

# Reading First

## Educational ambition and achievement strategy

2015 -2018



### ABOUT READING

9% increase in residents since 2001	159,200 people live in Reading	↑	Population to increase by 24% by 2050 to 193,065
↑	0-4 year olds have increased by X5	Employment rate:	78.1% - one of the highest in the UK
2,300 Children in poverty	67,000 employed in the private sector	16,800 employed in the public sector	
28% of residents don't own a car	High weekly earnings: £606/week	Highly skilled: 42.6% of residents have NVQ 4 or above	
63,000 households - an 8% increase since 2001	Increasing ethnic diversity - 35% of the population are from Black & Minority Ethnic Groups		
26%	Residents living in private rented homes has increased	Ranked in top 10 European cities for Foreign Direct Investment	
7 miles of river frontage	650,000 sq. ft. of new or grade A refurbished office space under construction		

## **Reading is an exciting, dynamic and inspiring place to be - our future in this century will be driven by the success of our children and young people.**

Reading is a dynamic, fast moving economy. We have a high proportion of young people and aspire to the highest levels of achievement for our young people ensuring that Reading is a world class place to live, work and grow for everyone.

Almost half of our school population belongs to an ethnic group other than white British. This diversity is a strength - 30% of pupils speaking English as an additional language, with 150 first languages in the area - which creates real opportunity. Together, we have the highest expectations for every child and young person and that the levels of achievement for every group should be second to none.

We want to ensure that children achieve whilst in school and go on to take advantage of a wide range of opportunities in further and higher education and with employers who are committed to learning outcomes through ongoing training. With a vibrant economy in the Reading area we want employers to be committed and actively engaged in access, completion, achievement and progression for every young person<sup>1</sup>

## **Our pledge to every parent and carer - what they can expect for their child**

- Have good quality teaching all the time and much of it being outstanding.
- Recruit and retain the best teachers and ensure that they have the highest quality professional development.
- Engage with parents and expect them to take an active role in supporting the achievement of their children.
- Demonstrate collaboration with other schools both within and across phases as part of the Reading community.
- Provide enrichment experience for every pupil throughout their time at school.
- Ensure that children and young people get outstanding information advice and guidance and development of employability skills.
- Show strong links with Reading communities including further and higher education, business, and third sector.

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<sup>1</sup> Outcome Bound Sir Michael Barber – The journal of the RSA 1 2015

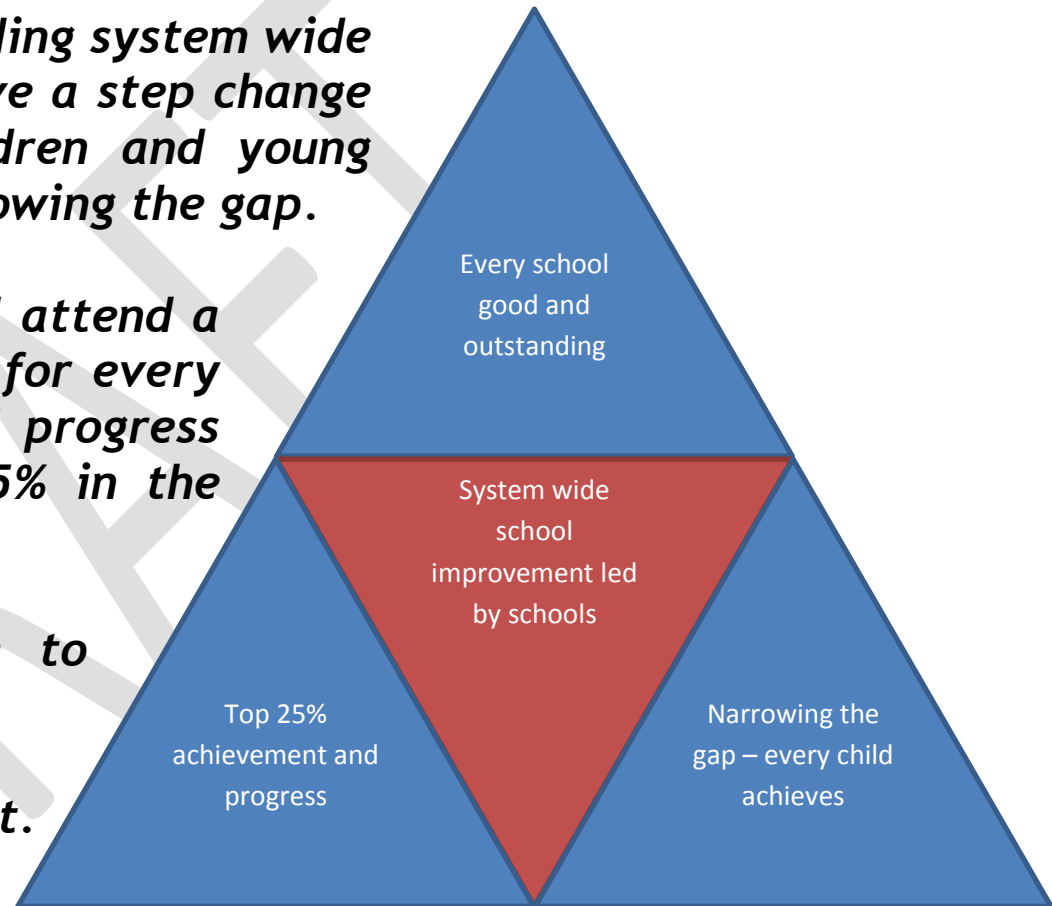
## Reading First: Ambition, achievement and aspiration

***Working together, with schools leading system wide school improvement, we will achieve a step change in educational outcomes for children and young people. Raising standards and narrowing the gap.***

***By 2018 every child in Reading will attend a school that is good or better, and for every group, children's achievement and progress in Reading will among the top 25% in the nation.***

***Our education system will move to great and outstanding.***

***Children in Reading deserve the best.***



This means that by 2018 we will:

- **See schools leading the development and improvement of others** in partnership with the local authority - together ensuring that 90%<sup>2</sup> of primary schools and 90%<sup>3</sup> of secondary schools in Reading are good and outstanding by the end of 2017. Following robust action we will press for early re-inspection of schools that are currently *requires improvement* or lower. Every school will be good or outstanding by the end of 2018.
- **Achieve challenging targets for attainment, progress and progression** where at least 85% of children achieve age related expectations by the end of key stage 2 in reading, writing and maths combined by the end of 2018<sup>4</sup> and that this is maintained through Key Stage 4 - where at least 70% of young people achieve the Level 2 equivalent of GCSE %5A\*-C including English and maths by the end of 2018<sup>5</sup>. Every child makes at least necessary progress in every school year, no young person becomes NEET and that there are powerful and diverse routes into employment and higher learning for every young person.
- **Every group will be outperforming their peers nationally** - those eligible for Pupil Premium, Looked After Children, BME children, children with SEND - and be among the top 25% for that group nationally.
- **Ensure that every child has the best possible start through the early years foundation stage** - with every setting being good or better by the end of 2018 and in Reading at least 70% of children achieving the expected level across the Specific Areas of Learning.<sup>6</sup>
- **Every child and young person in Reading is inspired and delighted through high quality teaching, an exciting curriculum, culture, sport employment and careers and skills development.** Starting from 2015 we will regularly assess pupils' attitude to their curriculum, the quality of information, advice and guidance and levels of engagement in cultural and sports activities and set ourselves ambitious targets for inclusion in these areas. Starting from 2015 we will set out the unique contributions of every school in Reading and collaboratively develop "*The Reading Entitlement for Culture and Sport*".

<sup>2</sup> Top quartile performance in 2014 was 88.5% of primary schools. Top 25 performances is 90% of primary schools. Readings performance in 2014 was 72.2% (151 out of 162) – source Watchsted March 2015

<sup>3</sup> Top quartile performance in 2014 was 88% of secondary schools. Top 25 performance was 88.5%. Reading's performance in 2014 was 57.1% (135 out of 162) – source Watchsted March 2015

<sup>4</sup> The lowest performance of a top quartile LA area in 2014 is 81% of children achieving L4+ RWM combined. Reading's 2014 performance was 75% - source DfE March 2015

<sup>5</sup> In Reading 59.3% of young people achieved 5A\*-C including English and maths. Only 5 Local Authority areas achieved 70% or more of their young people achieved this standard in 2014 – source DfE March 2015

<sup>6</sup> In 2014 61% of children in Reading achieved the expected level across specific areas of learning. Top quartile performance in 2014 was 64%. % LA areas achieved 70% or better

## We are committed to moving to good and outstanding in Reading by 2018

Every child deserves an outstanding school and an outstanding local authority

SCHOOLS AND SETTINGS	THE LOCAL AUTHORITY AND CHILDREN TRUST PARTNERS
<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• The Head Teacher, senior leaders and governors who know their school well, understanding its strengths, areas for development and strategies to become and stay outstanding; consistently communicating an ethos of high expectations and ambition to staff and pupils.</li> <li>• School leadership that is recognised with many accredited for their work.</li> <li>• Effective external support and challenge to constantly improve performance and positive engagement in school to school improvement.</li> <li>• A clear school plan showing how the school challenges itself to develop, improve and remain at the forefront of educational excellence.</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• The Lead Member, Director of Children’s Services and senior staff know schools well, understand the strengths and areas for development of every school; helping to resource and promote a joint practice development way of improvement, preparing to share data and intervene early to secure rapid improvement.</li> <li>• Secure effective ways of working with Heads, principals and governors to support high standards for pupils especially for looked after children and other disadvantaged groups of pupils.</li> <li>• Ensure that there is a clear LA wide school improvement strategy which every school understands and ‘buys into’.</li> <li>• Leads the establishment of ambitious targets for Early Years, KS2, 4 and 5 with a partnership approach to achieving them.</li> </ul>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning that is at least good, with the majority outstanding across the school and in all subjects, investment in developing staff to teach a broad and balanced curriculum, showing an unrelenting focus on improving standards and promoting positive attitudes to learning, with children making good progress. Targets are also set for top quartile performance of progress and achievement.</li> <li>• High quality planning, assessment for learning and targeted intervention to enable all children to achieve the best they can and to close the attainment gaps for low and under-performing groups and pupils.</li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• The LA has a clear understanding of the quality of teaching across every school kept up to date every half term, working with schools to ensure this constantly improves to outstanding.</li> <li>• Taking a lead supporting the Joint Education Partnership to ensure joint practice development among schools and other partners such as Reading University as the means to constantly improve practice.</li> <li>• Promoting Reading and supporting the recruitment and retention of the best new teachers, teachers and school leaders into Reading.</li> <li>• Taking a lead role with The Joint Education Partnership schools to ensure teachers are very well versed in wider aspects of their role (safeguarding, independent information, advice and</li> </ul>

	guidance, strategies for supporting children from disadvantaged groups to narrow the gap, promoting health and ensuring children with SEN achieve and have full access to an effective Local Offer).
<b>Curriculum</b>	<b>Curriculum</b>
<ul style="list-style-type: none"> <li>• A curriculum that provides well organised opportunities for learning, promotes positive behaviour, and provides a broad range of experiences and enrichment that contributes to pupils' achievement, and personal and social development including opportunities to engage in extra-curricular activities and educational visits.</li> <li>• An approach that enables children and young people to be prepared for the next phase of their development and being ready for education beyond school and for the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Leading the establishment of an entitlement for children in Reading in sport, the arts and community engagement.</li> <li>• Ensuring children and young people have good access to sports and cultural facilities in Reading with specific strategies to promote their use by children and young people including their direct engagement in schools</li> <li>• Ensuring support for early years assessment and EYFS development</li> <li>• Delivery of an effective Raising Participation Age (RPA) plan ensuring engagements of further and higher education and employers in impacting on the access, completion, achievement and progression of every young person from the ages of 14 to 25.</li> </ul>
<b>Inclusion</b>	<b>Inclusion</b>
<ul style="list-style-type: none"> <li>• The school is recognised for their strong inclusive practice and achievement for vulnerable and disadvantaged children and young people.</li> <li>• The school ensures that every child and young person receives early help and an integrated approach to their support when they need it.</li> </ul>	<ul style="list-style-type: none"> <li>• Championing the educational needs of looked after children and ensuring that the Virtual School is outstanding.</li> <li>• Working with schools to deliver an outstanding Local Offer for children with SEN.</li> <li>• Delivering an outstanding school admissions service.</li> <li>• Every child Reading child has access to a school in Reading that is good or better.</li> </ul>
<b>Partnerships</b>	<b>Partnerships</b>
<ul style="list-style-type: none"> <li>• The school works with other schools and with Reading Council to support improvement.</li> <li>• The school demonstrates engagement with parents and carers supporting children's learning and progress.</li> <li>• The school involves other partners to extend the curriculum such as local communities, leaders in business, entrepreneurs, and others, who will support the ambitions and aspirations of children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that Reading's Children Trust arrangements are highly effective.</li> <li>• Working with schools to lead on the delivery of a highly effective work readiness programme including work experience and student engagement in businesses programme.</li> <li>• Conducting annual surveys and focus groups on parental and student attitudes to education in Reading</li> </ul>

## By the end of academic year 2017/18 we will achieve:

### **Settings:**

Every child will attend a school, children's centre or early years setting is good or outstanding.

Every school governing body is considered to be good or outstanding.

There is a strong school to school improvement service which engages with every school in Reading.

Every school is able to recruit high quality teachers for their children and all teaching will be consistently good of better.

### **Attainment**

EYFS: 70% of children achieving the expected level across the Specific Areas of Learning.

KS1: Reading will be in the top 25% for children achieving age related expectations by the end of key stage 1.

KS2: 85% of children will achieve at least the age related expectations for the end of Key Stage 2 in reading, writing and maths combined

35% of children will achieve above age related expectations in reading, writing and maths combined for the end of Key Stage 2.

95% of children are progressing at least 2 levels of attainment in reading, writing and maths between the end of KS1 and the end of

KS2 with top quartile performance for children progressing 3+ levels of attainment.

KS4 70% of our 16 year olds achieving Level 2 equivalent of 5 A\*-C GCSE including English and mathematics or equivalent

KS4 90% of young people achieving A\*-C in English and mathematics;

### **Targeted Groups**

Every child with special educational needs will be outperforming their SEN peers nationally and they will be in the top 25% of the SEN peers nationally.

Every BME group will succeed in progress and attainment at least as well as their BME peers and that they will be in the top 25% of the BME peers nationally.

Every Looked After Child will be making significantly better progress at Key Stage 2 and Key Stage 4 regardless of where they go to school and be in the top 25% of the LAC peers nationally.

### **Life after school**

NEET performance in every school will be in the top quartile nationally with strong pathways to education, employment and training for every young person aged 14-25.

The percentage of young people securing places at high entry universities will be in the top quartile nationally.

The percentage of young people achieving Level 2 and Level 3 qualification by the age of 19 will be in the top quartile nationally.

## Along the way our milestones are:

**By end of 2015/2016 there will be:**

- No school below floor standard for achievement.
- Openly published achievement goals for every school with termly monitoring of performance against trajectory.
- Every school achieving its Fisher Family Trust (FFT) D goals.

**By end of 2016/2017 there will be:**

- 65% of children achieving at the Level 2 equivalent of 5A\*-C including English and mathematics
- LAC achievement above national benchmark
- BME achievement above national benchmark
- 90% of schools and settings that are good or better
- 90% of Governing Bodies that are good or better





## Appendix: How good are we now and what should our ambitions be?

There is a wealth of data available publicly about every school and setting in the country. Below are just some examples of data about every maintained school, academy or free school in Reading and data about progress in the borough as at the end of May 2015.

### Primary Schools

▲ <a href="#">School name</a>	<a href="#">School type</a>	KEY STAGE 2 % achieving level 4 or above in reading, writing and maths			% making expected progress					
		<a href="#">2014</a>	<a href="#">2013</a>	<a href="#">2012</a>	<a href="#">Reading</a>	<a href="#">Writing</a>	<a href="#">Maths</a>			
England - all schools		78%	75%	75%	91%	93%	89%			
England - state funded schools only		78%	75%	74%	91%	93%	90%	<a href="#">Inspection Date</a>	<a href="#">Inspection Outcome</a>	<a href="#">Inspection Report</a>
Reading - Local Authority		75%	69%	73%	88%	92%	87%	-	-	
								-	-	
<a href="#">Alfred Sutton Primary School</a>	Community School	75%	66%	75%	87%	91%	88%	10-Oct-12	2	<a href="#">Report</a>
<a href="#">All Saints Church of England Aided Infant School</a>	Voluntary Aided School							20-Jun-12	2	<a href="#">Report</a>
<a href="#">All Saints Junior School</a>	Free School - Mainstream	NA	NA	NA	NA	NA	NA	09-Jul-13	1	<a href="#">Report</a>
<a href="#">Battle Primary Academy</a>	Academy Sponsor Led	63%	NA	NA	86%	84%	73%	22-Oct-14	3	<a href="#">Report</a>
<a href="#">Caversham Park Primary School</a>	Community School	86%	67%	82%	100%	96%	96%	18-Apr-13	2	<a href="#">Report</a>

<a href="#">Caversham Primary School</a>	Community School	97%	93%	94%		100%	95%	98%	26-Feb-09	1	<a href="#">Report</a>
<a href="#">Christ The King Catholic Primary School</a>	Voluntary Aided School	62%	69%	67%		86%	86%	83%	19-Sep-13	2	<a href="#">Report</a>
<a href="#">Churchend Primary Academy</a>	Academy - Converter Mainstream	90%	90%	100%		97%	100%	97%	16-Sep-08	1	<a href="#">Report</a>
<a href="#">Coley Primary School</a>	Community School	91%	74%	67%		95%	100%	100%	09-Oct-14	2	<a href="#">Report</a>
<a href="#">E P Collier Primary School</a>	Community School	59%	69%	59%		85%	85%	70%	07-Nov-12	2	<a href="#">Report</a>
<a href="#">Emmer Green Primary School</a>	Community School	92%	91%	97%		95%	98%	92%	22-Nov-12	1	<a href="#">Report</a>
<a href="#">English Martyrs' Catholic Primary School</a>	Voluntary Aided School	71%	70%	93%		93%	93%	87%	27-Nov-13	2	<a href="#">Report</a>
<a href="#">Geoffrey Field Infant School</a>	Community School								18-Jun-13	1	<a href="#">Report</a>
<a href="#">Geoffrey Field Junior School</a>	Community School	76%	77%	80%		90%	97%	93%	04-Dec-13	2	<a href="#">Report</a>
<a href="#">The Heights Primary School</a>	Free School - Mainstream	NA	NA	NA		NA	NA	NA	No Ofsted report available for this institution		
<a href="#">The Hill Primary School</a>	Community School	79%	72%	67%		93%	95%	88%	13-Nov-13	2	<a href="#">Report</a>
<a href="#">Katesgrove Primary School</a>	Community School	55%	65%	78%		54%	83%	63%	27-Nov-12	2	<a href="#">Report</a>
<a href="#">Manor Primary School</a>	Community School	83%	77%	77%		95%	97%	95%	13-Dec-12	2	<a href="#">Report</a>
<a href="#">Meadow Park Academy</a>	Academy Sponsor Led	60%	32%	NA		89%	93%	86%	16-Jul-14	4	<a href="#">Report</a>
<a href="#">Micklands Primary School</a>	Community School	74%	63%	69%		89%	92%	97%	26-Sep-13	3	<a href="#">Report</a>
<a href="#">Moorlands Primary School</a>	Community School	76%	53%	61%		86%	100%	80%	12-Feb-14	3	<a href="#">Report</a>

<a href="#">New Christ Church of England (VA) Primary School</a>	Voluntary Aided School	74%	86%	74%		91%	95%	77%	14-Jan-15	2	<a href="#">Report</a>
<a href="#">New Town Primary School</a>	Community School	71%	52%	69%		85%	85%	81%	15-Oct-14	4	<a href="#">Report</a>
<a href="#">Oxford Road Community School</a>	Community School	80%	43%	68%		86%	93%	97%	15-Oct-14	2	<a href="#">Report</a>
<a href="#">The Palmer Primary Academy</a>	Academy Sponsor Led	70%	NA	NA		89%	100%	95%	No Ofsted report available for this institution		
<a href="#">Park Lane Primary School</a>	Community School	93%	92%	74%		87%	90%	97%	02-Oct-13	2	<a href="#">Report</a>
<a href="#">Ranikhet Primary School</a>	Community School	52%	29%	45%		100%	89%	79%	10-Oct-13	4	<a href="#">Report</a>
<a href="#">Redlands Primary School</a>	Community School	70%	81%	82%		93%	89%	93%	08-Nov-12	2	<a href="#">Report</a>
<a href="#">The Ridgeway Primary School</a>	Community School	73%	65%	68%		93%	93%	93%	24-Jan-13	2	<a href="#">Report</a>
<a href="#">St Anne's Catholic Primary School</a>	Voluntary Aided School	73%	67%	67%		91%	100%	91%	21-Nov-13	4	<a href="#">Report</a>
<a href="#">St John's CofE (Aided) Primary School</a>	Voluntary Aided School	87%	89%	78%		100%	100%	97%	24-Sep-08	1	<a href="#">Report</a>
<a href="#">St Martin's Catholic Primary School</a>	Voluntary Aided School	80%	100%	100%		95%	95%	100%	08-Mar-12	2	<a href="#">Report</a>
<a href="#">St Mary and All Saints Church of England Voluntary Aided Primary School</a>	Voluntary Aided School	63%	62%	55%		84%	92%	73%	21-Oct-14	4	<a href="#">Report</a>
<a href="#">St Michael's Primary School</a>	Community School	77%	90%	76%		83%	93%	93%	03-Oct-12	2	<a href="#">Report</a>
<a href="#">Southcote Primary School</a>	Community School	87%	69%	77%		97%	98%	92%	24-Oct-12	2	<a href="#">Report</a>
<a href="#">Thameside Primary School</a>	Community School	64%	54%	71%		79%	97%	79%	20-Nov-13	3	<a href="#">Report</a>
<a href="#">Whitley Park Primary and Nursery School</a>	Community School	79%	62%	53%		92%	95%	92%	05-Dec-13	4	<a href="#">Report</a>

<a href="#">Wilson Primary School</a>	Community School	87%	70%	50%		93%	100%	96%	09-Oct-14	2	<a href="#">Report</a>
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## Secondary Schools

▲ <a href="#">School name</a>	<a href="#">School type</a>	% of pupils making expected progress		% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs				<a href="#">% achieving the English Baccalaur eate</a>	<a href="#">% achieving grades A*-C in English and maths GCSEs</a>			
		<a href="#">English</a>	<a href="#">Maths</a>	<a href="#">2011</a>	<a href="#">2012</a>	<a href="#">2013</a>	<a href="#">2014</a>					
England - all schools		NA	NA	59.00%	59.40%	59.20%	53.40%	22.90%	55.50%			
England - state funded schools only		71.60%	65.50%	58.20%	58.80%	60.60%	56.60%	24.20%	58.90%			
<b>Reading - Local Authority</b>		<b>78.60%</b>	<b>66.50%</b>	<b>55.90%</b>	<b>60.70%</b>	<b>63.60%</b>	<b>59.30%</b>	<b>27.80%</b>	<b>60.80%</b>	<a href="#">Inspection Date</a>	<a href="#">Inspection Outcome</a>	<a href="#">Inspection Report</a>
-										-	-	
<a href="#">Blessed Hugh Faringdon Catholic School</a>	Voluntary Aided School	90%	49%	43%	57%	71%	51%	8%	52%	21-Nov-12	2	<a href="#">Report</a>
<a href="#">Highdown School and Sixth Form Centre</a>	Academy - Converter Mainstream	74%	81%	55%	63%	63%	68%	27%	69%	01-May-13	3	<a href="#">Report</a>
<a href="#">John Madejski Academy</a>	Academy Sponsor Led	77%	38%	31%	33%	45%	36%	2%	38%	11-Dec-13	3	<a href="#">Report</a>
<a href="#">Kendrick School</a>	Academy - Converter Mainstream	100%	99%	100%	100%	99%	100%	93%	100%	09-Oct-08	1	<a href="#">Report</a>
<a href="#">Prospect School</a>	Academy - Converter Mainstream	68%	65%	40%	52%	48%	46%	17%	48%	21-Jan-15	3	<a href="#">Report</a>
<a href="#">Reading Girls' School</a>	Foundation School	65%	54%	54%	47%	53%	46%	11%	47%	18-Jan-12	2	<a href="#">Report</a>

<a href="#">Reading School</a>	Academy - Converter Mainstream	99%	100%	100%	100%	100%	100%	72%	100%	19-May-10	1	<a href="#">Report</a>
<a href="#">UTC Reading</a>	Free School - University Technical College	NA	NA	NA	NA	NA	NA	NA	NA	No Ofsted report available for this institution		

## Special Schools

<a href="#">The Avenue Special School</a>	Academy Converter Special School	0%	SUPP	0%	0%	0%	0%	14%	10-Mar-11	1	<a href="#">Report</a>
<a href="#">Thames Valley School</a>	Free School - Special	SUPP	NA	NA	SUPP	SUPP	SUPP	SUPP	No Ofsted report available for this institution		
<a href="#">The Holy Brook School</a>	Community Special School	0%	SUPP	SUPP	0%	11%	0%	22%	22-Oct-14	2	<a href="#">Report</a>

<a href="#">Thames Valley School</a>	Free School - Special	No KS4 data available for this school								No Ofsted report available for this institution		
<a href="#">The Avenue Special School</a>	Academy Converter Special School	NE	NE	0%	SUPP	0%	NE	NE	NE	10-Mar-11	1	<a href="#">Report</a>
<a href="#">Phoenix College</a>	Community Special School	0%	0%	0%	0%	0%	0%	0%	15-Oct-14	2	<a href="#">Report</a>	