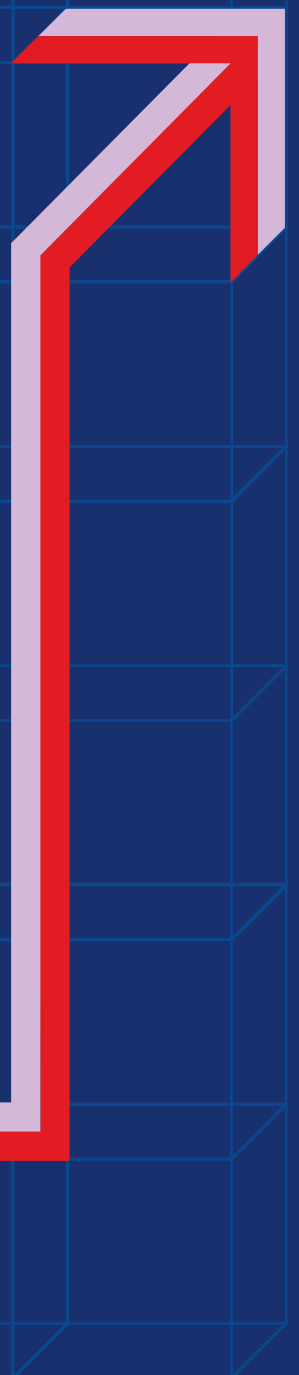


**Mc
Graw
Hill**

Park House School

Newbury, West Berkshire

Case Study



Case Study Facts

Teacher: Suzy Wybrow

Role: Assistant Headteacher

Product in Use: Corrective Reading and Comprehension B2



PARK HOUSE SCHOOL

Park House School in Newbury, West Berkshire, faced significant challenges, falling short of national reading standards as well as suffering from a poor reputation locally. When an Ofsted inspection placed the school under special measures in 2022, literacy expert Suzy Wybrow was invited to join the newly appointed Headteacher and leadership team. With eight years of experience implementing the Direct Instruction methodology, Suzy brought a proven track record of rapidly improving literacy outcomes.

For Suzy, the experience was a new one. “The school was different to what I was used to. I’ve done a lot of work in deprived areas and Park House isn’t deprived. It’s very middle class by comparison,” she shared.

Suzy’s role at Park House saw her charged with defining and delivering the school’s strategy for Literacy. As Assistant Headteacher, she explained she was asked to focus on moving the needle when it came to Literacy attainment levels.

“I came in and I started looking at the data and seeing how many students sat below the national level for reading. How many students are there not performing at the age-appropriate levels and in what year groups?”

Suzy added that, despite there being lower levels of EAL pupils than she had seen in other schools, EAL provision was still front of mind. “There may have been smaller numbers of EAL pupils, but they need to be able to access the curriculum.”

When it came to introducing Direct Instruction to the school, Suzy shared that there was an appetite for change and that she faced no challenges in getting colleagues on board. The Greenshaw Learning Trust, who had taken over Park House School in 2022, are also big advocates of Direct Instruction which helped. “I ran CPD sessions both staff and parents explaining DI and how it works and shared the efficacy and statistics,” Suzy said.

The parents posed no issues either. Suzy explained exactly what was delivered on the Literacy side of things. “I went in and implemented Corrective Reading programmes for Years 7, 8, and 9,” she said.

“It was down to my expertise and what I knew. I knew that DI, once implemented, would turn things around, so it was just a case of explaining that to parents and they were fine with it. I told them what needed to happen and where we could get to, and they were on board.”



Results

The results across all the year groups show excellent results.

1. 2022–2023 Reading Intervention Analysis

	Number of students accessing Direct Instruction Corrective Reading Interventions	Average Age		Progress in 1 year (increase age)
		Starting Point	End of Year	
Year 7	13	8.0	12.9	4.9+
Year 8	12	9.1	13.1	4.0+
Year 9	9	8.1	13.3	5.2+

All students started at the same time and moved up through the Corrective Reading (CR) Programme.

Pupil Premium (PP)

	No. of PP	Average Age		Progress in 1 year (increase age)	No. of Non-PP	Average Age		Progress in 1 year (increase age)
		Start of Year	End of Year			Start of Year	End of Year	
Year 7	2	8.0	12.4	4.4+	11	8.0	12.9	4.9+
Year 8	3	8.0	13.4	5.4+	9	9.4	13.1	3.7+
Year 9	7	7.4	13.4	6.0+	2	8.9	12.4	3.5+

SEN

	No. of SEN	Average Age		Progress in 1 year (increase age)	No. of Non-SEN	Average Age		Progress in 1 year (increase age)
		Start of Year	End of Year			Start of Year	End of Year	
Year 7	7	7.5	12.3	4.8+	6	9.1	13.1	4.0+
Year 8	5	9.0	13.3	4.3+	7	9.5	13.1	3.6+
Year 9	6	7.9	12.9	5.0+	3	7.4	14	6.6+

2. Reading Intervention Case Study (2022–2023)

Corrective Reading Decoding B2

Year	Student Name	Programme	Reading Age				Overall increase (years)
			Sep 2022	Feb 2023	May 2023	July 2023	
7	Student A	CR Level B2	9.1	11.5	12.4	13.7	4.6+
7	Student B	CR Level B2	7.5	11.2	12.4	13.2	5.7+
7	Student C	CR Level B2	8.1	10.0	12.4	13.3	5.2+
7	Student D	CR Level B2	9.3	10.2	11.9	12.4	3.1+
8	Student E	CR Level B2	8.8	10.1	12.7	13.8	5.0+
8	Student F	CR Level B2	11.2	11.8	12.8	14.0	2.8+
8	Student G	CR Level B2	7.1	13.1	13.2	13.9	6.8+
8	Student H	CR Level B2	7.4	10.4	12.3	13.6	6.2+
9	Student I*	CR Level B2	6.1	13.1	14.6	14.6	8.5+
9	Student J	CR Level B2	6.1	10.2	13.9	14.1	8.0+
9	Student K	CR Level B2	10.1	10.6	12.3	13.3	3.2+
9	Student L	CR Level B2	8.2	11.9	12.4	13.4	5.2+

*Students showed progress and graduated in May 2023.

3. 2023–2024 Corrective Reading Comprehension Intervention Analysis

	Number of students accessing Direct Instruction Corrective Reading Comprehension Intervention	Average Age Comprehension %		Progress in 1 year (increase age)
		Starting Point	End of Year	
Year 7	10	7.4	12.5	5.1+
Year 8	8	30%	49%	19%+

All students started at the same time and moved up through the Corrective Reading Decoding Programme in Year 7 and the CR Comprehension Programme in Year 8.

Pupil Premium (PP)

	No. of PP	Average Age/%		Progress in 1 year (increase age/%)	No. of Non-PP	Average Age/%		Progress in 1 year (increase age/%)
		Start of Year	End of Year			Start of Year	End of Year	
Year 7	2	6.6	13.0	6.4+	8	7.6	12.4	4.8+
Year 8	3	33%	44%	11%+	5	40%	53%	13%+

SEN

	No. of SEN	Average Age/%		Progress in 1 year (increase age/%)	No. of Non-SEN	Average Age/%		Progress in 1 year (increase age/%)
		Start of Year	End of Year			Start of Year	End of Year	
Year 7	6	7.7	12.7	5.0+	4	7.2	12.3	5.1+
Year 8	3	35%	44%	4%+	5	35%	50%	15%+

4. Corrective Reading Intervention Case Study (2023–2024)

Corrective Reading Decoding B2

Year	Student Name	Programme	Reading Age				Overall increase (years)
			Sep 2023	Nov 2023	Mar 2024	July 2024	
7	Student A**	CR Level B2	6.1	12.6	13.4	13.4	7.3+
7	Student B*	CR Level B2	5.0	11.9	11.9	11.9	6.9+
7	Student C	CR Level B2	7.0	11.6	12.4	12.6	5.6+
7	Student D	CR Level B2	7.1	10.1	10.6	12.5	5.4+

*Students showed progress and graduated in November 2023.

**Students showed progress and graduated in March 2024.

Corrective Reading Comprehension B2

Year	Student Name	Programme	Reading Age			Overall increase (years)
			Jan 2023	Mar 2023	July 2024	
8	Student E	CR Comprehension	37.5%	35%	65%	27.5%+
8	Student F	CR Comprehension	42.5%	37.5%	65%	22.5%+
8	Student G*	CR Comprehension	-	42.5%	65%	22.5%+

*Late starter (March 2024).

Reflecting on these results, Suzy shared, “I had a job to do, and these results speak to the fact I did just that. You can see the increase in reading ages across the board.”

“We have brought the school a long way.”

Mindful that these results aren’t the only measure of success, Suzy shared some anecdotal feedback directly from the students in the DI groups. “I spoke with three of them about their perceptions of it all,” she shared.

There’s commonality in all three students and their initial experiences of being moved into the DI programme. One shared that he was “upset” whilst another said he was “nervous.”

That sentiment was completely replaced after completing their time with DI.

“After having done a few DI lessons, I wanted to do it for every English lesson!”

Olly

“DI has improved my reading, and breaking down long words and understanding what I am reading. DI is amazing and I am really happy with the improvements.”

Callum

“I am more confident in my reading. DI was challenging but it has helped me so much. DI is one of the most helpful programmes you can do, there is something magical about it. You have to work hard but it really does work.”

Freddie



Suzy shared more detail on Freddie’s journey with DI. “He joined in Year 7 with a very low reading age and has been totally transformed because of DI. Not only has his reading age improved by five years, but he’s totally different as a learner now. I teach him now in curriculum and he’s enthusiastic. He’ll have his hands up in lessons.”

His attitude in school has expanded to how he behaves at home, too. Suzy commented that his mother has also highlighted how he has changed too, and how his reading habits have been converted. “DI has transformed him,” Suzy said. “Freddie is proof of the power of DI to transform confidence. You can go from zero confidence to something so different by the end of the year.”

With reading age levels growing and glowing student feedback, it might be easy to think there would be no further evidence of the positive impact at Park House School. And yet there is one final string to the bow when it comes to measuring the success of the changes. Progress 8 levels are a measurement tracking students’ progress from the end of primary school to the end of secondary school. When it comes to these, Suzy is again able to share excellent benefits. “We were on a minus figure before 2022,” she said. “Now we’re on +0.6.”

Reflecting on the two-year journey at Park House School, Suzy said, “Each of the Assistant Heads had a job to do, and we did just that.”

“The school is in such a strong position compared to where we were. The students are getting the absolute best. We want to make sure they’re mastering their subjects, and they really are. And even when people aren’t teaching DI, the methods are being utilised across the school because it’s recognised that it is having such an impact.”

About Direct Instruction

Direct Instruction (DI) is the efficacy-proven methodology at the core of McGraw Hill's literacy and numeracy tiered curriculum solutions. For over 50 years, DI has empowered educators to deliver learning experiences proven to transform students at all levels into highly skilled and confident learners.

DI is not a programme; rather, it is a methodology and a family of distinct products including Spelling Mastery, Reading Mastery and more. Zig Engelmann, creator of DI, began with the now famous premise: "If the student hasn't learned, the teacher hasn't taught."

Why is DI different?

1. DI is proven to work. It gives educators an explicit and systematic instructional framework and time-tested resources to help students meet and exceed achievement goals.
2. Research is at the heart of DI. Decades of research have consistently revealed strong evidence of academic achievement when students are taught using DI programmes.
3. Meticulous, field-tested programme design teaches students to mastery – meets students where they are at and quickly improves academic success and confidence.

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