

**Reading School**  
**Evaluation Paper 1**  
**Leadership and Management**  
**January 2017**

This paper, number 1 in a series of 6, provides Reading School's self-evaluation of our status regarding Leadership and Management of the School, including statutory safeguarding measures as adjudged in January 2017, at the beginning of the Lent Term. Our ethos and philosophy is to ensure so that our vision, our strategies and our actions are directed to the delivery of **Excellence, Integrity and Leadership**. There is cross referencing as appropriate to the evidence base that corroborates, sustains and triangulates the evaluative judgements.

Therefore, through increasing leadership capacity we aim to ensure that the potential of every Reading School student, regardless of socio-economic background or origin, is realised.

This is currently achieved through the following actions:

- Reading School focuses on continual improvement through support and challenge.
- Reading School encourages all members of the school community to work at their full potential because they are inspired, encouraged and their contributions are recognised and celebrated.
- Reading School ensures that pupils are globally aware and prepared for life in an international environment
- Reading School ensures that pupils benefit from effective local, national and international partnerships so that they can achieve better than they would were the institution working alone
- Reading School develops systems that support improvement 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 Leadership and Management (**LM**) to be as follows:

**LM1 Promoting Excellence through emphasising high achievement for all 1**

**LM2 Raising the Quality of Teaching and Learning enabling high achievement for all 2**

**LM3 Providing a suitable curriculum for all pupils 1**

**LM4 Holding to account - Professional Development and Performance Management 2**

**LM5 Development of Spiritual Moral Social and Cultural Education 2**

**LM6 Safeguarding 2**

**LM7 Governance and Stakeholder engagement 2**

**Key Dark Green Outstanding**

**Key Light Green Good 2**

## **Evidence Base**

The following documents, including those adopted by the Governing Body, should be considered in conjunction with the November 2016 School Self Evaluation Summary (SES):

*Academy Strategic Development Plan 2013-2018*

*Academy Annual Operational Plan 2016-2017*

*Audit Reports (December 2016)*

*Boarding Review (December 2016)*

*Equalities Policy*

*Fire Procedures*

*FFT December 2016 Data*

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

*Link Governor Reports (2016)*

*Ofsted Boarding Report (March 2014)*

*Parental Surveys (February 2016)*

*Raise Online 2016*

*Reading School Scorecard (January 2017 update)*

*Risk Assessments (Whole School and Boarding)*

*Safeguarding Policy and Review (2016)*

**LM1 Promoting Vision of Excellent Leadership through emphasising high achievement for all**  
**1 Outstanding**

- a) We have a shared vision that all Reading School pupils 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. 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. E.g. *Inspire Lectures, Student Charity Committee.*
- b) Aspirational ethos of Reading School to obtain 'World Class Status' is bearing fruit especially in Sixth Form and KS4 e.g. Excellent GCSE Results 2014-2016, *Oxbridge offers e.g. 2012 – 17, 2013 – 18, 2014 – 26, 2015 -24, 2016 - 24*
- 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 Continual Professional Learning programme, *Bluesky 2016-17.*)
- d) The academic curriculum has been reinforced, strengthened and changed where necessary so that it meets the needs and aspirations of all Reading School pupils e.g. *more curriculum time for English at KS3 and KS4, introduction of Computer Science in Key Stages 3-5.* Since September 2016 a new three year Key Stage 4 has been introduced and lessons are now 50 minutes in duration. There is also a focus on the effective delivery of the reformed GCSE and A Level specifications. (KS4 Options booklet February 2016 and Sixth Form Options booklet November 2016) *The impact has been positive as demonstrated by the improved 2016 English Language IGCSE and GCSE English Literature results and outstanding GCSE Computer Science results.*

**LM2 Raising Quality of Teaching enabling high achievement for all**  
**2 Good**

- a) An effective 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 pupils. This is supported by Heads of Department and the pastoral leaders, including the recently appointed Heads of House. (2016-2017 Annual Operational plan, Staff Handbook 2016-2017, *Behaviour for learning data from September 2016, Department Self Evaluation Framework, Ofsted Parent View and Parental surveys 2016*)
- b) Leadership needs to be nurtured at all levels including a 'growing your own culture.' (2016-2017 Reading School Pay Policy, *Bluesky December 2016*)
- c) There needs to be an increased focus on what constitutes good and outstanding teaching.
- d) A culture of sharing best practice through Teach Eat and CPD has been developed but there is scope for further embedding this culture across all department areas. It is evident there is an increasingly robust view of teacher performance over time nurtured through the performance management process and also the increased focus on continuing professional learning.
- e) In order to ensure a consistency of excellence across all curriculum areas regarding the quality of teaching enabling high achievement for all there needs to be a renewed focus on evidencing the quality of teaching over time, including concentrating on the quality of assessment. We need to be more explicit about the importance of quality of teaching and the impact this has on enabling high achievement for all. The level of achievement is very high for 90% of our students at Key Stage 4 and in the Sixth Form. But around 5% requires improvement. If 100% of our teaching is at least good that should have a positive impact. Currently we consider 95% of our teaching over time to be at least good.

- f) There is some evidence of positive impact as demonstrated in November 2016 DESF and exam analysis meeting in October 2016 and performance management cycle culminating in November 2016 impact statements and evaluations on Bluesky. It is evident there is now greater emphasis on the role and responsibility of Heads of Department/Subject Leaders in raising the quality of teaching in their respective curriculum areas as demonstrated by the approach undertaken by the newly appointed Deputy Headmaster, Chris Evans in Chairing Heads of Department meetings.
- g) We need to embed the impact of continuing professional learning and be sharper in our assessment of priorities. How does an initiative improve teaching and learning? Can we spend more time considering classroom practice and learning outside the classroom and less time on less essential activities – how can we consider the concept of strategic abandonment and ensure that we do not resemble ‘an octopus on roller skates’ ? Can we ensure that leaders and managers use data effectively to make a difference to the quality of teaching and the quality of academic outcomes?
- h) Significantly, the need to drive up proportion of outstanding lessons remains a priority for 2016-2017 and beyond as shown in the Annual 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 Fortnight, Fortnightly Teach Meet*) In addition; there is a renewed focus on extended writing through ‘Rooted in Writing’ in 2017
- i) Since September 2016 we have been increasingly rigorous in the use of assessment and tracking to raise achievement. The quality of data and its analysis has improved leading to more positive impact on standards. This has been as a consequence of analysis undertaken by Mrs E Turner and Mrs J Amole working in partnership with the Deputy Headmaster and Heads of Department. Consequently tracking of progress has improved and ensures that all pupils are supported and challenged to progress. Nevertheless, there is scope for refinement and improved in this area of practice and we need to respond to new government performance measures as well as implementing systems that focus on tracking progress over time. (*see also Evaluation Paper 4 Achievement January 2017*)

### LM3 Quality of Curriculum – Providing a suitable curriculum for all pupils

1 Outstanding

- a) Our curriculum offer has some outstanding features, meeting explicitly the needs of our pupils. The curriculum, shaped by needs of pupils and adjusted to new strategic thinking, ensures that Reading School boys are able to experience a suitable breadth, depth and balance of leading experience leading to a collection of academic qualifications which are of quality and value.
- b) High standards and successful achievement in Mathematics, English, Science and all areas of the curriculum sits at the core of our curriculum offer at Reading School:
- Increased time provision for English at GCSE in Year 11 and Year 9 and provision of groups that receive additional support.
  - Staffing Review in STEM subjects, especially Maths, Physics and Computer Science.
  - English Baccalaureate % increasing ( >95% 2016)
  - University Entrance– destinations data 2014-2016: very positive e.g. 24 Oxbridge offers 2016. Very effective guidance is given regarding university entrance. This is especially strong in the Sixth Form with and excellent Heads of Year, supporting tutors. Appointment of specialist Careers adviser to coordinate approach from September 2016 has led to improvement especially in relation KS3.
  - The Sixth Form offer in a post AS world needs to be refined and embedded.
  - The benefits of the Three Year Key Stage 4 Curriculum need to be embedded.
  - The focus needs to be on consolidation and effective delivery of the new curriculum models by 2018. rather than an extension in the number of subjects offered for instance. Therefore, the focus is on delivering quality rather than quantity.

**LM4 Holding to Account - Performance Management and Professional Development****2 Good**

a) In 2016-17, facilitated by the introduction of BLUEsky, the performance management system has been more rigorous and systematic including the sharpening up of performance targets. The outcomes of performance management are linked to pay progression based on outcomes and performance. The process has been well led by Mrs C Harden, Assistant Headteacher (Headmaster's Report to the full governing body December 2016)

b) The improved quality and extent of professional development and learning has been a key to improvement at Reading School and increasingly will be an important factor in developing and where appropriate retaining high quality staff. (*Head of House Leadership Day July 2016, Wellington Festival of Education July 2016, 2016-2017 CPD programme*)

**LM5 Leadership and development of Spiritual Moral Social and Cultural Education****2 Good**

a) SMSC has an important place in the life of Reading School. The Road map for outstanding SMSC focuses on key questions. There is a key focus on the development of self-awareness, respect and open-mindedness. This had a positive impact on attitudes

c) Heads of House play an increasingly key role in articulating and delivering SMSC provision through House competitions and events.

d) Heads of department ensure that SMSC is increasingly evident in the curriculum – in every classroom and within lessons as appropriate. The PSHCE programme shows a greater breadth of provision across all Key Stages, especially from September 2016.

e) There is evidence of active promotion of British values although this needs to be embedded to a greater extent. The Learning Resources Centre (LRC) plays a key role in SMSC development for instance relating to Holocaust Memorial Day in January 2016 and days focusing on the cultures of other countries such as Japan, China, India and Iceland.

f) Through partnership with Sure24 and the newly formed Student Charity Committee SMSC is developed through leadership in action from the students. For instance, relating to 'Young Minds' and 'Launchpad.'

**LM6 Safeguarding****2 Good**

a) Reading School's Single Central Record is complete, accurate, up to date and fit for purpose. (January 2017) All members of staff have appropriate enhanced DBS clearance and Risk assessments are completed and actioned as appropriate. We exceed the proportion of staff required to have Safer Recruitment training. This ensures that candidates are rejected, where necessary, on the grounds of safeguarding concern in the recruitment process, therefore minimising risk to Reading School pupils. Induction of boarding staff is effective.

b) The Leadership and Management of our safeguarding practices are effective, especially of 'Student Welfare Board' which meets regularly to discuss vulnerable pupils, including boarders. Therefore, our safeguarding of vulnerable pupils is good and effective. Reading School staff have appropriate safeguarding training and appropriate levels of Child Protection training. This is updated in line with statutory guidance during each employee's period of employment. Internal and External safeguarding reviews are undertaken regularly, including for Boarders.

c) Reading School's use of Health and Safety Risk Assessments has enabled us to improve the Leadership and Management of this area of our work, supported and challenged by the governor responsible for Health and Safety. The work is both reactive and pro-active and we aim to reduce and then monitor the number of instances of accidents to a low level.

a) The staff and governing body and other stakeholders work well together to drive formal standards at Reading School 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. We believe that contributions such as providing positive support as well as challenge, celebrating success, encouraging the entitlement to opportunities, making leadership locally and internationally, all underpin the sustained excellence in outcome at Reading School. The governing body hold school leaders to account as demonstrated by the minutes of governing body meetings (2016). There is an increasing focus on challenge and a more forensic approach to performance data led by the Chair of Governors and other senior governors, utilising their professional expertise in a range of disciplines, relevant to school improvement.

b) Delegated authority with accountability is at the heart of the structures that operate at Reading School. (*Committee minutes and Working group minutes and reports 2016*)

c) A strong parental and stakeholder input (ORA, Reading Foundation 2016 minutes) drives accountability *E.g. Ofsted Parent view (February 2016), Boarding Parents' Group, RSPA. (2016 minutes)*

**A Robson January 2017**