Reading School

Evaluation Paper 4

Student Achievement and Progress (SAP)

January 2017

This evaluation paper, number 4 in a series of 6, provides Reading School's self-evaluation of our status regarding pupil achievement, as adjudged in January 2017. Our ethos is that we aspire to be a centre of excellence, where outstanding teaching impacts positively on learning with excellent outcomes for all our pupils. We celebrate the success of our pupils at Reading School and we aim to ensure that all of our pupils make rapid and sustained progress over time. In our pursuit of excellence, we believe that achievement in English and Maths is enhanced by strong progress in all other subjects, including facilitating subjects.

We consider our current key judgements to be as follows:

SAP 1 Academic Attainment and Achievement 1
SAP 2 Continuous improvement over time 1
SAP 3 Pupils' progress over time from starting points 1
SAP 4 Closing any gaps against national outcomes (inc disadvantaged pupils and SEN) 1

The following documents should be read in conjunction with this paper:

BASS (Boys Academic Selective Schools) data November 2016

Sunday Times Parent Power data November 2016

FFT Data December 2016

Ofsted Data Dashboard 2016

Reading School Self Evaluation Summary January 2017

Parent View responses February 2016

Pupil Premium Report and Impact statement November 2016

RAISE online December 2016

Student Achievement and progress (SAP)

SAP1 – Reading School pupils achieve Outstanding academic outcomes. (1) For instance:

a) Progress over time 2014-2016 (3 years) is above national levels of progress and is outstanding in Maths and at least good in English according to RAISE online. We are aware of our strengths and areas for improvement.

b) Performance of key groups is at least good and often outstanding. For instance, Pupil Premium, EAL, Boarders and More Able all demonstrate outstanding levels of achievement. SEN pupils show good levels of achievement.

SAP2 – Reading School has made a number of Outstanding improvements over the last three years. (1) For instance:

a) Curriculum has improved with the introduction of GCSE and A Level Computer Science and IGCSEs in Mathematics, Business Studies, German and English. It is linked to improved outcomes, especially at KS4. Upward trend in achievement in vast majority of subjects as demonstrated by the best ever GCSE results in August 2016, placing Reading School third in the State School league tables for A*-A grades

b) Closer analysis of performance at GCSE in 2015 and 2016 across subjects reveals:
   - Lowering of within-school variation
   - Focus on quest for continuous improvement, for instance improvements in Computer Science, English Language, English Literature, History and Religious Studies.

c) Evidence shows considerable improvement at GCSE in terms of overall performance and closer inspection of pupil level data correlates with the judgement that outcomes are outstanding over time and currently. Reading School improved in the National league tables to 3rd position for A*-A at GCSE, with >90 A%*-A in 2016.

d) Evidence in 2016 shows an improvement at AS on the previous best ever A-B%. However, at A level the A*-B % dropped to >89%%. Reading School's position in the National State School league tables was confirmed as 11th. There is a keen focus in ensuring that a figure of at least 90% A*-B is reached in 2017. This is a key whole school priority.

SAP3 - Progress of Reading School students is Outstanding from starting points and often exceeds national progress rates.

We are successfully narrowing the gap between different groups of students within the school. Evidence is drawn from a range of performance indicators including lesson observations, discussions with pupils, work scrutiny to assess accurately and effectively the progress and current standards of pupils at Reading School. In addition, we have considered discussions with pupils and parent surveys and utilised case studies of individual pupils. These performance indicators have been triangulated with RAISE online December 2016, sixth form data including ALIS (October 2016) and school data (January 2017.) In 2015 and 2016 overall 5 levels progress rate for Maths was outstanding. The overall 4 level progress rate for English was very good. (FFT and RAISE online December 2015) The 2016 progress 8 (Whole school) was +0.65 which was comparatively very positive.

SAP4 - Reading School Attainment and Progress significantly exceeds national expectations, both overall and in the vast majority of cases by sub groups, ensuring Outstanding academic outcomes (1)

Performance of pupils who were FSM achieve in-line or above national performance of same sub-group. Challenging targets have been reached, including those for reading. Therefore almost all pupils are making rapid and sustained progress in most subjects. Gaps are being closed and there is an improving trend.

Key to SAP (Student Attainment and Progress) January 2017 Scorecard

| Blue Beyond Outstanding1+ |
| Dark Green Outstanding 1 |
| Light Green Good 2 |
| Yellow Requires Improvement 3 |

Student Achievement and Progress (SAP)

Objective	Summary Actions	Indicator	2016	Current Jan 2017	Target August 2017	Target August 2018
GCSE High Attainment	• Academic mentoring ensures focus and setting of SMART targets	5+ A*-A inc English and Maths 11A*-A grades or equivalent				
Excellent Progress	• Effective tracking for all pupils including key groups supported to narrow gaps e.g. FSM • Targeted SEN support through provision mapping	Progress 8				
Literacy	• Increased literacy focus on higher level written explanations to increase ability to articulate analysis, argument and evaluation. • Review of English curriculum and provision	% meeting target grade in English (4 Levels of progress)				
Numeracy	• Maths development priorities achieved	% meeting target grade in GCSE Maths				

Sixth Form Achievement High	• Challenging and shared motivational targets in place for all • Academic mentoring impacts on achievement • Intellectual inquisitiveness increased through Oxbridge support programme	A*-A pass rate A*-B pass rate Ave point score/entry A pass rate AS A-B pass rate ALPS VA score ALPS T Score L3VA/6 PANDA Oxbridge offers Russell Group offers					
Attendance is high	• First day calls for absences • Maintain accuracy of all attendance records	School Attendance rate. Aim to be over 97% PA Rate PA Rate FSM					
Punctuality is high	• Clear sanctions for persistent lateness • Accurate monitoring of registrations in place	% of Lateness to School					
GCSE options and Sixth Form guidance and support is effective	Enhanced guidance programmes on futures, including Higher Education, UCAS, Oxbridge utilising former pupils as appropriate	% Retention rates – Y12 –Y13 % Retention rates – Y11 –Y12					

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January 2017

Examples of evidence base used to make judgements regarding achievement and progress

1 2016 Alps A Level Quality Indicator

Alps A level - Quality Indicator
Reading School | 2015/16 | A level | Report no: 7 | 07.10.16

Value Added Score

$$1 + \left(\frac{\text{Actual UCAS pts} - \text{Expected UCAS pts}}{\text{Entries} \times 100} \right)$$

$$1 + \left(\frac{61,260 - 60,943.67}{523 \times 100} \right) = 1.01$$

A level QI score = 1.01   QI grade = 2

Subject	Entries	Expected Points	Actual Points	Score	Grade
A - Art (Fine Art)	7	838.09	880	1.06	5
A - Biology	54	6,304.44	6,220	0.98	2
A - Chemistry	77	9,046.42	8,660	0.95	3
A - Classical Civilisation	8	922.08	980	1.07	2
A - Computing	11	1,206.65	1,240	1.03	2
A - Drama & Theatre Studies	3	354.92	400	1.15	2
A - Economics	48	5,657.06	5,860	1.04	3
A - English Lang. & Lit.	8	915.23	960	1.06	3
A - English Literature	14	1,601.71	1,620	1.01	4
A - French	5	625.85	600	0.95	4
A - Geography	23	2,596.12	2,520	0.97	5
A - German	9	1,063.03	1,000	0.93	4
A - History	22	2,547.15	2,700	1.07	2
A - Latin	5	592.56	640	1.09	2
A - Mathematics	129	15,019.16	15,520	1.04	2
A - Maths (Further)	44	5,189.67	5,420	1.05	3
A - Music	4	439.95	420	0.95	4
A - Persian	1	125.17	140	1.15	-
A - Physical Education	1	104.58	60	0.55	8
A - Physics	50	5,793.83	5,420	0.93	3
Totals	523	60,943.67	61,260		

Thermometer scale:
1 — 100% — 1.07
2 — 90% — 1.01
3 — 75% — 0.98
4 — 60% — 0.96
5 — 40% — 0.93
6 — 25% — 0.91
7 — 10% — 0.87
8 — bottom — 0.77
9

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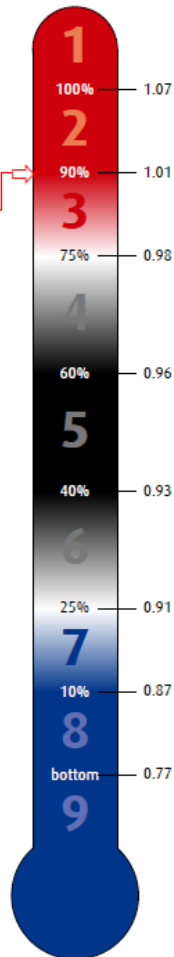
2 Alps A level Subject Value added 4 Year Review (2013-2016)

Alps A level - Subject value added overview

Reading School
2015/16 | A level | Report no: 7 | 07.10.16

Subject	2012/13			2013/14			2014/15			2015/16		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Art (Fine Art)	3	1.02	5	5	1.08	5	6	1.07	5	7	1.06	5
A - Biology	54	0.99	2	54	1.01	2	53	1.08	1	54	0.98	2
A - Chemistry	90	1.00	2	90	0.98	2	81	1.04	1	77	0.95	3
A - Classical Civilisation	3	1.05	3	3	1.02	3	9	1.08	2	8	1.07	2
A - Computing	-	-	-	-	-	-	7	1.13	2	11	1.03	2
A - D&T (Product Design)	4	0.80	7	1	0.75	8	-	-	-	-	-	-
A - Drama & Theatre Studies	8	0.98	5	5	0.94	6	5	0.96	5	3	1.15	2
A - Economics	52	1.01	4	58	1.12	2	59	1.05	3	48	1.04	3
A - English Lang. & Lit.	6	0.96	5	8	1.01	4	9	1.11	2	8	1.06	3
A - English Literature	9	1.03	3	17	0.98	5	12	0.96	5	14	1.01	4
A - French	11	0.95	4	10	1.00	3	10	0.98	4	5	0.95	4
A - Geography	25	0.98	5	39	1.01	4	33	1.08	2	23	0.97	5
A - German	6	0.99	3	1	1.08	2	7	1.04	3	9	0.93	4
A - History	14	0.96	5	30	1.00	4	29	1.06	2	22	1.07	2
A - Latin	5	0.97	5	7	0.95	6	8	1.07	3	5	1.09	2
A - Mathematics	118	1.06	2	128	1.07	2	132	1.10	2	129	1.04	2
A - Maths (Further)	39	1.01	4	47	1.05	3	44	1.06	3	44	1.05	3
A - Music	3	1.04	3	5	0.96	4	5	1.11	2	4	0.95	4
A - Persian	-	-	-	-	-	-	-	-	-	1	1.15	-
A - Physical Education	2	0.95	4	-	-	-	-	-	-	1	0.55	8
A - Physics	53	0.94	3	54	0.95	3	67	0.94	3	50	0.93	3
A - Polish	-	-	-	-	-	-	1	1.08	7	-	-	-
A - Spanish	-	-	-	1	1.02	3	1	1.28	1	-	-	-
**EPQ - Extended Project	27	0.93	6	11	1.00	5	2	1.01	5	9	0.82	7

3 BASS A2 2016 data

BASS A2 2016	Bass Standard Deviation	BASS % A-B	% compared to BASS	Reading School A2				Departments
				School Total	%A-B	SEM	A/B Rank	
Art	55	86	103%	7	100	0.26	1	26
Biology	55	79	103%	55	85	0.12	8	26
Chemistry	54	82	120%	77	84	0.04	11	26
Classical Civ	44	89	118%	8	100	0.25	1	10
Computing	34	69	112%	11	91	0.66	5	14
Drama/Th Stds	39	66	64%	3	100	0.87	1	12
Economics	52	84	125%	48	98	0.27	2	26
English (L+L)	31	73	68%	8	100	0.89	1	9
English (Lit)	60	88	66%	14	100	0.20	1	26
French	67	85	54%	5	100	0.23	1	25
Geography	55	83	84%	23	87	0.08	8	26
German	42	83	156%	9	89	0.13	12	23
History	63	86	69%	22	100	0.22	1	26
Latin	26	94	140%	5	100	0.23	1	14
Mathematics	53	86	123%	130	92	0.11	6	26
Maths (Further)	57	89	160%	45	87	-0.05	18	26
Music	57	75	114%	4	75	0.00	14	22
Physical Education	37	53	26%	1	0	-1.41	17	29
Physics	52	78	98%	50	80	0.05	11	26
Total	55	82		525	90	0.13	5	26

4 BASS 2015 and 2016 Progress 8 and Attainment 8 data

2015	P8	A8	2016	P8	A8
Sir Thomas Rich	0.76	73.0	Queen Elizabeth's	0.70	76.7
Reading School	0.73	75.8	Dr Challoner's GS	0.68	72.8
Tiffin	0.71	75.4	Skinners'	0.67	71.6
Colchester RGS	0.69	75.4	Wallington CGS	0.66	73.3
Queen Mary's GS	0.64	72.7	Reading	0.65	76.7
Lawrence Sheriff	0.64	73.7	Tiffin	0.65	74.8
KES, Stratford	0.54	72.8	Wilson's	0.58	76.3
Bishop Wordsworth	0.51	72.2	Judd	0.58	74.7
Adam's GS	0.49	70.8	KES Camp Hill	0.55	77.0
RGS High Wycombe	0.49	69.8	Sir Thomas Rich	0.53	71.3
Torquay Boys' GS	0.40	68.8	Queen Mary's GS		72.7
Ermysted's GS	0.36	68.7	St Olave's	0.44	75.1
			Colchester RGS	0.40	73.4
			Bishop Wordsworth	0.39	71.5
			Altrincham GSB	0.38	71.1
			RGS High Wycombe	0.37	69.1
			KES, Stratford	0.34	72.4
			Lancaster RGS	0.34	70.0
			Torquay Boys' GS	0.33	71.3
			Lawrence Sheriff	0.33	70.9
			Aylesbury GS	0.28	69.9
			KES Aston	0.26	69.5
			Sutton GS	0.17	72.2
			John Hampden GS	0.17	66.8
			Bishop Vesey's	0.10	68.2
			Ermysted's GS	0.09	66.5
			Adam's GS	-0.02	68.3