

Early Reading

Assessment information indicates that 84% of pupils have made significant progress from their individual starting points, with 60% making accelerated progress by progressing through two or more phonics phases.

Teachers completed phonics assessments at the end of the summer term. Of pupils currently accessing Accelerated Reader, 63% improved their reading age by one year, while 37% remained at the same level. Pupils who have not yet demonstrated progress have been identified and are receiving targeted reading intervention from staff.

Overall, 29% of pupils continue to require intensive phonics intervention. Regular assessment is used to closely monitor progress, identify gaps and inform targeted teaching and intervention.

Primary Reading

Across the Primary Phase, assessment information indicates that 57% of pupils have made accelerated progress from their baseline assessments.

Progress is measured against pupils' individual starting points and tracked over time through internal reading assessments. Teaching is adapted to pupils' individual literacy, communication and learning needs, with ongoing assessment used to identify pupils requiring additional support and inform targeted reading intervention.

Secondary Reading

Accelerated Reader assessment demonstrates strong progress for a significant proportion of pupils. In the most recent assessment, 48% of pupils accessing the programme improved their reading age by one year or more, while 52% remained at the same level or experienced a reduction in their assessed reading age. These pupils have been identified by staff and are receiving targeted reading intervention.

Previous assessment information indicates that reading-age gains have ranged from six months to more than four years within one and a half terms of implementation, demonstrating substantial progress for some pupils.

A small proportion of pupils continue to require targeted phonics and dyslexia intervention, including daily targeted support from a teacher or LSA.

Formal qualifications are also providing opportunities for pupils to demonstrate their reading and literacy attainment. Pupils entered for Functional Skills Level 2 achieved a 100% pass rate. Of pupils entered for Functional Skills Level 1, 63% have successfully passed all components of the qualification, including Reading, Writing, Speaking and Listening. The remaining 37% are due to complete the Reading component during this academic year.

Secondary English

Assessment information indicates that 96% of pupils have made significant progress from their individual starting points. Progress is measured against baseline assessments and tracked over time through internal assessment.

The introduction of formal Functional Skills qualifications has strengthened opportunities for pupils to demonstrate externally recognised attainment alongside their individual progress. Pupils entered for Level 2 achieved a 100% pass rate, while 63% of pupils entered for Level 1 have successfully completed all components of the qualification. The remaining 37% are due to complete the Reading component during this academic year.