



School Standards and Achievement Annual Report

2023-2024

For decision

For discussion

For information

SUMMARY

This is the annual report on school standards and achievement for the academic year 2023-2024. The purpose of this report is to set out the current standards and outcomes for Reading schools and how BFFC, on behalf of RBC, meets Reading Borough Council's duties regarding education and school standards and supports RBC's strategic priorities and policies. It uses verified examination data and so relates to the previous academic year.

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VERSION

Final

DATE

01-06-2025

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1. Introduction

- This report provides a comprehensive overview of the educational performance and standards achieved in Reading schools during the academic year 2023-2024. The report outlines the trends observed, and the impact of school leaders on raising standards. The report highlights key trends, achievements, and areas for improvement across all educational stages, from early years to post-16.
- The report supports leaders across the system to evaluate and revise Reading's Education strategic priorities, so that consistent evidence-based improvement approaches can be agreed, commissioned and implemented.
- Data for pupil groups provided in this report, does not show where individuals are represented in more than one pupil group and some data reflects cohort sizes that are not statistically significant.
- Attendance and suspension/ exclusion data for groups, is unvalidated and may show minimal variation with statistically adjusted published results issued by the DfE.
- Shading in tables is used to highlight variance between schools for the reader and not to offer judgement or a RAG graded view of schools' performance

2. Executive Summary

Table 1: Education Data Performance trends for the last three years in Reading against national benchmarks. Data Source: Reading Data Matrix January 2025

Attainment in Reading Schools	Updated	Year	Reading (basis)	On Target	National		Stat Neigh	South East	Children with an EHCP		Children with SEN Support		Disadvantaged Children		Black and/or Black Mixed Heritage		EAL		
					Reading	National			Reading	National	Reading	National	Reading	National	Reading	National	Reading	National	
Good level Development	EYFS	2024	final	66.9%	N24	A	67.7%	68.0%	69.8%	4.3%	3.8%	26.6%	24.9%	55.9%	52.0%	57.9%	64.1%	67.2%	63.5%
		2023	final	63.8%	N23	A	67.2%	67.7%	69.6%	6.9%	3.8%	26.1%	24.3%	52.3%	52.0%	63.9%	64.2%	65.9%	62.4%
		2022	final	64.0%	N22	A	65.2%	64.9%	67.5%	0.0%	3.7%	28.8%	23.0%	54.3%	49.4%	62.9%	62.1%	64.5%	60.2%
Phonics (WA)	Year 1	2024	final	80.7%	N24	G	80.2%	80.5%	80.3%	22.8%	20.3%	55.0%	51.6%	74.6%	68.4%	81.5%	77.4%	83.9%	79.8%
		2023	final	76.3%	N23	A	78.9%	79.0%	78.6%	13.0%	19.8%	50.0%	48.5%	63.7%	66.8%	79.2%	46.7%	81.0%	78.4%
		2022	final	75.2%	N22	A	75.5%	76.1%	74.9%	16.9%	18.8%	46.5%	43.5%	60.3%	62.5%	74.6%	74.5%	77.4%	75.2%
MTC	Year 4	2024	final	20.9	N24	G	20.6	21.5	20.3	17.2	15.2	16.8	16.8	18.5	18.9	20.4	21.2	22.0	21.9
		2023	final	20.2	N23	G	20.2	21.0	20.0	14.6	14.7	16.4	16.0	17.7	18.3				
		2022	final	20.1	N22	G	19.8	19.9	19.5	11.1	14.5	15.7	15.5	17.3	17.2				
Expected level (RWM)	KS2	2024	prov	58.2%	N24	A	60.6%	60.1%	60.1%	7.4%	8.8%	30.3%	25.6%	40.1%	45.6%	51.0%	60.1%	62.2%	62.5%
		2023	final	55.5%	N23	R	59.5%	58.8%	58.9%	6.3%	8.4%	23.9%	23.6%	35.9%	44.1%	46.6%	58.1%	58.8%	60.6%
		2022	final	54.0%	N22	R	58.7%	57.4%	57.8%	6.1%	7.1%	20.1%	21.1%	33.4%	42.9%	42.6%	57.7%	60.7%	60.7%
Attainment 8 Score	KS4	2024	prov	48.8	N24	G	46.1	47.5	47.2	11.5	14.2	34.6	33.1	31.1	34.7			52.7	49.7
		2023	final	50.1	N23	G	46.4	47.6	47.4	10.0	14.0	35.5	33.3	31.1	35.2	42.6	46.6	50.3	48.6
		2022	final	52.0	N22	G	48.9	50.2	50.1	11.7	14.3	34.8	34.9	35.0	37.6	45.4	49.0	56.0	50.7
Progress 8 Score	KS4	2024	prov	-0.02	N24	G	-0.03	0.07	-0.02	-1.64	-1.13	-0.48	-0.45	-0.83	-0.57			0.60	0.51
		2023	final	0.03	N23	G	-0.03	0.08	-0.02	-1.22	-1.12	-0.56	-0.45	-0.73	-0.56	-0.17	0.08	0.42	0.51
		2022	final	-0.09	N22	R	-0.03	0.06	-0.03	-1.71	-1.33	-0.86	-0.47	-0.76	-0.55	-0.32	0.07	0.44	0.55
APS per entry	KS5	2024	prov	36.84	N24	G	35.49		35.02	19.4	32.0	33.7	32.8	27.5	30.2			35.5	33.1
		2023	prov	38.31	N23	G	34.16	33.68	35.08	40.0	32.3	26.7	32.1	29.8	29.9			39.9	33.0
		2022	final	41.92	N22	G	37.86	37.42	38.63	21.7	35.7	38.9	35.8	31.4	33.5			41.8	36.6
Level 2 Attainment	Age 19	2023	final	82.1%	N23	A	85.8%		85%	34.6%	30.0%	63.7%	66.0%	62.3%	69.8%				
		2022	final	76.1%	N22	R	81.7%		83%	25.0%	28.9%	56.1%	63.2%	49.6%	66.7%				
		2021	final	74.8%	N21	R	81.7%	81%	82%	23.8%	29.0%	47.6%	62.3%	51.2%	66.6%				

Table 6 Attainment Levels

Source: DfE Statistics as per dates on each line

Headline analysis:

Early Years Foundation Stage (EYFS):

- Improvement in children achieving a Good Level of Development (GLD).
- Disadvantaged Children without Special Educational Needs and Disability (SEND) achieve in line with their peers.

Stage 1 (KS1):

- Phonics Screening Check Year 1 pass rates improved significantly.
- Multiplication Check Year 4 performance strong compared to national benchmarks.

Key Stage 2 (KS2):

- Improvement in reading outcomes and national rankings.
- Disadvantaged Children outcomes improving beyond the national rate.
- Writing outcomes remain the weakest area, impacting overall combined outcomes.
- More Reading children with SEND achieved the expected standard in Reading, Writing and Maths (RWM) compared to national. Outcomes for Reading children with an Education, Health and Care Plan (EHCP) however are below national averages.

Key Stage 4 (KS4):

- Reading ranks 13th in Attainment 8 and 5th in Progress 8 among 152 local authorities.
- Significant variability in Progress 8 and Attainment 8 across schools remains.
- Weaker outcomes for Special Education Needs (SEN) support, EHCP and disadvantaged pupils.
- Weaker outcomes for children of Black Caribbean Heritage.

Post-16 Education Key Stage 5 (KS5):

- Reading remains in the top quintile against national benchmarks, but a decline in this strong A Level performance over the last three years and a wide variation between schools.
- Continued strong overall performance of children in Employment, Education or Training, but an increasing number of children Not in Employment, Education or Training (NEET), particularly vulnerable children.
- Skills based courses are significantly oversubscribed and Level 2 retake requirements provide a barrier for some learners.

Other issues highlighted in data:

- Persistent absenteeism impacts outcomes in all phases and has a disproportionate impact on children with other vulnerabilities.
- Cohort complexity in terms of children with English as an Additional Language (EAL), SEND and in year mobility, continues to impact 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 school outcomes. Cohort complexity impacts the workload in schools and school improvement focus of senior leaders. 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. Falling rolls continue to put pressure on school budgets and in some cohorts can impact outcomes.

Strategic Framework:

- The Education Partnership Board (EPB) was established to identify and address local performance issues and develop school-to-school support. The impact and influence of the board is growing within the resources available.
- More school-to-school support is needed to impact change and shift outcomes significantly, in the weakest performing schools. To date, focused cluster led school improvement support has been limited due to resourcing.

National Education Landscape:

- National changes to accountability, curriculum and statutory responsibilities will impact the system over the next 18 months.
- Current Department for Education (DfE) and Ofsted Consultations have wide-reaching implications for schools.
- Intervention in schools with complex needs may be more likely if planned changes to national accountability systems and Ofsted go ahead as planned. There are possible unintended consequences of these changes on inclusion and staff retention, recruitment and wellbeing.

3. The local system

Table 2: the numbers of schools by type in each education phase and sector in Reading 2023-2024

School Type	Nursery	Primary	Alternative Provision Academy	Secondary	Special	Total
Academy Converter		0		2	1	3
Multi-Academy Trust		13	1	8	2	24
Community School	5	22			1	28
Voluntary Aided School		5		1		6
Total	5	40	1	11	4	61

- Reading schools and settings include those that are Local Authority (LA) maintained, Converter Academies, Multi Academy Trust sponsored, selective grammar and independent schools. School Effectiveness activities are focused on locally maintained schools where BFFC on behalf of Reading Borough Council has statutory duties, powers, and direct influence.
- All schools and settings can purchase school improvement support through the School Effectiveness Service.

- Intelligence about all schools is collected as part of LA duties under the School Effectiveness Framework. School visits, Data analysis and monthly multi-agency school effectiveness meetings identify risks to schools and 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.
- In 2024-25 all academy partners have been offered CEO meetings and Local Headteacher “Keeping in touch” meetings to identify local issues and barriers to improvement and identify opportunities for local school improvement partnerships.
- Annual quality assurance visits are in place for all 25 primary schools and 4 secondary schools with LA funded Additionally Resourced Provisions (ARPs).
- All locally maintained schools receive an annual safeguarding audit led by the School Effectiveness team.
- All schools are required to submit Safeguarding self-audits (Section 175 Safeguarding Audit) as part of Berkshire West Safeguarding Partnership arrangements. Audits are analysed and reported through BFFC Governance and the BWSP Board.
- The school effectiveness team conducts KS2 writing moderation and KS2 SATS monitoring visits as part of LA statutory duties.

4. School Standards 2023-24: Early Years Foundation Stage

The following sections set out school standards by phase of education, highlighting where gaps persist against national benchmarks. This first section considers the Early Years Foundation Stage.

Table 3: Early education placements and staffing between 2021 and 2024. Data source: Reading performance Matrix

	2021	2022	2023	2024
Number of 3 and 4 year olds benefitting from free early education in Reading	3690	3779	3693	775
% Children Benefitting from early education places in Reading	80	88	89	94
% Children Benefitting from early education places in England	90	92	94	95
% 3 & 4 olds in funded early education with Good/outstanding providers in Reading	89	93	96	95
% 3 & 4 olds in funded early education with Good/outstanding providers in England	93	93	94	95
Number of 2 year olds benefitting from funded early education in Reading	310	377	316	273
% children benefitting from early education places in Reading	55	73	65	63
% children benefitting from early education places in England	62	72	74	75
% 2-year olds in funded early education with Good/Outstanding providers in Reading	97	97	96	95
% 2-year olds in funded early education with Good/Outstanding providers in England	97	96	96	97
% 2 3 & 4 year olds benefitting from providers with staff with EYPS in Reading	49	42	35	41
% 2 3 & 4 year olds benefitting from providers with staff with EYPS in England	51	51	51	51

Chart 1: EYFS Good Level Development benchmark three-year outcomes trend all pupils NEXUS

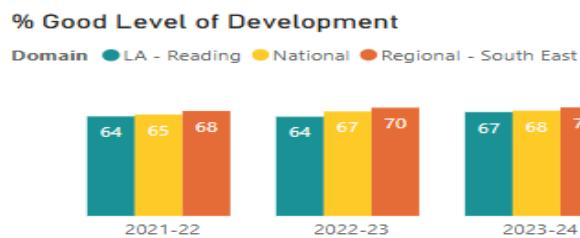


Table 4: Improvement band and rank compared with national benchmarks and statistical neighbours for 2023-24. Data source: Reading Matrix March 2025

	Quartile Band A-D	2023-24 YoY Improvement Rank	Quartile Band A-D	Latest Statistical Neighbours' Average Performance (excluding this LA)	Latest Performance compared with Statistical Neighbour Group
Early Years Foundation Stage (EYFS)					
Expected standard across all early learning goals	B	9	A	66.0	↓
Good level of development	B	5	A	67.6	↓

Table 5: EYFS GLD outcomes trends compared to national and regional benchmarks for vulnerable groups 2023-24. Data Source: NEXUS

Domain	Pupil Group	Good Level of Development		
		Value	Value Trend	%tile Rank
National	All Pupils	68%	+1%	
Southeast	All Pupils	68%	0%	
LA: All Schools - Reading	All Pupils	67%	+3%	60
National	Disadvantaged	52%	+1%	
Southeast	Disadvantaged	52%	+0%	
LA: All Schools - Reading	Disadvantaged	55%	+1%	28
National	Non-Disadvantaged	71%	+1%	
Southeast	Non-Disadvantaged	72%	+1%	
LA: All Schools - Reading	Non-Disadvantaged	69%	+3%	66
National	SEN No Recorded Provision	76%	+2%	
Southeast	SEN No Recorded Provision	77%	+2%	
LA: All Schools - Reading	SEN No Recorded Provision	76%	+6%	50
National	SEN Support	25%	+1%	
Southeast	SEN Support	28%	+2%	2%
LA: All Schools - Reading	SEN Support	28%	+1%	35
National	SEN EHCP	4%	0%	
Southeast	SEN EHCP	4%	0%	0%
LA: All Schools - Reading	SEN EHCP	0%	-8%	100
National	World Majority Ethnicity	66%	+1%	
Southeast	World Majority Ethnicity	67%	+0%	0%
LA: All Schools - Reading	World Majority Ethnicity	67%	+3%	42



Table 6: EYFS GLD outcomes 2023-24 by primary school. Data Source: Power BI

Setting Name	All Pupils %GLD	Disadv. %GLD	Disadv. Not SEN %GLD	EHCP %GLD	SEN %GLD	Not SEN %GLD	EAL %GLD	EAL Not SEN %GLD	BCRB %GLD	BCRB Not SEN %GLD	WBRI %GLD	WBRI Not SEN %GLD
Alfred Sutton Primary	69.3%	50.0%	55.6%	0%	25.0%	72.3%	73.5%	75.0%			75.0%	75.0%
All Saints Church of England Aided Infant	65.0%					65.0%	50.0%	50.0%			66.7%	66.7%
Battle Primary Academy	62.7%	58.3%	77.8%	0%	0%	77.1%	58.6%	68.0%			75.0%	85.7%
Caversham Park Primary	60.0%					60.0%	66.7%	66.7%			50.0%	50.0%
Caversham Primary	66.7%	66.7%	100.0%		16.7%	79.2%	69.2%	90.0%			74.1%	82.6%
Christ The King Catholic Primary	59.0%	40.0%	66.7%	0%	37.5%	80.0%	50.0%	81.8%	100.0%	100.0%	66.7%	85.7%
Churchend Primary	69.5%	66.7%	77.8%		20.0%	74.1%	66.7%	76.5%			81.0%	81.0%
Civitas Academy	75.4%	83.3%	83.3%	0%	0%	79.6%	77.5%	81.6%	100.0%	100.0%	50.0%	50.0%
Coley Primary	69.0%	75.0%	100.0%		40.0%	75.0%	68.8%	78.6%			75.0%	100.0%
E P Collier Primary	64.4%	60.0%	75.0%		16.7%	71.8%	61.5%	68.2%	0%		40.0%	40.0%
Emmer Green Primary	73.3%				0%	75.9%	73.3%	78.6%	0%	0%	72.5%	76.3%
English Martyrs' Catholic Primary	68.4%	75.0%	75.0%	0%	0%	79.6%	40.0%	57.1%	100.0%	100.0%	78.6%	78.6%
Geoffrey Field Infant	70.5%	68.2%	91.7%	0%	35.3%	82.4%	62.2%	77.8%	0%		81.5%	90.5%
Green Park Village Primary Academy	78.6%	60.0%	60.0%	0%	50.0%	82.1%	83.3%	87.0%			75.0%	75.0%
Katesgrove Primary	67.1%	75.0%	75.0%	0%	0%	72.2%	61.9%	68.4%			90.9%	90.9%
Manor Primary	64.1%	58.3%	58.3%	0%	50.0%	71.0%	54.5%	66.7%			62.5%	75.0%
Meadow Park Academy	66.7%	75.0%	66.7%		100.0%	63.0%	60.0%	50.0%	0%	0%	81.8%	77.8%
Micklands Primary	64.9%	38.5%	62.5%	0%	16.7%	76.7%	61.5%	72.7%			81.8%	100.0%
Moorlands Primary	62.9%	57.1%	66.7%	0%	50.0%	66.7%	42.9%	60.0%			73.7%	73.7%
New Christ Church Church of England Primary	59.1%	20.0%	100.0%	0%	12.5%	92.3%	53.3%	88.9%			25.0%	100.0%
New Town Primary	72.3%	100.0%	100.0%		0%	75.6%	61.5%	61.5%			100.0%	100.0%
Oxford Road Community	58.1%	44.4%	57.1%		14.3%	70.8%	66.7%	80.0%			40.0%	66.7%
Park Lane Primary	74.5%	30.0%	28.6%	0%	50.0%	78.0%	100.0%	100.0%			71.8%	75.0%
Ranikhet Primary	75.0%	70.0%	70.0%		70.0%	77.8%	100.0%	100.0%			37.5%	40.0%
Redlands Primary	62.1%	33.3%	40.0%		0%	69.2%	55.0%	61.1%			100.0%	100.0%
Southcote Primary	62.5%	75.0%	100.0%	0%	0%	73.5%	40.0%	44.4%			88.9%	88.9%
St Anne's Catholic Primary	75.0%	50.0%	50.0%		100.0%	73.3%	85.7%	83.3%			50.0%	50.0%
St John's CofE (Aided) Primary	61.1%	41.7%	45.5%		0%	63.5%	66.7%	69.0%			50.0%	50.0%
St Martin's Catholic Primary	69.2%				50.0%	72.7%	33.3%	33.3%			85.7%	100.0%
St Mary and All Saints CofE VA Primary	53.3%	40.0%	60.0%	0%	33.3%	64.7%	63.2%	75.0%			45.5%	62.5%
St Michael's Primary	62.3%	60.0%	66.7%		12.5%	71.1%	64.3%	72.7%	0%		63.0%	70.8%
Thameside Primary	60.4%	25.0%	66.7%	0%	0%	74.4%	52.9%	56.3%			66.7%	85.7%
The Heights Primary	82.4%	0%	0%		0%	84.0%	83.3%	83.3%			74.1%	76.9%
The Hill Primary	90.0%			0%	100.0%	91.2%	100.0%	100.0%			90.2%	92.1%
The Palmer Primary Academy	68.5%	50.0%	50.0%			68.5%	69.6%	69.6%				
The Ridgeway Primary	62.2%	50.0%	60.0%	0%	33.3%	70.0%	60.0%	60.0%			52.9%	66.7%
Whitley Park Primary & Nursery	63.9%	52.6%	77.8%	0%	40.0%	73.3%	65.0%	70.6%	100.0%	100.0%	72.7%	90.9%
Wilson Primary	61.7%	55.6%	57.1%		20.0%	65.5%	56.0%	56.0%			64.3%	75.0%

Table 7: Impact of attendance on outcomes in Early years. Data Source: Nexus

Attendance	Cohort	Achieving GLD %	Attendance level and outcomes
95%+	820	78	8/10 achieve the standard
Persistently absent	398	45	5/10 achieve the standard
Severely Absent	14	0	0/10 achieve the standard

Narrative analysis standards in EYFS

- Early years education plays a crucial role in developing school readiness by providing children with a strong foundation for future learning. During time in nursery provision, children acquire essential skills such as language, executive function, literacy, numeracy, and social-emotional competencies. High-quality early education programs foster cognitive development, encouraging curiosity and critical thinking. Additionally, they help children develop routines, self-regulation, and positive attitudes towards learning and attendance in families.
- By engaging in structured activities and interactions with peers and educators, children build confidence and adaptability, which are vital for a smooth transition to formal schooling. Ultimately, early years education sets the stage for academic success and lifelong learning. Attendance at EYFS provision provides an opportunity for early identification and intervention in SEND.
- The proportion of three- and four-year-olds benefiting from early education has increased in Reading in the last year, bringing Reading in line with national performance. The quality of provision remains strong. Quality in two-year-old provision is also good and in line with national standards. The percentage of two-year-olds accessing provision is below figures for England. More two-year-old places are needed to ensure that children in Reading, particularly those who are vulnerable benefit from early education.
- From September more families will become entitled to 30 hours of education for their two-year-olds to support families into work. This will increase the need for places in both the Private, Voluntary and Independent sector, and state-maintained sector. Access to childcare entitlements could reduce the impact of poverty and provide a protective factor in reducing vulnerability within our population.
- Reading LA's Early Years Foundation Stage Good Level of Development has increased by 3.0% from 63.8% in 2022/23 to 66.8% in 2023/24. This is equivalent to approximately 54 more pupils achieving a good level of development in 2023/24 compared to 2022/23. Outcomes are still below statistical neighbours and national averages, however improvement in this area is strong compared to national trends, indicating that school improvement actions undertaken by settings and schools, and the support provided by the authority and trusts, has been effective overall.
- Vulnerable children achieve well against national benchmarks for groups and year-on-year improvements continue for most groups. Gaps remain between vulnerable children and those that are not in these groups.

- Children with EHCPs underperform in comparison with the national group benchmark. Some children in this group may not be in the right provision to support their development and this is being reviewed as part of the SEND strategy.
- There is variation in outcomes between schools. When contextual factors are considered including mobility, small cohort size and SEND most schools perform broadly in line with national benchmarks.
- Poor attendance significantly impacts children's attainment in EYFS. Schools with weaker attendance have lower outcomes.
- In locally maintained schools where results are weaker, standards visits and support has been offered to consider curriculum quality and school-to-school support.

5. Phonics, Year 1, working at expected levels

Chart 2: Phonics three-year outcomes trend against national benchmarks for all pupils. Data Source: Nexus

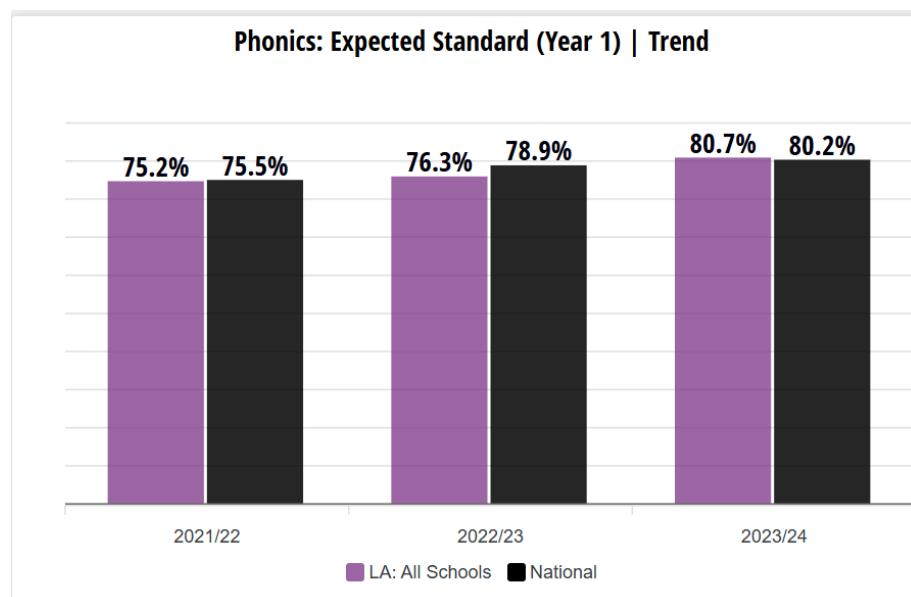


Table 8: improvement band and rank compared with national benchmarks and statistical neighbours 2023-24. Data Source: Reading Matrix

Key Stage 1 Phonic Decoding Required Standard	2022-24 3Yr Improvement Rank	Quartile Band A-D	2023-24 YoY Improvement Rank	Quartile Band A-D	
Phonic Decoding	18	B	1	A	80.3 ↑

Table 9: Phonics outcomes trends compared to national and regional benchmarks for vulnerable groups
2023-24. Data Source: NEXUS

		Expected Standard (Year 1) - Phonics	Expected Standard (Year 2) - Phonics						
Domain	Pupil Group	Value	Value Trend	%tile Rank	Cohort	Value	Value Trend	%tile Rank	Cohort
National	All Pupils	80%	1%		617170	55%	-4%		143540
Southeast	All Pupils	80%	2%		101310	56%	-3%		23390
LA: All Schools - Reading	All Pupils	81%	4%	45	1874	64%	0%	8	565
National	Disadvantaged	68%	1%		132810	49%	-4%		51800
Southeast	Disadvantaged	64%	2%		17700	48%	-4%		7720
LA: All Schools - Reading	Disadvantaged	74%	10%	18	388	59%	-3%	4	172
National	Non-Disadvantaged	84%	1%		470270	58%	-4%		88940
Southeast	Non-Disadvantaged	84%	2%		82630	60%	-3%		15440
LA: All Schools - Reading	Non-Disadvantaged	83%	3%	67	1486	66%	2%	9	393
National	SEN No Recorded Provision	88%	2%		509480	72%	-3%		72070
Southeast	SEN No Recorded Provision	88%	2%		84810	74%	-1%		12150
LA: All Schools - Reading	SEN No Recorded Provision	88%	4%	53	1495	82%	2%	5	301
National	SEN Support	52%	3%		74490	45%	-1%		45470
Southeast	SEN Support	50%	2%		11480	45%	0%		7250
LA: All Schools - Reading	SEN Support	55%	5%	38	209	55%	4%	13	134
National	SEN EHCP	20%	0%		22790	15%	0%		18830
Southeast	SEN EHCP	21%	0%		3660	15%	0%		3000
LA: All Schools - Reading	SEN EHCP	23%	10%	35	57	18%	-2%	30	66
National	World Majority Ethnicity	81%	1%		224460	58%	-3%		56260
Southeast	World Majority Ethnicity	81%	1%		31070	61%	-1%		7950
LA: All Schools - Reading	World Majority Ethnicity	83%	4%	27	1138	68%	1%	9	326

 Table 10: phonics outcomes overall and for vulnerable groups 2023-24 by primary school. Data Source: Power BI

Setting Name	All Pupils %GLD	Disadv. %GLD	Disadv. Not SEN %GLD	EHCP %GLD	SEN %GLD	Not SEN %GLD	EAL %GLD	EAL Not SEN %GLD	BCRB %GLD	BCRB Not SEN %GLD	WBRI %GLD	WBRI Not SEN %GLD
Alfred Sutton Primary	69.3%	50.0%	55.6%	0%	25.0%	72.3%	73.5%	75.0%			75.0%	75.0%
All Saints Church of England Aided Infant	65.0%					65.0%	50.0%	50.0%			66.7%	66.7%
Battle Primary Academy	62.7%	58.3%	77.8%	0%	0%	77.1%	58.6%	68.0%			75.0%	85.7%
Caversham Park Primary	60.0%					60.0%	66.7%	66.7%			50.0%	50.0%
Caversham Primary	66.7%	66.7%	100.0%		16.7%	79.2%	69.2%	90.0%			74.1%	82.6%
Christ The King Catholic Primary	59.0%	40.0%	66.7%	0%	37.5%	80.0%	50.0%	81.8%	100.0%	100.0%	66.7%	85.7%
Churchend Primary	69.5%	66.7%	77.8%		20.0%	74.1%	66.7%	76.5%			81.0%	81.0%
Civitas Academy	75.4%	83.3%	83.3%	0%	0%	79.6%	77.5%	81.6%	100.0%	100.0%	50.0%	50.0%
Coley Primary	69.0%	75.0%	100.0%		40.0%	75.0%	68.8%	78.6%			75.0%	100.0%
E P Collier Primary	64.4%	60.0%	75.0%		16.7%	71.8%	61.5%	68.2%	0%		40.0%	40.0%
Emmer Green Primary	73.3%				0%	75.9%	73.3%	78.6%	0%	0%	72.5%	76.3%
English Martyrs' Catholic Primary	68.4%	75.0%	75.0%	0%	0%	79.6%	40.0%	57.1%	100.0%	100.0%	78.6%	78.6%
Geoffrey Field Infant	70.5%	68.2%	91.7%	0%	35.3%	82.4%	62.2%	77.8%	0%		81.5%	90.5%
Green Park Village Primary Academy	78.6%	60.0%	60.0%	0%	50.0%	82.1%	83.3%	87.0%			75.0%	75.0%
Katesgrove Primary	67.1%	75.0%	75.0%	0%	0%	72.2%	61.9%	68.4%			90.9%	90.9%
Manor Primary	64.1%	58.3%	58.3%	0%	50.0%	71.0%	54.5%	66.7%			62.5%	75.0%
Meadow Park Academy	66.7%	75.0%	66.7%		100.0%	63.0%	60.0%	50.0%	0%	0%	81.8%	77.8%
Micklands Primary	64.9%	38.5%	62.5%	0%	16.7%	76.7%	61.5%	72.7%			81.8%	100.0%
Moorlands Primary	62.9%	57.1%	66.7%	0%	50.0%	66.7%	42.9%	60.0%			73.7%	73.7%
New Christ Church Church of England Primary											25.0%	100.0%
New Town Primary	59.1%	20.0%	100.0%	0%	12.5%	92.3%	53.3%	88.9%				
Oxford Road Community	58.1%	44.4%	57.1%		14.3%	70.8%	66.7%	80.0%			40.0%	66.7%
Park Lane Primary	74.5%	30.0%	28.6%	0%	50.0%	78.0%	100.0%	100.0%			71.8%	75.0%
Ranikhet Primary	75.0%	70.0%	70.0%		70.0%	77.8%	100.0%	100.0%			37.5%	40.0%
Redlands Primary	62.1%	33.3%	40.0%		0%	69.2%	55.0%	61.1%			100.0%	100.0%
Southcote Primary	62.5%	75.0%	100.0%	0%	0%	73.5%	40.0%	44.4%			88.9%	88.9%
St Anne's Catholic Primary											50.0%	50.0%
St John's CofE (Aided) Primary	75.0%	50.0%	50.0%		100.0%	73.3%	85.7%	83.3%				
St Martin's Catholic Primary	61.1%	41.7%	45.5%		0%	63.5%	66.7%	69.0%			50.0%	50.0%
St Mary and All Saints CofE VA Primary	69.2%				50.0%	72.7%	33.3%	33.3%			85.7%	100.0%
St Michael's Primary	53.3%	40.0%	60.0%	0%	33.3%	64.7%	63.2%	75.0%			45.5%	62.5%
Thameside Primary	62.3%	60.0%	66.7%		12.5%	71.1%	64.3%	72.7%	0%		63.0%	70.8%
The Heights Primary	60.4%	25.0%	66.7%	0%	0%	74.4%	52.9%	56.3%			66.7%	85.7%
The Hill Primary	82.4%	0%	0%		0%	84.0%	83.3%	83.3%			74.1%	76.9%
The Palmer Primary Academy	90.0%			0%	100.0%	91.2%	100.0%	100.0%			90.2%	92.1%
The Ridgeway Primary	68.5%	50.0%	50.0%			68.5%	69.6%	69.6%				
Whitley Park Primary & Nursery	62.2%	50.0%	60.0%	0%	33.3%	70.0%	60.0%	60.0%			52.9%	66.7%
Wilson Primary	63.9%	52.6%	77.8%	0%	40.0%	73.3%	65.0%	70.6%	100.0%	100.0%	72.7%	90.9%

Table 11: impact of attendance on outcomes in phonics. Data Source: Power BI

Attendance	Cohort	Achieving Phonics WA Yr 1 %	
95%+	1035	87	9/10 achieve the standard
Persistently absent	347	64	6/10 achieve the standard
Severely Absent	11	27	3/10 achieve the standard

Narrative analysis: standards in phonics

- 80.7% of the year 1 cohort achieved the expected standard 0.5% higher than the National average of 80.2%. The proportion of children achieving the expected standard has increased by 4.4% from 76.3% in 2022/23. This is equivalent to approximately 82 more pupils achieving the expected standard in 2023/24.
- The National average increased by 1.3% during the same period indicating strong school improvement impact in Reading. Reading is in percentile 45 when compared to all LAs nationally for Year 1 expected standard in phonics and is in performance quartile A.
- School effectiveness visits and curriculum reviews evidence effective curriculum design and rigorous implementation and monitoring of this area in our schools. The writing element of phonics has also been strengthened in the last year and there have been improvements across KS1 in reading and writing outcomes.
- Reading's performance for vulnerable groups in both Year 1 and Year 2 phonics screening checks is generally higher than the national benchmarks. Disadvantaged pupils, SEN pupils, and EAL pupils in Reading tend to perform better than their counterparts nationally. The positive trends in Reading's performance indicate effective strategies and support systems in place for these groups.
- Once SEND is accounted for, there is only moderate variation between schools. Three schools could be considered negative outliers. In two of these schools, pupil mobility impacts outcomes.
- Attendance impacts phonics outcomes but arguably less than in other subjects. Schools have sophisticated intervention systems for phonics and rightly prioritise early reading so that children receive daily additional phonics to help them keep up even where they miss school.

6. Key Stage 1

- 2023 was the last year for KS1 national reporting. Many Reading schools continued to assess children at the end of KS1 to ensure they had made sufficient curriculum progress from early years and are attaining curriculum goals. There is no nationally available benchmark data for KS1.

- In LA maintained schools where we have data available, upwards trends in all subjects were evident. This mirrors evidence seen in school effectiveness visits and the impact of school's work on curriculum design, sequencing and implementation. Standards and improvement trends in schools that have rigorously focused on curriculum quality have been higher.
- In writing, Reading outcomes have improved by 8% over the last three years compared to a 5% improvement in national results. This has reduced the gap to overall local authority level averages from 6% in 2021/22 to 3% in 2023-24.
- In both maths and reading, reading outcomes have improved with gap to all Local Authority averages falling from 3% to 1.5%.

7. Key Stage 2

Chart 3: Three-year outcomes trend all pupils at the expected standard at the end of KS2 against regional and national benchmarks. Data Source: Power BI



Chart 4: Three-year outcomes trend all pupils at greater depth at the end of KS2 against regional and national benchmarks. Data Source: Power BI

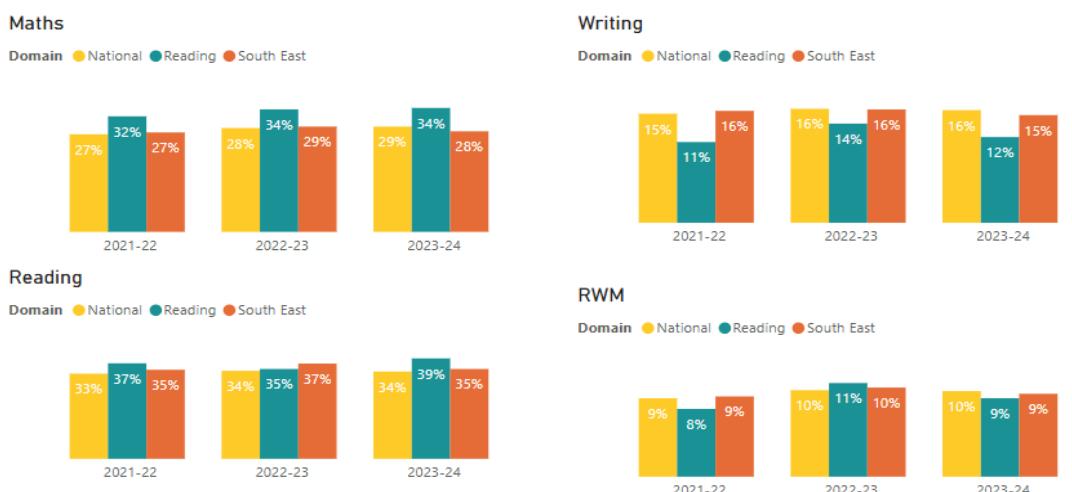


Table 12: comparison to national benchmarks and local authority rank by assessment subject. Data Source: NEXUS

	VALUE	GAP to national	TREND	%ILE
RWM Expected Standard	59.6%	-1.7%	+3.0%	65th
RWM High Standard	7.0%	-0.8%	-1.5%	65th
Reading Expected Standard	74.5%	-0.6%	+3.3%	57th
Writing Expected Standard	67.4%	-5.0%	+0.6%	90th
Maths Expected Standard	73.5%	-0.2%	+1.9%	51st
GPS Expected Standard	71.5%	-1.4%	+0.2%	66th
Reading High Standard	33.0%	+4.1%	+3.8%	28th
Writing Greater Depth	9.7%	-3.4%	-1.7%	78th
Maths High Standard	28.2%	+4.0%	+0.4%	33rd
GPS High Standard	35.9%	+3.5%	+3.8%	35th
Reading Scaled Score	105.8	+0.5	+0.7	49th
Maths Scaled Score	104.9	+0.5	+0.5	49th

Table 13: improvement band and rank KS2 2003-24 compared with national benchmarks and statistical neighbours. Source: Reading Matrix March 2025

National curriculum assessments at key stage 2	2022-24 3Yr Improvement Rank	Quartile Band A-D	2023-24 YoY Improvement Rank	Quartile Band A-D
RWM - Expected Standard All Pupils	5	A	14	A
RWM - Higher Standard All Pupils	27	C	100	
Expected standard Reading - All Pupils	6	A	5	A
Expected standard G.P.S - All Pupils	7	A	22	B
Expected standard Maths - All Pupils	11	A	31	B
Higher standard Reading - All Pupils	25	B	4	
Higher standard G.P.S - All Pupils	96	D	18	A
Higher standard Maths - All Pupils	43	C	53	C
Average Scaled Score Reading - All Pupils				
Average Scaled Score G.P.S - All Pupils				
Average Scaled Score Maths - All Pupils				
Eligible pupils scoring full marks in the multiplication tables check - All Pupils (%)	87	C	69	C
Total average attainment score in the multiplication tables check - All Pupils	79	C	30	B

Chart 5: RWM outcomes for disadvantaged pupils, three-year trend in Reading and against national and regional benchmarks 2021-2024. Data Source: Nexus

Domain ● National ● Reading ● South East

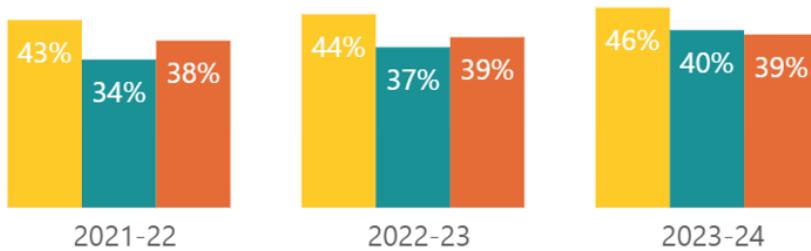


Table 14: KS2 RWM expected standard outcomes for vulnerable groups 2022-23. Data Source: NEXUS

		RWM Expected Standard - Key Stage 2			RWM High Standard - Key Stage 2			Reading Expected Standard - Key Stage 2			Writing Expected Standard - Key Stage 2			Maths Expected Standard - Key Stage 2			GPS Expected Standard - Key Stage 2		
		Value	Trend	Rank	Value	Trend	Rank	Value	Trend	Rank	Value	Trend	Rank	Value	Trend	Rank	Value	Trend	Rank
Domain	Pupil Group																		
National	All Pupils	61%	2%		8%	0%		75%	2%		72%	1%		74%	1%		73%	1%	
South East	All Pupils	61%	1%		8%	0%		76%	2%		72%	0%		73%	0%		71%	0%	
LA: All Schools	All Pupils	60%	3%	65	7%	-2%	65	75%	3%	57	67%	1%	90	74%	2%	51	72%	0%	66
National	Disadvantaged	46%	2%		3%	0%		63%	3%		59%	1%		60%	1%		60%	1%	
South East	Disadvantaged	41%	2%		2%	0%		60%	3%		55%	1%		54%	0%		53%	0%	
LA: All Schools	Disadvantaged	41%	5%	70	2%	-1%	79	61%	7%	64	51%	0%	88	56%	6%	68	54%	2%	81
National	Non-Disadvantaged	68%	2%		10%	0%		80%	2%		78%	1%		80%	1%		79%	0%	
South East	Non-Disadvantaged	67%	1%		10%	0%		81%	2%		78%	0%		79%	0%		77%	0%	
LA: All Schools	Non-Disadvantaged	66%	2%	65	9%	-2%	60	79%	1%	66	73%	0%	91	80%	0%	58	78%	-1%	66
National	not SEND	72%	2%		10%	0%		85%	3%		84%	1%		84%	1%		84%	1%	
South East	not SEND	72%	2%		10%	0%		86%	2%		84%	1%		83%	1%		82%	0%	
LA: All Schools	not SEND	71%	4%	65	9%	-2%	59	85%	5%	53	79%	1%	89	84%	2%	48	83%	0%	60
National	SEN Support	26%	2%		2%	0%		48%	3%		36%	3%		44%	2%		40%	2%	
South East	SEN Support	25%	3%		1%	0%		48%	4%		36%	3%		43%	2%		37%	2%	
LA: All Schools	SEN Support	31%	6%	30	2%	0%	57	51%	3%	39	37%	6%	49	51%	6%	30	44%	6%	35
National	SEN EHCP	9%	0%		1%	0%		19%	1%		12%	0%		17%	1%		17%	1%	
South East	SEN EHCP	9%	0%		0%	0%		21%	2%		12%	0%		17%	0%		16%	0%	
LA: All Schools	SEN EHCP	7%	1%	65	0%	0%	100	17%	0%	63	9%	0%	78	12%	-2%	85	13%	-4%	80
National	world majority ethnicity	65%	3%		9%	0%		76%	4%		75%	2%		78%	2%		78%	2%	
South East	world majority ethnicity	65%	2%		10%	-1%		77%	2%		75%	1%		78%	0%		78%	0%	
LA: All Schools	world majority ethnicity	63%	4%	57	8%	-1%	66	77%	5%	44	71%	2%	76	78%	3%	47	77%	2%	56
National	EAL	65%	4%	n/a	9%	0%		75%	5%		74%	3%		79%	2%		78%	3%	
South East	EAL	65%	3%	n/a	10%	0%	n/a	76%	3%	n/a	75%	1%		80%	1%		78%	0%	
LA: All Schools	EAL	65%	4%	42	8%	-2%	53	76%	3%	37	72%	2%	63	81%	2%	37	79%	2%	34

Table 15: KS2 RWM expected standard outcomes overall and for vulnerable groups 2022-23 by Primary School. Data Source: Power BI

School Name	Cohort	All Pupils %RWM	Disadvantaged %RWM	Disadv. No SEN RWM%	EHCP %RWM	SEN support %RWM	No SEN %RWM	EAL %RWM	BCRB %RWM	WBRI %RWM						
Alfred Sutton Primary School	90	81.1%	4	100.0%	3	100.0%	14	57.1%	76	85.5%	9	88.9%	13	100.0%		
All Saints Junior School	25	92.0%	3	100.0%	2	100.0%	6	66.7%	19	100.0%	4	100.0%	15	93.3%		
Battle Primary Academy	60	65.0%	14	57.1%	11	72.7%	1	0.0%	4	0.0%	55	70.9%	18	72.2%		
Caversham Park Primary School	23	60.9%	2	50.0%	2	50.0%	5	20.0%	18	72.2%	1	100.0%	8	75.0%		
Caversham Primary School	60	68.3%	4	25.0%	3	33.3%	3	0.0%	8	37.5%	49	77.6%	5	100.0%		
Christ The King Catholic Primary School	47	46.8%	13	23.1%	4	25.0%	7	14.3%	13	30.8%	27	63.0%	15	33.3%		
Civitas Academy	60	51.7%	13	38.5%	10	40.0%	1	0.0%	12	16.7%	43	67.4%	37	51.4%		
Coley Primary School	30	46.7%	8	37.5%	3	66.7%	3	0.0%	7	28.6%	20	60.0%	15	53.3%		
Emmer Green Primary School	59	62.7%	5	0.0%	3	0.0%	2	0.0%	6	16.7%	51	70.6%	8	87.5%		
English Martyrs' Catholic Primary School	64	51.6%	11	27.3%	4	75.0%	5	0.0%	13	23.1%	46	65.2%	15	53.3%		
Geoffrey Field Junior School	86	61.6%	21	47.6%	15	60.0%	5	0.0%	11	63.6%	70	65.7%	8	75.0%		
Katesgrove Primary School	89	59.6%	13	30.8%	7	57.1%	2	0.0%	10	0.0%	75	70.7%	28	64.3%		
Manor Primary School	42	66.7%	14	57.1%	11	63.6%	4	25.0%	5	60.0%	32	75.0%	4	50.0%		
Meadow Park Academy	57	49.1%	26	30.8%	18	44.4%	1	0.0%	14	0.0%	42	66.7%	19	73.7%		
Midlands Primary School	59	52.5%	10	40.0%	5	40.0%	2	0.0%	10	40.0%	47	57.4%	5	80.0%		
New Church Church of England	28	50.0%	3	0.0%	2	0.0%	1	0.0%	4	0.0%	23	60.9%	15	46.7%		
New Town Primary School	58	53.4%	12	16.7%	7	28.6%	2	0.0%	8	0.0%	46	67.4%	46	52.2%		
Oxford Road Community School	30	56.7%	7	57.1%	4	75.0%	2	0.0%	3	33.3%	24	66.7%	19	52.6%		
Park Lane Primary School	60	66.7%	12	50.0%	10	50.0%	1	0.0%	10	40.0%	49	73.5%	2	50.0%		
Ranikhet Primary School	37	45.9%	19	31.6%	14	42.9%			8	25.0%	28	53.6%	18	44.4%		
Redlands Primary School	30	86.7%	2	100.0%	2	100.0%			2	100.0%	28	85.7%	6	50.0%		
Southcote Primary School	88	52.3%	6	33.3%	6	33.3%	3	0.0%	7	14.3%	77	58.4%	11	63.6%		
St John's CofE (Aided) Primary School	60	71.7%	9	33.3%	3	100.0%	3	66.7%	14	42.9%	42	83.3%	37	67.6%		
St Martin's Catholic Primary School	21	76.2%	1	0.0%	1	0.0%	1	0.0%	1	100.0%	19	78.9%	2	50.0%		
St Michael's Primary School	59	52.5%	11	36.4%	9	44.4%			9	33.3%	49	57.1%	6	33.3%		
Thameside Primary School	58	58.6%	11	18.2%	4	50.0%	9	0.0%	6	50.0%	43	72.1%	7	71.4%		
The Heights Primary School	48	79.2%	2	50.0%			1	0.0%	13	69.2%	34	85.3%	7	85.7%		
The Hill Primary School	59	66.1%	5	40.0%	3	66.7%	3	0.0%	15	60.0%	41	73.2%	15	86.7%		
The Palmer Primary Academy	58	53.4%	22	31.8%	1	0.0%				1	0.0%	26	65.4%		20	45.0%
The Ridgeway Primary School	58	55.2%	17	58.8%	12	75.0%	5	20.0%	12	8.3%	40	75.0%	21	57.1%		
Whitley Park Primary & Nursery School	84	46.4%	20	35.0%	12	41.7%	3	0.0%	24	20.8%	56	60.7%	10	60.0%		
Wilson Primary School	59	47.5%	3	33.3%	2	50.0%	2	50.0%	7	0.0%	48	56.3%	12	66.7%		
Churchend Primary School	63	65.1%	10	30.0%	3	100.0%	1	0.0%	13	23.1%	49	77.6%	12	66.7%		
E P Collier Primary School	60	60.0%	13	46.2%	8	62.5%	7	0.0%	8	37.5%	42	76.2%	21	52.4%		
Moorlands Primary School	58	62.1%	26	57.7%	17	76.5%	1	0.0%	10	20.0%	44	77.3%	11	45.5%		
St Anne's Catholic Primary School	28	39.3%	5	60.0%	3	100.0%			5	0.0%	23	47.8%	10	30.0%		
St Mary and All Saints CofE VA Prima	49	46.9%	16	43.8%	12	50.0%	1	0.0%	9	22.2%	38	55.3%	18	33.3%		
												2	100.0%	14	57.1%	

Table 16: impact of attendance on outcomes in RWM Expected standard 2003-2004. Data Source: Power BI

Attendance	Cohort	Achieving % RWM expected standard		achieving % writing KS2 expected standard	
		95%+	Persistently absent		
95%+	1202	64%	40%	72%	6/10 achieve the standard
Persistently absent	278			48%	4/10 achieve the standard
Severely Absent	9			0%	0/10 achieve the standard
Attendance	Cohort	95%+	Persistently absent	Severely Absent	
95%+	1202	64%	40%	0%	7/10 achieve the standard
Persistently absent	278				4/10 achieve the standard
Severely Absent	9				0/10 achieve the standard

Table 17: relationship between KS2 RWM outcomes, attendance, and cohort complexity. RAG shows cohort compared to National averages Darker colours indicate significant difference from average significant difference from average. **Data source: Ofsted IDSR DfE.**

School Name	RWM/EXP Vs national performance	FSM6 %	SEND K%	SEND EHCP %	EAL %	Stability	pupil base deprivation	location deprivation	Persistent absence %	% CWSW Pupils	% CIN	budget RAG LA 23-24
Alfred Sutton Primary School	1 well above average	average	below average	well above average	well below average	below average	average	average	well above average	1.1%	0.7%	Surplus > 5%
All Saints Junior	1 well above average	average	average	well above average	well above average	average	average	average	well below average	0.0%	0.0%	
Redlands Primary School	1 well above average	below average	below average	above average	well above average	well below average	below average	average	average	2.3%	0.0%	Deficits >5%
St John's CoE (Aided) Primary School	1 well above average	average	average	average	well above average	well below average	average	above average	average	3.0%	1.3%	
St Martin's Catholic Primary School	1 well above average	average	below average	average	above average	well below average	average	average	average	3.1%	0.0%	Deficits >5%
The Heights Primary School	1 well above average	well below average	above average	below average	above average	above average	above average	average	well below average	0.6%	0.6%	
Battle Primary Academy	2 above average	average	well below average	average	well above average	below average	average	average	average	0.4%	0.0%	
Caversham Primary School	2 above average	well below average	below average	above average	average	well below average	average	well below average	well below average	1.0%	0.5%	Deficits 0-5%
Churchend Primary Academy	2 above average	average	above average	above average	above average	above average	above average	above average	well above average	2.6%	0.4%	
Manor Primary School	2 above average	well above average	above average	above average	above average	well below average	above average	average	well above average	5.1%	2.1%	Surplus 0-5%
Park Lane Primary School	2 above average	average	below average	below average	average	well above average	average	average	average	1.5%	0.5%	Surplus 0-5%
The Hill Primary School	2 above average	well below average	average	average	above average	below average	average	average	average	1.8%	1.3%	Surplus > 5%
Caversham Park Primary School	3 average	below average	well above average	below average	above average	well below average	well below average	well below average	average	0.8%	0.8%	Deficits >5%
E P Collier Primary School	3 average	average	above average	well above average	well above average	well below average	average	below average	well above average	1.0%	0.2%	Surplus > 5%
Emmer Green Primary School	3 average	well below average	average	average	well above average	well below average	average	below average	average	0.7%	0.0%	Deficits 0-5%
Geoffrey Field Junior	3 average	above average	above average	above average	above average	well above average	above average	well above average	average	1.4%	0.8%	Surplus > 5%
Moorlands Primary School	3 average	well above average	above average	average	above average	below average	above average	above average	well above average	4.9%	2.0%	Surplus 0-5%
Katesgrove Primary School	4 below average	below average	well below average	below average	well above average	well below average	average	average	average	1.6%	0.3%	Surplus 0-5%
McKlands Primary School	4 below average	above average	average	average	above average	average	average	well below average	average	1.8%	0.6%	Deficits >5%
New Town Academy	4 below average	average	average	average	well above average	well below average	average	average	average	2.5%	1.4%	
Oxford Road Primary School	4 below average	above average	average	well above average	well above average	below average	above average	above average	well above average	1.2%	0.8%	Surplus > 5%
Southcote Primary School	4 below average	average	well below average	above average	above average	below average	average	average	average	1.1%	0.4%	Surplus 0-5%
St Michael's Primary School	4 below average	above average	average	average	well above average	below average	above average	well above average	average	4.3%	1.5%	Surplus > 5%
Thameside Primary School	4 below average	average	above average	well above average	above average	average	average	average	average	3.7%	2.1%	Deficits >5%
The Palmer Primary Academy	4 below average	above average	average	average	well above average	well below average	above average	above average	well above average	3.2%	1.7%	
The Ridgeway Primary School	4 below average	above average	well above average	above average	above average	well below average	above average	above average	well above average	2.6%	1.2%	Surplus 0-5%
Christ The King Catholic Primary School	5 well below average	well above average	well above average	well above average	well above average	well below average	average	well above average	average	4.5%	1.8%	Surplus > 5%
Civitas Academy	5 well below average	below average	average	average	well above average	well below average	above average	above average	well above average	2.4%	0.7%	
Coley Primary School	5 well below average	average	well above average	average	well above average	well below average	average	above average	well above average	3.1%	2.0%	Deficits 0-5%
English Martyrs' Catholic Primary School	5 well below average	average	average	average	well above average	average	above average	above average	average	3.9%	1.4%	Surplus 0-5%
Meadow Park Academy	5 well below average	well above average	average	below average	above average	well below average	above average	average	average	0.8%	0.6%	
New Christ Church CofE (VA) Primary School	5 well below average	below average	well above average	above average	well above average	well below average	above average	average	average	1.5%	1.0%	
Ranikhet Academy	5 well below average	well above average	well above average	well above average	well above average	well below average	above average	above average	well above average	0.4%	0.4%	
St Anne's RC Catholic Primary School	5 well below average	above average	average	below average	well above average	well below average	average	below average	average	2.2%	0.0%	Deficits >5%
St Mary and All Saints CofE (VA) Primary School	5 well below average	above average	well above average	well above average	well above average	well below average	above average	above average	well above average	3.8%	1.5%	
Whitley Park Primary & Nursery School	5 well below average	above average	well above average	average	well above average	well below average	well above average	well above average	well above average	2.1%	0.7%	Deficits 0-5%
Wilson Primary School	5 well below average	below average	well above average	above average	well above average	below average	average	average	average	3.3%	0.9%	Surplus > 5%
										Local average 2.1%	Local average 0.8%	
										2.2%	0.9%	

Narrative analysis: standards in KS2

- As a result of the Pandemic disrupting KS1 assessment in summer 2020-22 there are no KS2 progress reports or benchmarks available for schools in 2023-24.
- Reading's schools have made progress in improving the percentage of pupils achieving the expected standard in RWM, with notable gains in individual subjects like reading, maths, and GPS. The gap between national performance and Reading LA has reduced over the last three years indicating that the consistent approaches to school improvement adopted by many schools are being effective in raising standards.
- There are, however, persistent challenges, particularly for disadvantaged pupils with SEND and for children who are persistently absent from school, children who have a social worker and children who are of Black Caribbean Heritage. Writing remains a weakness with

significant gaps to national attainment and reduced rate of progress from previous years overall. Targeted interventions and support are being secured to address these gaps and ensure all pupils can meet national benchmarks.

- the 2023/24 academic year, Reading's LA averages saw a notable improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths (RWM). The percentage increased by 3.0%, rising from 56.6% in 2022/23 to 59.6% in 2023/24. Despite this progress, Reading's performance remains 1.7% below the national average of 61.3%. This gap translates to approximately 33 fewer pupils meeting the expected standard compared to the national benchmark.
- While 7.0% of pupils in Reading achieved the higher standard in RWM, this is 0.8% lower than the national average of 7.8%. However, Reading's schools show strong performance in achieving high standards in individual subjects like reading, maths, and GPS (Grammar, Punctuation, and Spelling), with positive trends indicating continuous improvement.
- 41.4% of disadvantaged pupils achieved the expected standard in RWM, which is 26.0% lower than the national average for non-disadvantaged pupils (67.4%). However, this cohort's outcomes increased by 4.9% this year, narrowing the gap to non-disadvantaged pupils nationally by 3.8%. Reading performed well in improvement in this area and Disadvantaged children's outcomes in Reading are now better than outcomes for disadvantaged children in the region. 56.4% of disadvantaged children without SEND met the standard and performance of this group improved by 7.8% over the period.
- 61.3% of disadvantaged pupils met the expected standard in reading, which is 18.4% lower than the national average for non-disadvantaged pupils (79.7%). The gap reduced by 5.8% from the previous year. Reading disadvantaged children without SEND performed above the same group nationally.
- 50.6% of disadvantaged pupils achieved the expected standard in writing, which is 27.0% lower than the national average for non-disadvantaged pupils (77.6%). The gap increased slightly by 0.2%. 54.0% of disadvantaged pupils met the expected standard in GPS, which is 24.2% lower than the national average for non-disadvantaged pupils (78.2%). The gap reduced by 2.4%. Improvements in phonics and KS1 for this group were improved and disadvantaged children without SEND.
- 56.1% of disadvantaged pupils achieved the expected standard in maths, which is 23.3% lower than the national average for non-disadvantaged pupils (79.4%). The gap reduced by 5.3% in 2023/24.
- More Reading children with SEND achieved the expected standard in reading, writing and maths (24%) compared to national (22%). This performance was driven by good performance of children with SEN support. outcomes for children with an EHCP were weaker.
- 30.6% of pupils with SEN support achieved the expected standard in RWM, which is 30.1% lower than the national average for all pupils (60.7%). However, this is 4.9% higher than the national average for the SEN support group, with the gap reducing by 4.7%.

- 51.1% of pupils with SEN support met the expected standard in reading, which is 23.3% lower than the national average for all pupils (74.4%). The gap reduced by 1.0%.
- 36.6% of pupils with SEN support achieved the expected standard in writing, which is 35.1% lower than the national average for all pupils (71.7%). The gap reduced by 5.5%. 44.1% of pupils with SEN support met the expected standard in GPS, which is 28.2% lower than the national average for all pupils (72.3%). The gap reduced by 5.8%.
- 50.5% of pupils with SEN support achieved the expected standard in Maths, which is 22.7% lower than the national average for all pupils (73.2%). The gap reduced by 5.5%.
- 7.3% of pupils with SEN EHCP achieved the expected standard in RWM, which is 53.4% lower than the national average for all pupils (60.7%). The gap decreased slightly by 0.1%.
- 17.1% of pupils with SEN EHCP met the expected standard in Reading, which is 57.3% lower than the national average for all pupils (74.4%). The gap decreased by 1.3%.
- 8.9% of pupils with SEN EHCP achieved the expected standard in writing, which is 62.8% lower than the national average for all pupils (71.7%). The gap remained relatively unchanged. 13.0% of pupils with SEN EHCP met the expected standard in GPS, which is 59.3% lower than the national average for all pupils (72.3%). The gap increased by 3.7%.
- 12.2% of pupils with SEN EHCP achieved the expected standard in Maths, which is 61.0% lower than the national average for all pupils (73.2%). The gap increased by 2.2% last year.
- There is significant variation between schools. School effectiveness visits evidence that schools with stronger or improving performance have prioritised curriculum development, regular instructional coaching and monitoring, attendance monitoring and ensure that staff implement their behaviour curriculum consistently.
- Contextual factors impact performance and variation between schools. Overall schools with fewer contextual challenges perform significantly better than schools with contextual factors that are greater than national averages. Leaders in schools with complex cohorts often face recruitment and retention challenges and spend more time and resource on safeguarding and community initiatives.
- Complex schools receive significantly more grant funding than those with demographics that are in line with national averages, however, this often does not meet the costs of provision for children with complex needs and when exacerbated by falling rolls, an increasing number of schools face significant budget pressure.
- Attendance remains a key issue for some schools with outcomes significantly impacted by poor attendance. School effectiveness monitoring suggests strong compliance with national guidance, effective attendance monitoring and use of intervention. Improvements in overall figures for persistent absence have not been achieved in some schools despite this good practice being rigorously implemented.

- Overall improvements in attendance for Reading schools over the last academic year is encouraging and supports the effectiveness of collective efforts to improve attendance in clusters.

8. Key Stage 4

Table 18: Readings overall performance and relative year on year improvement against national quintile band performance. Data Source: Reading Data Matrix

GCSE or equivalent	2024	Rank	Latest Quartile Band A-D	Latest Available England Average	2021-23 3Yr Improvement Rank	Quartile Band A-D	2022-24 3Yr Improvement Rank	Quartile Band A-D	2023-24 YoY Improvement Rank	Quartile Band A-D
Average Progress 8 score per pupil <small>NB No Results for 2020 & 21</small>	-0.02	67	B	-0.03			A	118	D	
Average Attainment 8 score per pupil	48.80	34	A	46.1	107	C	98	C	138	D
% Pupils achieving 9-4 pass in English and Maths	66.70	57	B	65.4	79		11	A	46	B
% Pupils achieving 9-5 pass in English and Maths	50.30	40	B	46.2	93		14	A	101	C
% Pupils entered for English Baccalaureate	47.70	35	A	40.6	14	A	26	A	23	A
English Baccalaureate Average Point Score	4.47	28	A	4.09	62		80		125	D
% Pupils achieving Eng Bacc (inc 9-4 pass in E&M)	31.90	31	A	25.4	16	A	74	B	86	C
% Pupils achieving Eng Bacc (inc 9-5 pass in E&M)	25.90	21	A	18.1	124	D	60	B	39	B

Chart 6: Three-year trends in Attainment 8 against national and regional benchmarks. Data source: Power BI

Domain ● LA: All Schools - Reading ● National: All Schools ● Regional: All Schools - South East

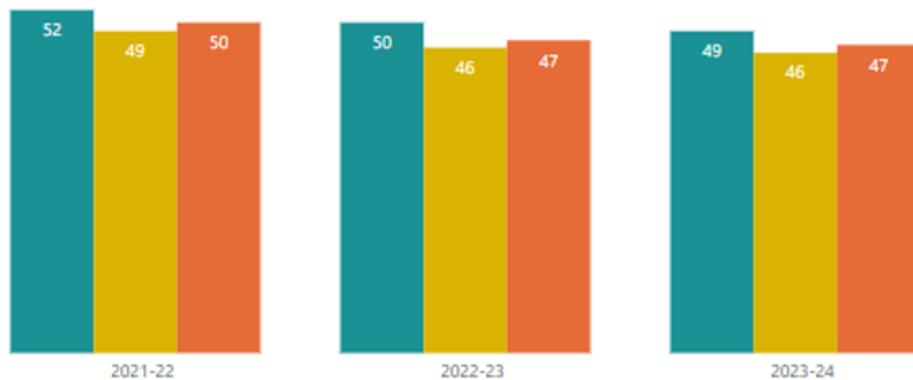


Chart 7: Three-year trends in Progress 8 against national and regional benchmarks. Data source Power BI

Domain ● LA: All Schools - Reading ● National: All Schools ● Regional: All Schools - South East



Chart 8: Three-year trends in GCSE 4+ English and Maths against national and regional benchmarks. Data source: Power BI

Domain ● LA: All Schools - Reading ● National: All Schools ● Regional: All Schools - South East

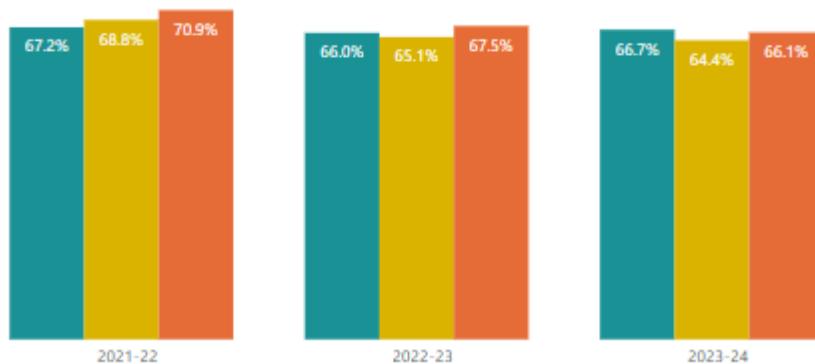


Table 19: Reading performance in all performance areas, gap to national, National rank and improvement trend 2023-24. Data Source: Nexus

MEASURE	VALUE	GAP TO NATIONAL	TREND	%
Progress 8	-0.02	0.00	-0.05	51st
Attainment 8	48.8	+2.6	-1.3	33rd
EBacc APS	4.47	+0.37	-0.05	27th
EBacc Entered	47.7%	+7.1%	+4.0%	25th
English & Maths 5+	50.3%	+4.0%	+0.3%	29th
Att8: English	10.2	+0.3	-0.2	50th
Att8: Maths	10.1	+0.9	0.0	33rd
Att8: EBacc	14.7	+1.2	-0.3	30th
Att8: Other	13.8	+0.2	-0.9	54th
Prog: English	-0.05	-0.01	-0.05	55th
Prog: Maths	+0.14	+0.16	+0.03	32nd
Prog: EBacc	+0.07	+0.10	-0.04	40th
Prog: Other	-0.22	-0.19	-0.13	73rd
EBacc APS: English	5.09	+0.17	-0.06	38th
EBacc APS: Maths	5.03	+0.45	-0.02	20th
EBacc APS: Science	4.91	+0.42	-0.08	25th

EBacc APS: Humanities	3.90	+0.12	-0.12	40th
EBacc APS: Languages	2.97	+0.66	+0.04	24th
EBacc Entered: English	93.8%	-0.6%	-0.4%	57th
EBacc Entered: Maths	97.0%	+0.5%	-0.1%	33rd
EBacc Entered: Science	96.0%	+1.3%	-0.1%	21st
EBacc Entered: Humanities	78.7%	-3.4%	-0.7%	72nd
EBacc Entered: Languages	51.5%	+5.8%	+3.6%	28th
Entered: Triple Science	43.4%	+18.4%	-0.2%	3rd
EBacc 5+: English	62.0%	+1.2%	+0.5%	43rd
EBacc 5+: Maths	56.0%	+3.9%	-0.1%	32nd
EBacc 4+: English	73.9%	-1.2%	+0.3%	57th
EBacc 4+: Maths	71.8%	+1.4%	+0.5%	39th
English & Maths 4+	66.7%	+1.2%	+0.7%	43rd

Table 20: performance variation between schools across headline performance measures. Data Source: Power BI

School Name	Average Overall Progress 8 Score	Average Overall Attainment 8 Score	% GCSE Basics Achieved 5+	% GCSE Basics Achieved 4+
National average	-0.06	46	45.10%	64.40%
UTC Reading	-0.81	40.7	47.2%	59.4%
The WREN School	-0.13	43.0	35.5%	60.2%
Reading School	0.89	81.1	100.0%	100.0%
Reading Girls' School Academy	0.00	47.8	54.0%	67.2%
Kings Academy Prospect	-0.41	38.2	28.3%	53.8%
Maiden Erlegh School in Reading	0.12	47.7	46.8%	71.7%
Kendrick School	1.07	84.4	100.0%	100.0%
John Madejski Academy	-0.92	31.8	22.4%	35.3%
Highdown School and Sixth Form Centre	0.25	53.5	61.0%	80.1%
Blessed Hugh Faringdon Catholic School	-0.02	44.4	42.5%	61.5%

Chart 9: Disadvantaged P8 and A8 outcomes three-year trend against national and regional benchmarks.
Data Source: Power BI



Table 21: 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. Data Source: NEXUS

		Attainment 8 - Key Stage 4	Attainment 8 - Key Stage 4	Attainment 8 - Key Stage 4	Progress 8 - Key Stage 4	Progress 8 - Key Stage 4	Progress 8 - Key Stage 4	English & Maths 5+ Key Stage 4	English & Maths 5+ Key Stage 4	English & Maths 5+ Key Stage 4	English & Maths 4+ Key Stage 4	English & Maths 4+ Key Stage 4
Domain	Pupil Group	Value	Value Trend	%tile Rank	Value	Value Trend	%tile Rank	Value	Value Trend	%tile Rank	Value	Value Trend
National	All Pupils	46.2	-0.1		-0.02	1%		46%	1%		66%	0%
South East	All Pupils	47.4	0		-0.01	1%		49%	1%		68%	0%
LA: All Schools - Real	All Pupils	48.8	-1.3	33	-0.02	-5%	51	50%	0%	29	67%	1%
National	Disadvantaged	34.7	-0.3		-0.57	0%		26%	1%		44%	0%
South East	Disadvantaged	32.1	-0.2		-0.78	0%		22%	1%		39%	0%
LA: All Schools - Real	Disadvantaged	31.1	0.1	85	-0.84	-10%	80	24%	3%	59	38%	3%
National	Non-Disadvantaged	50.3	0		0.17	0%		54%	1%		73%	1%
South East	Non-Disadvantaged	51.1	0		0.18	2%		55%	1%		75%	0%
LA: All Schools - Real	Non-Disadvantaged	54	-1.5	24	0.25	-3%	42	58%	0%	30	75%	0%
National	SEN No Recorded Provision	50.1	0.1		0.11	1%		52%	1%		73%	1%
South East	SEN No Recorded Provision	51.5	0		0.13	2%		55%	1%		75%	0%
LA: All Schools - Real	SEN No Recorded Provision	53.6	-0.8	27	0.17	-3%	40	58%	1%	29	74%	2%
National	SEN Support	33.2	-0.1		-0.44	1%		22%	1%		38%	1%
South East	SEN Support	33.6	0.2		-0.47	4%		23%	1%		39%	1%
LA: All Schools - Real	SEN Support	34.6	-0.9	42	-0.49	7%	55	26%	0%	29	44%	3%
National	SEN EHCP	14.2	0.2		-1.13	-1%		7%	0%		13%	0%
South East	SEN EHCP	14.8	0.6		-1.18	0%		7%	0%		14%	1%
LA: All Schools - Real	SEN EHCP	11.5	1.5	74	-1.64	-42%	97	5%	2%	74	11%	4%
National	World majority ethnicity	49.9	0.7		0.35	2%		53%	2%		70%	2%
South East	World majority ethnicity	52.3	0.3		0.38	1%		57%	1%		74%	1%
LA: All Schools - Real	World majority ethnicity	52.9	-0.1	24	0.29	-1%	60	56%	1%	35	72%	3%
National	EAL	49.8	1.2		0.52	1%		52%	3%		70%	3%
South East	EAL	52.5	0.5		0.58	3%		56%	2%		74%	1%
LA: All Schools - Real	EAL	52.7	2.4	32	0.6	18%	46	54%	5%	38	72%	4%

Table 22: disadvantaged children KS4 performance by school 2023-24. Data Source Power BI

School Name	Average Overall Progress 8 Score	Average Overall Attainment 8 Score	% Ebacc Entered	% GCSE Basics Achieved 5+	% GCSE Basics Achieved 4+
UTC Reading	-1.3	25.9		16.7%	20.0%
The WREN School	-0.6	32.6	14.0%	20.9%	41.9%
Reading School	0.6	78.4	62.5%	100.0%	100.0%
Reading Girls' School Academy	-0.7	36.8	19.2%	30.8%	48.1%
Prospect School	-0.7	31.5	54.5%	19.5%	36.4%
Maiden Erlegh School in Reading	-0.7	34.0	29.3%	26.8%	36.6%
Kendrick School	0.2	72.4	57.1%	100.0%	100.0%
John Madejski Academy	-1.2	27.0	28.4%	20.9%	28.4%
Highdown School and Sixth Form Centre	-0.6	39.2	9.7%	29.0%	54.8%
Blessed Hugh Faringdon Catholic School	-1.0	27.6	14.7%	20.6%	35.3%

Table 23: Headline performance KS4 for children of Black Caribbean heritage in Reading compared to national averages for the group, local comparison groups and by school. Data source: NEXUS

centre	cohort	A8	P8	Basics 5+	Basics 4+	P8 trend
National Black Caribbean Heritage	16670	39.1	-0.36	31.90%	52.40%	0.16
LA Black Caribbean Heritage	83	33.1	-0.88	28.90%	45.80%	-0.15
LA Black Caribbean Heritage not SEND	45	41.9	-0.52	37.80%	62.20%	0.36
LA all other ethnicities	1628	49.6	0.03	51.40%	67.80%	0.03
LA other Black Heritage	146	44.1	0.09	41.80%	65.10%	-0.02
LA White British	600	42.5	-0.45	42%	58.50%	-0.07
Blessed Hugh Farringdon BCH	7	12.5	-2.17	0%	14.30%	-1.58
JMA BCH	12	23	-1.28	8.30%	33.30%	-0.45
Kings Academy Prospect	22	30	-0.92	27.30%	40.90%	0.31
MER	6	43.6	-0.98	50%	66.70%	-0.75
Highdown	11	50.6	0.24	54.50%	63.60%	0.92
Reading Girls School	7	21	-1.71	14.30%	14.30%	-0.97
Reading School	2	81.3	0.24	100%	100%	-0.19
The Wren	8	48.3	0.22	38%	100%	1.49
UTC	6	35.2	-1.42	33.30%	33.30%	1.23

Table 24: Relationship between KS4 P8 outcomes, attendance, and cohort complexity by school. RAG shows cohort compared to National averages Darker colours indicate significant difference from average significant difference from average. **Data source: Ofsted IDSR DfE.**

School Name	national performance comparison P8	FSM6 %	SEND K%	SEND EHCP %	EAL %	Stability	pupil base deprivation	location deprivation	Persistent absence %	Attainment on entry	% CIN	% CWSW Pupils
Kendrick	1 well above average	well below average	well below average	well below average	above average	well above average	well below average	average	below average	above average		0.1%
Reading School	1 well above average	well below average	well below average	well below average	above average	well above average	well below average	well below average	below average	above average		
Highdown	2 above average	well below average	below average	well below average	above average	average	well below average	well below average	average	average	0.5%	1.2%
Blessed Hugh Faringdon	3 average	below average	below average	well above average	well above average	average	above average	average	average	below average	0.6%	1.9%
Reading Girls' School	3 average	average	above average	below average	well above average	well below average	above average	well above average	average	average		
Wren	3 average	average		well below average	below average	well above average	well below average	average	average	below average	0.9%	2.3%
Maiden Erlegh Reading	3 average	average		well above average	average	well above average	below average	average	average	average	0.4%	2.6%
UTC Reading	4 below average	average	average	above average	above average	well above average	below average	average	well above average	below average	0.8%	0.8%
King's Academy Prospect	4 below average	above average	well above average	below average	well above average	well below average	above average	average	average	below average	1.3%	2.9%
JMA	5 well below average	well above average	below average	average	above average	well below average	above average	well above average	well above average	below average		

- 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.
- 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 English Baccalaureate (EBacc) is a performance measure for schools in England. It reflects students' achievements in a specific set of GCSE subjects that are considered essential for further study and future career opportunities. The EBacc includes the following subjects: English language and literature, Mathematics, Sciences (either combined science or three separate sciences: biology, chemistry, and physics), geography or history, a language (ancient or modern). Schools are evaluated based on the number of students taking these subjects and their performance in them. The goal is to ensure that students have a broad and balanced education that keeps their options open for the future
- The Basics 4+ and 5+ performance measure refers to the percentage of children gaining good passes at GCSE including English and Maths. GCSE passes in English and Maths are the standard entry requirement for most academic courses and Jobs post 16. Grade 4 is considered a "standard pass" and is roughly equivalent to the old grade C. Achieving a grade 4 means a student has met the basic requirements for the subject. Grade 5 is considered a "strong pass" and is roughly equivalent to a high C or low B in the old grading system.

Narrative analysis: standards in KS4

- Reading's Local Authority (LA) average performance remains strong, with most indicators placing it in quintile A. KS4 performance shows strengths in Attainment 8 scores, EBacc participation, and Maths progress. However, despite overall strong performance, comparative data indicates that Reading schools have experienced a decline in key performance metrics. This decline suggests that pupils are making less progress and achieving lower grades across their subjects compared to previous years. Areas for improvement include Progress 8 scores, English attainment, and progress in other subjects.
- There are significant gaps at KS4 for some pupil groups, particularly for Disadvantaged pupils and those with SEN support and EHCP.
- Average outcomes in Reading are skewed due to significant variations in school context and the relatively small number of schools. Some schools with weaker outcomes face contextual challenges that are significantly above national averages. Conversely, schools with the strongest performance tend to have contextual factors significantly below national averages and two are selective schools. The lowest performing school, JMA, was subject to DfE intervention in 2023-24 and was taken over by a new Trust in January 2025.
- The disadvantaged cohort of 384 pupils had an average Attainment 8 score of 31.2 in 2023-24, which is 18.8 points lower than the national non-disadvantaged cohort (50.0). The gap to non-disadvantaged pupils nationally improved slightly from -19.3 in 2022/23 to -18.8 in 2023/24. Disadvantaged pupils in Reading perform 3.4% lower than disadvantaged pupils nationally.
- The disadvantaged cohort had an average Progress 8 score of -0.83, which is 0.99 points lower than the national non-disadvantaged cohort and -0.27 points lower than the national disadvantaged average. The progress gap to non-disadvantaged pupils nationally grew from -0.91 in 2022/23 to -0.99 in 2023/24. 37.8% of the disadvantaged cohort achieved a grade of 4 or greater in English & Maths, which is 34.9% lower than the national non-disadvantaged cohort (72.7%) and 5.6% lower than disadvantaged pupils nationally. The gap

to non-disadvantaged pupils nationally reduced from -38.0% in 2022/23 to -34.9% in 2023/24.

- The SEN Support cohort of 246 pupils had an average Progress 8 score of -0.49, which is 0.46 points lower than the national all pupils' cohort (-0.03). The gap to all pupils nationally improved slightly in 2023/24. Pupils in Reading achieve -0.04 points below similar children nationally. The SEN Support cohort's English Progress score improved from -0.72 in 2022/23 to -0.58 in 2023/24. Children with SEN support needs are in the 64th percentile for English Progress score when compared to other LAs. The gap to all pupils nationally improved from -0.24 in 2022/23 to -0.18 in 2023/24, with the Maths Progress score for the group increasing by 0.05 points. SEN Support pupils are in the 30th percentile for Maths Progress score when compared to other LAs.
- 64 pupils with an EHCP plan had an average Progress 8 score of -1.64, which is 1.61 points lower than the national all pupils' cohort (-0.03). The gap to all pupils nationally increased from -1.19 in 2022/23 to -1.61 in 2023/24. Pupils with an EHCP plan are in the 97th percentile for Progress 8 score when compared to other LAs. 12.0% of pupils in this cohort achieved a grade of 4 or greater in EBacc: English, which is 62.5% lower than the national all pupils' cohort (74.5%) and 6.1% lower than children with an EHCP nationally. The gap to all pupils nationally improved slightly. In Maths, 13.3% of the EHCP cohort achieved a grade of 4 or greater, which is 56.7% lower than the national all pupils' cohort (70.0%) and 4% lower than the national average for this group.
- Children of Black Caribbean heritage in Reading show varied performance across different schools and metrics. While some schools demonstrate strong outcomes, others highlight areas needing improvement. Schools have overall engaged with the LA Anti-racist CPD offer.
- The average Attainment 8 score for Black Caribbean pupils nationally is 31.0. In Reading, the average score is slightly higher at 33.1, indicating that pupils in Reading are achieving better grades across their subjects compared to their peers nationally.
- Nationally, the Progress 8 score for Black Caribbean pupils is -0.36. In Reading, the score is slightly lower at -0.38, suggesting that pupils in Reading are making slightly less progress compared to their peers across the country.
- Children of Black Caribbean heritage with intersectional vulnerabilities are particularly at risk of underperformance. These children tend to underachieve disproportionately in schools where overall standards are lower. It is crucial for all school governors to track the performance of children in this group. Given that cohort numbers are typically very small, there is a risk that underperformance in this group may be attributed to individual factors rather than being recognized as an equity issue.

9. Key Stage 5

Table 25: Reading KS5 overall performance against national quintile band performance Data Source: Reading Data Matrix

GCE/A Level/Level 3 Qualifications	Rank	2024	Rank	Latest Quartile Band A-F	Latest Available England Average
3+ A grades at GCE/Applied GCE A Level and Double Awards	1	30.1	2	A	14.5
2 AAB or better at GCE A level, Applied GCE A level and Double A level	2	38.0	6	A	23.4
Av pt score per entry A Level Cohort	9	36.9	17	A	34.4
AAB or better A level, 2 facilitating subjects	1	35.3	2	A	17.1
Av pt score per entry - Tech Level	6	38.1	3	A	28.1
Av pt score per entry - General Studies	132	26.4	135	D	29.1
Av pt score per entry - Best 3 A Levels	7	37.4	19	A	35.1

Table 26: Attainment in Level 3 and L2 Maths and English in Reading compared to national and regional benchmarks between 2021- 2024. Data Source DFE

Area	Group	Total attained Level 3			%Attained Level 2 English & Maths by age 19			L2 M&E trend YOY
		2021/22	2022/23	2023/24	2021/22	2022/23	2023/24	
England	All pupils	60.06%	59.20%	57.56%	74.95	78.03	75.76	-2.27
South East	All pupils	61.33%	60.26%	58.73%	77.24	79.92	77.87	-2.05
Reading	All Pupils	62.04%	59.68%	63.16%	75.32	79.84	76.14	-3.70
England	Disadvantaged	41.77%	40.61%	38.54%	56.80%	60.26	57.14	-3.12
South East	Disadvantaged	35.32%	35.02%	32.99%	53.20%	57.34	54.05	-3.29
Reading	Disadvantaged	29.48%	31.13%	37.85%	50.75%	59.75	55.39	-4.36
England	Non disadvantaged	66.69%	65.78%	64.41%	81.53%	84.32	82.47	-1.85
South East	Non disadvantaged	67.62%	66.45%	65.00%	83.05%	85.46	83.67	-1.79
Reading	Non disadvantaged	71.75%	68.32%	70.90%	82.65%	85.92	82.49	-3.43
England	Education Health and Care plan	14.17%	14.33%	14.15%	20.55%	21.65	21.04	-0.61
South East	Education Health and Care plan	14.94%	16.25%	15.20%	23.33%	26.2	23.33	-2.87
Reading	Education Health and Care plan	20.31%	10.91%	12.5%	26.56%	30.91	19.64	-11.27
England	No identified SEN	65.04%	64.14%	62.63%	80.82%	84.08	82.15	-1.93
South East	No identified SEN	66.66%	65.52%	64.20%	83.19%	85.99	84.44	-1.55
Reading	No identified SEN	68.16%	64.74%	69.84%	81.22%	84.7	83.57	-1.13
England	SEN support	36.16%	36.52%	35.08%	46.87%	50.78	47.47	-3.31
South East	SEN support	35.61%	35.94%	34.37%	49.40%	52.97	49.5	-3.47
Reading	SEN support	34.96%	39.49%	37.43%	53.66%	61.15	47.59	-13.56

Table 27: A Level performance by school and national benchmarks. Data Source DFE

School	Progress score	Average result	Average point score	Students completing their main study programme	Achieving AAB or higher,	Grade and points for a student's best 3 A levels	progress score benchmark comparisson
Reading School	187	0.26	GradeA	49.14	100.00%	70.60%	A 49.29 above average
King's Academy Prospect	36	-0.05	GradeD+	23.97	92.10%	0.00%	D+ 22.38 average
Highdown School and Sixth Form Centre	144	-0.03	GradeC+	32.25	97.20%	12.10%	C+ 32.7 average
UTC Reading	75	-0.12	GradeC-	26.71	94.90%	9.70%	C- 26.13 average
Kendrick School	143	-0.14	GradeB+	44.66	98.60%	52.40%	B+ 44.9 below avenge
Blessed Hugh Faringdon Catholic School	44	-0.29	GradeC	28.52	95.30%	5.90%	C 29.9 below avenge
The WREN School	66	-0.31	GradeD+	21.83	89.90%	2.50%	D 21.17 below avenge
John Madejski Academy	69	-0.75	GradeD	20.11	84.70%	1.90%	D 21.15 well below average
Reading	764	NA	B-	36.86	95.80%	35.30%	B- 37.38
England - state-funded schools / colleges	262421	-0.03	C+	34.38	92.30%	17.10%	B- 35.08

Narrative analysis: KS5

- There has been a decline in strong A Level performance over the last three years, but Reading remains in the top quartile (A) compared to the national benchmarks. As with KS4, area averages mask significant performance variation between schools with selective schools achieving progress and attainment outcomes well above national averages and others with outcomes well below national averages.
- Overall, the proportion of young people achieving AAB has decreased from 57.8% in 2020 to 38.0% in 2024, however, Reading still ranks in the top quartile (A) with the national average at 22.5%.
- Average point score per entry (A Level Cohort) dropped from 45.6 in 2020 to 36.9 in 2024, maintaining a top quartile (A) position, with the national average at 33.6. At the same time the Average point score per entry (Tech Level) improved significantly from 30.7 in 2020 to 38.1 in 2024, ranking in the top quartile (A) with the national average at 28.4.
- The Level 3 Gap between Disadvantaged and non-Disadvantaged children Increased from 30.7% in 2020 to 39.2% in 2024, placing in the bottom quartile (D) with the national average at 27.9%.
- Attainment by 19 at level three and level 2 including English and Maths in Reading is above the national average for all pupils. Standards declined nationally last year in both measures
- There are significant gaps by age 19 in disadvantaged children achieving level 2 and 3 qualifications. In 2023-24 Reading outcomes for this group at level 3 improved significantly and against a nationally declining trend. This has brought Reading outcomes for the group in line with national outcomes for the group. At level 2 however, outcomes are below national averages for the group and declined more than national trends. Level 2 qualifications in English and Maths remain a key factor in securing access to further education, apprenticeships and employment.
- Outcomes for children requiring SEN support at 19 continue to be in line with national averages for the group, however, outcomes at Level 2 significantly declined in Reading compared to national averages last year. Outcomes for children at 19 with an EHCP are significantly below national and show inconsistency over time. Though this may reflect

cohort characteristics, it also suggests that provision is not effective in supporting improved outcomes for this group year on year.

- In summary, while there are areas of improvement, such as the average point score per entry for Tech Levels and the reduction in the percentage of 16–17-year-olds whose current activity is not known, there are also areas that need attention, like access to high quality options for SEND pupils and reducing the gaps in access and performance of Disadvantaged students.
- Currently there is some school and college led networking for post 16 but this is at an early stage of development. Some links with business partnerships are also developing, however, there is a need to strengthen the scope and impact of this work on providing opportunities for disadvantaged young people and those with SEND.

10. Children Not in Education, Employment or Training (NEET)

Table 28: September 2023 NEET data. Data Source: DfE

Total NEET Group	NEET available for EET	NEET not yet ready for EET	Young Parents	Illness	Other reason	Not Known
51	38	13	>5	11	>5	589

Table 29: August 2024 NEET data. Data Source: DfE

Total NEET Group	NEET available for EET	NEET not yet ready for EET	Young Parents	Illness	Other reason	Not Known
120	86	34	>5	31	>5	0

Table 30: Summary of children NEET September 2023 - September 2024. Data source: NCCIS

Month	Reading NEET	NEET South East	NEET England	NEET Statistical Neighbours	Reading Not Known	Not Known South East	Not Known England	Not Known Statistical Neighbours
Sep 23	1.50%	1.70%	2.00%	2.10%	17.10%	37.00%	32.60%	36.00%
Oct 23	2.9%	2.0%	2.5%	2.3%	8.8%	21.2%	13.5%	20.7%
Nov 23	2.6%	2.3%	2.9%	2.7%	2.4%	9.6%	5.6%	6.8%
Dec 23	2.7%	2.6%	3.1%	3.0%	0.3%	5.3%	2.9%	1.8%
Jan 24	2.5%	2.9%	3.2%	3.1%	0.1%	3.9%	2.1%	1.2%
Feb 24	2.9%	3.1%	3.3%	3.3%	0.1%	2.7%	1.6%	1.1%
March 24	2.9%	3.2%	3.4%	3.3%	0.0%	2.8%	1.7%	0.9%
April 24	2.8%	3.2%	3.5%	3.5%	0.0%	2.7%	1.7%	1.4%
May 24	2.9%	3.1%	3.5%	3.5%	0.0%	2.9%	1.8%	1.3%
June 24	3.0%	3.1%	3.5%	3.5%	0%	3.2%	1.8%	1.4%
July 24	3.2%	3.2%	3.6%	3.6%	0%	3.2%	1.9%	6.9%
Sep 24	1.7%	1.8%	2.1%	2.2%	26.7%	31.2%	30.3%	27.0%

Narrative Analysis: NEET

- Reading has remained in the top quintile ranking for NEET since November 2023, having one of the lowest combined NEET and Not Known's numbers in England. We have had lower NEET and Not Known figures than our statistical neighbours all months between September 2023 and September 2024, apart from October 2023.
- In 2023/24 there was a gradual increase month by month in the NEET numbers. This is in line with the national and statistical neighbours' figures increase. At 2.6% NEET in August 2023 and 3.2% NEET in 2024. There has been an increase in the NEET numbers by 22%.
- The NEET group is broken up into categories as outlined in the September 2023 and August 2024 data tables. The NEET categories show the number of young people available to the labour market and actively seeking out EET opportunities and those young people who are NEET but are not yet available to access EET opportunities. There are various reasons which behind the "NEET not ready for EET" status, mainly due to barriers stopping them from progressing into EET such as their social, emotional and mental health support needs, young parents, those signed off due to ill health (physical or emotional), pregnancy or not available for EET for other reasons such as religious grounds.
- Between September 2023 and August 2024, the total number of 16- to 18-year-olds who left the NEET group into a positive outcome or have left the cohort was 107. Between September 2023 and August 2024, the total number of 16- 18-year-olds joining NEET was 190.
- The Elevate Team has delivered our ambition to have the least number of young people whose destination is unknown in the country. The 0% Not Known figure was achieved and recorded in March 2024 which stayed the same for the remainder of the academic year

2023/2024. This has been achieved through having a robust data and tracking system in place, working effectively with educational establishments, training providers, and colleagues in Education and social care teams at BFFC. Having a highly effective tracking system in place we have been able to identify our NEET young people and give them the support to re-engage them back into positive destinations.

- June's 2024 ethnicity NEET data show an overrepresentation from Black Caribbean (9.3%), White and Black Caribbean (8.6%), other ethnic group-Arab (5.4%). The average NEET national figures for Black Caribbean are 3.6% and 4.8% in South East, White and Black Caribbean 5.9% England and 5.1% South East, other ethnic group- Arab 2.8% England and 6.6% South East.
- In June 2024 we had 230 young people with an open EHCP registered on the system, this equates to 6.2% of the total 16/17-year-old cohort (17 young people). Further analysis confirms an overrepresentation of SEND NEET with 7.4% registered as NEET compared to 3% of all NEET 16/17-year-olds.
- In June 2024 we had 402 young people identified with SEN Support needs (no EHCP) registered on the system; this equates to 10.8% of the total 16/17-year-old cohort. Further analysis confirms an overrepresentation of SEN support with 6.2% registered as NEET compared to 3% of all NEET 16/17-year-olds. Our NEET figure for this cohort is slightly below the 7.0% for the national average and average for South East at 6.3%.
- We are now reporting to the DfE on young people with mental health support needs. In the June data return we had 54 young people recorded with emotional and mental health needs. 70.4% of those were registered in EET (55.5% England, 53.4% South East) and 29.6% of the cohort were NEET (42.2% England, 46.6% South East). Young people with additional mental health support needs are overrepresented within the NEET group.
- In June 2024, 17 care leavers were registered on the system, 94.1% of those were EET (72.3% England, 71.7% South East). 39 children in care were registered on the system, 97.4% of whom were EET (76.7% England, 73.8% South East).
- In June 2024 50% of young parents (4 young people) were engaged in EET. In comparison the average EET for England is 21.0% and 19.3% for South East.
- We know that one of the biggest NEET indicating factors pre 16 is school absenteeism. This, in combination with school suspensions, and more learners being electively home educated, creates a demand on lower-level courses at further education colleges for students who don't meet their 5 GCSEs pass grades to continue education at level 3.
- Too few mainstream schools offer alternative pathways post 16 for level 2 and 3 courses for lower attaining children. Many vulnerable and disadvantaged children attend college. College providers therefore face the same impact in terms of cohort complexity as schools.
- Our largest local provider of post 16 courses is Reading College and Bracknell and Wokingham College, part of Activate Learning. Colleges created additional 400 spaces last

year and 5 additional classrooms were opened at Reading College. 170 prospective learners were put on the waiting list in the first week in September.

- 150 young people applied for the Electrical Installation course, but only 40 places were available. The most popular courses are brickwork, plumbing, motor vehicle level 1 (only 40 spaces available but there were 50 names on the waiting list beginning of September). There is a lack of suitable level 2 or below training or apprenticeships in several job sectors for example hairdressing, business admin, horticulture, construction, engineering, motor vehicle, hospitality and customer service which are in high demand for young people we support.
- GCSE and functional skills level 2 retakes are deterrent for some young people who become disengaged from education courses in both schools and colleges. Between September 2023 and August 2024, we recorded 40 NEET joiners from further education. In comparison 20 young people left employment and 5 left apprenticeships in the same period. In addition, the withdrawal of study programmes such as Prince's Trust Team programme that used to start at different point in academic year, and the removal of traineeships offers for retakes of maths and English for those that miss the September start, further drive NEET.
- Young people are leaving education early wishing to find work, but they need support to develop skills and access job opportunities. Many require additional and intensive support because of their complex and multiple barriers such as mental health needs, most notably anxiety. Access to specialist mental health support post 16 for all vulnerable young people in Reading is a barrier to education and training
- Demand for ESOL provision (students aged 16-18) are the largest cohort in Foundation. Young people from overseas are joining the NEET cohort at various points in academic year and are unable to start in education straight away.

11. Exclusion and Suspension 2023/24

- National verified Data regarding suspension, exclusion and attendance in 2023-24 is not yet available.
- Reducing suspensions and exclusions remains a key local priority as it is key to safeguarding vulnerable adolescents in Reading and reducing educational inequality.
- Locally held data suggests there was an overall decrease in permanent exclusions in 2023/24 by 39% compared to the same period in the previous year. This is the best performance for permanent exclusions at this stage in over 10 years of records (since 2012/13, excluding Covid-19 periods). Out Borough Exclusions were Significantly lower than the previous year due to ongoing cross-border work with specific schools.
- Local data suggests that suspensions increased in all phases in 2023/24, however there was significant variation between schools with a few significant outliers in each phase impacting local averages.
- Children with SEND continue to be disproportionately suspended. There is correlation between the reduction in permanent exclusions and the increase in suspensions and use of Alternative Provision for SEND children across phases. These exclusions and suspensions

suggest that some placements for SEND children are inappropriate. This is being addressed as part of the SEND strategy.

- Vulnerable children in Alternative Provision and part time placements present increased safeguarding risks.
- Children of world majority population backgrounds are more affected by exclusions and suspension.
- There is growing evidence this year of Increased consistency and confidence in schools supported by the Education Access and Inclusion, SEND RISE advisory, Virtual School, Educational Psychology and School Effectiveness services. Support and challenge have helped reduce exclusions and suspensions in this academic year for individual children and outlier schools. Greater integration and joint working between Children's Family Help and Safeguarding and Education Services will further support this targeted work.

12. Attendance 2023/24

Table 31: Overall Absence in Reading compared to national benchmarks Academic Year 2023/24. Data Source: DFE

	Primary	Secondary	All
Reading Overall Absence	6.62%	8.49%	7.50%
South-East	5.57%	9.08%	7.33%
Statistical Neighbour	6.06%	9.09%	7.51%
England	5.90%	9.01%	7.37%
Reading Authorised	4.61%	5.28%	4.97%
South-East	4.37%	6.13%	5.24%
Statistical Neighbour	4.37%	5.63%	5.03%
England	4.25%	5.64%	4.95%
Reading Unauthorised	2.02%	3.21%	2.54%
South-East	1.40%	2.95%	2.10%
Statistical Neighbour	1.69%	3.46%	2.48%
England	1.65%	3.37%	2.42%

Table 32: The proportion of children persistently absent in Reading compared to benchmarks 2023-24. Data Source: DFE

2022-23	Primary	Secondary	All
Reading Persistent Absence	20.80% (-1.10% 21/22)	27.27% (-0.58% 21/22)	23.70%
South-East	15.24% (-1.75% 21/22)	26.49% (-0.97% 21/22)	20.67%
Statistical Neighbour	17.6% (-0.61% 21/22)	26.74% (-0.97% 21/22)	21.86%
England	16.21% (-1.49% 21/22)	26.52% (1.19% 21/22)	21.22%

Table 33: The absence of children in our care in Reading compared to benchmarks in 2023-24. Data Source: DFE

Reading children in our care Absence	6.2%
South-East	8.6%

Statistical Neighbours	9.7%
England	8.3%

Table 34: The % of sessions missed of Children in Need and children with a Child Protection Plan in Reading compared to benchmarks in 2023-24. Data Source: DFE

%age of sessions missed for Children In Need	2022/23	Change from previous year
Reading	17.1	3.6
South East	17.8	1.2
Statistical Neighbours	18.22	1.95
England	17.6	1.3
%age of sessions missed for children with a Child Protection Plan	2022/23	Change from previous year
Reading	25.6	3.7
South East	22.4	2.9
Statistical Neighbours	23.37	3.99
England	21.7	2.3

Narrative analysis regarding attendance

- Poor attendance in Early Years impacts school readiness and has repercussions throughout a child's education. Children that don't attend well in early years settings often have poor attendance in reception and year one.
- In all phases children that are persistently absent achieve significantly weaker outcomes than their peers that attend school well.
- Outcomes in overall attendance and authorised absence in Secondary Schools were better in Reading than South-East, Statistical neighbours and national averages
- Primary school attendance continues to be weaker than national averages and benchmarks and remains an area of focus, however, persistent absence is reducing in Reading, in 22/23 this was nearly double the rate of statistical neighbours.
- There is continued strong performance for Children Looked After in Reading compared to benchmarks, reflecting the support of the Virtual School, Social Care teams and Schools and settings for this group.
- Children on Children In Need plans had higher attendance in Reading in 2022/23 when compared with South East, Statistical Neighbours and National. However, there has been a sharp rise from the previous year
- Children with a Child Protection Plan had lower attendance in Reading in 2022/23 when compared with South East, Statistical Neighbours and National benchmarks

13. Ofsted inspections of Reading schools

- As of January 2025, Schools are not issued a single overall judgement grade following inspection. They will be issued with separate judgements for leadership and management, quality of education, Personal development, Behaviour and attendance, EYFS and Sixth form provision.
- The current Ofsted framework is being revised, and a new reporting system will replace the existing system in September 2025. Support for schools regarding the new framework will be provided by the School Effectiveness team as soon as possible, following Ofsted team training in October 2025. School inspections will not take place between September and October 2025 in preparation for the new framework.
- The DfE are also consulting on changes to school accountability and intervention in schools causing concern. National RISE teams have been established and have begun work with priority schools across England. There are no Reading schools subject to RISE intervention at this time.
- Analysis of Ofsted inspection reports of Reading schools for the last 18 months, mirrors findings from School Effectiveness visits. Reports identify the following common strengths in Reading schools:
 - ✓ schools have well-structured and ambitious curricula that build progressively from early years through to Sixth form.
 - ✓ There is a strong emphasis on reading, with high quality systematic phonics teaching and engaging reading activities.
 - ✓ Effective support for pupils with special educational needs and disabilities (SEND), ensuring they can access the full curriculum.
 - ✓ Skilled teachers with strong subject knowledge, particularly in core subjects like mathematics and English.
 - ✓ Good assessment ensuring regular checks on pupils' learning to inform future lessons and address knowledge gaps.
 - ✓ Primary Schools excel in personal development, offering strong pastoral care and a values-based PSHE curriculum.
 - ✓ Children benefit from effective extracurricular activities, including clubs, trips, and enrichment activities that help pupils develop wider interests and skills.
 - ✓ Schools place emphasis on inclusivity and celebrating cultural diversity.
 - ✓ Schools are vision and values led with high expectations communicated from leaders at all levels, including governors, trustees and executive officers.

- ✓ There is strong focus on staff well-being and professional development, contributing to positive team ethos and working environments.
- ✓ Effective behaviour management strategies are evident, creating calm and orderly environments. Strong safeguarding cultures and practices protect children and focus on pupils' well-being.
- Analysis of reports show the following common areas for development:
- ✓ Some foundation subjects require further refinement to ensure that curriculum design and implementation is fully effective across all areas.
- ✓ Variability in the delivery of the curriculum, particularly in foundation subjects, can lead to inconsistent implementation and learning outcomes.
- ✓ There is a need for more consistent and effective assessment strategies across all subjects to identify and address gaps in pupils' knowledge and leaders need to ensure that assessment tasks contribute effectively to pupils' learning in all subjects.
- ✓ Some staff in some schools need further training to deliver the curriculum confidently, particularly in specific areas like literacy and mathematics. Not all staff have the necessary subject knowledge and pedagogical skills to support pupils' learning effectively.
- ✓ Some schools need to refine the adaptation of the curriculum for pupils with SEND to ensure they receive the most effective support.
- ✓ Secondary schools need to strengthen the provision for pupils with more complex SEND to ensure consistent learning outcomes.
- ✓ Engaging families and external partners to improve attendance rates and address persistent absenteeism so that all pupils benefit from regular attendance and full participation in school activities.
- ✓ Ensuring governors and trustees have a comprehensive understanding of all aspects of the school's work to hold leaders effectively accountable and strengthen oversight of the school's wider curriculum and improvement plans.
- Parent view responses to Ofsted inspection parent survey questionnaires indicate good levels of parental satisfaction with Reading schools. 90% of parents would recommend their child's school and feel that their child is happy at school. This indicates a positive overall experience. Schools are effective in making parents aware of what their child will learn during the year and parents believe that schools have high expectations
- parents strongly agree that schools are safe places for their children and that leaders ensure pupils are well-behaved, reflecting effective behaviour management strategies.
- 81% of parents with SEND children agree that the school provides the necessary support for their child to succeed suggesting that this is still an area for schools to build parental

confidence. Feedback from Parent Carer networks mirrors this analysis, particularly in relation to transition from Nursery to Reception and between year six and seven.

- While many parents are satisfied with the school's handling of bullying there is room for improvement to ensure even higher levels of satisfaction.
- Parents feedback about complaint handling is the weakest area in responses. Parents views reflect that consistent and clear communication would further enhance parental engagement and satisfaction. Guidance has been provided to schools about parental behaviour and managing complaints. Training is available from the school effectiveness team on using restorative approaches to managing complaints.

14. School Effectiveness activity 2023-2024

- School Governing Boards, Trustees and their Executive Leaders are 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.
- 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
- 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. The service made over 250 visits to schools in 2023-24, undertook moderation of KS2 monitoring activities and provided training across the year for school staff.
- Collaboration is ongoing between BFFC, schools, Mobius Maths Hub and the BFFC English Advisory Team in supporting school improvement in phonics, reading, maths and writing.
- The team have worked with a national lead provider (WalkThrus) to support schools to embed instructional coaching in all LA maintained and participating schools. This has involved a place based funded project working with the national WalkThrus team in all South Reading primary schools and a local project providing school-to-school support between 11 schools. Project impact will be evaluated in August 2025. Early evidence suggests strong impact, where leaders have implemented the approach rigorously and as a central part of their school development and CPD plan.
- The School Effectiveness team collaborate with both RISE and the EPS to ensure consistent approaches are implemented in schools and that advisory work is consistent, quality assured and focused on the key priorities for school improvement.
- School to school, and agency support has been brokered for schools causing concern to secure improvements identified by School leaders and School Effectiveness leads. This has been successful in achieving progress and in securing positive judgements in Ofsted inspections.
- 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. Safeguarding audits take place in all Locally maintained schools annually.
- The School Effectiveness team have coordinated the work of school based Anti-Racist lead practitioners, AET trainers and more active participation practitioners, who have led training and networks across most Reading schools. They have delivered Racial literacy programmes, Good Autism Practice training and Active participation networks. These have been well attended and evaluated positively by schools and settings. These projects have driven school-to-school partnerships and secured effective networking. Staff in schools have a good understanding of these areas and increasingly, school effectiveness officers identify evidence of training implementation at classroom level. There is no further funding to

support school practitioner led work in 2025-26, though training will continue to be provided/ traded through RISE, EPS and the School Effectiveness team.

15. Education Partnership Board Strategic Objectives 2024-2027

In response to analysis of educational outcomes in 2022-23, the following strategic priorities were agreed for 2024-2027, following co-production with schools and settings.

Priority 1: Developing a Sustainable Self-Improving Education System

BFFC Strategy Commitments:

- **Five-year school place plan:** Setting out school organization for sustainability, reviewed annually with schools.
- **Education team offers/system projects:** Supporting schools/settings to embed evidence-informed curriculum design and instructional coaching approaches.
- **EPB “Governor Hub” platform:** Developing and maintaining a shared area for school leaders to centralize system events, share documents, training, and best practice resources.

School Cluster Strategy Commitments:

- **Cluster Engagement:** Enhancing member participation and aligning important dates with the Education Partnership Board for better strategic alignment and accountability.
- **Data Sharing:** Sharing cluster data, School Development Plans (SDP), and Continuing Professional Development (CPD) in September meetings to identify strengths and weaknesses.
- **Research-Informed Approaches:** Implementing research-informed approaches in collaboration projects, coordinated cluster meetings, staff meetings, inset days, and shared training.
- **Leadership Strengthening:** Engaging in cross-school moderation, quality assurance, and promoting expertise sharing through cluster networks.
- **System Leader Capacity:** Identifying and communicating system leader capacity to support school-to-school led improvement.

Priority 2: Reducing Educational Inequality

BFFC Strategy Commitments:

- **SEND Strategy 2022-2027:** Delivering priorities including advisory support, mainstream investment, and creating additional special school capacity.
- Cultural and Business Education Partnership: Focusing on reducing inequality.

- **PWC Pathways:** Reviewing and scaling up pathways to paid internships.
- **Persistent Absence Pathway:** Developing a pathway with partners to support persistently absent children.
- **Family Hub Offer:** Including accessible support for parents with children who have attendance barriers.
- **Fixed Penalty Notices:** Implementing the national framework.
- **Risk Assessment Systems:** Supporting risk assessment and prevention for children at risk of suspension or not in receipt of full-time education.
- **Racial Literacy Training:** Providing training for schools.
- **Alternative Provision:** Developing and implementing a tiered approach including school-based, alternative curriculum pathways, and provisions.
- **ARP Networks:** Developing networks and peer review.
- **SENDCO Networks:** Facilitating networks.
- **EYFS Strategy:** Delivering strategy to reduce gaps on entry to school and increase school readiness.

School Cluster Strategy Commitments:

- **Data Analysis:** Analysing data for specific student groups to identify barriers and collective actions.
- **Diversity Training:** Ensuring diversity training for all staff and using inclusion expertise to support other schools.
- **Joint CPD:** Sharing knowledge and training about inclusion.
- **Behaviour and EAL Networks:** Establishing networks.
- **Work Experience:** Offering Year 10 work experience in cluster schools for disadvantaged children.

Priority 3: Supporting Schools and Settings with Significant Cohort Complexity

BFFC Strategy Commitments:

- **Place-Based Projects:** Planning and implementing projects.
- **Family Hubs:** Developing locality-based hubs.
- **Targeted Support:** Providing targeted support and time allocation from the education team.

- **Pilot Investment:** Investing in and scaling up place-based pilots.
- **Risk Assessment:** Implementing tiered risk assessment to mitigate contextual and external risks.

School Cluster Strategy Commitments:

- **Transition Arrangements:** Facilitating consistent and transparent transition arrangements between schools and settings.
- **Onboarding Arrangements:** Streamlining onboarding for families in high turnover/mobility schools.
- **Parental Engagement:** Optimizing engagement and attendance through cluster communications/events.
- **SEND Experience Development:** Developing opportunities for staff in less complex schools to gain SEND experience and inclusion knowledge.
- **Highlighting Success:** Using collective resources to highlight successful practices in complex schools.
- **Admissions Data Sharing:** Sharing data to improve transparency and inform hard-to-place protocols.

Priority 4: Supporting Education Staff Recruitment, Retention, and Wellbeing

BFFC Strategy Commitments:

- **Headteacher Induction:** Reviewing induction and development.
- **Keyworker Housing:** Developing housing options for staff in priority schools.
- **School Business Managers SLA:** Developing the service level agreement.
- **Wellbeing Survey:** Implementing annual wellbeing survey, risk assessment, and mitigations.
- **Wellbeing Support:** Expanding the wellbeing offer to school staff, including a register of locally available executive support.
- **Recruitment and Retention Strategy:** Developing RBC strategy and resourcing, including remuneration, benefits, housing, training, and transport.
- **Teacher Training Partnerships:** Forming partnerships with domestic and overseas providers.
- **Local Adult Education Offer:** Enhancing the offer to support EYFS and school recruitment.

School Cluster Strategy Commitments:

- **International Recruitment:** Developing international recruitment and local education careers pathway.
- **Mentoring and Peer Support:** Establishing cluster-level mentoring, coaching, and peer support options.
- **Wellbeing Package:** Creating a cluster-level wellbeing package for staff.
- **Succession Planning:** Planning DHT succession and networking.
- **Wellbeing Events:** Organising annual HT conference and frequent wellbeing events.

16. Progress against Education Partnership Board Strategic Objectives

- Evidence from School Effectiveness work in weaker performing schools at the end of 22-23 suggested that more school improvement capacity was needed, to support the implementation of improved curriculum approaches, so that more children meet the expected standard.
- The education Partnership Board was established in 2023 to support the development of school led improvement collaboration and tackle educational inequality.
- Area wide education Board Strategic Priorities were co-produced and developed in 2022-23, with school and setting partners, to identify and address local performance issues and develop school-to-school support.
- The Education Partnership Board is now firmly established, and this year has seen a significant increase in cluster led activity and school improvement initiatives including those supported through the Council's place-based projects in South Reading.
- Cohort complexity continues to impact the workload and school improvement focus of senior leaders in some schools. This means the improvement trajectory in these schools can take time. Extra capacity in terms of school improvement and school-to-school support is often needed, but difficult to finance and source. To date, focused cluster led school improvement support in these schools has been limited due to resourcing.
- 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 financial investment to have impact.
- Leaders in schools with the weakest performance continue to raise 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 significant and impacts the time and resources available to focus on their core role of school improvement.

- Recruitment and retention of governors in locally maintained schools continues to be a priority. Recruiting and developing governors with the time, commitment and skill level needed to support schools with complex contexts can be a significant barrier to sustainable improvement.

Table 35: Evaluation to date of Education Partnership Board Strategic Objectives for 2024-2027

Target	RAG Rating	Comments
Priority 1		
School place planning options agreed to inform and ensure sufficiency	On track	Additionally Resourced Provision expansion has led to increased sufficiency of school places for children with SEND. Special school provision expansion agreed by ACE Committee January 2025. School Place planning strategy actions on track
Increasing numbers of Reading schools represented at Cluster meetings	On track	Cluster representation improving year on year
100% LA maintained schools represented at Governor Directors briefings	On track	All LA maintained schools attended Director's briefings in 2023-24 – strong attendance to date in this academic year
Governor Hub schools site established and maintained	Achieved	Governor Hub site established and maintained; good access and engagement from governors
Cluster level data analysis available to Cluster leads to inform school to school support	On track	Data made available to Cluster leads and being used to inform school to school collaboration
Targeted support leads to Good level of development above National average	On track	Improvement quintile A in 2023-24
Targeted support leads to Phonics YR 1 meeting standard above national average	On track	Above national average in 2023-24 and in improvement quintile A
Targeted support leads to KS2 RWM at or above national average	On track	Below national average in 2023-24 but in improvement quintile A
Targeted support leads to the proportion of primary schools with outcomes at KS2 below national averages is reduced		19 schools were below average in 2022-3. This rose by one to 20 schools below average in 2023-4- some schools in this group made significant improvements. A continued area of focus.

Target	RAG Rating	Comments
Outcomes at KS4 improve beyond the rate of national improvement in schools that were below national averages in P8 and A8 in 2023-24	Amber	Overall school improvement at KS4 is in quintile D. 2/5 schools that were below national averages for A8 in 2022/3 improved outcomes in 2023/4
Priority 2		
Implementation and delivery of Behaviour support services	On track	RISE Regulation support available from October 2024 and engaging in all priority schools and impacting on exclusion rates
Delivery of SEND Strategy 2022-2027	On track	Enhanced strategic leadership is supporting delivery of priorities including advisory support, mainstream investment, and creating additional school capacity.
Racial literacy and anti-racist training informing school approaches to reducing inequality	On track	Increasing number of schools undertaking anti-racist training. Reading University conference to review progress Summer 2025.
In 2024-25 Outcomes for Disadvantaged in all key stages are above national averages for the group and/or have improved at a rate beyond national improvement rates	EYFS on track	Just above national for the group in 23-24
	Phonics on track	Just above national for the group in 23-24
	KS2 on track	Below group but improved by 4.2% compared to national 1.5% improvement
	KS4	Below group. No improvement
Priority 3		
In 2024-25 Place-based projects and targeted support enable improvement in outcomes from 2023-24 in involved schools	On track	5/6 schools made improvements above the national rate of improvement in RWM. National improvement rate 1.1%, Average project improvement rate 9.4%
Priority 4		
Headteacher induction programme implemented from September 2024	On track	Plan created and implemented for new HTs
Register of local coaching support available on Governor Hub by December 2024	On track	All Locally maintained heads have entitlement and access to executive support. Just under 50% have taken up the offer



Target	RAG Rating	Comments
Year on Year improvement in Headteacher wellbeing survey		Some marginal improvements in some areas of survey. Increase in uptake of Executive coaching offer