

READING BOROUGH COUNCIL
REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	10
TITLE:	QUALITY AND STANDARDS IN READING SCHOOLS		
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1. Purpose of Report and Executive Summary

- 1.1 The purpose of this report is to provide a summary update to the ACE Committee on the progress and attainment of pupils in Reading's schools, with an outline on of their current Ofsted status and their prospects of improvement.

2. RECOMMENDED ACTION

- 2.1 That this report be noted;
- 2.2 That a further report be submitted to the ACE Committee in the autumn term, setting out the provisional outcomes and progress of pupils at the end of their 2017 key stage assessments and examinations, and any changes in Ofsted gradings of schools.

3. Policy Context

- 3.1 The local authority (LA) has a legal duty under the section 13a of the Education Act, 1996, as amended by section 5 of the School Standards and Framework Act, 1998, to:

"ensure that their functions relating to the provision of education to which this section applies are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards."

- 3.2 The LA has further duties under the Education and Inspections Act, 2006, to "intervene where a school is 'of concern'", though this does not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner.

3.3 Such intervention includes issuing warning notices, appoint additional governors, withdraw a governing body's financial and HR powers, and dismiss a governing body, replacing it with an interim executive board (IEB).

4 Pupil Attainment: 2015 to 2016

4.1 The first group of tables shows the percentage of pupils attaining at the expected level in all the 'assessed' key stages - the foundation stage (year R, five years old); key stage one (seven years old); key stage 2 (10 years old); key stage four (15 years old); and key stage five (18 years old).

4.2 The tables are formatted in the same way - each row shows the assessment year - from 2015 to 2016, in ascending order. The columns show, respectively, Reading's results, those of the ten 'statistical neighbour' authorities (see the list in attachment one to this report); Reading schools' 'ranking' out of the 11 neighbours; the 'quartile', based on the ranking, and then the same for all 152 English top-tier LAs. The SN and SE LAs are listed in attachment one of the spreadsheet file SQ and S report attachments.

4.3 The most usual way of measuring how well an authority is doing relative to all other English LAs is to check the index of multiple deprivation (IMD), which is a UK government qualitative study of deprived areas in English local councils. Deprivation is inversely related to pupil achievement - the higher the deprivation levels, the lower pupil attainment is likely to be. Reading is about 40th out of the 152 top tier councils (where 1 is the least and 152 most deprived). Therefore Reading is at the top of the second quartile (39 to 76), and on this basis might expect good second quartile performance in key stage outcomes.

EARLY YEARS FOUNDATION STAGE

4.4 Table one shows the percentage of pupils who are assessed as being 'ready for school' at the end of the reception year (year R), before they start the national curriculum in year 1. The table shows that Reading pupils have improved their 'school readiness' between 2015 and 2016 and performed well compared to pupils in statistical neighbour (SN) and all English LAs. They were second best of the 11 SNs and in the top half when benchmarked against other local authorities. The improvement in assessment outcomes is likely to be an indicator of improving teaching and / or an increasing appreciation of the new EYFS curriculum and assessment focus.

Table 1: early years foundation stage - percentage of pupils who are 'school ready'

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	71	68	2	1	66	45	2
2015	67	65	2	1	66	63	2
Difference						Up 18 places	0

KEY STAGE 1

4.5 Pupil performance has improved relative to SNs and all English LAs, and is now at the average level against both comparator groups. Given the relative affluence of the area, better performance might be expected, and should improve given the 2015 and 2016 EYFS results.

Table 2: key stage 1 - percentage of pupils attaining at the expected standard in Reading

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	74	74	7	3	74	77	3
2015	90	90	7	3	90	80	3
Difference						Up 3 places	3

KEY STAGE 2

4.6 As the testing system was revised in 2016 the only measure over the period is ranking, and the story is of remarkable improvement. In 2014, Reading pupils' performance was bottom quartile in both groups. In 2016, Reading was second quartile - 5th out of 11 SNs, and 49th out of 152 English areas. Given its IMD, these positions are to be expected: but this should not detract from a remarkable improvement, and in particular good adaptation by Reading primary schools to tougher tests.

Table 3: key stage 2 - percentage of pupils attaining at the expected standard in RWM

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	55.7	55.0	5	2	53.0	50	2
2015	79.2	80.0	9	3	80.0	103	3
2014	75.1	79.0	10	4	79.0	130	4
Difference						Up 80 places	2

KEY STAGE 4

4.7 There are many measures of key stage four (GCSE) performance - the baccalaureate, progress and performance 8, and 5 A*-C - for example. For an explanation of all the performance measures, see [here](#). Below, two of the key measures that can be compared in 2015/16 are presented.

4.8 Table four shows the performance of Reading 15 years olds between 2015 and 2016 in the 'standard' measure. It has improved significantly when measured against all English LAs, and was above the average for SNs and English LAs in 2016. Outcomes are sound, but not outstanding.

Table 4: key stage 4 - percentage of pupils attaining 5 A*-C inc English and

mathematics

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	59.3	56.7	4	2	57.7	52	2
2015	57.5	57.0	4	2	57.3	72	2
Difference						Up 20 places	0

4.9 Looking at the Baccalaureate, (which is not a qualification, but a way for the government, and parents looking at school league tables, to measure and compare how many pupils in a school are getting grade C or above in certain academically-focused GCSEs), Reading pupils' performance is good - much better than that of pupils in all English LAs, and improving at a faster rate. Reading pupils are first quartile performers measured against those in SN and English LAs.

Table 5: key stage 4 - percentage of pupils achieving the English Baccalaureate

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	29.5	27.3	2	1	23.1	26	1
2015	29.1	26.2	3	2	24.3	31	1
Difference						Up 5 places	0

KEY STAGE 5

4.10 Table 5 shows outstanding key stage 5 performance as measured by level 3 points scores (level 3 is A level and equivalents) by students attending Reading post-16 education institutions. Outcomes are first rate. The caution here is that student movement between LA areas is significant - this means that the results might reflect high attainment in previous key stages in local LA areas.

Table 6: key stage 5 - Level 3 point scores of 16-18 year old candidates

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	38.6	31.5	1	1	31.4	1	1
2015	238.2	213.3	1	1	213.0	1	1
Difference						No change	0

4.11 The percentage of students achieving 3 very good A levels is also extremely high, and far out-performs students in SN and all English LAs - first in both cases. However, the caveat set out above in paragraph 4.10 applies.

Table 7: key stage 5 - percentage of students achieving 3 A*-A grades or better at A level

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
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2016	43.5	31.5	1	1	31.4	1	1
2015	34.4	10.0	1	1	9.2	1	1
Difference						No change	0

GAPS IN ATTAINMENT

4.12 The attainment gaps - between boys and girls, term of birth, and then 'at risk' groups (pupil premium, EAL and SEN, for example) - are set out for the EYFS and key stages one, two and four. All tables are in attachment two of the spreadsheet file SQ and S report attachments.

4.13 For the EYFS, in all areas where there are data, the performance of advantaged / non advantaged groups are higher and the gaps lower. While in Reading it is true that gaps have not been closed, they are low in all the areas measured.

4.14 At key stage 1, the picture is nearly as strong. Where the gap is greater - as is the gap between boys and girls, free school meals and SEN in 2016 - it is only marginally so.

4.15 In key stage two, the picture is one of improvement. The table shows that in 2014, the performance and gaps between advantaged / non-advantaged groups were poorer / wider. By 2016, the gap was wider in only three areas - middle attainers, FSM and LACs.

4.16 At GCSE, the main features of the 2016 cohort's attainment are:

- the gap between boys and girls was much smaller than nationally;
- the attainment of pupils entitled to the premium and free school meals was lower than the national average, and the gap wider; and
- underperforming ethnic groups achieved marginally less well than nationally.

KEY STAGE 1 TO KEY STAGE 2 PROGRESS

4.17 Table 8 shows excellent improvement in reading and mathematics between 2014 and 2016 - fourth to second quartile in reading and fourth to (high) third mathematics. Writing improved when compared to 2014, but declined from high to low second quartile between 2015 and 2016.

Table 8: key stage one to key stage two progress

	Local Authority			National Rankings			National		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Progress reading	88.4%	90.5%	0.22	140	111	57	91.0%	91.0%	
Progress writing	92.2%	95.0%	0.09	115	44	74	93.0%	94.0%	
Progress maths	87.5%	87.1%	-0.27	133	130	83	90.0%	90.0%	

KEY STAGE 2 TO KEY STAGE 4 PROGRESS

4.18 Reading pupils made better progress in English in both years for which subject level data is available. Over four out of five pupils in 2014 and three out of four in 2015 achieved expected progress or better - significantly over-performing against pupils from all English LAs.

4.19 In mathematics, Reading pupils made better progress in 2014, and similar progress in 2015.

4.20 In 2016 a new measure, progress 8, was introduced which measures the progress made by pupils across 8 subjects. Reading pupils made less progress than national and is ranked 10th out of 152 local authorities.

Table 9: key stage two to key stage four progress

	Local Authority			National Rankings			National		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English KS2-4	80.5%	74.8%	-	21	44	-	72.9%	71.3%	-
Maths KS2-4	68.1%	66.5%	-	58	87	-	66.6%	66.9%	-
Progress 8			-0.11			100			-0.03

5 Ofsted outcomes 2015 to present

5.1 In this section, Ofsted outcomes by phase - pre-school, primary, secondary and special - are set out, comparing the percentage of settings and schools rated good or better in April 2017, compared with the end of the school year 2015. The latest Ofsted rating of each school is included as attachment four of the spreadsheet file SQ and S report attachments.

5.2 The tables do not separate maintained from academy schools. It is important to do so, as, while academy schools in the area educate primarily or wholly Reading pupils, the local authority has no powers of intervention. These lie with the DfE and its regional schools commissioner. Therefore at the end of the section (see paragraphs 5.7 to 5.11), the Ofsted ratings of maintained and academy schools are compared.

PRE-SCHOOL SETTINGS

5.3 Ofsted ratings of early years setting in Reading are strong, as is expected given the good performance of children in the early years foundation stage. However, settings elsewhere, in the south east and nationally, have improved at a more rapid rate, hence the fall in ranking.

Table 10: percentage of early years settings rated as good or better

	Reading	south east	Reading rank (/19)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016 (December)	93.7%	94.3%	15	4	92.8%	85	3
2015 (August)	87.9%	87.3%	8	2	85.0%	32	1
2015 - 2016 difference	5.8%	7.0%	-7	-2	7.8%	-53	-2

PRIMARY SCHOOLS

5.4 The performance of Reading schools in their latest Ofsted inspections has improved strongly between 2015 and 2017. However, the percentage of school rated good or better is still only third quartile compared with all south east LAs, and still in the bottom quarter nationally. However, there needs to be an assessment of the performance of primary schools for which Reading LA is accountable, and this is set out under paragraphs 5.7 to 5.11 below.

Table 11: percentage of primary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	85.7%	88.7%	15	3	89.6%	132	4
2015 (August)	73.0%	82.2%	21	4	84.6%	141	4
2015 - 2017 difference	12.7%	6.5%	6	1	5.0%	9	0

SECONDARY SCHOOLS

5.5 Far fewer secondary schools are now rated 'good' or better than was the case two years ago.

Table 12: percentage of secondary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	62.5%	81.1%	20	4	78.9%	133	4
2015 (August)	75.0%	79.0%	10	2	73.9%	72	2
2015 - 2017 difference	-12.5%	2.1%	-10	-2	5.0%	-61	-2

SPECIAL SCHOOLS

5.6 Special schools have all been rated at least good though the period, and are first ranked.

Table 13: percentage of special schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	100.0%	96.6%	1	1	94.1%	1	1
2015 (August)	100.0%	90.2%	1	1	91.6%	1	1
2015 - 2017 difference	0.0%	6.4%	0	0	2.5%	0	0

5.7 Of the 29 maintained primary schools: four are outstanding, 23 are good with one requiring improvement and one being judged as inadequate by Ofsted. The local authority has categorised seven as system leaders, 14 as strengthening good, seven as raising achievement schools and one as a school in an Ofsted category. (See the spreadsheet file SQ and S report attachments, attachment 3).

5.8 There are 10 primary academy schools (which include free schools): two have been judged by Ofsted as outstanding and four as requiring improvement. There

are four schools that have not yet received an inspection. The local authority has identified two of these schools as system leaders, four as strengthening good and four as raising achievement schools.

- 5.9 Attachment three to this report shows that 93 per cent of maintained primary schools are good or better, but that only 33 per cent of academy schools are similarly rated. Reading would be 25th (equal with Ealing) and therefore top quartile if it were rated on its maintained schools. With academies included, Reading is 113th - fourth quartile.
- 5.10 There are two maintained secondary schools. One has been judged as good by Ofsted and the other as inadequate (being in special measures). This is reflected by the local authority categorisation, with one school being categorised as strengthening good and the other as in an Ofsted category.
- 5.11 Within the eight secondary academies three are outstanding, one is good, one is requires improvement and one is Inadequate (requiring special measures). Two academies are yet to receive a visit by Ofsted. The local authority has categorised four as system leaders, two as strengthening good, one as a raising achievement school and one in an Ofsted category.
- 5.12 Secondary schools overall are 143th nationally measured by the percentage of schools that are good or better - again, fourth quartile performance. However, the performance of three of the four schools that are RI or worse is a matter for the regional commissioner, and the fourth school is planned to become a sponsored academy in the new school year (2017/18).
- 5.13 The local authority has identified 16 schools as system leaders, 23 as Strengthening Good, 12 as raising achievement schools and three are in (or at risk) of an Ofsted categorisation.

6 Contribution to Strategic Aims

- 6.1 This report describes progress towards achieving Reading Borough Council's strategic objectives: 'to establish Reading as a Learning city'; to be 'a stimulating and rewarding place to live' and to 'provide the best start in life through education, early help and healthy living'.

7 Community Engagement and Information

This report does not impact on community engagement and information.

8 Equality Impact Assessment

None required in relation to this report.

9 Legal Implications

There are no legal implications contained within this report.

10 Financial Implications

There are no financial implications based on this report.

11 Background Papers

Previous reports to the ACE Committee in 2015/2016, 2016/17

School quality and standards report attachment 2 - narrowing the gap

Good Level of Development

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	55.7%	60.0%	64.9%	52.0%	58.6%	62.1%
	Female	72.2%	74.4%	77.3%	69.0%	74.3%	76.8%
	Gap	16.5%	14.4%	12.3%	17.0%	15.7%	14.7%
Pupil Premium	FSM	49.8%	53.8%	57.0%	45.0%	51.0%	54.0%
	Not FSM	66.3%	69.7%	73.3%	64.0%	69.0%	72.0%
	Gap	16.5%	15.9%	16.2%	19.0%	18.0%	18.0%
SEN	SEN	24.6%	23.4%	23.9%	19.0%	21.0%	23.0%
	No SEN	69.8%	71.7%	76.2%	66.0%	71.0%	75.0%
	Gap	45.2%	48.3%	52.3%	47.0%	50.0%	52.0%
Ethnicity	Underperforming EG	55.5%	65.1%	66.3%	53.3%	60.0%	63.9%
	Gap	55.5%	65.1%	66.3%	53.3%	60.0%	63.9%
Looked After children	12 Months Continuous	16.7%	0.0%			-	-
	Gap	50.7%	67.9%	49.0%	66.3%	-	-

KS1 expected level (reading, writing, mathematics)

		Local Authority			National		
		Avg Point Score		%	Avg Point Score		%
		2014	2015	2016	2014	2015	2016
Gender	Male	15.5	15.9	56%	15.3	15.5	55%
	Female	16.3	16.6	67%	16.2	16.4	66%
	Gap	0.8	0.7	12%	0.9	0.9	11%
Term of birth	Autumn	16.5	17.1	70%	16.5	16.7	-
	Spring	16.0	16.0	63%	15.8	16.0	-
	Summer	15.2	15.5	54%	15.0	15.2	-
Pupil premium	FSM	14.2	14.8	45%	14.3	14.6	44%
	Not FSM	16.5	16.7	64%	16.3	16.4	62%
	Gap	2.3	1.8	19%	2.0	1.8	18%
English as an additional language	EAL	15.8	15.9	62%	15.2	15.5	59%
	Not EAL	16.0	16.4	61%	15.9	16.1	61%
	Gap	0.2	0.5	-1%	0.7	0.6	2%
SEN	SEN	12.7	12.5	16%	12.3	12.5	16%
	No SEN	16.7	16.9	69%	16.7	16.8	68%
	Gap	4.0	4.4	53%	4.4	4.3	52%
Ethnicity	Underperforming EGs	15.2	15.3	50%	15.2	15.4	57%
	Gap	-	-	#REF!	-	-	-
	White British	16.1	16.5	61%	15.9	16.1	61%
Looked after children	12 Months Continuous	8.7	10.5	33%	13.1	13.3	33%
	Gap	#REF!	#REF!	#REF!			-

KS2 Expected level (reading, writing, mathematics)

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	72%	75%	53%	76%	77%	50%

School quality and standards report attachment 2 - narrowing the gap

Gender	Female	79%	83%	59%	82%	83%	57%
	Gap	7%	8%	6%	6.0%	6.0%	7.0%
Prior Attainment	High	100%	100%	92%	99.0%	99.0%	91.0%
	Middle	84%	84%	45%	86.0%	88.0%	47.0%
	Low	27%	27%	9%	30.0%	33.0%	6.0%
Pupil premium	FSM6	65%	66%	41%	67.0%	70.0%	39.0%
	Not FSM	81%	86%	63%	84.0%	85.0%	60.0%
	Gap	16%	20%	23%	17.0%	15.0%	21.0%
SEN	SEN	33%	32%	17%	38.0%	39.0%	14.0%
	No SEN	89%	90%	64%	90.0%	90.0%	62.0%
	Gap	56%	57%	47%	52.0%	51.0%	48.0%
Ethnicity	Underperforming EG	66%	70%	47%	67.0%	77.0%	46.5%
	Gap	13%	10%	0%	12.9%	3.0%	-1.5%
	White British	77%	80%	55%	79.0%	81.0%	54.0%
LAC	12 Months Continuous	33%	33%	18%	48.0%	52.0%	18.0%
	Gap	44%	47%	37%	48.0%	52.0%	18.0%

KS4 attainment level 2 (5+A*-C) inc English and mathematics / attainment 8

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	58.6%	56.8%	51.0	48%	53%	47.7
	Female	59.9%	58.2%	52.4	59%	62%	52.3
	Gap	7%	1%	1.4	7.2%	9.3%	4.6
Prior Attainment	High						
	Middle						
	Low						
Pupil premium	PP	32.2%	30.5%	37.3	36.5%	36.8%	41.1
	Not PP	69.7%	68.0%	56.6	64.0%	64.7%	53.3
	Gap	37.5%	37.5%	19.3	27.5%	27.9%	12.2
FSM Eligible	FSM	30.7%	23.8%	37.9	33.7%	33.3%	39.0
	Not FSM	65.9%	63.9%	56.6	60.7%	61.2%	51.6
	Gap	35.2%	40.1%	18.6	27.0%	27.9%	12.6
SEN	SEN	23.2%	25%	31.2	20.5%	20.0%	31.2
	No SEN	74.0%	68%	54.2	65.3%	64.2%	53.2
	Gap	50.9%	42.9%	23.0	44.8%	44.2%	22.0
Ethnicity	Underperforming EGs	43.5%	58.8%	44.5	49.9%	49.8%	47.4
	Gap	14.0%	-1.3%	-44.5	7.2%	7.3%	-47.4
	White British	58.9%	56.1%	49.7%	56.4%	57.1%	49.7
Looked after children	12 Months Continuous	19%	22.0%	22.4%	12.0%	22.0%	22.8
	Gap	39.9%	34.1%	27.3%	45.1%	35.1%	-22.8

School quality and standards report attachment 1 - SN and SE LA lists

Statistical neighbour LAs			South east LAs
Rank (1=Closest)	Name	"Closeness"	Alphabetical list
1	Sutton	Close	Bracknell Forest
2	Bristol, City of	Close	Brighton and Hove
3	Milton Keynes	Close	Buckinghamshire
4	Bedford Borough	Close	East Sussex
5	Brighton and Hove	Close	Hampshire
6	Sheffield	Close	Isle of Wight
7	Barnet	Close	Kent
8	Southampton	Close	Medway
9	Derby	Close	Milton Keynes
10	Hillingdon	Close	Oxfordshire
			Portsmouth
			Reading
			Slough
			Southampton
			Surrey
			West Berkshire
			West Sussex
			Windsor and Maidenhead
			Wokingham

The distance between any two local authorities is defined as the weighted Euclidean distance between the authorities using each of the background variables. "Closeness" as displayed in the above table is defined as follows:

Extremely Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.25 per standardised variable
Very Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.55 per standardised variable
Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.85 per standardised variable
Somewhat Close:	Weighted Euclidean distance between local authorities is equivalent to less than 1.15 per standardised variable

School quality and standards report attachment 1 - SN and SE LA lists

Not Close:

Weighted Euclidean distance between local authorities is equivalent to 1.15 per standardised variable or more

School quality and standards report attachment 3 - Ofsted outcomes for maintained / academy schools

Primary

	maintained schools		academy schools		Reading total		Nat
	number	percent	number	percent	number	percent	per cent
outstanding	4	14%	2	33%	6	17%	11%
good	23	79%	0	0%	23	66%	76%
requires improvement	1	3%	4	67%	5	14%	11%
special measures	1	3%	0	0%	1	3%	3%
totals	29	100%	6	100%	35	100%	100%
good or better percentage		93%		33%		83%	87%

Secondary

	maintained schools		academy schools		Reading total		Nat
	number	percent	number	percent	number	percent	per cent
outstanding	0	0%	3	50%	3	38%	15%
good	1	50%	1	17%	2	25%	59%
requires improvement	0	0%	1	17%	1	13%	19%
special measures	1	50%	1	17%	2	25%	7%
totals	2	100%	6	100%	8	100%	100%
good or better percentage		50%		67%		63%	74%

School quality and standards report attachment 4 - Ofsted inspection outcomes

School	Type	inspection date	grade
NURSERY PHASE			
Blagdon Nursery & Childrens' Centre	Nursery School and childcare	11/11/2014	1
Blagrove Nursery School	Nursery School	11/03/2013	1
Caversham Children's Centre	Nursery School and childcare	10/07/2014	2
Newbridge Nursery School	Nursery School and childcare	17/11/2014	1
Norcot Early Years Centre	Nursery School and childcare	08/09/2014	1
PRIMARY PHASE			
Alfred Sutton Primary School	Community School	09/11/2012	2
All Saints CE (VA) Infant School	VA School	12/07/2012	2
All Saints Junior	Free School	26/07/2013	1
Caversham Park Primary School	Community School	13/05/2013	2
Caversham Primary School	Community School	18/03/2009	1
Christ the King RC Primary School	VA School	11/10/2013	2
Coley Primary School	Community School	12/11/2014	2
E P Collier Primary School	Community School	29/11/2012	2
Emmer Green Primary School	Community School	14/12/2012	1
English Martyrs RC Aided Primary School	VA School	19/12/2013	2
Geoffrey Field Infant School	Community School	10/07/2013	1
Geoffrey Field Junior School	Community School	09/01/2014	2
The Hill Primary School	Community School	05/12/2013	2
Katesgrove Primary School	Community School	19/12/2012	2
Manor Primary School	Community School	14/01/2013	2
Micklands Primary School	Community School	11/11/2015	2
Moorlands Primary School	Community School	17/06/2016	2
New Christ Church CE VA Primary School	VA School	06/02/2015	2
Oxford Road Community School	Community School	10/11/2014	2
Park Lane Primary School	Community School	24/10/2013	2
Redlands Primary School	Community School	30/11/2012	2
The Ridgeway Primary School	Community School	30/03/2017	3
St Anne's RC Aided Primary School	VA School	08/12/2015	2
St Martin's RC Aided Primary School	VA School	30/03/2012	2
St Mary's & All Saints CE Aided Primary School	VA School	23/12/2014	4
St Michael's Primary School	Community School	25/10/2012	2
Southcote Primary School	Community School	19/11/2012	2
Thameside Primary School	Community School	22/03/2016	2
Whitley Park Primary School	Community School	24/06/2015	2
Wilson Primary School	Community School	07/11/2014	2
Battle Primary School	Academy Sponsor Led	11/01/2017	3
Churchend Primary Academy	Academy Sponsor Led	06/10/2008	1
Civitas Academy	Academy Sponsor Led	no inspection	
The Heights	Free School	no inspection	
Meadowpark Academy	Academy Sponsor Led	09/02/2016	3
New Town Primary School	Academy Converter	no inspection	
The Palmer Academy	Academy Sponsor Led	25/06/2015	3
Ranikhet Academy	Academy Sponsor Led	no inspection	

School quality and standards report attachment 4 - Ofsted inspection outcomes

St John's CE Aided Primary School	Academy Converter	14/10/2008	1
SECONDARY PHASE			
Blessed Hugh Faringdon (VA) Catholic School	VA School	13/12/2012	2
Reading Girls' School	Foundation School	08/04/2016	4
Highdown School and Sixth Form	Academy Converter	02/06/2015	2
John Madejski Academy	Academy Sponsor Led	11/01/2016	4
Kendrick	Academy Converter	05/11/2008	1
Maiden Erleigh School in Reading	Free School	no inspection	
Prospect	Academy Converter	23/11/2016	3
Reading School	Academy Converter	18/06/2010	1
UTC Reading	Free School	22/06/2015	1
The Wren School	Free School	no inspection	
SPECIAL SCHOOLS			
The Holy Brook School	Community School	21/11/2014	2
Phoenix College	Community School	10/11/2014	2
The Avenue Special School	Academy Converter	01/04/2011	1
Thames Valley School	Free School	26/05/2016	2
PUPIL REFERRAL UNIT			
Cranbury College	PRU	12/04/2016	3