust Memorial Day, Remembrance Day, Health and Sports Week etc. All of which have inspired the children to write, for example the children from nursery up to year 6 took part in a Remembrance Project. They wrote poems, letters, descriptive recounts, prayers and newspaper reports on WW1. Parents, parishioners and members of the local community and British Legion were asked to contribute their own family history from WW1. These were made into a book of remembrance, which was shown at a Remembrance Day Tea party and is absolutely stunning. A resource that can be used every year to inspire more children to remember.

The school have provided numerous opportunities for children to take part in competitions such as: The Holocaust Memorial Day Poetry competition, 'Torn from Home' where children in KS2 learnt about the life of refugees and explored cultural diversity issues. They wrote and submitted poems about being torn from home. Two children had their poems accepted into the City Anthology. Also, the children took part in the Liverpool History Writing competition where children were asked to research and write about a piece of Liverpool History, pre 1970. KS2 children wrote entries and three children's pieces of work were shortlisted to be entered into the History competition. Another opportunity was the Premier League Writing Stars Diversity competition where children in KS1 and KS2 created their own poems based on diversity to be entered into the competition. A scrapbook of the children's poetry has been made available for parents and visitors to read. Two of the boys from year 6 were chosen by the celebrity judges and their work was highly commended. Resilient Ralph writing Competition is yet another chance to write for purpose. The children learnt important messages about mental health and what strategies they can use to improve their resilience and bounce back from difficult situations. The children planned, drafted and edited stories with the theme of resilience. Year 1 wrote letters to Sir Kenny Dalglish during their History topic of local heroes. The children asked him important questions about his life and were amazed when he not only replied to their tweets but sent a video clip answering their questions. The responses on twitter from the parents and local community were amazing and the story even made it to the Liverpool Echo. The children felt that their work was valued and had an impact due to the high volume of responses.

Key Theme 5 School Wide Opportunities for Writing

The Champions talked enthusiastically about writing at St Oswald's. Their enjoyment was evident to see and they are keen to spread the message of the positive way writing is perceived across the whole school. The Champions are an extremely positive



voice and fantastic role models to all children. The Champions spoke about some of the writing opportunities such as: Global blogging, Pobble, Boys writing club, writing in the outside environment and so much more.

A year 2 child shared how they enjoy Free Writing Friday. She explained, 'you write when you come in about anything you want!' She had written a story about a teacher who turned into a dragon.

The Champions wanted to tell the story of a lady who visits the school every year. She shares how she fled the war on Kinder Transport, came to England and was adopted. The children said, 'in the beginning it felt sad but actually it was a joyful story as she had a happy life.' This is a wonderful opportunity to write about something from first-hand experience and is embedded over many years.

All teachers have working walls that are consistent across the school, where there is drafting, improving and writing along with a genre checklist, WAGOLL, gathering content and planning.

There are so many writing displays across the school that celebrate so many different types of writing such as; Come and Write in the foundation area sharing letters and sounds, CVC words and captions, moving through the school, to KS1 where Super Writers work is shared and up to KS2 where Action and Adventure stories were displayed. However this is just the tip of the iceberg there are so many creative and beautiful displays around school.

Key theme 6 Family/Community Involvement/Public Library Service

The parents are clearly very supportive of the school and spoke with pride that their children are part of the St Oswald's community. They spoke with enthusiasm and confidence about the writing opportunities their children have been given. The school has provided many chances for parental engagement such as; visiting their children's classrooms and writing poetry with them for Remembrance Day. The parents commented on how proud they are of their shared work that was produced and how excited they were that it had been published on Pobble. The Poetry writing session was followed by an afternoon tea that was well attended by parents and, 'was so much fun'. Another parent spoke about how quiet and shy her child was and that the school had always brought the best out of him encouraging him to be confident and he had really started to shine. He wrote a speech to become head boy, writing it independently and achieving success by securing the role. They explained how the writing club has given the children brilliant opportunities to see writing for pleasure, such as composing a letter to their idol. Overall they believe that the LWQM has given the children more of an understanding about writing and its purpose.

St Oswald's already have many successful established links with schools such as; Cardinal Heenan Secondary School and Broadgreen Primary. Also Broughton Hall are sending girls on a weekly basis to work with KS1 children supporting the development of reading and writing. Years 3 and 5 have established links with schools in Spain and are writing letters to one another.

The Big Red Bus was on the premises and the children were excited to go to the library.

Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none"> The whole school commitment to the LWQM is evident, with all parties actively engaged. The hard work and leadership of the Writing Advocate has been a real driving force. This has led to a creative learning environment within which writing has a pivotal role. The Writing Champions are a credit to the school. In the brief time since they have undertaken the responsibility of Writing Champions, the children have flourished, grown in confidence and have had a really positive impact. Writing for pleasure and purpose has been at the core of every action taken within school and this is evident, from displays to books, from listening to the children, parents, teachers and governors to the engaging and inspirational stimuli's given. 	<ul style="list-style-type: none"> Continue to embed the key aims of the LWQM, writing for pleasure and purpose Continue with the focus on supporting children through varied interventions and in particular the boys writing groups that have been a real success. Share good practice with other schools undertaking the LWQM.

LWQM Assessor to complete the form and send a copy to School Improvement Liverpool and the Headteacher within 10 days of the assessment visit.