READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION & EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
DATE:	29 JUNE 2015 AGENDA ITEM: 7
TITLE:	RAISING EDUCATIONAL ACHIEVEMENT IN READING – CONSULTATION UPDATE
LEAD COUNCILLOR:	CLLR TONY JONES PORTFOLIO: EDUCATION
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1 In response to the Ofsted themed inspection of school improvement services in October 2014 and subsequent letter, the Council has undertaken a number of actions to accelerate the rate of improvement in schools. This report with appendices, sets out a consultation about: a vision for education in Reading; the proposed establishment of The Reading First Education Partnership to oversee school to school support; and a set of actions and commitments for the local authority and schools to achieve the vision in three years. This vision aligns with the framework of the Corporate Plan and if successfully implemented, Reading will be among the top quartile of education performance for pupil attainment, pupil progress and school quality.

1.2 This report updates the committee on the consultation process which is underway with schools and the public. The feedback from that process will come back to committee in order that the vision and aspirations and the processes to achieve these can be approved. This will build on the school improvement approach set out by the Interim Director of Children, Education and Early Help Services in her report to the ACE Committee on 5 March 2015.

2.   RECOMMENDED ACTION
2.1   That the Adult Social Care, Children's Services and Education Committee note the *Raising Attainment Strategy 2015-2018*; the *Implementation Plan* and the *School Effectiveness Guide* appended to this report.
2.2   The Committee note the consultation process and timetable as set out in paragraphs 4.8 to 4.11 of this report.

3. POLICY CONTEXT

3.1 Local Authorities are accountable for the success of all young people in the education system, however the advent of Academies has fragmented the responsibility for school improvement. Local Authority measures still include the achievements of pupils at state-funded schools and therefore it is crucial that the local authority leads the overall system, holds all schools to account and creates the environment where school to school support is effective.

3.2 OfSTED inspects all schools to a national framework which includes an assessment of the level of school to school support and the leadership role of the local authority.

3.3 Local Authority school improvement services are also subject to inspection by OfSTED, however the decision to undertake such an inspection is taken on an authority by authority basis. OfSTED undertook a focussed inspection of Reading's School Improvement service in October 2014 and published their findings in January 2015.

4. THE PROPOSAL

4.1 As part of a range of activities and the school improvement approach set out by the Interim Director of Children, Education and Early Help Services in her report to the ACE Committee on 5 March 2015, the Local Authority has develop a proposed vision and approach to education in Reading which will involve all schools. The proposals are based on international research of some of the best education systems, system research from the Department for Education and national research on the role of the middle tier in government.

4.2 This suggests that strong collaboration among education leaders and practitioners that focuses on teaching improvement for every child and organised school to school challenge and support is the most significant and common feature in the leading education systems and for sustained improvement. There is a key role for the local authority, as the middle tier, to provide vision, drive, coordination of school improvement work and a range of services that support education.

4.3 The three draft documents appended to this report sets out the vision, the implementation plan and clarity about how the Reading system will assess schools and allocate resources. They are summarised below:

4.4 **Reading First - Raising Attainment Strategy 2015-2018** (Appendix 1)
This paper sets out the vision for education in Reading. The ambition is that achievements by summer 2018 place Reading within the top 25% of local authority areas for educational achievement of children and young people and for every school and early years setting to be good or outstanding. It clearly sets out with schools and the local authority will be doing if the system is to deliver these results and it sets out a baseline of current public data about school in Reading.

4.5 **Reading First – Implementation Plan** (Appendix 2)
This paper describes the activities and behaviours required to deliver the outcomes. It underlines the principle that the most effective school improvement is through joint partnership, with an open relationship among schools and with Reading Council, in which schools lead improvement of others. The plan proposes the establishment of the Reading First Education Partnership which includes the Local Authority, schools and other key partners such as Reading University.

The paper sets out a system of groups that build upon what exists in the Borough to support the work of the Reading First Education Partnership in a transparent process that will secure constant monitoring, support and challenge to effect improvement.

4.6   **Reading School Effectiveness Guide** (Appendix 3)
This document takes the role as Reading Council's School Improvement Strategy. It sets out how individual schools will work with the school improvement service in Reading, built upon international research on how the world's most highly achieving school systems operate and how systems improve from where they are to be good and outstanding. The guide proposes an assessment of the position and trajectory for each school and setting to enable resources to be targeted early to ensure continual school improvement. A common approach to this assessment will enable schools to identify focussed areas for improvement or areas of strength that could be used to help others.

4.7   The revised processes set out in the appendices identifies the crucial role of the Reading First Education Partnership in assessing needs and commissioning support in line with a defined categorisation. The Local Authority retains statutory responsibility for the achievement of young people. This will continue to be delivered via the Lead Member for Education and this committee, including an annual report of performance and the effectiveness of these arrangements.

4.8   The consultation process with schools began on Friday 5th June with a half-day conference which was attended by representatives of 93% of schools, with apologies from the others. This event used voting pads to take a straw poll of schools at key points in the discussion and the following general observations were made:
- 95% were in favour of the collaborative process
- 82% believed the aspiration was realistic to hold
- 60% felt it was achievable by summer 2018 which rose to 80% by summer 2019
- 66% were in favour of a common assessment approach with the others unsure

4.9   All schools have been invited to give individual feedback and a number of schools have invited the Head of Education to discuss the proposals in more detail during July. A couple of initial meetings have reflected the similar feedback to 4.8 and made suggestions about how the partnership could be constructed.

4.10   The council has published the draft documents online for public comment, and they can be accessed at http://beta.reading.gov.uk/readingeducationconsultation.

4.11   All elements of the consultation close on Friday 17th July 2015.

5.   **CONTRIBUTION TO STRATEGIC AIMS**

5.1   This report contributes to the Council strategic aim of Narrowing the Gap and the service priority to "Providing the best life through education, early help and healthy living".

6.   **COMMUNITY ENGAGEMENT AND INFORMATION**

6.1   Section 4.8 to 4.11 describe the consultation process for the Raising Attainment Strategy. All feedback will be assessed in August and a finalised strategy will be presented to the committee for sign off. Once agreed there will be further communication to schools, pupils and families.

7. **EQUALITY IMPACT ASSESSMENT**

7.1 The strategy applies to all schools and the pupil who attend them and therefore there is no requirement for an Equality Impact Assessment related to this report.

8. **LEGAL IMPLICATIONS**

8.1 There are no legal implications arising from this report.

9. **FINANCIAL IMPLICATIONS**

9.1 The strategy has been developed within existing resources, including the cost of the consultation.

9.2 There are costs associated with the delivery of the strategy and the Reading First Education Partnership and they will be outlined once the consultation is complete.

10. **BACKGROUND PAPERS**

Reading First

Educational ambition and achievement strategy

2015 -2018

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

ABOUT READING

9% increase in residents since 2001

159,200 people live in Reading

Population to increase by 24% by 2050 to 193,065

0-4 year olds have increased by X5

Employment rate: **78.1%** - one of the highest in the UK

2,300 Children in poverty

67,000 employed in the private sector

16,800 employed in the public sector

28% of residents don't own a car

High weekly earnings: £606/ week

Highly skilled: 42.6% of residents have NVQ 4 or above

63,000 households - an 8% increase since 2001

Increasing ethnic diversity - 35% of the population are from Black & Minority Ethnic Groups

26% Residents living in private rented homes has increased

Ranked in top 10 European cities for Foreign Direct Investment

7 miles of river frontage

650,000 sq. ft. of new or grade A refurbished office space under construction

Reading is an exciting, dynamic and inspiring place to be – our future in this century will be driven by the success of our children and young people.

Reading is a dynamic, fast moving economy. We have a high proportion of young people and aspire to the highest levels of achievement for our young people ensuring that Reading is a world class place to live, work and grow for everyone.

Almost half of our school population belongs to an ethnic group other than white British. This diversity is a strength - 30% of pupils speaking English as an additional language, with 150 first languages in the area - which creates real opportunity. Together, we have the highest expectations for every child and young person and that the levels of achievement for every group should be second to none.

We want to ensure that children achieve whilst in school and go on to take advantage of a wide range of opportunities in further and higher education and with employers who are committed to learning outcomes through ongoing training. With a vibrant economy in the Reading area we want employers to be committed and actively engaged in access, completion, achievement and progression for every young person[1]

Our pledge to every parent and carer – what they can expect for their child

- Have good quality teaching all the time and much of it being outstanding.
- Recruit and retain the best teachers and ensure that they have the highest quality professional development.
- Engage with parents and expect them to take an active role in supporting the achievement of their children.
- Demonstrate collaboration with other schools both within and across phases as part of the Reading community.
- Provide enrichment experience for every pupil throughout their time at school.
- Ensure that children and young people get outstanding information advice and guidance and development of employability skills.
- Show strong links with Reading communities including further and higher education, business, and third sector.

[1] Outcome Bound Sir Michael Barber – The journal of the RSA 1 2015

Reading First: Ambition, achievement and aspiration

Working together, with schools leading system wide school improvement, we will achieve a step change in educational outcomes for children and young people. Raising standards and narrowing the gap.

By 2018 every child in Reading will attend a school that is good or better, and for every group, children's achievement and progress in Reading will among the top 25% in the nation.

Our education system will move to great and outstanding.

Children in Reading deserve the best.

Every school good and outstanding

System wide school improvement led by schools

Top 25% achievement and progress

Narrowing the gap – every child achieves
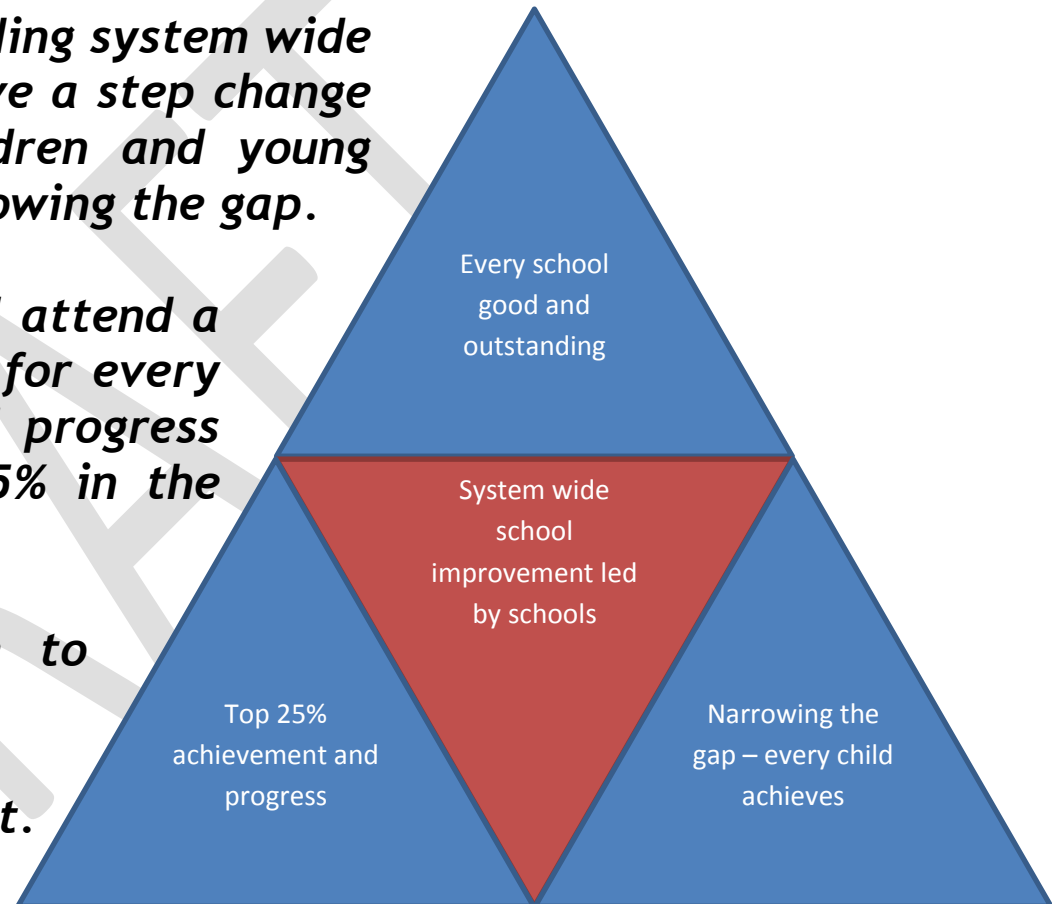
This means that by 2018 we will:

- **See schools leading the development and improvement of others** in partnership with the local authority – together ensuring that 90% [2]of primary schools and 90% [3]of secondary schools in Reading are good and outstanding by the end of 2017. Following robust action we will press for early re-inspection of schools that are currently *requires improve*ment or lower. Every school will be good or outstanding by the end of 2018.

- Achieve **challenging targets for attainment, progress and progression** where at least 85% of children achieve age related expectations by the end of key stage 2 in reading, writing and maths combined by the end of 2018[4] and that this is maintained through Key Stage 4 - where at least 70% of young people achieve the Level 2 equivalent of GCSE %5A*-C including English and maths by the end of 2018[5]. Every child makes at least necessary progress in every school year, no young person becomes NEET and that there are powerful and diverse routes into employment and higher learning for every young person.

- **Every group will be outperforming their peers nationally** – those eligible for Pupil Premium, Looked After Children, BME children, children with SEND - and be among the top 25% for that group nationally.

- Ensure that every child has the **best possible start through the early years foundation stage –** with every setting being good or better by the end of 2018 and in Reading at least 70% of children achieving the expected level across the Specific Areas of Learning.[6]

- **Every child and young person in Reading is inspired and delighted through** high quality teaching, an exciting curriculum, culture, sport employment and careers and skills development. Starting from 2015 we will regularly assess pupils' attitude to their curriculum, the quality of information, advice and guidance and levels of engagement in cultural and sports activities and set ourselves ambitious targets for inclusion in these areas. Starting from 2015 we will set out the unique contributions of every school in Reading and collaboratively develop *"The Reading Entitlement for Culture and Sport"*.

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[2] Top quartile performance in 2014 was 88.5% of primary schools. Top 25 performances is 90% of primary schools. Readings performance in 2014 was 72.2% (151 out of 162) – source Watchsted March 2015

[3] Top quartile performance in 2014 was 88% of secondary schools. Top 25 performance was 88.5%. Reading's performance in 2014 was 57.1% (135 out of 162) – source Watchsted March 2015

[4] The lowest performance of a top quartile LA area in 2014 is 81% of children achieving L4+ RWM combined. Reading's 2014 performance was 75% - source DfE March 2015

[5] In Reading 59.3% of young people achieved 5A*-C including English and maths. Only 5 Local Authority areas achieved 70% or more of their young people achieved this standard in 2014 – source DfE March 2015

[6] In 2014 61% of children in Reading achieved the expected level across specific areas of learning. Top quartile performance in 2014 was 64%. % LA areas achieved 70% or better

We are committed to moving to good and outstanding in Reading by 2018

Every child deserves an outstanding school and an outstanding local authority

SCHOOLS AND SETTINGS	THE LOCAL AUTHORITY AND CHILDREN TRUST PARTNERS
Leadership:	**Leadership**
- The Head Teacher, senior leaders and governors who know their school well, understanding its strengths, areas for development and strategies to become and stay outstanding; consistently communicating an ethos of high expectations and ambition to staff and pupils. - School leadership that is recognised with many accredited for their work. - Effective external support and challenge to constantly improve performance and positive engagement in school to school improvement. - A clear school plan showing how the school challenges itself to develop, improve and remain at the forefront of educational excellence.	- The Lead Member, Director of Children's Services and senior staff know schools well, understand the strengths and areas for development of every school; helping to resource and promote a joint practice development way of improvement, preparing to share data and intervene early to secure rapid improvement. - Secure effective ways of working with Heads, principals and governors to support high standards for pupils especially for looked after children and other disadvantaged groups of pupils. - Ensure that there is a clear LA wide school improvement strategy which every school understands and 'buys into'. - Leads the establishment of ambitious targets for Early Years, KS2, 4 and 5 with a partnership approach to achieving them.
Teaching	**Teaching**
- Teaching and learning that is at least good, with the majority outstanding across the school and in all subjects, investment in developing staff to teach a broad and balanced curriculum, showing an unrelenting focus on improving standards and promoting positive attitudes to learning, with children making good progress. Targets are also set for top quartile performance of progress and achievement. - High quality planning, assessment for learning and targeted intervention to enable all children to achieve the best they can and to close the attainment gaps for low and under-performing groups and pupils.	- The LA has a clear understanding of the quality of teaching across every school kept up to date every half term, working with schools to ensure this constantly improves to outstanding. - Taking a lead supporting the Joint Education Partnership to ensure joint practice development among schools and other partners such as Reading University as the means to constantly improve practice. - Promoting Reading and supporting the recruitment and retention of the best new teachers, teachers and school leaders into Reading. - Taking a lead role with The Joint Education Partnership schools to ensure teachers are very well versed in wider aspects of their role (safeguarding, independent information, advice and

	guidance, strategies for supporting children from disadvantaged groups to narrow the gap, promoting health and ensuring children with SEN achieve and have full access to an effective Local Offer).
Curriculum	**Curriculum**
• A curriculum that provides well organised opportunities for learning, promotes positive behaviour, and provides a broad range of experiences and enrichment that contributes to pupils' achievement, and personal and social development including opportunities to engage in extra-curricular activities and educational visits. • An approach that enables children and young people to be prepared for the next phase of their development and being ready for education beyond school and for the world of work.	• Leading the establishment of an entitlement for children in Reading in sport, the arts and community engagement. • Ensuring children and young people have good access to sports and cultural facilities in Reading with specific strategies to promote their use by children and young people including their direct engagement in schools • Ensuring support for early years assessment and EYFS development • Delivery of an effective Raising Participation Age (RPA) plan ensuring engagements of further and higher education and employers in impacting on the access, completion, achievement and progression of every young person from the ages of 14 to 25.
Inclusion	**Inclusion**
• The school is recognised for their strong inclusive practice and achievement for vulnerable and disadvantaged children and young people. • The school ensures that every child and young person receives early help and an integrated approach to their support when they need it.	• Championing the educational needs of looked after children and ensuring that the Virtual School is outstanding. • Working with schools to deliver an outstanding Local Offer for children with SEN. • Delivering an outstanding school admissions service. • Every child Reading child has access to a school in Reading that is good or better.
Partnerships	**Partnerships**
• The school works with other schools and with Reading Council to support improvement. • The school demonstrates engagement with parents and carers supporting children's learning and progress. • The school involves other partners to extend the curriculum such as local communities, leaders in business, entrepreneurs, and others, who will support the ambitions and aspirations of children and young people.	• Ensuring that Reading's Children Trust arrangements are highly effective. • Working with schools to lead on the delivery of a highly effective work readiness programme including work experience and student engagement in businesses programme. • Conducting annual surveys and focus groups on parental and student attitudes to education in Reading

By the end of academic year 2017/18 we will achieve:

Settings:
Every child will attend a school, children's centre or early years setting is good or outstanding.
Every school governing body is considered to be good or outstanding.
There is a strong school to school improvement service which engages with every school in Reading.
Every school is able to recruit high quality teachers for their children and all teaching will be consistently good of better.

Attainment
EYFS: 70% of children achieving the expected level across the Specific Areas of Learning.
KS1:   Reading will be in the top 25% for children achieving age related expectations by the end of key stage 1.
KS2:   85% of children will achieve at least the age related expectations for the end of Key Stage 2 in reading, writing and maths combined
          35% of children will achieve above age related expectations in reading, writing and maths combined for the end of Key Stage 2.
          95% of children are progressing at least 2 levels of attainment in reading, writing and maths between the end of KS1 and the end of KS2 with top quartile performance for children progressing 3+ levels of attainment.
KS4   70% of our 16 year olds achieving Level 2 equivalent of 5 A*-C GCSE including English and mathematics or equivalent
KS4   90% of young people achieving A*-C in English and mathematics;

Targeted Groups
Every child with special educational needs will be outperforming their SEN peers nationally and they will be in the top 25% of the SEN peers nationally.
Every BME group will succeed in progress and attainment at least as well as their BME peers and that they will be in the top 25% of the BME peers nationally.
Every Looked After Child will be making significantly better progress at Key Stage 2 and Key Stage 4 regardless of where they go to school and be in the top 25% of the LAC peers nationally.

Life after school
NEET performance in every school will be in the top quartile nationally with strong pathways to education, employment and training for every young person aged 14-25.
The percentage of young people securing places at high entry universities will be in the top quartile nationally.
The percentage of young people achieving Level 2 and Level 3 qualification by the age of 19 will be in the top quartile nationally.

Along the way our milestones are:

By end of 2015/2016 there will be:

- No school below floor standard for achievement.
- Openly published achievement goals for every school with termly monitoring of performance against trajectory.
- Every school achieving its Fisher Family Trust (FFT) D goals.

By end of 2016/2017 there will be:

- 65% of children achieving at the Level 2 equivalent of 5A*-C including English and mathematics
- LAC achievement above national benchmark
- BME achievement above national benchmark
- 90% of schools and settings that are good or better
- 90% of Governing Bodies that are good or better

Appendix: How good are we now and what should our ambitions be?

There is a wealth of data available publicly about every school and setting in the country. Below are just some examples of data about every maintained school, academy or free school in Reading and data about progress in the borough as at the end of May 2015.

Primary Schools

▲ School name	School type	KEY STAGE 2 % achieving level 4 or above in reading, writing and maths				% making expected progress					
		2014	2013	2012		Reading	Writing	Maths			
England - all schools		78%	75%	75%		91%	93%	89%			
England - state funded schools only		78%	75%	74%		91%	93%	90%	Inspection Date	Inspection Outcome	Inspection Report
Reading - Local Authority		75%	69%	73%		88%	92%	87%	-	-	
									-	-	
Alfred Sutton Primary School	Community School	75%	66%	75%		87%	91%	88%	10-Oct-12	2	Report
All Saints Church of England Aided Infant School	Voluntary Aided School								20-Jun-12	2	Report
All Saints Junior School	Free School - Mainstream	NA	NA	NA		NA	NA	NA	09-Jul-13	1	Report
Battle Primary Academy	Academy Sponsor Led	63%	NA	NA		86%	84%	73%	22-Oct-14	3	Report
Caversham Park Primary School	Community School	86%	67%	82%		100%	96%	96%	18-Apr-13	2	Report

Caversham Primary School	Community School	97%	93%	94%		100%	95%	98%	26-Feb-09	1	Report
Christ The King Catholic Primary School	Voluntary Aided School	62%	69%	67%		86%	86%	83%	19-Sep-13	2	Report
Churchend Primary Academy	Academy - Converter Mainstream	90%	90%	100%		97%	100%	97%	16-Sep-08	1	Report
Coley Primary School	Community School	91%	74%	67%		95%	100%	100%	09-Oct-14	2	Report
E P Collier Primary School	Community School	59%	69%	59%		85%	85%	70%	07-Nov-12	2	Report
Emmer Green Primary School	Community School	92%	91%	97%		95%	98%	92%	22-Nov-12	1	Report
English Martyrs' Catholic Primary School	Voluntary Aided School	71%	70%	93%		93%	93%	87%	27-Nov-13	2	Report
Geoffrey Field Infant School	Community School								18-Jun-13	1	Report
Geoffrey Field Junior School	Community School	76%	77%	80%		90%	97%	93%	04-Dec-13	2	Report
The Heights Primary School	Free School - Mainstream	NA	NA	NA		NA	NA	NA	No Ofsted report available for this institution		
The Hill Primary School	Community School	79%	72%	67%		93%	95%	88%	13-Nov-13	2	Report
Katesgrove Primary School	Community School	55%	65%	78%		54%	83%	63%	27-Nov-12	2	Report
Manor Primary School	Community School	83%	77%	77%		95%	97%	95%	13-Dec-12	2	Report
Meadow Park Academy	Academy Sponsor Led	60%	32%	NA		89%	93%	86%	16-Jul-14	4	Report
Micklands Primary School	Community School	74%	63%	69%		89%	92%	97%	26-Sep-13	3	Report
Moorlands Primary School	Community School	76%	53%	61%		86%	100%	80%	12-Feb-14	3	Report

New Christ Church of England (VA) Primary School	Voluntary Aided School	74%	86%	74%		91%	95%	77%	14-Jan-15	2	Report
New Town Primary School	Community School	71%	52%	69%		85%	85%	81%	15-Oct-14	4	Report
Oxford Road Community School	Community School	80%	43%	68%		86%	93%	97%	15-Oct-14	2	Report
The Palmer Primary Academy	Academy Sponsor Led	70%	NA	NA		89%	100%	95%	No Ofsted report available for this institution		
Park Lane Primary School	Community School	93%	92%	74%		87%	90%	97%	02-Oct-13	2	Report
Ranikhet Primary School	Community School	52%	29%	45%		100%	89%	79%	10-Oct-13	4	Report
Redlands Primary School	Community School	70%	81%	82%		93%	89%	93%	08-Nov-12	2	Report
The Ridgeway Primary School	Community School	73%	65%	68%		93%	93%	93%	24-Jan-13	2	Report
St Anne's Catholic Primary School	Voluntary Aided School	73%	67%	67%		91%	100%	91%	21-Nov-13	4	Report
St John's CofE (Aided) Primary School	Voluntary Aided School	87%	89%	78%		100%	100%	97%	24-Sep-08	1	Report
St Martin's Catholic Primary School	Voluntary Aided School	80%	100%	100%		95%	95%	100%	08-Mar-12	2	Report
St Mary and All Saints Church of England Voluntary Aided Primary School	Voluntary Aided School	63%	62%	55%		84%	92%	73%	21-Oct-14	4	Report
St Michael's Primary School	Community School	77%	90%	76%		83%	93%	93%	03-Oct-12	2	Report
Southcote Primary School	Community School	87%	69%	77%		97%	98%	92%	24-Oct-12	2	Report
Thameside Primary School	Community School	64%	54%	71%		79%	97%	79%	20-Nov-13	3	Report
Whitley Park Primary and Nursery School	Community School	79%	62%	53%		92%	95%	92%	05-Dec-13	4	Report

Wilson Primary School	Community School	87%	70%	50%		93%	100%	96%	09-Oct-14	2	Report

Secondary Schools

▲ School name	School type	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				% achieving the English Baccalaureate	% achieving grades A*-C in English and maths GCSEs			
		English	Maths	2011	2012	2013	2014					
England - all schools		NA	NA	59.00%	59.40%	59.20%	53.40%	22.90%	55.50%			
England - state funded schools only		71.60%	65.50%	58.20%	58.80%	60.60%	56.60%	24.20%	58.90%			
Reading - Local Authority		78.60%	66.50%	55.90%	60.70%	63.60%	59.30%	27.80%	60.80%	Inspection Date	Inspection Outcome	Inspection Report	
										-	-	
Blessed Hugh Faringdon Catholic School	Voluntary Aided School	90%	49%	43%	57%	71%	51%	8%	52%	21-Nov-12	2	Report
Highdown School and Sixth Form Centre	Academy - Converter Mainstream	74%	81%	55%	63%	63%	68%	27%	69%	01-May-13	3	Report
John Madejski Academy	Academy Sponsor Led	77%	38%	31%	33%	45%	36%	2%	38%	11-Dec-13	3	Report
Kendrick School	Academy - Converter Mainstream	100%	99%	100%	100%	99%	100%	93%	100%	09-Oct-08	1	Report
Prospect School	Academy - Converter Mainstream	68%	65%	40%	52%	48%	46%	17%	48%	21-Jan-15	3	Report
Reading Girls' School	Foundation School	65%	54%	54%	47%	53%	46%	11%	47%	18-Jan-12	2	Report

Reading School	Academy - Converter Mainstream	99%	100%	100%	100%	100%	100%	72%	100%	19-May-10	1	Report
UTC Reading	Free School - University Technical College	NA	NA	NA	NA	NA	NA	NA	NA	No Ofsted report available for this institution		

Special Schools

The Avenue Special School	Academy Converter Special School	0%	SUPP	0%	0%	0%	0%	14%	10-Mar-11	1	Report
Thames Valley School	Free School - Special	SUPP	NA	NA	SUPP	SUPP	SUPP	SUPP	No Ofsted report available for this institution		
The Holy Brook School	Community Special School	0%	SUPP	SUPP	0%	11%	0%	22%	22-Oct-14	2	Report

Thames Valley School	Free School - Special	No KS4 data available for this school							No Ofsted report available for this institution		
The Avenue Special School	Academy Converter Special School	NE	NE	0%	SUPP	0%	NE	NE	NE	10-Mar-11	1	Report
Phoenix College	Community Special School	0%	0%	0%	0%	0%	0%	0%		15-Oct-14	2	Report

Reading First

Educational ambition and achievement

Implementation Plan for raising standards

Our aim in Reading is to create a school system which is self-improving, driving for a step change in achievement and progress of children and young people.

The primary source of energy for improvement is within schools. Being 'good' will not be good enough. We strive to have a system that is outstanding, where we acknowledge that the system is only as good as its weakest school or setting.

We know that teachers learn best from other professionals and we will strive to ensure that joint practice development is the norm. We will make sure that schools are in control of their own improvement and make it easier for them to learn from each other in ways that best improves practice.

The role of the Local Authority is to be the children's champion, challenging and supporting schools to make these step changes by ensuring that we can work effectively together.

This document sets out how we will do that.

We have set out in *"Reading First: An Educational ambition and achievement Strategy 2015-18"* the scale of our ambition for every child who is educated in Reading's schools or lives within our Borough. To deliver those outcomes we have to develop the ways in which we work together. We need to explicitly set out the plan for the joint partnership which we are calling the "Reading First Partnership" and this document sets out the following elements: values, behaviours and the process plan to raise the level of achievement.

The Values which underpin the our interactions

The culture for improvement to good and outstanding needs to be inclusive with schools and the local authority taking responsibility for the outcomes for every child including access, completion, achievement and progression

Our shared values for school improvement in Reading are:

1. Respecting the autonomy of individual institutions.
2. Promoting excellence in individual institutions and across the system as a whole.
3. Collaborating to address the needs and interests of learners and the system as a whole.
4. Identifying and tackling issues of underperformance early and dealing with difficulties through dialogue and mutual respect.
5. Valuing and sharing data, performance information and innovation.
6. Improving performance by developing the workforce in every school and setting.
7. Standing up for equality, diversity and for life chances for disadvantaged individuals, groups and communities.
8. Celebrating successes of children, schools and the education community as a whole.

Every school, the Local Authority and Children's Trust partners support these values.

Key behaviours that will ensure that the system moves towards outstanding and stays there

1.   Knowing the system well

The availability and exchange of relevant data is key to a diverse and dynamic education system working effectively. It enables self-critical understanding and improvement at the individual school and system wide levels.

How we do this
- The Data Sharing Protocol sets out clear agreements about what data is collected, its' regularity and that it is shared via the Local Authority and all schools; with the LA Data Team acting as the hub on behalf of schools.
- Schools share performance targets and expected outcomes as part of the overall achievement goals.
- Reading, in collaboration with schools, produces an annual educational standards report.
- Ensuring that, on behalf of every pupil, the system has a detailed understanding of quality and trajectory of every school on a termly basis based on a common set, collated and moderated by the local authority.

2.   Monitoring standards and progress- taking action early

The ability of schools to be able to self-evaluate accurately is critical to a self-improving system. Shared professional standards across the system support the standardisation of judgements. Having the trust and confidence to make sound self-evaluation judgements and invite challenge and support in Reading for transfer of good practice. Accurate self-evaluation reports enable governing bodies to provide meaningful challenge to school leaders.

How we do this:
- Maintaining and publishing the Reading School Effectiveness Guide to assess, categorise and support schools.
- Establishing the Reading First Education Partnership which will meet each half term to consider the standards and progress of all schools and coordinate/commission school or borough-wide packages to secure rapid improvement.
- With all schools establish ambitious targets for achievement and progress, and where schools are falling below expected progress to achieve Good or Outstanding judgements establish a common plan to support Governance and coordinate rapid improvement which is reviewed through local authority-led Progress Boards.
- Make effective use of leading practitioners in Reading to support improvement including Teaching Schools to deliver their 'Big 6 priorities[1] for Reading Schools, NLE, LLE, SLE, and other school / LA professionals who are recognised as leading practitioners.

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[1] Teaching schools must be outstanding and have the experience, leadership and capacity to support schools in six key areas: **Initial Teacher Training** *lead role in recruiting & training new teachers;* **Continuing Professional Development** *peer-to-peer professional & leadership development;* **Succession Planning & Talent Management** *identify & develop leadership potential;* **School to School Support** *provide & coordinate support for other schools;* **Specialist Leaders of Education** *LE designate & broker specialist leaders;* **Research & Development** *engage & lead in educational research*

3.   Developing

There needs to be local mechanisms to enable effective practice to be developed, disseminated and transferred across the education system in Reading. This helps to inspire confidence and pride in expertise in Reading and promotes the borough as the place to where professional educators learn and grow.

How we do this
- The Reading First Partnership coordinates input from Headteachers' Associations, clusters and other professional groups to develop and evolve a cross-borough programme of CPD which maximises the resources of all.
- Promote and further develop a range of Reading Practice Networks of skilled individuals, schools and settings which supports the rapid sharing and adoption of effective practices.
- The Reading Advanced Skills Governors with the LA Governor Support Team producing a guide for good governance and developing a support programme for Governors.
- Brokering and delivering the support programme for 'Schools Causing Concern'.
- Making effective use of the Teaching School Alliance to deliver their 'Big 6' priorities.
- Partnership with National College and the brokerage of support from NLEs and LLEs to accelerate improvement in Reading.
- Partnership with Reading University to promote research and development of practise which leads to classroom improvement.

4.   Governing

Strong governance is essential at the individual school level to ensure that leaders are both supported and held to account, and to ensure that schools are accountable to parents and the school's community.

How we do this
- Establishing common understanding of standards for outstanding governance in schools.
- Ensuring significant involvement by local business, education institutions in HE and FE and key communities in school governance.
- Working with schools to secure a strong programme of governor support, putting into place Progress Boards to support Governing Bodies requiring sustained improvement.
- Strong networks to enable governors to work together and share practice.

5.   Innovating and inspiring

An informed and dynamic culture of inquiry and reflective practice that inspires creativity drives innovation and embeds great practice. A commitment to partnership working between schools and with universities, teaching schools, local and national leaders of education which goes beyond only academic success.

How we do this
- Promoting a culture of high aspiration and expectations of every young person.
- Securing improvement for all learners in Reading, particularly those at risk of underachievement or limited life experences.
- Ensuring that teachers are actively engaged in evidence based evaluation, drawing on research to drive improvement through building on proven strengths.
- Schools and settings model learning and teaching that embrace challenge and the values that underpin the partnership.

Processes for improvement

To deliver the improved outcomes, in addition to shared values and behaviours, there has to be a common way of working which:
- prioritises resources where they are most needed
- treats all schools fairly
- ensures that every child had the best chance to achieve

Building on the good practice of individual school governance, including self-evaluation, targeted school development planning and a relentless focus on improvement, we will introduce a partnership approach to operational school improvement practice.

Governance

The local authority remains accountable for the education of all children in Reading regardless of which school they attend. Although the procedures and regulations may vary by school, education performance will be reported three times a year to the corporate management team and Lead Member for Education. An annual report to the Adult, Children and Education Committee will continue to be submitted for cross-party scrutiny and it will be augmented with a review of the performance of the Reading First partnership. This performance information will be used by the local authority in its regular meetings with OfSTED.

Operational Processes

The following picture outlines the over-arching processes for operational delivery of the outcomes set out in the Reading First strategy.

Reading First Partnership Board

Knowing the system,, commissioning and allocating resources

Leading joint practice development

School Monitoring Group

School and pupil performance, progress tracking and reporting against common criteria

Progress Boards

School task clusters

Supporting local school improvement

Specific initiatives (eg Pie Corbett, blogging)

Targeted task clusters

recruitment/retention, NEET reduction, improving outcomes for UPEG,

Redefining SEND offer and costs

Each element of the process is outlined further below and Appendix A contains a summary of each group / meeting currently in operation across the Education system.

Reading First Partnership Board
A representative group, chaired by the Director of Children's Services, consisting of Headteachers, governors, LA officers and teaching school representatives. This group meets each term (six times a year) to review progress at raising attainment; assessing the impact of intervention actions; and considering any requests for further action at either school or system level. The group will oversee the operation of targeted task clusters with leadership from within the Board. The board will take a direct ownership of the work to develop the system of joint practice in use across Reading.

School Monitoring Group
Building on the existing local authority practice of reviewing individual school progress in the round, this group will collate a common data set as described in the "Reading School Effectiveness Guide", with the School Partnership Advisor being the link to each school. This group will assess the overall ranking of a school and recommend changes of support to the Reading First Partnership Board.

Targeted Task Clusters
These task and finish groups will be commissioned by the Partnership Board in response to data-led requests for support. Work initiated directly by the LA during 2014/15 will transfer to the partnership in due course including:
- Raising attainment for those of Black heritage
- SEND provision review
- Recruitment and Retention task group
- NEET reduction activity

School Task Clusters
There continues to be local activity which makes a valuable contribution to the standards in many schools and that is actively encouraged. Work such as the Pie Corbett writing programme will continue.

Timetable for change

The ambition of the strategy is rapid. School improvement has to continue at an accelerated pace while the changes outlined here are put into place. The following table sets out the proposed starting time table for the main elements of the strategy by main academic term (3 per year)

Start of term	Activity
Autumn 15/16	• Alignment of data systems to collate and assess "common assessment" framework. • First School Monitoring Group using new data • Establishment of Reading First Partnership Group including terms of reference and membership
Spring 15/16	• First round of Reading First Partnership progress reviewing and support commissioning. • Development of Joint CPD offering starts.
Summer 15/16	• Impact of Task Clusters undertaken.
Autumn 16/17	• First annual performance report with Partnership assessment included produced and revised Task cluster activities planned. • First joint CPD offering available

Appendix 1: Sustaining Processes and Meetings

Key Groups

Group	Who it includes	Function	Meetings	Accountable to	Outcomes/Outputs
1. **Reading Council – Adult, Children's Services and Education Committee,**	• Lead Member, cross party Members • Managing Director and Children's DMT	• Reporting on schools standards – attainment and progress	Three times a Year	• The public	• Public statement of standards in Reading, numbers of outstanding schools and settings, trajectory in Reading, attainment and progress of children with particular reference to target groups (esp. LAC)
2. **Reading First Partnership Board (RFPB)**	• LA reps (Head of Education, & Senior School Support Adviser • Outstanding Schools reps • Primary, secondary and special reps • Teaching Schools • Advanced Skills Governor representative • HE representative	• Track school data for quality of L & M, quality of teaching, pupil progress and attainment, attendance and exclusions • Agrees action for improvement • Commissions support packages for school • Monitors improvement and reports action to Adults, Children's and Education Committee and Schools Forum	Half termly	• Director of Children's Services and Lead Member • Schools Forum	• On a half termly basis To know standards and progress and trajectory in every school • To agree, resource and monitor the performance improvement plan and attainment/progress targets for every school to good/outstanding
3. **Reading Schools Improvement Service/School**	• Schools Advisory Team • Head of Education SMT	• Produce/half termly update information on standards in every school, agreed and checked with	Termly	• RFPB • Head of Education and Director of	• Up to date standards data base for every school with outcomes of SPA visits to schools agreed with Head

Monitoring group	• Data Team rep • Teaching School rep	school • Produce and publish school categorisation[2] and support plan • Evaluates and challenges all schools against LA and school priorities to raise achievement • Notes of Visit reviews • Produces documentation and plans to support the JDP		Children's Services	and school GBs • Maintains and publicises the schools categorisation and trajectory matrices • Monitor effectiveness of delivery of school performance improvement plan • Reports to RFEP on improvement programmes for specific schools
4. Reading CPD and Research	• School and settings reps, • outstanding and Teaching Schools, • Reading University/HEI, • Reading School Improvement Team including Induction programme lead, • National College rep • Joint Practice Development Task Cluster	• Produce, deliver and commission the Reading CPD and research programme informed by needs from performance improvement plans for Reading Schools • Evidence based research of what works from the highest performing LA areas for EYFS, KS1, 2,4 and 5 • International research from high performing systems	Half termly	• Director of Children's Services • RFPB	• High quality, school driven, CPD/Research programme, well used by schools
5. Task Group - Reading recruitment	• The Recruitment task cluster • Senior School	• Develop and lead the strategy for school recruitment and retention	Half termly	• Head of Education • Director of	• Reading Recruitment and retention strategy and action including incentives,

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[2] Proposed school categorisation is set out in the Reading School Effectiveness Guide

and retention	Support Adviser • Reading HR • Teaching School(s) • HEIs including Reading University	• Resource strategy • Arrange annual celebration of best practitioners in Reading		Children's Services • Managing Director	induction • Reading Education Awards
6. **Task Group – Addressing NEETs and promoting education , employment with training**	• Senior School Support Adviser • 2 secondary school representatives • 1 primary school representative • Careers service representative • SEND post 16 representative • FE representative • Reading Council Economic Development representative	• Lead the delivery of the RPA Plan • Track destinations of young people 16, 17, 18 and 19+ • Deliver high quality IAG for young people post 14 • Develop and maintain risk of NEET data base from Y9 onwards • Lead on the 14 – 19 offer and entitlement for Reading young people including alternative education offer	Half termly	• Managing Director • Director of Children's Services	• Reading 14-19(25) offer • Reading apprenticeship programme • Reading Alternative Education offer • Reading work experience programme and entitlement
7. **Task Group – SEND Development and transition**	• Inclusion Service Manager • Schools Forum SEND task group • Parents Forum Reps	• Plan implementation of SEND reforms. • Assess reshape of SEN provision • Manage cluster moderation processes	Monthly	• Head of Education • RFEP Board • Schools Forum	• Securing and publicise the Reading Local Offer for children and young people with SEND • Ensuring that every school has its own local offer and has good/outstanding provision for children with SEND • Securing outstanding SEND provision for young people age 14-25 I education and

					employment with training
8. Task Group - addressing the needs of BME groups	• VHT for children missing out on education • Selected group of HTs	• Assess shortfalls in service • Plan system changes • Implement auditing for impact	Half-termly and more frequently id needed	• Director of Children's Services • RFEP Board	• Audit performance of children from BME backgrounds • To identify, publish and celebrate good and outstanding achievement, progress and practice for BME children • Take forward specific measures for schools where performance for BME children is below the national benchmark
9. Reading School Governors	• Advanced Skills governors in Reading • Governors Services • Senior Schools Adviser	• Governor Standards • Categorisation of GBs • Issuing warning notices, • establishment of additional governors, • Progress Boards to support a GB in delivering Ofsted action/performance improvement plans, • Establishing IEBs	Half termly and more frequently if needed	• Head of Education	• Standards and trajectory of every school/local governing body in Reading • Action plan for support for GBs causing concern

Reading First

School Effectiveness Guide

Academic Year 2015/16

Consultation Draft

Reading
Borough Council
Working better with you

Our Vision for education improvement:

The vision for Reading is to achieve a rapid and sustained improvement in education performance as set out in "Reading First: Educational Ambition and Achievement Strategy". We must be open about the performance of every school, share data and collaborate together to secure improvement for every school in Reading. Through the processes set out in "Reading First: Processes For Raising Standards" we will drive our ambition forward. Children in Reading deserve no less!

The purpose of this document is to set out how Reading services that support School Improvement operate to categorise schools and work towards achieving the aim that every school continually improves and becomes good or outstanding.

It includes some context and reference materials to help guide conversations, planning and assessment.

Context Autumn 2014:

Standards:

In the Early Years 63.7% of children achieve Good Levels of Development which is 3.3% above the national figure. High quality Early Years provision is the foundation for later educational achievement. Reading aims to improve to be well within the top 25% LA areas. In KS1 overall, standards remain in line with the national averages in reading and maths and slightly below in writing. This again needs to improve to be at least within the top 25% nationally. Results in 2013 in Key Stage 2 were poor with all three core subjects falling under the national figures and seeing a small decline from the previous year (2012). In 2014 these figures have started to recover with L4+ results in reading, writing, and maths rising by 3%, 5% and 1% respectively. The combined reading, writing, and Maths results rose by 6%. Two levels progress in writing, and maths rose by 1% and 5% whilst the reading results for progress dropped by 1%. Figures still remain below the national averages; Reading aims to be well above national average and within the top 25%. At Key Stage 4 in 2013 results were above the national averages for all three 'key' measures. In 2014 these percentages fell slightly, as did the national figures, all but the level 1 percentage remained above the national percentage. Whilst performance is in relative terms better at key Stages 1 and 2, achievement should be considerably higher.

Judgements by Ofsted:

The proportion of primary schools in Reading judged to be good or better rose from 50% to 70.3% from January 2012 to July 2014. A fifth of Reading primary schools were judged as good or outstanding in their most recent inspection. Four schools are currently in an Ofsted category - three being placed in special measures and one being judged as having serious weaknesses. In July 2014 72% of Reading secondary schools and academies were graded as good or outstanding in their most recent Ofsted inspection. Reading's aim is for every school to be good or outstanding by 2018.

OfSTED Focussed Inspection of the Local Authority

During October 2014, OfSTED carried out a Focussed inspection of the Local Authorities school improvement service through a series of school inspections, conversations with every Headteacher and a review of a report prepared by the LA. The view of that inspection was that Reading needed to do more to accelerate the rate of improvement. In particular OfSTED considered:

- Schools are not clear about the role of the LA and what support is provided to schools.
- There is not enough challenge to schools that where improvement has slowed.
- There is insufficient evidence of school to school support having an impact on raising standards quickly enough.

Narrowing the Gap:

Narrowing the gap in attainment between learners entitled to free school meals and those not entitled is an important national and local priority. The "Pupil Premium" provides additional funding which schools are expected to use specifically to help disadvantaged learners achieve more. Gaps are still unacceptable and there is also a wider than average gap between those learners with Special Educational Needs and learners from some ethnic groups and their peers. In Reading, Black Caribbean, Mixed Black Caribbean/White and Pakistani heritage learners underperform in relation to other learners locally and their peers nationally.

School categorisation and System/Local Authority Intervention:

School Improvement in Reading will engage with every school to ensure that it knows schools well, to support the trajectory of continual improvement. The levels of intervention will be inversely proportion to achievement and progress and will follow on from the categorisation for each school below:

SCORECARD FOR

Attainment	
Progress	
Quality	
Others	

OVERALL

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

KEY

Top quartile	H
national benchmark	M
Lower than national benchmark	L

Attainment overall

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Boys

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Girls

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

PPM

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

UPEG

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

LAC

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

SEND

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

More able

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Progress/progression

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Boys

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Girls

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

PPM

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

UPEG

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

LAC

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

SEND

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

More able

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Quality overall

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

L & M

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

T & L

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

B & S

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Governance

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Safeguarding

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Inclusion overall

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Inclusion

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Attendance

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Persistent absence

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

Exclusions

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014			

The above will show areas of concern either through low or deteriorating performance. It will also show high and improving performance. An example for a school is shown at Appendix 1.

Schools and settings are responsible for ensuring that they provide high quality education, promote well-being and care for all children, pupils and students.
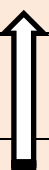
The evaluation of schools will be in partnership with the LA using the school visit agenda template (see appendix 3). This will link to the school improvement/development plan, which, in turn, will link to the appraisal and performance management process and school pay structures. The school's own self-evaluation should drive improvement and build capacity. The governors and school need to ensure that these plans are in place to address any identified areas for development. Governors will provide strategic support and challenge to the leadership and staff of the school. Following comprehensive evidence collection and the substantial knowledge of schools which the local authority has all schools, in negotiation, are assigned a category/priority in each area. Support and challenge is allocated on a basis of need which is drawn from a range of evidence. It is reviewed on a termly basis and is flexible given the changing nature of school needs. Discussion of the schools categorisation forms the basis of the Summer Term School Partnership Adviser visit. It also remains a standing item on School Partnership Adviser Agendas with schools.

Whilst each assessment will contribute to an overall position for each school which will determine, focus, challenge and school to school support, the assessments for quality of leadership and management, attainment and progress will be limiting factors in assigning a ranking. This will give an overall position in Overall grid at the top of the sheet.

The data will be updated "big" termly (3 times a year) – the School Improvement service will take lead responsibility for this and report it to the School Monitoring group which in turn will report to the Reading First Education Partnership which will commission support and allocate resources for schools in need of improvement.

Overall Judgements of school improvement

With schools categorised an overall picture for Reading can be established as shown below

Reading Overall 2015		Overall →		
		Requires Improvement of lower	Good	Outstanding
	Moving ahead	Number/List of schools	Number/List of schools	Number/List of schools
progress ↑	Similar	Number/List of schools	Number/List of schools	Number/List of schools
	Falling back	Number/List of schools	Number/List of schools	Number/List of schools

What happens when schools are Categorised:

The Journey to Outstanding:
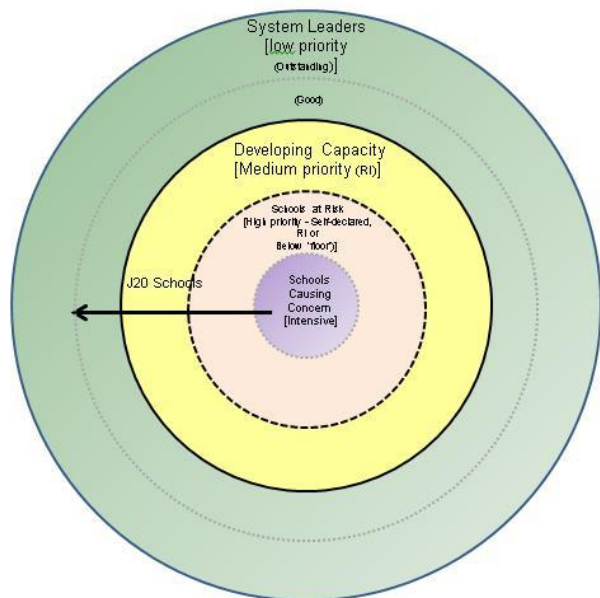
System Leader schools (rating 1-3)
In good and outstanding schools, academies and free schools the level of challenge clearly sits within the governing body. The School Partnership Adviser's role is to promote the sharing and integration of improvements across schools through collaboration. In the Reading model, schools rated 1-3 are in this group.

- Signposting best practice
- Promoting school to school support
- Providing a link with the local authority
- Through discussion and debate levering challenge to the system

Developing Capacity Schools: (rating 4-6)
Schools judged as Requires Improvement by Ofsted but who are not below the Governments floor targets, Schools at risk of losing their Good judgement, falling under the Floor Targets, or where there has been a change of leadership or temporary leadership. The School Partnership Adviser role will act as key agent of engagement and challenge with the school. In the Reading model, schools rated 4-6 are in this group.

Helping leadership teams to:-
- evaluate school performance,
- identify priorities for improvement
- plan effective change.
- Identify and signpost best practice and promote school to school support

Schools at Risk: (rating 7-9)
Schools who are Risk - The School Partnership Adviser will be the key agent of engagement with the school, challenging and supporting leadership teams and bringing in other local authority expertise where necessary. In the Reading model, schools rated 7-9 are in this group.

- To evaluate school performance, identify priorities for improvement and plan effective change.
- To sign off school improvement plans
- To help build capacity to improve learners' achievement and well-being and by developing teaching and learning.
- Signposting schools to work with a range of schools and partners who can assist in delivering challenge and support for schools and settings.
- Signpost best practice and school to school support

Principles and ways of working in Reading:

The Reading School Effectiveness Guide involves the diverse and broad range of schools in Reading. We wish to work with and support schools to maximise the educational achievement and enhance the life chances and well-being of all children and young people in schools in Reading. Key principles of this strategy are:

- Partnership across Reading and beyond
- Challenge relating to data and targets
- the 'new relationship' with schools
- in maintained schools support allocated on the basis of agreed need, risk analysis and Ofsted status
- the central aim of raising educational standards of attainment to improve life chances particularly for those at risk of not achieving well

At the heart of the Reading Raising Attainment Strategy is the partnership and professional interface between the local authority and schools.

Reading School Effectiveness:

In Reading our school system reflects the whole spread of the McKinsey pathways of improvement - 'promising starts' to 'sustained improvers'. (see appendix 2) *The local authority's statutory duty within its role is improving schools where standards fall, in particular with schools that are below or in danger of falling below the floor targets and/or cease to be good schools or better as judged by Ofsted.*

Performance is indicated by:

- the standards that the pupils might in all reasonable circumstances be expected to attain;
- the standards previously attained by pupils and their subsequent progress;
- the standards attained by pupils in relation to standards at comparable schools;
- In-year trajectory of attainment and progress;
- Judgements about a school made by Ofsted and Her Majesty's Inspectorate.

Where improvement is not taking place rapidly enough the formal powers Reading Council will use, in partnership with the school system:

- the use of warning notices,
- the appointment of additional governors,
- the removal of delegated budgets
- the appointment of an internal (local authority appointed) Management Intervention Board (MIB) to assist and monitor the head teacher and governing body in implementing improvement
- the appointment of an interim executive board (IEB) which would be considered to be the governing body of a school and approval sought from the DfE

These will be proposed through the School Monitoring Group and agreed by the Reading First Partnership Board, chaired by the statutory Director of Children's Services.

Appendix 1 - Example categorisation of a school

SCORECARD FOR SUNNY VALLEY PRIMARY SCHOOL

Attainment	
Progress	
Quality	
Others	

KEY

Top quartile	H
National benchmark	M
Lower than national benchmark	L

OVERALL

	L	M	H
Better than 2014			
Similar to 2014		4.3	
Lower than 2014			

Attainment overall

	L	M	H
Better than 2014	5.7		
Similar to 2014			
Lower than 2014			

Boys

	L	M	H
Better than 2014	6		
Similar to 2014			
Lower than 2014			

Girls

	L	M	H
Better than 2014			
Similar to 2014	6		
Lower than 2014			

PPM

	L	M	H
Better than 2014		4	
Similar to 2014			
Lower than 2014			

UPEG

	L	M	H
Better than 2014	6		
Similar to 2014			
Lower than 2014			

LAC

	L	M	H
Better than 2014			1
Similar to 2014			
Lower than 2014			

SEND

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014	9		

More able

	L	M	H
Better than 2014			
Similar to 2014	8		
Lower than 2014			

Progress/progression

	L	M	H
Better than 2014			
Similar to 2014		4.3	
Lower than 2014			

Boys

	L	M	H
Better than 2014		3	
Similar to 2014			
Lower than 2014			

Girls

	L	M	H
Better than 2014			
Similar to 2014	6		
Lower than 2014			

PPM

	L	M	H
Better than 2014			1
Similar to 2014			
Lower than 2014			

UPEG

	L	M	H
Better than 2014		3	
Similar to 2014			
Lower than 2014			

LAC

	L	M	H
Better than 2014			1
Similar to 2014			
Lower than 2014			

SEND

	L	M	H
Better than 2014			
Similar to 2014	8		
Lower than 2014			

More able

	L	M	H
Better than 2014			
Similar to 2014	8		
Lower than 2014			

Quality overall

	L	M	H
Better than 2014			
Similar to 2014		4.4	
Lower than 2014			

L & M

	L	M	H
Better than 2014			
Similar to 2014			
Lower than 2014		7	

T & L

	L	M	H
Better than 2014			
Similar to 2014		4	
Lower than 2014			

B & S

	L	M	H
Better than 2014			
Similar to 2014		4	
Lower than 2014			

Governance

	L	M	H
Better than 2014			
Similar to 2014		4	
Lower than 2014			

Safeguarding

	L	M	H
Better than 2014		3	
Similar to 2014			
Lower than 2014			

Inclusion overall

	L	M	H
Better than 2014		2.8	
Similar to 2014			
Lower than 2014			

Inclusion

	L	M	H
Better than 2014		3	
Similar to 2014			
Lower than 2014			

Attendance

	L	M	H
Better than 2014			1
Similar to 2014			
Lower than 2014			

Persistent absence

	L	M	H
Better than 2014		3	
Similar to 2014			
Lower than 2014			

Exclusions

	L	M	H
Better than 2014			
Similar to 2014		4	
Lower than 2014			

Appendix 2 – Reading Council framework for driving improvement in schools:[1]

Independent research by McKinsey observed and identified that a school system can improve from any starting point. Its main message is that in order to do so, system leaders must integrate three aspects when developing and implementing an improvement journey. The **first aspect** is the status quo**,** called here the **performance stage**, which identifies the point where the system currently stands according to pupil outcomes. The **second** is the set of interventions necessary to make the desired improvements in pupil outcomes, here called the **intervention cluster**. The **third** is the system's adaptation of the intervention cluster to the prevailing context - **contextualising**: taking into account the history, culture, politics, and structure of the school system vis-à-vis the national context and the direction of travel. Education in Reading reflects the whole range of schooling and takes the approach of all three stages and how Reading staff will operate.

Table 1:
Shows the Performance Stage Pathways and lists the six interventions that are common to all pathways. These cross-stage interventions comprise a group of six actions that occur with equal frequency across all performance stages, but manifest differently in each one.

Table 2:
Shows the themes that sit inside each of the pathway stages. It clearly evidences the appearance of the six interventions and the different nuances which they take on in each of the categories.

Table 3:
Indicates the spheres of influence of the Government and the Local authority. This table clearly demonstratives the role of the Local Authority as the **mediating layer** the LA's role is to facilitate the sustaining of improvement by providing three things of importance to the system: **targeted hands-on support to schools where appropriate according to need, a buffer between the school and the centre and a channel to promote the sharing and integration of improvements across schools.**

Table 4:
Clearly defines the scaffolding and support and motivation needed for building workforce skills.

Table 5:
Drawn from Ofsted's judgement tables for Leadership & Management/Self Evaluation and the National Strategy's progression grids for management of change. Clearly here the stage of the performance pathway alludes to **ignition** of the drive for improvement through self-evaluation

Table 6:
Defines the pathway that focuses on Pupil Data & accountability

Table 7:
The last table is drawn from tables within the Ofsted Framework focussing on the theme of the impact of leadership and management on pupil outcomes.

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[1] Adapted from the Mc Kinsey report *'How the World's Most Improved School Systems Keep Getting Better'*

The Reading School Improvement School Partnership Advisers:

Each school will have differing needs depending on their position within the Performance Pathways. For most there will be an agreement with the school and the Partnership Adviser as to how the Partnership will work. However, for those schools currently below the floor or in an Ofsted category or causing the authority concern there will be a greater focus on challenge for the Partnership Adviser in order to ensure that and assure the Director that progress is being made. The SPA's role and relationship with schools can be referenced to table 3 in this appendix

The Partnership Adviser is able to:

- act as the key agent of engagement with the school, helping leadership teams to evaluate school performance, identify priorities for improvement and plan effective change
- engage in a dialogue of improvement with the school to diagnose the factors that are either contributing to or inhibiting improvement
- contribute to whole school improvement
- on request, assist governing bodies to analyse school performance and development
- advise the Director of Children's Services when there is evidence to suggest that -
  - there is a risk of a school not providing a suitable standard of education for its pupils or significant groups of pupils
  - or where management of a school does not demonstrate the capacity to have a positive impact on outcomes for its pupils
  - or there is a risk to the health or safety of pupils
- for schools below the floor standards or in Ofsted category, comment on and agree school improvement plans
- help build capacity to improve learners' achievement and well-being and to realise other key outcomes for them to provide challenge and support for the senior leadership team
- work with a range of schools and partners to deliver challenge and support for schools and settings
- signpost best practice and school to school support
- work with schools to use The McKinsey Report as the school improvement research of choice in the authority

Table 1	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Performance Stage Pathways	**Providing scaffolding and motivation for low skill teachers** **Getting all schools to the minimum quality level** **Getting students in seats**	**Data and accountability foundation** **Financial and organisational foundation** **Pedagogical foundation**	**Raising the calibre of entering teachers and principles** **Raising the calibre of existing teachers and principles** **School-based decision making**	**Cultivating peer-led learning for teachers and principles** **Creating additional support mechanisms for professionals** **System-sponsored experimentation/innovation across schools**
	Achieving the basics of literacy and numeracy	**Getting the foundations in place**	**Shaping the professional**	**Improving through peers and innovation**

Six Interventions which will be common to all pathways:-

- Reviewing curriculum and standards of achievement and progress
- Reviewing reward and remuneration structures
- Building technical skills of teachers and principals often through group or cascaded training
- Assessing students learning

These cross-stage interventions comprise a group of six actions that occur with equal frequency across all performance stages, but manifest differently in each one.

Table 2	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Performance Stage Themes	**Providing scaffolding and motivation for low skill teachers and principals:** • Clearly guided lessons • CPD on curriculum delivery • Incentives for high performance • External visits to School • **Getting all schools to minimum quality standard:** • Targets, data and assessments • Infrastructure • Guidance on texts • Supporting low-performing schools	**Data and accountability foundation:** • Transparency and accountability • Improvement areas **Financial and organisational foundation:** • Organisational structures • Financial structures **Pedagogical Foundation** • Learning models	**Raising the calibre of entering teachers and principals:** • Recruiting programs • Preparation and Induction **Raising the calibre of existing teachers and principals:** • In-service training programs • Coaching on practice • Career pathways **School based decision making:** • Self-evaluation • Flexibility	**Raising the calibre of entering teachers and principals:** • Learning communities • Flexibility • Secondments **Creating additional support mechanisms for professionals:** • Leverage **System sponsored innovation across schools** • Stakeholder innovation

Table 3	Poor to Fair	Fair to Good	Good to Great	Great to excellent
System Role (Government & Local Authority)	The systems' central leaders/administrators visit schools to observe, meet and motivate staff and discuss performance The system gives rewards (monetary and prestige) to schools and teachers who achieve high improvement in student outcomes against targets. The system funds targeted support for low performing schools The system sets minimum proficiency targets for schools/students The system creates a field of advanced skills specialists in schools to work with other schools to improve teaching quality .	The system establishes student assessments and school inspections to create reliable data on performance and to hold schools accountable for improvement The system uses data to identify and tackle specific areas (e.g. Subjects, grades, gender etc.) with lagging performance	The system cultivates ownership in schools for improvement through introducing self-evaluation for schools and making performance data more available The system gives schools the flexibility to pursue specialised programs appropriate to their students, and increasingly decentralises pedagogical rights. *Entering: -Recruitment – the system raises the entry bar for new teacher candidates and raises pre-service training quality and certification requirements.* *Existing: - The system raises professional development requirements* and provides opportunities for peer-, self-, and centre-led learning and development.	The system sponsors and identifies examples of innovative practice in schools (teaching and learning practice, parent/community, involvement practices etc.) and then develops mechanisms to share these innovations across all schools.
	Specific focus ——————————————— Facilitating reciprocal knowledge transfer ⟶			

Table 4	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Providing scaffolding and support and motivation for building workforce skills	Some senior leaders understand the place and impact of Quality First Teaching and can signpost it in their school in order to build upon pockets of good practice.	Senior and subject leaders are developing a shared understanding of Quality First Teaching as a key means of accelerating pupil progress and developing independent learners Learning model: - the system selects a learning model consistent with raising student capabilities and designs the necessary supporting materials for this new model. Coaching is being developed	All SLT and most teaching staff have a secure and shared understanding of what Quality First Teaching 'looks like'. There is a relentless focus on developing QFT and ensuring consistent practice Coaching is established across the whole school and is an entitlement for all teachers and TAs in order to strengthen skills (i.e. lesson planning/data analysis/pedagogy). Professional development requirements are raised in order to provide more opportunities for self-, peer-, and centre-led learning development. Teacher and leadership specialisations through career pathways are developed raising expectations linked to pathway rungs and increasing remuneration.	A shared understanding of Quality First Teaching continues to become even more insightful The system sponsors and identifies examples of innovative practice in schools (teaching and learning practice, parent/community, involvement practices etc.) and then develops mechanisms to share these innovations across all schools. Cross-school collaborative working is part of the establishments' culture. The system facilitates school-based learning communities to create peer-led support and accountability to each other. Flexibility The system provides effective educators with greater pedagogical autonomy. The system rotates educators throughout the system in order to spread learning and varied styles of mentorship.
	School centred		Co-production driven	→

Table 5	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Self-Evaluation	Senior and middle leaders self-evaluate across and within all areas. Subject leads are expected to review current practice as part of self-evaluation	Structures systems are being introduced by Senior leadership to support and develop top-down and bottom-up change processes. Most subject leads proactively review impact in order to determine next steps.	The Headteacher senior and middle leader's work together to refine and sharpen structures, systems and approaches to self-evaluation. New structures are used where appropriate. All subject leads and most teachers engage in reciprocal knowledge transfer both within subject areas and across all subjects. Parents and carers are consulted as part of self-evaluation and are helped to support their child's learning	The settings structures, systems and approaches unite change efforts focussed on developing a community of independent, deep learners. All staff engage in enquiry-based monitoring and evaluation which informs CPD and reciprocal knowledge transfer Parents and carers are proactively in supporting learning in and out of school.
Ofsted – Leadership & Management Self Evaluation	*Ignition:* *The school does not have relevant insight into the performance and participation of different groups of pupils*	Senior leaders and managers monitor accurately the progress and well-being of all pupils and the quality of teaching and learning. The school knows and has pertinent information about the precise groups of pupils it serves and evaluates their participation in school life and performance across the curriculum	Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to teaching, other provision and outcomes. Planning involves any relevant major partners, and is founded on robust evidence and good-quality data. Planning is tackling key areas of weakness, including those in teaching, systematically and building on areas of strength. The school has identified where further improvements can be made to overcome any remaining variations in performance and it has good strategies to tackle them.	Rigorous and extensive monitoring, searching analysis and self-challenge enable the school, together with its significant partners, to devise exceptionally well-focused plans. Actions taken by the school and, where relevant, its partners are implemented with precision and managed thoroughly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness.

Table 6	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Student Data & accountability	Systems are being introduced to evaluate strengths and weaknesses in pupil performance and track individual pupil progress in each subject. The system sets minimum targets for schools/students	Systems are being developed to evaluate strengths and weaknesses in pupil performance, set individual targets and track pupil progress in each subject. The system uses data to identify and tackle specific areas (e.g. Subjects, grades, gender etc.) with lagging performance	All subject leaders and teaching staff evaluate strengths and weaknesses in pupil performance and track individual pupils' progress. The system gives schools the flexibility to pursue specialised programs appropriate to their students, and increasingly decentralises pedagogical rights.	All pupils are fully engaged in processes to monitor and evaluate their progress.
	Practitioner dependent:		High pupil/parent/carer participation ⟶	

Table 7	Poor to Fair	Fair to Good	Good to Great	Great to excellent
Ofsted – Impact of Leadership & Management on Learners	*Ignition:* *There is no evidence of improvement in the outcomes or experience of different groups.* *learning and progress are inadequate* *or* *attainment is low and shows little sign of improvement, and learning and progress are no better than satisfactory with little evidence of improvement.* *Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve*	Outcomes are broadly satisfactory and improving or if outcomes are low, there is substantial evidence that they are improving strongly There is some improvement in the areas of inequality where the school has targeted its actions attainment is average, above average or high and learning and progress are satisfactory or attainment is low but improving strongly and learning and progress are good. In exceptional cases, learning and progress may be satisfactory but improving securely and quickly Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups	There is significant improvement in the performance and participation of vulnerable groups Gaps between different groups are closing. attainment is average or above average and learning and progress are good or attainment is average and learning and progress are outstanding. In the most exceptional circumstances, attainment may be low. The teaching is consistently effective in ensuring that pupils are motivated and engaged	There is a strong sense of purpose which involves work towards meeting or sustaining ambitious targets for all pupils. Outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly There is no evidence of discrimination and where there has been any evidence of inequality this has been tackled exceptionally well attainment is above average or high and learning and progress are outstanding or attainment is high and learning and progress are good Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress.
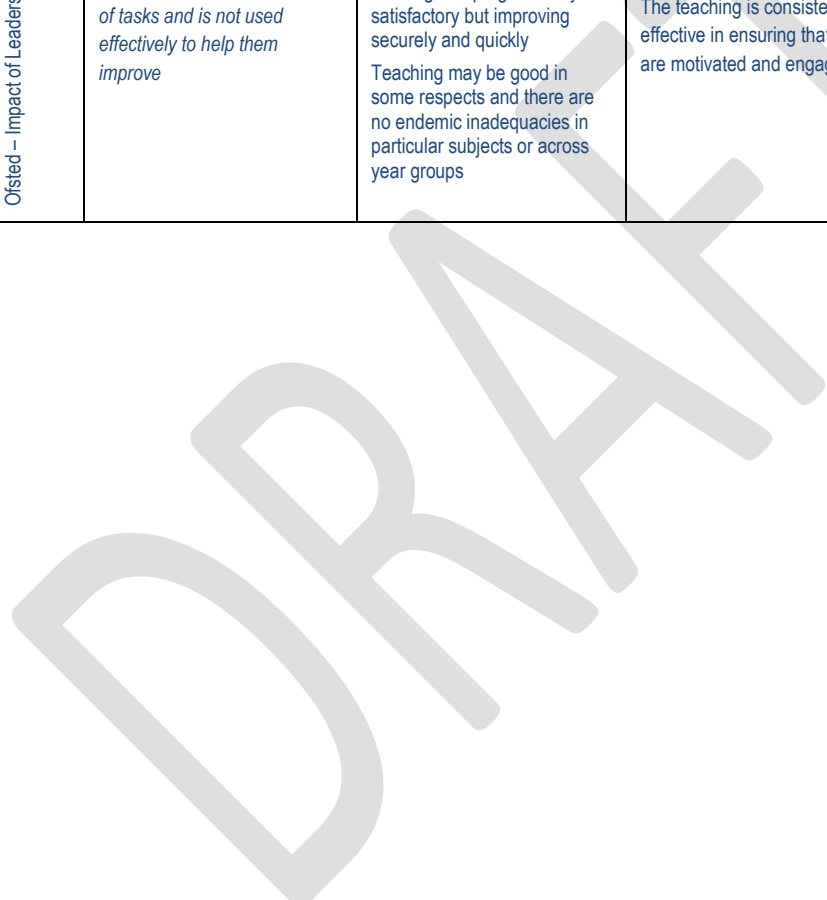
Appendix 3 School Visit template

The following items will be set out in an RBC headed document for agreement prior to school improvement meetings.

- School Name:
- Meeting Date:
- School Partnership Advisor:
- Attendees:

1. Actions from last meeting

2. Key Priorities and actions to become outstanding
    i) Raising Standards – data-led review of progress in all year groups
    ii) Narrowing the Gap – data-led review of key groups in Reading:
    - Pupil Premium
    - SEN
    - Black/Mixed Heritage
    - LAC

3. Assessment of school self-evaluation and development plan

4. School priorities

5. What strengths does the school have to offer others

6. Effectiveness of this meeting (to be completed at the end of the meeting by the school)

Circulation list:

Appendix 4 -Accountabilities

Reading Borough Council

Reading First Education Partnership

commissioning and allocating resources

School Monitoring Group

School and pupil performance and
progress tracking categorisation

**Schools,
Education & Children Services Teams**

Providing data, quality judgements
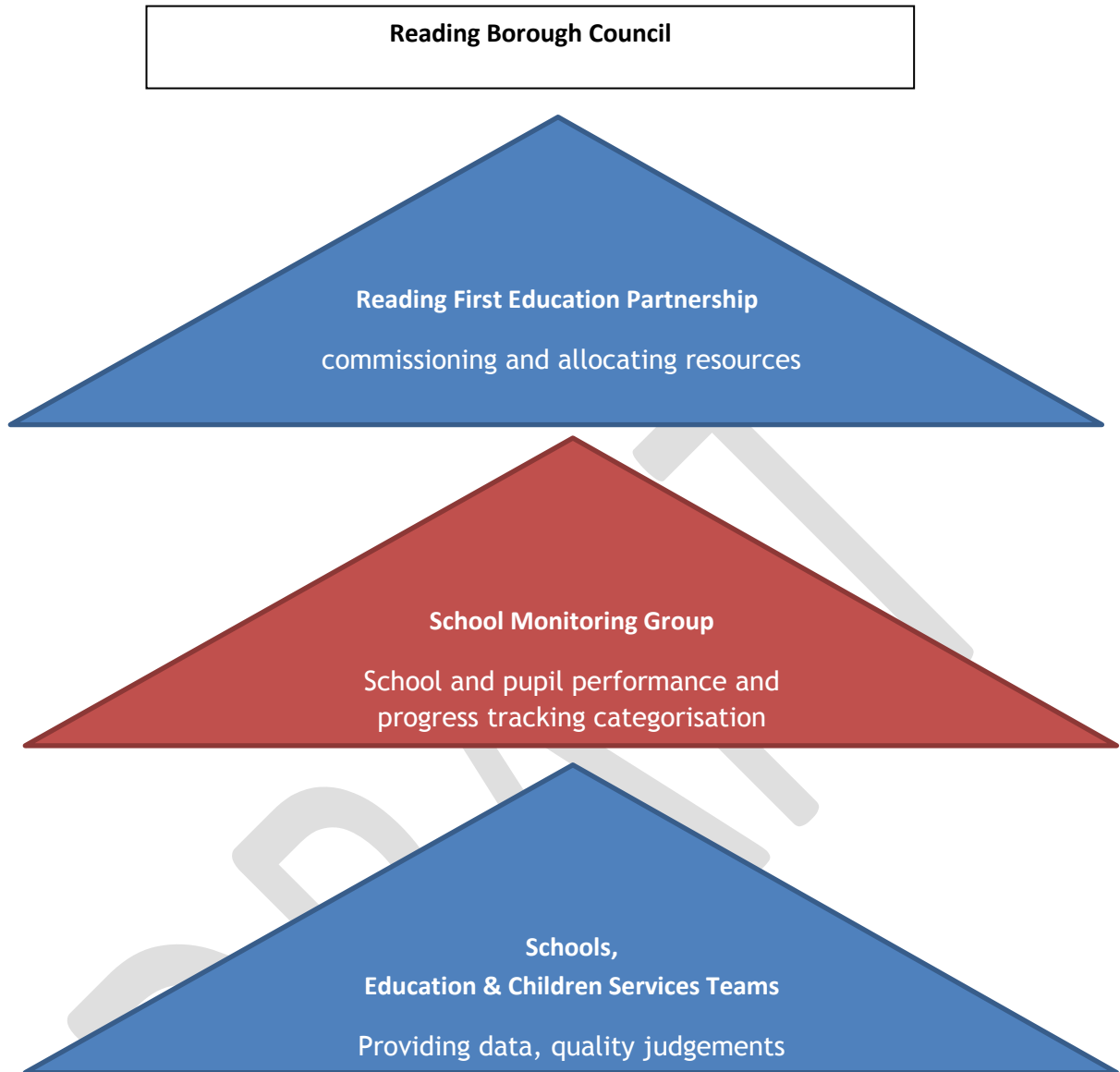
Appendix 5 – Criteria for judging effectiveness[2]

Grade descriptors – overall effectiveness: the quality of education provided in the school

Note: This appendix should be read in conjunction with the Ofsted School Inspection handbook These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for overall effectiveness to be outstanding.

The quality of any early years or sixth form provision should be taken into account as explained in paragraphs 126 and 127.

Outstanding (1)

- Teaching is outstanding and, together with a rich, relevant, broad and balanced curriculum, contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.
- Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age.[3]
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good. This leads to substantial growth in pupils' knowledge, promotes very positive attitudes to learning and ensures that pupils are achieving well.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently, or to use their mathematical knowledge, understanding and skills effectively. Those pupils who have fallen behind are being helped to make substantial and sustained progress in their reading.
- The school takes effective action to enable most pupils, including the most able, disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.

Requires improvement (3)

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:
- the achievement of pupils
- pupils' progress in literacy

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[2] Ofsted School inspection handbook **-Handbook for inspecting schools in England under section 5 of the Education Act 2005 (as amended by the Education Act 2011) published January 2015**
[3] Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.

- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in and management of the school

and/or

- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Grade descriptors – Quality of leadership in and management of the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in maintained schools and academies'.

Outstanding (1)

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.
- The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.
- Leaders have ensured that early years and/or sixth form provision is highly effective.

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.

- Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.
- Well thought out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.
- The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.
- The culture of the school is characterised by high expectations and aspirations for all pupils.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- Leaders ensure that staff are well trained in identifying pupils at risk of harm and responding appropriately. The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.
- Leaders work effectively with early years providers and other schools to ensure children's smooth transition into school.
- Leaders have ensured that early years and/or sixth form provision is effective.

Requires improvement (3)

- Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.

Inadequate (4)

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance of and respect for people of all faiths (or those of no faith) races, genders, ages, disability and sexual orientations (and other groups with protected characteristics[4]) and so do not support and help prepare pupils positively for life in modern Britain.
- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give

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[4] As defined by the Equality Act 2010

serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.

Grade descriptors – The behaviour and safety of pupils at the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)
- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Good (2)
- Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.
- Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.
- Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.
- Pupils respond very quickly to staff's instructions and requests, allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is rare.
- There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.
- Pupils take pride in their work, their appearance and their school.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.

Requires improvement (3)
- Behaviour and safety require improvement because they are not good.

Inadequate (4)

Behaviour and safety are inadequate when **any** of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.

Grade descriptors – Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement because it is not good.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.

Grade descriptors – Achievement of pupils at the school

Note: These descriptors should not to be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching[5] those of **other pupils nationally** and in the school.
- Pupils read widely and often across all subjects to a high standard.
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in sixth form provision and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Good (2)

- Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils are similar to or improving[6] in relation to those of **other pupils nationally** and in the school.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good.
- Where attainment, including that in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

Requires improvement (3)

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[5] Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

[6] Where the attainment of disadvantaged pupils is high, in-school attainment gaps may exist.

■ Pupils' achievement requires improvement because it is not good.

Inadequate (4)

Achievement is likely to be inadequate if **any** of the following apply.

■ From their different starting points, the proportions of pupils making expected progress, or the proportions exceeding expected progress, in English or mathematics are consistently below national figures and show little or no improvement.

■ For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.

■ Pupils' learning and progress in any key subject[7] or key stage, which may, depending on the impact on overall achievement, include sixth form provision or the Early Years Foundation Stage as appropriate, indicate they are underachieving.

■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.

■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.

■ Attainment is consistently below floor standards[8] or is in decline and shows little, fragile or inconsistent improvement.

■ There are wide gaps in the attainment and/or the learning and progress of different groups.

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[7] 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

[8] Floor standards for 2013, 2014 and 2015 refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold in 2014 and 2015 for the number of national curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

Grade descriptors - effectiveness of the early years provision: the quality and standards

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for effectiveness of the early years provision to be outstanding.

Outstanding (1)

■ Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all pupils in the early years provision, including disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, are making sustained progress that leads to outstanding achievement.

■ Gaps between the attainment of groups of children and all children nationally, including those for whom the school receives additional funding, have closed or are closing rapidly. Any gaps between areas of learning are closing.

■ A highly stimulating environment and exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

■ The quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs.

■ Accurate assessment, including through high quality observations is rigorous, sharply focused and includes all those involved in the child's learning and development. Provision across all areas of learning is well planned and based on regular and precise assessments of children's achievement so that every child undertakes highly challenging activities.

■ Children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration. They listen intently and are highly responsive to adults and each other. They do not distract others or become distracted themselves.

■ All children are developing a very good understanding of how to keep themselves safe and manage risks and challenges. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.

■ Children's health, safety and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice.

■ Highly successful strategies engage parents and carers, including those from different groups, in their children's learning in school and at home.

■ The pursuit of excellence by leaders and managers is demonstrated by an uncompromising, highly successful and well-documented drive to improve achievement, or maintain the highest levels of achievement, for all children over a sustained period of time. The training and development of staff is highly focused and has a significant impact on improving outcomes for children.

Good (2)

■ Children make at least typical progress and most children make good progress from their starting points. This includes disabled children, those who have special educational needs, those for whom the school receives additional funding and the most able, who make good progress relative to their starting points. They develop the key skills needed to make a good start in the next stage of their education.

■ Children who join the school at a level below what is typical for their age, but not significantly so, catch up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding, and all children nationally are closing.

■ The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and demanding experiences that meet the needs of all children.

■ The quality of teaching is consistently good.

■ All teachers and other adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children's achievement so that every child is suitably challenged.

■ Children are motivated and interested in a broad range of activities and are keen learners who regularly display the characteristics of effective learning. They listen carefully to adults and each other.

- Children's good behaviour shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience.
- Parents and carers contribute to initial assessments of children's starting points when they join the school and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.
- Safeguarding and child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- Leaders and managers have an accurate understanding of the strengths and weaknesses of the provision through effective self-evaluation. They take concerted action to improve provision and can demonstrate the impact of such action, including the training and development of staff, on children's achievement over time.
- Monitoring ensures that individual children or groups of children with identified needs are targeted, and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.

Requires improvement (3)

- The early years requires improvement because provision and outcomes are not good.

Inadequate (4)

The early years is likely to be inadequate if **any** of the following apply:
- Children, or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the most able, do not achieve as well as they can so that many start Year 1 without the skills and knowledge they need. Low attainment of any group shows little sign of rising.
- Educational programmes do not adequately cover the seven areas of learning and/or do not provide interesting activities in enough depth or breadth to provide adequate challenge for children.
- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs.
- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Children, or particular groups of children, are not enthusiastic about learning, spend much of their time with little purpose and fail to thrive.
- Children's behaviour is not consistently well managed. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.
- Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how to help them.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and safeguarded and that their health and welfare are promoted.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.

Grade descriptors – effectiveness of sixth form provision: the quality of education provided in the post-16 study programmes

These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for effectiveness of sixth form provision to be outstanding.

Outstanding (1)

- Teaching over time is outstanding and never less than consistently good. It contributes to outstanding learning and achievement, significant growth in knowledge, skills and understanding and excellent attitudes to learning. All groups of pupils make outstanding progress, including disabled learners, those with special educational needs, disadvantaged students and the most able. Teachers' subject knowledge and expertise ensures that the needs of all students are met precisely and, as a result, all

groups of students achieve highly. All students follow study programmes that build on their prior achievement and ensure progression to higher levels. Students are exceptionally well prepared for the next stage in their education, training or employment. All students access high quality non-qualification activity or work experience relevant to their study programme. Students in the sixth form make an outstanding contribution to the life of the school.

- The very large majority of students on all study programmes complete their programme. They make substantial and sustained progress. Level 3 value added progress measures and, where appropriate, level 2 achievement in the large majority of subjects, including for those following GCSE courses in English and/or mathematics or functional skills or similar programmes, are above the national rates and no significant subjects (with large entries) are below them.
- Gaps between the achievement of disadvantaged students and other students nationally have closed or are closing rapidly.
- The standards of attainment of almost all groups of students, given their starting points, are likely to be at least in line with national rates, with many students attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of some students, given their starting points, are below those of all students nationally, but the gap is closing rapidly because of the progress being made by students currently in the sixth form.
- Students show excellent attitudes to their learning. They make best use of independent study time so that they are very well prepared for lessons and other activities.
- All students are provided with high quality impartial careers education, information, advice and guidance prior to starting post-16 courses and are fully aware of their choices following completion of their post-16 study programme.
- Students have an excellent understanding of the potential risks to their health and well-being and how to manage them.
- Leadership of the sixth form is highly effective.

Good (2)

- As a result of teaching that is consistently good over time, students make good progress, including disabled students, those with special educational needs, disadvantaged students and the most able. Teaching makes a strong contribution to students' good learning and achievement, growth in knowledge, understanding and skills, and positive attitudes to learning, including punctuality to lessons and attendance.
- All students follow study programmes that meet their needs. The programmes build on prior achievement, provide clear progression to a higher level of attainment and ensure that students are well prepared for the next stage in their education, training or employment. All students take part in non-qualification activity or work experience relevant to their study programme. Students participate fully in the life of the school.
- Retention rates are high. Level 3 value added progress measures and, where appropriate level 2 achievement, in the large majority of subjects are at least in line with the national rate and some are above.
- Any gaps between the achievement of disadvantaged students and other students nationally are closing.
- All students who do not already have at least a GCSE grade C in English and/or mathematics follow a programme that enables them to achieve this or are following an appropriate functional skills or similar programme. Success rates on these courses are high or improving rapidly.
- The standards of attainment of almost all groups of students, given their starting points and for most subjects, are likely to be at least in line with national rates. A good grade can be awarded where standards of attainment of any group of students, given their starting points, are below those of all students nationally, but the gap is closing over a sustained period.
- The school provides good, impartial careers education, information, advice and guidance prior to starting post-16 courses. Students are aware of their choices following completion of their post-16 study programme.
- Students have a good understanding of potential risks to their health and well-being and how to manage them.
- Leaders of the sixth form maintain good levels of achievement and personal development for all students over a sustained period and/or secure improvement where necessary.

Requires improvement (3)

The sixth form requires improvement because it is not good.

Inadequate (4)

The quality of education in the sixth form is likely to be inadequate if any of the following apply.

- Achievement does not meet the current national 16-19 minimum standards. Too few students complete their course successfully or courses do not meet their needs. Students' progress is inadequate overall or for particular groups, as indicated by the level 3 value added progress measures or achievement in level 2 courses in many subjects being well below national rates.
- Students or specific groups such as disabled students, those with special educational needs, disadvantaged students or the most able do not achieve as well as they can. Low attainment of any group shows little sign of rising.
- The requirements of the 16-19 study programmes are not met. For example, students are on courses that do not allow them to progress to a higher qualification than that already achieved; the requirements for English and mathematics are not met.
- The quality of teaching is inadequate overall or in a number of subjects and/or teachers do not have adequate specialist/subject knowledge.
- Students' attitudes to learning are poor.
- Students are uninformed and ill-equipped to deal with potential risks to their health and well-being and/or learning and progress.
- Leadership of the sixth form is ineffective.