

Analysis of Current Position (Sep 2022)

<p><i>Translate into tasks</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> • RWI program does have good results once embedded. • Enthusiastic staff to develop, resource and train others. <div data-bbox="846 375 1377 566"> <table border="1"> <caption>Phonics: Expected Standard (Year 1) trend</caption> <thead> <tr> <th>Year</th> <th>School (%)</th> <th>Nation (%)</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>97.7%</td> <td>82.9%</td> </tr> <tr> <td>2020/21</td> <td>87.5%</td> <td>75.5%</td> </tr> <tr> <td>2021/22</td> <td>83.7%</td> <td>75.5%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • Our figures for phonics screening are above national but have declined over the last 3 years. 	Year	School (%)	Nation (%)	2019/20	97.7%	82.9%	2020/21	87.5%	75.5%	2021/22	83.7%	75.5%	<p>Weaknesses</p> <ul style="list-style-type: none"> • Brand new scheme so 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, distributed and housed. • 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"> 1. Use of RWI to support and develop reading across the whole school. 2. Maintain reading for pleasure through RWI development and continued use of AR. 3. Regular assessments enable children to move quickly and always be matched to their development level. 4. Developing LSAs and teachers expertise. 5. 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"> 1. Training through RWI consultant has now taken place. 2. Program and planning of weekly coaching sessions led and planned by reading leader. 3. Weekly coaching during lessons. 4. Weekly quick assessments take place. 5. Longer assessments – all planned onto calendar for when to take place. 6. All signals are being used across most of the school. 7. Tutors have all received coaching and all have weekly independent time for preparation of resources and to check planning. 												
<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 (2023) • 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. 												