

CABINET

THURSDAY, 23RD MARCH, 2017

At 7.30 pm

in the

COUNCIL CHAMBER - TOWN HALL,

SUPPLEMENTARY AGENDA

PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
ii.	Standards and Quality of Education in Royal Borough Schools - A Review of the Academic Year 2015-16 – Appendix E	3 - 74

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RBWM
Education Data Pack

Academic Year 2015 – 2016

Academic Year 2015/16 March 2017 Final Data.

FOREWORD

Welcome to the Royal Borough of Windsor and Maidenhead's Education Data Pack for the Academic Year 2015-16. We hope you find this a useful document which provides details of the performance and attainment in our Borough.

This edition of the 2015-16 Education Data Pack uses validated data.

The vast majority of RBWM children and young people achieve well. We are ambitious for all of them and strive, with our partners, to make sure they all achieve the best they can so that they are able to play their full part as future citizens.

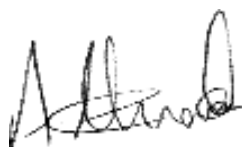
We are committed to continuous improvement and will ensure that our practice reflects this. The analysis of the data within this pack indicates that together we need to:

- Continue to support schools so all provide a good or outstanding education.
- Work towards Royal Borough rankings (against other Local Authorities) for disadvantaged and other vulnerable pupil groups being comparable to those for the equivalent non-disadvantaged group.

The views of all our education providers* including head teachers, governors, teachers, support staff, children and young people are important to us and influence the overall development of RBWM services. This Education Data Pack has been refined following feedback from last year.

We will continue to consult with Education Leaders to further develop the Education Data Pack, to ensure it a useful tool that supports our ongoing cycle of evaluation and continual improvement.

Please let us know if you have any suggestions you feel would enhance our next Education Data Pack.



Alison Alexander
Managing Director & Strategic Director
Adult, Children and Health Services



Councillor Natasha Airey
Lead Member for Children's Services

* Education Providers refers to: Early Years settings, Schools (all state funded schools including academies, free schools and maintained schools) and Post 16 providers.

GLOSSARY

KEY STAGES OF THE CURRICULUM

1. The curriculum is split into stages according to the age of the pupils, see Table A.

Table A – Key Stage and Age Summary

Stage	Age range	School year	National exam or test at end of Key Stage
Foundation Stage	3-5	Nursery and Reception	Assessment
Key Stage 1	5-7	1-2	Assessment
Key Stage 2	7-11	3-6	SATS
Key Stage 3	11-14	7-9	
Key Stage 4	14-16	10-11	GCSE
Key Stage 5	Post 16	12+	A /Level 3

2. Pupil assessment is:
 - At Foundation stage pupils is assessed against a profile which has a strong emphasis on the three prime areas of communication and language; physical; and personal, social and emotional development. Practitioners make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 early learning goals. The percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics are defined as having reached a ‘Good Level of Development’ (GLD).
 - At the end of Year 1 pupils take a phonics screening test.
 - Pupils are assessed by teachers in the core subjects of Reading, Writing and Mathematics at the end of Key Stage 1.
 - At the end of Key Stage 2, tests take place in Reading, Mathematics and Grammar, Punctuation and Spelling and teacher assessments are carried out in Reading, Writing, Mathematics and Science. Pupils are required to reach the expected standard in Reading test, Writing assessment and Maths test.
 - At the end of Key Stage 3 there are no statutory assessment requirements.
 - At Key Stage 4 and 5, pupils undertake external examinations, most commonly GCSEs and A levels.

STATISTICAL NEIGHBOURS

The tables and charts in the report compare schools in the Royal Borough with those nationally and those in statistically similar authorities, known as our ‘Statistical Neighbours’. The Royal Borough’s current Statistical Neighbours are: Surrey, Buckinghamshire, Bracknell Forest, Hertfordshire, Wokingham, West Berkshire, Oxfordshire, Cambridgeshire, Hampshire and Trafford. They were last changed in October 2015 with the introduction of Trafford and the loss of Cheshire East.

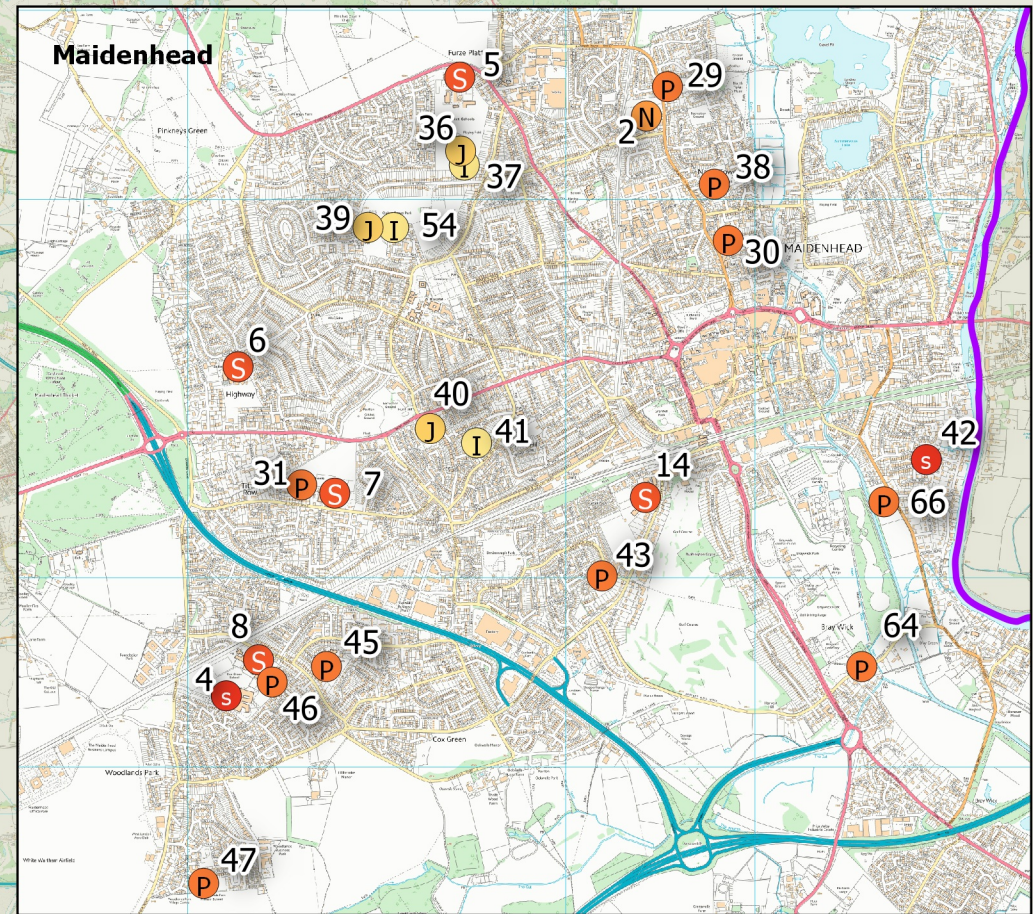
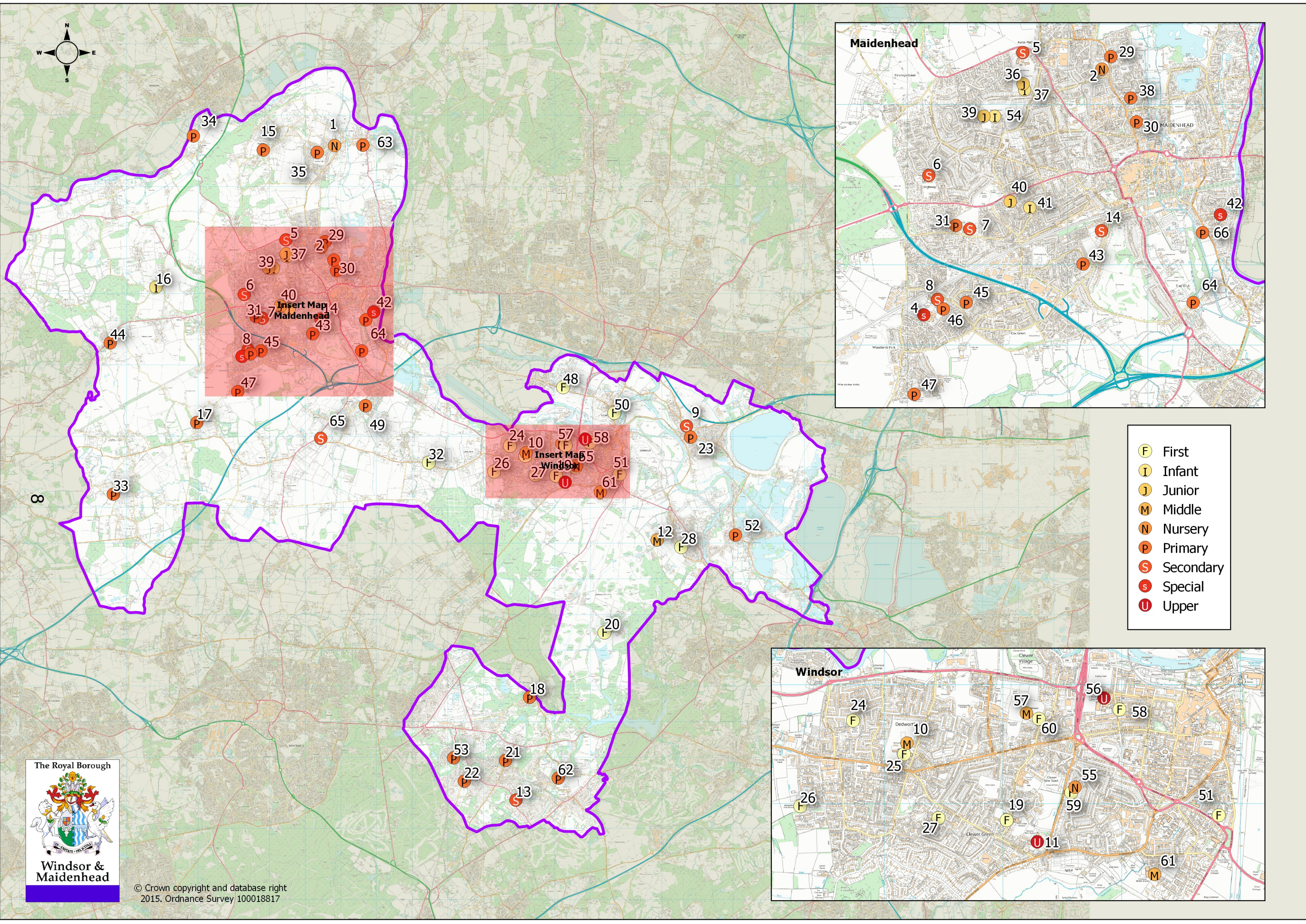
RUSSELL GROUP UNIVERSITIES

The Russell Group represents 24 leading UK universities which are ‘committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector’:

University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary University of London, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick, University of York.

ACRONYMS

DfE	Department for Education
SFR	Statistical First Release
KS1-5	Key Stage 1-5
OFSTED	Office for Standards in Education
CiC	Child(ren) in care, Looked-after child(ren)
FSM	(Pupils eligible for) Free School Meals
FSM6	Pupils eligible for Free School meals anytime in the last 6 years
SEN	Special Educational Needs
SEN-EHC	SEN pupils with Education Healthcare Plan (previously statemented pupils) Pupils with statutory assessment of severe and complex needs
NOE/NOR	Number of entries/Number on Roll
ALPS	A Level Performance System
EYFS	Early Years Foundation Stage
LA	Local Authority
SUPP	Information suppressed (by DfE) because the underlying numbers are too small
Facilitating Subjects	The A level subjects most commonly required by top universities: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Languages (modern and classic).
TA	Teacher Assessment
PRU	Pupil Referral Unit
EPAS	Educational Performance Analysis System
KEYPAS	Key Stage Performance Analysis System
NOVA	Replacement for EPAS system (from September 2015)



- (F) First
- (I) Infant
- (J) Junior
- (M) Middle
- (N) Nursery
- (P) Primary
- (S) Secondary
- (s) Special
- (U) Upper



1	Cookham Nursery School	34	Bisham School
2	Maidenhead Nursery School	35	Cookham Rise Primary School
3	RISE (not shown on map)	36	Furze Platt Junior School
4	Manor Green School	37	Furze Platt Infant School
5	Furze Platt Senior School	38	Riverside Primary School & Nursery
6	Newlands Girls' School	39	Courthouse Junior School
7	Altwood Church of England School	40	All Saints Church of England Junior School
8	Cox Green School	41	Boyne Hill C of E Infant and Nursery School
9	Churchmead Church of England School	42	Forest Bridge School
10	Dedworth Middle School	43	Larchfield Primary and Nursery School
11	Windsor Girls' School	44	Knowl Hill CE Primary School
12	St Peter's Church of England Middle School	45	Wessex Primary School
13	Charters School	46	Lowbrook Academy
14	Desborough College	47	Woodlands Park Primary & Nursery School
15	Cookham Dean CE Primary School	48	Eton Wick C of E First School
16	Burchetts Green CE Infant School	49	Holyport C of E (Aided) Primary School & Foundation Unit
17	White Waltham C of E Academy	50	Eton Porny C of E First School
18	Cheapside CE Primary School	51	The Queen Anne Royal Free CE First School
19	Clewer Green CE School	52	Wraysbury Primary School
20	The Royal School (Crown Aided)	53	South Ascot Village Primary School
21	St Michael's C of E Primary School	54	Alwyn Infant School
22	St Francis Catholic Primary School	55	The Lawns Nursery
23	Datchet St Mary's C of E Primary Academy	56	The Windsor Boys' School
24	Homer First School	57	St Edward's Royal Free Ecumenical Middle School
25	Dedworth Green First School	58	Trinity St Stephens Church of England First School
26	Alexander First School	59	Oakfield First School
27	Hilltop First School	60	St Edward's Catholic First School
28	Kings Court First School	61	Trevelyan Middle School
29	St Mary's Catholic Primary School	62	Holy Trinity CE Primary School
30	St Luke's Church of England Primary School	63	Holy Trinity C of E Primary School
31	St Edmund Champion Catholic Primary School	64	Braywick Court School
32	Braywood C of E First School	65	Holyport College
33	Waltham St Lawrence Primary School	66	Oldfield Primary School

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EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

- 1.1 The overall position for schools in the Borough at the end of the academic year 2015/6 shows 83% of all RBWM schools had an Ofsted judgement of good or better, up from 75% in 2015. Nationally it rose from 84% at the end of the 2014/15 academic year to 89% for the 2015/16 academic year.
- 1.2 There is still a significant difference between the Primary and Secondary phases in the percentage of good or better schools: 89% for primary (up from 78% last year), versus 62% for secondary (up from 54%).

2. Attainment and progress

- 2.1 Standards in RBWM for 2015/16 were above national at Early Years and for all Key Stages with the exception of some measures at Key Stage 5:

- At Early Years Foundation Stage 74% children in RBWM attained “a good level of development”. This was above the national figure of 69%. This was slightly above our 2015 result and places the Royal Borough equal 16th LA in England. (Section 3.1)
- 81% of Year 1 children reached the required standard in the phonic screening test. Although this was an increase on 2015, the national average rose to a similar figure and thus the Royal Borough is in line with the national result. (Section 3.2)
- Children at the end of Key Stage 1, age 7, achieve well. Even with a new curriculum and assessment process, there continues to be an above average performance at KS1 in the core subjects of Reading (80%), Writing (72%) and Maths (78%), with RBWM remaining above national results by approximately six percentage points in each case. This placed RBWM joint 6th, joint 11th and joint 12th respectively. (Sections 3.3 and 3.4)
- Children at the end of Key Stage 2, aged 11, achieve well, even with a new curriculum and assessment process. There continues to be an above average performance at KS2 in the combined core subjects of Reading Writing and Maths (59%), with RBWM remaining above the national result by approximately seven percentage points. This placed RBWM joint 24th in the country. When compared to our statistical neighbours, we are 3rd among the group of 11 LAs. (Section 3.5)
- Pupils in RBWM have made significantly higher progress than national in Reading, significantly lower progress than national in Writing and progress close to national in Maths. The new progress measures are now based on Scaled Scores derived from pupils’ actual test marks. (section 3.6)
- At Key Stage 4, age 16, the percentage of pupils attaining A*-C in both English and Mathematics GCSE was 72%, well above the national average of 63% for state schools. The LA was 9th on this measure. Individual school results ranged from 62% - 88%. (Section 4.4)

- On the new Progress 8 measure, RBWM achieved +0.16, defined as ‘above average’ by DfE. The LA ranks 21st on this measure. Five RBWM schools achieved scores classified as ‘above average’ by DfE (i.e. where the entire confidence interval for the Progress 8 score is above zero) while the other five schools were classified as ‘close to national average’ for progress.(Section 4.5)
- At Key Stage 5, age 18, the average point score per A level student in their three best subjects, expressed as a grade was C+. This is the same as the national average for state schools. (Section 5.4)
- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 15.5%, above the 13.9% national figure for state-funded schools/colleges. The LA ranks 34th on this measure. (Section 5.4)
- The ALPS A Level value-added information takes into account students GCSE grades and the progress made. It shows two RBWM sixth forms are in the top 25%, five are in line with the middle 50% of schools nationally and one is in the bottom 25%. As a whole, RBWM is classified by ALPS as ‘very good’ for A level value-added. (Section 5.7)

3. Performance of pupil groups

- 3.1 At Key Stage 2, the proportion of pupils achieving the new ‘expected standard’ in the headline measure of reading, writing and maths combined at Key Stage 2 is above national overall, but below national for many vulnerable sub-groups including FSM, Disadvantaged and Black minority ethnic. The gap between RBWM girls and boys has increased this year from 3 to 11 percentage points this year (Section 6.2)
- 3.2 The Key Stage 4, the Progress 8 result for the Royal Borough is above national progress for all pupil groups except Asian pupils, Black pupils and pupils for whom English is not the first language. However for pupils in two of these groups (Asian and first language not English) the actual Progress 8 score was positive – i.e. these pupils made more progress than the average for all pupils with the same prior attainment. (Section 6.3)
- 3.3 FSM pupils underperform at each key-stage. compared to non-FSM pupils in RBWM, statistical neighbours and nationally every year from 2013 to 2016. (Table 6d).
- 3.4 With eleven or fewer children in care for each Key Stage, most published data will suppress RBWM figures and hence comparisons with national figures, when available will be very difficult to assess. Whilst based on a very small cohort and above national comparators we should aim to raise performance at all Key Stages. (Table 6g)

3 Pupil absence

- 3.1 RBWM absences for primary for 2014/15 were 3.7% and for secondary 4.8%. Corresponding national figures for 2014/15 were 4.0% for primary and 5.2% for secondary (Section 7)

4 Pupil exclusions

- 4.1 The number of permanent exclusions has risen in 2015/16 to 20 pupils (0.09% of total pupils) from 10 pupils in 2014/15. The most recent national comparisons are for 2014/15, when 7 students in every 10,000 (0.07%) were excluded. (Section 8)

5 Pupil destinations and young people not in education employment or training (NEET)

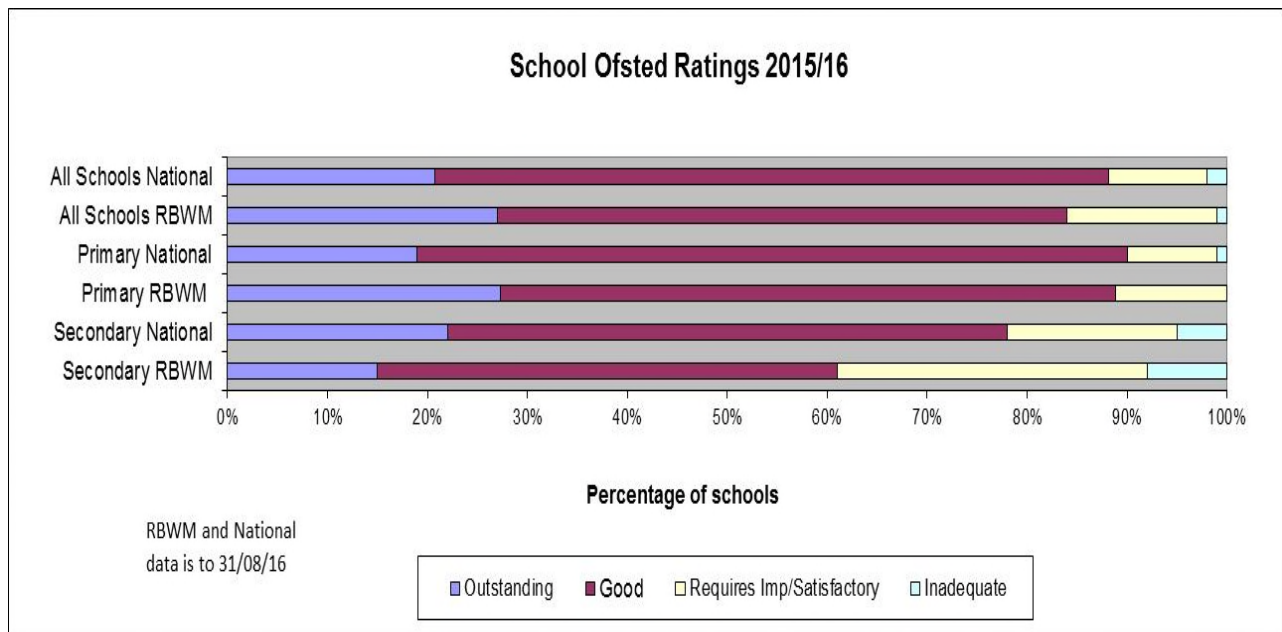
- 5.1 At the end of Key Stage 4, 95% of RBWM students went on to, or remained in, education or employment, above the national level of 94% (Section 9.1).
- 5.2 At the end of Key Stage 5, 55% of RBWM school pupils progressed to UK Higher Education Institutions, 26% of pupils progressed to 'top third' Higher Education Institutions including 16% progressing to Russell Group Universities including Oxford and Cambridge. (Table 9c)
- 5.3 The average number of 16-17 year olds who were known to be not in education employment or training (NEET) during the 3 months Sep-Nov 2016 year to July 2016 was 59 (2.3% of the cohort). However, the % unknown during this period was 47.4% (much higher than the England average of 15.4%) making it hard to produce any meaningful analysis. The recent appointment of a new member of staff who has re-commenced collection of this data in the Borough should mean that the proportion of 'unknown' falls significantly in the coming months. (Section 10)

SECTION 1 - SCHOOL OFSTED INSPECTIONS

ALL SCHOOLS

- 1.1 Since 2009 Ofsted have applied a risk-based approach to inspection in which good and outstanding schools are inspected less frequently. In the academic year 2015/16, twelve Royal Borough schools were inspected by Ofsted; these consisted of eleven primary age schools, and one secondary age school.
- 1.2 The number of RBWM schools given an Ofsted judgement of good or better has risen in the 2015/16 academic year from 75% to 83% while nationally it was 89% at the end of the 2015/16 academic year.

Table 1a School Ofsted Ratings 2015/6



PRIMARY AGE SCHOOLS

- 1.3 Overall 89% of primaries were rated good or outstanding at the end of academic year 2015/16.
- 1.4 Eleven RBWM primary age schools were inspected in the academic year 2015/16, of which, seven improved their rating, three remained the same and one was downgraded.

SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)

- 1.5 62% of all RBWM secondary schools were rated good or outstanding at the end of the academic year 2015/16. RBWM is well below the national figure at the end of the 2015/16 academic year of 78%.
- 1.6 One RBWM secondary age school was inspected in the academic year 2015/16. It improved its rating.

OFSTED CHARTS

- 1.7 The Ofsted current ratings – RBWM schools (Data Pack Figure 1a) shows the schools and their ratings as at 31 August 2016.
- 1.8 The Ofsted status table (Data Pack Figure 1b) shows percentage of schools by category and type for the academic year 2015/16.
- 1.9 Data Pack Figure 1c is the same as Figure 1a but gives the latest information as at 8 February 2017. In the academic year 2016/2017, one secondary school and one first school have been inspected to date. They have both improved from requires improvement to good.

Data Figure 1a Ofsted Ratings RBWM Schools as at 31 08 15

School Type	School	Overall effectiveness	Inspection Date	Report Date	Type of Establishment	Academy Conversion date	Inspection
Nursery	Cookham Nursery	Outstanding	3rd October 2013	25th October 2013	LA Maintained		Current
	Maidenhead Nursery	Outstanding	23rd January 2014	14th February 2014	LA Maintained		Current
	The Lawns Nursery	Outstanding	2nd October 2014	23rd October 2014	LA Maintained		Current
Infant	Alwyn Infants	Good	25th September 2013	17th October 2013	LA Maintained		Current
	Boyne Hill CE Infant and Nursery	Outstanding	6th June 2013	27th June 2013	LA Maintained		Current
	Burchetts Green CE Infants	Outstanding	3rd June 2009	19th June 2009	Academy Converter	1st December 2014	Historic Academy
Junior	Furze Platt Infants	Good	25th September 2014	17th October 2014	LA Maintained		Current
	All Saints CE Junior	Good	7th March 2013	19th June 2013	LA Maintained		Current
	Courthouse Junior	Good	2nd October 2012	24th October 2012	LA Maintained		Current
Primary	Furze Platt Junior	Good	26th June 2014	21st July 2014	LA Maintained		Current
	Bisham CE Primary	Requires Improvement	16th March 2016	26th April 2016	LA Maintained		Current
	Braywick Court				Free		Not Yet Inspected
Primary	Cheapside CE Primary	Outstanding	21st March 2007	20th April 2007	LA Maintained		Current
	Cookham Dean CE Primary	Good	16th May 2012	20th June 2012	LA Maintained		Current
	Cookham Rise Primary	Good	29th January 2013	27th February 2013	LA Maintained		Current
	Datchet St Mary's Primary	Requires Improvement	5th July 2016	9th September 2016	Academy Converter	1st January 2012	Current Academy
	Holy Trinity CE Primary Cookham	Outstanding	7th October 2015	9th November 2015	LA Maintained		Current
	Holy Trinity CE Primary Sunningdale	Good	18th March 2014	24th April 2014	LA Maintained		Current
	Holyport CE Primary	Requires Improvement	16th January 2014	7th February 2014	Academy Converter	1st June 2016	Historic Academy
	Knowl Hill CE Primary	Good	13th January 2011	4th February 2011	Academy Converter	1st September 2014	Historic Academy
	Larchfield Primary and Nursery	Good	10th June 2015	3rd July 2015	LA Maintained		Current
	Lowbrook Primary	Outstanding	29th January 2008	February 2008	Academy Converter	1st April 2011	Historic Academy
	Oldfield Primary	Outstanding	30th September 2014	22nd October 2014	LA Maintained		Current
	Riverside Primary	Good	15th March 2016	18th April 2016	LA Maintained		Current
	South Ascot Village School	Good	18th November 2015	17th December 2015	LA Maintained		Current
	St Edmund Campion Catholic Primary	Outstanding	23rd September 2009	15th October 2009	LA Maintained		Current
	St Francis Catholic Primary	Outstanding	15th January 2013	1st February 2013	Academy Converter	1st September 2015	Historic Academy
	St Luke's CE Primary	Good	11th December 2013	22nd January 2014	Academy Converter	1st December 2014	Historic Academy
	St Mary's Catholic Primary	Good	11th February 2016	9th March 2016	Academy Converter	1st July 2013	Current Academy
	St Michael's CE Primary	Good	13th July 2016	22nd September 2016	LA Maintained		Current
	Waltham St Lawrence Primary	Good	12th July 2012	11th September 2012	LA Maintained		Current
	Wessex Primary School	Good	10th May 2014	8th June 2014	LA Maintained		Current
	White Waltham CE	Outstanding	11th July 2007	10th September 2007	Academy Converter	1st September 2012	Historic Academy
	Woodlands Park Primary	Good	21st November 2012	13th December 2012	LA Maintained		Current
Wraysbury Primary	Good	16th January 2013	6th February 2013	LA Maintained		Current	
First	Alexander First	Good	4th June 2013	26th June 2013	LA Maintained		Current
	Braywood CE First	Outstanding	15th February 2011	15th March 2011	LA Maintained		Current
	Clewer Green CE Aided First	Good	16th July 2015	17th September 2015	LA Maintained		Current
	Dedworth Green First	Good	26th February 2014	27th March 2014	Academy Converter	1st May 2016	Historic Academy
	Eton Porny CE First	Requires Improvement	24th November 2015	16th December 2015	Sponsored Academy	1st February 2016	Historic Academy
	Eton Wick CE First	Requires Improvement	2nd March 2016	24th March 2016	LA Maintained		Current
	Hilltop First	Outstanding	27th May 2010	21st June 2010	LA Maintained		Current
	Homer First	Good	9th May 2013	7th June 2013	LA Maintained		Current
	King's Court First	Good	4th March 2015	27th March 2015	LA Maintained		Current
	Oakfield First	Good	23rd October 2014	17th November 2014	LA Maintained		Current
	St Edward's Catholic First	Outstanding	26th February 2009	16th March 2009	LA Maintained		Current
	The Queen Anne Royal Free CE Controlled First	Good	12th January 2016	12th February 2016	LA Maintained		Current
	The Royal (Crown Aided)	Requires Improvement	3rd December 2014	8 January 2015	LA Maintained		Current
Trinity St Stephen CE Aided First	Good	5th March 2013	27th March 2013	LA Maintained		Current	
Middle (deemed secondary) Schools	Dedworth Middle	Good	27th February 2013	21st March 2013	Academy Converter	1st May 2016	Historic Academy
	St Edward's Royal Free Ecumenical Middle	Good	25th June 2013	17th July 2013	LA Maintained		Current
	St Peter's CE Middle	Inadequate	14th November 2013	7th February 2014	Sponsored Academy	1st November 2014	Historic Academy
Secondary School	Trevelyan Middle	Requires Improvement	22nd January 2015	13th February 2015	LA Maintained		Current
	Altwood Church of England	Requires Improvement	30th April 2015	2nd June 2015	Academy Converter	1st July 2012	Current Academy
	Charters	Outstanding	4th November 2009	December 2009	Academy Converter	1st October 2012	Historic Academy
	Churchmead CE (VA) School	Good	1st December 2015	6th January 2016	LA Maintained		Current
	Cox Green	Good	23rd April 2015	19th May 2015	Academy Converter	1st December 2011	Current Academy
	Desborough College	Good	11th September 2014	3rd October 2014	Sponsored Academy	1st October 2012	Current Academy
	Furze Platt	Requires Improvement	11th February 2015	6th March 2015	Academy Converter	1st December 2011	Current Academy
	Holyport College				Free		Not Yet Inspected
	Newlands Girls	Good	2nd October 2012	24th October 2012	Academy Converter	1st October 2015	Historic Academy
	The Windsor Boys'	Requires Improvement	8th May 2013	6th June 2013	Academy Converter	1st March 2015	Historic Academy
Windsor Girls'	Outstanding	9th May 2013	7th June 2013	Academy Converter	1st March 2015	Historic Academy	
Special	Manor Green	Good	6th March 2013	28th March 2013	LA Maintained		Current
	Forest Bridge				Free		Not Yet Inspected
AP	RBWM Alternative Learning Provision (RISE)	Good	4th June 2013	26th June 2013	LA Maintained		Current

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Data Pack Figure 1b

Ofsted Status - RBWM Schools 2015 - 2016

KEY STATISTICS (ofsted format)		Outstanding			Good			Requires Improvement			Inadequate		
Count	Maintained Schools	RBWM	National	RBWM	National	RBWM	National	RBWM	National	RBWM	National		
3	Nursery Schools	3	100%	59%	0	0%	38%	0	0%	2%	0	0%	1%
34	Primary Schools	8	24%	17%	23	68%	68%	3	9%	14%	0	0%	1%
2	Middle	0	0%	13%	1	50%	56%	1	50%	26%	0	0%	5%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	36%	1	100%	55%	0	0%	6%	0	0%	3%
1	Pupil Referral Units	0	0%	14%	1	100%	69%	0	0%	13%	0	0%	4%
Count	Academies/ Free Schools	Outstanding			Good			Requires Improvement			Inadequate		
2	Primary Phase(Converters)	0	0%	29%	1	50%	61%	1	50%	9%	0	0%	1%
3	Secondary Phase(Converters)	0	0%	32%	1	33%	53%	2	67%	12%	0	0%	3%
1	Secondary Phase (Sponsor-led)	0	0%	13%	1	100%	43%	0	0%	32%	0	0%	12%
Count	Academies Historic Inspections only	Outstanding			Good			Requires Improvement			Inadequate		
8	Primary	4	50%	29%	3	38%	61%	1	13%	9%	0	0%	1%
1	Primary (Sponsor-led)	0	0%	11%	0	0%	51%	1	100%	32%	0	0%	6%
4	Secondary Phase (Converters)	2	50%	32%	1	25%		1	25%	12%	0	0%	3%
1	Middle (Converter)	0	0%		1	100%	53%	0	0%		0	0%	
1	Middle (Sponsor-led)	0	0%	13%	0	0%	43%	0	0%	32%	1	100%	12%
Count	Uninspected Free Schools	Outstanding			Good			Requires Improvement			Inadequate		
1	Primary												
1	Secondary												
1	Special												
Count		Outstanding			Good			Requires Improvement			Inadequate		
		RBWM	National		RBWM	National		RBWM	National		RBWM	National	
42	Maintained schools 31 July 2016	11	26%		27	64%		4	10%		0	0%	
48	Current inspected schools 31 July 2016	11	23%		30	63%		7	15%		0	0%	
63	All Inspected Schools 31 July 2016	17	27%		35	56%		10	16%		1	2%	
63	All Inspected Schools 31 July 2015	16	25%	20%	31	49%	64%	13	21%	14%	3	5%	2%
	Change (this academic yr)		↑		↑			↓			↓		

Currently Inspected Schools

National as at 31/8/2015

Schools	Date	All Inspections			Currently Inspected Schools			Maintained Schools		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Schools Outstanding/Good	10.06.2016	83%	89%	62%	85%	89%	57%	90%	91%	67%
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2016	88%	89%	84%				90%	89%	76%
% of schools in South East graded as Outstanding/Good	31.08.2016	88%	88%	81%				90%	90%	90%
% of Schools in England Outstanding/Good	31.08.2016	89%	90%	78%				90%	91%	75%

Pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of pupils attending RBWM Schools Outstanding/Good	10.06.2016	78%	89%	65%	79%	93%	50%	93%	96%	66%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2016	87%	87%	87%				88%	88%	78%
% of Pupils in South East graded as Outstanding/Good	31.08.2016	86%	87%	84%				87%	89%	81%
England % of pupils attending Outstanding/Good Schools	31.08.2016	86%	90%	81%				88%	91%	78%

CiC and Free School Meal pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Children in care at Outstanding/Good Schools	10.06.2016	81%	83%	69%	80%	100%	40%	100%	100%	n/a
% of pupils eligible for FSM in RBWM Schools	10.06.2016	6%	6%	6%	7%	6%	7%	7%	6%	10%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	10.06.2016	77%	92%	68%	74%	93%	57%	84%	96%	77%

Improved: Holy Trinity Cookham, South Ascot Village, Eton Porny, Churchmead, Riverside, Bisham, Wessex, St Michaels	8	Schools Good/Out	52	83%
Same: Queen Anne First, St Marys, Datchet	3	Schools RI/Inadeq	11	17%
Downgraded: Eton Wick	1			
Total Schools	12			

Stats Neighbour LAs are Bracknell Forest, Bucks, Cambridgeshire, Hants, Herts, Oxon, Surrey, Trafford, West Berks and Wokingham
 Grey cells give national data by school type South East comprises of 19 LAs

We have 66 schools including 3 Free schools which have not yet been inspected (these are not included in the figures)

Key Headlines

78% of RBWM pupils attend Good/Outstanding Schools

There have been 12 inspections this academic year, and 8 schools improved Ofsted rating, 3 remained the same and 1 was downgraded.

RBWM has fewer schools Good/Outstanding when compared to the latest Ofsted national picture (89% on 31.08.16)

Inspections this Academic Year 2015/2016 (published reports)	
Autumn Term	3
Spring Term	5
Summer Term	4

Data Pack Figure 1c

Current Ofsted Status - RBWM Schools (08/02/2017)

KEY STATISTICS (ofsted format)		Outstanding			Good			Requires Improvement			Inadequate		
Count	Maintained Schools	RBWM	National	RBWM	National	RBWM	National	RBWM	National	RBWM	National		
3	Nursery Schools	3	100%	59%	0	0%	38%	0	0%	2%	0	0%	1%
34	Primary Schools	8	24%	17%	24	71%	68%	2	6%	14%	0	0%	1%
1	Middle	0	0%	13%	1	100%	56%	0	0%	26%	0	0%	5%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	36%	1	100%	55%	0	0%	6%	0	0%	3%
1	Pupil Referral Units	0	0%	14%	1	100%	69%	0	0%	13%	0	0%	4%
Count	Academies	Outstanding			Good			Requires Improvement			Inadequate		
2	Primary Phase(Converters)	0	0%	29%	1	50%	61%	1	50%	9%	0	0%	1%
3	Secondary Phase(Converters)	0	0%	32%	2	67%	53%	1	33%	12%	0	0%	3%
1	Secondary Phase (Sponsor-led)	0	0%	13%	1	100%	43%	0	0%	32%	0	0%	12%
Count	Academies Historic Inspections only	Outstanding			Good			Requires Improvement			Inadequate		
8	Primary	4	50%	29%	3	38%	61%	1	13%	9%	0	0%	1%
1	Primary (Sponsor-led)	0	0%	11%	0	0%	51%	1	100%	32%	0	0%	6%
4	Secondary Phase (Converters)	2	50%	32%	1	25%		1	25%		0	0%	
2	Middle (Converter)	0	0%		1	50%	53%	1	50%	12%	0	0%	3%
1	Middle (Sponsor-led)	0	0%	13%	0	0%	43%	0	0%	32%	1	100%	12%
Count	Uninspected Free Schools	Outstanding			Good			Requires Improvement			Inadequate		
1	Primary												
1	Secondary												
1	Special												
Count		Outstanding			Good			Requires Improvement			Inadequate		
		RBWM	National		RBWM	National		RBWM	National		RBWM	National	
41	Maintained schools 08 Feb 2017	11	27%		28	68%		2	5%		0	0%	
47	Current inspected schools 08 Feb 2017	11	23%		32	68%		4	9%		0	0%	
63	All Inspected Schools 08 Feb 2017	17	27%		37	59%		8	13%		1	2%	
63	All Inspected Schools 31 July 2016	17	27%	20%	35	56%	64%	10	16%	14%	1	2%	2%
	Change (this academic yr)		→		↑			↓			→		

Currently Inspected Schools

19

National as at 31/8/2016

Schools	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Schools Outstanding/Good	08.02.2017	86%	91%	69%	91%	92%	83%	95%	94%	100%	68%	73%	64%
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2016	88%	89%	84%				90%	89%	76%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.08.2016	88%	88%	81%				90%	90%	90%	n/a	n/a	n/a
% of Schools in England Outstanding/Good	31.08.2016	89%	90%	78%				90%	91%	75%	n/a	n/a	n/a

Pupils	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of pupils attending RBWM Schools Outstanding/Good	08.02.2017	85%	90%	79%	89%	95%	78%	93%	98%	63%	75%	69%	77%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2016	87%	87%	87%				88%	88%	78%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.08.2016	86%	87%	84%				87%	89%	81%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.08.2016	86%	90%	81%				88%	91%	78%	n/a	n/a	n/a

CIC and Free School Meal pupils	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Children in care at Outstanding/Good Schools	08.02.2017	83%	92%	70%	90%	100%	33%	100%	100%	n/a	69%	67%	70%
% of pupils eligible for FSM in RBWM Schools	08.02.2017	6%	6%	6%	6%	6%	7%	6%	7%	6%	11%	5%	5%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	08.02.2017	83%	90%	78%	87%	93%	75%	92%	97%	75%	72%	64%	74%

Improved: Furze Platt Senior, The Royal	2	Schools Good/Out	54	86%
Same:	0	Schools RI/Inadeq	9	14%
Downgraded:	0			
Total Schools	2			

Stats Neighbour LAs are Bracknell Forest, Bucks, Cambridgeshire, Hants, Herts, Oxon, Surrey, Trafford, West Berks and Wokingham
 Grey cells give national data by school type
 South East comprises of 19 LAs
 We have 66 schools including 3 Free schools which have not yet been inspected (these are not included in the figures)

Key Headlines

86% of RBWM pupils attend Good/Outstanding Schools

There have been two inspections this academic year.

RBWM has a lower percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (89% on 31.08.16)

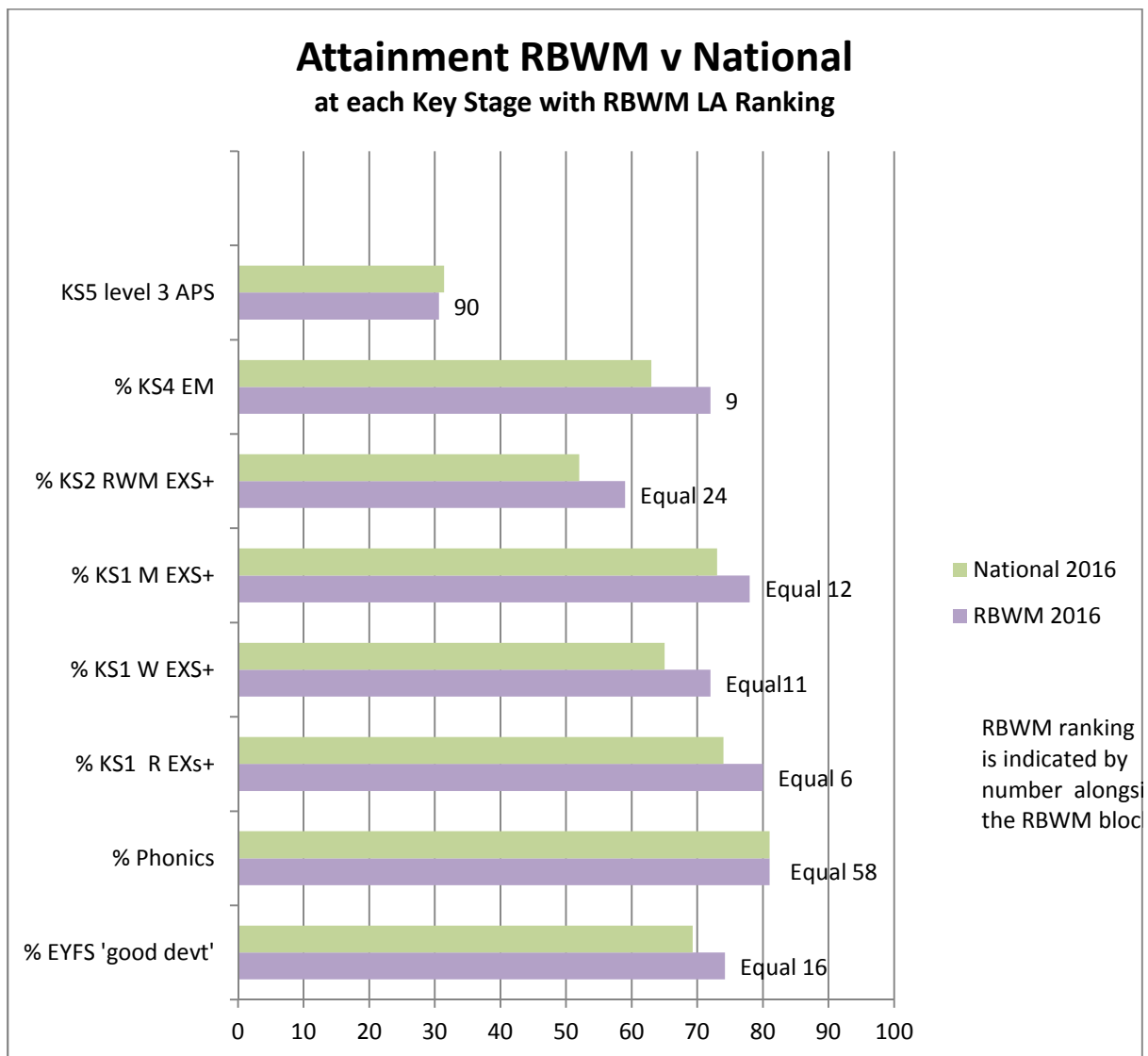
Inspections this Academic Year 2016/2017 (published reports)	
Autumn Term	2
Spring Term	0
Summer Term	0

SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

SUMMARY

- 2.1 The Royal Borough of Windsor and Maidenhead is a high achieving local authority for educational attainment.
- 2.2 Chart 2a shows that pupils outperformed national at all national assessment stages except KS5. The figures by the RBWM blocks give our ranking out of the 150 LAs which have educational data.

Chart 2a



Source DfE Statistical first release academic 2015-16

Data Pack Figure 2a summarises Educational Attainment by Key Stage and School. It also includes the Ofsted rating as at 31 August 2016.

Section 3 - Primary attainment and progress

This section summarises the attainment of Borough pupils in primary education for each national curriculum assessment stage.

Early years

- 3.1 The early years foundation stage profile (EYFSP) requires practitioners to make a best fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals (ELGs). Children have been deemed to have reached a good level of development (GLD) in the new profile if they achieve at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.
- Indicators from the early years foundation stage (EYFS) show the proportion of pupils attaining the DFE's definition of 'a good level of development' in RBWM for 2016 was 74%.
 - The attainment of pupils in the EYFS this year outperformed pupils nationally by five percentage points and RBWM was 5th when ranked against its ten statistical neighbours.
 - This result placed us equal 16th LA in England.
 - Pupils may be aged anything between still 4 and nearly 6 when assessed at the end of the reception year. The differing age of pupils can have a marked effect on their level of development.

Phonics

- 3.2 In 2012, the government introduced a new statutory phonics screening check for all children in Year 1. The purpose of the check is 'to confirm whether each child has learnt phonic decoding to an age-appropriate standard'. The test is repeated in Year 2 for those that did not meet the required standard in Year 1.
- In RBWM for 2016, 81% of pupils reached the required standard in phonic decoding, which was equal to the national result and placed us joint 58th. When compared with our Statistical Neighbours, RBWM came 7th.
 - However, the RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was very encouraging at 94%, 3 percentage points higher than the national average and placing us joint 6th. When compared with our Statistical Neighbours, RBWM came 4th.

Key Stage 1 (KS1)

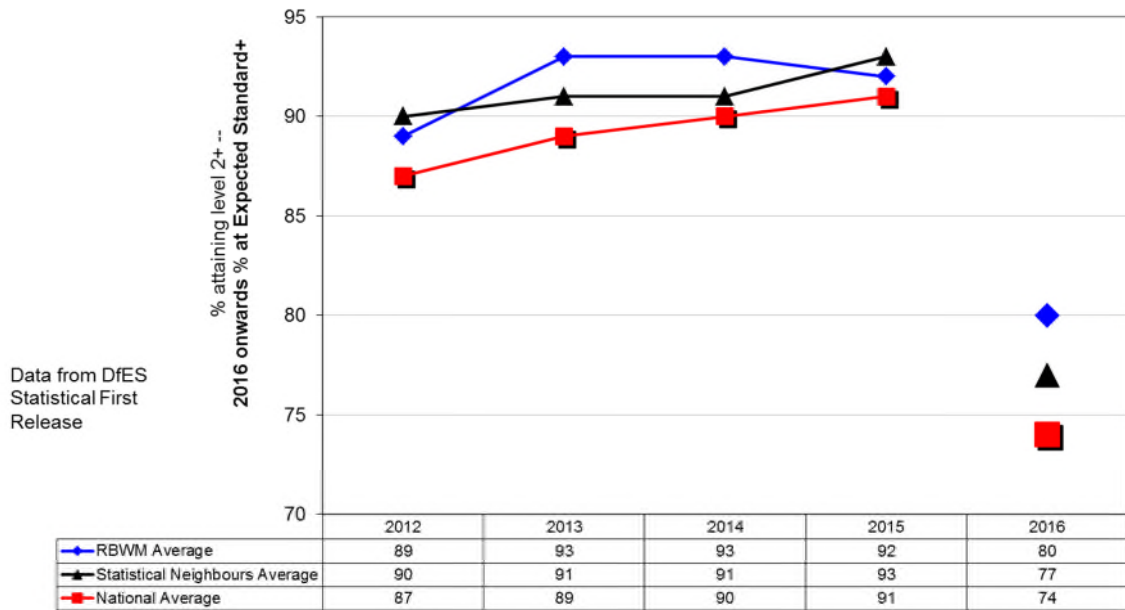
- 3.3 KS1 pupils are those aged 5 – 7 in years 1 and 2. **For 2016 assessment, however, pupils have been following the new national curriculum and have also been assessed without recourse to the old curriculum levels and sub-levels.** Instead, there is now an expected standard, higher than the previous Level 2, in place. This judgement is arrived at through a combination of reading, maths and grammar, punctuation and spelling tests and the teacher's own assessment of how well the child is operating.

PLEASE NOTE – because of this change, it is not possible to compare previous years' performance with 2016

- Even with a new curriculum and assessment process, there continues to be an above average performance at KS1 in the core subjects of Reading (80%), Writing (72%) and Maths (78%), with RBWM remaining above national results by approximately 6 percentage points in each case. This placed RBWM joint 6th, joint 11th and joint 12th respectively.
- When compared with our Statistical Neighbours, RBWM comes 1st in Reading and Writing and 2nd in Maths.
- Looking at those pupils achieving higher than the expected standard, RBWM is a top 5 local authority nationally in all 3 subjects and came 1st in Writing and Maths and 2nd in Reading when compared with our statistical neighbours.
- RBWM was externally moderated by the Standards and Testing Agency (STA) in 2016.

KS1 reading

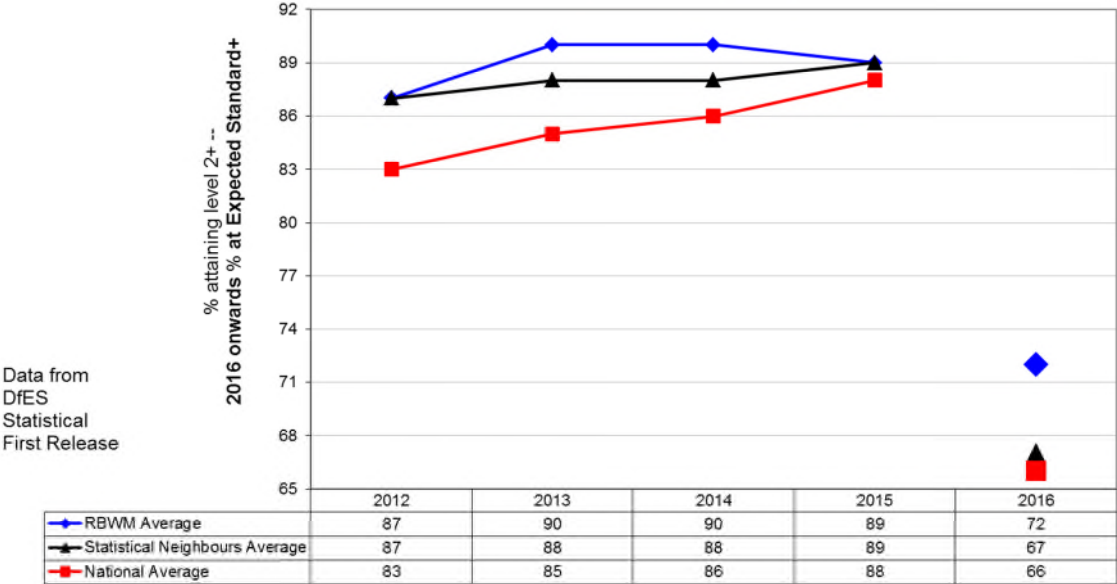
Chart 3a - Percentage of pupils attaining the expected standard or above in KS1 Reading (previous years L2+)



3.4 KS1 writing

PLEASE NOTE – because of the changes to both the national curriculum and the assessment process, it is not possible to compare previous years' performance with 2016

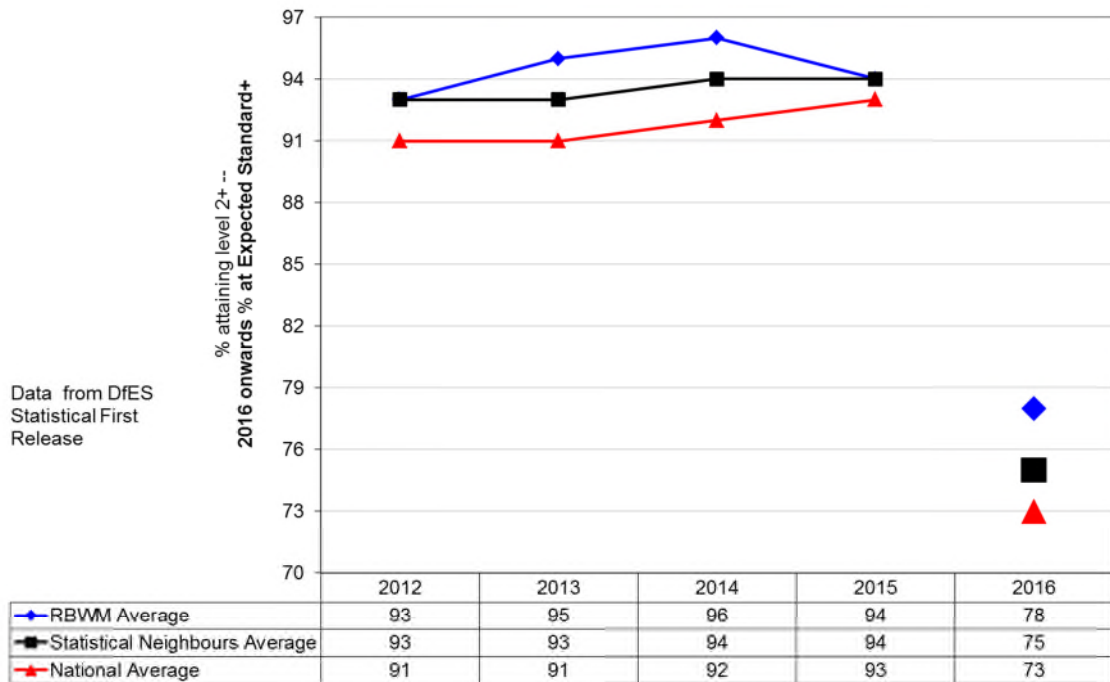
Chart 3b - Percentage of pupils attaining the expected standard or above in KS1 Writing (previous years L2+)



KS1 mathematics

PLEASE NOTE – because of the changes to both the national curriculum and the assessment process, it is not possible to compare previous years’ performance with 2016.

Chart 3c Percentage of pupils attaining the expected standard or above in KS1 Maths (previous years L2+)



Key Stage 2 (KS2)

- 3.5 KS2 pupils are ages 7 – 11 in Years 3 - 6. Prior to 2016, the national expected standard for KS2 is level 4. **For 2016 and beyond, the new national expected standard is higher, being based on the new national curriculum and also an entirely different system of assessment which no longer uses the old levels and sub-levels. For these reasons, it is not possible to compare previous years' performances with 2016.**

Even with a new curriculum and assessment process, there continues to be an above average performance at KS2 in the combined core subjects of Reading Writing and Maths (59%), with RBWM remaining above the national result by approximately 6 percentage points. This placed RBWM joint 24th in the country and means that we are ranked as a top 20% attaining authority (see Chart 3e below). When compared to our Statistical Neighbours, we are 3rd among the group of 11 LAs.

Because the expected standard has been raised in 2016, the percentage of pupils achieving above the expected standard in reading, writing and maths was only 5% nationally. RBWM achieved 8%, placing the Royal Borough equal 10th nationally and 3rd amongst our Statistical Neighbours.

KS2 Reading Writing and Mathematics

PLEASE NOTE – because of the changes to both the national curriculum and the assessment process, it is not possible to compare previous years' performance with 2016

Chart 3d - Percentage of pupils attaining the expected standard or better at KS2 in Reading, Writing and Maths combined measure (previous years at Level 4+)

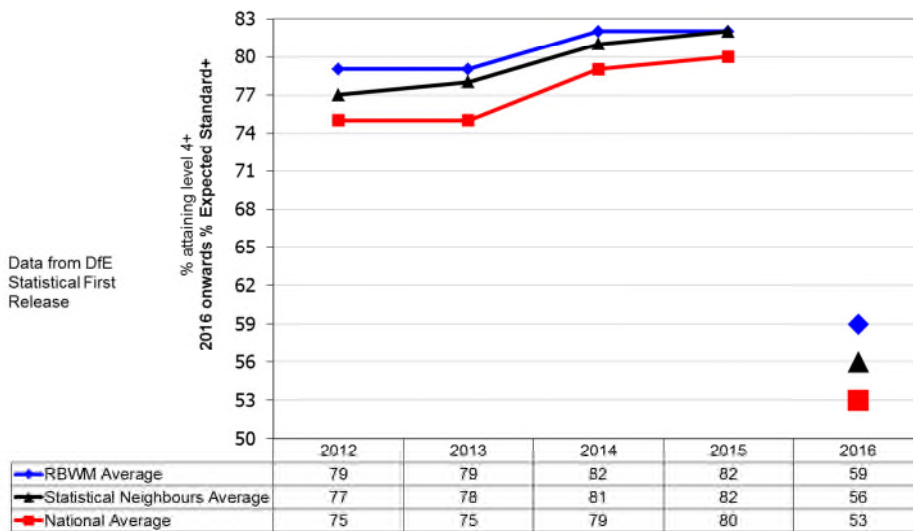
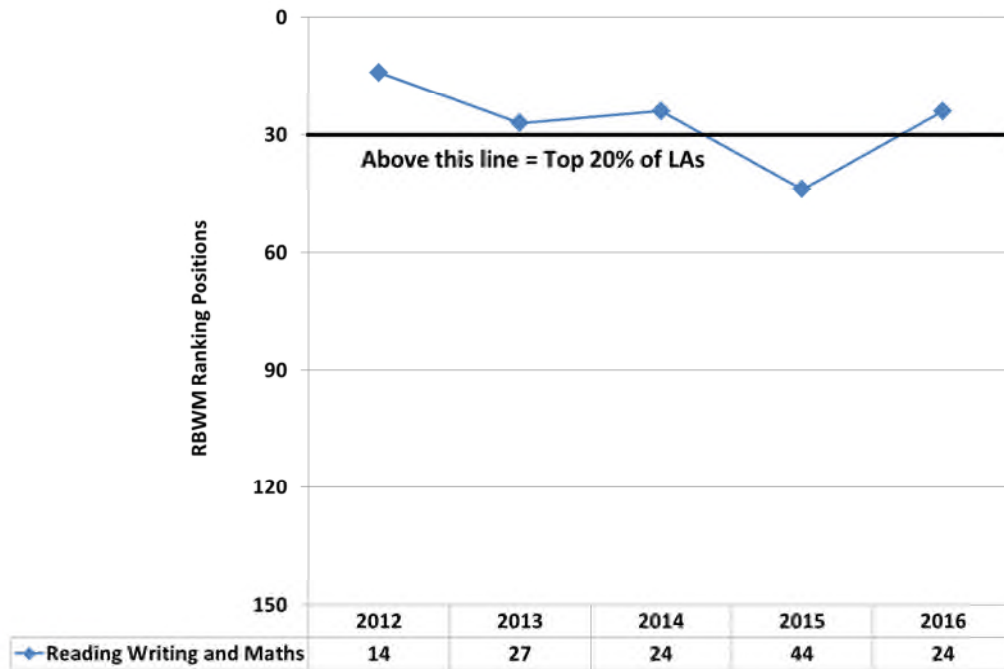


Chart 3e – KS2 Attainment rankings for Reading, Writing and Maths combined measure 2012 – 2016 (out of 150 Local Authorities)



KS1- 2 Progress

3.6 Until 2015, the national expectation of progress between KS1-2 progress was 2 levels (e.g. from level 2 to level 4).

However, from 2016, a new assessment process is in place which does not rely on KS2 levels and sub-levels.

Instead each child’s exam mark is given a scaled score and these are compared with the average scaled score for their own KS1 prior attainment group. If a child has performed better than their group’s average, they will gain a POSITIVE score – if they do less well than the average they gain a NEGATIVE score.

The national average rate of progress is deemed to be zero and therefore a positive score indicates that the pupils concerned have made better progress than the national average. Typically, most schools and almost all LAs will score between +5 and -5 in each of the 3 main subjects.

The Confidence Interval (CI), shown in brackets, measures how much variation there could have been to the result on another occasion. If, when the CI is both subtracted and added, the progress range remains greater than zero, the score is deemed to be statistically significantly HIGHER than the national. However, if, when the CI is both subtracted and added, the progress range remains less

than zero, the score is deemed to be statistically significantly LOWER than the national.

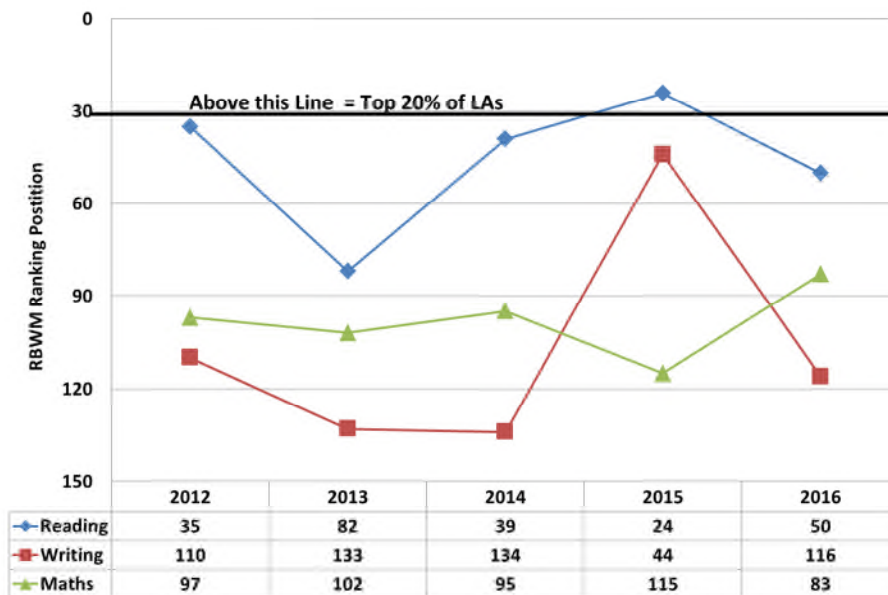
Therefore, in reading, RBWM has made significantly higher progress than national and significantly lower progress in writing (See Table 3a below).

Table 3a - KS1 to KS2 Progress

2016 pupils progress score vs national average progress	Reading	Writing	Maths
RBWM (CI in brackets)	0.4 (+/-0.3)	-0.8 (+/-0.3)	-0.1 (+/-0.3)
Progress range	0.7 to 0.1 Sig. +	-0.5 to -1.1 Sig. -	0.2 to -0.4

Source DfE SFR 2016

Chart 3f – KS2 Progress measure rankings for Reading, Writing and Maths 2012 – 2016 (out of 150 LAs)



Data Pack Figure 3b

Primary Progress by School

School Name	OFSTED Inspection as at 31.08.16	*DFE Ranking vs Similar Schools 2016 (out of 125)	2016 NOR	no K1 data	PROVISIONAL 2015 Achievers 2016 Progress Scaled Scores						PROVISIONAL 2015 Achievers 2016 Progress Scaled Scores						PROVISIONAL 2015 Achievers 2016 Progress Scaled Scores					
					% Under	% 2+ Levels (Expected)	% Over	Progress Score	Lower Limit	Upper Limit	% Under	% 2+ Levels (Expected)	% Over	Progress Score	Lower Limit	Upper Limit	% Under	% 2+ Levels (Expected)	% Over	Progress Score	Lower Limit	Upper Limit
All Saints CE Junior**	Good	76 / 125	65	10	2%	98%	34%	0	-1.7	1.7	3%	97%	8%	-3.3	-5	-1.6	2%	98%	14%	1	-0.4	2.4
Bisham CE Primary	Requires Imp.	61 / 125	7	1	0%	100%	29%	6.2	1.2	11.2	7%	93%	36%	-1.5	-6.2	3.2	21%	79%	29%	1.2	-2.8	5.2
Cheapside CE Primary	Outstanding	36 / 125	16	0	0%	100%	35%	3	-0.1	6.1	24%	76%	35%	0.8	-2.3	3.9	12%	88%	24%	-2.1	-4.7	0.5
Cookham Dean CE Primary	Good	33 / 125	27	1	4%	96%	56%	0.4	-2	2.8	16%	84%	4%	-0.4	-2.8	2	4%	96%	36%	-2.2	-4.3	-0.1
Cookham Rise Primary	Good	107 / 125	25	2	0%	100%	38%	1.3	-1.2	3.8	10%	90%	17%	-3	-5.5	-0.5	10%	90%	28%	0	-2.1	2.1
Courthouse Junior	Good	78 / 125	98	7	10%	90%	26%	0.1	-1.2	1.4	9%	91%	31%	-2.1	-3.4	-0.8	15%	85%	33%	-0.7	-1.8	0.4
Datchet St Mary's CE Primary	Requires Imp.	55 / 125	21	2	4%	96%	32%	-1.8	-4.6	1	7%	93%	32%	-2.6	-5.4	0.2	11%	89%	64%	-1.4	-3.7	0.9
Dedworth Middle**	Good	115 / 125	121	10	18%	82%	20%	-3.7	-4.9	-2.5	22%	78%	17%	-3.5	-4.7	-2.3	27%	73%	15%	-3.9	-4.9	-2.9
Furze Platt Junior	Good	9 / 125	74	1	4%	96%	25%	2.3	0.9	3.7	3%	97%	26%	-0.4	-1.8	1	7%	93%	44%	1.7	0.5	2.9
Holy Trinity CE Primary Cookham	Outstanding	14 / 125	30	1	4%	96%	58%	1.8	-0.5	4.1	4%	96%	71%	3.2	0.9	5.5	4%	96%	79%	2.3	0.4	4.2
Holy Trinity CE Primary Sunningdale	Good	36 / 125	32	1	11%	89%	25%	4.3	2.1	6.5	0%	100%	25%	0.1	-2.1	2.3	11%	89%	54%	2.2	0.3	4.1
Holyport CE Primary	Requires Imp.	70 / 125	46	4	4%	96%	45%	1.3	-0.6	3.2	6%	94%	32%	-0.2	-2.1	1.7	6%	94%	28%	-1	-2.6	0.6
Knowl Hill CE Primary	Good	4 / 125	12	0	0%	100%	0%	5.8	2.2	9.4	0%	100%	50%	2.1	-1.5	5.7	0%	100%	20%	2.1	-0.9	5.1
Larchfield Primary and Nursery	Good	9 / 125	25	2	22%	78%	11%	2.5	-0.1	5.1	0%	100%	22%	-1.2	-3.8	1.4	22%	78%	33%	3.6	1.4	5.8
Lowbrook Primary	Outstanding	1 / 125	29	0	4%	96%	11%	3.7	1.4	6	0%	100%	75%	4.7	2.4	7	4%	96%	79%	4.1	2.2	6
Oldfield Primary	Outstanding	5 / 125	30	2	3%	97%	48%	3.1	0.8	5.4	0%	100%	55%	1.7	-0.6	4	0%	100%	52%	2.3	0.3	4.3
Riverside (formerly Ellington) Primary	Good	110 / 125	28	0	4%	96%	28%	-2.7	-5	-0.4	0%	100%	12%	3.1	0.8	5.4	19%	81%	31%	-1.1	-3.1	0.9
S Ascot Village Primary**	Good	34 / 125	24	2	7%	93%	46%	0.4	-2.2	3	11%	89%	14%	-0.5	-3.1	2.1	14%	86%	24%	0.1	-2.1	2.3
St Edmund Campion Catholic Primary	Outstanding	32 / 125	44	5	0%	100%	65%	1.9	-0.1	3.9	0%	100%	67%	0.1	-1.9	2.1	0%	100%	70%	3.9	2.2	5.6
St Edward's Royal Free Middle**	Good	77 / 125	120	6	3%	97%	24%	0.1	-1.1	1.3	8%	92%	15%	-1.3	-2.4	-0.2	12%	88%	32%	-1.8	-2.8	-0.8
St Francis Catholic Primary	Outstanding	40 / 125	32	0	3%	97%	48%	-0.2	-2.4	2	0%	100%	48%	1.1	-1.1	3.3	0%	100%	41%	-0.1	-2	1.8
St Luke's CE Primary	Good	29 / 125	28	8	14%	86%	29%	0.3	-2.4	3	0%	100%	62%	5.9	3.2	8.6	5%	95%	33%	2.4	0.1	4.7
St Mary's Catholic Primary	Good	66 / 125	39	1	0%	100%	56%	-1.4	-3.4	0.6	0%	100%	59%	0	-2	2	3%	97%	51%	0.5	-1.2	2.2
St Michael's CE Primary*	Good	79 / 125	31	0	7%	93%	36%	1.1	-1.1	3.3	11%	89%	25%	-1.4	-3.6	0.8	7%	93%	18%	2	0.1	3.9
St Peter's CE Middle	Inadequate	99 / 125	56	4	10%	90%	12%	-1.3	-3	0.4	3%	97%	33%	0.2	-1.5	1.9	21%	79%	22%	-1.5	-2.9	-0.1
Trevelyan Middle**	Requires Imp.	69 / 125	108	6	12%	88%	25%	-0.7	-2	0.6	10%	90%	28%	1.3	0	2.6	12%	88%	27%	-1.5	-2.6	-0.4
Waltham St Lawrence Primary*	Good	58 / 125	19	0	6%	94%	44%	3.3	0.5	6.1	6%	94%	44%	-2.8	-5.6	0	6%	94%	19%	0.4	-2	2.8
Wessex Primary	Good	84 / 125	58	2	0%	100%	46%	1	-0.6	2.6	0%	100%	52%	-5	-6.6	-3.4	2%	98%	44%	1.1	-0.3	2.5
White Waltham CE*	Outstanding	16 / 125	30	0	0%	100%	33%	1.6	-0.6	3.8	0%	100%	70%	-0.6	-2.9	1.7	0%	100%	60%	2.9	1	4.8
Woodlands Park Primary*	Good	43 / 125	14	2	0%	100%	42%	-0.9	-4.5	2.7	8%	92%	0%	-3.9	-7.5	-0.3	8%	92%	8%	-4	-7	-1
Wraysbury Primary	Good	46 / 125	37	2	4%	96%	38%	1	-1.1	3.1	13%	88%	40%	-2.1	-4.2	0	27%	73%	42%	0.5	-1.3	2.3
RBWM				82	8%	92%	32%	0.4	0.1	0.7	8%	92%	32%	-0.8	-1.1	-0.5	12%	88%	35%	-0.24	-0.53	0.05
National					9%	91%	33%	0			6%	94%	36%	0			10%	90%	34%	0		

* Similar Schools are those which have a similar KS1 Average Points Score

SOURCES:

LA Progress Figures
DFE SFR January 2017

School Figures from
DFE 2016 Performance Tables

NOTE


For 2016 onwards, Progress from KS1 to KS2 will be measured by comparing the Scaled Scores of every pupil according to their KS1 Grouping's Average KS2 Scaled Score


Scaled Scores are derived from pupils' actual marks in the KS2 tests

Each School's Progress Score is an average of its pupils' positive and negative progress scores
The LOWER and UPPER LIMITS indicate what the school's progress score could have been on another day

Schools with Progress Scores of less than -5 in reading and maths and -7 in writing are below the Floor Standards set by the DFE

KEY To NEW Progress Measure

 Progress Statistically Significantly Higher than the national average
i.e. both UPPER and LOWER Limits are above Zero

 Progress Statistically Significantly Lower than the national average
i.e. both UPPER and LOWER Limits are below Zero

SECTION 4 - SECONDARY ATTAINMENT AND PROGRESS

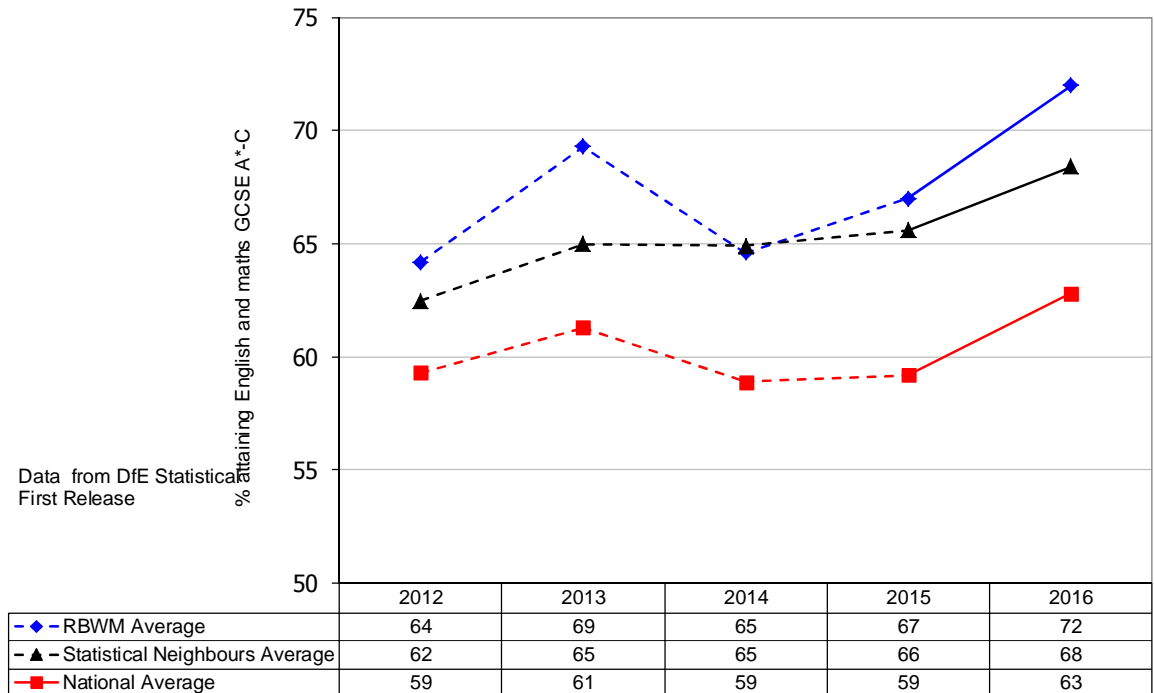
KEY STAGE 4 (KS4) – GCSEs and equivalent

- 4.1 KS4 pupils are ages 14 – 16 in Years 10 and 11. At the end of this Key Stage pupils sit GCSE and vocational examinations.
- 4.2 There have been significant changes to the measurements for GCSEs in recent years.
- 4.3 Firstly, there were significant changes in the measurements for GCSEs in 2014. The results for 2014 and 2015 take into account the Wolf Review and the Early Entry Policy and are therefore not a like for like comparison with 2013 or earlier years. These changes combined to cause a decline in results both locally and nationally and included:-
- restricting the qualifications counted
 - preventing any qualification from counting as larger than one GCSE,
 - capping the number of non-GCSEs included in performance measures at two per pupil
 - An early entry policy to only count a pupil's first attempt at a qualification.
 - The move to Linear GCSEs, rather than modules which could be taken more than once.
- 4.4 Secondly, from 2016, DfE have substantially changed the top-line attainment measures for KS4. These changes include :-
- Removing the 5+ A*-C GCSE (including English and Maths) measure for accountability purposes, although this figure has been calculated for comparison purposes
 - Changes to the English and Maths measure, to allow English literature to count towards English (in addition to English language and combined English)
 - The English Baccalaureate (Ebacc) measure is retained.
 - The introduction of the Attainment 8 measure, which looks at attainment across 8 subjects including English and Maths (both double counted), three Ebacc subjects and 3 other subjects (which can include additional Ebacc subjects or approved non-GCSEs).

This means that results for 2016 are also not directly comparable to previous years. The addition of English literature as an option means that results, both locally and nationally, would be expected to show a small increase in relation to previous years.

English and Maths GCSE

Chart 4a Percentage of Pupils attaining A*-C in both English and Maths GCSE



- Overall 59% of pupils in England achieved English and Maths GCSE at grade C or above. State funded schools nationally achieved 63%.
- The percentage of Royal Borough pupils attaining English and Maths GCSE at grade C or above is 72%. This is well above the national figure of 63% and is above the statistical neighbour average of 68%.
- The Royal Borough is 9th LA on this measure.

Attainment 8

- 4.5 Attainment 8 is a new measure. See Appendix A for a detailed description of how this is calculated. It is based on students' attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. For 2016 points are awarded for GCSEs which range from 8 points (for an A*) to 1 point (for a G).

- 4.6 The average Attainment 8 score across RBWM was 53.1. This means that that the average GCSE grade for all pupils in the Borough, across the 8 included subjects was a C+. This compares to 50.1 (average grade C) for state-schools nationally.

English Baccalaureate

- 4.7 The English Baccalaureate (EBacc) requires pupils to attain A*-C in English, maths, two sciences, a humanity (specifically history or geography) and a language.

Table 4c English Baccalaureate

	Percentage of pupils A*-C GCSE					
	English	Maths	2+ Sciences	Humanities	Languages	English Bacc
RBWM achieved	78	70	59	51	35	32
National achieved	75	69	56	47	34	25
RBWM entered	97	98	87	77	50	44
National entered	97	97	87	74	49	40

Source DfE SFR

- 44% of RBWM pupils were entered for all elements of the Ebacc in 2016, the same as 2015, above the national figure of 40%, slightly up from 39% in 2015.
- The England state-maintained pass rate for the Ebacc was 25%, and RBWM 32% (up from 30% in 2015). RBWM was ranked 26th best LA on this measure.

KEY STAGE 2 - 4 PROGRESS

- 4.3. The previous progress measure of 3 levels of progress from Key Stage 2 to Key Stage 4 has been discontinued.
- 4.4. The new measure for progress is Progress 8. See Appendix A for a detailed explanation of how this is calculated.
- 4.5. A value of 0.0 means that progress is in-line with expectations given the starting points of the cohort. A score of -0.5 or below means the school is deemed 'below the floor', exposing them to challenges and interventions from

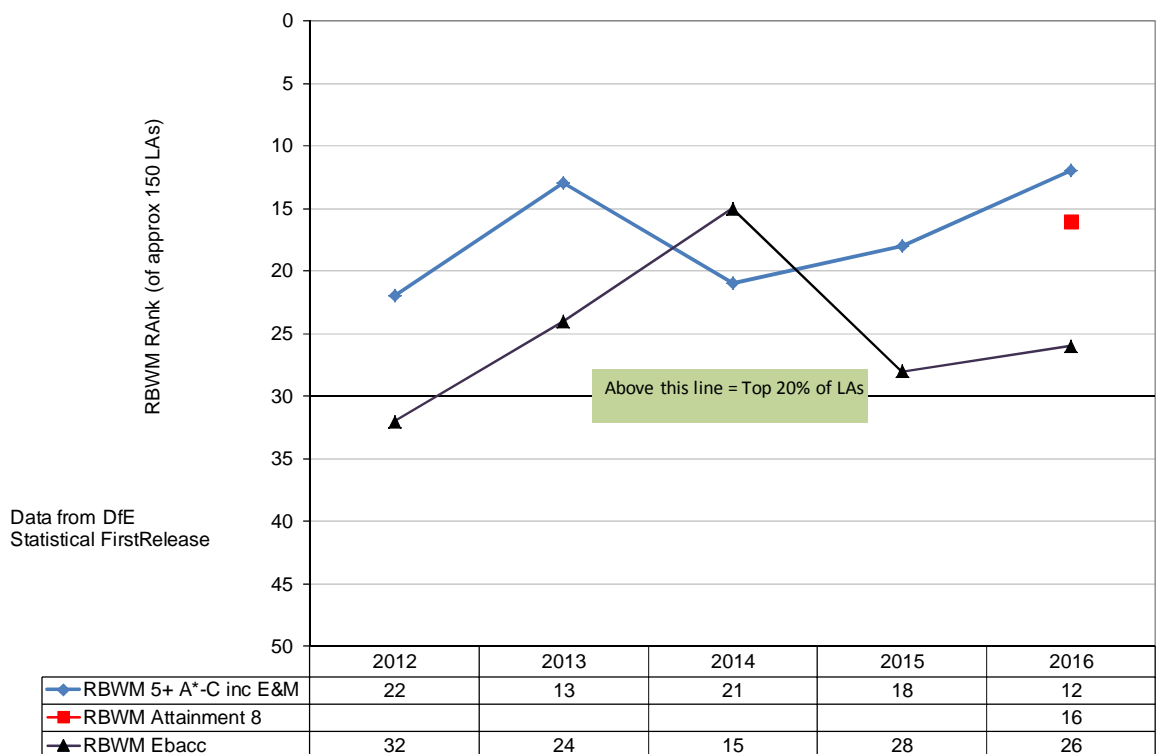
local or national government. A score of +1.0 or above exempts the school from an OFSTED inspection for a year and means that, on average, every pupil in the school got one grade higher in each of the Attainment 8 subjects than the national average for pupils with the same prior attainment.

- RBWM had an overall Progress 8 score of +0.16. This means that on average RBWM pupils attained one grade higher in 1-2 subjects than pupils with equivalent prior attainment nationally. The confidence interval is +/- 0.06, meaning that the Borough's result is significantly better than national and that there is a 95% certainty that the result lies between +0.10 and +0.22.

RANKINGS

4.6 Datapack Chart 4b shows RBWM's ranking on a number of key attainment measures against other LAs. There are approximately 150 LAs with recorded data.

Chart 4b Attainment Rankings

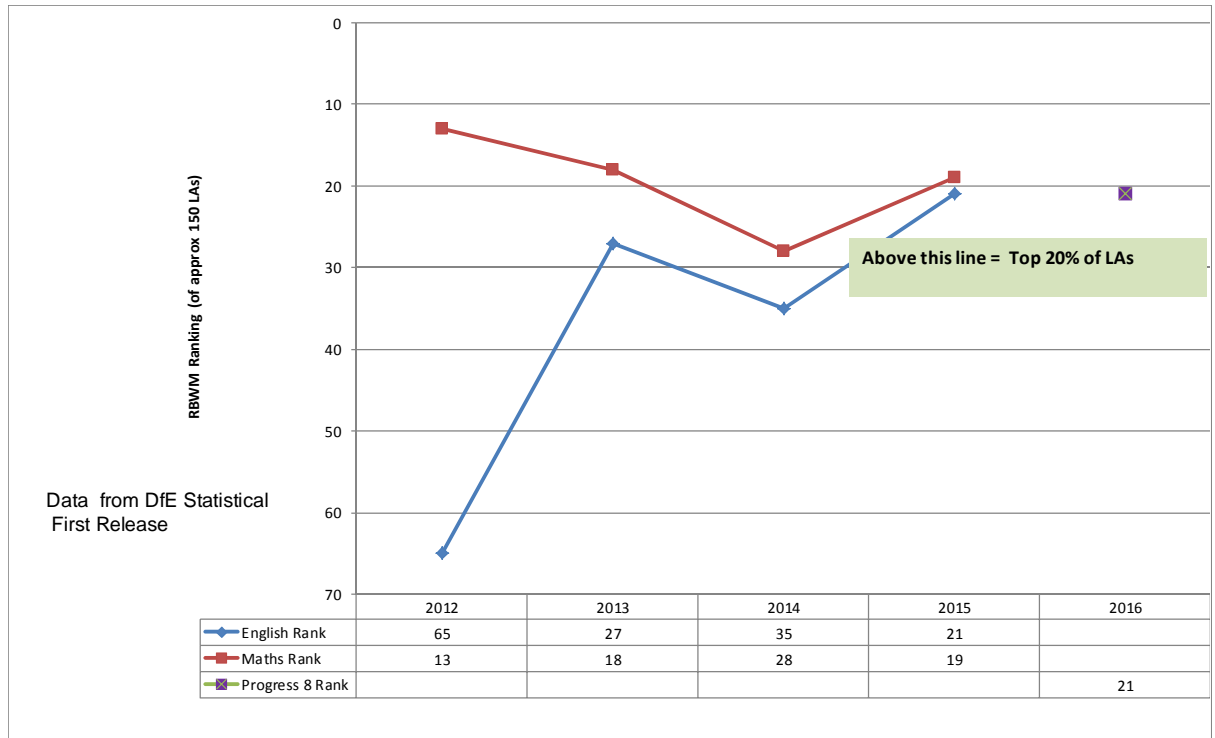


4.7 While the top-line attainment measure has changed (from 5+ A*-C including English and maths GCSEs) to Attainment 8 this year, RBWM's ranking compared to other Local Authorities has remained broadly similar. The Royal

Borough is within the top quintile of local authorities on each of these measures.

4.8 Datapack Chart 4c shows RBWM's ranking on pre-2016 and 2016 top-line progress measures against other LAs.

Chart 4c Progress Rankings



4.9 The Royal Borough's ranking for the new Progress 8 measure is similar to the average ranking for English progress and maths progress previously. The Royal Borough's ranking for Progress 8 is within the top quintile of Local Authorities.

SECONDARY SCHOOL PERFORMANCE TABLES

4.10 Data Pack Figure 4a shows secondary attainment by school.

- The Royal Borough has 6 schools assessed by DfE as 'above national average' progress using the new Progress 8 measure and 4 schools where progress is assessed as in line with national average. There are no schools with progress significantly below national average.
- In all RBWM schools except one, a higher proportion of pupils attained A*-C in both English and maths at GCSE than achieved Level 4+ (the then expected standard) in their SATS tests at the end of primary school.

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2016

School	Ofsted Rating as at 31.08.16	Cohort Number	Intake (KS2 Reading, Writing & Maths Level 4+)	Key Stage 4 Attainment					Key Stage 2-4 Progress				Destinations	Absence
				A*-C in English + Maths GCSSES	English Bacc		Attainment 8		Progress 8				Pupils staying in education or going into employment (2014 leavers)	% Overall absence 2014/15
				%	% Entered	% Achieved	Score	As Grade	Score	Range	DfE Descripton	Disadvantaged	%	%
Altwood	Requires imp.	133	69	62	30	20	50.6	C	-0.15	-0.34 to +0.03	Average	-0.32	97	5.3
Charters	Outstanding	245	75	78	47	35	56.9	B-	0.3	+0.17 to +0.44	Above average	-0.02	98	4.8
Churchmead	Good	87	61	69	29	22	51.0	C	0.20	-0.05 to +0.46	Average	+0.31	90	6.2
Cox Green	Good	146	67	74	40	29	54.6	C+	0.20	+0.02 to +0.37	Above average	-0.01	91	5.0
Desborough	Good	64	56	64	33	20	48.1	C-	-0.02	-0.29 to +0.24	Average	-0.49	96	4.7
Furze Platt	Requires imp. (Good - Sep 2016)	186	71	74	47	31	55.3	B-	0.26	+0.10 to +0.42	Above average	-0.18	96	4.1
Newlands	Good	181	82	88	52	70	58.5	B	0.42	+0.25 to +0.58	Above average	+0.19	98	3.8
Windsor Boys' School	Requires imp.	222	58	68	39	24	52.3	C+	0.17	+0.02 to +0.32	Above average	-0.05	95	5.2
Windsor Girls' School	Outstanding	183	71	73	49	39	51.5	C	0.1	-0.06 to +0.26	Average	-0.09	95	5.6
RBWM		1470	69	72.4	44.1	31.6	53.0	C+	0.16	+0.11 to +0.22	Above average	-0.12	95.0	4.8
National 2016 (state funded)				63	39.7	24.7	49.8	C	-0.03			-0.38	94.0	5.3

Source: Performance Tables 2016

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

5.1. The way 16–18 results are reported this year has changed due to a number of government reforms to the way schools and colleges are held accountable for their performance. There have been a number of reforms to the 2016 performance tables including

- the introduction of new performance measures
- changes to the vocational qualifications that count
- changes to the points assigned to grades
- new rules for how students are included in the measures
- new rules for how students are allocated to institutions

A LEVEL RESULTS

5.2. There is a new points score system for A levels, an A* now counts as 60 points, and a grade E is given 10 points. This new system reduces the size of the gap between a fail (0 points) and the lowest pass grade, which was previously much greater than the gap between other grades. AS qualifications count as half this number of points. A student's 'best three A levels' is reported for the first time, while the 'average points score per student' measure has been removed.

5.3. A significantly higher proportion of RBWM students continue their education in school sixth forms to take A levels than is the case nationally, resulting in more lower-performing students in schools. Attainment comparisons with national school outcomes at A level should be viewed in that context.

Table 5a - Key measures: A level cohort

School/College name	Number of students with A level exam entry	Progress Score	Average point score		Number of students in AAB/best 3 measure	Students Best 3 A levels		% of A level students achieving AAB+ including at least 2 facilitating
			per A level entry expressed as a grade	per A level entry		Grade	Point score	
England - all schools and colleges			C+	31.79		C+	34.97	17.0%
England - state funded schools and colleges			C	30.44		C+	33.79	13.9%
RBWM (excludes BCA)			C	30.20		C+	33.75	15.5%
RBWM Rank				65th			65th	=47th
Altwood CofE Secondary School	54	-0.28	D+	24.07	25	C	29.47	4.0%
BCA	27	-0.24	D+	23.98	11	D+	23.33	0.0%
Charters School	225	+0.17	C+	32.77	155/161	C+	34.91	20.0%
Cox Green School	53	-0.04	C-	25.22	18	C+	33.89	16.7%
Desborough College	97	+0.18	C-	26.35	46	C-	27.90	8.7%
Furze Platt Senior School	143	+0.05	C	29.66	123/124	C+	32.90	15.4%
Newlands Girls' School	88	+0.06	B-	35.61	67	B	39.10	22.4%
The Windsor Boys' School	118	+0.04	C	30.79	70	B-	36.00	18.6%
Windsor Girls' School	100	-0.01	C	28.36	65	C+	32.10	6.2%

Source: DfE Performance Tables

5.4. The average point score per A level entry for a student's best 3 A Levels expressed as a grade for the Borough was C+. The LA ranks 65th on this

measure. The associated point score of 33.75 is in line with the state funded national figure of 33.79.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 15.5%, above the national state funded figure of 13.9%. Both figures are significantly higher than last year since this reformed measure now includes only students that are on A level programmes and it excludes applied A levels. RBWM ranks 34th on this measure.
- A new progress measure by institution has been published for the first time. The scores are calculated by comparing the A-level results of students at this school or college with the A level results of students in schools and colleges across England who started with similar results at the end of Key Stage 4. A score above zero means students made more progress, on average, than students across England who got similar results at the end of key stage 4. A negative progress score does not mean students made no progress, or the school or college has failed, rather it means students in this school or college made less progress than other students across England with similar results at the end of Key Stage 4.
- For A levels, Desborough and Charters have the progress measure rated 'above national' , Altwood was 'below national'. All other schools are in line with national progress. Note, however that if a school has over/under performed at GCSE, this may impact the value added in 6th form. In particular, if students have produced excellent results at GCSE, performing at A level in line with the average for such high-performing students would still be a very good result.

VOCATIONAL RESULTS

- 5.5.** The recommendations from the Wolf Review of Vocational Training take effect for the first time in 2016. Vocational attainment is no longer reported, instead attainment for students studying applied general and technical qualifications are reported separately. Applied general qualifications are level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science. Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation e.g. a level 3 diploma in construction or bricklaying. Only vocational qualifications that are on the approved list will be included.

Table 5c - Key measures: Vocational cohort

School/College name	Number of students with tech level exam entry	Average result		Number of students with applied general exam entry	Progress score	Average result	
		Point score	expressed as a grade			Point score	expressed as a grade
England - all schools and colleges	NA	30.77	Dist-			34.69	Dist
England - state funded schools and colleges	NA	30.76	Dist-			34.66	Dist
RBWM (excludes BCA)	NA	29.55	Merit+			33.07	Dist-
Altwood CoFE Secondary School	9	50.00	Dist*	20	-0.04	33.48	Dist
BCA	182	27.19	Merit+	99	-0.46	29.00	Merit+
Charters School	21	34.29	Dist	64	-0.23	32.65	Dist-
Cox Green School	1	SUPP	SUPP	19	0.96	46.67	Dist*
Desborough College	23	40.86	Dist+	35	0.66	40.21	Dist+
Furze Platt Senior School				11	0.51	45.00	Dist*
Newlands Girls' School				11	1.25	49.29	Dist*
The Windsor Boys' School	3	SUPP	SUPP	38	-0.17	31.70	Dist-
Windsor Girls' School	10	37.60	Dist+	22	-0.05	35.60	Dist

Source : DfE performance tables

- The average point score per technical qualification expressed as a grade for the Borough was Merit+ below the national state funded average of Dist-.
- The average point score per applied general qualification expressed as a grade for the Borough was Dist- just below the national state funded average of Dist.
- A new progress measure by institution has been published for the first time. The scores are calculated by comparing the tech level results of students at this school or college with the tech level results of students in schools and colleges across England who started with similar results at the end of Key Stage 4. A score above zero means students made more progress, on average, than students across England who got similar results at the end of key stage 4. Newlands and Cox Green are rated 'well above average', Desborough 'above average' while other schools are in line with national, however Charters and BCA are 'below average'.

VALUE ADDED - A LEVEL

- 5.6 Schools also use ALPS analysis for value-added information for A level results. ALPS data only includes students that have taken at least 2 A levels. ALPS reports include a Quality Indicator that measures actual UCAS points gained against expected points (given GCSE prior attainment). The ALPS grades range from 1 (Outstanding) to 9 (Poor).
- 5.7 Schools achieving an ALPS Quality Indicator of 3 or lower are in the top 25% of schools nationally for value-added. Two of the Borough's sixth forms fall into this category in 2016. Schools achieving a value-added score of between 4 and 6 are in-line with the middle 50% of schools nationally. Five of RBWM's sixth forms fall into this category. Schools achieving a value-added score of 7 or above are in the bottom 25% of schools nationally for value-added. One of RBWM's sixth forms currently falls into this category, scoring a 7. As a whole, RBWM is rated a 4 on this measure, classified by ALPS as 'very good'.

Table 5d ALPS : A level value-added

School	Student Number	Average GCSE score of A level Students	A level Grades on Target	ALPS Score
Charters School	171	6.16	76.8	2.78
The Windsor Boys' School	78	6.11	74.7	3.56
Furze Platt School	130	6.1	71.9	4.33
Newlands Girls' School	72	6.47	73.9	4.33
Windsor Girls' School	70	5.97	70.7	4.67
Cox Green School Academy	30	5.91	68.8	4.78
Desborough College	54	5.64	72.1	4.89
Altwood C of E School	27	5.96	51.2	7.11

'The average GCSE score of A level students' shows the prior attainment of these students, where 8 represents all A* grades, 7 represents the equivalent of all A grades etc.

'A level Grades on target' reflects the percentage of A level results that met their ALPS target grade, which is that achieved by the top 25% of students with the same GCSE prior attainment.

'ALPS Score' is the ALPS Quality Indicator described in para 5.7.

SECTION 6 - PERFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

There are 152 Local Authorities, including City of London and Isles of Scilly. Data for these two LAs is omitted from many DfE tables, as numbers are too small to be reported.

Therefore, typically the Top Quintile represents the Top 30 Local Authorities and the Bottom Quintile the lowest 30 Local authorities. However for some measures, small numbers may be suppressed for LAs where there are small numbers of a particular grouping (e.g. for KS2 pupils with SEN EHC and Black pupils, the number of reported LAs is around 130; for KS4 Black pupils it is around 140 LAs). For these measures the quintiles have been adjusted accordingly.

KEY STAGE 2

Table 6a Key Stage 2 : Reading+Writing+Maths

Group	Pupils 2016	% attaining Level 4+ Reading+Writing+Maths		% attaining expected standard Reading+Writing+Maths			LA Ranking
		2014	2015	2016	National 2016	+/- National	2016
All	1340	82	82	59	54	5	=24th
Girls	641	85	84	65	58	7	=12th
Boys	699	80	81	54	50	4	=36th
FSM	95	68	58	27	36	-9	=134th
Non-FSM	1245	83	84	62	57	5	=24th
Disadvantaged	255	63	64	35	39	-4	=103rd
Non-Disadv	1085	86	87	65	61	4	=32nd
SEN	198	n/a	84	15	16	-1	=74th
SEN – with EHC	59	n/a	26	5	7	-2	=88th
Non-SEN	1079	92	97	70	62	8	=16th
Not 1 st Lang Eng	208	87	82	51	52	-1	=74th
First Lang Eng	1128	81	83	61	54	7	=13th
Asian	178	87	84	55	56	-1	=93rd
Black	15	X	57	47	51	-4	=71st
Mixed	108	82	83	65	56	9	=17th
White	1005	82	83	60	54	6	=19th

Source : DfE SFR

6.2 Table 6a above has attainment and rankings for Key Stage 2.

- The new 'expected standard' at KS2 is more rigorous than the previous Level 4+ standard, so results for all pupil groups have fallen both nationally and locally.
- The proportion of pupils achieving the new 'expected standard' in the headline measure of Reading+Writing+Maths at Key Stage 2 is above national overall, but just below national for four of our vulnerable sub-groups i.e. Asian and English Not First language as well as both the SEN groups. In all four cases the percentage difference with the national is 1% point which equates to 1 or 2 pupils lower.
- Although the Black minority ethnic sub-group is lower than the national figure by 4% points, each one of the 15 pupils is worth more than 6% of the group so the group's score is within 1 pupil of the national score so may be seen as broadly in line with their national counterparts.
- The two groups which show a marked difference are the FSM and Disadvantaged groups and these are shown in more detail in the two separate sections below.
- The gap between RBWM girls and boys has increased this year from 3 to 11 percentage points this year (compared with a 8 percentage point gap at National).
- Pupils with English as their first language outperformed those for whom English was not their first language in RBWM by a 10 percentage points, a much higher gap than last year (1 percentage point) and national (2 percentage points).

KEY STAGE 4

6.3 Table 6b below has progress (Progress 8) and rankings for Key Stage 4.

- The Progress 8 result for the Royal Borough is above national progress for all pupils group except Asian pupils, Black pupils and pupils for whom English is not the first language. However for pupils in two of these groups (Asian and first language not English) the actual Progress 8 score was positive – i.e. these pupils made more progress than the average for all pupils with the same prior attainment.
- For all other groups, RBWM progress is within, or close to, the top 20% of Local Authorities.

Table 6b Key Stage 4 : Progress 8

Group	Pupils 2016				LA Ranking
		2016	National 2016	+/- National	2016
All	1342	+0.16	-0.03	+0.19	21st
Girls	493	+0.25	+0.11	+0.14	=28th
Boys	545	+0.08	-0.17	+0.25	18th
FSM	87	-0.28	-0.46	+0.18	=31st
Non-FSM	1255	+0.19	+0.04	+0.15	=24th
Disadvantaged	227	-0.12	-0.38	+0.26	25th
Non-Disadv	1115	+0.22	+0.10	+0.12	=31st
SEN	168	-0.20	-0.38	+0.18	=33rd
SEN – with EHC	56	-0.73	-1.03	+0.30	=21st
Non-SEN	1116	+0.26	+0.06	+0.20	=20th
Not 1 st Lang Eng	167	+0.32	+0.39	-0.07	=120th
First Lang Eng	1174	+0.14	-0.09	+0.23	=8th
Asian	176	+0.23	+0.31	-0.08	=118th
Black	20	-0.10	+0.17	-0.27	=124th*
Mixed	85	+0.44	-0.04	+0.48	2nd
White	1038	+0.13	-0.09	+0.22	18th

Source : DfE SFR

- There is a marked gap between the progress of boys and girls both nationally and in the Royal Borough. However, the gap is narrower in RBWM, resulting in a higher ranking for RBWM boys.
- Progress for pupils with Special Educational needs (SEN) and SEN with an Educational Healthcare Plan (EHC) or statement is below that for pupils without SEN. However, in all cases, the RBWM group makes more progress than the equivalent National group.
- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for all four groups were similar, at or close to top 20%.
- The Progress 8 for both Asian pupils and pupils for whom English is not a first language was brought down by the relatively poor results for the 25 Mirpuri Pakistani students for whom English is not a first language. Results for the other main Asian groups (Indian and other Pakistani) were comparable to high Progress 8 results achieved nationally.

- The Progress 8 result for RBWM black pupils was pulled down by very poor results for one student. With such a small cohort, if the result for this student was omitted, the Progress 8 for this group would have been close to the national average for black pupils.

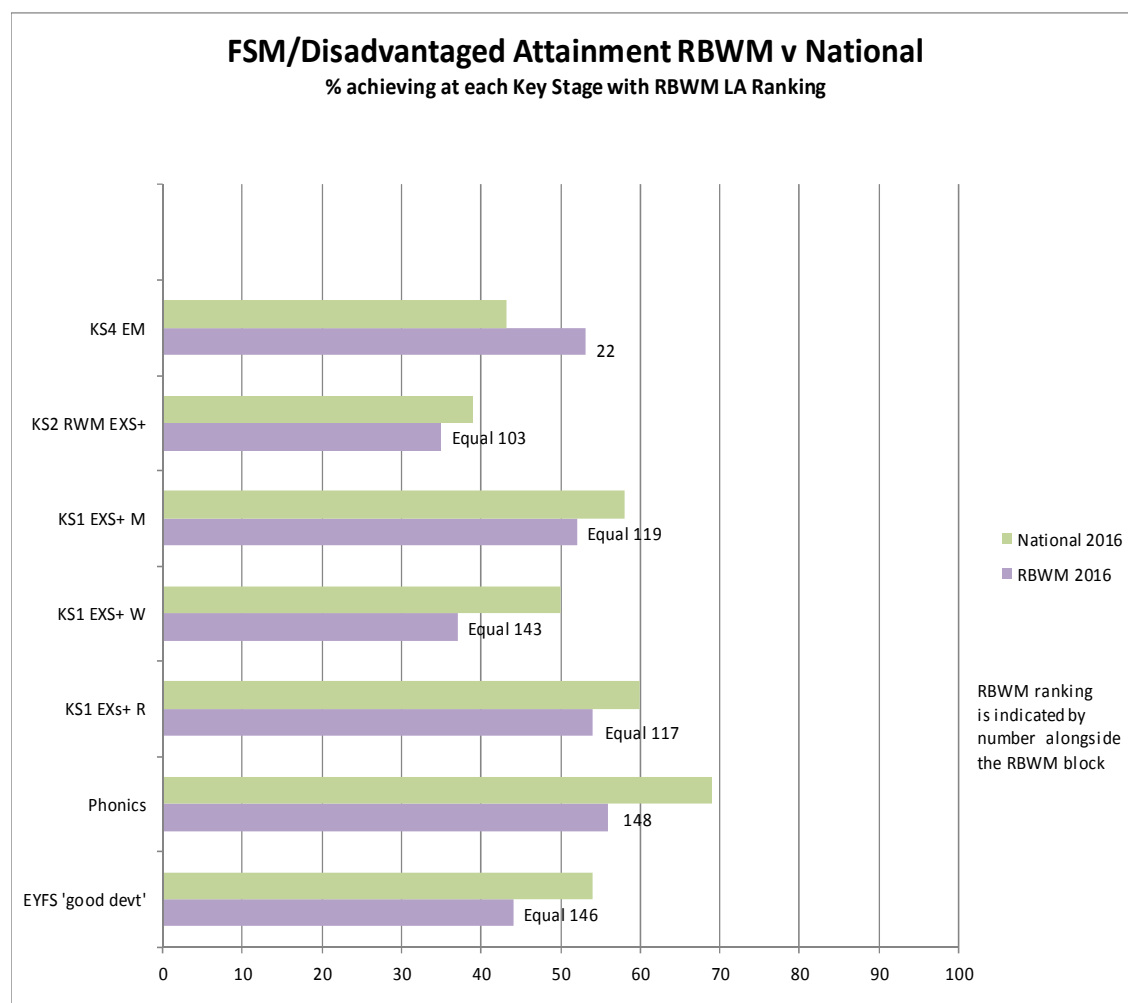
ACHIEVEMENT BY ETHNICITY

- 6.4 Information on performance by ethnic main groups for all Key Stages is given in Data Pack Table 6c (at the end of this section).
- At KS2, however, the RBWM Asian group is worth looking into since it holds two sub-groups – Indian and Pakistani - who perform quite differently.
 - The LA Indian group provisional score is 75% attaining the Expected standard or better, whereas the LA's Pakistani group score is 39%. The latter has 97 pupils and the former just under 65 pupils. Nationally, the Indian group scored 65% and the Pakistani group 47%, so RBWM's Pakistani group is under-attaining in 2016. This is in contrast to what had been seen previously in 2014 and 2015 when the Pakistani group had been performing close to or slightly above the all pupils national average.
 - Of the six schools who had 6 or more Pakistani pupils at KS2, four of them had 50% or fewer gaining the expected standard or better
 - All Saints Junior – 2 out of 9 (22%)
 - Courthouse Junior – 3 out of 6 (50%)
 - Dedworth Middle – 1 out of 8 (13%)
 - Riverside Primary – 4 out of 24 (17%)

ACHIEVEMENT BY DISADVANTAGED/FSM PUPILS

- 6.5 Data comes from SFRs. The (larger) Disadvantaged cohort is shown where published (Key Stage 2 and Key Stage 4); for other Key Stages FSM eligibility is used. Disadvantaged data by Local Authority is not published at Key Stage 5.
- 6.6 Chart 6a shows summary attainment data for FSM/Disadvantaged pupils at each Key Stage. Attainment results for the disadvantaged cohort at Key Stage 4 are in the Top 20% of Local Authorities, but for other Key Stages they fall well below average. There is further detail in the following sections.

Chart 6a **FSM/Disadvantaged attainment and ranking by Key Stage**



FREE SCHOOL MEALS (FSM)

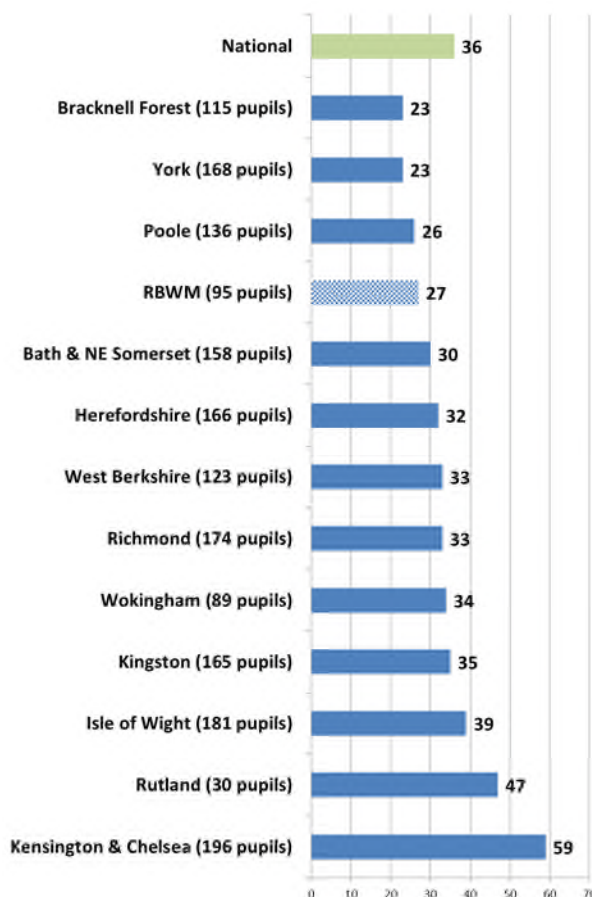
6.7 All data comes from the DfE SFRs. FSM data relates to pupils eligible for FSM at the end of the relevant Key Stage, This data does not include FSM6 (pupils entitled to Free School Meals at some point in the last 6 years). Using FSM-only data enables like-for-like gap comparisons to be made over time. The numbers of FSM pupils in RBWM are relatively small and figures for that group can fluctuate significantly from year to year as a result of other factors.

6.8 The FSM data in Table 6d (see end of section 6) shows that:

- At Key Stages 1 and 2 the RBWM non-FSM/FSM gap has widened since 2015.
- At Key stage 4 the FSM gap is less than the FSM gap last year.

- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2013 to 2016.
- At KS2, our score of 27% placed us 134th in the LA rankings, which is in the lowest 20% of local authorities and clearly the FSM / non-FSM gap of 35 percentage points is very large. However, it should also be noted that 10 of the 13 LAs with cohorts of fewer than 200 pupils failed to reach the national average of 36% (see Chart 6b). This group includes Bracknell Forest (23%), W Berkshire (33%), Wokingham (34%), Richmond (33%) and Kingston (35%), the latter three being high attaining authorities like RBWM. All of these authorities have large gaps with Richmond having the largest at 37 percentage points.
- An authority which has scored very well with its small FSM group is the Royal Borough of Kensington and Chelsea. Their FSM group scored 59% and their non-FSM group 72%, making a gap of only 13% points.

Chart 6b - Percentage of 2016 KS2 Free School Meals Pupils (FSM) Reaching the Expected Standard or Above – Thirteen Smallest LA Cohorts incl. National



DISADVANTAGED PUPILS

- 6.8 Disadvantaged pupils attract Pupil Premium (additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers).
- 6.9 Disadvantaged pupils comprise looked-after children, those eligible for Free School Meals (FSM) and those who had previously been eligible for Free School Meals any time in the preceding 6 years ('Ever 6 FSM' or FSM6).
- 6.10 School level data is shown, in Tables 6e (Key Stage 2) and 6f (Key Stage 4), where this is published in the DfE performance tables, i.e. where the number of pupils in receipt of the Pupil Premium is six or more.

Table 6e Key Stage 2: Proportion achieving Reading, Writing & Maths Expected standard by school and disadvantaged

School	Disadvantaged Pupils		Other Pupils		% pt. GAP between dis-advantaged in school and National disadv.	% pt. GAP between disadv. pupils in school and National for <u>other</u> pupils
	Number	% achieving	Number	% achieving		
All Saints	16	31	49	55	-8	-29
Cookham Rise	8	25	19	42	-14	-35
Courthouse	20	30	76	64	-9	-30
Datchet St Mary's	6	50	15	47	+11	-10
Dedworth Middle	34	21	88	39	-18	-39
Holy Trinity, Cookham	6	33	24	75	-6	-27
Larchfield	8	38	17	94	-1	-22
Riverside	14	21	14	21	-18	-39
St Edward's Middle	8	25	111	68	-14	-35
St Francis	6	33	25	80	-6	-27
St Luke's	8	63	19	53	+24	+3
St Peter's Middle	10	50	45	60	+11	-10
South Ascot Village	6	33	19	74	-6	-27
Trevelyan Middle	23	57	81	62	+18	-3
Waltham St L	6	67	13	62	+28	+7
Wessex	12	8	47	68	-31	-52
Wraysbury	7	14	29	48	-25	-46
RBWM	255	35	1085	65	-4	-25
NATIONAL		39		60	n/a	n/a

Source : DfE Performance tables

- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 30 percentage points, wider than the National gap of 21 percentage points.
- RBWM disadvantaged pupils under-performed against their national counterparts by 4 percentage points (see Chart 6c below). As you will notice from the chart below, none of the ten authorities with cohorts below 400 pupils scored higher than the national average for disadvantaged pupils (i.e. 39%).
- However, within this group of ten LAs there are no fewer than four high attaining authorities on the same measure for all pupils i.e. Richmond (67%), Wokingham (61%) Kingston (60%) and RBWM (59%). All four LAs lie within the top 20% for attainment for all pupils.
- Table 6e above shows those 17 schools whose disadvantaged pupils numbered 6 or more and those in **bold** fell below the national average for disadvantaged pupils.
- The non-disadvantaged (known as Other) pupils within RBWM out-performed their national counterparts by 4 percentage points (65% vs 61%).

Chart 6c – Percentage of 2016 KS2 Disadvantaged Pupils Reaching the Expected Standard or Above – Ten Smallest LA Cohorts incl. National

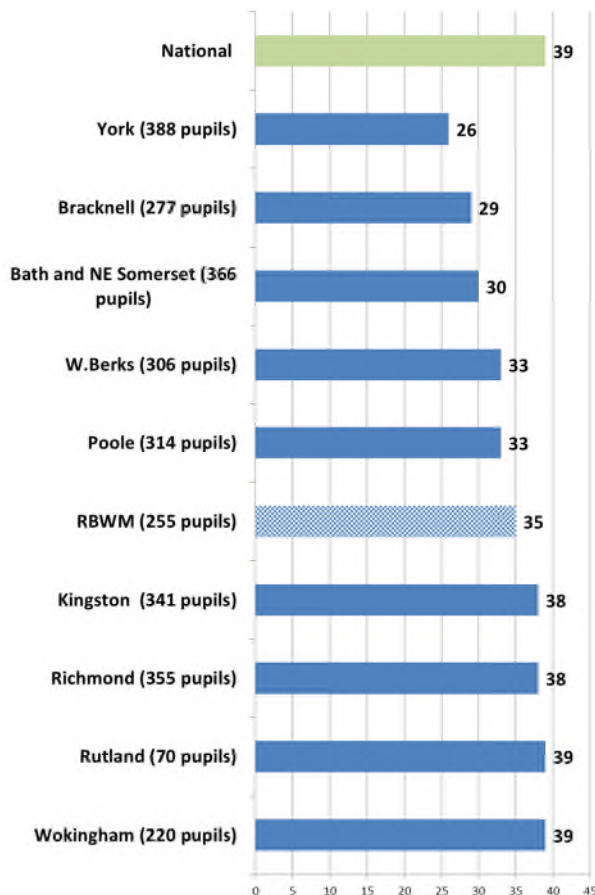


Table 6f Key Stage 4: Progress 8 results by school and Disadvantaged

School name	Disadvantaged pupils		All pupils		Difference from National	
	Number	Progress 8	Number	Progress 8	Disadvantaged pupils	All pupils
England - state	149895	-0.38	540689	-0.03	n/a	n/a
RBWM	243	-0.12	1470	+0.16	+0.26	+0.19
Altwood	22	-0.32	133	-0.15	+0.06	-0.12
Charters	26	-0.02	245	+0.30	+0.36	+0.33
Churchmead	26	+0.31	87	+0.20	+0.69	+0.23
Cox Green	20	-0.01	146	+0.20	+0.37	+0.23
Desborough	8	-0.49	64	-0.02	-0.11	+0.01
Furze Platt Senior	35	-0.18	186	+0.26	+0.20	+0.29
Newlands	28	+0.19	181	+0.42	+0.57	+0.45
The Windsor Boys'	35	-0.05	222	+0.17	+0.33	+0.20
Windsor Girls'	32	-0.09	183	+0.10	+0.29	+0.13

Source : DfE Performance Tables

- Both RBWM disadvantaged and non-disadvantaged pupils have outperformed their national equivalents.
- Only one school (with a cohort of just 8 disadvantaged pupils) has a Progress 8 score for disadvantaged pupils below national.

CHILDREN IN CARE (CiC) ACHIEVEMENT

- 6.11 While data for Children in care is published by DfE at Local Authority level (excluding Key Stage 5 results), in the case of RBWM, the data is suppressed because of the small numbers of pupils. The RBWM CiC results have therefore been obtained directly from Children's Services.
- 6.12 The data in columns 1 and 3 of Table 6g relates to children who have been in the care of the Royal Borough for 12 months or more and were in RBWM schools at the time of the relevant Key Stage testing. The data relates to pupils in main stream schools, with the figures in brackets including those at the Special school. Italics indicate that previous years cannot be directly compared due to change in top-line measure for that key stage or significant change in methodology.

Table 6c - Key Stage Performance by Ethnicity

Data Pack Table 6c		Ethnicity														
		REB/MI														
		White		Mixed		Asian All		Indian		Pakistani		Chinese		Black		All
Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	
Key Stage & measures																
Early Years																
%achieving good level of development 2014	1204	68	108	61	198	65	85	72	98	59	5	x	12	x	1655	66
%achieving good level of development 2015	1198	76	114	77	220	72	92	86	102	61	5	x	12	67	1693	74
%achieving good level of development 2016	1181	76	130	74	251	75	109	86	112	64	7	x	19	56	1747	74
Key Stage 1																
%achieving L2+ Reading 2014	1157	94	128	91	227	93	85	96	98	91	5	x	17	100	1566	93
%achieving L2+ Reading 2015	1173	95	133	95	233	95	82	98	132	93	7	x	19	95	1628	92
%achieving expected standard Reading 2016	1233	81	124	78	246	78	97	83	120	74	5	x	18	x	1671	80
Key Stage 2																
%achieving L2+ Writing 2014	1157	91	128	86	227	91	85	96	98	88	5	100	17	100	1566	90
%achieving L2+ Writing 2015	1173	91	133	94	233	89	82	96	132	83	7	x	19	89	1628	89
%achieving expected standard Writing 2016	1233	72	124	75	246	73	97	80	120	68	5	x	18	67	1671	72
Key Stage 3																
%achieving L2+ Maths 2014	1157	97	128	95	227	94	85	96	98	94	5	100	17	100	1566	96
%achieving L2+ Maths 2015	1173	95	133	95	233	95	82	99	132	93	7	x	19	95	1628	94
%achieving expected standard Maths 2016	1233	79	124	81	246	77	97	89	120	69	5	x	18	67	1671	78
Key Stage 4																
%achieving R+W4M/L4+ 2014	994	82	107	82	181	87	61	95	114	84	5	x	3	x	1343	82
%achieving R+W4M/L4+ 2015	1036	83	107	83	174	84	64	94	92	79	x	x	23	57	1371	82
%achieving Expected standard R+W4M/L4+ 2016	1005	60	108	65	178	55	65	75	97	39	4	x	15	47	1340	59
Key Stage 5																
%achieving 5+ A+C (inc E+M) 2014	1192	63	94	67	174	54	50	74	103	48	6	x	35	63	1527	62
%achieving 5+ A+C (inc E+M) 2015	1171	66	104	62	192	62	57	74	111	56	4	x	x	x	1534	65
%achieving A+C E+M GCSE 2016	1119	73	99	79	191	68	65	72	109	62	8	100	29	66	1471	72
x		Data suppressed (small cohort size)														
		Italics show data not directly comparable with previous years														
		Indian/Pakistani data from KEYPAS/NOVA														
		Other data from SFRs														
		No SFR by ethnicity produced for KS5														

Table 6d - Key Stage Performance by Free School Meals

EYFS: Good Level of Dev't																		
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1732	131	1601	1721	121	1609	1693	110	1583	1747	104	1643					
RBWM		56	35	57	66	40	68	75	56	75	74	44	76	22	28	19	32	
National		49	33	52	60	45	64	51	69	66	69	54	72	19	19	18	18	
Statistical Neighbour Average		53	31	55	64	41	66	50	72	70	73	52	75	24	25	22	23	
KS1: Percentage Achieving Level 2+ in Reading											% achieving expected standard in Reading							
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1515	124	1391	1566	117	1449	1628	108	1520	1671	79	1592					
RBWM		93	89	94	93	85	94	92	69	94	80	54	61	5	9	25	27	
National		89	79	91	90	80	92	90	82	92	74	60	77	12	12	18	17	
Statistical Neighbour Average		91	76	93	91	78	93	93	80	94	77	56	79	17	15	22	23	
KS1: Percentage Achieving Level 2+ in Writing											% achieving expected standard in Writing							
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1515	124	1391	1566	117	1449	1628	108	1520	1671	79	1592					
RBWM		90	89	92	90	74	91	89	64	91	74	37	72	3	17	27	35	
National		85	73	88	86	75	89	88	77	90	68	50	66	15	14	13	16	
Statistical Neighbour Average		87	70	89	88	73	90	89	73	91	67	43	69	19	17	18	26	
KS1: Percentage Achieving Level 2+ in Maths											% achieving expected standard in Maths							
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1515	124	1391	1566	117	1449	1628	108	1520	1671	79	1592					
RBWM		95	90	95	96	81	97	94	77	95	78	52	79	5	6	18	27	
National		91	84	93	92	85	94	93	86	94	73	58	75	9	9	8	17	
Statistical Neighbour Average		93	83	95	94	83	95	94	84	95	75	53	77	12	12	11	24	
KS2: Percentage achieving Reading, Writing and Maths L4+											% achieving expected standard in RWM							
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1271	90	1181	1344	88	1256	1371	103	1268	1340	95	1245					
RBWM		78	68	79	82	68	83	82	58	84	59	27	62	11	15	26	35	
National		76	60	79	79	64	82	80	66	83	54	36	57	19	18	17	21	
Statistical Neighbour Average		78	55	81	81	59	84	83	60	85	56	32	60	26	25	25	28	
KS4 : Percentage of Pupils Achieving 5+ A*-C including English and Maths (pre Wolf Report and Early Entry Policy)		Percentage of Pupils Achieving 5+A*. C including English and Maths									Percentage of Pupils Achieving English and Maths							
		2013			2014			2015			2016			2013	2014	2015	2016	
		All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	
Cohort size RBWM		1615	124	1491	1527	102	1425	1535			1470	95	1375					
RBWM		68	48	70	62	34	64	65	39	66	72	51	74	22	30	28	23	
National		61	38	65	57	34	61	57	33	61	63	39	67	27	27	26	28	
Statistical Neighbour Average		64	31	66	63	30	66	64	31	66	69	37	71	35	35	36	34	

All data is FSM Eligibility (not FSM6) in line with DfE historical published SFRs
All Data is from SFRs

Table 6g - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
		CiC (inc special)	All	CiC	All
	Early Years				
1	% achieving good level of development 2013	100	55	n/a	52
4	% achieving good level of development 2014	25	66	n/a	60
2	% achieving good level of development 2015	50	73	n/a	66
2	% achieving good level of development 2016	100	74	n/a	69
	Key Stage 1				
2 (3)	% achieving L2+ Reading TA 2013	100(67)	93	69	89
4	% achieving L2+ Reading TA 2014	100	93	71	90
0	% achieving L2+ Reading TA 2015	-	92	71	91
2	% achieving Expected Standard in Reading 2016	0*	80		74
2 (3)	% achieving L2+ Writing TA 2013	100(67)	90	61	85
4	% achieving L2+ Writing TA 2014	100	90	61	86
0	% achieving L2+ Writing TA 2015	-	89	63	88
2	% achieving Expected Standard in Writing 2016	0*	72		65
2 (3)	% achieving L2+ Maths TA 2013	100(67)	95	71	91
4	% achieving L2+ Maths TA 2014	100	96	72	92
0	% achieving L2+ Maths TA 2015	-	94	73	93
2	% achieving Expected Standard in Maths 2016	0*	78		73
	Key Stage 2				
2 (3)	% achieving L4+ Reading Test 2013	100(67)	90	63	86
4 (5)	% achieving L4+ Reading Test 2014	100(80)	92	68	88
4	% achieving L4+ Reading Test 2015	75	92	71	89
6	% achieving Expected Standard in Reading 2016	50	71		66
2 (3)	% achieving L4+ Writing TA 2013	50(33)	84	55	78
4 (5)	% achieving L4+ Writing TA 2014	100(80)	88	59	85
4	% achieving L4+ Writing TA 2015	75	89	61	87
6	% achieving Expected Standard in Writing 2016	50	74		73
2 (3)	% achieving L4+ Maths Test 2013	50(33)	88	59	85
4 (5)	% achieving L4+ Maths Test 2014	100(80)	89	60	85
4	% achieving L4+ Maths Test 2015	50	87	64	87
6	% achieving Expected Standard in Maths 2016	50	73		70
	Key Stage 4				
2	% achieving 5EM 2013 (pre changes)	50	68	15	61
4	% achieving 5EM 2014	25	62	12	57
6 (7)	% achieving 5EM 2015	33(29)	64	14	56
8 (11)	% achieving new EM measure 2016	12.5 (9)			
	Key Stage 5				
3	% achieving 3+ A*-E 2013	67	86	n/a	80
0	% achieving 3+ A*-E 2014	-	85	n/a	79
0	% achieving 3+ A*-E 2015	-	85	n/a	77
0	% achieving 3+ A*-E 2016	-	n/a		n/a

Source DfE SFRs/Performance Tables. RBWM CiC from Virtual school

* one of the 2 Yr 2 pupils did not take SATS due to being out of school; during SATS week

National CiC data is not published for Early Years or KS5; other Key stages to be published Mar 2017

SECTION 7 - ABSENCE DATA

BACKGROUND AND SUMMARY

- 7.1 Absence data for the Borough, Statistical Neighbours and National level data is taken from DfE SFR and is summarised in Table 7a. It is for the autumn and spring terms of 2014/15 which is the latest 2 term national data set available.

Table 7a - Overall and persistent absence

	Overall Absence (%)		% Persistent absentees	
	2013/14	2014/15	2013/14	2014/15
England Primary	3.9	4.0	2.8	2.7
Statistical Neighbours Primary	3.7	3.8	2.3	2.2
RBWM Primary	3.7	3.7	2.3	1.9
England Secondary	5.1	5.2	5.8	5.5
Statistical Neighbours Secondary	4.8	5.0	5.0	5.0
RBWM Secondary	4.6	4.8	4.3	4.3

Source DfE SFR

OVERALL ABSENCE

- 7.2 Overall absence is measured by the % of half day sessions missed.
- RBWM attendance continues to be better than national. Both Primary and Secondary attendance is better than Statistical Neighbours.
 - RBWM Primary school attendance level has remained static while national has declined slightly, resulting in a ranking improvement from equal 30th LA last year to equal 10th LA this year.
 - Secondary school attendance level both locally and nationally have declined compared to 2013/14. RBWM attendance ranking has declined very slightly from equal 19th LA last year to equal 22nd LA this year.

PERSISTENT ABSENCE

- 7.3 Persistent absence was defined as the % of students missing >15% of sessions for the 2014/15 academic year.
- RBWM figures continue to be better than national. Both Primary and Secondary figures are noticeably better than statistical neighbours.
 - Primary school persistent absence levels both locally and nationally have improved compared to 2013/14. RBWM absence figures have improved slightly more than national, resulting in a ranking improvement from equal 24th to equal 6th.

- Secondary school persistent absence has improved at national level but remained flat in RBWM. RBWM's ranking remains high, but has decreased from 15th LA last year to equal 18th LA this year.

ABSENCE DATA FOR 2015/16

- 7.4 The DfE have published national absence data for the autumn and spring terms of the 2015/16 academic year (but not yet LA or Statistical Neighbours data).
- National absence in 2015/16 at Primary schools remains steady at 3.9% while for Secondary schools it is down slightly at 5.0%.
 - In this DfE Statistical first release the definition of persistent absence has changed. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. As the number of sessions missed to be a persistent absentee has gone down from 15% to 10%, the level of persistence absentees has increased to 8.8% for Primary schools and 12.3% for Secondary schools nationally.

SCHOOL LEVEL ABSENCE DATA

- 7.5 The most recently published school level absence data is for Autumn and Spring terms 2015/16 and is from RAISEonline. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

Table 7b - Absence in RBWM schools 2015/6 (Infant/Junior/Primary)

School name	Overall absence (%)	% Persistent absentees (10%+)
England Primary	3.9	8.8
RBWM (primary state-funded)	n/a	n/a
All Saints CofE Junior School	3.6	7.1
Alwyn Infant and Nursery School	3.5	8.7
Bisham CofE Primary School	3.5	10.2
Boyne Hill CofE Infant and Nursery School	3.3	5.6
Burchetts Green CofE Infants' School	2.4	0.0
Cheapside CofE Primary School	4.1	6.2
Cookham Dean CofE Primary School	4.2	8.1
Cookham Rise Primary School	3.8	8.9
Courthouse Junior School	3.6	7.9
Datchet St Mary's CofE Primary School	6.5	20.0
Furze Platt Infant School	4.3	9.9
Furze Platt Junior School	3.6	5.6
Holy Trinity CofE Primary School, Cookham	3.8	5.4
Holy Trinity CofE Primary School, Sunningdale	2.8	5.3
Holyport CofE (Aided) Primary School	4.0	7.2
Knowl Hill CofE Primary School	3.0	3.7
Larchfield Primary and Nursery School	5.1	15.0
Lowbrook Academy	2.6	1.2
Oldfield Primary School	2.9	3.9
Riverside Primary School and Nursery	5.0	13.2
St Edmund Campion	2.3	1.7
St Francis Catholic Primary School, South Ascot	3.3	4.9
St Luke's CofE Primary School	4.9	15.7
St Mary's Catholic Primary School, Maidenhead	3.4	4.9
St Michael's CofE Primary School, Sunninghill	3.6	6.0
South Ascot Village Primary School	4.9	11.1
Waltham St Lawrence Primary School	4.1	15.2
Wessex Primary School	3.7	7.7
White Waltham CofE Academy	2.9	4.4
Woodlands Park Primary School	5.4	18.6
Wraysbury Primary School	4.7	12.2

Source : RAISEonline

Table 7c - Absence in RBWM schools 2015/6 (First)

School name	Overall absence (%)	% Persistent absentees (10%+)
England Primary	3.9	8.8
RBWM Primary	n/a	n/a
Alexander First School	4.3	10.9
Braywood CofE First School	3.3	5.1
Clewer Green CofE First School	3.7	7.4
Dedworth Green First School	6.0	17.3
Eton Porny CofE First School	4.7	14.1
Eton Wick CofE First School	5.1	14.0
Hilltop First School	4.1	8.1
Homer First School	3.6	3.0
King's Court First School	4.0	5.6
Oakfield First School	3.4	4.9
The Queen Anne Royal Free First School	5.0	11.1
The Royal First School	3.7	3.6
St Edward's Catholic First School	3.2	3.7
Trinity St Stephen CofE Aided First School	4.0	8.5

Source : RAISEonline

Table 7d - Absence in RBWM schools 2015/16 (Middle)

School name	Overall absence (%)	% Persistent absentees (10%+)
England Middle	4.0	8.4
RBWM Middle	n/a	n/a
Dedworth Middle School	4.7	9.2
St Edward's Royal Free Ecumenical Middle School	3.2	3.9
St Peter's CofE Middle School	4.8	11.8
Trevelyan Middle School	4.5	9.8

Source : RAISEonline

Table 7e - Absence in RBWM schools 2015/16 (Secondary/Upper)

School name	Overall absence (%)	% Persistent absentees (10%+)
England Secondary	5.0	12.4
RBWM Secondary	n/a	n/a
Altwood Secondary School	6.0	15.0
Charters Secondary School	5.0	10.4
Churchmead Secondary School	5.0	10.4
Cox Green Secondary School	4.3	7.1
Desborough College Secondary School	4.2	7.9
Furze Platt Secondary School	4.3	7.3
Holyport College Secondary School	4.9	12.5
Newlands Secondary School	4.2	9.9
The Windsor Boys Upper School	5.1	10.8
Windsor Girls Upper School	6.4	13.8

Source : RAISEonline

FIXED PENALTY FINES AND PROSECUTIONS

7.6 Table 7f below shows the number of Fixed Penalty Notices issued in 2015/6. More Fixed Penalty Notices were issued for the primary phase than the secondary phase. Table 7g shows the number of cases which were taken to court. This was higher for the secondary phase.

Table 7f - Fixed Penalty Notices

Number of Fixed Penalty Notices Issued 2015/16			
Total	First / Primary	Middle / Secondary	Special
197	116	79	2

Table 7g – Parents Prosecuted

Number of Parents Prosecuted 2015/16			
Total	First / Primary	Middle / Secondary	Special
23	6	17	0

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2014/15 academic year and come from the DfE SFR. National data for 2015/16 is expected to be published in July 2017.

PERMANENT EXCLUSIONS

8.2 The table gives RBWM exclusions over the last four years.

Table 8a - Permanent Exclusions

	RBWM Permanent Exclusions			
	2012/13	2013/14	2014/15	2015/16
Number of pupils[#]	10	20	10	20
% of Total pupils	0.04%	0.09%	0.03%	0.09%

Source: Exclusions SFR except 2015/16 (Educational Welfare)

SFR rounds total pupil numbers to nearest 10

- The number of Permanent Exclusions in RBWM has risen in 2015/16.
- The national exclusion rate in 2014/15 (the latest year for which data is available) was 0.07% (i.e. on average 7 students in every 10,000 were permanently excluded).
- In 2015/6 there were 3 Permanent Exclusions in the Primary phase, compared to zero the year before. The number of Permanent Exclusions in the Secondary phase was 20 this year, up from 10 in 2014/15.

A breakdown of Permanent Exclusions by school and reason code for 2014/5, 2015/6 and 2016/7 year to date is shown in Table 8b. Permanent Exclusions in out of borough and independent schools are shown in italics and are included in the totals.

Table 8b - Permanent Exclusions by reason code

Academic Year 2014/15		
School	No. of Permanent Exclusions	Reason
Cox Green School	3	VA, PDB, Drugs
Altwood	3	PDB
Desborough	2	PDB, PA
Churchmead	1	PAC
Charters	1	PDB
<i>Burnham Grammar</i>	<i>1</i>	<i>PDB</i>
Total	11	

Academic Year 2015/16		
School	No. of Permanent Exclusions	Reason
Altwood	4	PDB x3, H & S
Desborough	3	PDB x 2, PAC
Churchmead	3	Weapon, Drugs, PDB
Cox Green School	2	VA x 2
Windsor Girls	2	Bullying, PAC
Courthouse Junior	2	PDB, PAC
Charters	1	PDB
St Peters Middle School	1	PDB
Bisham Primary School	1	PDB
Holyport College	1	Drugs
<i>St Pirans Ind.</i>	1	<i>PAC</i>
<i>Licensed Victuallers</i>	1	<i>PAC</i>
<i>Thames Valley School</i>	1	<i>PDB</i>
<i>Herschel Grammar</i>	1	<i>Drugs</i>
Total	24	

Academic Year 2016/17 (to 06/02/17)		
School	No. of Permanent Exclusions	Reason
Desborough	2	PDB, <i>Damage (pending)</i>
Altwood	2	Drugs
Churchmead	2	PA A&C
Cox Green School	1	PDB
Windsor Boys School	1	Weapon
Dedworth Middle	1	PDB
Holyport College	1	PAC
Total	10	

Key:

PDB – Persistent Disruptive Behaviour

VA – Verbal Assault

PA – Physical Assault

PAC – Physical Assault on child

H & S – Health and Safety

PA A&C – Physical Assault on Adult and Child

FIXED TERM EXCLUSIONS (FTES)

- 8.3 School level fixed term exclusion data is shown in Tables 8c and 8d for 2014/5. The number of FTEs as a % of pupils on roll is given as a means of direct comparison between schools.

Table 8c - Exclusions by School 2014/15 (First/Infant/Junior/Primary)

School Name	Pupils on roll	Fixed Term Exclusions		Permanent Exclusions
		Number	As % of pupils	Number
Alexander First	121	0	0.0%	0
All Saints Junior	260	0	0.0%	0
Alwyn Infants	303	7	2.3%	0
Bisham Primary	107	0	0.0%	0
Boyne Hill Infants	238	0	0.0%	0
Braywick Court	27	0	0.0%	0
Braywood First	142	0	0.0%	0
Burchetts Green Infants	66	0	0.0%	0
Cheapside Primary	115	0	0.0%	0
Clewer Green First	266	0	0.0%	0
Cookham Dean	176	0	0.0%	0
Cookham Rise	202	0	0.0%	0
Courthouse Junior	402	4	1.0%	0
Datchet St Mary's	284	0	0.0%	0
Dedworth Green First	181	21	11.6%	0
Riverside Primary	268	7	2.6%	0
Eton Porny First	127	0	0.0%	0
Eton Wick First	163	0	0.0%	0
Furze Platt Infants	270	0	0.0%	0
Furze Platt Junior	333	1	0.3%	0
Hilltop First	230	2	0.9%	0
Holy Trinity, Cookham	214	0	0.0%	0
Holy Trinity, S'dale	211	1	0.5%	0
Holyport Primary	399	9	2.3%	0
Homer First	207	0	0.0%	0
Kings Court First	254	0	0.0%	0
Knowl Hill Primary	80	0	0.0%	0
Larchfield Primary	209	0	0.0%	0
Lowbrook Primary	269	0	0.0%	0
Oakfield First	281	0	0.0%	0
Oldfield Primary	300	0	0.0%	0
Queen Anne First	147	0	0.0%	0
South Ascot Primary	233	0	0.0%	0
St Edmund Champion	398	0	0.0%	0
St Edwards First	254	0	0.0%	0
St Francis Primary	210	0	0.0%	0
St Luke's Primary	244	0	0.0%	0
St Mary's Primary	210	0	0.0%	0
St Michael's Primary	207	0	0.0%	0
The Royal	99	0	0.0%	0
Trinity St Stephen	144	0	0.0%	0
altham St Lawrence	124	0	0.0%	0
Wessex Primary	465	0	0.0%	0
White Waltham	209	0	0.0%	0
Woodlands Primary	156	0	0.0%	0
Wraysbury Primary	365	0	0.0%	0

Source RBWM Educational Welfare

Table 8d - Exclusions by School 2014/15 (Middle/Secondary/Upper/Special)

School Name	Pupils on roll	Fixed Term Exclusions		Permanent Exclusions
		Number	as % of pupils	Number
Dedworth Middle	456	25	5.5%	0
St Edwards Middle	434	0	0.0%	0
St Peters Middle	229	1	0.4%	0
Trevelyan Middle	439	11	2.5%	0
Altwood	784	n/a	n/a	3
Charters	1710	43	2.5%	1
Churchmead	413	48	11.6%	1
Cox Green	898	n/a	n/a	3
Desborough	612	52	8.5%	2
Furze Platt	1280	n/a	n/a	0
Holyport College	123	n/a	n/a	0
Newlands	1128	10	0.9%	0
Windsor Boys	893	n/a	n/a	0
Windsor Girls	747	n/a	n/a	0
Manor Green	226	n/a	n/a	0
RISE	9	5	55%	0
Total (all Phases)	20867	248	1.2%	10

Source RBWM Educational Welfare

SECTION 9 - PUPIL DESTINATIONS

KEY STAGE 4 AND KEY STAGE 5 PUPILS 2014/15

The pupil destinations for 2014/15 are taken from the Department of Education Statistical First Release.

DESTINATIONS IN THE YEAR AFTER KEY STAGE 4

9.1 Education and employment

The proportion of RBWM students (95%) that went on to, or remained in, education or employment was similar to national and South East (both 94%)

9.2 Types of institutions

The proportion of RBWM pupils in school sixth forms (56%) continues to be well above national and South East, both 39%.

9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, in line with national and just above South East (87%).

Table 9a - Destinations in the year after Key Stage 4

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
England	548280	94%	38%	39%	13%	5%	1%
SE	86750	95%	34%	39%	18%	5%	1%
RBWM	1510	95%	30%	56%	5%	3%	1%
England disadv	144575	88%	46%	27%	10%	11%	1%
SE disadv	16385	87%	45%	25%	11%	11%	1%
RBWM disadv	240	88%	42%	35%	x	9%	3%
England non-disadv	403700	96%	35%	44%	14%	3%	1%
SE non-disadv	70365	96%	31%	43%	19%	3%	1%
RBWM non-disadv	1270	97%	27%	60%	x	2%	1%

Source DfE SFR

Table 9b - Destinations in the year after Key Stage 4 – School level data

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
Altwood	130	97%	38%	51%	x	x	x
Charters	241	98%	17%	70%	9%	1%	1%
Churchmead	98	90%	69%	17%	x	6%	4%
Cox Green	137	91%	37%	42%	x	7%	2%
Desborough	132	96%	22%	67%	x	4%	0%
Furze Platt	188	96%	27%	62%	x	x	x
Newlands	182	98%	20%	66%	9%	x	x
The Windsor Boys	220	95%	31%	55%	x	3%	2%
Windsor Girls	183	96%	29%	52%	x	x	x

Source DfE SFR

DESTINATIONS IN THE YEAR AFTER TAKING A LEVEL/ LEVEL 3 QUALIFICATIONS

9.4 Education and employment

The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% equal to South East and just above national (90%).

9.5 Selective institutions

- The proportion of students from RBWM schools going to 'Top Third' Higher Education Institutions (HEIs) remains at 26%. This is equal to the England average for state-funded schools of 26%.
- The proportion of students from RBWM schools going to Russell Group universities has increased to 16%. The England average remains at 17%.
- RBWM has a far higher proportion of pupils in school sixth forms than nationally. National data shows that students at colleges are much less likely to go to selective institutions (see table 9c). The combined figure for schools and colleges shows RBWM has similar percentages to national going to selective institutions.

9.6 Disadvantaged Pupils

The proportion of KS5 students in RBWM schools who were disadvantaged, that were in sustained education or employment/training has increased to 79% but is still below the national figure of 86%. The RBWM disadvantaged cohort at Key Stage 5 is very small, so each student contributes around 2% to the figures.

Table 9c - Destinations in the year after Key Stage 5

	Number of students	Overall Education or Employment /Training Destination	% UK Higher Education Institution	%:Top Third of HEIs	% Russell Group (incl. Ox. and Cam.)	Activity not Captured in Data
England schools	173720	90%	59%	25%	17%	3%
South East schools	27895	91%	55%	28%	17%	3%
RBWM schools	735	91%	55%	26%	16%	3%
England colleges	189210	86%	38%	10%	6%	4%
South East colleges	35130	87%	34%	12%	7%	4%
RBWM colleges	270	82%	22%	2%	x	8%
England schools & colleges	362930	88%	48%	17%	11%	3%
South East schools & colleges	63025	88%	43%	19%	11%	3%
RBWM schools & colleges	1000	88%	46%	19%	12%	4%
England schools disad	22655	86%	56%	16%	9%	3%
South East schools disad	2225	86%	46%	17%	8%	3%
RBWM schools disad	45	79%	47%	21%	9%	x
England schools non disadv	151065	91%	60%	27%	18%	3%
South East schools non disadv	25670	91%	56%	29%	18%	3%
RBWM schools non disadv	690	92%	56%	26%	16%	x

Source DfE SFR

Table 9d - Destinations in the year after Key Stage 5 – School level data

School Name	Number of students	Overall Education or Employment /Training Destination	% UK Higher Education Institution	% Top Third of HEIs	% Russell Group (incl. Ox. and Cam.)	Activity not Captured in Data
Altwood	49	98%	61%	20%	10%	x
Charters	212	89%	48%	27%	18%	5%
Cox Green	38	95%	61%	16%	11%	x
Desborough	42	98%	74%	33%	21%	x
Furze Platt	115	92%	58%	30%	20%	3%
Newlands	94	93%	62%	23%	10%	0%
The Windsor Boys	108	82%	41%	18%	11%	5%
Windsor Girls	75	95%	68%	33%	21%	0%

BCA	268	82%	22%	2%	x	8%
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Source DfE SFR

BACKGROUND AND TECHNICAL NOTES

All data from DfE Statistical Release on Destination Measures, published January 2017.

The Key Stage 4 Measure is based on activity at academic age 16 (i.e. the year after the young person took their GCSEs)

The Key Stage 5 Measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

The data relates to young people completing KS4 or KS5 in 2013/14 and identifies their destinations in 2014/15. There is therefore a time-lag before DfE publish this data. To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed KS4 or took A level or other level 3 qualifications. The first two terms are defined as October to March.

The level of data not captured has reduced for RBWM KS5 from 21% last year to 4% this year which makes data much more robust to make comparisons to National and South East.

Numbers relate to state-funded mainstream schools and colleges.

In all tables, DfE have applied the following:

- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros are shown as zeros.
- All remaining breakdowns have been rounded to the nearest 5. This includes cohort numbers.
- Suppression of small numbers is reflected in the associated percentages.

SECTION 10 – YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

NEET DATA

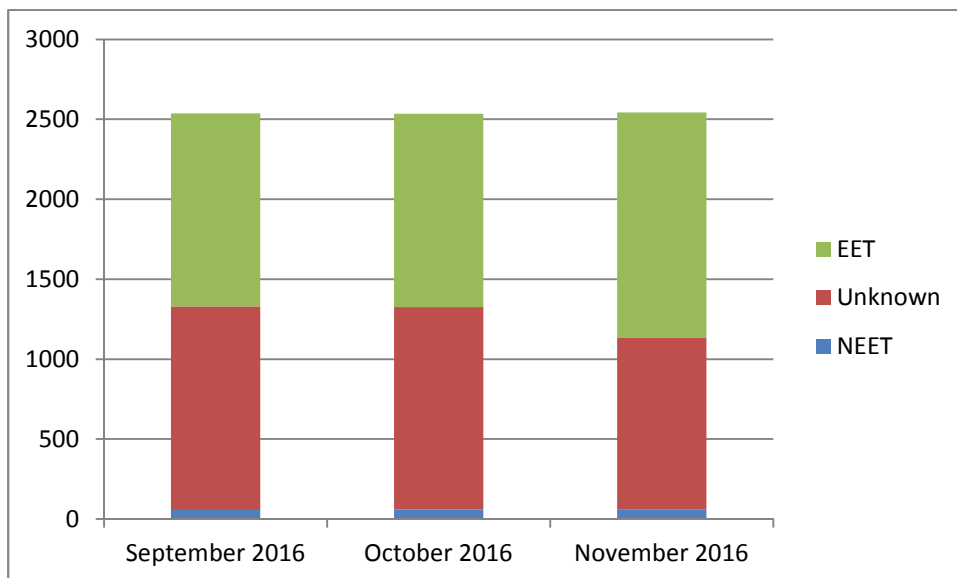
10.1 NEET data is held on DfE's NCCIS (National Client Caseload Information System). The key measures recorded on this system have changed.

10.2 Firstly, data now relates to young people aged 16-17 (previously 16-18).

10.3 Secondly, a new headline measure has been introduced which combines the LA's NEET rate with their 'not known' rate. DfE believe this gives a more accurate and well-rounded impression of how well LAs are fulfilling their duty to track young people and encourage them to participate. In addition some LAs statistics were significantly underestimating the number of young people in their area who were NEET because of the high number of 'not knows' in their data (NCCIS website).

10.4 Table 10a shows the numbers of RBWM 16-17 year olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and number for which the information is unknown from September 2016 (when NCCIS commenced the use of the new measure).

Table 10a Number of 16-17 year olds NEET and EET in RBWM



10.5 The key findings were as follows:

- The average number of 16-17 year olds identified as NEET in RBWM was 59 over the 3 months to November 2016.

- The average % NEET for the 3 months to November 2016 was 2.3%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is the same as the England average for the same period.
- The % unknown was 47.4% for the 3 months to November 2016. This is much higher than the England average of 15.4% for the same period. This high RBWM level of 16-17 year olds with 'unknown' status means that it is hard to produce any meaningful analysis from this data. However, the recent appointment of a new member of staff who has recommenced collection of this data in the Borough should mean that the proportion of 'unknown' falls significantly in the coming months. There was a noticeable fall in unknowns (from 1264 to 1077) in the most recent month which supports this.
- The combined NEET and unknown figure for the 3 months to November 2016 was 49.7%, again much higher than the national figure of 17.7%
- The proportion of young people known to be in education, employment or training has averaged 50.2% over the 3 months to November 2016. This is much lower than the England average of 80.9% for the same period. Again, this is a minimum percentage for the Royal Borough and we would expect many of the young people for whom the status is unknown are actually in employment or training.



Progress 8

How Progress 8 and Attainment 8
measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

Progress 8 was introduced in 2016 (and 2015 for schools that chose to opt in early). It aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with similar prior attainment.

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score (see second step below).

How we calculate Progress 8

Progress 8 compares pupils' key stage 4 results to those of other pupils nationally with similar prior attainment.

Our first step is to put all pupils nationally into prior attainment groups based on their **key stage 2** results, so that we have groups of pupils who have similar starting points to each other.

We do this by working out a pupils' average performance at key stage 2 across English and mathematics. Pupils' actual test results in English and maths are converted into points and an average of the points is taken to create an overall point score. Pupils are then allocated into prior attainment groups with other pupils who have the same key stage 2 point scores as them.

Our second step is to work out a pupil's **Attainment 8** score. The points allocated according to grades the pupil achieves for all 8 subjects are added together to give the Attainment 8 score. English and maths point scores are double weighted to signify their importance. The points that pupils are allocated for each grade are in the table below:

Appendix A

GCSE grade	2016 Points	2017 and 2018 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

In 2017, new GCSE qualifications in English and mathematics, graded 1-9, will be included in performance tables, with others to follow in 2018 and 2019. Points will be allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures.

To minimise change, unreformed GCSEs and all other qualifications will be mapped onto the 1-9 scale from 2017 (with 8.5 being the maximum points available for unreformed GCSEs).

Our third step is to calculate individual pupil's progress 8 score. Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score. There is no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

The calculation is as follows:

- We take the individual pupil's Attainment 8 score (for example 56).
- We compare this to the national average Attainment 8 score for pupils in the same prior attainment group.
- A pupil's progress score is the difference between their actual Attainment 8 result and the average result of those in their prior attainment group.
- If David, for example, achieved an Attainment 8 score of 56 and the average Attainment 8 score for his prior attainment group was 55 - his progress score would be +1.
- We divide +1 by 10 to give an individual pupil's Progress 8 score, which in this example is 0.1.

Our final step is to create a school level progress score. We do this by adding together the Progress 8 scores of all the pupils in year 11 and dividing by the number of pupils in the school.

Appendix A

Interpreting a school's Progress 8 score

Progress 8 scores will be centred around 0, with most schools within the range of -1 to +1.

- A **score of 0** means pupils in this school on average do about **as well** at KS4 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average do **better** at KS4 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do **worse** at KS4 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress; rather it means they made less progress than other pupils nationally with similar starting points.

For example, if a school has a Progress 8 score of -0.25 this would mean that, on average, pupils in this school achieved a quarter of a grade less than other pupils nationally with similar starting points.

Confidence intervals

Progress 8 results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective but have performed differently with a different set of pupils. To account for this natural uncertainty 95% confidence intervals around Progress 8 scores are provided as a proxy for the range of scores within which each school's underlying performance measure can be confidently said to lie.

In addition, the greater the number of students, the smaller the range of the confidence interval. For smaller schools the confidence interval tends to be larger, since fewer pupils are included, and therefore the score could be impacted by performance of an individual pupil more than would be the case in a larger school. We publish the 95% confidence intervals alongside a school's progress scores to reflect this uncertainty and provide context to progress scores of smaller schools.

Confidence intervals are presented as two numbers – the lower and upper limits within which we are 95% confident the performance of a school may lie. If the lower confidence limit is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally. Similarly, if the upper confidence limit is below zero, then the school has made less than average progress. Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average.

Appendix A



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