



School	Much Woolton Catholic Primary School
Headteacher	Mr M White / Mrs M Wilson
Writing Advocate	Catherine Doherty
Contact Details	
Assessor	Yvonne Sutton
Date of Assessment	22/03/19
Level Awarded	Gold

Meeting the criteria – summary statements

Key Theme 1 Leadership and Management

Writing for pleasure and purpose is clearly evident in the school vision and has been a priority since the school's most recent OFSTED in The head teacher and rest of the Senior Leadership Team are committed to leading and supporting whole school development of writing.

The writing advocate is enthusiastic and highly committed in her drive to promote writing for pleasure and purpose and has provided strong leadership and support. The leadership team as a whole are proactive in gaining whole staff support and the staff and children are enthused by the different opportunities offered.

As a team they have an ongoing process of identifying and recognising the school's strengths and next steps for further development. As a result the school is moving away from using published schemes in order to effectively support the needs of their specific cohort of children.

Governors are very supportive of the commitment to both reading and writing and recognise the importance of links between the two.

Pupil tracking data is used to monitor progress and inform provision. In striving to secure progress for all leaders closely monitor the impact of actions but in planning further provision pupils' views are also taken into account.

Key Theme 2 Workforce Development

Resources and guidance are offered to staff and there is an open forum for discussion about how to strengthen the good practice in place. Much of the support is on a whole school basis however bespoke support is provided to individuals for a variety of reasons.

Staff model positive writing behaviours and provide stimulating environments to encourage writing. It is clear that strategies are shared across staff and adapted appropriately to support individual classes.



Teachers continually further their own knowledge of cross curricular writing and embed these opportunities into the everyday life of the school.

Staff value the opportunity to meet and work with colleagues from other settings to exchange ideas and engage in writing moderation.

Key Theme 3 Writing Promotion

Writing champions articulate their role effectively and are clearly proud of their status and strive to set good examples. They and other children that 'doing the best you can' looks different for different children and they value each other's writing with this attitude,

Reading is closely linked with writing and the use of whole class quality texts has motivated children to write in a variety of ways.

Resources and approaches encourage children to become independent writers.

Children have been given the opportunity to choose and influence what they read and write about. This has included every child selecting a text which will be included in the school library alongside teachers' choices. Staff has noticed a significant increase in engagement in reading and writing as a result.

The children are keen to improve their own work, whatever that may look like in terms of targets for the individual and praise, stickers, notes home and displays of writing result in the children becoming more determined in this self-improvement.

Key Theme 4 Writing Events and Groups

The writing champions spoke, in an articulate and confident manner, about the opportunities for writing in school. There are many themed weeks and events throughout the year.

They were particularly enthusiastic about the recent STEM week. Regardless of chronological age or developmental ability they were able to express their views about the events that had taken place and the different reasons for recording information in whatever the selected genre was.

A range of additional groups are available for the children to access and eagerness is such that one peer group asked could they set up their own group to help them develop skills.

The school has a planned calendar of events and engages with local/national initiatives.

Writing is celebrated weekly in a variety of ways including assemblies and on displays, for example the children are keen to have their work displayed outside the Head teacher's room

Key Theme 5 School Wide Opportunities for Writing

Throughout the school writing is evident everywhere, including in the form of displays, working walls and book art.

Children value and respect the use of display as they appreciate it showcases the best an individual can do, whatever that may be. In addition to work being displayed children also have the opportunity to label and comment on work so many displays could be considered interactive.

Other initiatives such as pen pals, both in a local school and a school in Barcelona bring a real purpose to the art of writing.



The children are involved in writing contributions for school newsletter, the use of twitter and organising writing competitions.

On the day of the visit a group of children proudly premiered a short film they had produced to showcase writing at Much Woolton. Although the finished format was on screen they fully acknowledged the writing skills they had required in the planning stages to get to the finished product.

Key theme 6 Family/Community Involvement/Public Library Service

The school has a programme of events to engage and involve parents. This includes celebrations with the children and workshops and activities to develop their own skills in how to support their children’s learning. Social Media, such as the school website and Twitter, is used effectively to share and promote writing with both the school and wider community, especially where the children have taken ownership of what should be shared.

The children have enjoyed, and benefitted from, engaging with a range of people from the local community and other schools.

Overview and feedback

Areas of strength/ excellent practice	Future development
<ul style="list-style-type: none"> • The school has clearly identified the importance of writing for both pleasure and purpose across all areas of the curriculum • Children are clearly excited by the different opportunities offered for writing and can articulate why writing is an important life skill. They are able to access a variety of resources and supports which leads them to become more independent writers. • Staff are enthused by new approaches and are embracing ways to make the approach to writing more personalised to the needs of the children within Much Woolton. • Staff from Much Woolton collaborate with a wide range of other professionals including schools and from the wider community in a variety of ways to enhance writing. This includes visits, themed weeks, activities and moderation. These aspects support both children and staff and have a hugely positive impact. 	<ul style="list-style-type: none"> • Consider how to capture pupils’ voice to effectively demonstrate the clear dialogue and action that takes place. • Ensure that dyslexia friendly strategies are further developed and those already in place are consistently applied. • Continue to further strengthen the pleasure and purpose of cross curricular writing as your curriculum planning evolves.

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