

## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF CHILDREN, EDUCATION & EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	5 NOVEMBER 2015	AGENDA ITEM:	23
TITLE:	RAISING EDUCATIONAL ACHIEVEMENT IN READING - STRATEGY UPDATE		
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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 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 feedback from the borough-wide consultation process, highlighting the changes suggested. The strategy continues to 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.
- 1.3 The report sets out the steps required to begin to implement this three year strategy and the committee is asked to approve the strategy and implementation plan.

#### 2. RECOMMENDED ACTION

- 2.1 That the Adult Social Care, Children's Services and Education Committee approve the *Raising Attainment Strategy 2015-2018* and the *Implementation Plan* as set out in Appendix 1 and 2 of this report.
- 2.2 The Committee approve the actions set out in sections 4.25 to 4.29 required to implement the strategy, with particular note of the draft *Partnership Terms of Reference* set out in Appendix 3 which will be developed to steer the day to day school improvement work.

### 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 schools in Reading and included an assessment of the local authority effectiveness in supporting school improvement in October 2014 and published their findings in January 2015.

### 4. THE PROPOSAL

#### BACKGROUND

- 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 developed 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 and coordination of school improvement work and a range of services that support education.
- 4.3 The Council put three draft documents out for consultation. They are summarised below:
  - Reading First - Raising Attainment Strategy 2015-2018**

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 what 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 schools in Reading.
  - Reading First - Implementation Plan**

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.

#### **Reading School Effectiveness Guide**

This document is Reading Council's School Improvement plan. 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.

- 4.4 The revised processes set out in the three documents 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.

#### **CONSULTATION FEEDBACK**

- 4.5 The feedback received has been grouped together and used to make suggested changes to the documents in the appendices. Section 6 Each document is taken in turn in the sections below

#### **The Raising Attainment Strategy**

- 4.6 There was a broad view that the level of ambition in the Raising Attainment strategy is appropriate and in line with the expectations that we should hold for our young people. There was a concern that the way the targets are expressed, in terms of comparison with others, may lead to the appearance of failure even in light of local improvements for some schools. It is important to re-iterate that individual schools will be measured objectively about their improvement performance while reporting the relative position of Reading as a whole.
- 4.7 A number of respondents expressed reservation about the proposed "Reading First Partnership" name, noting that it did not describe education or achievement. A number of suggestions were made, leading to an alternative: "Reading's Educational Excellence for All Partnership" (REEAP). It is recommended that this name is adopted.
- 4.8 Almost all respondents agreed that the targets where challenging and the timing, of three school years to summer 2018 was tough. However those with the furthest to travel believe that they have to improve within that timescale and therefore it is recommended that the target date be set at summer 2018.
- 4.9 There was specific feedback that the Key Stage 4 target for GCSE's is unrealistically high and should be reviewed in light of the national changes in the examination system which will take effect during the life of the strategy. This has been reduced in the proposed strategy and will be kept under review.

- 4.10 There was strong support for an explicit commitment to a “Culture and Sport Entitlement” in addition to the correct focus on attainment in core subjects. There were a number of suggestions on how to support this including:
- more interschool competitions and shared events
  - joint working to manage increasing costs for transport, especially coach travel
  - Increased collaboration built on individual school excellence
  - Finding ways to engage local employers in stimulating activities.

It was also noted that we need to ensure equality of access to these activities across the borough so that we continue to focus on narrowing the opportunity gaps that some young people face.

- 4.11 Most respondents noted that the performance table, constructed from public data needed to be in the document; however it was suggested that the use of just one year’s data could create an unrealistic picture of some schools. It is recommended that the table is developed with a three year average attainment figure, based on the end of year results and updated each year of the partnership.
- 4.12 Early Years education is a key stage for improving outcomes and it was noted that our Nursery schools should also be part of the performance table. They have been added to show Ofsted judgements; results are not included as they are not published data.
- 4.13 The final draft of the Raising Attainment Strategy is set out in Appendix 1.

**The Implementation Plan**

- 4.14 All respondents were overwhelmingly in favour of a partnership approach to raising standards through self-improvement. Such a partnership of all schools, led by a Board drawn from a range of schools with expertise in each phase of education is the preferred approach. There was concern that the Board should not be too large with most believing a maximum of ten members would be most effective. It is suggested that a process of nomination from all member schools would enable those with the passion for joint working to take a lead. The draft terms of reference for the partnership board are set out in Appendix 3.
- 4.15 It was noted that the Local Authority has a critical role in school improvement at the centre of the partnership and should be explicit about the contribution it makes to the board. Section 9 of this report details the financial contribution to the partnership by the Local Authority.
- 4.16 There was good support for the key areas of priorities with a particular focus on the recruitment and retention of good teachers. In particular there was a view that the shared training of staff will be crucial and utilising the skills of all schools provides capabilities. For example each school could be asked to provide a single briefing session each year on an area of good practice. The Churched Academy Training Alliance will be represented on the partnership board to ensure that the system reduces duplication and shares as much local knowledge as possible.
- 4.17 The schools who responded to the consultation recognised that, in addition to the LA contribution which will operate the partnership, there needs to be resources to tackle the joint priority areas. They supported the idea of a membership fee and recommended that it be based on the number of pupils in a setting. The following table sets out the proposed schedule for 2015-16:

Max number of pupils in setting	Less than 300	300 to 700	More than 700
Annual cost	£200	£400	£800

For the support for this cost to remain, the partnership has to add value and it will be supported by an annual survey of all schools which will also be used to rank relative priorities in the future.

- 4.18 The final draft of the Implementation Plan is set out in Appendix 2.

#### **The School Effectiveness Guide**

- 4.19 Consultation feedback identified the need for a transparent assessment of all settings in order that there was confidence in the overall system, however there was a concern that it might be seen as scrutiny if not used to support school improvement.
- 4.20 Respondents supported the use of evidence in the assessment of schools and felt the proposed range of data-led areas ran the risk of too many assumptions and not enough professional judgement. It is recommended that the assessment set is reduced from the draft proposal and that a discussion between school and School Partnership Advisor should inform the summary of top improvement priorities for a school.
- 4.21 With the focus on rapid and sustained improvement, it is further recommended that the summary includes a three year view of performance along with timescales and milestones on the improvement journey - all information that schools already have.
- 4.22 There was broad support for the publication of assessment guidance as set out in the draft guide and that it should be continue to be a key resource to underpin professional judgements.
- 4.23 It is clear that further work is required on the detail of the School Effectiveness Guide before it can be endorsed. The Local Authority's school improvement team will work with schools in autumn 2015 to establish the right level of detail in the assessment of a school. This data will be private within the partnership, with schools using the information to inform the documents already shared with parents, OfSTED and the wider public.
- 4.24 Schools are clear that they need to own the improvement plan for their school and welcome the chance to access expertise from across the borough. To enable this, the partnership is recommended to proactively assemble a picture of capability across the borough.

#### **NEXT STEPS**

- 4.25 Committee is asked to approve the Raising Attainment Strategy in appendix 1 and the Implementation plan in appendix 2.
- 4.26 With the approval of the strategy and implementation plan, the Head of Education will invite nominations to the Partnership Board and establish the first meeting in October. This first meeting will refine the terms of reference, set out in draft in appendix 3.
- 4.27 The school improvement team, led by the Senior schools advisor, will work with schools to refine Effectiveness Guide in line with the feedback in 4.20 - 4.24 in order that the guide can be refined and reviewed by the partnership before it is returned to committee for agreement.
- 4.29 The education team will enable the partnership by the commitment of the relevant resources as set out in section 9.

## 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 The consultation process with schools began on Friday 5<sup>th</sup> 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

- 6.2 All schools have been invited to give individual feedback both in person and via a written response. Twelve schools took up this opportunity. The detail of the response is covered in section 4. A number of councillors and members of the Education service also provided feedback and suggestions which have been incorporated into section 4.

- 6.3 The council has published the draft documents online for public comment, and they can be accessed at <http://beta.reading.gov.uk/readingeducationconsultation>. At the end of August there had been no responses from the public.

## 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. The local authority already funds the annual Landscape conference and the online portal which enables the sharing of information with schools regardless of ICT systems. This costs circa £20k per year.

- 9.3 It is proposed to support the operation of the Reading First partnership with a 0.5 FTE operations post in order that the group can be effective. This will be funded from within the Head of Education budget line, with a value of circa £10k per year.

- 9.4 The Reading First partnership has a proposed membership fee based on number of students which will generate £23k from schools which will be used to commission cross-borough work under the control of the Reading First partnership.

## 10. BACKGROUND PAPERS

# Reading Educational Excellence for All Partnership

## Educational ambition and achievement strategy

2015 -2018



### 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<sup>1</sup>

## 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.

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<sup>1</sup> Outcome Bound Sir Michael Barber – The journal of the RSA 1 2015



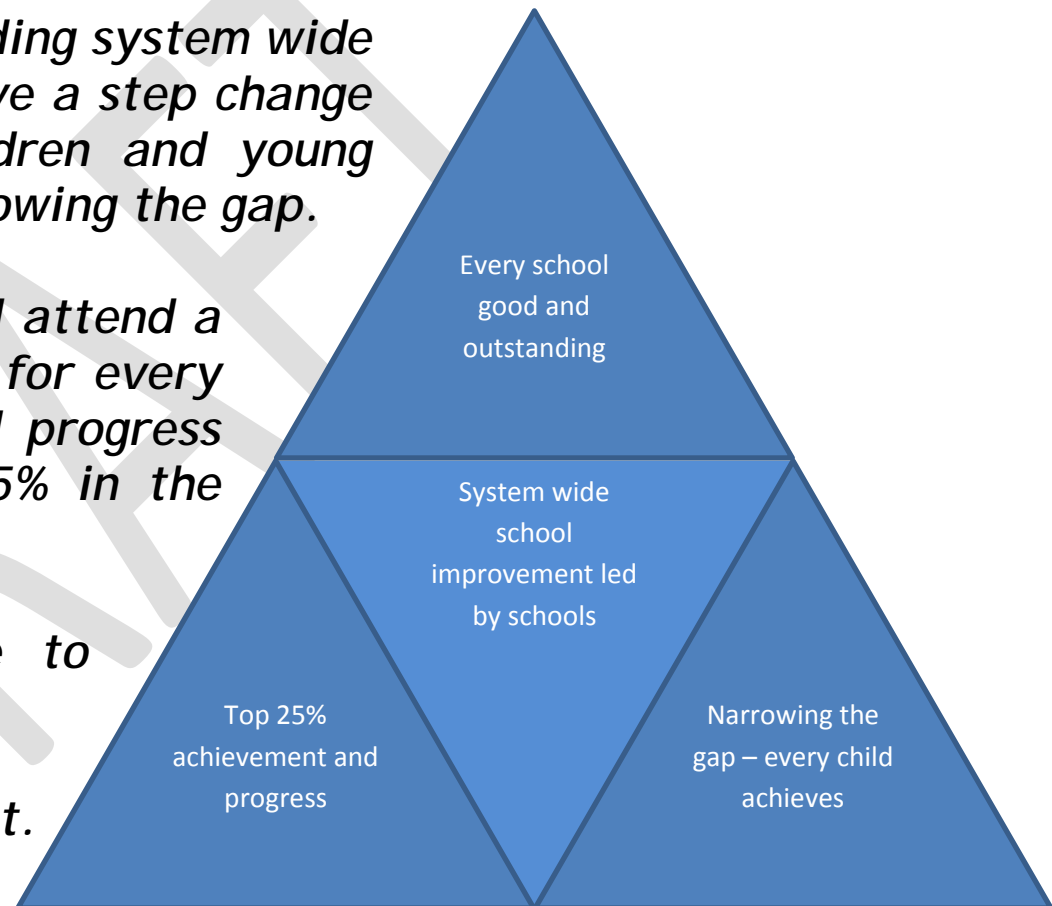
## Reading Educational Excellence for All Partnership: Ambition, achievement and aspiration

*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.*



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%<sup>2</sup> of primary schools and 90%<sup>3</sup> 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 improvement* 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<sup>4</sup> and that this is maintained through Key Stage 4 - where at least 65% of young people achieve the Level 2 equivalent of GCSE %5A\*-C including English and maths by the end of 2018<sup>5</sup>. 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.<sup>6</sup>
- **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*".

<sup>2</sup> 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

<sup>3</sup> 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

<sup>4</sup> 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

<sup>5</sup> 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

<sup>6</sup> In 2014 61% of children in Reading achieved the expected level across specific areas of learning. Top quartile performance in 2014 was 64%.

## 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
<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• School leadership that is recognised with many accredited for their work.</li> <li>• Effective external support and challenge to constantly improve performance and positive engagement in school to school improvement.</li> <li>• A clear school plan showing how the school challenges itself to develop, improve and remain at the forefront of educational excellence.</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Ensure that there is a clear LA wide school improvement strategy which every school understands and ‘buys into’.</li> <li>• Leads the establishment of ambitious targets for Early Years, KS2, 4 and 5 with a partnership approach to achieving them.</li> </ul>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Promoting Reading and supporting the recruitment and retention of the best new teachers, teachers and school leaders into Reading.</li> <li>• 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</li> </ul>

	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).
<b>Curriculum</b>	<b>Curriculum</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Leading the establishment of an entitlement for children in Reading in sport, the arts and community engagement.</li> <li>• 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</li> <li>• Ensuring support for early years assessment and EYFS development</li> <li>• 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.</li> </ul>
<b>Inclusion</b>	<b>Inclusion</b>
<ul style="list-style-type: none"> <li>• The school is recognised for their strong inclusive practice and achievement for vulnerable and disadvantaged children and young people.</li> <li>• The school ensures that every child and young person receives early help and an integrated approach to their support when they need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Championing the educational needs of looked after children and ensuring that the Virtual School is outstanding.</li> <li>• Working with schools to deliver an outstanding Local Offer for children with SEN.</li> <li>• Delivering an outstanding school admissions service.</li> <li>• Every Reading child has access to a school in Reading that is good or better.</li> </ul>
<b>Partnerships</b>	<b>Partnerships</b>
<ul style="list-style-type: none"> <li>• The school works with other schools and with Reading Council to support improvement.</li> <li>• The school demonstrates engagement with parents and carers supporting children's learning and progress.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that Reading's Children Trust arrangements are highly effective.</li> <li>• Working with schools to lead on the delivery of a highly effective work readiness programme including work experience and student engagement in businesses programme.</li> <li>• Conducting annual surveys and focus groups on parental and student attitudes to education in Reading</li> </ul>

## 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 that 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 or 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 65% 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:

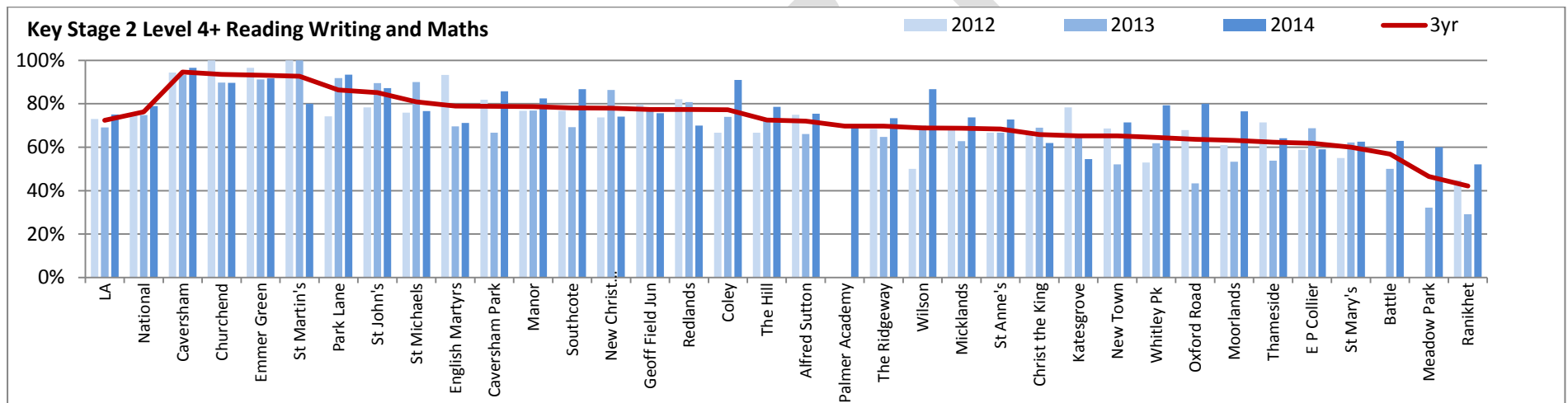
- 65% of children achieving at the Level 2 equivalent of 5A\*-C including English and mathematics
- LAC achievement above national benchmark
- BME achievement above national benchmark
- 90% of schools and settings that are good or better
- 90% of Governing Bodies that are good or better



## 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			Inspection Date	Inspection Outcome	Inspection Report
		2014	2013	2012	3yr	Reading	Writing	Maths			
England - all schools		78%	75%	75%	76%	91%	93%	89%			
England - state funded schools only		78%	75%	74%	76%	91%	93%	90%			

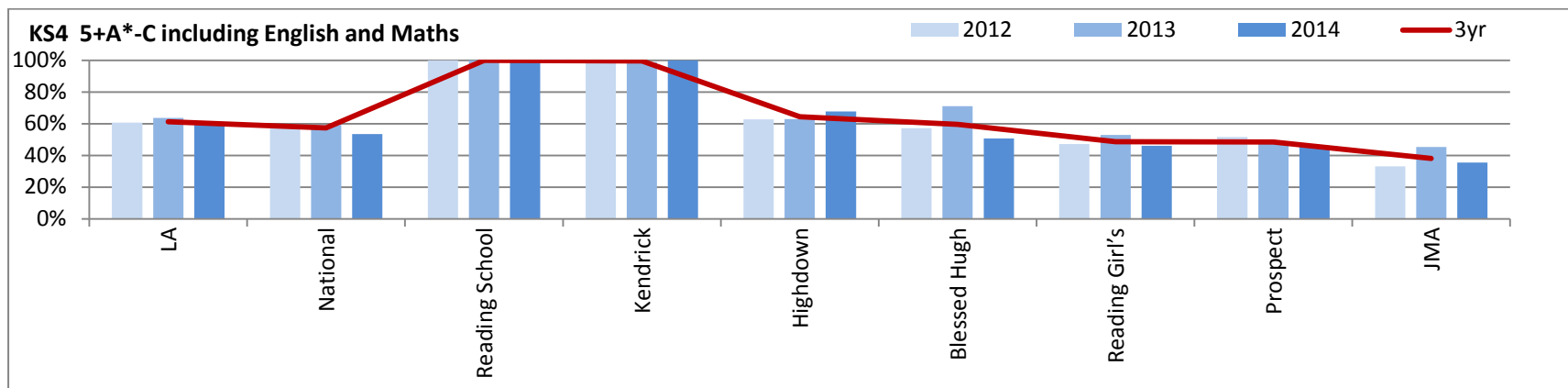
Reading - Local Authority		75%	69%	73%	72%	88%	92%	87%	-	-	
									-	-	
<a href="#">Alfred Sutton Primary School</a>	Community School	75%	66%	75%	72%	87%	91%	88%	10-Oct-12	2	<a href="#">Report</a>
<a href="#">All Saints Church of England Aided Infant School</a>	Voluntary Aided School								20-Jun-12	2	<a href="#">Report</a>
<a href="#">All Saints Junior School</a>	Free School - Mainstream	NA	NA	NA		NA	NA	NA	09-Jul-13	1	<a href="#">Report</a>
<a href="#">Battle Primary Academy</a>	Academy Sponsor Led	63%	NA	NA	63%	86%	84%	73%	22-Oct-14	3	<a href="#">Report</a>
<a href="#">Caversham Park Primary School</a>	Community School	86%	67%	82%	79%	100%	96%	96%	18-Apr-13	2	<a href="#">Report</a>
<a href="#">Caversham Primary School</a>	Community School	97%	93%	94%	95%	100%	95%	98%	26-Feb-09	1	<a href="#">Report</a>
<a href="#">Christ The King Catholic Primary School</a>	Voluntary Aided School	62%	69%	67%	66%	86%	86%	83%	19-Sep-13	2	<a href="#">Report</a>
<a href="#">Churchend Primary Academy</a>	Academy - Converter Mainstream	90%	90%	100%	93%	97%	100%	97%	16-Sep-08	1	<a href="#">Report</a>
<a href="#">Coley Primary School</a>	Community School	91%	74%	67%	77%	95%	100%	100%	09-Oct-14	2	<a href="#">Report</a>
<a href="#">E P Collier Primary School</a>	Community School	59%	69%	59%	62%	85%	85%	70%	07-Nov-12	2	<a href="#">Report</a>
<a href="#">Emmer Green Primary School</a>	Community School	92%	91%	97%	93%	95%	98%	92%	22-Nov-12	1	<a href="#">Report</a>
<a href="#">English Martyrs' Catholic Primary School</a>	Voluntary Aided School	71%	70%	93%	79%	93%	93%	87%	27-Nov-13	2	<a href="#">Report</a>
<a href="#">Geoffrey Field Infant School</a>	Community School								18-Jun-13	1	<a href="#">Report</a>
<a href="#">Geoffrey Field Junior School</a>	Community School	76%	77%	80%	77%	90%	97%	93%	04-Dec-13	2	<a href="#">Report</a>
<a href="#">The Heights Primary School</a>	Free School - Mainstream	NA	NA	NA		NA	NA	NA	No Ofsted report available		



										for this institution		
<a href="#">The Hill Primary School</a>	Community School	79%	72%	67%	73%	93%	95%	88%	13-Nov-13	2	<a href="#">Report</a>	
<a href="#">Katesgrove Primary School</a>	Community School	55%	65%	78%	65%	54%	83%	63%	27-Nov-12	2	<a href="#">Report</a>	
<a href="#">Manor Primary School</a>	Community School	83%	77%	77%	79%	95%	97%	95%	13-Dec-12	2	<a href="#">Report</a>	
<a href="#">Meadow Park Academy</a>	Academy Sponsor Led	60%	32%	NA	47%	89%	93%	86%	16-Jul-14	4	<a href="#">Report</a>	
<a href="#">Micklands Primary School</a>	Community School	74%	63%	69%	69%	89%	92%	97%	26-Sep-13	3	<a href="#">Report</a>	
<a href="#">Moorlands Primary School</a>	Community School	76%	53%	61%	63%	86%	100%	80%	12-Feb-14	3	<a href="#">Report</a>	
<a href="#">New Christ Church of England (VA) Primary School</a>	Voluntary Aided School	74%	86%	74%	78%	91%	95%	77%	14-Jan-15	2	<a href="#">Report</a>	
<a href="#">New Town Primary School</a>	Community School	71%	52%	69%	65%	85%	85%	81%	15-Oct-14	4	<a href="#">Report</a>	
<a href="#">Oxford Road Community School</a>	Community School	80%	43%	68%	64%	86%	93%	97%	15-Oct-14	2	<a href="#">Report</a>	
<a href="#">The Palmer Primary Academy</a>	Academy Sponsor Led	70%	NA	NA	70%	89%	100%	95%	02-Jun-2015	3	<a href="#">Report</a>	
<a href="#">Park Lane Primary School</a>	Community School	93%	92%	74%	86%	87%	90%	97%	02-Oct-13	2	<a href="#">Report</a>	
<a href="#">Ranikhet Primary School</a>	Community School	52%	29%	45%	42%	100%	89%	79%	15-Jul-15	3	<a href="#">Report</a>	
<a href="#">Redlands Primary School</a>	Community School	70%	81%	82%	77%	93%	89%	93%	08-Nov-12	2	<a href="#">Report</a>	
<a href="#">The Ridgeway Primary School</a>	Community School	73%	65%	68%	70%	93%	93%	93%	24-Jan-13	2	<a href="#">Report</a>	
<a href="#">St Anne's Catholic Primary School</a>	Voluntary Aided School	73%	67%	67%	68%	91%	100%	91%	21-Nov-13	4	<a href="#">Report</a>	
<a href="#">St John's CofE (Aided) Primary School</a>	Voluntary Aided School	87%	89%	78%	85%	100%	100%	97%	24-Sep-08	1	<a href="#">Report</a>	

<a href="#">St Martin's Catholic Primary School</a>	Voluntary Aided School	80%	100%	100%	93%	95%	95%	100%	08-Mar-12	2	<a href="#">Report</a>
<a href="#">St Mary and All Saints Church of England Voluntary Aided Primary School</a>	Voluntary Aided School	63%	62%	55%	60%	84%	92%	73%	21-Oct-14	4	<a href="#">Report</a>
<a href="#">St Michael's Primary School</a>	Community School	77%	90%	76%	81%	83%	93%	93%	03-Oct-12	2	<a href="#">Report</a>
<a href="#">Southcote Primary School</a>	Community School	87%	69%	77%	78%	97%	98%	92%	24-Oct-12	2	<a href="#">Report</a>
<a href="#">Thameside Primary School</a>	Community School	64%	54%	71%	62%	79%	97%	79%	20-Nov-13	3	<a href="#">Report</a>
<a href="#">Whitley Park Primary and Nursery School</a>	Community School	79%	62%	53%	65%	92%	95%	92%	05-Dec-13	4	<a href="#">Report</a>
<a href="#">Wilson Primary School</a>	Community School	87%	70%	50%	69%	93%	100%	96%	09-Oct-14	2	<a href="#">Report</a>

## 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	Inspection Date	Inspection Outcome	Inspection Report
		English	Maths	2011	2012	2013	2014	3yr					
England - all schools		NA	NA	59.00%	59.40%	59.20%	53.40%	57.3%	22.90%	55.50%			
England - state funded schools only		71.6%	65.5%	58.20%	58.80%	60.60%	56.60%	58.7%	24.20%	58.90%			
Reading - Local Authority		78.6%	66.5%	55.90%	60.70%	63.60%	59.30%	61.2%	27.80%	60.80%			
											-	-	
<a href="#">Blessed Hugh Faringdon Catholic School</a>	Voluntary Aided School	90%	49%	43%	57%	71%	51%	59.5%	8%	52%	21-Nov-12	2	<a href="#">Report</a>

<a href="#">Highdown School and Sixth Form Centre</a>	Academy - Converter Mainstream	74%	81%	55%	63%	63%	68%	64.5%	27%	69%	02-Jun-15	2	<a href="#">Report</a>
<a href="#">John Madejski Academy</a>	Academy Sponsor Led	77%	38%	31%	33%	45%	36%	38.1%	2%	38%	11-Dec-13	3	<a href="#">Report</a>
<a href="#">Kendrick School</a>	Academy - Converter Mainstream	100%	99%	100%	100%	99%	100%	99.6%	93%	100%	09-Oct-08	1	<a href="#">Report</a>
<a href="#">Prospect School</a>	Academy - Converter Mainstream	68%	65%	40%	52%	48%	46%	48.4%	17%	48%	21-Jan-15	3	<a href="#">Report</a>
<a href="#">Reading Girls' School</a>	Foundation School	65%	54%	54%	47%	53%	46%	48.7%	11%	47%	18-Jan-12	2	<a href="#">Report</a>
<a href="#">Reading School</a>	Academy - Converter Mainstream	99%	100%	100%	100%	100%	100%	100%	72%	100%	19-May-10	1	<a href="#">Report</a>
<a href="#">UTC Reading</a>	Free School - University Technical College	NA	NA	NA	NA	NA	NA	NA	NA	NA	22-Jun-2015	1	<a href="#">Report</a>

## Special Schools

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

## Nursery Schools

<a href="#">Blagdon Nursery School and Children's Centre</a>	Nursery School	No Performance Data is published for Nursery Schools	10-Nov-14	1	<a href="#">Report</a>
<a href="#">Blagrove Nursery School</a>	Nursery School	No Performance Data is published for Nursery Schools	10-Feb-13	1	<a href="#">Report</a>
<a href="#">Caversham Nursery School</a>	Nursery School	No Performance Data is published for Nursery Schools	10-Jul-14	2	<a href="#">Report</a>
<a href="#">Norcot Early Years Centre</a>	Nursery School	No Performance Data is published for Nursery Schools	17-Nov-14	1	<a href="#">Report</a>
<a href="#">New Bridge Nursery School</a>	Nursery School	No Performance Data is published for Nursery Schools	10-Sep-14	1	<a href="#">Report</a>

DRAFT

# *Reading Educational Excellence for All Partnership*

## **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 “*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 Educational Excellence for All Partnership (REEAP)” 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'<sup>1</sup> for Reading Schools, NLE, LLE, SLE, and other school / LA professionals who are recognised as leading practitioners.

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<sup>1</sup> 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 REEAP 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 experiences.
- 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

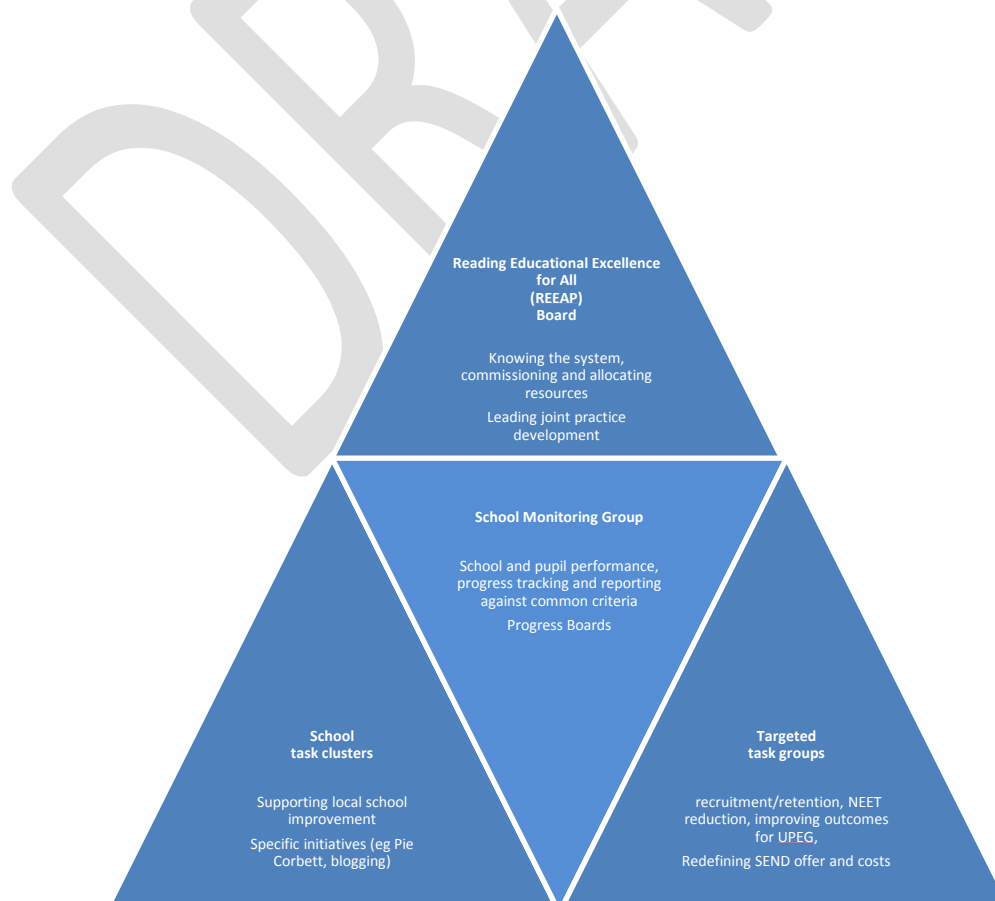
Building on the good practice of individual school governance, including self-evaluation, targeted school development planning and a relentless focus on improvement, we will introduce a partnership approach to operational school improvement practice.

## 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.



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 Educational Excellence for All 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 Groups

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	<ul style="list-style-type: none"> <li>• Alignment of data systems to collate and assess "common assessment" framework.</li> <li>• First School Monitoring Group using new data</li> <li>• Establishment of REEAP Board including terms of reference and membership</li> </ul>
Spring 15/16	<ul style="list-style-type: none"> <li>• First round of Reading First Partnership progress reviewing and support commissioning.</li> <li>• Development of Joint CPD offering starts.</li> </ul>
Summer 15/16	<ul style="list-style-type: none"> <li>• Impact of Task Clusters undertaken.</li> </ul>
Autumn 16/17	<ul style="list-style-type: none"> <li>• First annual performance report with Partnership assessment included produced and revised Task Cluster activities planned.</li> <li>• First joint CPD offering available</li> </ul>

## Appendix 1: Sustaining Processes and Meetings

### Key Groups

Group	Who it includes	Function	Meetings	Accountable to	Outcomes/Outputs
<b>1. Reading Council – Adult, Children’s Services and Education Committee,</b>	<ul style="list-style-type: none"> <li>• Lead Member, cross party Members</li> <li>• Managing Director and Children’s DMT</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting on schools standards – attainment and progress</li> </ul>	Three times a Year	<ul style="list-style-type: none"> <li>• The public</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>2. Reading First Partnership Board (RFPB)</b>	<ul style="list-style-type: none"> <li>• LA reps (Head of Education, &amp; Senior School Support Adviser</li> <li>• Outstanding Schools reps</li> <li>• Primary, secondary and special reps</li> <li>• Teaching Schools</li> <li>• Advanced Skills Governor representative</li> <li>• HE representative</li> </ul>	<ul style="list-style-type: none"> <li>• Track school data for quality of L &amp; M, quality of teaching, pupil progress and attainment, attendance and exclusions</li> <li>• Agrees action for improvement</li> <li>• Commissions support packages for school</li> <li>• Monitors improvement and reports action to Adults, Children’s and Education Committee and Schools Forum</li> </ul>	Half termly	<ul style="list-style-type: none"> <li>• Director of Children’s Services and Lead Member</li> <li>• Schools Forum</li> </ul>	<ul style="list-style-type: none"> <li>• On a half termly basis to know standards and progress and trajectory in every school</li> <li>• To agree, resource and monitor the performance improvement plan and attainment/progress targets for every school to good/outstanding</li> </ul>
<b>3. Reading Schools Improvement Service/School</b>	<ul style="list-style-type: none"> <li>• Schools Advisory Team</li> <li>• Head of Education SMT</li> </ul>	<ul style="list-style-type: none"> <li>• Produce half termly update information on standards in every school, agreed and checked with</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• REEAP Board</li> <li>• Head of Education and Director of</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date standards data base for every school with outcomes of SPA visits to schools agreed with Head</li> </ul>

<p><b>Monitoring Group</b></p>	<ul style="list-style-type: none"> <li>• Data Team rep</li> <li>• Teaching School rep</li> </ul>	<p>school</p> <ul style="list-style-type: none"> <li>• Produce and publish school categorisation<sup>2</sup> and support plan</li> <li>• Evaluates and challenges all schools against LA and school priorities to raise achievement</li> <li>• Notes of Visit reviews</li> <li>• Produces documentation and plans to support the JDP</li> </ul>		<p>Children's Services</p>	<p>and school GBs</p> <ul style="list-style-type: none"> <li>• Maintains and publicises the schools categorisation and trajectory matrices</li> <li>• Monitor effectiveness of delivery of school performance improvement plan</li> <li>• Reports to RFEP on improvement programmes for specific schools</li> </ul>
<p><b>4. Reading CPD and Research</b></p>	<ul style="list-style-type: none"> <li>• School and settings reps,</li> <li>• outstanding and Teaching Schools,</li> <li>• Reading University/HEI,</li> <li>• Reading School Improvement Team including Induction Programme lead,</li> <li>• National College rep</li> <li>• Joint Practice Development Task Cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Produce, deliver and commission the Reading CPD and research programme informed by needs from performance improvement plans for Reading Schools</li> <li>• Evidence based research of what works from the highest performing LA areas for EYFS, KS1, 2,4 and 5</li> <li>• International research from high performing systems</li> </ul>	<p>Half termly</p>	<ul style="list-style-type: none"> <li>• Director of Children's Services</li> <li>• REEAP Board</li> </ul>	<ul style="list-style-type: none"> <li>• High quality, school driven, CPD/Research programme, well used by schools</li> </ul>
<p><b>5. Task Group - Reading Recruitment</b></p>	<ul style="list-style-type: none"> <li>• The Recruitment task cluster</li> <li>• Senior School</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and lead the strategy for school recruitment and retention</li> </ul>	<p>Half termly</p>	<ul style="list-style-type: none"> <li>• Head of Education</li> <li>• Director of</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Recruitment and Retention strategy and action including incentives,</li> </ul>

<sup>2</sup> Proposed school categorisation is set out in the Reading School Effectiveness Guide

<p><b>and Retention</b></p>	<ul style="list-style-type: none"> <li>Support Adviser</li> <li>Reading HR</li> <li>Teaching School(s)</li> <li>HEIs including Reading University</li> </ul>	<ul style="list-style-type: none"> <li>Resource strategy</li> <li>Arrange annual celebration of best practitioners in Reading</li> </ul>		<p>Children's Services</p> <ul style="list-style-type: none"> <li>Managing Director</li> </ul>	<p>induction</p> <ul style="list-style-type: none"> <li>Reading Education Awards</li> </ul>
<p><b>6. Task Group – Addressing NEETs and promoting education , employment with training</b></p>	<ul style="list-style-type: none"> <li>Senior School Support Adviser</li> <li>2 secondary school representatives</li> <li>1 primary school representative</li> <li>Careers service representative</li> <li>SEND post 16 representative</li> <li>FE representative</li> <li>Reading Council Economic Development representative</li> </ul>	<ul style="list-style-type: none"> <li>Lead the delivery of the RPA Plan</li> <li>Track destinations of young people 16, 17, 18 and 19+</li> <li>Deliver high quality IAG for young people post 14</li> <li>Develop and maintain risk of NEET data base from Y9 onwards</li> <li>Lead on the 14 – 19 offer and entitlement for Reading young people including alternative education offer</li> </ul>	<p>Half termly</p>	<ul style="list-style-type: none"> <li>Managing Director</li> <li>Director of Children's Services</li> </ul>	<ul style="list-style-type: none"> <li>Reading 14-19 (25) offer</li> <li>Reading apprenticeship programme</li> <li>Reading Alternative Education offer</li> <li>Reading work experience programme and entitlement</li> </ul>
<p><b>7. Task Group – SEND Development and Transition</b></p>	<ul style="list-style-type: none"> <li>Inclusion Service Manager</li> <li>Schools Forum SEND task group</li> <li>Parents Forum Reps</li> </ul>	<ul style="list-style-type: none"> <li>Plan implementation of SEND reforms.</li> <li>Assess reshape of SEN provision</li> <li>Manage cluster moderation processes</li> </ul>	<p>Monthly</p>	<ul style="list-style-type: none"> <li>Head of Education</li> <li>REEAP Board</li> <li>Schools Forum</li> </ul>	<ul style="list-style-type: none"> <li>Securing and publicise the Reading Local Offer for children and young people with SEND</li> <li>Ensuring that every school has its own local offer and has good/outstanding provision for children with SEND</li> <li>Securing outstanding SEND provision for young people age 14-25 in education and</li> </ul>

<p><b>8. Task Group - addressing the needs of BME groups</b></p>	<ul style="list-style-type: none"> <li>• VHT for children missing out on education</li> <li>• Selected group of HTs</li> </ul>	<ul style="list-style-type: none"> <li>• Assess shortfalls in service</li> <li>• Plan system changes</li> <li>• Implement auditing for impact</li> </ul>	<p>Half-termly and more frequently if needed</p>	<ul style="list-style-type: none"> <li>• Director of Children's Services</li> <li>• REEAP Board</li> </ul>	<p>employment with training</p> <ul style="list-style-type: none"> <li>• Audit performance of children from BME backgrounds</li> <li>• To identify, publish and celebrate good and outstanding achievement, progress and practice for BME children</li> <li>• Take forward specific measures for schools where performance for BME children is below the national benchmark</li> </ul>
<p><b>9. Reading School Governors</b></p>	<ul style="list-style-type: none"> <li>• Advanced Skills governors in Reading</li> <li>• Governors Services</li> <li>• Senior Schools Adviser</li> </ul>	<ul style="list-style-type: none"> <li>• Governor Standards</li> <li>• Categorisation of GBs</li> <li>• Issuing warning notices, establishment of additional governors,</li> <li>• Progress Boards to support a GB in delivering Ofsted action/performance improvement plans,</li> <li>• Establishing IEBs</li> </ul>	<p>Half termly and more frequently if needed</p>	<ul style="list-style-type: none"> <li>• Head of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Standards and trajectory of every school/local governing body in Reading</li> <li>• Action plan for support for GBs causing concern</li> </ul>

## The “Reading Educational Excellence for All Partnership” Board Terms of Reference

The Reading Educational Excellence for All Partnership (REEAP) exists to coordinate and direct scarce resources to secure a high performing education system which enables all Reading young people to achieve well and delight in their learning. All schools within Reading are members of the Partnership and are encouraged to be active participants.

The objectives of the partnership are contribute to the delivery of the Raising Attainment Strategy goals through the identification, commissioning and brokerage of services which drive school improvement in Reading schools while respecting the breadth of school arrangements within the borough.

The Board will publish a plan of work stream information to all members, who will be expected to contribute expertise where applicable.

### Board Structure and Meetings

The Board is made up of two types of roles: Representatives and Advisors.

Representatives	Advisors
Early Years pupils (inc Reception)	Teaching School Alliance
Primary Phase pupils	Governor Support Manager (RBC)
Secondary Phase pupils	SEND Strategy Manager (RBC)
Post Sixteen students	UoR Education Institute
Governors (Early Years and Primary)	Senior School Partnership Advisor (RBC)
Governors (Secondary and post 16)	Head of Education (Chair) (RBC)
Additional Needs pupils	

The Board will meet six times a year, in September, November, January, March, May and July. All meetings will consider strategic issues that are raised in advance by the membership. Additionally the three meetings (Nov, Mar and July) will consider overall school performance and commission specific school support.

All papers will be published to the full membership via a secure online location, however they are not public papers unless explicitly confirmed. The papers will be available to schools and the local authority as evidence for any OfSTED inspection.

The local authority will provide resource to service the Board to arrange meetings, circulate agendas and papers, take Board meeting minutes and provide back office support to any work streams established.



## Board Member Roles and Responsibilities

Representative positions are appointed for a two year term, with nomination by schools and selection by RBC in discussion with those nominated. These discussions are designed to ensure that a broad range of school types and levels of Headteacher experience are represented in the work of the partnership. Each post is remunerated at £600 per academic year, paid big-termly to the school releasing the representative.

A Representative is expected to attend all Board meetings; commit to lead an identified work stream; and consult with colleagues from their representative phase as necessary relating to Board issues.

Advisor positions are filled as a result of existing role responsibilities and there is no remuneration for these posts.

An Advisor is expected to attend the three meetings which include school performance and at least one other meeting during the year.

The Board does not operate a Deputy system except on a long-term change basis.

## The Partnership Budget

Each school provides a small membership fee, augmented by a contribution from the Local Authority which provides an annual budget for the Board to commission school improvement projects which will target specific improvements. The current fee structure is:

Max number of pupils in setting	Less than 300	300 to 700	More than 700
Annual cost	£200	£400	£800

The Local Authority will continue to facilitate the annual Landscape conference for the partnership and the Board will approve the theme and agenda.

Schools will be asked to contribute to projects where appropriate to maximise the value of resources.

The Senior School Partnership Advisor will retain responsibility for the School Causing Concern budget and report its impact as part of the school performance discussions. The Board can recommend specific support as part of those discussions.

## Meeting dates and papers deadlines

The annual dates will be set during the first meeting in September, along with the first agenda. All papers are to be circulated at least seven calendar days prior to any meeting via the secure online system.