

Reading School Self Evaluation Scorecard – 10 December 2018

	Criterion	Date	Grade	Evidence/Impact
	Last Ofsted Boarding inspection grading	Feb 2017	○	Feb 2017 Report published. Judgements outstanding in all areas. (All Grade 1)
	Last Ofsted subject inspection grading	May 2011	○	English Ofsted June 2011 (all grade 1)
	Last Whole joint Section 5/Boarding Ofsted Inspection grading	May 2010	○	Outstanding effectiveness overall (1) Good (2) for Quality of Teaching
	Current grade for Overall Effectiveness	10 December 2018	○	Leadership and Management 1 Quality of Teaching 1 Development, Behaviour and Welfare 1 Outcomes 1

Outcomes	Students' attainment and progress and learning overall	Dec 2018	○	<p>State Secondary of the Year for South East Region (Sunday Times Nov 2017) 2018 Top 10 nationally of all State Schools at A Level A*-B – 92.4 %.(Times 18 August) 5th place BASS schools. Very strong Economics, Biology, Geography, Maths Average point score expressed as a grade A 39.35% A* (Top 5 nationally) 75.8% achieved at least AAB with at least two in facilitating subjects.</p> <p>2018 GCSE 2nd Placed BASS School GCSE 9-7 grades 86.9%. Top 10 All state Schools Nationally. Very strong Maths, Latin, Physics. Improved English Literature. EBacc 95%.Progress 8 (Top 10% nationally) Attainment 8 (Top 1% nationally) SSAT Top 10% in 2014-2018 for progress at KS4.</p>
	Students' communication skills and progress	Dec 2018	○	2018 Attainment 8 15.67.Outstanding work of Learning Resources Centre/Library. Public speaking encouraged e.g. Team in World Championships (Cape Town) 2018. School Magazine published in September 2018.
	Students' maths skills and progress	Dec 2018	○	Excellent progress evident (Exceptional GCSE Results 2017 and 2018) Progress 8 +1.8 (4matrix) Attainment 8 16.64. Very popular and successful Sixth Form subject. Current outstanding as demonstrated by exam results in all Key Stages.
	Performance of groups and narrowing of gaps	Dec 2018	G	2017 Boarders +0.47, Disadvantaged pupils +1.25. 2016 Pupil Premium progress
	Achievement of SEN/D Students	Dec 2018	G	Records held by SENDCO (December 2018). 4 Matrix Progress 8 +0.27

	Leavers' attainment	Dec 2018	O	<p>KS4 >87.1% grades 9-7 at GCSE 2018 (or equivalent) 3rd Bass School. 8th placed state Schools nationally.</p> <p>A Level 92.3 A*-B%, 38.8% A* 5th placed BASS schools. 7th Nationally of all state schools A Level A*-B. Average 25 Oxbridge places per annum for last 5 years c70% Russell Group. Outstanding overall.</p>
	Current overall grade for Achievement	Dec 2018	O	<p>Extensive evidence to support judgement.</p> <p>Exam Analysis and DSEF with all Heads of Department November 2018.</p> <p>2018 Bass Data for GCSE and A Level.</p>
Behaviour' Welfare and Safety	Students' attitudes to learning and behaviour	Dec 2018	O	<p>Reviews and Learning Walks and Department Reviews. (July 2018)</p> <p>Outstanding overall but requires improvement in some individuals where intervention strategies are necessary.</p>
	Students' risk management and keeping safe	Dec 2018	G	<p>Improved PSHE programme has led to improved outcomes. Especially a priority for boarding (Outstanding Ofsted Boarding Report published Feb 2017)</p> <p>Safeguarding Audit undertaken by Chair of Governors (October 2018)</p> <p>Boarding judgment Outstanding (Jan/Feb 2017)</p>
	Students' attendance and punctuality	Dec 2018	G	<p>Evidence of improvement in 2018. Attendance outstanding. >97% for 2018. Expectations communicated to pupils, staff and parents.</p>
	Students' behaviour towards others and freedom from bullying	Dec 2018	O	<p>Some outstanding features evident. Greater focus on mental health issues as a whole school priority. (Academy Operational Plan 2018-9) High expectations communicated regularly.</p>
	Current overall grade for Development, Behaviour and Welfare	Dec 2018	O	<p>Best Fit –</p> <p>Typicality of behaviour inside classrooms can validly judge to be outstanding. Safeguarding outstanding features. Excellent in relation to educational visits. Boarding Ofsted (Feb 2017) outstanding but renewed focus required in Boarding and Sixth Form pastoral approaches for 2018-2019.</p>

Teaching	Teaching	Dev 2018	O	The majority of teaching, over time, is at least good with many outstanding features, resulting in outstanding outcomes. Quality high in KS4+5. Judgement takes in to account view of David Carter – People think that teaching 'rock star 'lessons is what you need to be judged outstanding. ... Consistently good lessons that are well planned and progressing sequentially from the previous lessons are outstanding.' Borderline O/G overall. As defined by outcomes in objective tests/external examinations quality over time is outstanding. October 2018 Blatchford external review substantiates this judgement.
	Assessment and feedback	Dec 2018	G	Best practice is outstanding. However, approach is not consistent enough across the school in terms of the quality of marking and quality of feedback for a secure outstanding judgement. (Learning Walks and Department Reviews 2018) Needs to be more coherent.
	Students' progress and learning in lessons	Dec 2018	O	Sustained progress for the vast majority of groups, including disadvantaged and more able.
	Students' attitudes to learning	Dec 2018	O	Ofsted Parent View (July 2018) Headmaster's Reports to Governors (2018) Blatchford Report (October 2018)
	Current overall grade Teaching	Dec 2018	O	Overall quality is outstanding as evidenced by Departmental Review process, learning walks, performance management, lesson observations and the measurable impact on academic outcomes for pupils. (Cross refer with pupil outcomes section)
Leadership and Management	Impact on outcomes	Dec 2018	O	2018 Outcomes are outstanding at A Level and GCSE. E.g.92.3% A*-B. GCSE 87.1 % 9-7 or equivalent. <i>Over time, sustained teaching of at least good leads to outstanding outcomes.</i>
	Impact on teaching and learning	Dec 18	G	The 2018-2019 Annual Operational Plan focuses on the priority of improved quality of Leadership including middle leadership.
	Self-evaluation	Dec 2018	O	Ofsted Boarding Report 'culture of rigorous self-evaluation + continuous improvement.' 2018-19. Greater focus on impact required and necessary to align with external accountability.
	Curriculum	Dec 2018	G	Rich academic curriculum on offer and extensive co-curricular activities. Three Year KS4 introduced September 2016. Strategic response required to ensure coherence with new Ofsted focus on curriculum wef Sep 2019.
	Expectations and Ambition	Dec 2018	O	Headmaster's Reports to Governing Body (Dec 208) Senior Prize giving address (Dec 2018) ,Floreat School Magazine (Sep 2018) Vision and strategic thinking linked to 2018-2025 Academy Development Plan shared with all staff (Jan 2018 Staff meeting) Ofsted Boarding Report (Feb 2017)

	Governance and capacity	Sept 2018	O	Evidence of Link governor visits (2018) Governance of boarding praised. (Ofsted Boarding Report Feb 2017) Outstanding features linked to leadership of Chair of Governors and excellent clerk.
	Safeguarding	Dec 2018	O	SCR up to date. (September 2018) Chair of Governors reviewed policies and procedures, Head and Chair of Governors members of Local Children's Safeguarding Board. Praised in Boarding Ofsted Report.
	Performance Management/Appraisal	Dec 2018	G	Improving following embedding of BlueSky system and inclusion of Associate staff. Target Setting, including Whole School targets to improve focus and accountability. Annual Report to Governing Body. (November 2018) PM system Praised in Boarding Ofsted Report.
	Continuing Professional Learning/Training	Dec 2018	G	2018-9 CPL programme ensuring positive impact. Clearly linked to Strategic and operational priorities. Developments need to be embedded to ensure impact.
	Overall grade for Leadership	Dec 2018	O	Best Fit - outstanding. Focusing on leadership capacity, succession planning, improving outcomes in an era of reduced resources: capability of Middle Leadership cohort and capacity of SLT have potential to improve.
SMSC	Promotion of SMSC	Dec 2018	G	Good with some outstanding features. Range of provision is outstanding. Needs to be linked explicitly to Floreat programme and 'Building Good Men' (wef Sep 2019)

The way forward.

A renewed focus on continuous improvement.

Analysis and evaluation leading to action with impact.

	<p>Overall effectiveness</p>	<p>To continue to be outstanding we will ensure that the 5 actions will result in positive impact on outcomes</p>	<p>Next Steps – Leading to sustained high performance:</p> <p>1.Sustain outstanding outcomes at A Level so that progress measures are positive and over 92.5% of grades are A*-B at A2. Improve academic outcomes at GCSE to 87% 7-9 +0.70 Progress 8 (August 2019)</p> <p>2.Develop assessment so that pupils are provided with regular/coherent feedback from Years 7-13 (July 2019)</p> <p>3. Ensure clear strategy for Boarding improvements to be sustainable.(August 2019)</p> <p>4.Ensure impact of improvements in Strategic Leadership embedded to enable focused support and challenge (July 2019)</p> <p>5. Develop partnership/community strategy focusing on Local, Regional and International partnerships linked to 2018-2025 Strategic development plan. (July 2019)</p>
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	<p style="text-align: center;">Leadership and Management</p>	<p style="text-align: center;">To continue to be outstanding we will ensure that the 5 actions will result in positive impact on effectiveness of Leadership and Management</p>	<p>Next Steps – Leading to sustained high performance: 1 Leadership Capacity and Quality Assurance. A) Further develop leadership capacity through extension of secondment scheme to SLT and emphasis on partnership strategy (February 2019). B) Develop and refine quality assurance with particular focus on core subjects, facilitating subjects and those subjects needing support and challenge - For instance, focusing on the support and challenge of Middle Leaders. C) Ensure compliance with Ofsted Framework (Sept 2019). D) Further develop Leadership and Management of Boarding following outstanding Ofsted Inspection outcomes in February 2017 (July 2019) 2. Floreat Focus on successfully embedded and positive impact of Floreat Leadership programme for students including character education and leadership for others. (August 2019) 3. Curriculum – Embed curriculum offer to ensure sustainability and quality. Respond proactively to renewed Ofsted Curriculum focus and short to long term financial challenges.(July 2019) 4. Strategy and Governance – Develop strategy documents and consider succession planning and consider development opportunities linked to strategic plan and priorities leading up to the 900th Anniversary of founding of Reading School (July 2019). 5. Admissions, Social mobility and equity - Develop approaches to social mobility for instance through the improvement of The 'Future Stories' programme with primary schools in Reading and Future Stories International; (July 2019).</p>
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	<p>Quality of Teaching and assessment over time</p>	<p>To clearly secure outstanding judgement we will ensure that the 5 actions will result in positive impact on quality of teaching over time</p>	<p>Next Steps – sustaining and improving Quality of Teaching:</p> <p>1. Improve consistency and overall quality of teaching and assessment to eradicate relative under-performance in any identified areas and ensure all teaching is outstanding or at least good over time. Minimise relative underperformance through effective support and challenge strategies including Departmental Self Evaluation and improved Quality Assurance process (July 2019)</p> <p>2. Embed CPD programme focusing on quality of teaching with focus on outcomes and impact that can be evaluated. (February 2019)</p> <p>3. Development of sustainable models for middle leadership and Senior Leadership and improved quality of teaching over time linked to partnerships and the sharing of best practice locally, nationally and internationally. (July 2019)</p> <p>4. Further sharpen performance management/Appraisal processes to support and challenge including whole school targets linked to strategic and operational priorities as shown in 2018-2025 Development Plan (November 2018)</p> <p>5. Improve literacy across the curriculum focusing on specialist language, extended writing and reading and other initiatives such as the Inspire Lecture Series and Author visits especially through the LRC. (March 2019)</p>
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	<p>Quality of Behaviour and Safety, development and welfare</p>	<p>To continue to be outstanding we will ensure that the 5 actions will result in positive impact on Behaviour and</p>	<p>Next Steps – Championing personal development and sustaining/improving Behaviour and Welfare:</p> <p>1.Safeguarding - Review of risk assessments in Boarding, science, PE, Art and Estates and focus on E-Safety to include Pupils, Parents and Governors and drive to improve pupil awareness of importance of being safe, mental health issues, e-safety and security in both boarding and the day school.(July 2019)</p> <p>2.Champion Character Education – Ensure Character education and the importance of attitude is maximised for positive impact – linked to ‘Floreat’ programme and the 2019 Reading Foundation Award Scheme, working with outside agencies such as Circle (July 2019)</p> <p>3. Attendance - Continue to improve attendance within whole school to exceed national average and improve punctuality. (May 2019)</p> <p>4. Embed Pastoral structures and improve pastoral processes – For instance; Focus on integration, drive for improved academic outcomes as a solution to lack of social mobility, development of character and positive attitudes and awareness of mental health issues In addition, Heads of House and intervention strategies. (July 2019)</p> <p>5. Student Interventions – Continue to improve student awareness and understanding of bullying including cyber bullying and pressure to take drugs or alcohol and also enable Reading School pupils to actively prevent radicalisation and extremism. (July 2019)</p>
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	<p>Outcomes</p>	<p>To continue to be outstanding we will ensure that the 5 actions will result in positive impact on outcomes</p>	<p>Next Steps – Sustaining and improving Student Outcomes:</p> <p>1.No pupil or group left behind – Focus on ensuring that pupils from disadvantaged backgrounds and SEN pupils are fulfilling their academic potential and that there are no gaps in achievement and that progress is outstanding for all groups at Reading School. (July 2019)</p> <p>2. Stretch Targets Academic Standards at KS4 - Attainment - All departments to gain at least 87% grades 7-9. Specifically improvements in English, Economics, Art, French and German. At least Top 5 for all subjects according to BASS. Top 10 Nationally. Attainment 8 Average 79.00 Progress – performance measures are positive for all groups e.g. SEN, Boarders, EAL, Pupil Premium >0.60+. Stretch target for whole school +0.66 (Top 10% nationally) (August 2019) NB DfE measures</p> <p>3. Academic Standards in Sixth Form - Ensure that all departments are supported to successfully deliver courses so that whole school targets are met in 2019 (>92.5% A*-B A Level). All Sciences achieve at least 90% A* - B at A Level. +38% A*. Progress measures are positive for all groups e.g. L3VA +0.30 (August 2019)</p> <p>4. Literacy focus - Improve delivery of literacy across the curriculum. For instance, through work in LRC, Inspire Lecture programme. (July 2019)</p> <p>5. Curriculum Quality and Impact – Ensure sustainable curriculum models that are economically viable and respond to pupil choice whilst also retaining depth, breadth and quality. Crucially the challenge of preparing for the new specifications at GCSE and A Level is a significant one and is a priority. Respond proactively to Ofsted curriculum focus (July 2019)</p>
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	<p>Spiritual, moral, social and cultural development</p>	<p>To become outstanding we will ensure that the 5 actions will result in positive impact on outcomes</p>	<p>Next Steps – Sustaining and improving SMSC. (2019)</p> <p>1 Sustainable Partnerships – Enhance focus on the development of a range of sustainable partnerships including a focus on: a) Kenya (linked to character), b) IBSC (student and staff leadership), c)Denmark (Mental Health, happiness and values) and d) Future Stories (Aspiration and potential social mobility) e) China (Strategic Leadership through Reading Overseas Partnership Trading Company) Funding sought through work on Society Manager, partnership strategy, the ORA and the Reading Foundation (June 2019)</p> <p>2. Floreat - Improve student awareness of the significance of positive values, positive attitudes, motivation, and commitment to active citizenship through SMSC activities such as the Floreat leadership development programme. (July 2019)</p> <p>3. Inspire – Ensure continued development of the Inspire Lecture programme and Reading Foundation Award Scheme focusing on core values ‘Excellence, Integrity, Leadership and Community.’ (March 2019)</p> <p>4. Communication - Develop appreciation and understanding of the significance of SMSC through school publications and the school website. (July 2019)</p> <p>5. British Values - promote British Values including respect for the law and the Prevent duty in the curriculum e.g. PSHCE, commemoration of WW1 IN November 2018, outside speakers and the work of the LRC e.g. Holocaust Memorial Day.(July 2019)</p>
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