

Analysis of Current Position (Sep 2023)

<p><i>Translate into tasks</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> Progress in RWI over the last year has been very successful. Enthusiastic staff to develop, resource and train others. <div data-bbox="853 347 1379 528" data-label="Figure"> <table border="1"> <caption>Phonics: Expected Standard (Year 1) Trend</caption> <thead> <tr> <th>Year</th> <th>School (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>2021/22</td> <td>97.7%</td> <td>81.5%</td> </tr> <tr> <td>2022/23</td> <td>83.3%</td> <td>81.9%</td> </tr> <tr> <td>2023/24</td> <td>82.9%</td> <td>75.5%</td> </tr> </tbody> </table> <p>From a Year 1 phonics cohort of 41 pupils in your school, 82.9% achieved the expected standard of 32, a total of 34 pupils. The average point score for your Year 1 phonics cohort is 33.5.</p> </div> <ul style="list-style-type: none"> Our figures for phonics screening are above national. Moderation for reading was very successful. 	Year	School (%)	National (%)	2021/22	97.7%	81.5%	2022/23	83.3%	81.9%	2023/24	82.9%	75.5%	<p>Weaknesses</p> <ul style="list-style-type: none"> Changes to staffing of RWI so still needs to be embedded. Staff need to be trained. Weekly coaching needs to be fitted into timetables for reader leaders. Tutors for 1-1 coaching need training. Fortnightly coaching sessions to take place. Resources need to be sorted for each new member of staff. Quick assessments need to be developed. Longer 6 weekly assessments need to be carried out and then all data added to portal, gap analysis, groupings made and analysis for tutor groups.
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<p>Opportunities</p> <ul style="list-style-type: none"> Use of signals across the whole school. Tutoring funding Catchup funding Teachers becoming more confident once training begins and with weekly coaching. Fred talk approach to be developed across the whole school. 	<p>How to use strengths to take advantage of opportunities</p> <ol style="list-style-type: none"> Use of RWI to support and develop reading across the whole school. Maintain reading for pleasure through RWI development and continued use of AR. Regular assessments enable children to move quickly and always be matched to their development level. Developing LSAs and teachers expertise. Program includes phonics development, handwriting, spelling, writing and all aspects of reading. 	<p>How to overcome weaknesses to take advantage of opportunities</p> <ol style="list-style-type: none"> Training through RWI consultant has now taken place. Program and planning of weekly coaching sessions led and planned by reading leader. Weekly coaching during lessons. Weekly quick assessments take place. Longer assessments – all planned onto calendar for when to take place. All signals are being used across most of the school. Tutors receiving coaching and preparation time – this will be incorporated within their times as we progress forward. 												
<p>Threats</p> <ul style="list-style-type: none"> Time taken to assess, coach and consider all data after each assessment. Staff knowledge being maintained. High likelihood of LA moderation (2024) New staff or change in staffing. Absence of staff means reading leader then can't do all the roles required as has to teach the lessons. 	<p>How to use strengths to reduce likelihood and/or impact of threats</p> <ul style="list-style-type: none"> Make sure that time is maintained or program will fail. Weekly coaching and assessments are essential. 	<p>How to overcome weaknesses that could make the threats a reality</p> <ul style="list-style-type: none"> Maintain staff coaching. Maintain LSA group leaders and tutors being given time to prepare so not necessary to do in own time at home. 												