



School Standards and Achievement Annual Report

2022-2023

☐ For decision ☒ For discussion ☒ For information

SUMMARY

This is the annual report on school standards and achievement for the academic year 2022-2023. The purpose of this report is to set out the current standards and outcomes for Reading schools and how BfC, on behalf of Reading Borough Council, meets the Council's duties regarding education and school standards and supports the Council's strategic priorities and policies. It uses verified examination data and so relates to the previous academic year.

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Summary

This report outlines the standards achieved in Reading at the end of each Key Stage at the end of the academic year 2022-23. The report outlines the trends observed and the impact of school leaders on raising standards. Children clearly continue to be impacted from the loss of schooling during the period of the pandemic. Though this is a national issue, Reading seems to have performed more poorly in headline measures at KS1 and KS2.

With the majority of Reading schools judged good or outstanding and in findings from school effectiveness assurance activities, there is evidence that schools are implementing research informed approaches to improve standards, however, there is more to be done to close gaps with national performance.

Data this year suggests increased support and challenge to schools with outcomes just below or at national averages are making some impact, as well as developing longer term options to build school leadership capacity starting to come to fruition.

Evidence from School Effectiveness work in weaker performing schools last year suggests that more school improvement capacity is needed, to support the implementation of improved curriculum approaches, so that more children meet the expected standard. The strategic work to develop school- to- school improvement has begun with the establishment of the Education Partnership Board which has reorganised and rejuvenated cluster working.

The report outlines groups where there is evidence of underperformance and how the school effectiveness strategy has been constructed to support schools to address areas of systematic weakness.

Trend data in this period reflects the national picture following the pandemic and should be read with that context in mind.

The report shapes the Education strategy in supporting the identification of evidence-based approaches that will best support specific areas of concern identified in the data, which will be presented to ACE Committee in summer 2024.

For the second year since data began to be published again, Local Authority results are below national averages in primary schools, in all key stages, though there is significant variation between schools.

Results are significantly below national averages for reading, writing, maths (RWM) at the expected standard at KS2.

In primary schools, attainment outcomes in reading and maths are improving at a greater rate than in schools nationally and average progress in these areas is above national averages.

Writing remains a significantly weak area in primary school outcomes. Though schools have ongoing development priorities to implement change, progress is slow and there is currently insufficient school-to school improvement capacity to ensure schools benefit from economies of scale in terms of curriculum design and resourcing. The Education Partnership Board is working in clusters to address this area and the School Effectiveness team has increased the level of scrutiny on school improvement progress in underperforming schools.

Nursery schools continue to provide exceptional provision for all children and those with disadvantage and with Special Educational Needs and Disability (SEND). Recruitment and funding



continue to be of significant concern for this group of schools and limit the potential for sector outreach improvement work.

Local Authority average outcomes are above national averages in secondary schools though there is significant variation between schools. Average progress scores for the LA in secondary schools have improved at a rate above that of other LAs nationally.

Outcomes for disadvantaged children with and without SEND are weak in all phases and continue to be of significant concern. Poor attendance significantly impacts outcomes for this group.

Children of black Caribbean heritage are significantly at risk of educational underperformance across phases but have a low profile with many school leaders, governing bodies and trusts. More work is needed across all schools to swiftly identify, understand, and remove barriers for this group.

Outcomes for children who need SEND support in primary are strong, compared to national benchmarks for the group, reflecting the impact of the work undertaken to improve inclusion in early years and primary phases. Outcomes for children with SEND are less convincing at the end of KS4 suggesting there is more work to be done in terms of secondary school inclusion where children with SEND continue to be more vulnerable to underperformance, suspension, and exclusion than their peers.

In some schools, outcomes for children without SEND are not always strong and this group should be considered vulnerable, particularly in the primary phase.

Cohort complexity in terms of English as an Additional Language (EAL), SEND and in year mobility, impacts outcomes in all phases across Reading. In some schools, the proportions of children with vulnerabilities are well above national averages. There is a strong correlation between cohort complexity and underperformance. Cohort complexity impacts the workload and school improvement focus of senior leaders and it is difficult to recruit and retain high quality staff at all levels. This means the improvement trajectory in these schools can take time. Extra capacity in terms of school improvement is often needed, but difficult to finance and source. Intervention in schools with complex needs to be carefully managed to ensure headteacher and staff wellbeing is not negatively impacted, and that talented school staff are not disincentivised from working in challenging settings where their skills are most needed. Crucially this includes special schools, Alternative Provision (AP) and schools with Additionally Resourced Provisions (ARP).

More strategic systems work is needed to support community initiatives to address barriers to achievement and school improvement such as poor attendance. Some projects have begun and will need long-term political support and investment.

Financial investment into the Education Partnership Board and school clusters will be necessary to provide the high level of school-to-school support needed to impact change and shift outcomes significantly, in the weakest performing schools.

Some of the schools with weakest performance have also raised the need for multi-agency input to help them manage significant safeguarding, socio-economic, SEND, and attendance barriers. In some schools the caseload for headteachers, Designated leads and SENCOs is so significant it reduces their ability to focus on their core role of school improvement.

Exclusions and suspensions in some schools are concerning and impact outcomes. School leaders identify the availability, affordability, and quality of alternative provision as a contributing factor



alongside the need to recruit and retain staff and secure community confidence in behaviour and safety.


Recruitment and retention in governance in locally maintained schools continues to be a priority as governor time commitment and skill level needed in schools with complex contexts can be a significant barrier to sustainable improvement.

School effectiveness roles and responsibilities

- School governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools as outlined by the Department for Education. The roles and responsibilities of BFfC on behalf of the Local Authority are to:
 - ✓ Act as the champion for all children and young people in the borough but especially those who: are looked after by the local authority, have additional educational needs, are from a minority group that experiences institutional and societal discrimination, have a social worker, are a survivor of trauma and or have physical or mental health needs.
 - ✓ Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress.
 - ✓ Be responsible for maintaining an overview of the effectiveness of all schools including academies, free schools, local colleges, registered early years settings and registered training providers.
 - ✓ Identify schools causing concern and to rapidly intervene where a school is at risk of decline or failing standards, working closely with the DfE regional director, diocese, and other local partners to ensure schools receive the support they need to improve.
 - ✓ Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; enable other schools to access the support they need to improve.
 - ✓ Exercise relevant powers to intervene in locally maintained schools causing concern (Schools Causing Concern 2022) and to work with the regional director where there are concerns about school effectiveness in academy schools and settings.

School effectiveness activity 2022-2023

- The Strategic Framework for School Effectiveness sets out how BFfC discharges its duties, primarily through the School Effectiveness service. Work to influence the local system is based on long-term projects that support schools to effectively implement research-based approaches in their schools; to ensure that every school has in place strategies that will make the most difference according to research in improving equity, inclusion, and outcomes for the bottom 20% of attainers.
- The framework recognises that school leaders have the expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of



local education provision with improvement being driven by local schools. Where the Local Authority needs to intervene in schools to bring about rapid improvement it commissions and brokers school-to-school support wherever this is possible. Local capacity continues to be significantly impacted following the pandemic. National systems to establish a teaching school and subject networks have faltered due to changing government priorities and the Reading is poorly served by the teaching school network.

- Targeted support and school effectiveness projects are provided to support improvement in outcomes identified by data and through School Effectiveness activities across the academic year.
- Collaboration with the local Maths (Mobius Maths Hub, [National Centre for Excellence in the Teaching of Mathematics \(NCETM\)](#)) and English Primary Hubs (Whiteknights Primary, Wokingham) is in place and the BFfC Advisory Team is supporting schools with improvement in phonics, reading, maths and writing.
- BFfC has commissioned consultant support for SEND and has brokered school to school support where schools have children with EHCPs who require an individual curriculum.
- Secondments and school to school support have been provided for schools causing concern to secure improvements identified by School Effectiveness leads. This has been successful in achieving progress and in securing positive judgements in Ofsted inspections.
- The Education team at BFfC has been commissioned to support standards' improvements in four academies since September, which has evidenced improvements in all schools.
- Targeted projects are based on analysis of long-term outcomes and are evidence-based.
- The team undertook and recorded 80 official visits to local maintained schools in term one including effectiveness, safeguarding, English monitoring and curriculum reviews. The team also completed headteacher performance management for 30 schools and provided training for headteachers, subject leads, individual school staff teams, behaviour leads, safeguarding leads, school business managers and governors.
- The vision for the Education Partnership Board has now been agreed and work has begun on mapping and reorganising cluster level school to school support. Roles and responsibilities of the Board, LA and Cluster have also been agreed.
- Headteacher wellbeing surveys have been completed and fed back and an offer of wellbeing support written into Head Teacher Performance Management documentation.
- The team is working closely to support the induction of the Reading Inclusion Support in Education (RISE) team which will provide some much-needed capacity to schools and support our work from January 2024. The RISE service supports all Reading schools to improve their offer of Ordinarily Available Provision, Graduated Response and better support all children and young people, including those with Special Educational Needs and Disabilities (SEND). The RISE team includes specialists and consultants with experience and knowledge of the different areas of children and young people's needs (e.g. mental health,

neurodiversity, behaviour, speech, language and communication needs and sensory needs). Its aim is to support schools by providing training, embedding evidence-based strategies, supporting school systems to develop their early intervention approaches and sharing knowledge within Reading schools. The School Effectiveness Strategy and advisory protocols have been shared and training in our core project implementation is planned. This should help ensure all advisory work remains consistent and focused on our strategic goals.

The local system

Table 2: the numbers of schools by type in each education phase and sector 2022-2023

| School Type | Nursery | Primary | Alternative Provision Academy | Secondary | Special | Total |
|------------------------|----------|-----------|-------------------------------|-----------|----------|-----------|
| Academy Converter | | 2 | | 3 | 1 | 6 |
| Multi-Academy Trust | | 11 | 1 | 6 | 2 | 20 |
| Community School | 5 | 22 | | | 1 | 28 |
| Voluntary Aided School | | 5 | | 1 | | 6 |
| Total | 5 | 40 | 1 | 10 | 4 | 60 |

- Reading has a wide range of schools including selective secondary grammar schools. School Effectiveness activities are focused on locally maintained schools where BfC has statutory duties, powers, and direct influence.
- School Effectiveness - commissioned projects aim to influence the whole system and are open to all Reading schools and settings.
- Academy settings can purchase school improvement support through the School Effectiveness SLA.
- Intelligence about all schools is collected as part of the School Effectiveness Framework. Monthly multi-agency school effectiveness meetings identify risks to schools and for pupils and identify mitigation and escalation actions. This has enabled officers to make well-evidenced enquiries and take timely action to support children, families, and schools.

Identifying priorities for improvement across the local system

- School Effectiveness activities and projects to influence the system and support school improvement are based on the identification of priorities for system improvement.
- Priorities for improvement are identified both at the individual school level and across the local education system through:
 - ✓ analysis of performance and financial data
 - ✓ intelligence from assurance visits to school across the academic year
 - ✓ Ofsted Education Inspection Framework, Ofsted outcomes, and report findings



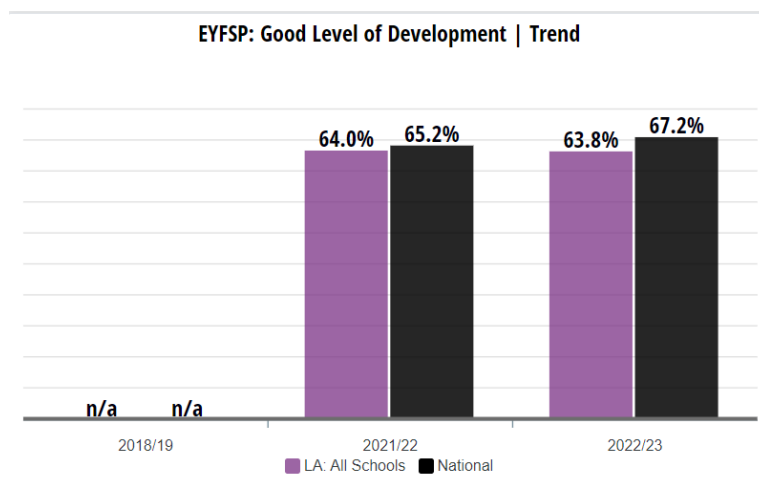
- ✓ school self-evaluation
- ✓ consultation with partners and stakeholders
- ✓ education research
- ✓ national policy changes
- A Local Education Partnership Board has been established, with representation from all phases of school leadership and governance and chaired by the Director of Education, to ensure that schools from across the governance spectrum work in partnership to develop a school led system for school improvement.

Unvalidated Data Headlines- School Standards

- All results are unvalidated and taken from the Nexus Education data system.
- Data for pupil groups does not show where individuals are represented in more than one pupil group.
- RAG (Red/Amber/Green) shading is used to highlight variance between schools for the reader.

Early Years Foundation Stage profile 2023

Table showing EYFS Good Level Development three-year outcomes trend all pupils



- 63.8% of children achieved a Good Level of Development (GLD) in 2023, 4% lower than the national average of 67.2%. This is the equivalent of 63 fewer pupils achieving GLD in Reading than other LAs.
- While the Reading average for achieving GLD decreased by 0.2% from 2021-22, the national average increased by 2.0%.



- To achieve GLD, children need to speak in English for parts of the assessment. The LA has a significant cohort of EAL children, (36.6%) compared to the national average (20%), and many children who are new to English language on entry to reception.
- Several schools had significant in year mobility into Early Years Foundation Stage (EYFS) which impacted their outcomes.
- Most schools that achieved results below the national average had EAL cohorts, and or mobility, well above national averages. In school effectiveness conversations, leaders have noted early development of spoken English as a common reason for weak outcomes.
- The School Effectiveness Team is undertaking assurance visits to all locally maintained schools with weak results, to identify where further improvements can be made.
- A small number of schools with high outcomes have above average EAL cohorts. These tend to be bilingual settled communities rather than children new to English.
- Performance in EYFS for disadvantaged, EAL and SEND-support children is better in Reading than national averages for each group, however, there are still significant gaps between children from vulnerable groups and their peers.
- Children of black Caribbean heritage performed below their peers even in the non-SEND group. Children from this group, underperforming by the end of Year 1, are being individually tracked through School Effectiveness meetings in locally maintained schools.
- Meetings with leaders in locally maintained schools have revealed that though most school leaders know their children well and have noted their underperformance, less than half are aware of the impact of interventions in place to help the children catch up. School leaders were positive about tracking this group through meetings going forward.
- Children without SEND perform below national averages for the group, across all pupil groups. This could suggest that expectations are not high enough and/ or curriculum pace is an issue. This has been identified through monitoring in some schools, but this is rare and Ofsted inspections have not found fault with curriculum quality in the schools inspected over the last 12 months. School Effectiveness officers have considered with headteachers underperformance for this group as a key indicator of curriculum quality in all Key Stages (KS).
- Outcomes for children in nursery schools continue to be exceptional with significant progress noted for children with SEND. School to school support in this sector is extremely effective but is underutilised by other providers. Nursery schools are struggling with recruitment and funding and though federation provides economies of scale and a significant CPD offer for staff, further capacity to include stand-alone nurseries and provide outreach to reception classes is limited at the moment.

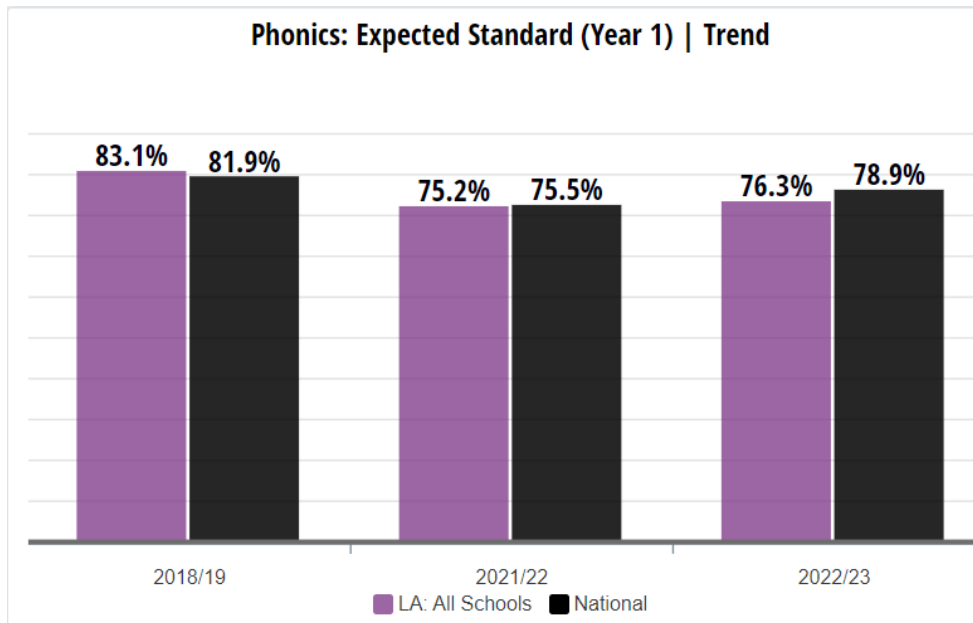
Table showing EYFSP GLD outcomes for vulnerable groups 2022-23 by primary school. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

| FSP Achieving GLD % | All | All disadvantaged | Disadvantaged but not SEND | EHCP | SEND support | Not SEND | EAL | EAL not SEND | Caribbean Heritage | Caribbean not SEND | Caribbean not disadvantaged | Caribbean Disadvantaged | White British Heritage | WBRI not SEND |
|------------------------------------|-----|-------------------|----------------------------|------|--------------|----------|------|--------------|--------------------|--------------------|-----------------------------|-------------------------|------------------------|---------------|
| National Average for the group | 67% | 52% | 60% | 4% | 24% | 74% | 63% | 69% | | | | | 69% | 75% |
| Local Authority | 64% | 54% | 59% | 7% | 26% | 70% | 66% | 69% | 60% | 65% | 59% | 62% | 67% | 74% |
| Alfred Sutton Primary School | 73% | 69% | 73% | - | 50% | 77% | 75% | 77% | - | - | - | - | 91% | 95% |
| All Saints Infant School | 45% | 50% | 50% | - | 0% | 50% | 33% | 40% | 100% | 100% | - | 100% | 43% | 43% |
| Battle Primary Academy | 62% | 36% | 36% | - | - | 63% | 58% | 58% | - | - | - | - | 100% | 100% |
| Caversham Park Primary School | 50% | - | - | - | - | 60% | 100% | 100% | - | - | - | - | 57% | 57% |
| Caversham Primary School | 82% | 100% | 100% | - | 50% | 82% | 75% | 75% | 100% | 100% | 100% | - | 82% | 82% |
| Christ The King Catholic Primary | 67% | 56% | 100% | 0% | 14% | 88% | 82% | 90% | 100% | 100% | 100% | 100% | 50% | 86% |
| Churchend Primary Academy | 69% | 60% | 60% | - | 100% | 68% | 55% | 55% | 60% | 60% | 50% | 67% | 71% | 70% |
| Civitas Academy | 68% | 43% | - | - | - | 67% | 50% | 50% | - | - | - | - | - | - |
| Coley Primary School | 50% | 57% | 57% | - | 0% | 60% | - | - | - | - | - | - | - | - |
| E P Collier Primary School | 56% | 50% | 57% | - | 0% | 64% | 59% | 61% | - | - | - | - | 83% | 83% |
| Emmer Green Primary School | 82% | - | - | - | 0% | 86% | 82% | 84% | - | - | - | - | 85% | 88% |
| English Martyrs' Catholic Primary | 70% | 50% | 67% | 0% | 0% | 74% | 65% | 71% | 50% | 50% | 100% | 0% | 77% | 77% |
| Geoffrey Field Infant School | 55% | 46% | 48% | 67% | 45% | 56% | 59% | 61% | 89% | 86% | 100% | 75% | 50% | 54% |
| Green Park Village Primary Academy | | | | | | | | | | | | | | |
| Katesgrove Primary School | 68% | 22% | 22% | - | 33% | 69% | 75% | 77% | 40% | 40% | 40% | - | 55% | 55% |
| Manor Primary School | 68% | 69% | 89% | 0% | 20% | 83% | 57% | 57% | 75% | 100% | 100% | 50% | 56% | 82% |
| Meadow Park Academy | 58% | 53% | 50% | - | 22% | 68% | 62% | 64% | 50% | 67% | 50% | 50% | 53% | 57% |
| Micklands Primary School | 81% | 64% | 75% | - | 25% | 89% | 40% | 50% | 100% | 100% | 100% | 100% | 86% | 95% |
| Moorlands Primary School | 70% | 75% | 82% | 0% | 71% | 78% | 56% | 67% | 100% | 100% | 100% | 100% | 76% | 81% |
| New Christ Church CofE (VA) Pri | 69% | 100% | 100% | - | 33% | 76% | 57% | 73% | 0% | - | 0% | - | 88% | 100% |
| New Town Academy | 69% | 25% | 25% | - | 0% | 76% | 76% | 76% | 0% | - | 0% | - | 100% | 100% |
| Oxford Road School | 60% | 43% | 100% | 0% | 0% | 78% | 67% | 83% | 0% | - | - | 0% | 33% | 50% |
| Park Lane Primary School | 72% | 75% | 75% | - | 0% | 73% | 25% | 25% | 100% | 100% | 100% | - | 81% | 83% |
| Ranikhet Academy | 71% | 63% | 83% | 0% | 50% | 85% | 67% | 71% | 100% | 100% | - | 100% | 63% | 83% |
| Redlands Primary School | 41% | 25% | 33% | 0% | 0% | 50% | 43% | 50% | 100% | 100% | - | 100% | 40% | 40% |
| Southcote Primary School | 52% | 33% | 43% | 0% | 0% | 60% | 56% | 60% | 40% | 40% | 67% | 0% | 54% | 59% |
| St Anne's RC Catholic Primary S | 63% | 50% | 50% | - | 100% | 60% | 33% | 33% | 50% | 50% | 50% | - | 75% | 75% |
| St John's CofE (Aided) Primary S | 67% | 44% | 50% | 0% | 33% | 72% | 85% | 85% | 100% | 100% | - | 100% | 33% | 33% |
| St Martin's Catholic Primary S | 43% | 50% | 50% | - | 0% | 46% | 100% | 100% | 50% | 50% | 100% | 0% | 43% | 43% |
| St Mary and All Saints CofE (VA) | 23% | 17% | 20% | - | 0% | 27% | 40% | 46% | 0% | 0% | 0% | - | 17% | 22% |
| St Michael's Primary School | 57% | 40% | 46% | 0% | 25% | 62% | 68% | 74% | 43% | 50% | 60% | 0% | 56% | 64% |
| Thames Valley School | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Thameside Primary School | 73% | 71% | 80% | 0% | 83% | 81% | 87% | 91% | 50% | 67% | 50% | 50% | 76% | 76% |
| The Avenue Special School | 0% | - | - | 0% | - | - | 0% | - | - | - | - | - | - | - |
| The Heights Primary School | 66% | - | - | - | 0% | 70% | 50% | 50% | 100% | 100% | 100% | - | 69% | 71% |
| The Hill Primary School | 80% | - | - | - | 25% | 88% | 73% | 73% | 100% | 100% | 100% | - | 90% | 100% |
| The Holy Brook School | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| The Palmer Primary Academy | 76% | 83% | - | - | - | - | - | - | - | - | - | - | - | - |
| The Ridgeway Primary School | 50% | 50% | 73% | 0% | 13% | 68% | 63% | 71% | 33% | 50% | 0% | 100% | 48% | 68% |
| Whitley Park Primary & Nurser | 58% | 55% | 65% | 0% | 21% | 72% | 70% | 78% | 50% | 50% | 0% | 100% | 55% | 68% |
| Wilson Primary School | 49% | 25% | 25% | 0% | 0% | 51% | 41% | 42% | 25% | 25% | 33% | 0% | 64% | 69% |



Phonics, Year 1, working at expected levels

Table showing Phonics three-year outcomes trend all pupils



- 76.3% of the Year 1 cohort achieved the expected standard in phonics, 2.6% lower than the national average of 78.9%.
- This is the equivalent to 50 fewer pupils in Reading achieving the expected standard compared to the national average.
- Reading's expected standard percentage has increased by 1.1%, from 75.2% in 2021/22, to 76.3% in 2022/23. This is equivalent to approximately 22 more pupils achieving the expected standard in 2022/23 compared to 2021/22.
- The early reading curriculum has been a strength in all inspections, and in our assurance visits in locally maintained schools (bar three that required Rapid Improvement Group (RIG) intervention). School-to-school and BfC English team support has been provided to support these schools. In one school outcomes have improved and in the two others they are being closely monitored through the RIG.
- We are satisfied that all schools have research informed and nationally approved phonics schemes in place and that fidelity to these schemes is appropriate.
- Schools with higher-than-average SEND cohorts have lower than national average phonics outcomes.
- Though this complexity is a factor, the local average for children without SEND is lower than the national average for the group as are outcomes for disadvantaged children.
- For disadvantaged children, early analysis of pupil level data shows, that children without SEND, who don't reach the national benchmark, are commonly persistently absent from



school. Work with the Education Partnership board to establish an attendance working group is in place.

- Further analysis about underachievement and attendance has been discussed at effectiveness meetings in term one.
- The School Effectiveness team will attempt to contact all academy schools with lower-than-average outcomes to assure the Director of Education that best practice approaches are applied and where necessary to signpost and broker school-to-school improvement support via the Education Partnership Board.
- Outcomes for disadvantaged, SEND support, black Caribbean heritage and EAL pupil groups, though still too low, improved this year. Reading performs better in phonics for EAL children and those receiving SEN support, than national averages for these groups.
- There is a growing number of schools who perform well above national averages across pupil groups year-on- year. Some are already providing school- to-school support.

Table showing phonics outcomes for vulnerable groups 2022-23 by primary school. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

| Phonics Wa (Current Year screening Yrs 1 & 2) | Disadvantaged | | Disadv No | | SEN | | EAL | | Caribbean | | BCR no | | BCR Not | | WBRI no | |
|---|---------------|--------|-----------|-------|---------|--------|-------|-------|-----------|-------|--------|--------|---------|-------|---------|-------|
| | All Pupils | tagged | SEN | EHCP | Support | NO SEN | EAL | SEND | Heritage | SEND | Disadv | disadv | WBRI | SEND | WBRI | SEND |
| | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM |
| National Average for the group | 79% | 67% | 77% | 20% | 49% | 86% | 78% | 84% | 75% | 83% | 80% | 69% | 79% | 86% | | |
| Local Authority | 73% | 63% | 76% | 17% | 51% | 83% | 79% | 84% | 70% | 76% | 76% | 66% | 71% | 80% | | |
| Alfred Sutton Primary School | 87% | 90% | 94% | 0% | 75% | 90% | 93% | 95% | 100% | 100% | 100% | - | 94% | 100% | | |
| All Saints Infant School | 75% | 100% | - | - | 50% | 80% | 100% | 100% | - | - | - | - | 67% | 80% | | |
| Battle Primary Academy | 72% | 83% | 100% | - | 40% | 78% | 67% | 68% | 0% | 0% | 0% | - | 83% | 89% | | |
| Caversham Park Primary School | 59% | 0% | - | 0% | 50% | 70% | 50% | 60% | - | - | - | - | 60% | 100% | | |
| Caversham Primary School | 86% | 25% | 50% | - | 43% | 90% | 86% | 85% | - | - | - | - | 86% | 89% | | |
| Christ The King Catholic Primary School | 71% | 68% | 83% | 40% | 64% | 91% | 75% | 89% | 80% | 100% | - | 80% | 82% | 80% | | |
| Churchend Primary Academy | 81% | 79% | 83% | 0% | 22% | 91% | 94% | 94% | 86% | 86% | 100% | 80% | 68% | 88% | | |
| Civitas Academy | 67% | 71% | 0% | - | - | 75% | 100% | 100% | - | - | - | - | 0% | 0% | | |
| Coley Primary School | 79% | 70% | 57% | 0% | 75% | 85% | 89% | 94% | 0% | 0% | 0% | 0% | 78% | 67% | | |
| E P Collier Primary School | 60% | 41% | 57% | 13% | 45% | 72% | 74% | 76% | 20% | 33% | 0% | 25% | 64% | 80% | | |
| Emmer Green Primary School | 77% | 40% | 67% | - | 17% | 83% | 83% | 86% | 100% | 100% | 100% | - | 69% | 76% | | |
| English Martyrs' Catholic Primary School | 68% | 30% | 33% | 0% | 30% | 73% | 75% | 81% | 67% | 67% | 80% | 0% | 65% | 76% | | |
| Geoffrey Field Infant School | 73% | 70% | 95% | 17% | 50% | 91% | 81% | 97% | 90% | 100% | 50% | 100% | 52% | 77% | | |
| Green Park Village Primary Academy | 83% | 80% | 100% | 0% | 56% | 94% | 89% | 100% | 100% | 100% | 100% | 100% | 75% | 83% | | |
| Katesgrove Primary School | 86% | 56% | 56% | 0% | 80% | 89% | 91% | 90% | 33% | 33% | 100% | 0% | 75% | 86% | | |
| Manor Primary School | 64% | 50% | 70% | 0% | 36% | 79% | 58% | 75% | 100% | 100% | - | 100% | 75% | 70% | | |
| Meadow Park Academy | 77% | 77% | 100% | 0% | 70% | 97% | 96% | 100% | 100% | 100% | 100% | 100% | 71% | 92% | | |
| Micklands Primary School | 58% | 50% | 50% | 50% | 20% | 64% | 80% | 86% | 50% | 50% | - | 50% | 52% | 53% | | |
| Moorlands Primary School | 73% | 74% | 87% | - | 45% | 86% | 86% | 83% | 67% | 67% | 100% | 50% | 84% | 100% | | |
| New Christ Church CofE (VA) Primary School | 83% | 50% | 60% | - | 67% | 86% | 88% | 86% | - | - | - | - | 78% | 83% | | |
| New Town Academy | 65% | 52% | 77% | 0% | 46% | 78% | 70% | 79% | 0% | - | - | 0% | 57% | 67% | | |
| Oxford Road School | 62% | 61% | 71% | 40% | 33% | 71% | 68% | 76% | 71% | 75% | - | 71% | 43% | 50% | | |
| Park Lane Primary School | 91% | 89% | 93% | - | 89% | 91% | 80% | 80% | 100% | 100% | 100% | 100% | 91% | 91% | | |
| Ranikhet Academy | 56% | 45% | 64% | 25% | 36% | 69% | 68% | 71% | 33% | 33% | - | 33% | 33% | 33% | | |
| Redlands Primary School | 64% | 33% | 50% | 0% | 17% | 75% | 63% | 70% | - | - | - | - | 100% | 100% | | |
| Southcote Primary School | 83% | 73% | 73% | 25% | 33% | 87% | 88% | 92% | 100% | 100% | 100% | 100% | 70% | 76% | | |
| St Anne's RC Catholic Primary School | 70% | 75% | 100% | 0% | 0% | 88% | 80% | 100% | 100% | 100% | - | 100% | 25% | 50% | | |
| St John's CofE (Aided) Primary School | 87% | 78% | 100% | 50% | 67% | 100% | 93% | 100% | 100% | - | - | 100% | 100% | 100% | | |
| St Martin's Catholic Primary School | 76% | 100% | 100% | - | 50% | 80% | 100% | 100% | - | - | - | - | 71% | 67% | | |
| St Mary and All Saints CofE (VA) Primary School | 66% | 58% | 91% | 0% | 38% | 84% | 75% | 86% | 67% | 100% | 100% | 50% | 59% | 80% | | |
| St Michael's Primary School | 68% | 73% | 73% | 0% | 67% | 70% | 55% | 61% | 100% | 100% | 100% | 100% | 67% | 72% | | |
| Thames Valley School | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Thameside Primary School | 73% | 57% | 80% | 17% | 63% | 91% | 63% | 90% | 60% | 67% | 100% | 50% | 74% | 95% | | |
| The Avenue Special School | 0% | 0% | - | 0% | - | - | 0% | - | - | - | - | - | 0% | - | | |
| The Heights Primary School | 87% | 100% | 100% | - | 50% | 88% | 80% | 80% | - | - | - | - | 85% | 88% | | |
| The Hill Primary School | 72% | 67% | 100% | 0% | 29% | 79% | 76% | 81% | 20% | 25% | 20% | - | 74% | 82% | | |
| The Holy Brook School | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| The Palmer Primary Academy | 80% | 64% | 100% | - | - | 100% | 100% | 100% | - | - | - | - | - | - | | |
| The Ridgeway Primary School | 76% | 63% | 65% | - | 50% | 81% | 84% | 88% | 50% | 67% | 50% | 50% | 73% | 75% | | |
| Whitley Park Primary & Nursery School | 58% | 48% | 64% | 50% | 46% | 73% | 66% | 67% | 64% | 67% | 100% | 50% | 53% | 74% | | |
| Wilson Primary School | 74% | 71% | 75% | 0% | 63% | 80% | 75% | 85% | 67% | 67% | 50% | 100% | 72% | 75% | | |

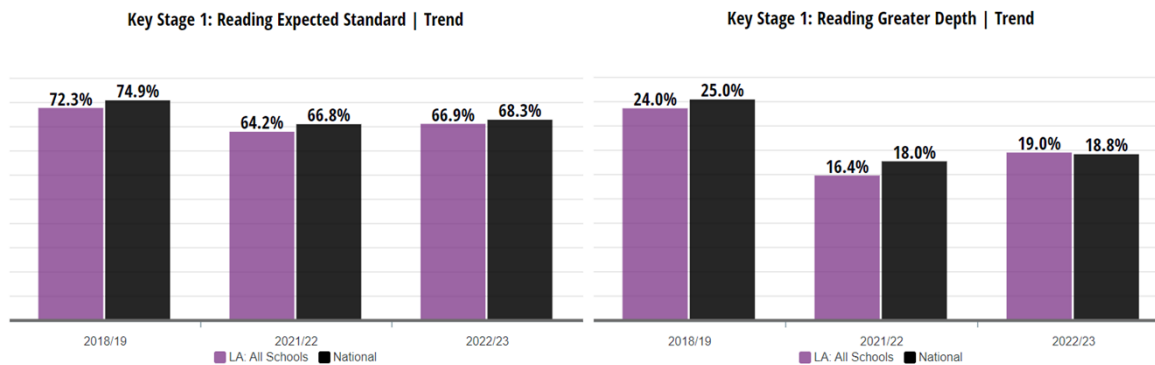
KS1 Headlines

- 2023 will be the last year for KS1 national reporting. Many Reading schools will continue to assess children at the end of KS1 to ensure they have made sufficient curriculum progress



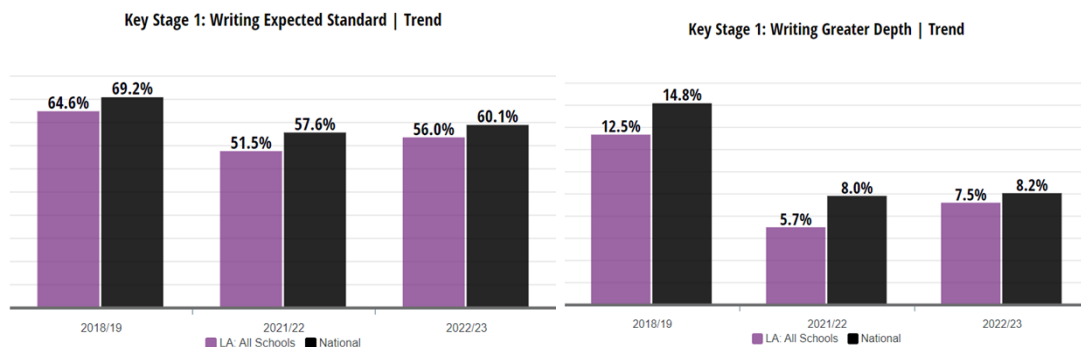
from early years and are attaining curriculum goals. The School Effectiveness team welcomes this decision.

Table to show three-year outcomes trend all pupils KS1 Reading at the expected standard and greater depth



- 66.9% achieved the expected standard in reading, 1.4% lower than the national average of 68.3%. This is equivalent to 28 fewer pupils in Reading achieving the expected standard compared to the national average.
- The percentage of children achieving the standard has increased by 2.7% from 64.2% in 2021/22 to 66.9% in 2022/23. This is equivalent to approximately 56 more pupils achieving the expected standard in 2022/23 and is above the national rate of improvement of 1.5%
- Reading schools achieved improvement above the national rate at greater depth in reading. This has increased by 2.6%, while the national average increased by 0.8% during the same period.
- Outcomes for disadvantaged children, while still weak, improved above national rates of improvement and the performance of EAL and SEND-support groups were above averages for the national group.

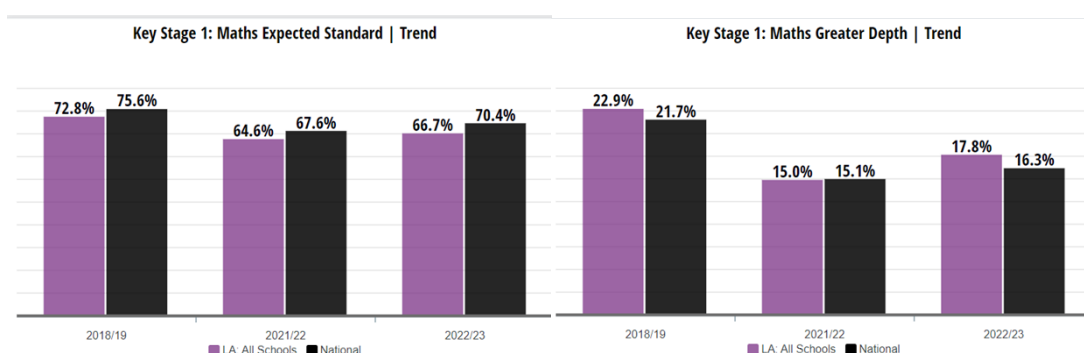
KS1 Writing



- 56.0% achieved the expected standard in writing in Reading, 4.1% lower than the national average of 60.1%.

- Children achieving the expected standard percentage in writing has increased by 4.5% and children without SEND's performance increased by 6%. This is equivalent to approximately 91 more pupils achieving the expected standard in 2022/23 compared to 2021/22.
- During the same period, the national average increased by 2.5%, from 57.6% in 2021/22 to 60.1% in 2022/23 indicating that the work done by schools to raise standards in writing is closing the gap with national standards at KS1.
- EAL children achieve above their national peers in KS1 writing.
- The performance of other groups remains poor, however, disadvantaged group performance improved significantly and well above national improvement rates during 2022-23.
- Results at greater depth were also improved and represent a three year upward trend that has reduced the gap with national. The LA average for greater depth in writing increased by 1.8%, from 5.7% in 2021/22 to 7.5% in 2022/23, the national average increased by 0.2% during the same period.
- The School Effectiveness team is visiting locally maintained schools, with lower-than-average outcomes in English, at three points in the academic year, to assure the Director of Education that recommendations from English reviews, undertaken in 2022-23, are being followed up and that the school improvement approaches being implemented, by school leaders, are having an impact.
- The team will continue to support schools to review their writing curriculum to check that research informed approaches are applied and to signpost and broker school-to-school improvement support via the Education Partnership Board.

Table to show three-year outcomes trend all pupils KS1 Maths at the expected standard and greater depth



- Reading's outcomes at the expected standard in maths has increased by 2.1% to 66.7% in 2022/23.
- This is equivalent to approximately 42 more pupils achieving the expected standard in 2022/23 compared to 2021/22.



- At the expected standard, outcomes are 3.7% lower than the national average of 70.4%. the national average increased by 2.8% during this period widening the gap between national outcomes and those achieved in the LA.
- Vulnerable group performance in maths is weak for disadvantaged children and those requiring SEND-support. Outcomes for children with an EHCP were 10% lower in 2023 than in previous years.
- Effectiveness officers are satisfied that curriculum quality in locally maintained schools is good. Work with the local Maths Hub has supported improved outcomes overtime. Curriculum quality in maths provision has been identified in all Ofsted inspections.
- Catch up interventions vary in their effectiveness across schools and are not as rigorous as those in place to support early reading. Good intervention packages have been signposted to schools via the hub.
- 7.8% achieved the greater depth in maths, 1.5% higher than the national average of 6.3%. This is equivalent to thirty more pupils in Reading achieving greater depth compared to the national average.
- Greater depth in maths has increased by 2.8%, from 15.0% in 2021/22 to 17.8% in 2022/23, the national average increased by 1.2% during the same period.
- Reading has been above the national average, two times in the last three academic years, for greater depth in Maths at KS1. Suggesting that curriculum and school-to-school support, with the local Maths Hub, is impacting positively on curriculum design.



KS1 Vulnerable group performance (Reading Writing Maths)

Table to show KS1 outcomes for vulnerable groups RWM expected standard 2023 by school (please note some school level cohort numbers for groups are below five pupils and not statistically significant)

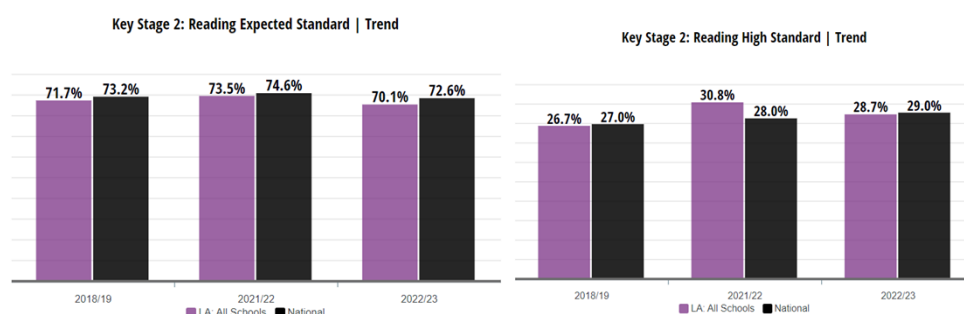
| | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM | % RWM |
|---|------------|------------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| National average | 56% | 40% | 51% | 7% | 19% | 65% | 55% | 61% | 49% | 58% | 57% | 41% | 56% | 64% |
| Local Authority | 51% | 33% | 43% | 0% | 19% | 59% | 55% | 60% | 37% | 46% | 43% | 31% | 51% | 60% |
| Alfred Sutton Primary School | 54% | 50% | 60% | 0% | 25% | 60% | 44% | 44% | - | - | - | - | 62% | 69% |
| All Saints Infant School | 65% | 0% | 0% | - | 50% | 67% | 57% | 57% | - | - | - | - | 70% | 78% |
| Battle Primary Academy | 50% | 29% | 33% | - | 0% | 56% | 56% | 58% | 100% | 100% | 100% | - | 29% | 33% |
| Caversham Park Primary School | 43% | 0% | 0% | - | 25% | 47% | 33% | 0% | - | - | - | - | 50% | 55% |
| Caversham Primary School | 77% | 50% | 67% | - | 33% | 81% | 57% | 62% | - | - | - | - | 87% | 90% |
| Christ The King Catholic Primary School | 40% | 17% | 13% | 0% | 38% | 44% | 46% | 55% | 0% | 0% | 0% | 0% | 50% | 60% |
| Churchend Primary Academy | 49% | 20% | 33% | 0% | 11% | 60% | 70% | 70% | 75% | 75% | 75% | - | 43% | 60% |
| Civitas Academy | 53% | 38% | 38% | - | - | 53% | 100% | 100% | - | - | - | - | - | - |
| Coley Primary School | 48% | 43% | 50% | 0% | 29% | 57% | 42% | 50% | 100% | - | - | 100% | 50% | 75% |
| E P Collier Primary School | 45% | 17% | 30% | 0% | 22% | 52% | 55% | 55% | 14% | 25% | 50% | 0% | 42% | 43% |
| Emmer Green Primary School | 63% | 33% | 50% | - | 20% | 67% | 68% | 71% | 50% | 0% | 50% | - | 61% | 67% |
| English Martyrs' Catholic Primary School | 49% | 50% | 40% | 0% | 20% | 56% | 56% | 64% | 0% | 0% | 0% | - | 42% | 50% |
| Geoffrey Field Infant School | 68% | 44% | 58% | 0% | 13% | 80% | 83% | 92% | 56% | 57% | 75% | 40% | 55% | 71% |
| Green Park Village Primary Academy | 69% | 50% | 100% | - | 0% | 80% | 70% | 78% | 50% | 100% | - | 50% | 0% | 0% |
| Katesgrove Primary School | 35% | 41% | 41% | 0% | 0% | 36% | 41% | 42% | 50% | 50% | 0% | 100% | 20% | 20% |
| Manor Primary School | 57% | 53% | 55% | 0% | 38% | 68% | 57% | 75% | 67% | 100% | 50% | 100% | 54% | 67% |
| Meadow Park Academy | 53% | 35% | 56% | - | 23% | 71% | 64% | 78% | 50% | 60% | 67% | 33% | 50% | 67% |
| Micklands Primary School | 50% | 43% | 60% | 0% | 0% | 56% | 50% | 50% | 100% | 100% | 100% | - | 52% | 58% |
| Moorlands Primary School | 54% | 35% | 36% | 0% | 36% | 60% | 55% | 56% | 33% | 50% | 0% | 50% | 49% | 54% |
| New Christ Church CofE (VA) Primary School | 60% | 13% | 20% | 0% | 67% | 73% | 77% | 80% | - | - | - | - | 44% | 57% |
| New Town Academy | 47% | 33% | 57% | 0% | 7% | 63% | 49% | 67% | 0% | - | - | 0% | 33% | 50% |
| Oxford Road School | 57% | 50% | 100% | 0% | 25% | 80% | 60% | 73% | 50% | 100% | 100% | 33% | 100% | 100% |
| Park Lane Primary School | 63% | 17% | 20% | 0% | 20% | 69% | 50% | 50% | 50% | 50% | 50% | - | 63% | 71% |
| Ranikhet Academy | 48% | 46% | 56% | 0% | 33% | 52% | 47% | 47% | 100% | 100% | 100% | 100% | 33% | 33% |
| Redlands Primary School | 37% | 33% | 43% | 0% | 0% | 42% | 28% | 31% | - | - | - | - | 50% | 50% |
| Southcote Primary School | 52% | 8% | 8% | 0% | - | 53% | 65% | 65% | 25% | 25% | 50% | 0% | 46% | 46% |
| St Anne's RC Catholic Primary School | 60% | 40% | 50% | 0% | 0% | 67% | 75% | 82% | 100% | 100% | - | 100% | 38% | 38% |
| St John's CofE (Aided) Primary School | 62% | 43% | 75% | 0% | 33% | 69% | 60% | 65% | - | - | - | - | 86% | 100% |
| St Martin's Catholic Primary School | 69% | 50% | 100% | - | 0% | 79% | - | - | 0% | 0% | 0% | - | 75% | 86% |
| St Mary and All Saints CofE (VA) Primary School | 35% | 29% | 42% | 0% | 0% | 45% | 50% | 58% | 40% | 50% | 100% | 25% | 28% | 45% |
| St Michael's Primary School | 59% | 63% | 75% | 0% | 17% | 65% | 71% | 75% | 0% | 0% | 0% | 0% | 57% | 61% |
| Thames Valley School | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Thameside Primary School | 55% | 31% | 50% | 0% | 27% | 67% | 50% | 62% | 33% | 50% | - | 33% | 71% | 84% |
| The Avenue Special School | 0% | 0% | - | 0% | - | 0% | 0% | - | - | - | - | - | 0% | - |
| The Heights Primary School | 73% | 50% | 0% | 0% | 67% | 74% | 75% | 75% | - | - | - | - | 70% | 70% |
| The Hill Primary School | 53% | 50% | 100% | 0% | 0% | 63% | 73% | 80% | 33% | 50% | 33% | - | 47% | 58% |
| The Holy Brook School | 0% | 0% | - | 0% | - | - | 0% | - | 0% | - | - | 0% | 0% | - |
| The Palmer Primary Academy | 49% | 27% | 27% | - | - | 49% | 100% | 100% | - | - | - | - | - | - |
| The Ridgeway Primary School | 25% | 18% | 27% | 0% | 0% | 31% | 21% | 27% | 20% | 25% | 0% | 25% | 14% | 19% |
| Whitley Park Primary & Nursery School | 31% | 21% | 45% | 0% | 10% | 43% | 50% | 50% | 0% | 0% | 0% | 0% | 22% | 39% |
| Wilson Primary School | 45% | 9% | 13% | 0% | 20% | 49% | 58% | 56% | 67% | 67% | 50% | 100% | 40% | 44% |

- In RWM (Reading, Writing, Maths) at the expected standard, outcomes for EAL and SEND support were in line with national averages for the group, however, LA performance in KS1 for other vulnerable groups is concerning.
- Disadvantaged children's performance is weak, with a 7% gap to national averages for the group and a 23% gap to all children nationally. Outcomes were weakest for writing and maths, Reading outcomes were in line with national for the group.

- Though concerning, the trend for the disadvantaged group, improved by 5%, well above the national rate of improvement, suggesting that school strategies are having some impact.
- When SEND and EAL children are removed from the disadvantaged group, outcomes do improve but are still 7% below average for writing. Schools identify poor attendance as impacting performance here and the School Effectiveness team has noted weaknesses in curriculum design that are being addressed with individual schools.
- The performance of children with EHCPs significantly declined this year, reflecting the changing cohort and increasingly complex needs in KS1. No children achieved the expected standard in all three measures this year compared with 7% nationally.
- Of significant concern, are outcomes for children of black Caribbean heritage. This group significantly underperforms compared to all children and the group nationally. Children from this group who are also disadvantaged have a 14% gap with their peers nationally and a 16% gap in comparison to their white counterparts.

KS2 Headlines

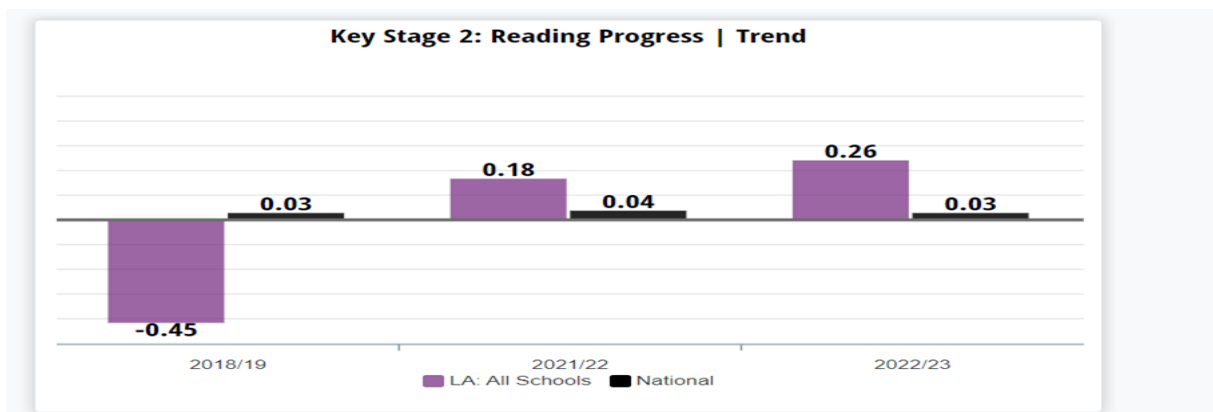
Table to show three-year outcomes trend all pupils KS2 Reading at the expected standard and greater depth



- 69.9% achieved the expected standard in reading 2.7% lower than the national average of 72.6%. This is equivalent to 53 fewer pupils achieving the expected standard compared to the national average.
- Standards in reading decreased by 3.6%, from 73.5% in 2021/22 to 69.9% in 2022/23, the national average decreased by 2.0%, from 74.6% in 2021/22 to 72.6% in 2022/23.
- Outcomes for all groups declined bar SEND support where outcome improved, supporting the impact of project work to reduce inequalities for this group of children.
- 28.6% achieved the higher standard in reading 0.4% lower than the national average of 29.0% and lower than last year's results.



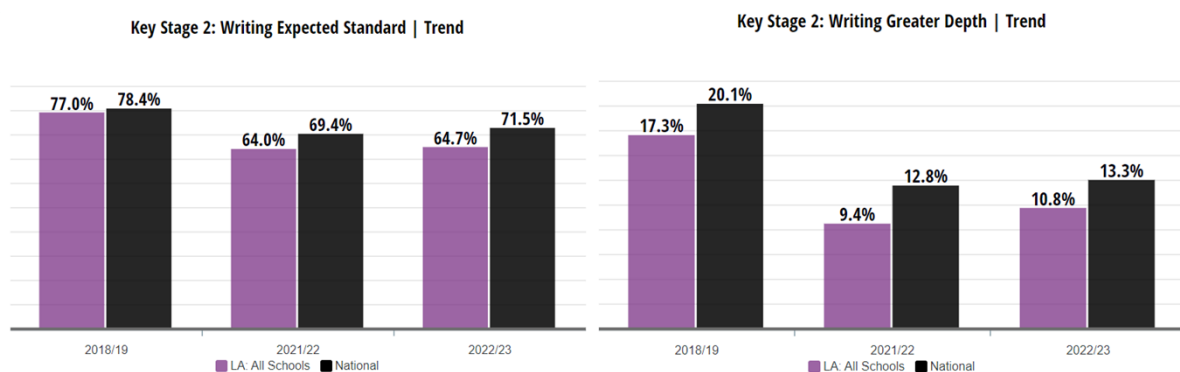
Table showing KS2 Reading progress trend



- The LA average reading progress score of +0.26 is 0.23 higher than the national cohort, which has a Reading progress score of +0.03.
- Reading has been above the national average twice in the last three academic years for reading progress and has a centile rank of 43, rising six places in the percentile rankings between 2021/22 and 2022/23. Again, this is a positive indicator of the work done by schools with complex cohorts to improve curriculum effectiveness.

KS2 Writing

Table to show three-year outcomes trend all pupils KS2 Writing at the expected standard and greater depth

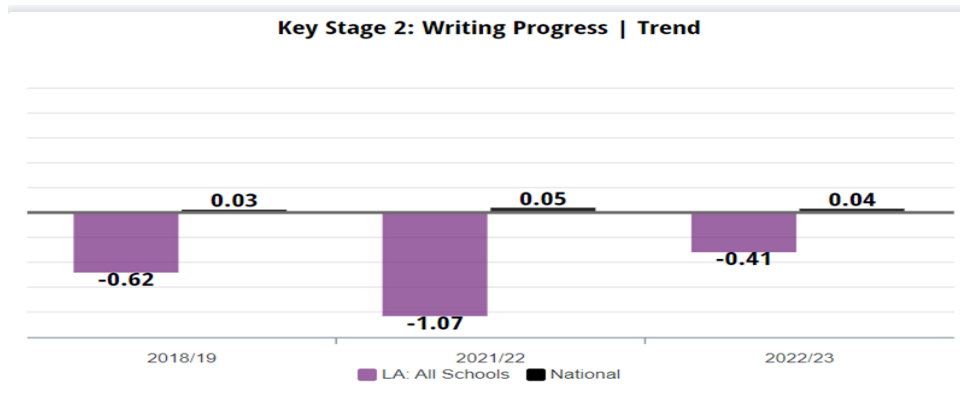


- The expected standard percentage in writing has increased by 0.8% from 64.0% in 2021/22 to 64.8% in 2022/23. This is equivalent to approximately 16 more pupils achieving the expected standard in 2022/23 compared to 2021/22.
- LA average outcomes in writing remain persistently weak, 6.7% lower than the national average of 71.5%. In 2022-23, the national average increased by 2.1% further increasing our gap to national.



- The LA average for greater depth in writing has increased by 1.7%, from 9.4% in 2021/22 to 11.1% in 2022/23, the national average increased by 0.5%, to 13.3% in 2022/23.

Table showing KS2 Writing progress trend

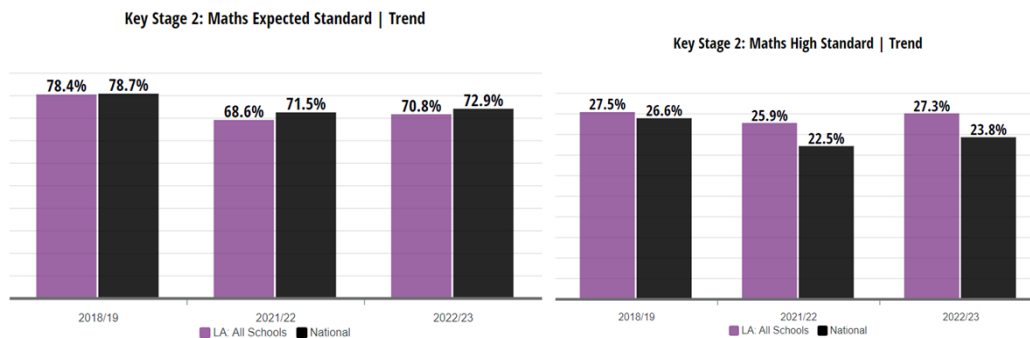


- The LA writing progress score has increased by 0.66 from -1.07 in 2021/22 to -0.41 in 2022/23 but is still below national.
- Writing is a significant priority in school development plans. Our work has identified weaknesses in planning and implementation of the curriculum which have been fed back to schools. The School Effectiveness team is regularly visiting all schools with lower-than-average outcomes in English, to assure the Director of Education that recommendations from English reviews, undertaken in 2022-23, are being followed up and that the school improvement approaches being implemented by school leaders are having an impact.
- To date, some improvements have been noted but these are not yet significantly addressing gaps in pupil attainment. The team will continue to support schools to review their writing curriculum to check that research informed approaches are applied and where necessary to signpost and broker school-to-school improvement support via the Education Partnership Board.
- Research informed curriculum approaches, with the best national outcomes, have been championed by the English team over time, however, many schools have chosen schemes of work that do not follow these principles and approaches.



KS2 Mathematics

Table to show three-year outcomes trend all pupils KS2 Maths at the expected standard and greater depth



- The expected standard percentage in maths has increased by 2.1% from 68.6% in 2021/22 to 70.7% in 2022/23. 2.2% lower than the national average of 72.9%.
- This is equivalent to approximately 42 more pupils achieving the expected standard in 2022/23 compared to 2021/22.
- The LA expected standard in maths increased by 2.1% in 2022/23, while the national average increased by only 1.4%, during the same period suggesting that the work done to improve maths in Reading schools has had a positive impact.
- Outcomes at the higher standard in maths increased by 1.4%, from 25.9% in 2021/22 to 27.3% in 2022/23, 3.5% higher than the national average of 23.8%.
- This is equivalent to approximately 27 more pupils achieving the higher standard in 2022/23 compared to 2021/22 and 69 more pupils in Reading achieving the higher standard compared to the national average.
- The LA's maths progress score has increased by 0.42 from -0.11 in 2021/22 to +0.31 in 2022/23, above national averages.
- Reading is percentile 35 when compared to all LAs nationally for maths progress. Strong outcomes at greater depth suggest that work with Mobius Maths Hub and School Effectiveness projects is supporting school improvement in curriculum development.

Table showing KS2 Maths progress trend

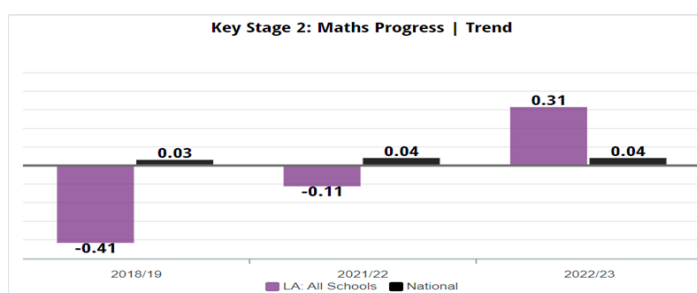




Table to show average progress scores across schools at KS2. The national average is 0.03 (RAG shows significance Green= above average, Yellow= broadly in line with average, Red=below average. Stronger colour indicates high significance away from average)

| Key Stage 2 Progress Score (RWM Eligible) | Reading | Writing | Maths |
|---|---------|---------|-------|
| Local Authority | 0.3 | -0.5 | 0.3 |
| Alfred Sutton Primary School | 1.6 | 3.1 | 4.2 |
| All Saints Junior School | 3.9 | 0.0 | 6.6 |
| Caversham Primary School | 3.0 | 0.3 | 1.8 |
| Meadow Park Academy | -1.0 | 0.2 | -1.7 |
| Coley Primary School | 3.5 | 5.1 | 2.1 |
| E P Collier Primary School | 1.3 | 1.8 | 1.3 |
| Geoffrey Field junior School | -1.8 | -1.3 | -0.6 |
| Battle Primary Academy | 0.8 | -2.9 | -0.9 |
| The Palmer Primary Academy | -1.0 | -1.1 | -0.5 |
| Civitas Academy | 1.7 | 2.2 | 3.0 |
| Oxford Road School | 2.6 | 0.1 | 0.0 |
| The Heights Primary School | 0.9 | 3.0 | 0.7 |
| Redlands Primary School | 1.7 | 1.7 | 1.6 |
| The Hill Primary School | 1.3 | -0.8 | 0.2 |
| The Ridgeway Primary School | -0.2 | -2.8 | -1.3 |
| Park Lane Primary School | -0.9 | 0.4 | -0.5 |
| Wilson Primary School | -3.8 | -5.0 | -2.6 |
| Ranikhet Academy | -0.8 | -1.2 | -1.7 |
| Emmer Green Primary School | 2.7 | 1.8 | 1.1 |
| Southcote Primary School | -2.4 | -2.2 | -2.1 |
| New Town Academy | -0.2 | -1.5 | 0.1 |
| St Michael's Primary School | -1.1 | 1.4 | -0.4 |
| Churchend Primary Academy | 3.0 | -1.5 | 3.3 |
| Moorlands Primary School | 0.5 | 0.5 | 1.3 |
| St Mary and All Saints CofE (VA) Primary School | 3.9 | 3.1 | 1.6 |
| Thameside Primary School | -0.5 | -1.1 | -4.1 |
| Katesgrove Primary School | -0.2 | -1.0 | 0.6 |
| Caversham Park Primary School | 0.7 | -0.6 | 1.9 |
| Micklands Primary School | 2.3 | -2.5 | -0.1 |
| Manor Primary School | -3.2 | -2.1 | -2.7 |
| New Christ Church CofE (VA) Primary School | 3.6 | -0.7 | 1.8 |
| St John's CofE (Aided) Primary School | 2.6 | 0.9 | 2.6 |
| St Anne's RC Catholic Primary School | -1.8 | -2.7 | -1.4 |
| English Martyrs' Catholic Primary School | 0.3 | -1.8 | 1.6 |
| Christ The King Catholic Primary School | 2.5 | 1.8 | 4.9 |
| St Martin's Catholic Primary School | 4.4 | -2.9 | 5.2 |
| Whitley Park Primary & Nursery School | -1.4 | -0.6 | -1.3 |
| Thames Valley School | -9.7 | -12.8 | -12.3 |
| The Avenue Special School | -5.2 | -5.8 | -6.1 |
| The Holy Brook School | -10.4 | -4.1 | -9.8 |

Vulnerable group performance at KS2

- Disadvantaged children in Reading perform significantly below national for the group at the expected standard in Reading Writing Maths (RWM), even where SEND is accounted for, however, the rate of improvement year on year for this group is double that of the national rate of improvement for the group, suggesting that school pupil premium strategies are having an impact. School leaders identify poor attendance as a significant issue affecting this group's outcomes.
- Progress for disadvantaged children without SEND is more broadly in line with national averages than in previous years.
- Children of black Caribbean heritage have significant and concerning gaps, when compared to the group nationally as at KS2. Children in this group without SEND had a 15% gap to their national peers. This group has particularly weak progress in maths and writing.
- Many primary schools have not yet taken up anti-racist curriculum training or implemented a strategy to target underperformance in this group. This will be raised with the Education Partnership Board as an area of concern.
- Governors have had an offer of equalities training in the last three years. Attendance at training has improved, however, there is limited evidence in equalities information on schools' websites regarding specific tracking of this group.
- Further analysis of data shows that pupil numbers for this group in each school are small and, at an individual school level, outcomes may not appear significant in the way they do when considering the population level data. This means the group's underperformance is a hidden issue.
- Children who are bilingual (EAL) make strong progress in Reading schools significantly above national progress.
- Children with EHCPs made weak progress across KS2 this year. Schools have been advised to consider individual underperformance to identify future adaptations.

Table showing KS2 RWM expected standard outcomes for vulnerable groups 2022-23 by Primary School. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

| Key Stage 2 Achieving RWM | Caribbean | | | | | | | | | | | | | |
|---|------------|---------------|-------------------|------|-------------|--------|-----|-------------|----------|-------------|----------------|------------|------|--------------|
| | All Pupils | Disadvantaged | Disadvantaged SEN | EHCP | SEN Support | NO SEN | EAL | EAL No SEND | Heritage | BCR no SEND | BCR Not Disadv | BCR Disadv | WBRI | WBRI no SEND |
| National Average for the group | 59% | 44% | 57% | 8% | 24% | 70% | 61% | 67% | 50% | 62% | 59% | 43% | 59% | 70% |
| Local Authority | 55% | 36% | 48% | 6% | 24% | 65% | 58% | 64% | 37% | 47% | 55% | 29% | 53% | 67% |
| Alfred Sutton Primary School | 78% | 52% | 67% | 0% | 50% | 83% | 73% | 76% | 0% | - | - | 0% | 91% | 100% |
| All Saints Junior School | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% |
| Caversham Primary School | 82% | 0% | 0% | 0% | 33% | 90% | 88% | 88% | - | - | - | - | 76% | 91% |
| Meadow Park Academy | 54% | 59% | 83% | 0% | 29% | 80% | 73% | 75% | 25% | 50% | 50% | 0% | 50% | 90% |
| Coley Primary School | 63% | 40% | 100% | - | 40% | 68% | 67% | 71% | - | - | - | - | 83% | 75% |
| E P Collier Primary School | 60% | 38% | 60% | 0% | 67% | 68% | 68% | 67% | 100% | 100% | 100% | 100% | 20% | 40% |
| Geoffrey Field junior School | 60% | 40% | 58% | 0% | 20% | 75% | 75% | 79% | 80% | 100% | 100% | 67% | 32% | 53% |
| Battle Primary Academy | 44% | 27% | 20% | 0% | 33% | 47% | 39% | 41% | 100% | 100% | 100% | - | 45% | 63% |
| The Palmer Primary Academy | 52% | 24% | 29% | 0% | 20% | 62% | 59% | 62% | - | - | - | - | 53% | 70% |
| Civitas Academy | 62% | 67% | 63% | 0% | 50% | 68% | 64% | 69% | 0% | 0% | 0% | - | 75% | 100% |
| Oxford Road School | 63% | 44% | 57% | 50% | 0% | 71% | 68% | 72% | 33% | 50% | - | 33% | 50% | 100% |
| The Heights Primary School | 82% | 25% | 33% | 0% | 63% | 92% | 82% | 100% | - | - | - | - | 86% | 93% |
| Redlands Primary School | 72% | 67% | 67% | 0% | 100% | 74% | 75% | 74% | - | - | - | - | 60% | 75% |
| The Hill Primary School | 67% | 0% | 0% | 0% | 13% | 83% | 56% | 56% | 100% | 100% | 100% | - | 69% | 88% |
| The Ridgeway Primary School | 41% | 15% | 25% | 0% | 0% | 52% | 39% | 44% | 50% | 50% | - | 50% | 33% | 56% |
| Park Lane Primary School | 67% | 56% | 67% | 0% | 38% | 73% | 63% | 71% | 100% | 100% | - | 100% | 69% | 74% |
| Wilson Primary School | 41% | 25% | 27% | - | 57% | 41% | 33% | 32% | 0% | 0% | - | 0% | 73% | 71% |
| Ranikhet Academy | 39% | 25% | 33% | 0% | 0% | 50% | 45% | 56% | 100% | 100% | 100% | - | 14% | 20% |
| Emmer Green Primary School | 75% | 60% | 75% | 0% | 29% | 83% | 84% | 89% | - | - | - | - | 77% | 80% |
| Southcote Primary School | 42% | 25% | 29% | 0% | 0% | 45% | 50% | 50% | 0% | 0% | 0% | 0% | 44% | 48% |
| New Town Academy | 39% | 25% | 50% | 0% | 11% | 49% | 43% | 50% | 0% | 0% | - | 0% | 40% | 50% |
| St Michael's Primary School | 53% | 48% | 52% | 50% | 25% | 58% | 57% | 62% | 38% | 43% | 0% | 43% | 53% | 60% |
| Churchend Primary Academy | 66% | 44% | 64% | 0% | 31% | 80% | 85% | 94% | 13% | 25% | 0% | 25% | 67% | 77% |
| Moorlands Primary School | 63% | 55% | 67% | 50% | 29% | 71% | 67% | 75% | 67% | 67% | 67% | 67% | 61% | 71% |
| St Mary and All Saints CofE (VA) Primary School | 37% | 27% | 30% | 0% | 25% | 43% | 38% | 42% | 50% | 33% | - | 50% | 29% | 25% |
| Thameside Primary School | 48% | 19% | 22% | 0% | 25% | 59% | 80% | 78% | 0% | 0% | 0% | 0% | 38% | 47% |
| Katesgrove Primary School | 58% | 42% | 50% | 0% | 0% | 66% | 62% | 66% | 33% | 50% | 100% | 0% | 45% | 56% |
| Caversham Park Primary School | 54% | 100% | - | - | 17% | 65% | 50% | 33% | 50% | 50% | 50% | - | 50% | 69% |
| Micklands Primary School | 63% | 22% | 33% | - | 38% | 70% | 63% | 71% | 50% | 50% | 100% | 33% | 61% | 69% |
| Manor Primary School | 42% | 32% | 47% | 0% | 0% | 59% | 55% | 67% | 50% | 75% | 100% | 40% | 32% | 50% |
| New Christ Church CofE (VA) Primary School | 41% | 43% | 60% | 0% | 0% | 50% | 43% | 50% | - | - | - | - | 60% | 75% |
| St John's CofE (Aided) Primary School | 58% | 38% | 57% | 0% | 20% | 76% | 56% | 71% | 40% | 67% | 100% | 25% | 86% | 83% |
| St Anne's RC Catholic Primary School | 55% | 44% | 50% | 33% | 0% | 65% | 50% | 67% | 0% | 0% | - | 0% | 43% | 60% |
| English Martyrs' Catholic Primary School | 53% | 36% | 42% | 25% | 8% | 70% | 59% | 71% | 50% | 0% | 100% | 0% | 47% | 53% |
| Christ The King Catholic Primary School | 49% | 44% | 71% | 20% | 36% | 64% | 44% | 62% | 50% | 67% | 100% | 25% | 50% | 57% |
| St Martin's Catholic Primary School | 74% | 0% | - | 0% | 25% | 86% | 88% | 88% | 0% | - | - | 0% | 78% | 88% |
| Whitley Park Primary & Nursery School | 34% | 25% | 39% | - | 0% | 43% | 56% | 58% | 0% | 0% | - | 0% | 29% | 47% |
| Thames Valley School | 0% | 0% | - | 0% | - | - | - | - | - | - | - | - | 0% | - |
| The Avenue Special School | 0% | 0% | - | 0% | - | - | 0% | - | 0% | - | - | 0% | 0% | - |
| The Holy Brook School | 0% | 0% | - | 0% | - | - | - | - | - | - | - | - | 0% | - |

Table to show average progress scores KS2 RWM expected standard for vulnerable groups. The national average is 0.03 (RAG shows significance Green= above average, Yellow= broadly in line with average, Red=below average. Stronger colour indicates high significance away from average)

| Key Stage 2 Progress: All Pupils | | | | |
|----------------------------------|--------|---------|---------|-------|
| | cohort | Reading | Writing | Maths |
| All Pupils | 1973 | 0.3 | -0.5 | 0.3 |
| Disadvantaged | 538 | -1.6 | -1.7 | -2.2 |
| Disadv No SEN | 347 | -0.9 | -0.5 | -1.4 |
| EHCP | 112 | -4.7 | -4 | -4.3 |
| SEN Support | 310 | -0.6 | -2.6 | -1.1 |
| NO SEN | 1522 | 0.9 | 0.3 | 1 |
| EAL | 732 | 1.2 | 0.5 | 2.5 |
| EAL No SEND | 640 | 1.4 | 0.9 | 2.9 |
| Caribbean Heritage | 103 | -1.5 | -2.2 | -3.1 |
| BCR no SEND | 72 | -1.3 | -1.4 | -2.6 |
| BCR Not Disadv | 33 | 0 | -0.8 | -1.3 |
| BCR disadv | 70 | -2.2 | -2.8 | -4 |
| WBRI | 714 | 0 | -1 | -1.1 |
| WBRI no SEND | 497 | 0.9 | 0 | -0.5 |

Local context- impact on outcomes at KS2

- Evidence from School Effectiveness work in weaker performing schools last year suggests that more school improvement capacity is needed, to support the implementation of improved curriculum approaches, so that more children meet the expected standard at Key Stage 2.
- The strategic work to develop school- to- school improvement has begun with the establishment of the Education Partnership Board which has reorganised and rejuvenated cluster working.
- Recovery funding has been identified to support capacity to release leaders at all levels to work in school-to-school partnerships.
- Inward mobility in Reading in year 6, is 2% higher than national averages and significantly above this figure in some schools. 4/6 schools with inward mobility between 25% and 15% of the overall cohort had weak KS2 results across all subjects.
- Many schools with weak KS2 outcomes have significantly higher than average proportions of SEN, EAL and disadvantage within the cohort which impacts overall averages for the school. In these cases, the school effectiveness team consider the outcomes for children without SEND when considering if results are concerning.

- Children without disadvantage or SEND, whose first language is English, and who are not of Caribbean heritage, achieve at or above the national average for the group in all areas except writing as in the table below.

Table to show KS2 RWM expected standard for children who are not disadvantaged, do not have SEND are not of Caribbean Heritage and speak English as their first language.

| Estab. School No. | Cohort | RWM* | | | READING | | | WRITING TA | | | MATHS | | | GPS | | |
|-----------------------------------|---------|-------|-------|-------|---------|-------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | ≥Exp | Avg. | High | SS | <Exp | ≥Exp | High | SS | <Exp | ≥Exp | High | SS | <Exp | ≥Exp | High |
| - National (state-funded schools) | 289,350 | 75.4% | 11.5% | 107.5 | 13.3% | 86.7% | 39.8% | 87.1% | 19.0% | 106.2 | 13.9% | 86.1% | 30.6% | 107.1 | 13.5% | 86.5% |
| - Local Authority | 586 | 74.9% | 12.6% | 108.4 | 11.6% | 88.4% | 46.1% | 84.0% | 18.3% | 107.0 | 13.3% | 86.7% | 39.1% | 107.6 | 12.1% | 87.9% |

- Though our data system does not currently allow for in depth analysis of the relationship between attendance and outcomes it is notable that of the thirteen schools with the weakest outcomes across all key stages, only one had overall attendance in Autumn and Spring term 2022-23, above 93%

KS4 unvalidated outcomes 2023

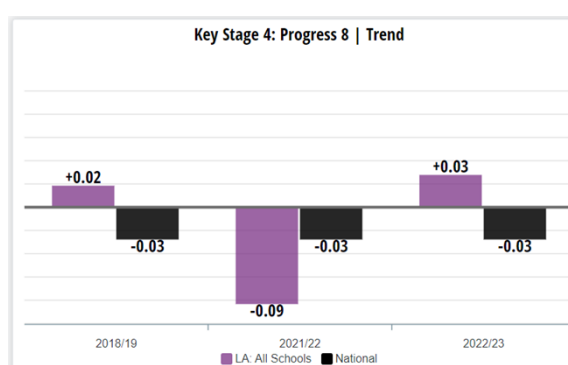
- Due to the changes in examination procedures and content, during and after the pandemic, it is recommended that comparisons between 2022-23 and the previous year are not helpful in determining standards. Comparison to 2018- 19 figures, though not entirely secure, are more helpful in determining educational recovery.
- The DfE and Ofsted have issued guidance to suggest that 2022/23 KS4 data can be used to make cautious comparisons between schools/colleges, trusts, local authority, and national averages from the same year, however, all guidance notes that schools have been impacted differently in terms of the impact of the pandemic and that this should be taken into account.
- Average outcomes are skewed in Reading due to the significant variation in school context and the relatively small number of schools. As in primary, some schools with weaker outcomes have contextual factors that are significantly above national averages. Schools with the strongest performance have contextual factors significantly below national averages and are selective and single gender.

Progress 8

- Progress 8 is a measure that indicates how much a secondary school has helped pupils improve (or progress) over a five-year period when compared to a government-calculated expected level of improvement. It takes a pupil's performance in relation to their peers at primary school level, compares it with their performance at GCSEs (their Attainment 8 score) and establishes whether the individual has progressed at, above or below the expected level.

- Progress 8 scores are centred around zero (indicating expected progress) and nearly all mainstream schools nationally have a score in the range +/-1.0. In P8 terms, a score of +1.0 means that pupils achieve one grade higher in each subject than pupils with similar prior attainment nationally.
- Reading schools achieved an LA average Progress 8 score of +0.03, slightly above the national average. 54.4% of the cohort achieved a positive progress score, with over a quarter having a score greater than or equal to 1.
- The LA Progress 8 score has increased since 2018-19 in comparison with schools nationally.
- 45.6% of the cohort achieved a progress score below 0, with 23.8% having a score less than -1, meaning they achieved a grade lower than similar pupils nationally.

Table to show three-year P8 trend all pupils KS4

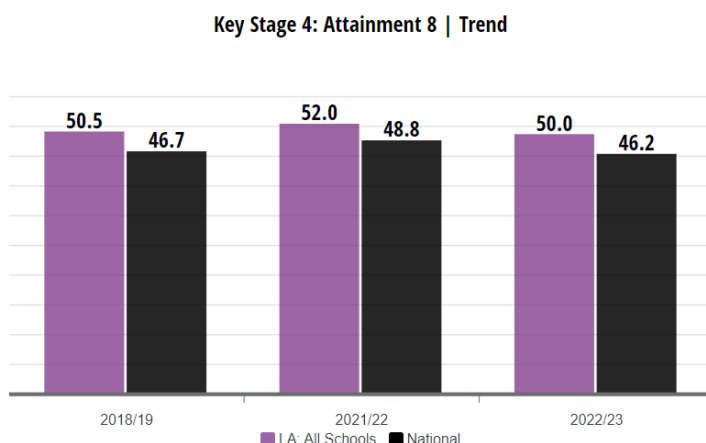


Attainment 8

- Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.
- The LA average Attainment 8 score is 50.0, which is 3.8 points higher than the national average score of 46.2. The LA score in 2023 reflects pre- pandemic outcomes and tracks the rate of change nationally.
- Attainment varies significantly between schools in Reading. In some of the lowest performing, there are significant curriculum and standards concerns as identified by Ofsted and through LA data analysis. In some trust schools with weak outcomes, curriculum and leadership have recently been graded good, despite weak academic performance, providing external verification of the impact of context on outcomes.
- Poor attendance is a factor identified by many schools where Attainment 8 and Progress 8 scores are weaker. Schools with significant attendance issues have asked for support from the Local Authority in communicating the importance of attendance to communities. This is being addressed with RBC through place-based strategic projects.

- High levels of suspension in a few schools, contribute to poor attendance and weak outcome figures. Challenge and support to schools with relatively high suspension and exclusion continues and will be enhanced through the work of the RISE team.
- School leaders identify the availability and quality of local alternative provision and a lack of in-school practical support with behaviour as a contributing factor.

Table to show three-year outcomes trend all pupils A8

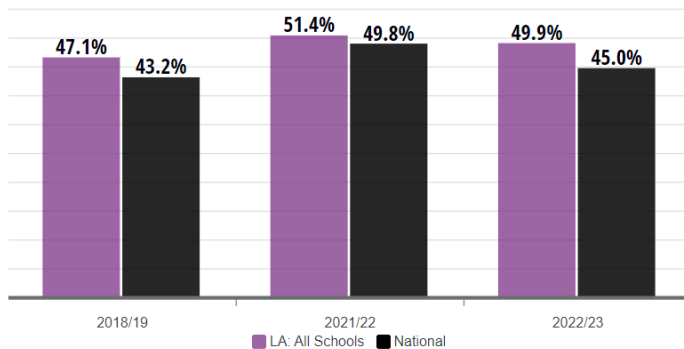


Basics 5+ (strong pass in English and Mathematics GCSE)

- **49.9%** achieved a grade 5 or more in English & maths, a total of **736 pupils**. Greater than the national percentage of 45.0%.
- This is equivalent to **72 more pupils** in Reading achieving a grade of 5 or more in English & maths compared to the national percentage.
- **65.7%** of the cohort achieved a grade of 4 or more in English & maths, this is considered the entry level qualification for further study post 16 and the basic entry level qualification for many jobs.
- There is significant variation between schools in the proportions of children achieving a strong pass at GCSE. Three schools have outcomes where less than a third of children attain a good pass in English and maths at GCSE
- Trust support is in place for schools with poor performance and the Director of Education has met with the CEOs of Trusts to share local concern and offer support.

Table to show three-year outcomes trend all pupils KS4 English and Maths GCSE 5+

Key Stage 4: English & Maths 5+ | Trend



Performance variation between schools across KS4 headline performance measures

Table to show performance variation between schools across headline performance measures. Red circles show significantly weak performance, green circles show significantly strong performance.

| Etab No. | Etab. Name | Cohort | Att. 8 | Progress 8 | | | | | 9-5 | | |
|----------|--|--------|--------|------------|------------|------------|----------------|--------------------|---------------|------------|--------|
| | | | | Cov. | Avg. Score | Conf. Int. | Avg Score + CI | Not Met Floor Std? | EBacc Eng. LL | EBacc Mat. | E&M |
| - | Local Authority - Reading | 1,475 | 50.0 | 85.8% | +0.03 | ±0.08 | +0.11 | - | 61.5% | 56.0% | 49.9% |
| 5411 | Blessed Hugh Faringdon Catholic School | 153 | 46.8 | 92.2% | +0.12 | ±0.23 | +0.35 | | 62.1% | 46.4% | 42.5% |
| 7002 | Hamilton School | 6 | 4.7 | 100.0% | -1.77 | ±1.13 | -0.64 | N/A | 0.0% | 0.0% | 0.0% |
| 4020 | Highdown School and Sixth Form Centre | 234 | 53.4 | 94.0% | +0.07 | ±0.19 | +0.26 | | 72.6% | 63.7% | 56.8% |
| 6905 | John Madejski Academy | 92 | 34.0 | 88.0% | -0.44 | ±0.31 | -0.13 | | 32.6% | 21.7% | 16.3% |
| 5413 | Kendrick School | 100 | 84.1 | 91.0% | +1.06 | ±0.29 | +1.35 | | 100.0% | 100.0% | 100.0% |
| 4001 | Maiden Erlegh School in Reading | 177 | 46.5 | 83.6% | +0.20 | ±0.23 | +0.43 | | 58.2% | 50.8% | 44.1% |
| 5410 | Prospect School | 171 | 32.5 | 86.0% | -0.73 | ±0.23 | -0.50 | | 33.9% | 31.6% | 25.1% |
| 4003 | Reading Girls' School Academy | 86 | 51.9 | 70.9% | +0.61 | ±0.35 | +0.96 | | 68.6% | 61.6% | 59.3% |
| 5401 | Reading School | 149 | 82.0 | 83.2% | +0.97 | ±0.25 | +1.22 | | 99.3% | 100.0% | 99.3% |
| 7000 | Thames Valley School | 10 | 11.6 | 100.0% | -1.31 | ±0.88 | -0.43 | N/A | 0.0% | 10.0% | 0.0% |
| 7001 | The Avenue Special School | 23 | 0.0 | 95.7% | -1.59 | ±0.59 | -1.00 | N/A | 0.0% | 0.0% | 0.0% |
| 4002 | The WREN School | 156 | 38.6 | 84.0% | -0.30 | ±0.24 | -0.06 | | 48.7% | 39.1% | 28.8% |
| 4000 | UTC Reading | 120 | 48.9 | 70.0% | -0.56 | ±0.30 | -0.26 | | 56.7% | 65.0% | 48.3% |

Table showing contextual variation between schools and below average P8 outcomes

| school | % Send support YR 11 cohort | % EHCP YR 11 cohort | % world majority ethnicity YR 11 cohort | % EAL YR 11 cohort | % Disadvantaged YR 11 cohort | Below average P8 |
|------------------------|-----------------------------|---------------------|---|--------------------|------------------------------|------------------|
| National average | 12% | 4% | 27% | 18% | 24% | |
| Local authority | 12% | 5% | 53% | 34% | 22% | |
| Highdown | 15% | 2% | 24% | 18% | 12% | |
| Blessed Hugh Faringdon | 3% | 3% | 53% | 43% | 15% | |
| JMA | 12% | 0% | 32% | 23% | 37% | x |
| Kendrick | 5% | 0% | 77% | 22% | 3% | |
| Kings Academy Prospect | 23% | 5% | 48% | 37% | 38% | x |
| Maiden Erlegh Reading | 11% | 3% | 73% | 58% | 23% | |
| Reading Girls school | 13% | 0% | 74% | 59% | 35% | |
| Reading School | 4% | 0% | 71% | 18% | 3% | |
| The Wren | 9% | 4% | 46% | 42% | 29% | x |
| UTC Reading | 21% | 0% | 53% | 30% | 19% | x |
| Cranbury College | 63% | 38% | 38% | 0% | 3% | x |
| Hamilton School | 0% | 100% | 50% | 17% | 100% | x |
| Thames Valley School | 0% | 100% | 10% | 0% | 90% | x |
| The Avenue | 0% | 100% | 57% | 30% | 48% | x |

Vulnerable group performance, LA headline measures at KS4

- Children without disadvantage or SEND perform above the national average in all performance measures, though as with other results there is variation at a school level.
- Disadvantaged children across the LA perform significantly below their peers nationally. This is true across most schools, with only the selective schools and Reading Girls' School, having a positive P8 score for the group.
- Performance has not improved since 2019 so the gap between Reading and national averages has persisted. This is not surprising given the impact of the pandemic was disproportionately felt by this group. This continues to be a concerning area and a focus for the Education Partnership Board.
- At KS4, children of black Caribbean heritage achieve significantly weaker outcomes than their peers nationally and locally. This is true even where SEND and disadvantage are considered. Focused work to address this issue is needed across the local system and will be an area of focus for the Education Partnership Board. Training has been made available to all schools and governing bodies, take up of training and implementation of a strategy in schools remains variable.

Table showing LA vulnerable group performance in headline measures compared to national averages for the group. Green shading shows performance above the national average, red shading shows performance below the national average and yellow shading shows performance in line with the national average for the group.

| ATTAINMENT & PROGRESS KS4 | | All Pupils | | | Disadvantaged FSM 6 | | | not disadvantaged FSM 6 | | | pupils without SEND | | | SEND Support | | | EHCP | | | EAL | | | Black Caribbean Heritage | | |
|---------------------------|-------------|------------|-------|-------|---------------------|-------|-------|-------------------------|-------|--------|---------------------|-------|--------|--------------|-------|-------|-------|-------|-------|-------|-------|-------|--------------------------|-------|--------|
| | | LA | Nat | | LA | Nat | | LA | Nat | | LA | Nat | | LA | Nat | | LA | Nat | | LA | Nat | | LA | Nat | |
| Subject | Level | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap | Value | Value | Gap |
| Avg. Att8 Score | | 50.0 | 46.2 | +3.8 | 30.7 | 35.1 | -4.4 | 55.3 | 50.0 | +5.3 | 54.2 | 49.9 | +4.3 | 35.4 | 33.2 | +2.2 | 10.0 | 14.0 | -4.0 | 50.2 | 48.5 | +1.7 | 34.5 | 39.4 | -4.9 |
| Avg. Prog8 Score | | +0.03 | -0.03 | +0.06 | -0.75 | -0.56 | -0.19 | +0.27 | +0.15 | +0.12 | +0.20 | +0.10 | +0.10 | -0.57 | -0.45 | -0.12 | -1.21 | -1.12 | -0.09 | +0.42 | +0.51 | -0.09 | -0.74 | -0.37 | -0.37 |
| EBacc, Entered | % | 44% | 39% | +4.4% | 23% | 28% | -5.4% | 49.6% | 43.1% | +6.5% | 50% | 44% | +5.8% | 17% | 19% | -2.7% | 0% | 4% | -4.3% | 46% | 51% | -5.1% | 26% | 34% | -8.1% |
| EBacc | Achieved 4+ | 31% | 24% | +7.0% | 9% | 12% | -3.3% | 37.2% | 28.2% | +9.0% | 36% | 28% | +8.2% | 8% | 8% | +0.3% | 0% | 2% | -1.8% | 31% | 31% | +0.7% | 7% | 15% | -8.1% |
| | Achieved 5+ | 26% | 17% | +8.8% | 5% | 7% | -2.4% | 31.4% | 20.1% | +11.3% | 30% | 20% | +10.4% | 5% | 5% | +0.3% | 0% | 1% | -1.2% | 24% | 22% | +2.1% | 3% | 9% | -5.6% |
| Basics | Achieved 4+ | 66% | 65% | +0.9% | 35% | 44% | -9.0% | 74.3% | 72.1% | +2.2% | 73% | 72% | +0.7% | 40% | 37% | +3.4% | 7% | 13% | -5.7% | 67% | 67% | +0.9% | 40% | 51% | -11.7% |
| | Achieved 5+ | 50% | 45% | +4.9% | 20% | 25% | -4.9% | 58.0% | 51.8% | +6.2% | 56% | 51% | +5.2% | 25% | 21% | +4.8% | 3% | 7% | -3.9% | 49% | 49% | 0.0% | 26% | 31% | -4.7% |

Table to show the trend in outcomes for children FSM or FSM6

| FSM/ FSM 6 | National | | LA | | |
|------------|----------|-------|-------|-------|-----------------|
| | 2019 | 2023 | 2019 | 2023 | GAP to national |
| A8 | 35 | 35 | 31 | 31 | remained same |
| P8 | -0.53 | -0.58 | -0.69 | -0.74 | remained same |
| basics 5 | 23% | 25% | 19% | 20% | widened |
| basics 4 | 41% | 43% | 31% | 35% | closed by 2% |

Table showing disadvantaged children's performance by school

| Estab. Name | Total Cohort | Avg. At8 Score | Avg. Pr8 Score | significantly below national |
|--|--------------|----------------|----------------|------------------------------|
| National (all schools) | 150,100 | 34.6 | -0.59 | |
| National (state-funded schools) | 148,000 | 35.0 | -0.57 | |
| LA (state-funded schools) - Reading | 320 | 31.0 | -0.73 | 10 |
| Blessed Hugh Faringdon Catholic School | 23 | 27.3 | -1.09 | 10 |
| Hamilton School | 6 | 4.7 | -1.77 | 10 |
| Highdown School and Sixth Form Centre | 27 | 37.5 | -0.85 | 10 |
| John Madejski Academy | 34 | 28.0 | -0.70 | 10 |
| Kendrick School | 3 | 73.0 | +0.41 | |
| King's Academy Prospect | 65 | 25.7 | -1.00 | 10 |

| Estab. Name | Total Cohort | Avg. At8 Score | Avg. Pr8 Score | significantly below national |
|---------------------------------|--------------|----------------|----------------|------------------------------|
| Maiden Erlegh School in Reading | 40 | 36.3 | -0.35 | |
| Reading Girls' School | 30 | 43.9 | +0.21 | |
| Reading School | 4 | 79.2 | +1.15 | |
| Thames Valley School | 9 | 10.8 | -1.49 | 0 |
| The Avenue Special School | 11 | 0.0 | -1.58 | 0 |
| The WREN School | 45 | 30.4 | -0.76 | 0 |
| UTC Reading | 23 | 37.4 | -0.77 | 0 |

Table showing headline performance for children of black Caribbean heritage by school

| Caribbean Heritage Yr 11 cohort- please note small numbers in some cohorts below 5 pupils | A8 | P8 | Basics 5 | Basics 4 |
|---|----|-------|----------|----------|
| National | 39 | -0.37 | 31% | 51% |
| LA All | 35 | -0.74 | 26% | 40% |
| Blessed Hugh | 38 | -0.43 | 33% | 50% |
| Highdown | 41 | -0.54 | 33% | 50% |
| JMA | 35 | -0.67 | 20% | 30% |
| Kings academy prospect | 24 | -1.1 | 11% | 17% |
| Maiden Erlegh Reading | 33 | -0.07 | 20% | 40% |
| Reading Girls school | 39 | -0.58 | 50% | 50% |
| Reading School | 84 | 0.6 | 100% | 100% |
| The Wren | 37 | -1.11 | 33% | 67% |
| schools not listed had no cohort from this group in 22-23 | | | | |

Ofsted grades and inspections

Table showing Ofsted Ratings November 2023: Source Ofsted Information Management

| OFSTED Ratings | | | | | | |
|---|-------|-------|------|--------|---------|-------|
| Nov-23 | O/S | Good | RI | Inad * | No Insp | Total |
| All Schs & Nurseries | 11 | 43 | 3 | 3 | 0 | 60 |
| % of Pupils | 14.4% | 77.4% | 2.4% | 5.8% | 0.0% | |
| Primary & Secondary | 6 | 40 | 2 | 2 | 0 | 50 |
| LA Maintained | 7 | 26 | 1 | 0 | | 34 |
| Academies | 4 | 17 | 2 | 3 | 0 | 26 |
| Early Years Providers | 19 | 123 | | 6 | 14 | 162 |
| * Ofsted published data includes one closed school: Phoenix School (now Hamilton School) that has re-opened as an Academy and has not yet been inspected. | | | | | | |
| Table 5 Ofsted Ratings Source: Ofsted Management Information Outcomes Nov 23 | | | | | | |

- 91.8% of schools in Reading are graded good or better, slightly above the average for the South-East.



- 97% of locally maintained schools are judged good or better by Ofsted. Only one locally maintained school is judged as Requiring Improvement to be judged Good. There are no local authority-maintained schools judged inadequate by Ofsted.