

**Reading School**  
**Evaluation Paper 6**  
**Sixth Form Provision**  
**January 2017**

This paper, number 6 in a series of 6, provides Reading School's self-evaluation of our status regarding the Sixth Form of the School as adjudged in January 2017. Our ethos and philosophy is to ensure our vision, our strategies and our actions are directed to the delivery of **Excellence, Integrity and Leadership**. There is cross referencing as appropriate to an evidence base that corroborates and triangulates the evaluative judgements.

Therefore, through the leadership of the Deputy Headmaster, Revd. C Evans and the Heads of Year 12 and 13 working in partnership with the tutors, it is our priority to ensure that the potential of every Reading School pupil in the Sixth Form, regardless of socio-economic background or origin, is realised.

This is currently achieved through the following actions:

- Reading School focuses on continual improvement of the Sixth Form through support and challenge.
- Reading School encourages all members of the Sixth Form to work at their full potential because they are inspired, encouraged and their contributions are recognised and celebrated.
- Reading School ensures that Sixth Formers are globally aware, confident and prepared for life in an international environment
- Reading School develops systems that support improvement in the Sixth Form as efficiently as possible in terms of value for money and best practice

As of January 2017, we consider our *current* key judgements relating to the Sixth Form to be as follows:

**Key Dark Green Outstanding**

**Key Light Green Good**

<b>SF1 Promoting Vision of Excellence through emphasising high achievement</b>	<b>1</b>
<b>SF2 Raising Quality of Teaching enabling high achievement for all</b>	<b>2</b>
<b>SF3 Importance of Governance and Stakeholder engagement</b>	<b>2</b>

## What aspects of practice were considered as part of the evaluation?

When evaluating on students' achievement in the sixth form, Ofsted guidance on judging the achievement, behaviour and development of pupils, including specific groups such as disabled students, those with special educational needs, those who are disadvantaged and the most able, and the extent to which achievement gaps are closing and how well provision for them is led and managed, their safety assured and an appropriate curriculum provided, was taken in to account.

Additionally the following aspects were considered:

- whether Reading School meets the 16-19 minimum standards specified by the DfE, including the extent to which those students who do not already have a grade C or above in English and/or mathematics at GCSE are helped to achieve these and progression beyond the sixth form
- how well pupils' personal, social and employability skills are developed and how well this prepares them for their next steps in education or at work, including the contribution of 'non-qualification' activity and/or work experience and appreciation of how to approach life in modern Britain positively
- the extent to which students are supported to choose the most appropriate courses, taking into account retention and success rates, as well as destination and progression information and students' views
- the extent to which teaching, including non-qualification activity and the quality of one-to-one and small group tutorial support, leads to all groups of students developing knowledge, understanding and skills, and enables them to make good progress over time
- how well teachers monitor, review and assess students' achievement of challenging targets, take account of each student's current progress, and provide frequent, detailed and accurate feedback so that students understand how to improve

## Furthermore it was considered how well leaders and managers:

- ensure the effectiveness of the curriculum and the arrangements to provide well-planned and well-managed individual study programmes provide high-quality teaching in English and mathematics
- ensure that all students are provided with high-quality impartial careers education, information, advice and guidance prior to starting post-16 courses, and about choices following completion of their post-16 study programme
- Use information about the destinations of those leaving the sixth form to check the extent to which provision meets the needs of all groups of students.

Also the following was undertaken

- An analysis of data in the level 3 value added reports, DfE performance tables and other data
- the suitability of the criteria for entry to the sixth form was checked and the impact of these on pupils' achievement
- An analysis of retention rates and students' achievement and destinations to help determine the extent to which students are following appropriate study programme

## Evidence Base

Additionally the evidence base for judging according to pupils how well individual study programmes meet their expectations, needs and future plans, including for disabled students, those with special educational needs, those who are disadvantaged or the most able

- Analysis of the quality of teaching, other support and the feedback pupils receive on progress and next steps
- Evaluation of the development of personal and wider employability skills
- how well teaching helps to develop their skills in English and mathematics
- the quality and impact of any non-qualification activity and/or work experience
- The quality and impartiality of the information, advice and guidance they were given prior to starting their post-16 study programme.

The following documents, including those adopted by the Governing Body, should be considered in conjunction with the January 2017 School Self Evaluation Summary (SES):

*Academy Strategic Development Plan 2013-2018*

*Academy Annual Operational Plan 2016-2017*

*Alis Reports 2016*

*Audit Reports (December 2016)*

*Boarding SEF (December 2016)*

*Equalities Policy*

*Fire Procedures*

*FFT December 2016 Data*

*Headmaster's Reports to Full Governing Body (2016)*

*Link Governor Reports (2016)*

*Parental Surveys (2016)*

*Reading School Scorecard (January 2017 update)*

*Safeguarding Policy*

## SF1 Promoting Vision of Excellent Sixth Form Leadership through emphasising high achievement 1 Outstanding

- a) We have a shared vision that all Reading School pupils in the sixth form can achieve highly regardless of background. At Reading School we are confident that our drive on valuing aspiration and ambition has impacted on the quality of teaching in the sixth form. This has enabled our pupils and staff to have a vision of what success looks like for their futures and helps potential to be maximised.
- b) Aspirational ethos of Reading School to obtain '*World Class Status*' is evident in the Sixth Form.
- c) A greater emphasis on the importance of teachers and leaders being responsible for their own development and the need for continual professional and personal improvement is demonstrated. (2016-2017 Reading School CPD programme)
- d) The sixth form academic curriculum has been rationalised where necessary so that it meets the needs and aspirations of Reading School pupils. There is also a focus the successful delivery of new A Level specifications. (By July 2017).

## SF2 Raising Quality of Teaching enabling high achievement for all 2 Good

- a) An effective sixth form senior Leadership Team has been nurtured with the necessary skills and attitude to drive continuous improvement so that the requirement for at least good teaching is non-negotiable at Reading School and we accept nothing less than good behaviour from our sixth form pupils. (2016-2017 Annual Operational plan, Department Self Evaluation Framework)
- b) Leadership needs to be nurtured at all levels including a 'growing your own culture.' The Inspire Award scheme introduced provides a vehicle for staff leadership development which encourages excellence. This has been evident in a number of cases relating to sixth form provision. (2016-2017 Reading School Pay Policy, Bluesky evidence November 2016)
- c) A culture of sharing best practice through Teach Eat and CPD has been developed. Significantly, the need to drive up proportion of outstanding lessons remains a priority for 2017 as shown in the Operational Plan 2016-2017. This is being achieved through a variety of strategies that have demonstrated positive impact as illustrated by a range of evidence (e.g. – CPD Programme 2016-2017, Peer Observation, Fortnightly Teach/Eat)

## SF3 Importance of Governance and Stakeholder engagement 2 Good

The staff and governing body and other stakeholders work well together to drive up formal standards at Reading School in the sixth form and fulfil the objectives of the Reading School Academy Strategic Development Plan 2013-2018. The 'link governors' system is clear, substantial evidence of the governing body and Reading School staff working closely together in

key areas. This effective relationship has influenced practice through both support and challenge.

The governing body hold school leaders to account as demonstrated by the minutes of governing body meetings (2016). The governing body, through the governor link scheme, actively take part in monitoring and evaluation activities. There is an increasing focus on challenge and a more forensic approach to performance data led by the recently appointed Chair of Governors and other senior governors, utilising their professional expertise in a range of disciplines, relevant to school improvement.

## Overall Effectiveness 1 Outstanding

The effectiveness of the sixth form provision and the quality of education provided in the post-16 study programmes at Reading School are outstanding.

Teaching over time is outstanding and never less than consistently good. It contributes to outstanding learning and achievement, significant growth in knowledge, skills and understanding and excellent attitudes to learning.

Most groups of pupils make outstanding progress, including disabled pupils, those with special educational needs and the most able. In the Sixth Form at Reading School teachers' subject knowledge and expertise ensures that the needs of all students are met precisely and, as a result, the vast majority of groups of pupils achieve highly. All pupils follow study programmes that build on their prior achievement and ensure progression to higher levels. There is clear evidence that pupils are well prepared for the next stage in their education or employment. All pupils have the opportunity to access high quality non-qualification activity relevant to their study programme. Consequently the vast majority of pupils in the sixth form make an outstanding contribution to the life of the school.

Significantly, the very large majority of students on all study programmes complete their programme. They make substantial and sustained progress. Level 3 value added progress measures are above the national rates and no significant subjects (with large entries) are below them.

The standards of attainment of almost all groups of Pupils, given their starting points, are likely to be at least in line with national rates, with pupils attaining above this. Pupils show excellent attitudes to their learning. They make best use of independent study time so that they are very well prepared for lessons and other activities.

Pupils are offered impartial careers education, information, and advice and are aware of their choices following completion of their post-16 study programme. However, there is scope for improvement. Our preparation for UCAS is excellent.

Pupils have a good and improving understanding of the potential risks to their health and well-being and how to manage them, through an improving PSHE programme.

Overall, the triangulated view of governors, pupils and parents is that the leadership of the sixth form is highly effective at Reading School.

A Robson January 2017