



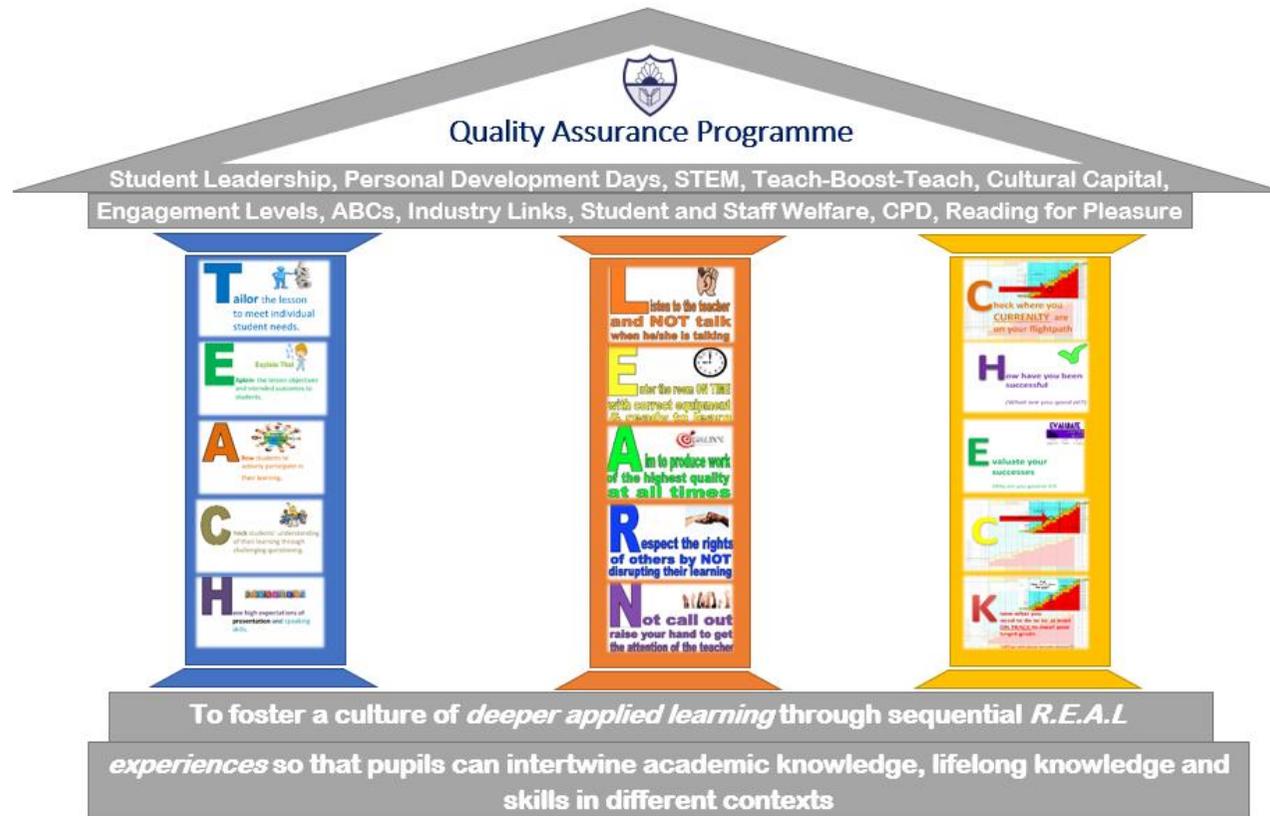
# Reading Girls' School

## Self-Evaluation

### 2017-2021



Last updated: 10.09.2021



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# School Context

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## CON 1.0 Overall School Judgement

### **We feel that we are an exceptional school.**

The improvements made over the last four years have been remarkable and the impact of our carefully designed curriculum on our KS4 results has been exceptional. We give our girls, many of whom come from areas of significant disadvantage, a great start to their future careers and we give them every chance to go on to further educational settings and excel. Parental and student feedback reinforces this, with 100% of our parents being happy with the education that their daughters receive.



**Student Leadership Team 2021**

## CON 1.1 School context

Reading Girls' School is a small, but rapidly growing, 11-16 school located in Whitley, Reading. The number of students currently on roll is 690 compared to 416 in Sept 2017. September 2019 intake was 149 and September 2020 was 153 of which, 116 were first preferences; this is compared to first preferences of 60 in 2018 and 37 in 2017. Our September 2021, our intake is 208, only 2 short of our PAN. We are very much a multicultural school. Our students come from diverse backgrounds and represent 14/17 possible ethnic groups. 35% of students have English as Additional Language (EAL), Disadvantaged pupils make up 27% of the school and students with Special Educational Needs & Disabilities (SEND), 10%.

Without doubt, the biggest Unique Selling Point (USP) of Reading Girls' School is our students. It is the reason why we publicise "Every day is open day at Reading Girls' School". We are so extremely proud of our girls that prospective parents and visitors are not required to book appointments in advance. On arrival, once they have signed at reception, they tour the school with our unscripted student tour guides.

Every external partner and visitor to our school bar none, never fail to express the lasting impression that our girls leave on them, despite their young age. We impress upon our students that RGS is **their** school and this sense of belonging and ownership is what is most striking to visitors. As a school, we are committed to development of personal leadership skills of our girls. To this end, we have a 5-member Student Senior Leadership Team (SSLT) who co-lead the school with the Senior Leadership Team (SLT) in addition, to teams of Anti-Bullying Ambassadors (5), Mental Health Ambassadors (18) and Prefects (20). Our Year 8 student services duty rota gives every student the opportunity to interact with all members of the school community and in doing so enhances relationships and their sense of contribution to the life of their school.

The school does not have a Sixth Form and enjoys very strong relationships with all post 16 providers. Significantly, 99% of students for the past three years have secured education or employment at Post 16. On average, 12-14 pupils per year join the local girls' Grammar school, we are the biggest external provider of Sixth Form students to a local high-performing School and in 2019 our Co-Head Girl became the first student across the Reading area to win a full scholarship to a local private School to study English literature, Maths and Politics.

A unique feature of our provision is the school day and the arrangement of blocks of learning time which following a successful full stakeholder consultation process in June 2018; the rationale for which was to implement our curriculum intent of Deeper Applied

Learning through Relevant Engaging Active Learning (R.E.A.L lessons). Our six-hour learning day in effect, creates the equivalent of an extra x39 teaching days per year for all students. A student joining RGS in year 7 therefore, will receive six years education by the end of year 11 compared to their peers in other schools delivering the traditional five-hour day. Our one, two and three-hour blocks of learning time facilitates our curriculum intent to apply Knowledge and skills to different contexts.

To this end, we have over 50 Business and Community partners with whom we co-deliver both the aspirational academic and wider curriculum. At the heart of our KS3 integrated curriculum are links with industry to highlight relevance of the learning. Our weekly STEM days co-delivered with Industry partners such as Didcot Railway and Amazon play an aspirational role in promoting Women in STEM. Similarly, our termly age-appropriate Personal Development (PD) days are delivered by external partners such as NHS Outreach and The Royal Air force for example, to ensure learning is aspirational, coherent and relevant to everyday life. Arguably, the highlight of PD programme is the fortnightly PLEDGE lessons where in short, every pupil in the school works in small self-led groups in working on behalf of a local charity or Community group.



## CON 1.2 Local context

Whitley is the most deprived District in the County of Berkshire with an IDACI score of 0.335. 60% of the pupils come from the immediate postcode and 40% from other areas across Reading and beyond into Middlesex and Hampshire.

In September 2018, the school launched its own school bus service to accommodate students from Reading West and Reading North who otherwise would have to take 2 or more public bus journeys to get to school. In September 2019, we added a third bus service in partnership with Reading Buses to cater for the large volume of pupils travelling from Reading's Oxford Road area and again in September 2020, we added a fourth service to cater for pupils living in Reading East.

The school attracts pupils from a wide range of primary schools across the town. In Sep 2019 this number was 34 and rose to 38 in September 2020. Significantly, the four largest feeder schools that each provide close to 19% of our intake, historically perform below and well below national average for Reading and writing. This has initial implications for our curriculum offer and underlines the extent of the school's transformation in recent years. It was a leading influence in the re-design of our school day and curriculum model in September 2018. This increased focus on Core subjects will fully work through our cohorts and hopefully impact, even more positively, on GCSE results, in 2022.

A small proportion of our pupils are selected and pass an entrance test. This is a historical oddness, RGS being a bilateral school in a selective authority.

<b>Year group</b>	<b>Total number in year group</b>	<b>Selective stream number</b>
<b>7</b>	<b>208</b>	<b>16</b>
8	171	17
9	152	23
10	83	11
11	76	11

Many of our selected girls did not succeed in their applications to the Grammar schools, but their progress across our school is such that their GCSE results are a match for pupils at the two Grammar schools and a good proportion go on to join Kendrick Grammar's sixth form. All our girls follow the same curriculum path at KS3 and have access to the same options at GCSE.

We have a very transient cohort where many of our leavers and joiners either join us from overseas or return to their home country, this adds to our already large cohort of English as an Additional Language (EAL) students which currently stands at 49.5%, well above the national average. We have developed a strong provision for EAL students where all EAL students are assessed in their competency in English on arrival and interventions both face-to-face and online via Duo Lingo are delivered to ensure that students' acquisition of the English Language is rapid. We aim to immerse students fully in the life of the school and ensure that EAL students do not receive a modified timetable so that they have access to the full school curriculum. Our successful interventions are evidenced by our strong EAL outcomes detailed below.

#### EAL outcomes

	2016	2017	2018	2019
Progress 8	0.14	0.66	1.36	1.23
Attainment 8	47.96	46.29	51.7	52.25
%9-5 English and Maths	N/A	54%	43%	60%
%9-4 English and Maths	56%	72%	66%	74%

The increase in outcomes for EAL pupils is very much in line with our increased progress outcomes overall. For such large numbers of EAL pupils, a good proportion of whom are transient, this is exceptional.

The academic profile of our current students reads:

<b>Year group</b>	<b>Difference to national</b>
Yr. 11 Sep 2016	-1.4
Yr. 11 Sep 2017	-1.4
Yr. 11 Sep 2018	-1.3
Yr. 11 Sep 2019	-2.4
Yr. 11 Sep 2020	+ 0.35 (average scale score- R&M)
Yr. 10 Sep 2020	-1.6 (average scale score – R&M)
Yr. 9 Sep 2020	-1.0 (average scale score- R&M)

When you consider our pupils' current outcomes, they are explained by the exceptional progress, from well below average SATs results on entry, that our girls make across RGS. This was especially true in 2019 and was true of all groups of pupils. We work successfully with pupils from all abilities and backgrounds so they achieve success beyond what may have been expected of many at age 11.



The outcomes for our main feeder schools are below:

	Intake Pre-Ofsted	Intake Post Ofsted	Intake 2019	Intake 2020	2016	2017	2018	2019		2016	2017	2018	2019		2016	2017	2018	2019
					Reading	Reading	Reading	Reading		Writing	Writing	Writing	Writing		Maths	Maths	Maths	Maths
Palmer Academy	41	28	16	9	8.7	-2.3	-2.0	-0.6		3.2	2.1	1.5	0.4		6.3	-0.6	0.1	0.7
Whitley Park	30	27	26	15	0.4	0.1	-0.3	0.8		-0.6	0.7	-3.0	0.9		-1.9	-1.1	-0.7	0.5
Geoffrey Field	25	28	23	17	2.1	-1.5	-2.2	-2.0		-0.5	-1.2	-1.0	-0.8		2.6	-0.4	-3.0	-0.7
Katesgrove				12	-2.5	-0.7	-1.8	-0.5		-0.6	-0.5	-3.6	-1.2		-0.9	-2.8	-2.3	-0.4
Newtown Primary	19	3	5		n/a	-0.6	0.6	0.6		n/a	1.6	1.3	-1.5		n/a	1.4	2.0	0.6
Christ The King				6	-2.3	-3.6	-2.4	-2.5		0.4	-1.1	-1.8	-2.4		-0.8	-3.0	-2.5	0.1
New Christ Church	16	10	5	4	0.5	1.1	0.1	3.9		-0.1	-2.0	-2.1	-2.6		-1.9	3.0	-2.0	0.8
ST Mary & All Saints	12	5	1	3	-1.7	0	-0.6	-2.5		2.4	1.5	-5.5	-1.9		-1.0	-0.1	-2.2	0.8



This paints a clear picture of below and well-below prior achievement in English and mathematics in our feeder schools.

## CON 1.3 Progress since the last Ofsted inspection

The school joined Thames Learning Trust in September 2017 following an inadequate Ofsted rating in December 2015. The Trust appointed a new Principal in September 2017. Subsequently, the new Leadership has focused forensically on the areas identified for improvement, in the 2015 inspection. The 2016 monitoring report indicated no improvement of any significance, with the exception of safeguarding which was deemed to be effective.

The **key foci** and progress against them are summed up here. The detail is distributed throughout the SEF:



- Overall Outcomes – *improved significantly to be in the top 1% in the country.*
- English Progress – *improved significantly.*
- Disadvantaged Progress – *improved significantly.*
- Progress of Higher Prior Attaining (HPA) Students – *improved significantly.*
- Address the poor attendance of vulnerable groups, including PP and White British - *improved significantly.*
- Leadership and Management of Quality of Teaching including the use of assessment to inform teaching – *improved significantly.*

**This is a very different school to the one that joined Thames Learning Trust four years ago.**

**It has undergone no less than a transformation.**

## CON 1.4 Progress since the last external reviews

The school invited an external review in May 2019 (attached) to evaluate progress made since joining Thames Learning Trust in September 2017. Over a two-day period, the reviewers considered various documents including the 2018 IDSR, met with Leaders, staff and pupils and conducted lesson observations. The school posed two specific questions to the reviewer:

- Is the school's curriculum intent shared at all levels of leadership?
- What are the current barriers to realising this intent?

The overarching strengths reported were:

- The school achieved very strong key stage 4 outcomes in 2018. The Progress 8 score was +0.71, placing the school, then, in the top 10% of schools nationally. Progress was strong in English, mathematics, languages and the Open element.
- There is a universal and strongly held belief that the school has improved rapidly under the leadership of the current HT, and is well placed to improve further.
- Partly as a consequence, the school is expecting to admit in September approximately 160 Y7 pupils. This represents a substantial increase on previous cohorts. The increase in the number of pupils will raise the school's income. This in turn will provide greater flexibility in staffing and timetabling.



Our most recent external review in June 2021 recognised the continued progress made across the Quality of Education ( see attached). It noted that, ' *The quality of teaching and learning was judged to be at least good overall, with some very good elements.* '

**The report highlighted the following:**

- Not a moment is wasted in class as teachers orchestrate time skilfully and have high expectation of how every minute of the lesson should be productive. Students' attitudes to learning are consistently positive.
- Resources are of a high quality and harnessed imaginatively to provide rich and engaging tasks which naturally differentiate for students.
- Teachers are clear about *why* they are teaching *what* they are teaching, in the order in which they teach it. Their subject knowledge is very good and they deploy humour and digression to further engage students.
- Some students are able to articulate their learning journey with real pride, enjoyment and interest. The girls' books are very well presented and curated. A joy in learning emerges in a number of conversations with students. Curriculum coverage (albeit COVID-interrupted) comes across as good in the books seen.
- Students listen assiduously to one another and to their teachers, a real hallmark of the school. They treat one another with dignity and respect at all times.
- Senior students demonstrated a real command of subject and language to explain the subject, rooted in highly effective questioning by teachers.
- The Pledge and STEM sessions observed are demonstrably providing an enriched curriculum to the girls which enhances their spiritual, moral, social and cultural development. They are enthusiastic learners who are enabled creatively to 'lead their own learning' and look outwards to the local, national and international contexts. They value what the school has designed for them to promote girls' education for today and tomorrow.

In summary, the report stated that,

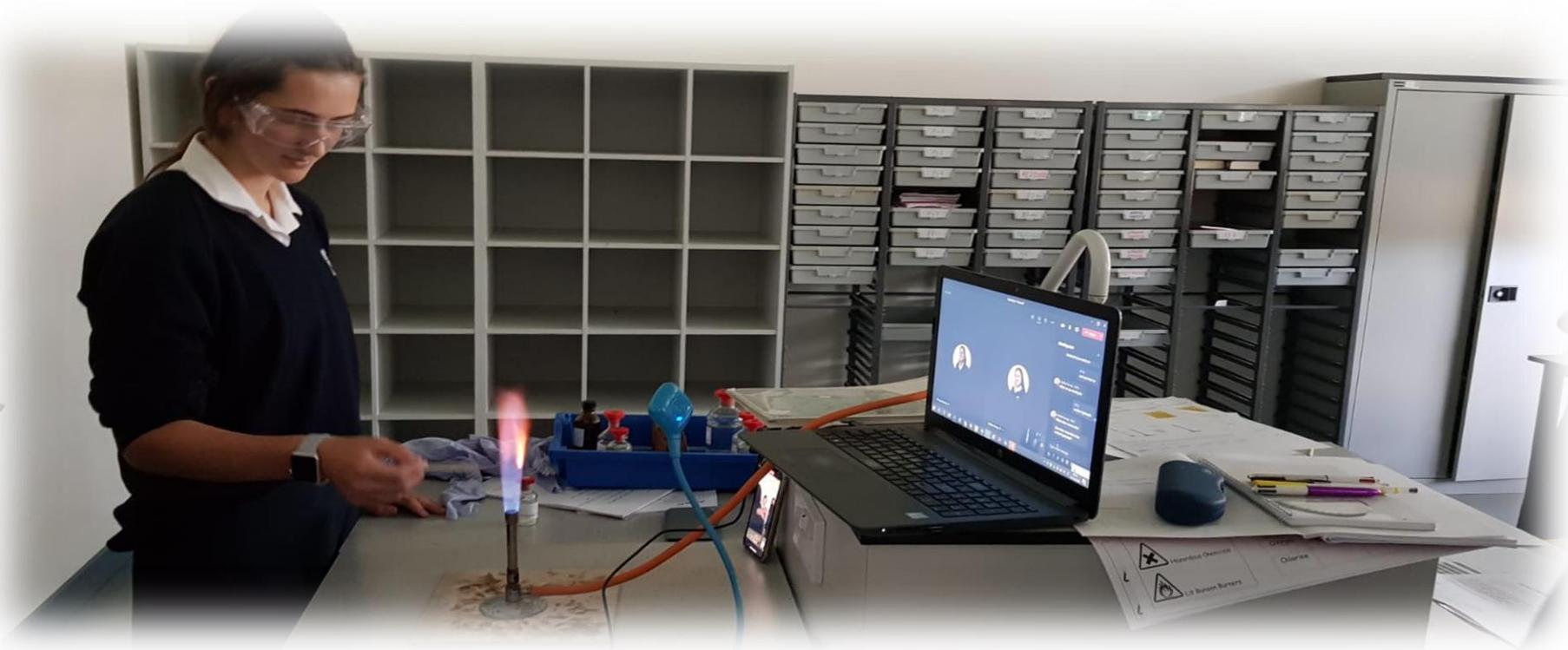
***'This is a school at ease with itself. The harmonious, tolerant, multi-cultural ethos permeates; girls are everywhere considerate and courteous; they feel very positive about themselves; there is a culture where it is 'cool' to achieve.***

*All this is rooted in leaders' and teachers' consistently high expectations, well organised systems and a (currently spacious) building which is light, airy and projects a place dedicated to learning. Teachers hold senior leaders in high regard, and trust that they will always take actions in the best interests of the students' education and the staff's wellbeing.'*

## THE QUALITY OF EDUCATION

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Our curriculum has been carefully designed to be bespoke to our pupils. The effectiveness of its implementation is seen in our exceptional outcomes, both academic and pastoral and the improvements therein over the last three years. The success of all groups of pupils is testament to the efficacy of our curriculum planning and delivery.



## QoE 1.0 Intent

*In 2017, Reading Girls School was a failing school. Radical change was needed to re-energise the school and this change began with a revision of the curriculum.*

## QoE 1.1 The Journey

### **Phase one of our curriculum development plan**

**(2017/18)** was to eradicate non-specialist teaching, allocate the required amount of time to subjects to help pupils be successful and ensure that the curriculum was inclusive for all by nature not name especially at **Key Stage 4**. This meant ensuring pupils were not set up to fail by being on the wrong pathways and where necessary, temporarily freezing subjects that were repeatedly failing pupils year after year. For some pupils, their curriculum offer was not ambitious enough whilst for others obligatory courses were clearly having a detrimental effect on self-esteem, anxiety and on appropriate and successful post 16 destinations.





**Phase two (2018/20)** saw the re-structure of our school day following a full-stakeholder consultation process replacing five hours of learning per day with six hours to allow us to deliver broader curriculum experiences. Pupils entering our school in Year 7 will in effect, receive six year's education in five compared to their peers in other schools delivering the traditional five-lesson day. **Deeper Applied Learning (D.A.L)** through **Relevant Engaging Active Learning (R.E.A.L)** is at the heart of our new curriculum strategy with a forensic focus on **Key Stage 3**. Through this curriculum offer our intention is to ensure that pupils can coherently transfer knowledge and skills to different contexts. To that end, we adopted an integrated curriculum approach at Key Stage 3 co-delivered with over 50 external partners from the world of industry and academia. This strategy ensures that time at KS3 is used effectively because skills and knowledge are not repeated by subjects in isolation of one another. Rather they are intertwined, related and revisited in our attempt to deepen and secure them. The sequencing of our curriculum has been very carefully structured to provide a very broad, but knowledge-rich base for progression to KS4. Personal Development (PD) days, STEM days and PLEDGE lessons are key features of the coherent life-long element of our curriculum provision.

During **Phase 3 (2020/2021)** our curriculum has moved into its third phase and characterized by a broader offer of subjects as a result of increased financial flexibility reflected in the growing numbers on roll. We will work towards the government's ambition to have 75% of pupils studying an EBacc-based curriculum by 2022, but we recognise the specific needs of our school community and our clear success shows that our careful, research-informed planning is reaping substantial dividends.

## QoE 1.2 Why a '3' year KS4.

To strike a balance between the competing challenges of the reformed GCSEs (from September 2015) and the findings of the 'Key Stage 3: the wasted years' (Ofsted, 2015), the new leadership of Reading Girls' School conducted a full-scale consultation process in June 2018 to restructure the school day. Subsequently, a six-hour teaching day was introduced in Sep 2018.

This in turn created an extra 39 equivalent teaching days per academic year. In short, a pupil joining the school in year 7 will receive one full year's extra teaching compared to her peers in schools delivering the traditional 5-hour teaching day.

Consequently, Key Stage 3 at RGS is 458 days which is an extra 78 days more than a two-year model. This equates to 2.4 years. Key stage 4 at RGS is 570 days which is 112 days longer than KS3. HOWEVER, the GCSE examinations series begins on approximately 13<sup>th</sup> May annually which is 9 weeks short of a full academic year. In reality, year 11 therefore is 30 weeks. When added to the 39 weeks in year 10, Key Stage 4 is in fact 69 teaching weeks, which is 9 weeks (45 school days) short of the 'two-year KS4' duration.

When you subtract those 45 days from the 112 days initial difference between KS3 & KS4 at RGS, KS4 is actually only 67 days longer than KS3 at RGS. We believe therefore that our curriculum strategy justifiably strikes the balance between time allocated to KS3 in preparing for KS4 (supported by our Deeper Applied Learning strategy) and indeed the time allocated to meeting the demands of reformed and significantly more demanding GCSE programme.

To check we were on the right lines, we recently asked pupils their views on starting GCSE provision in Year 9, as part of our regular and detailed pupil surveys.

Year Group	Preference to Begin KS4 in Yr. 9	Preference to Begin KS4 in Yr. 10
Year 11	88%	12%
Year 10	87%	13%
Year 9	96%	4%
Year 8	82%	18%

In addition, 100% of parents surveyed reported that they have confidence in our curriculum rationale.

## QoE 1.3 Growing our EBacc – A Measured Approach

We are where we are on a journey of rapid improvement from a financially non-viable school that had a falling roll with curriculum and staffing restrictions to one that **will be at or near full PAN by September 2023**.

An immediate upsurge of EBacc entries was never going to happen from the outset. As Principal, it is irresponsible and unambitious of me if I do not take the right action at the right time for our pupils. Parents entrust me with their daughter's future, mental health and happiness. Indeed, our recent parent survey reveals that parents want the choice to follow the EBacc route. Significantly, one would like to argue that this calculated approach is justified in the very fact that **our EBacc APS is above national average**, this takes account of all pupils even though we only entered 27% in 2019. However, we believe that we are at the stage in our journey whereby we can mirror our long-standing practice of all pupils studying separate science with a growth in EBacc uptake and continued successful outcomes of the EBacc suite.

We have had marked success of our core subjects in the last two years, because of the excellent specialist, subject practitioners we sourced in phase 1 of our curriculum plan, which has now reached fruition. Our staff deliver first class and very well sequenced, provision and this has allowed us to expand our KS4 offer with the introduction of a 4<sup>th</sup> option at GCSE. This was always our intent and the growth of the school has now provided us with greater capacity and flexibility to offer a broader KS4 curriculum, where we can offer an EBacc route for more pupils. This will continue as we move into phase 3.

In addition, our curriculum has been specifically designed to support our local context. A large proportion of our pupils come from disadvantaged backgrounds and from primaries whose KS2 results are below, or well below average and a majority of our pupils have EAL, with a significant proportion of our pupils being transient and joining late. Our outcomes for EAL pupils are excellent and our results for Disadvantaged children are significantly above average year on year, as a result of our offer. To increase their cultural capital, we introduced PLEDGE lessons to encourage involvement in the community via charity fundraising and our girls speak highly of our enrichment programme. Our curriculum is under constant review, but to date, our pupils have responded extremely well to our curriculum intent and structure and the results they obtain in their GCSE's are exceptional. We are confident that we currently have the right curriculum offer for our girls.

## QoE 2.0 Implementation

### QoE 2.1 Curriculum Implementation

The success of our curriculum implementation is shown by the quality of our impact. Excellent teaching, which we monitor carefully, but supportively, of a well-sequenced curriculum, is at the heart of our implementation. However, we have introduced a range of innovative approaches which have allowed successful implementation of our curriculum plan.

In our drive for inclusion, we offer free choice for option subjects in KS4, enabling all students to follow any pathway. Our options process is a fully immersive approach whereby students have a medley of diverse experiences in order for them to make fully informed choices, this includes careers fairs, subject presentations and peer speed-dating style Q+As with older students currently studying the courses. The process is then formally concluded through two parent consultations. Firstly, with subject teachers, followed by 1-2-1 meetings with a member of SLT to finalise appropriate choices. As part of this process, the EBacc pathway is available.

We offer a wide range of GCSE, technical awards and vocational awards to suit individual pupil needs; we pay careful attention to our students' mental health and the pressure some students feel from vast numbers of terminal exams.

- ✓ From September 2020, our GCSE options have increased from 3 to 4.
  - ✓ [https://www.tes.com/news/new-gcses-taking-toll-pupils-mental-health - nine in ten Headteachers say new GCSEs have harmed mental health. "The most commonly cited reason for pupils suffering stress or anxiety was having to memorise more content \(85%\), exam papers being more difficult \(81%\). ASCL survey of 546 schools.](https://www.tes.com/news/new-gcses-taking-toll-pupils-mental-health-nine-in-ten-headteachers-say-new-gcses-have-harmed-mental-health)
  - ✓ [https://neu.org.uk/press-releases/reformed-gcses-are-damaging-mental-health-young-people-and-failing-accurately GCSE poll response - 73% say mental health has worsened since the introduction of reformed GCSEs,](https://neu.org.uk/press-releases/reformed-gcses-are-damaging-mental-health-young-people-and-failing-accurately-gcse-poll-response-73%say-mental-health-has-worsened-since-the-introduction-of-reformed-gcses)
- All our optional subjects at KS4 are ratified by all our local post 16 providers including the local grammar school and private school to where one of our students gained a full scholarship in 2019.
  - We are ambitious with our science curriculum in that every student sits separate sciences. We do not offer combined Science.

- We re-designed our KS3 curriculum from Sep 2019 to make good use of lesson time and linked subjects to ensure both development of skills and timely delivery of content to ensure retention and deepening of knowledge and skills rather than basic repetition.
  - ✓ “Leaders have arranged departments in pairs so that they can plan their key stage 3 curriculums jointly. There is a clear intent to highlight similar skills, with a view to both reinforcing pupils’ awareness of them and how they can be applied in each subject”. (Incyte review, May 2019)
- In 2019/20, we created the capacity to increase our MFL provision in KS3 as a platform for students to have the opportunity to learn more than one language at KS4. From September 2021, we also provide cultural lessons to all of KS3 where students learn about the culture of other nations.
- In KS4, our blocks of learning time allow teachers to plan for and deliver lessons which enable students to deepen their understanding and apply skills effectively.
- We built reading lessons into our curriculum for 2019 for all students to allow focused intervention and to support students in developing their reading skills.
  - ✓ Pupils read widely and often: “The school library is currently well used”. (INCYTE REVIEW, May 2019)





- Our shared intent of Deeper Applied Learning through R.E.A.L. experiences underpins our curriculum design and is reflected at subject level.
  - ✓ “Leaders have also required Subject leaders to consider deeper applied learning. There are two strands: pupils learning how to apply the skills they have learnt in new contexts within the same subject; and subjects identifying links with external organisations and companies. These links will demonstrate to pupils how they will be able to apply their learning in the workplace or community context”. (INCYTE REVIEW 2019)
  
- Our industry links not only enable students to see the real-life applications of the learning but also help to deepen their understanding and encourage them to apply their knowledge to new situations.
  - ✓ Each integrated subject hosts at least 1 external provider per term to deliver to our students.
  - ✓ Every student in Yr. 7 and 8 has a day of STEM once a fortnight where external providers deliver sessions on how what they learn in STEM subjects is required in real-life application.

- We have implemented a strong CPD programme which has three distinct strands (i) Subject specific knowledge. (ii) Pedagogical Processes (iii) Behaviour for Learning
  - ✓ All subject leaders are provided with funding to access training for their subject, in October 2018, all teachers had a subject specific INSET day to enhance their subject knowledge. Subject specific network meetings are attended by all teachers when offered by external sources.
  - ✓ 9/12 hours of CPD is focused on pedagogical practice led by our Principal Teachers for teaching and learning
  - ✓ 3/12 is focused on classroom standards and L.E.A.R.N



- Our assessment has been designed to carefully manage staff workload. We have reduced the number of formal assessment points in 2017 to only 2 per year group from 2018 onwards with the exception of Year 11 where there are 3 for core subjects. Assessments are accumulative and assess all knowledge and skills learnt up to this point. 100% of teachers who were here when there were 6 data drops agree that reducing to 2 for each year group has had a positive effect on their workload and enabled them to redirect time more efficiently.

“The number of teaching hours that is timetabled in Geography/Humanities in key stage 3 meant that a data drop was happening every 5 to 6 lessons when done once a term. This made it a time-wasting exercise as not always had assessments been completed and in such a short space of time progress of movement a third of grade is not made consistently in knowledge and skills. The current system is more accurate and gives data that highlights under performances and areas where intervention needs to take place as it captures them in a range of skills and knowledge”

“Doing 6 data drops across each year group did not give us a true picture of progress as we sometimes teach to the test. At every stage of our day to day teaching we were fixated on the next test, not to mention entering data. This has taken away from us valuable planning, preparation, teaching and learning time which will in no doubt benefit our students. Students need time to grasp and learn new concepts. Not just churning out rapid data.”

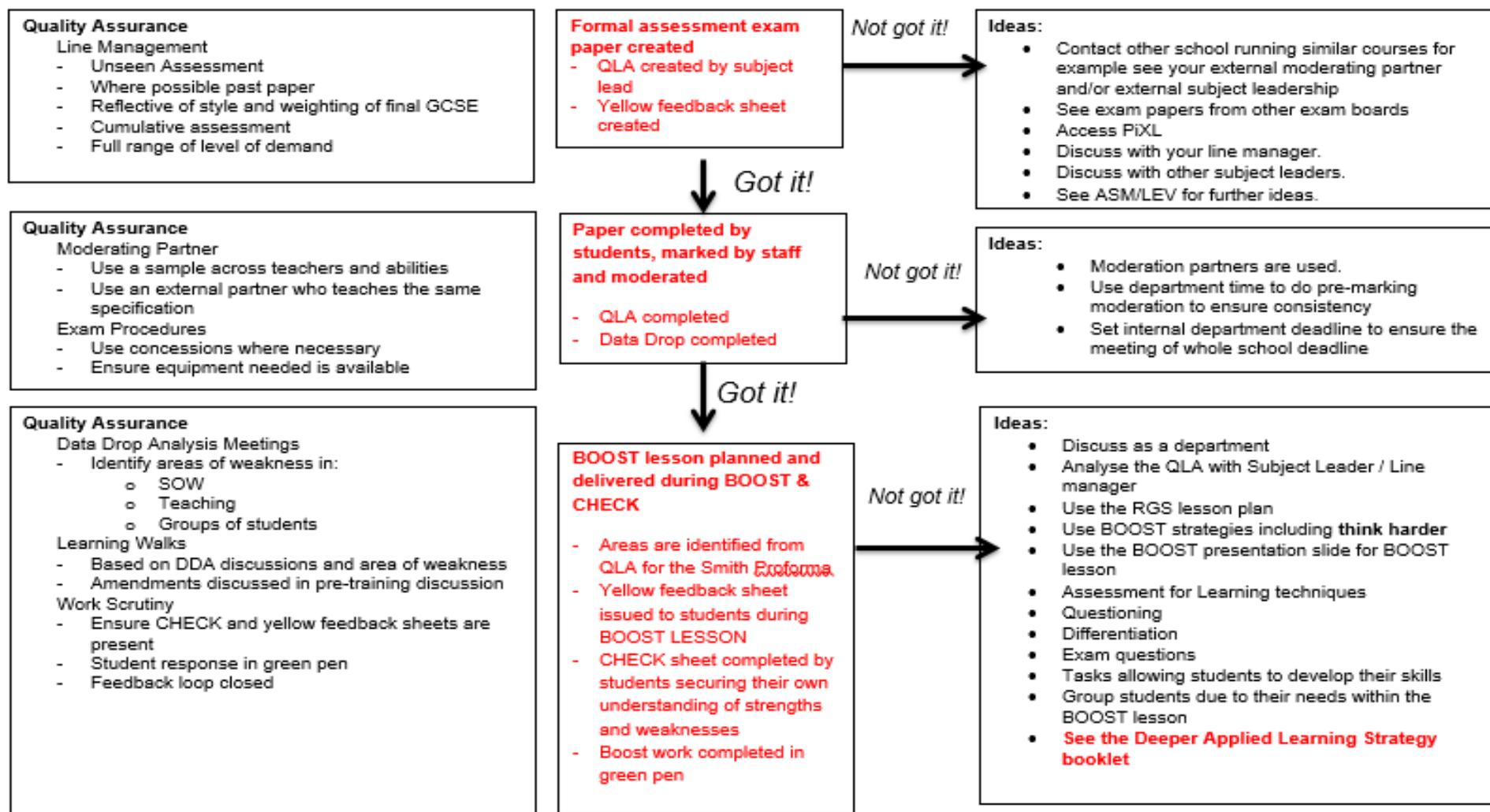
“Depending on how often you would teach a class, you may only see them for a couple of lessons before the next assessment, making it fairly worthless. If lessons are affected by a PD day or exams, you are really limited on what that assessment is based on. I feel the twice-yearly assessment took on more worth for the students as it increased in importance and really gave them a chance to show progress.”

- We have developed and implemented a robust and fit for purpose assessment strategy, which ensures assessments are valid and reliable and that they are used effectively to identify gaps in knowledge and skills
  - ✓ These gaps are addressed through our BOOST lessons that punctuate our schemes of work.
  - ✓ In Year 11 interventions for the core subjects, 1-2-1 tutoring is targeted through use of formal data drop QLAs to address gaps in knowledge



## Formal Assessment - Data Drop

### Do students make progress in your subject overtime?



- Classroom non-negotiables such as memory retrieval practices, taken from the best of cognitive science ensure a consistent approach to enhancing students' knowledge and skills across the curriculum. Oral and written feedback to students is very much appreciated by the girls.
  - ✓ “Teachers demonstrated good subject knowledge, and good knowledge of the details of examination syllabus”. (INCYTE REVIEW, May 2019)
  - ✓ “Well-established procedure for encouraging pupils to recall their previous learning” (INCYTE REVIEW, May 2019)
  
- We insightfully use funding for pupil premium and SEND to improve outcomes for these cohorts.
  - ✓ Our outcomes for disadvantaged students (P8 = 0.58 In 2019 & 1.1 in 2020) and SEND (P8 = 0.31 in 2019 & 0.6 in 2020) reflect this.
  - ✓ “The school prepares ‘passports’, that give information about individual pupils’ learning needs” (INCYTE REVIEW 2019)
  - ✓ “HLTAs are highly effective at addressing, in 1-2-1 sessions, the barriers to learning experienced by Year 11 pupils”. (INCYTE REVIEW, May 2019)



- SEND provision includes:
  - ✓ Green Baskets – Every member of staff has access to a basket of resources tailored to the general needs of SEND students; this includes items such as coloured overlays, a traffic light chart and egg timers.
  - ✓ TA/Teacher Feedback form – Every teaching assistant has the responsibility to ensure that feedback is provided to the classroom teacher at the end of each lesson, this helps to ensure that there is a clear feedback loop between the teacher and the TA, thus enabling them to use this data to effectively plan for the following lesson.
  - ✓ Pupil Passports – All SEND students have a personalised learning plan indicating the best strategies to use in the classroom.
  - ✓ Interventions – Various types of interventions are deployed by trained members of the support team which are tailored to each individual
  - ✓ 1-2-1 – 100% of SEND students in year 11 receive some form of small group or 1-2-1 tuition in core subjects.
  - ✓ Outstanding special school partnership – we began working in 2019/20 with Brookfields Specialist SEN School, Reading, an outstanding school.
  
- Pupil Premium provision includes:
  - ✓ 1-2-1 – all students in year 11 receive some form of small group or 1-2-1 tuition in core subjects.
  - ✓ Computer and internet access is provided for students who may not otherwise have this outside of school
  - ✓ Revision guides and practice papers are provided to all PP students.
  - ✓ Access to Strive for 5 revision trips is funded for PP students (English and Maths GCSE)
  - ✓ PA Bus for PP students with low attendance to ensure they are in school and in lessons.
  - ✓ Interventions – Various types of interventions are deployed by trained members of the support team which are tailored to each individual
  - ✓ Small class sizes in core subjects
  - ✓ Carefully selected personal tutors
  - ✓ Peer tutoring
  - ✓ 1-2-1 Careers advice by an external, qualified careers advisor
  - ✓ Breakfast Club
  - ✓ Reading University disadvantaged aspirational programme.

- English as an Additional Language provision includes:
  - ✓ Duo Lingo – All early stage EAL students are enrolled onto the School Duo Lingo platform to support with the development of English Language skills both within and outside the classroom.
  - ✓ EAL testing – On arrival, all EAL students are tested for competency in English and then are banded based on their proficiency. This enables further interventions to take place if necessary.
  - ✓ Pupil Passports – All early stage EAL students have a personalised learning plan indicating the best strategies to use in the classroom.
  - ✓ Interventions - Various types of interventions such as ATTACK read-spell are deployed by trained members of the support team which are tailored to each individual
  - ✓ Peer tutoring – A new student led initiative which allows students to teach each other their home language and develop oral competency in English is starting in November.
  
- We actively promote the importance of reading:
  - ✓ The curriculum has timetabled Reading lessons for all year groups
  - ✓ Every pupil in the school has been screened for Reading ability. In 2020, 18% of pupils with a score of <85 (100= average) undertake further phonics, fluency and Bedrock vocabulary tests
  - ✓ Every pupil in the school has completed an attitude to reading survey to ascertain if they read for pleasure. The results of this survey have shaped our Reading for pleasure strategy
  - ✓ Our English outcomes are excellent and our reading strategies have been successful in helping our girls to have an excellent grasp of the complexities of the English language
  
- Curriculum enhancement
  - ✓ As a result of the COVID Pandemic, we are planning on rebooking the 2021 planned trip to France for July 2022. This trip has a focus on the acquisition of French in the natural environment, cross curricular links with both History and Art through the realisation of the RGS Deeper Applied Learning strategy through French and Business
  - ✓ RGS has partnered up with Inspire Worldwide to run biannual trips to Africa to work with sustainable community development projects,
  - ✓ Black History, Talent Shows, Music and Dance events, Art Exhibitions and Sports Events.

## QoE 2.2 Provision during COVID-19

The coronavirus closure has not stopped us from continuing with our timetabled curriculum. Please see the attached document to examine our full provision.



Reading Girls Covid  
handbook - a measur

### Lockdown #1

During Lockdown #1, we delivered over 5614 online live face-to-face normal timetabled lessons that were recorded and archived for parents and pupils to access. Significantly, we retained our year 11 pupils in lessons for the remainder for the academic year to help those pupils who felt they may want to take the Autumn GCSE exams. Parents have been universally pleased with this provision.

### Lockdown #2

Ahead of Lockdown #2, our strapline was BIGGER & BETTER than before. The focus was on fun engagement in & beyond lessons. Our STAR STUDENT Programme became the feature of our Lockdown#2 provision.



### Feedback received regarding our lockdown provision

"I wanted to pass on our sincere thanks to you and your amazing team. We are incredibly impressed by the way Reading Girls School, your team of teachers and staff, and yourself of course have handled the Covid-19 situation. Through my work I am witnessing a lot of different takes on how to best proceed as a school, and I can confidently say that your school is amongst the best I've seen. Very impressive!

We are particularly pleased with the way you are not applying undue pressure on our daughter and give her the space to figure this out for herself. Her teachers are very supportive, and she's enjoying her school life however unusual it is setup at the moment. We are eternally grateful for the well-being days - such a good shout! Even food tech is a thing still - and I get to enjoy the spoils, so it's a win-win situation.

Your school stand out as a light beam in the darkness, and that darkness being schools (including our Primary School I am very sad to say) who's pretty much stopped teaching and simply rely on parents to pull the weight. Outrageous!"

*Parent of Yr. 8&9 2020*

'Thanks for this update and the incredible amount of work that is going on at your school from you and your staff, I am a bit taken aback by it. It is the most comprehensive school package that I have seen in the current circumstances. Would you be interested in discussing the work at RGS with one of the local media outlets If I let them know what you are doing?'

*This comment was received by the Lead Councillor for Education at Reading Borough Council*

'Thank you so much for sending this to me. Would you be comfortable with me sending it to the Regional Schools Commissioner? She's keen to see models of best practice and I don't think you could get better.'

*This comment was received from Reading LA's Director of Education*

## QoE 3.0 Impact

### QoE 3.1 Outcomes

**Our 2019 ISDR shows the enormous range of positives about the academic impact of our curriculum intent and implementation. We have no reason to believe that, notwithstanding coronavirus and the suspension of GCSE exams, our 2020 results would have shown an improvement on 2019's stunning results which put us well within the top 1% of schools in the country, RGS being 51<sup>st</sup> of all 6502 schools and placing us well within the top 100 schools in England in 2019.**

There are two Grammar Schools within Reading's LA. They are Kendrick School and Reading School who are respectively the 9<sup>th</sup> and 38<sup>th</sup> best-performing schools in the country (DfE 2019). Our minority of selected pupils were mainly girls who did not get into these schools at age 11. To have GCSE results almost on a par with these two highly selective schools, with the majority of our pupils having KS2 results below, or well below average, is an incredible achievement of which staff are very proud.

Further than this, however, our girls leave as very well-rounded young adults, extremely well prepared and indeed, eager, for further study. The comments from past pupils and from their destination schools and colleges show this to be true.

Since the inspection of 2015, the quantifiable progress against these foci is detailed below:

<b>Performance measure</b>	<b>RGS 2016 results</b>	<b>RGS 2017 results</b>	<b>RGS 2018 results</b>	<b>RGS 2019 results</b>	<b>National average 2019</b>
<b>Progress 8</b>	-0.37	0.24	0.71	0.96	-0.03 (0.22 girls)
<b>Attainment 8</b>	43.79	46.69	47.43	52.7	46.5
<b>%9-5 E&amp;M</b>	n/a	n/a	41%	58%	43%
<b>%9-4 E&amp;M</b>	49%	46%	62%	74%	64%
<b>EBacc entry</b>	17%	22%	19%	27.4%	40%
<b>EBacc 'Good' (APS)</b>	14%	16%	16.7% (7.02)	23%	24%
<b>EBacc 'Strong' (APS)</b>	n/a	n/a	15.8% (7.23)	19%	17%
<b>EBacc APS (all)</b>	n/a	n/a	3.15	4.19	4.07

## English Progress

Performance measure	RGS 2016	RGS 2017	RGS 2018	RGS 2019	National average 2019
Progress 8	-0.1	0.61	0.8	0.91	0.39 (girls)

## Maths Progress

Performance measure	RGS 2016	RGS 2017	RGS 2018	RGS 2019	National average 2019
Progress 8	-0.18	0.24	0.64	1.11	-0.02 (girls)

## Disadvantaged Progress

Performance measure	RGS 2016	RGS 2017	RGS 2018	RGS 2019	National average 2019
Progress 8	-0.97	-0.19	0.4	0.57	-0.45

## Progress of Higher Prior Attaining (HPA) Students

Performance measure	RGS 2016	RGS 2017	RGS 2018	RGS 2019	National average 2019
Progress 8	-0.28	0.44	0.6	0.90	0.01

## Attendance of Vulnerable Groups

Groups	%Absence					%Persistent Absenteeism					%Punctuality (Late to school)				
	2016	2017	2018	2019	2020 (Sep-Mar)	2016	2017	2018	2019	2020 (Sep-Mar)	2016	2017	2018	2019	2020 (Sep-Mar)
Overall	5.2	4.6	4.7	4.53	4.9	13.6	11.2	11.3	10.1	10.5	1.85	0.81	0.54	0.34	0.28
Disadvantaged	7.5	7.0	6	7.32	7.6	23.9	20.9	14.0	17.0	17.3	2.71	0.90	0.59	0.57	
White British	6.3	7.2	5.9	7.98	6.9	20.1	26	22.8	16.2	17	3.21	0.99	0.82	0.58	
SEND	7.9	8.7	6.9	6.83	5.9	35.3	23.5	22.0	8.7	10.1	3.52	1.32	1.2	0.60	

These figures show a clear pattern of rapid improvement in academic achievement since the new Principal took up his post in 2017. The leadership team and the staff teams he has built have affected academic and pastoral improvements of which any school would be hugely proud.

## QoE 3.2 The Learning Awards

In his book, *Start with Why*, Simon Sinek stresses how it is more important to focus on why you are doing something, rather than what you are doing. The 'why' is your purpose, belief and **MOTIVATIONAL DRIVER FOR ACTION**. It is a very relevant concept and indeed one that influenced our response to our provision throughout lockdowns from March-July 2020 and again Jan-March 2021. At Reading Girls' School, we put our students and their education at the forefront of our response. We made a clear decision that our lockdown provision was never going to be a 'summer camp' or work set for pupils to complete in isolation and have teachers available online if needed.

### THE AIM OF OUR LIVE ONLINE FACE-TO-FACE LESSONS

strategy to follow our normal curriculum in March 2020 was to not lose the momentum built up, therefore, allowing us to be able to easily reconnect with pupils whenever schools fully reopened. Our provision was a huge success and commended by parents, Local Authority and external partners. Indeed, the quality was such that we were shortlisted and became one of eight finalists for The Learning Performance Institute's (LPI) 25<sup>th</sup> annual '**INTERNATIONAL LEARNING AWARDS COVID CHAMPION**' category. We were the only school competing against national and multi-national corporations and Trusts.

Moreover, in building upon the success of the first lockdown, we adopted the mantra of '**BIGGER AND BETTER THAN BEFORE**' for our second lockdown provision from January 2021. STAR STUDENT, MOBILE LIBRARY, daily BREAKFAST (YOGA) CLUB and WELLBEING DAYS were key features at the heart of our provision to improve lesson engagement levels even further than lockdown #1, maintain our promotion of reading for pleasure, keep pupils connected with their friends and ensure pupils and staff had a day away from behind a laptop for six hours per day.



# Quality of Education Evidence Suite

## (i) 2019/20

<p><b>2019 vulnerable groups outcomes</b></p>  <p>FFT Aspire 2019 GCSE results .pdf</p>	<p><b>Incyte review 2019</b></p>  <p>Incyte review report May 2019.doc</p>	<p><b>List of trips and visits –</b></p>  <p>Careers Enterprise and WRL Log.xlsx</p>	<p><b>2019/20 PLEDGE plan</b></p>  <p>Strategic plan.docx</p>	 <p>Year 11 Destinations Applications 2018.xlsx</p>  <p>2019KS4 destinations.xlsx</p>	<p><b>Black History in newsletter</b></p>  <p>Black History Thursday 18 October</p>	<p><b>2017/18 UoR tutoring impact</b></p>  <p>UoR working with students - how it has</p>	<p><b>Science example of QLA</b></p>  <p>AQA Biology 2F.xlsx</p>	<p><b>Yellow feedback sheets</b></p>  <p>mini test feedback.docx</p>	<p><b>PPM Minutes</b></p>  <p>Art PPM meeting record.docx</p>
<p><b>2019/20 parent survey</b></p>  <p>Parent Survey Y7&amp;8 Curriculum Evening</p>	<p><b>2019/20 staff survey</b></p>  <p>Staff Survey Autumn Term 2019</p>	<p><b>2019/20 student survey</b></p>  <p>Student Survey Autumn Term 2019</p>	<p><b>2019/20 student survey data</b></p>  <p>Student Surey Autumn Term 1 2019</p>	<p><b>2019/20 staff survey data</b></p>  <p>Staff Survey Autumn Term 1 2019</p>	<p><b>2019/20 Health &amp; Nutrition KS3</b></p>  <p>2019 Overview Template - please m</p>	<p><b>2019/20 H&amp;F KS3 overview</b></p>  <p>2019 SOW Template - please make a copy</p>	<p><b>2019/20 KS3 DAL external partners overview</b></p>  <p>Overview KS3 - DAL External Providers.d</p>	<p><b>2019/20 QoE strategy</b></p>  <p>JGA - QoE.docx</p>	<p><b>2019/20 PP strategy</b></p>  <p>RGS PP Strategy 201920 &amp; Review 20</p>
<p><b>English PLCs</b></p>  <p>PLC English Proformas.pdf</p>	<p><b>Biology Paper 2 Foundation Smith Pro</b></p> 	<p><b>2019/20 PD day evaluation</b></p>  <p>PD Feedback.xlsx</p>	<p><b>Learning walks 2019/20</b></p>  <p>Learning Walk 2019 - 2020 RECORD.xlsx</p>	<p><b>2017-19 student survey data</b></p>  <p>Student Survey Data 2017-19.xlsx</p>	<p><b>Literacy Intervention report</b></p>  <p>Literacy Intervention Progress Report.pdf</p>	<p><b>2019/20 CPD programme</b></p>  <p>CPD Programme 2019 - 2020.docx</p>	<p><b>Parent Survey</b></p>  <p>Parent Survey Y7&amp;8 Curriculum Evening</p>	<p><b>2019/20 TA feedback</b></p>  <p>TA Feedback form.docx</p>	<p><b>Parents Evening Survey Responses 2019 – 2020</b></p>  <p>Parent Evening Survey Responses 20</p>
<p><b>2019/20 Inclusion strat.</b></p>  <p>Inclusion Strategy 2019-20 number 2.d</p>	<p><b>Questioning strategy</b></p>  <p>Questioning Strategy.docx</p>	<p><b>Tutoring Survey</b></p>  <p>Tutpring Survey 9.12.pdf</p>	<p><b>Queen Anne's tutoring surv</b></p>  <p>Queen Anne's tutoring survey.pdf</p>						

<p><b>2019 ALPs</b></p>  <p>Reading Girls School ALPS 2109.pdf</p>	<p><b>2019 exams analysis</b></p>  <p>RGS 2019 results analysis commentary.docx</p>	<p><b>Incyte review 2019</b></p>  <p>Incyte review report May 2019.doc</p>	<p><b>2017-19 pupil survey</b></p>  <p>Student Survey Data 2017-19.xlsx</p>	<p><b>Learning Walks</b></p>  <p>Learning Walk 2019 - 2020 RECORD.xlsx</p>	<p><b>Nov 2019 work scrutiny</b></p>  <p>Work Scrutiny Report November 2019.docx</p>	<p><b>2018/19 parent survey</b></p>  <p>Parent Survey Feedback 1819.xlsx</p>	<p><b>2018 Year 11 destination s</b></p>  <p>Destinations Yr 11 2017-18 headlines.pdf</p>  <p>Destinations Yr 11 2017-18 summary.pdf</p>	<p><b>KS3 DAL external links</b></p>  <p>Overview KS3 - DAL External Providers.docx</p>	<p><b>2019/20 STEM sow</b></p>  <p>STEM 2019-20 Overview.docx</p>
<p><b>2019/20 QoE strategy</b></p>  <p>JGA - QoE.docx</p>	<p><b>Staff survey Oct 2019/20</b></p>  <p>Staff Survey Autumn Term 2019.docx</p>	<p><b>GCSE Options booklet</b></p>  <p>Options booklet May 2019.pub</p>	<p><b>Purple marking task calendar</b></p>  <p>Purple Marking Task Frequency.docx</p>	<p><b>2019/20 REAL &amp; Talking tokens charts</b></p>  <p>REAL and Talking Tokens.xlsx</p>	<p><b>Parents survey Oct 2019/20</b></p>  <p>Parent Survey Y7&amp;8 Curriculum Evening Oct 2019.docx</p>	<p><b>Student survey Oct 2019/20</b></p>  <p>Student Survey Autumn Term 2019.docx</p> <p><b>Tutoring Survey</b></p>  <p>Tutpring Survey 9.12.pdf</p>  <p>Queen Anne's tutoring survey.pdf</p>	<p><b>2019/20 PP strategy</b></p>  <p>RGS PP Strategy 201920 &amp; Review 201920.docx</p>	<p><b>KS3 curriculum model</b></p>  <p>201920 curriculum model.xlsx</p>  <p>Curriculum Plan 2020 and phases of development.docx</p>	<p><b>Assessment calendar</b></p>  <p>assessment calendar.xlsx</p>  <p>Assessment Strategy.docx</p>

**(ii) 2020/21**

 RGS PP Strategy 2021.docx <hr/>	<p><b>PLEDGE 2020</b></p>  PLEDGE 2020 overview.docx <hr/>	<p><b>STEM 2020</b></p>  STEM 2020-21 Curriculum.xlsx	<p><b>PD Days 2020</b></p>  PD Day Topics and links 20-21.xlsx	<p><b>DAL providers 2020</b></p>  DAL - EXTERNAL PROVIDERS OVERVIEW <hr/>	<p><b>Learning Walks Sept – Oct 2020</b></p>  Learning Walks 2021.xlsx	<p><b>Staff Survey Responses Sept – Oct 2020</b></p>  Staff Survey Responses Sept – Oct 2020 <hr/>	<p><b>Parent Survey Responses Sept – Oct 2020</b></p>  Parent Survey Responses Sept – Oct 2020 <hr/>	<p><b>Student Survey Responses Sept – Oct 2020</b></p>  Student Survey Responses Sept – Oct 2020
<p><b>Destinations</b></p>  Destinations 3 year.xlsx	<p><b>National Curriculum mapping Year 9</b></p>  NC mapping Year 9.xlsx <hr/>							

## BEHAVIOUR AND ATTITUDES

Our pupils show a degree of tolerance and respect for others which is a delight to see. Their behaviour and attitude to their learning is often impeccable.

*We are without doubt a multicultural community with 14 different ethnic groups and over 50 languages spoken. By our very nature therefore, pupils are exposed to many beliefs, faiths and identities. As school leaders, we believe it is our role to foster experiences within this context. Unlike other schools, we do not identify three values that we impress upon people because we believe that has limiting factors on personal development. Rather, we fundamentally believe in the moral and social justice that education can provide for young people without prejudice. As leaders and staff, we are relentless in our drive to ensure that such an ideology becomes an everyday experience for our girls. The excellent behaviour and attitudes of our girls towards their learning stem from these beliefs. Relationships in the school are excellent between different members of the community, staff and pupils alike.*

**“97% of pupils reported that the behaviour of other pupils around the school is good.”**

(Student survey, July 2020)

**“100% of teachers reported that behaviour in their lesson was good or better.”**

(Staff survey, October 2020)



## BaA 1.0 Behaviour Overview

Our pupils' excellent behaviour and attitudes will be seen on inspection and on any other day. It is a part of our school's ethos. Staff manage very well the few pupils who occasionally do not follow our agreed expectations and the girls accept the sanctions. Our fixed term exclusions are very low and there has only been one permanent exclusion in three years. Pupils' attendance is high, which reflects their enjoyment of school. Both absence and persistent absence are well within the bottom quintile for all schools and both show clear improvement over time.

We believe that behaviour is integral to good teaching and learning. To that end, we divide the leadership of Behaviour and Attitudes into two distinct categories, each led by a member of the Senior Leadership Team using our forensic behaviour data tracking system reliably informing appropriate strategic action:

- (i) Behaviour for Learning – In the classroom
- (ii) Behaviour for life - Around the school

“Almost all pupils behave very well in lessons and at social times. The school's records show that the good behaviour that reviewers observed was typical”.

*Incyte review, 2019*

## BaA 1.1 Behaviour for Learning (L.E.A.R.N.)

At Reading Girls' School, we have **high expectations** for pupils' behaviour and conduct. These expectations are commonly understood and applied **consistently and fairly across the school**. Although rare, **low-level disruption is not tolerated** and pupils' **behaviour does not disrupt lessons**. Within classrooms pupils follow **appropriate routines**, which create a positive learning environment leading to **positive attitudes and commitment to their education**.

Within the classroom all students are expected to



We have a robust CPD programme to support staff in effectively implementing 'proactive' strategies within their lesson and in doing so, avoid 'reactive' behaviours. The use of the 'proactive' strategies within the lesson:

- Creates a **calm** and **orderly environment** in the classroom, as this is essential for pupils to be able to learn.
- **Sets clear routines and expectations** for the behaviour of pupils in the classroom.
- Is an **effective system, applied consistently and fairly by all staff**.

### 'Proactive' Strategies that prevent 'Reactive' behaviours



Additional strategies include:

- Our 6 phases of L.E.A.R.N ensure that pupils receive multiple interventions to help address behaviour
- Our evidence-based classroom standards programme, L.E.A.R.N, has significantly improved behaviour for learning compared to pre- Sep 2017
- Our internal exclusion strategy (IER) is a social penalty that ensures pupils are not missing out on classroom learning
- Targeted work set for all students in IER
- Peer tutoring system in the IER

Student 3-Year LEARN Tracker												
	H1 17/18	H1 18/19	H1 19/20	H1 20/21	C1 17/18	C1 18/19	C1 19/20	C1 20/21	C2 17/18	C2 18/19	C2 19/20	C2 20/21
<b>All</b>	122	155	463	0	N/A	N/A	2937	2840	430	296	225	82
<b>SEND</b>	104	4	109	0	N/A	N/A	619	486	62	4	72	26
<b>PP</b>	58	84	213	0	N/A	N/A	1587	1286	73	228	147	47
<b>WBRI</b>	61	68	179	0	N/A	N/A	824	624	51	155	81	29
<b>Year 7</b>	28	57	146	0	N/A	N/A	1445	752	113	80	104	14
<b>Year 8</b>	33	85	56	0	N/A	N/A	679	1348	89	138	44	47
<b>Year 9</b>	120	33	110	0	N/A	N/A	368	290	123	128	28	8
<b>Year 10</b>	123	115	64	0	N/A	N/A	182	292	105	218	34	7
<b>Year 11</b>	N/A	128	87	0	N/A	N/A	259	158	N/A	105	15	6



- Our talking tokens strategy has improved pupil engagement with the lesson
- Our whole school 'ambitious independent learning' workshops help students and teachers understand and adhere to classroom expectations
- In the classroom, teachers use engagement levels to inform the students of the expectations when they complete learning activities; this ensures a consistent proactive approach across the school to low-level disruption.

**“The school operates an effective internal isolation room (IER). The atmosphere in the IER is calm and supportive. Pupils in the room knew why they were there and accepted the sanction”.**

*Incyte review, 2019*

## Silent Study

When this box is on the board:

- The task must be completed **in silence**.
- This means it is **independent work** that does not require discussion with your peers.
- The best way to focus and complete this task will be **working silently**.



## Quiet Queries

When this box is on the board:

- You are required to have quiet discussion (using your **whispering voice**) with your partner.
- This discussion **must not** disrupt the learning of other students.
- The discussion must remain **on task** and be relevant.



## Talking Together

When this box is on the board:

- You may discuss your ideas and your work with your peers.
- The discussion can be in a **normal voice** but should not become disruptive or distracting.
- The discussion taking place must be **on task!**



## BaA 1.2 Behaviour for Life

In addition, our provision to maintain these exceptional attitudes and behaviour often goes well beyond what might be expected:

- In mirroring our in-class expectations system L.E.A.R.N, our ABCs programme is how we expect pupils to conduct themselves outside of the classroom.
- We are a Hub School for Mental Health via Reading Council
- X8 Anti bullying Ambassadors lead our anti-bullying charter
- PD day workshops delivered to all students
- Break time drop in sessions

**Do you know your ABCs?**

**A** Arrival

- Phones/earphones away
- Wear correct uniform
- Arrive by 8.27 am

**Do you know your ABCs?**

**B** In the Building

- Coats off
- Keep to the left
- Stairs – up the middle and down the back
- Out of lessons only for emergencies

**Do you know your ABCs?**

**C** Classroom

- Arrive on time to lesson (by the 2<sup>nd</sup> bell)
- Have the correct equipment
- Wearing correct uniform
- Mobile phones are used as a learning aid ONLY

**Do you know your ABCs?**

**D** Downtime

- Phones/earphones away
- Consume Food/drink in the designated areas
- Stay on the ground floor
- Do not sit on floor
- Litter to go in bins
- Use the Library for working/reading

**Do you know your ABCs?**

**E** End of the day

- Wear correct uniform until off school site
- Phones/earphones away until off school site
- Exit via Canteen doors only
- Exit School site via Pedestrian gate
- If staying after school, pupils are supervised by designated staff



- A corridor classical music strategy creates a calm environment as pupils move around the school
- Our Bistro and Dining room strategic environments create a positive atmosphere and promote an expectation of maturity in such settings
- Table cloths and cutlery
- Variety of table arrangements
- External seating areas

### Attendance & Punctuality

Our attendance is well above national average and we have a strong phases system to intervene with non-attenders including interventions which are outlined below

- Our attendance leagues and rewards programme promote good attendance
- Our Persistent Absenteeism minibus helps vulnerable families avoid prosecution. We believe that working with families is more productive than issuing fines via the Local Authority. Our PA bus operates every morning at 9am for those pupils on our PA register who are not in school on that day
- Attendance workshops programme for targeted pupils which contributes to improved attendance
- Our punctuality strategy has improved punctuality to school significantly compared to prior 2017
- Dedicated member of staff to work with students
- Encourage students to attend breakfast club

	2017/18					2018/19					2019/20			
	Abs	Nat	P.A	Nat		Abs	Nat	P.A	Nat		Abs	Nat	P.A	Nat
All pupils	4.6%	5.5%	11.2%	13.9%	All pupils	4.7%	5.5%	11.3%	13.7%	All pupils	4.3%	5.6%	10.5%	15.0%
SEND	9.8%	8.2%	33.2%	23.4%	SEND	6.1%	8.1%	27.6%	23.2%	SEND	6.9%	N/A	8.8%	N/A
PP	6.6%	9.2%	24.9%	28.9%	PP	5.9%	9.2%	18.5%	28.5%	PP	6.1%	N/A	17.0%	N/A
Full Year Release National Data					Full Year Release National Data					Autmun term data only National Data				



### Exclusions Data

All our exclusion data from 2019 onwards is well below National Averages and exclusions in the school are on a downward trend

Number of exclusions by Year group								
	2017/2018		2018/2019		2019/2020		2020/2021	
	FTE	PEX	FTE	PEX	FTE	PEX	FTE	PEX
ALL	10	0	30	1	15	0	11	0
WBRI	0	0	1	0	1	0	2	0
PP	0	0	5	0	14	0	3	0
SEND	6	0	16	0	6	0	3	0
Year 7	6	0	15	0	3	0	2	0
Year 8	6	0	15	0	3	0	2	0
Year 9	2	0	5	0	2	0	4	0
Year 10	6	0	15	0	3	0	2	0
Year 11	1	0	2	0	0	0	0	0

Percentage of exclusions by Year group								
	2017/2018		2018/2019		2019/2020		2020/2021	
	FTE	PEX	FTE	PEX	FTE	PEX	FTE	PEX
ALL	2.4%	0.0%	7.3%	0.2%	3.2%	0.0%	2.0%	0.0%
WBRI	0.0%	0.0%	1.1%	0.0%	0.9%	0.0%	1.5%	0.0%
PP	0.0%	0.0%	3.4%	0.0%	8.3%	0.0%	1.6%	0.0%
SEND	10.5%	0.0%	31.4%	0.0%	10.0%	0.0%	4.4%	0.0%
Year 7	8.6%	0.0%	18.1%	0.0%	1.9%	0.0%	1.3%	0.0%
Year 8	7.8%	0.0%	19.7%	0.0%	3.4%	0.0%	1.2%	0.0%
Year 9	2.4%	0.0%	6.7%	0.0%	2.5%	0.0%	4.6%	0.0%
Year 10	5.7%	0.0%	19.0%	0.0%	3.8%	0.0%	2.5%	0.0%
Year 11	1.2%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Number of exclusions by Year group								
	2017/2018		2018/2019		2019/2020		2020/2021	
	FTE	PEX	FTE	PEX	FTE	PEX	FTE	PEX
ALL	10	0	30	1	15	0	11	0
BU	1	0	0	0	0	0	2	0
VP	0	0	0	1	0	0	2	0
PP	1	0	3	0	5	0	1	0
DB	1	0	4	0	4	0	0	0
OT	0	0	15	0	4	0	0	0
VA	4	0	8	0	1	0	6	0
DA	3	0	0	0	1	0	0	0

### Exclusion Codes

- BU Bullying
- VP Verbal abuse/threatening behaviour against a pupil
- PP Physical assault against a pupil
- DB Persistent disruptive behaviour
- OT Other
- VA Verbal abuse/threatening behaviour against an adult
- DA Drug and alcohol related

Students with 1 or more FTE																
	2017/2018				2018/2019				2019/2020				2020/2021			
	ALL FTE	1+FTE	% 1+FTE	Nat 1+FTE	FTE	1+FTE	% 1+FTE	Nat 1+FTE	FTE	1+FTE	% 1+FTE	Nat 1+FTE	FTE	1+FTE	% 1+FTE	Nat 1+FTE
ALL	10	8	1.9%	3.0%	30	15	3.6%	3.1%	15	10	2.1%	3.1%	11	11	2.0%	3.1%
WBRI	0	0	0.0%	4.7%	1	1	1.1%	5.0%	1	1	0.9%	5.0%	2	2	1.5%	5.0%
PP	0	0	0.0%	11.1%	5	5	3.4%	11.3%	14	9	5.4%	11.3%	3	3	1.6%	11.3%
SEND	6	4	7.0%	11.4%	16	4	7.8%	12.1%	6	4	6.7%	12.1%	3	3	4.4%	12.1%
Year 7	6	0	0.0%	3.4%	15	2	2.4%	3.5%	3	3	1.9%	3.5%	2	2	1.3%	3.5%
Year 8	6	1	1.3%	5.1%	15	3	3.9%	5.5%	3	4	4.5%	5.5%	2	3	1.9%	5.5%
Year 9	6	1	1.2%	6.3%	15	3	4.0%	6.7%	3	1	1.2%	6.7%	4	4	4.6%	6.7%
Year 10	6	5	4.7%	7.0%	15	5	6.3%	7.3%	3	2	2.6%	7.3%	2	2	2.5%	7.3%
Year 11	1	1	1.2%	5.2%	2	2	2.0%	5.3%	0	0	0.0%	5.3%	0	0	0.0%	5.3%



## Behaviour and Attitudes Evidence Suite

### (i) 2019/20

<p><b>Incyte review 2019</b></p>  <p>Incyte review report May 2019.doc</p>	<p><b>Strategy</b></p>  <p>2019-20 Principals Teacher Behaviour &amp;</p>  <p>2019-20 Attendance Strategy.docx</p>	<p><b>2019/20 term 1 behaviour report</b></p>  <p>RGS - Behaviour Report Nov 19 final.</p>	<p><b>Safeguarding Report</b></p>  <p>Safeguarding Report - Oct 2019.docx</p>	<p><b>2019 parent survey</b></p>  <p>Parent Survey Y7&amp;8 Curriculum Evening</p>	<p><b>Attendance 3-year trend</b></p>  <p>3 year trend by group including 19</p>	<p><b>Anti-Bullying charter</b></p>  <p>Anti Bullying Charter and Support</p>	<p><b>2019/20 PLEDGE strategy</b></p>  <p>Strategic plan.docx</p>	<p><b>IER mentoring timetable</b></p>  <p>IER mentoring with SSLT.docx</p>	<p><b>REAL lessons and Talking Tokens</b></p>  <p>REAL and Talking Tokens.xlsx</p>
<p><b>2019/20 CPD programme</b></p>  <p>CPD Programme 2019 - 2020.docx</p>	<p><b>LEARN phases overview</b></p>  <p>Behaviour for Learning Phases.ppt</p>	<p><b>Staff survey Oct 2019</b></p>  <p>Staff Survey Autumn Term 2019 C</p>	<p><b>2019 safeguarding report</b></p>  <p>S175 Safeguarding Action Plan (Oct 2019)</p>  <p>Safeguarding Report - Oct 2019.docx</p>	<p><b>Oct 2019 student survey</b></p>  <p>Student Survey Autumn Term 2019 C</p>	<p><b>Attendance case studies</b></p>  <p>Attendance Case Studies.docx</p>	<p><b>Teacher Attendance Workshop Notes</b></p>  <p>Teacher Attendance Workshop Notes.doc</p> <p><b>Student PA Workshop Pack</b></p>  <p>Student PA Workshop Pack.doc</p>	<p><b>Parents Evening Responses 2019 -2020</b></p>  <p>Parent Evening Survey Responses 20</p>	<p><b>Do you know your ABCs?</b></p>  <p>ABCs.pptx</p>	

**(ii) 2020/21**

<p><b>Student Survey Oct 2020</b></p>  <p>Student Survey Responses Sept – C</p>	<p><b>Parent Survey Oct 2020</b></p>  <p>Parent Survey Responses Sept – C</p>	<p><b>Staff Survey Oct 2020</b></p>  <p>Staff Survey Responses Sept – C</p>	<p><b>PLEDGE 2020</b></p>  <p>PLEDGE 2020 overview.docx</p>	<p><b>Term 1 Behaviour report</b></p>  <p>RGS - Behaviour report Nov 2020.doc</p>	<p><b>3-year behaviour trend</b></p>				
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## PERSONAL DEVELOPMENT

Personal development is a great strength of the school. We provide enhancement to our excellent academic curriculum which gives the girls memorable experiences which enrich their school life and increase their cultural capital. The impact of our work in personal development is seen in school through our school community ethos and commitment of the girls to the wider local community; feedback from the girls' destinations is always excellent and enables us to take great pride in what we do at RGS. Our girls display a resilience and confidence which allows them to tackle difficulties and succeed.

*In the last three years, 99% of pupils have secured places in further education, employment or training*



## PD 1.0 Our strengths



- All pupils have direct access to a school counsellor and school nurse
- As part of their PLEDGE, students provide academic tuition to their peers in the internal exclusion room
- Students take part in a variety of extra-curricular clubs including sports, Science, food, debating, art, dance and robotics.
- Year 11 students take part in the National Citizen Service with the school being awarded the Bronze Certificate in 2019 thanks to the high number of students taking part.
- Local Police and PCSOs have delivered safety awareness assemblies this year on knife crime, the law and the role of the Police.
- A quality time 1-2-1 Personal Tutoring system follows a tracker crib sheet to ensure all staff are having the same conversation with Tutees
- The school appoints prefects to assist with the running of the school. Those who spoke with a reviewer believed that being a prefect had increased their confidence. (Incyte, 2019)
- The school has considered pupils' mental health, including the stress created by the requirement to sit a large number of terminal examinations in Year 11. (Incyte review 2019)
- KS4 students have aspirational opportunities for 1-2-1 tuition with University of Reading Students, local Sixth Form students including private and Grammar schools
- All students have access to careers advice including CV writing with external professionals, on site careers fayres and 1-2-1 ADVIZA appointments for all students in Year 11

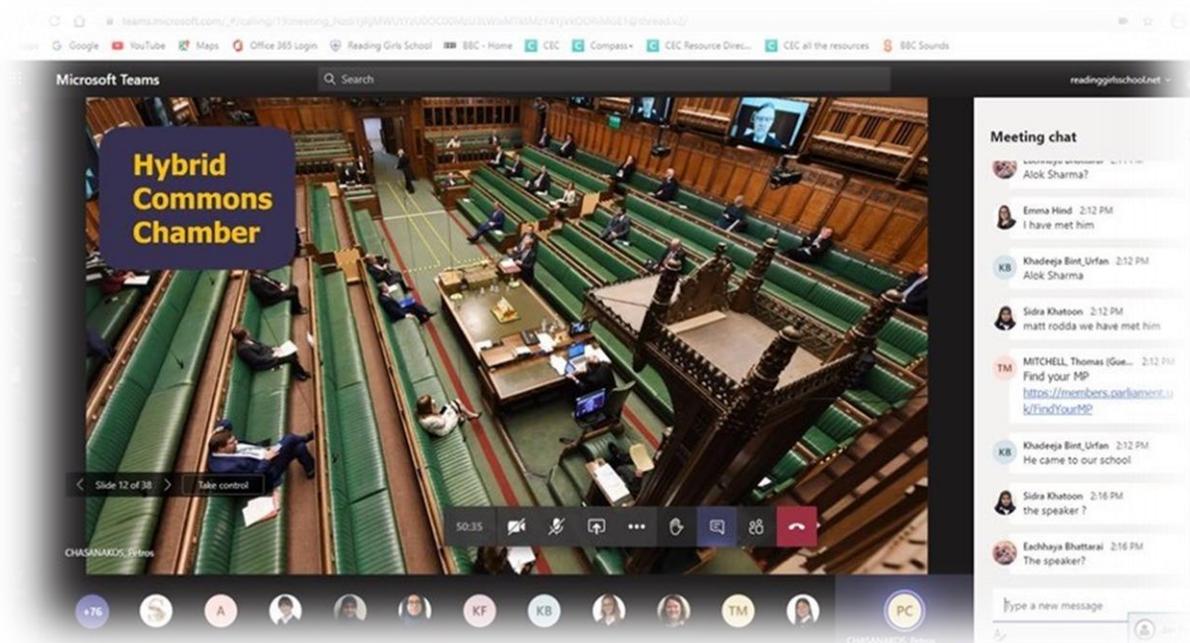
## PD 1.1 SMSC

### Spiritual

- ✓ Personal Development days are delivered by industry experts to ensure relevant experiences - "The learning is led by outside presenters, such as health service personnel or visitors from voluntary organisations. They bring with them the specialist knowledge and credibility associated with their roles" (Incyte review, 2019)
- ✓ All students receive EP lessons with a real focus on discussion and debating to gain experience and an understanding of other beliefs.

### Moral

- ✓ There are many opportunities for pupils to develop their leadership skills – Student Senior Leadership Team (SSLT), Anti-Bullying Ambassadors, Mental Health Ambassadors, Prefects, Year 8 student services duty, delivering public presentation evenings and whole-school assemblies
- ✓ Students have the opportunity to take part in debates such as the annual Mock Magistrates Trial competition
- ✓ All pupils have weekly timetabled PLEDGE lessons in which they work in small groups on behalf of their chosen charities and community organisation giving students the opportunities to volunteer and be civic-minded and ready to contribute to society



## Social

- ✓ There is a programme of extra-curricular clubs at lunchtime and after school
- ✓ Students attend both day and residential trips to Ufton Court Outdoor education centre
- ✓ We create a dining spaces ambience whereby pupils have opportunities to learn social etiquette
- ✓ Pupils lead and run break time clubs in both the library and sports courts allowing them to develop their leadership skills and long-term commitment to projects.
- ✓ The school appoints prefects to assist with the running of the school. Those who spoke with a reviewer believed that being a prefect had increased their confidence. (Incyte, 2019)
- ✓ The school has considered pupils' mental health, including the stress created by the requirement to sit a large number of terminal examinations in Year 11. (Incyte review 2019)
- ✓ Year 7 have daily Nurture/Nature sessions with the SSLT as part of transition in term 1 then every few weeks from term 2
- ✓ Explorer weeks for all new Year 7s prior to their arrival; 48 virtual sessions were added to this programme during the Covid-19 pandemic



## Cultural

- ✓ All students have the opportunity to experience school trips: Wembley stadium for England Women's football and FA Cup final, France in 2020 for Business, Art, French and History students, 'Girls-for-Girls Africa in 2021, Pantomime, Year 11 Motivational trip
- ✓ The girls lead our annual Black History events
- ✓ We have 'cultural dress days' to celebrate our rich multi-cultural school community
- ✓ Students take part in national public speaking competitions and reached the final in the House of Commons in June 2019

## PD 1.2 Destinations

2020 destinations data below showing percentage of pupils by group on Post 16 courses by level:

Post 16 course level	% Whole cohort	% Disadvantaged	% SEND	% White British
Level 1	14.06	14.29	22.22	26.67
Level 2	28.13	38.10	44.44	33.33
Level 3	58.21	50	40	43.75

2019 destinations by category of post 16 course:

Category of post 16 course	% Whole cohort (100)	% Disadvantaged	% SEND	% White British
A levels	48.44	39.13	22.22	23.53
STEM	34.48	25.00	11.11	7.14
Level 3 course	58.21	50	40	43.75
Vocational	52.38	63.64	77.78	81.25
Apprenticeship	2.78	0	10	11.76



## Personal Development Evaluation Suite

**(i) 2019/20**

<p><b>Incyte review 2019</b></p>  <p>Incyte review report May 2019.doc</p>	<p><b>2017 Destination tracker</b></p>  <p>Year 11 2017 Destinations.xlsx</p>  <p>Destinations Yr 11 2016-17 headlines.p</p>  <p>Destinations Yr 11 2016-17 summary.pc</p>	<p><b>1-2-1 tutorial handbook</b></p>  <p>Tutor Handbook The One to 2018 fin.</p>	<p><b>Selective stream destinations data</b></p>  <p><b>selective stream booklet.pub</b></p>	<p><b>Black History</b></p>  <p>Black History Thursday 18 Octobe</p>	<p><b>Year 7 nature/Nurture survey Sep 2019</b></p>  <p>Oct 19 survey Nurture.docx</p> <p><b>Action plan @ Nov 2019</b></p>  <p>Action plan NN Oct 19.docx</p>	<p><b>PLEDGE</b></p>  <p>Strategic plan.docx</p>  <p>PLEDGE 2019 Overview.docx</p>
<p><b>2019/20 Careers programme</b></p>  <p>Careers Programme 2019 DRAFT v2.docx</p>  <p>Careers Enterprise and WRL Log.xlsx</p>	<p><b>2018/19 Destination tracker</b></p>  <p>Yr 11 Destinations 2018-19.xlsx</p>  <p>3 year Destinations.xlsx</p>	<p><b>2018/19 Destination tracker</b></p>  <p>Destinations Yr 11 Summary 2018-19.pc</p>  <p>Destinations Yr 11 2018-19.pdf</p>	<p><b>2019/20 Extracurricular programme</b></p>  <p>Extra Curricular Clubs November 201</p>	<p><b>2019/20 Ufton Court schedule</b></p>  <p>Ufton Court Programme Jan 2020</p>	<p><b>2019/20 Mental Health programme</b></p>  <p>Mental Health (SLP) Module dates 2018-</p>  <p>PMHA Application Form.docx</p>  <p>PMHA JD.docx</p>	<p><b>2018/19 competitions</b></p>  <p>MCMT_TeachersLeaf let-without-Jomati.p</p>  <p>Robotics Challenge Guide.pdf</p>

<p><b>Explorer week</b></p>  <p>Transition Staff Handbook Final.docx</p>	<p><b>2019/20 PD day</b></p>  <p>PD Day 2019 Dec 04.pdf</p>  <p>PD Day 2020 Jan 30.pdf</p>  <p>PD Day 2019 Oct 22.pdf</p>	<p><b>tuition from ext. UoR and 6<sup>th</sup> Formers</b></p>  <p>Yr11 Context and tutoring.xlsx</p>	<p><b>IER mentoring timetable</b></p>  <p>IER mentoring with SSLT.docx</p>	<p><b>2019/20 Assembly programme</b></p>  <p>Assembly rota 2019 Autumn.docx</p>	 <p>Counsellor Self-Referral Form.doc</p>	
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**(ii) 2020/21**

<p><b>Pledge overview 2020</b></p>  <p>PLEDGE 2020 overview.docx</p>	<p><b>Assemblies Autumn 2020</b></p>  <p>Assembly rota Nov 2020.docx</p>  <p>Assembly reflection Nov 2020.docx</p>	<p><b>Explorer booklet</b></p>  <p>Secondary-School-Transition-Booklet S1</p>	<p><b>Tutor booklet 2020</b></p>  <p>Tutor Handbook 2020-21.docx</p>	<p><b>Careers education plan 2020</b></p>  <p>careers education plan 2020-21.pdf</p>	<p><b>Careers and PD tracker</b></p>  <p>Tracker plan - 16-11-2020.xlsx</p>	<p><b>Destinations</b></p>  <p>Destinations 3 year.xlsx</p>
<p><b>PD topics and links</b></p>  <p>PD Day Topics and links 20-21.xlsx</p>						

## LEADERSHIP AND MANAGEMENT

Under the leadership of an inspirational principal, leaders, with excellent support from Thames Learning Trust, have effected far-reaching change in a relatively short period of time. In the three years under this leadership, academic results have improved to now lie in the top 1% of schools nationally and leaders have every confidence this will be maintained and even improved further. Radical reform of the curriculum has driven the change. Pupils are kept very safe and are happy in school. The girls have responded wonderfully to these changes; behaviour and attitudes to learning are markedly better and pupil attendance is now high, because pupils enjoy that learning. The girls' personal development is excellent and they are very well prepared for the next stage in their education and their next steps in life. The school's finances have improved considerably and RGS finds itself with a budget surplus; testament to the fiscal propriety of leaders and trustees.

**This is such a different school to the school that was inspected in 2015.**

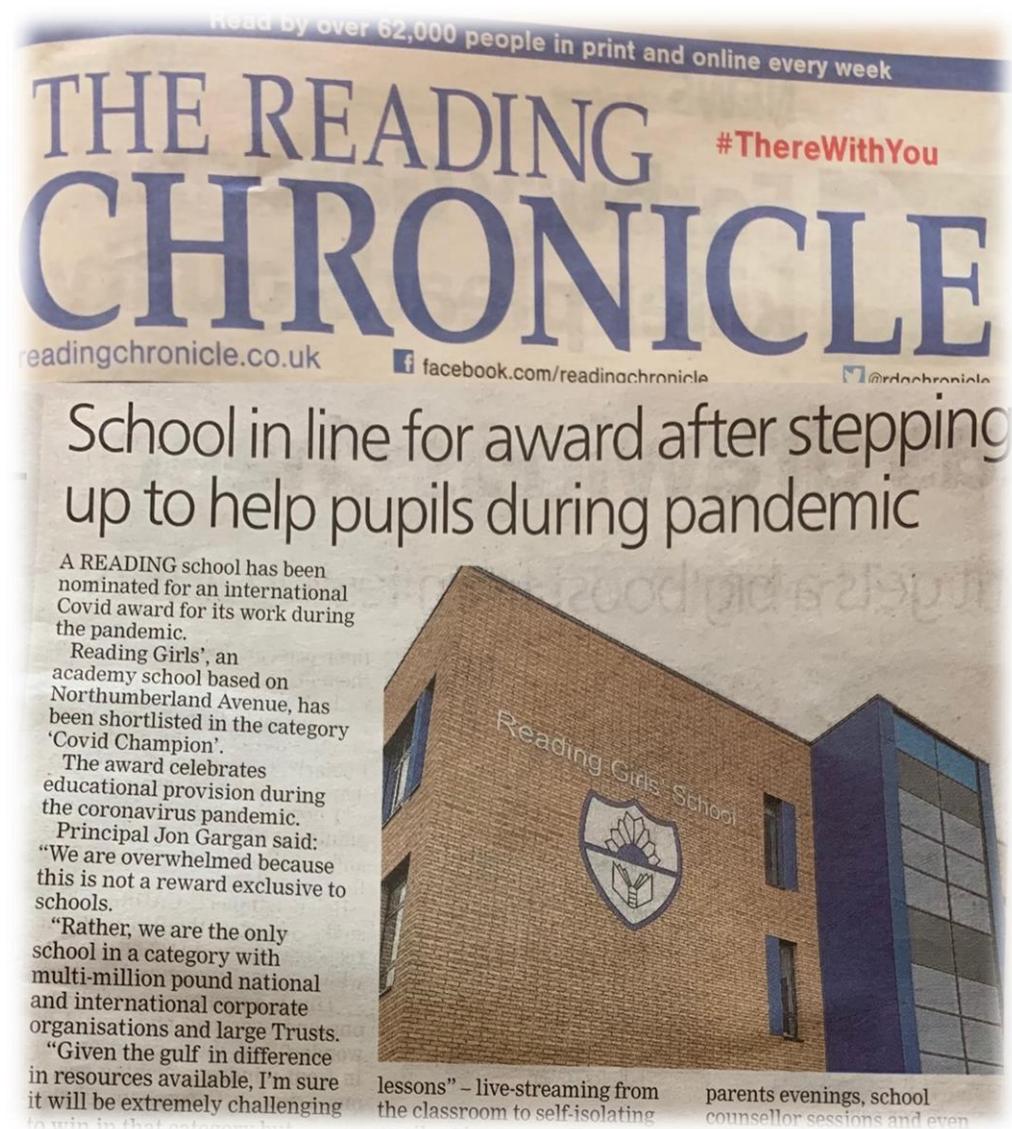
*“There is a universal and strongly-held belief that the school has improved rapidly under the leadership of the current HT, and is well placed to improve further”.*



*Incyte review, May 2019*

## LM 1.0 Our strengths

- Exceptional leadership of the school through a pandemic
- An approachable, friendly and welcoming environment
- Safeguarding leads receive refresher training every two years
- All staff complete annual online safeguarding refresher training
- We do not have any pupils attending off-site provision
- A safeguarding email account for visitors to log safeguarding concerns
- Staff are trained to use CPOMS to raise safeguarding concerns on a daily basis
- We use evidence-based research such as the EEF to carefully identify proven PPG strategies
- Subsequently our PP outcomes are significantly above National average.
- As leaders, we create an environment that students and teachers are happy to be in
- A robust appraisal system that is inextricably linked to the school improvement plan (SIP)
- Strong partnerships with local post 16 providers to secure aspirational destinations for year 11
- We foster in our girls a belief that this is their school and promote their active participation in its leadership
- We systematically seek views of parents, community partners, staff and students and act on their feedback





- Our Persistent Absenteeism (PA) bus is indicative of our relentless high aspirations for hard-to-reach pupils
- As leaders, we are relentless in our lateral thinking to provide aspirational and relevant curriculum experiences
- Leadership structures that are distributed across staff and pupils e.g. Lead Teachers, Student Leadership Team
- Vulnerable pupil groups have equal access to curriculum, extra-curricular and leadership opportunities as their peers
- Shared articulated curriculum vision across amongst all teachers that is developed through CPD and reflected in practice
- We operate a primary school curriculum within our own school timetable for feeder schools to avail of curriculum delivery
- The CPD programme is creatively designed into twilight sessions that are front-loaded in terms 1&2 to have the biggest impact
- Our forensic Quality Assurance (QA) processes is influential in ensuring consistency and subsequent outcomes that are sig+ year on year
- The CPD programme is strongly aligned with the curriculum of which subject specific knowledge and Pedagogical Processes is at the heart
- Care for staff well-being through strategies that have reduced +200 hours per year that teachers no longer have to spend on activities not directly related to teaching & learning
- We are relentless in working collaboratively with Sixth Form providers to expose our students to those aspirational environments through academic mentoring, experience days, co-delivery of subjects at Sixth Form partner schools

- We ensure high ambitions for hard to reach pupils through 1-2-1 tuition in school and at home to ensure they make progress despite a reluctance to come to school. We do not 'off-roll'
- Our collaboration with Business & Community groups is such that we have +50 partners with whom we co-deliver our academic and personal development curricula
- During COVID lockdown we have delivered our normal timetable which is over 5000 online live face-to-face lessons. Parent feedback has been extremely positive.
- Thames Learning Trust lead termly accountability meetings with the Principal against the School Improvement Plan in addition to a calendar of reports for individual areas of school improvement that are challenged by the Board of Trustees.
- There is a regular Thames Learning Trust Principals' conference calendar for sharing best-practice amongst the Education Board.
- Each school within the Trust hosts a support and challenge day where Senior Teams from across the Trust externally review aspects of school Improvement
- Reading Girls' School and Baylis Court School held its first joint Curriculum INSET in February 2020 that focused on department-level CPD



## Leadership and Management Evidence Suite

### (i) 2019/20

<p><b>Incyte review 2019</b></p>  <p>Incyte review report May 2019.doc</p>	<p><b>Staff Survey Oct 2019</b></p>  <p>Staff Survey Autumn Term 2019.c</p>	<p><b>Student survey Term 1 2019</b></p>  <p>Student Survey Autumn Term 2019.c</p>	<p><b>2019/20 RGS QA protocol</b></p>  <p>RGS L&amp;M QA processes.xlsx</p>	<p><b>Primary curriculum advertising</b></p>  <p>RGS primary schools enrichment</p>	<p><b>2019/20 primary curriculum model</b></p>  <p>Primary Curric Timetable.xls</p>	<p><b>2019/20 CPD programme</b></p>  <p>CPD Programme 2019 - 2020.docx</p>	<p><b>Parent survey Oct 2019</b></p>  <p>Parent Survey Y7&amp;8 Curriculum Evening</p>	<p><b>School day consultation process 2018</b></p>  <p>RGS school day organisation consul</p>
<p><b>2019/20 ownership of learning workshop</b></p>  <p>Ambitious, challenging indeper</p>	<p><b>PA bus data collection</b></p>	<p><b>CB 2019 case study</b></p>	<p><b>EB 2018 case study</b></p>	<p><b>2017-2019 destinations</b></p>  <p>Yr 11 Destinations 2018-19.xlsx</p>	<p><b>2019 ASP</b></p>  <p>Reading Girls' School School Performance 9</p>	<p><b>Reading Girls Covid handbook - a measur</b></p> 		

### (ii) 2020/21

<p><b>Pupil survey Oct 2020</b></p>  <p>Student Survey Responses Sept – C</p>	<p><b>Parent survey Oct 2020</b></p>  <p>Parent Survey Responses Sept – C</p>	<p><b>Staff survey Oct 2020</b></p>  <p>Staff Survey Responses Sept – C</p>	<p><b>Covid provision strategy</b></p>  <p>Reading Girls Covid handbook - a measur</p>	<p><b>School reopening plans</b></p>  <p>Term 1 review and amendment of reope</p>	<p><b>Destinations</b></p>  <p>Destinations 3 year.xlsx</p>	<p><b>Year 11 progress data Nov 2020</b></p>  <p>MOCKS 1 assembly.pptx</p>		
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# EXECUTIVE SUMMARY 2019-21



## Reading Girls' School turns inadequate rating around

🕒 20 March 2019 | Berkshire



**A school previously rated inadequate and placed in special measures is now in the top 5% performing schools in England.**

Reading Girls' School, in Whitley, Berkshire, is now the best performing non-selective school in Reading.

## Quality of Education

### STRATEGIC IMPACTS

- REAL Tokens Sept – Dec 2020: Yes = 30,488. No = 1969
- 2018/19 REAL lessons tokens: Yes = 12997, No = 1218
- REAL Tokens: Sept – March 2020: Yes: 31792, No: 2751
- Talking Token Total: Sept – Dec 2020: 14,090
- 2019/20 (March) Talking Tokens: 4624 issued to date
- 2018 – 2019 Personal development days were rated 3.5 out of 5 by KS4 students and 3.7 out of 5 by KS3 students.
- 55% of students (221 students out of 405) have complete 1 or more pledge activities
- 100% of students who participated confirmed that the University of Reading Students in School tuition supported them. University of Reading 'Support in Schools' (SIS) tuition
- During Lockdown over 250 individual PLEDGES were completed
- 30 students participated in Black History dance show from across different year groups



## SURVEY RESPONSES

October 2020

### PUPIL RESPONSES:

- 96% of pupils reported that they enjoy learning at Reading Girls' School
- 91% of pupils in year 7, 8 and 9 reported that leaving early from class was helpful.
- 90% of pupils reported that sanitising stations help to keep them safe.
- 94% of pupils reported that it has been helpful for them to come into school in their PE / Dance kit.
- 83% of pupils reported that they felt safe when they are in the classroom learning.
- 83% of pupils reported that teachers help them to do identify any gaps they have in their knowledge and what they need to do to close these gaps.

### PARENT RESPONSES:

- 100% of parents reported that it has been helpful for their daughter to come into school in her PE / Dance kit for when she has these lessons.
- 90% of parents reported that the school has been successful at returning to a normal school routine.
- 89% of parents reported that their daughter has settled back into school well.
- 61% of parents reported that Reading Girls' School makes them aware of what my daughter will learn during the year.
- 85% of parents reported that Reading Girls' School has high expectations for their daughter.
- 76% of parents reported that providing online lessons during the national lockdown, prevented pupils at Reading Girls' School from missing out on their learning.
- 82% of parents reported that they didn't feel that their daughter was behind in her learning, as a result of lockdown.
- 82% of parents reported that the online lessons have prevented their daughter from falling behind her lessons.
- 96% of parents would recommend Reading Girls' School to another parent.

STAFF RESPONSES:

- 100% of staff reported that the school has been successful at returning to a normal school routine.
- 100% of staff reported that; within their subject, they have selected the subject specific knowledge and skills that pupils needed to be taught in the first few weeks back to enable them to 'recover' any lost learning.
- 100% of teachers and TAs reported that felt safe when in the classroom.
- 100% of staff reported that, within their subject, they are focusing on what are the most important building blocks.
- 100% of teachers reported that the behaviour of pupils in their lessons is good.
- 100% of teachers reported that the work that year 11 are completing in their lessons will prepare them for their GCSE exams in 2021
- 100% of teachers reported that they felt confident that the pupils in year 11 will have all the knowledge they need to do well in their GCSE exams.
- 100% of teachers reported that they feel that year 11 will be 'exam ready' for their GCSE exams in 2021.
- 100% of teachers reported that within their subject, they have adjusted the content of the curriculum to take account of what the pupils' assessment has informed them.
- 96% of teachers rated the engagement of students in their lesson as good or better.
- 96% of teachers reported that within lessons, pupils show good levels of concentration, they are resilient and try their best without becoming subdued, when completing classwork.
- 80% of staff reported that, within their subject, topics have been re-ordered in order to prioritise key concepts and knowledge.
- 88% of staff reported that within their subject, they are prioritising what could not be taught effectively through remote learning.
- 77% of staff reported that the staff at Reading Girls' School have been supportive to each other in the use and delivery of online lessons.

**PREVIOUS PUPIL SURVEYS**



**PREVIOUS PARENT SURVEYS**



**PREVIOUS STAFF SURVEYS**



## VULNERABLE GROUPS OUTCOMES

(2020 CAGs are in line with 2019 outcomes)

### PP Students – validated 2019

- P8: 0.57
- A8: 47.81
- English P8: 0.48
- Maths P8: 0.86
- EBacc P8: 0.00
- Open P8: 1.01

### SEND – validated 2019

- P8: 0.31
- A8: 33.56
- English P8L: -0.08
- Maths P8: -0.01
- EBacc P8: -0.53
- OpenP8: 1.20

### EAL - validated 2019

- P8: 1.21
- A8: 55.37
- English P8: 1.18
- Maths P8: 1.33
- EBacc P8: 0.74
- Open P8: 1.46



### DD1 – Yr. 11

Nov 2020 current (Extrapolated)

### PP Students

- P8: -0.54 (0.25)
- A8: 40.09 (48.07)
- English P8: -0.27 (0.53)
- Maths P8: -0.75 (0.13)
- EBacc P8: -0.92 (-0.33)
- Open P8: -0.212 (0.74)

### SEND

- P8: -0.59 (0.23)
- A8: 25.45 (33.69)
- English P8: -1.1 (0.38)
- Maths P8: -0.54 (0.21)
- EBacc P8: -0.54 (-0.51)
- OpenP8: -0.32 (0.89)

## INSET Feedback

INSET Twilight Feedback 2019 - 2020:

*“We had a range of topics, all relevant to an Ofsted visit. We were given many practical examples of active learning ideas to try and the pedagogy behind them.”*

*“I find the twilight sessions very informative and useful. New strategies for active learning and clarification of the behaviour process is particularly helpful.”*

*“The prompt start and the brief but effective delivery style. I have used every Active Learning technique that was covered and think that they have enhanced my delivery in the classroom.”*

*“Active learning techniques that are easy to try in the classroom.”*

INSET Day feedback – Friday 7 Feb 2020

100% of staff agree that the day supported them with their curriculum understanding and planning



## Work Scrutiny and Learning Walks

- o Work Scrutiny November 2019:
- o 87% of staff provide differentiated BOOST tasks
- o 97% of students show PRIDE in their work
- o 81% of staff consistently use yellow feedback sheets
- o 81% of staff use positive 'WWW' clearly linked to assessment criteria
- o 87% of staff use formative BOOST tasks
- o 77% of students complete BOOST tasks are completed
- o 68% of teachers 'close the loop' and check BOOST tasks
- o 87% of students' books show progress

Learning walks Sept -Dec 2020



Learning Walks  
2021.xlsx

Classroom Routines	Yes (%)	No (%)	N/A (%)	Total (%)
Meet and Greet	17	0	83	100
Planners	52	43	5	100
PROUD	72	10	18	100
MRP	70	0	30	100
Orange Folder	40	60	0	100
REAL	35	7	58	100
Dismissal	4	0	96	100



## Continued Focus

- **Intent:** Embed our focus on the **centrality of reading** (External review, Apr 2019, ref 4.4, recommendation #11) (SIP 1.2)
- **2.1 Implementation:** To ensure that learning at subject and classroom level reflect **deeper applied learning experiences** through R.E.A.L lessons (SIP 2.1)



## Behaviour & Attitudes

### STRATEGIC IMPACTS

- Fixed term exclusions are consistently significantly below national average 17/18 = 2.4%, 18/19 7.7%, 19/20 = 2.9%
- Absence rate continues to be better than national expectation: 17.18 = 4.7%, 18/19 4.3%, 19/20 = 4.7%
- Persistent absenteeism continues to be better than national expectation: 17/18 = 11.2%, 18/19 = 11.3%, 19/20 = 10%
- 72% of PA bus call outs brought students into school in 18/19 and 81% in 19/20 (102/105)
- Only 3.9% of the school are on phases 3-6 of L.E.A.R.N



## SURVEY RESPONSES

OCTOBER 2020

### PUPIL RESPONSES:

- 73% of pupils reported that the behaviour of other pupils in my lessons is good.
- 66% of pupils reported that the behaviour of other pupils around school is good.
- 64% of pupils reported that behaviour around the school at break, lunch and between lesson changeover, is calm and orderly, most of the time.
- 5% of pupils rated their engagement and concentration in lesson as almost never engaged.

### PARENT RESPONSES:

- 96% of parents would recommend Reading Girls' School to another parent.
- 93% of parents reported that Reading Girls' School makes sure its pupils are well behaved.
- 100% of parents reported that it has been helpful for their daughter to come into school in her PE / Dance kit for when she has these lessons.
- 90% of parents reported that the school has been successful at returning to a normal school routine.





#### STAFF RESPONSES:

- 100% of staff reported that the school has been successful at returning to a normal school routine.
- 100% of teachers reported that the behaviour of pupils in their lessons is good.
- 97% of staff reported that they have settled back into school well.
- 90% of staff reported that pupils are safe at Reading Girls' School.
- 87% of staff reported that the school is calm and orderly at break, lunch and between lesson changeover.
- 96% of teachers reported that within lessons, pupils show good levels of concentration, they are resilient and try their best without becoming subdued, when completing classwork.
- 93% of staff reported that the behaviour of pupils around the school is good.
- 96% of teachers rated the engagement of students in their lesson as good or better
- 94% of staff reported that the school is 'calm'
- 94% of staff reported that the new routines which the school has introduced are working well and are helping pupils and staff to feel secure and behave sensibly.
- 90% of staff reported that providing online lessons during the national lockdown, prevented pupils at Reading Girls' School from missing out on their learning.

PREVIOUS PUPIL SURVEYS



PREVIOUS PARENT SURVEYS



PREVIOUS STAFF SURVEYS



## Continued Focus

- Continue to develop the **attendance of vulnerable pupil groups** (Ofsted, Dec 2015) (SIP 4.1)
- To continue to develop a calm and orderly environment across the school and the setting of clear routines (SIP 4.2)



## Personal Development

### STRATEGIC IMPACTS

#### DESTINATIONS

- NEET data: 0.78% = 2016, 0% = 2017, 0% = 2018, 0% = 2019, 4.% =2020  
UPDATED 2020 DATA 09.11.20
- 100% three-year trend of 100% SEND & Disadvantaged destination to education, employment or training (2.6% =2020 two of the four students are PP updated with 2020 data 05.11.20)
- 2017-2020: on average x10 pupils secured A Level places at Kendrick School (updated with 2020 data 05.11,.20)
- 2019 & 2021: x2 students secured the first and second ever full scholarship to Queen Anne's School, Private School
- RGS are annual highest external provider to local high Performing Sixth Form

#### VULNERABLE GROUPS PARTICIPATION

- Disadvantaged: 11% are on the SSLT, 20% are Prefects, 22% are Anti-bullying Ambassadors,
- SEND: 12.9% are prefects
- EAL: 56% are on SSLT, 73% are prefects, 50% are Mental Health Ambassadors
- 100% of all groups carry out duties on the student services duties



## SURVEY RESPONSES

Personal Development Survey January 2021

### PUPIL RESPONSES:

86% of students rate PD days good or better

76% of students say that the school allows them to access information outside of the curriculum

90% of students report that the school encourages them to respect people from other backgrounds and treat everyone equally.

Well-Being Survey February 2021

### PUPIL RESPONSES:

90% of students report that the school provides them with information to help them maintain a healthy lifestyle and keep physically fit.

72% of students report that the school has helped them to understand how to maintain healthy relationships

74% of students report that the school has helped them to improve their confidence

88% of students report that the school has provided them with the skills to complete independent work

87% of students report that the school has provided them with the skills and tips to help maintain positive wellbeing throughout lockdown



## PREVIOUS PUPIL SURVEYS



Student Survey  
Outcomes Summer 20

## PREVIOUS STAFF SURVEYS



Staff lockdown  
provision survey resp

## Continued Focus

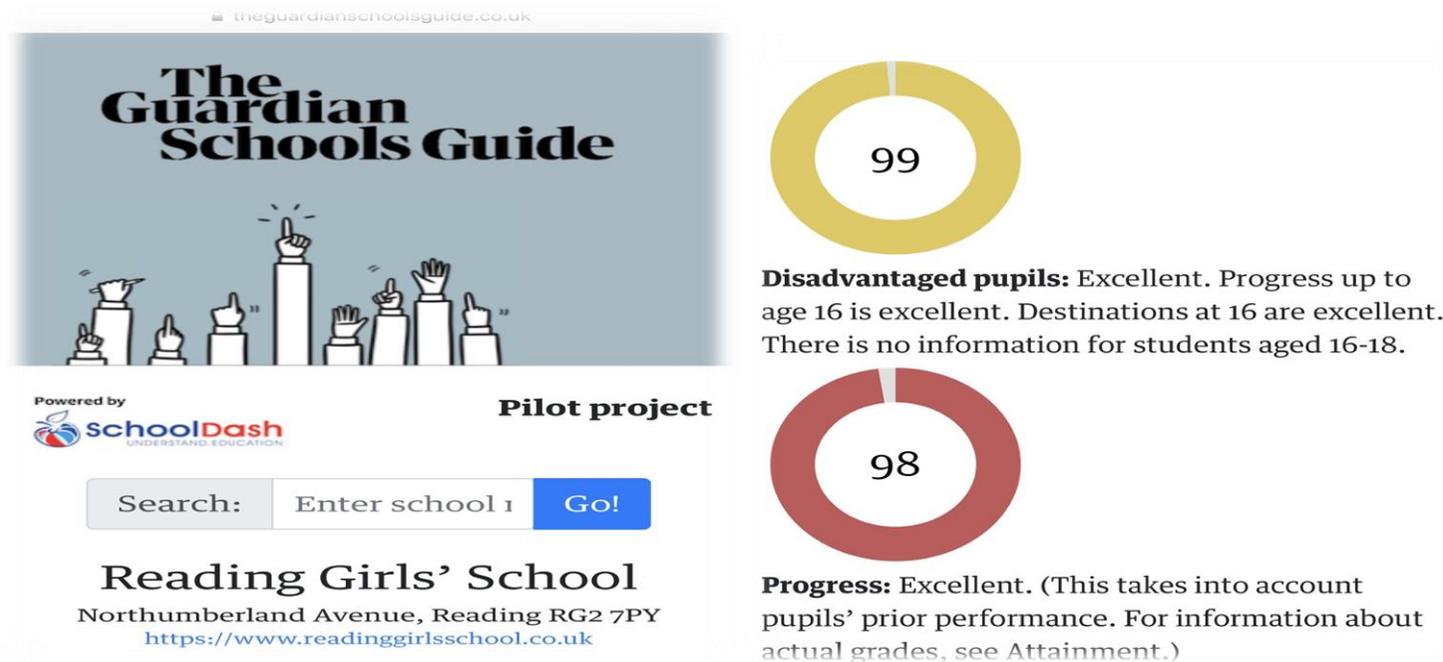
- Continue to ensure that pupils have access to **high quality enrichment learning** experiences (Ext Review, Apr 2019, ref 6.4) (SIP 5.2)



## Leadership and Management

### STRATEGIC IMPACTS

- Disadvantaged progress, attainment & attendance validates PPG strategy
- Staff turnover and wellbeing survey responses uphold a successful wellbeing charter
- Rapidly growing roll reflects that the school is fast becoming the number 1 school of choice
- Year-on-year outcomes are underpinned by a highly bespoke and successful CPD programme
- Student surveys triangulated with external reviews, strongly support that pupils feel and know how to keep themselves safe
- Pupil views on STEM & PD days justify our engagement strategy with external partners from the world of academia, business and charity



## SURVEY RESPONSES

### OCTOBER 2020

#### PUPIL RESPONSES:

- 96% of pupils reported that they enjoy learning at Reading Girls' School
- 94% of pupils reported that it has been helpful for them to come into school in my PE / Dance kit.
- 94% of pupils reported that the school is good at dealing with cases of bullying, if and when it happens.
- 91% of pupils in year 7, 8 and 9 reported that leaving early from class was helpful.
- 90% of pupils reported that sanitising stations help to keep them safe.

#### PARENT RESPONSES:

- 100% of parents reported that it has been helpful for their daughter to come into school in her PE / Dance kit for when she has these lessons.
- 100% of parents reported that Reading Girls' School deals with bullying quickly and effectively, if and when it happens.
- 96% of parents would recommend Reading Girls' School to another parent.
- 93% of parents reported that Reading Girls' School makes sure its pupils are well behaved.
- 92% of parents reported that sanitising stations help to keep their daughter safe.

#### STAFF RESPONSES:

- 100% of staff reported that the school has been successful at returning to a normal school routine.
- 100% of teachers and TA reported that felt safe when in the classroom.
- 100% of staff reported that, within their subject, they are focusing on what are the most important building blocks.
- 100% of staff reported that; within their subject, they have selected the subject specific knowledge and skills that pupils needed to be taught in the first few weeks back to enable them to 'recover' any lost learning.
- 100% of teachers reported that the behaviour of pupils in their lessons is good.

PREVIOUS PUPIL SURVEYS



PREVIOUS PARENT SURVEYS



PREVIOUS STAFF SURVEYS



## Continued Focus

- To continue to raise **attainment of Year 11** 2020/21 cohort (SIP 6.1)
- To ensure an effective **COVID catch-up programme** is helping pupils fill gaps in knowledge (SIP 6.4)

“

*I wanted to pass on our sincere thanks to you and your amazing team. We are incredibly impressed by the way Reading Girls School, your team of teachers and staff, and yourself of course have handled the Covid-19 situation. Through my work I am witnessing a lot of different takes on how to best proceed as a school, and I can confidently say that your school is amongst the best I've seen. Very impressive!*

*We are particularly pleased with the way you are not applying undue pressure on our daughter and give her the space to figure this out for herself. Her teachers are very supportive, and she's enjoying her school life however unusual it is setup at the moment. We are eternally grateful for the well-being days - such a good shout! Even food tech is a thing still - and I get to enjoy the spoils, so it's a win-win situation.*

*Your school stand out as a light beam in the darkness, and that darkness being schools (including our Primary School I am very sad to say) who's pretty much stopped teaching and simply rely on parents to pull the weight. Outrageous!*

*Thanks again!*”