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NOTICE

OF

MEETING

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

will meet on

THURSDAY, 15TH MARCH, 2018

at

6.30 PM

in the

COUNCIL CHAMBER - TOWN HALL, MAIDENHEAD

TO: MEMBERS OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

COUNCILLORS EILEEN QUICK (CHAIRMAN), MARION MILLS (VICE-CHAIRMAN), NICOLA PRYER, SAYONARA LUXTON, EDWARD WILSON, WESLEY RICHARDS AND CHARLES HOLLINGSWORTH

SUBSTITUTE MEMBERS
COUNCILLORS LYNNE JONES, HASHIM BHATTI, MAUREEN HUNT, MOHAMMED ILYAS, HARI SHARMA, JOHN STORY AND GERRY CLARK

Karen Shepherd
Democratic Services Manager
Issued: Wednesday, 7 March 2018

Members of the Press and Public are welcome to attend Part I of this meeting.

The agenda is available on the Council's web site at www.rbwm.gov.uk or contact the Panel Administrator **Andy Carswell**

AGENDA

PART I

ii.

MEMBERS' GUIDE TO DECLARING INTERESTS IN MEETINGS

Disclosure at Meetings

If a Member has not disclosed an interest in their Register of Interests, they **must make** the declaration of interest at the beginning of the meeting, or as soon as they are aware that they have a DPI or Prejudicial Interest. If a Member has already disclosed the interest in their Register of Interests they are still required to disclose this in the meeting if it relates to the matter being discussed.

A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in the discussion or vote at a meeting.** The speaking time allocated for Members to make representations is at the discretion of the Chairman of the meeting. In order to avoid any accusations of taking part in the discussion or vote, after speaking, Members should move away from the panel table to a public area or, if they wish, leave the room. If the interest declared has not been entered on to a Members' Register of Interests, they must notify the Monitoring Officer in writing within the next 28 days following the meeting.

Disclosable Pecuniary Interests (DPIs) (relating to the Member or their partner) include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any licence to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where:
  a) that body has a piece of business or land in the area of the relevant authority, and
  b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

Any Member who is unsure if their interest falls within any of the above legal definitions should seek advice from the Monitoring Officer in advance of the meeting.

A Member with a DPI should state in the meeting: *'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'*

Or, if making representations on the item: *'I declare a Disclosable Pecuniary Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'*

Prejudicial Interests

Any interest which a reasonable, fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs the Member's ability to judge the public interest in the item, i.e. a Member's decision making is influenced by their interest so that they are not able to impartially consider relevant issues.

A Member with a Prejudicial interest should state in the meeting: *'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'*

Or, if making representations in the item: *'I declare a Prejudicial Interest in item x because xxx. As soon as we come to that item, I will make representations, then I will leave the room/ move to the public area for the entire duration of the discussion and not take part in the vote.'*

Personal interests

Any other connection or association which a member of the public may reasonably think may influence a Member when making a decision on council matters.

Members with a Personal Interest should state at the meeting: *'I wish to declare a Personal Interest in item x because xxx'. As this is a Personal Interest only, I will take part in the discussion and vote on the matter.*

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY PANEL

TUESDAY, 6 FEBRUARY 2018

PRESENT: Councillors Eileen Quick (Chairman), Marion Mills (Vice-Chairman), Charles Hollingsworth, John Story, Edward Wilson and Wesley Richards

Also in attendance: Councillor Natasha Airey

Officers: Lynne Lidster, Kevin McDaniel and Andy Carswell

APOLOGIES FOR ABSENCE

Apologies for absence were received from Cllrs Jones, Luxton and Pryer. Cllrs Hollingsworth and Story were attending as substitutes.

DECLARATIONS OF INTEREST

There were no declarations of interest.

MINUTES

The Part I minutes of the meeting held on November 21st 2017 were approved as a true and correct record.

MINUTES OF THE JOINT SCRUTINY PANEL- EAST BERKSHIRE COMMUNITY LEARNING AND SKILLS SERVICE

The Chairman informed Members that officers had agreed to hold a joint scrutiny panel between Slough and the Royal Borough as both authorities shared the same provider for community learning and skills services. Meeting attendees considered a report that outlined the changes and improvements that had been made to the service, and a series of recommendations that had been made. Members were informed that it was agreed the joint panel would meet twice a year and an annual report that would be considered by the Overview and Scrutiny Panels at Slough and the Royal Borough would be produced. It had been agreed that officers would decide on the timescales for producing the reports and arranging the meetings themselves.

The Vice Chairman stated she had attended the meeting and found it very worthwhile. The Chairman agreed and stated that it had been helpful to meet officers who were in charge of delivering services. Members were informed that attendance at training sessions and courses was now being monitored more effectively.

The contents of the minutes were noted by Members.

BUDGET REPORT- 2018/19

The Director of Children's Services introduced the item and highlighted to Members the key aspects of the budget, and in particular those relevant to Children's Services. He stated:

- A 1.95 per cent increase in Council Tax – equivalent to £28.85 for a Band D property - had been proposed. This would mean the Royal Borough would have the lowest rate of Council Tax outside of London
- A 3 per cent Adult Social Care Precept was proposed

- Savings of £5.4million had been identified
- Resident parking would remain free and the Advantage card would be retained
- A range of services would continue to be provided by the ten Children's Centres
- The 14 libraries in the Royal Borough would remain open, some with amended opening times
- Road, bridge and lighting improvements would continue to be made, as would an expansion to CCTV provision
- The £300,000 grant funding would continue to be available to community organisations, and there would be increased support to the Citizens' Advice Bureau
- Increases to fees and charges would be capped at the 3.9 per cent Retail Price Index, unless market benchmarks could justify a higher increase. It was noted that parking charges in the Royal Borough were cheaper than those in neighbouring authority areas
- There would be a consultation on changing the Council Tax Benefit threshold from 10 per cent to 8.5 per cent
- There was a proposed expenditure of £350million up to 2025 on education, transport and infrastructure to help support the Borough Local Plan and the regeneration of Maidenhead town centre. Much of this figure would come through borrowing; however it was anticipated that the projected borrowing would be below £5million by 2025.

The Director of Children's Services said a large number of capital investments worth £54million would be undertaken between 2017-2020. However the Council would be able to recoup most of this from returns on housing across the Borough. Members were advised that the Council's debt was projected to be £200million at 2020. The Director of Children's Services advised Members that it was important to take into consideration the short term investments and savings being made against the long term picture of improvements to the Royal Borough.

Responding to a question from the Chairman regarding the apprenticeship levy, the Director of Children's Services informed Members that the figure of £280,000 quoted in the report related to the Council as an employer of apprentices.

Cllr Story asked the Director of Children's Services which improvements in the service that had been made over the past year was he most proud of. The Director of Children's Services said the most significant improvement was a better understanding of how to support families through earlier interventions and engagements. Earlier engagements led to fewer crisis cases being reported. As a result of this the number of children subject to protection plans had fallen from 153 to below 100. The Director of Children's Services identified the function of Children's Centres as being key to this, and confirmed that there was sufficient money in the budget to continue their funding. Regarding other achievements the Director of Children's Services highlighted continuing support for schools; 86 per cent were good or outstanding, with a third being outstanding, and none had been inspected as inadequate. Of those requiring improvement six were Academies; the Director of Children's Services stated that the Council was working with the Academy Trust to find improvements. The Director of Children's Services also informed Members that the number of complaints relating to children's services had halved in the last two years and there had been an overall improvement in the quality of work provided.

Cllr Story asked if particular schools were receiving funding to improve infrastructure as part of expansion plans. The Director of Children's Services said the Windsor Boys and Girls Schools had expanded and there were expansion plans for Charters, Cox Green and Furze Platt Senior Schools; however there had been delays in getting the appropriate planning permission for Charters. The Director of Children's Services also highlighted the community facility that had been incorporated into Wraysbury Primary School.

The Cabinet Member for Children's Services explained that the budget had taken a long time to work through in order to ensure appropriate levels of funding for each service area, and she thanked officers for their diligence in preparing the budget. She said she was particularly pleased with the levels of funding available for children in care, particularly with regards to

protection plans, and home to school transport. The Cabinet Member for Children's Services stated that more social workers had been involved with training with the Royal Borough, which in turn had helped to fill vacancies.

Cllr E Wilson entered the meeting at 6.58pm.

Cllr Hollingsworth asked if full provision for SEND pupils had been accounted for in the budget. The Director of Children's Services said there was no extra funding mentioned in the budget as £450,000 had been secured through the Better Care Fund – which was jointly funded by the Council and CCG – and schools had provided a further £416,000. This had been deemed sufficient for 2018/19.

The Vice Chairman asked which areas had been identified by schools as being most in need of additional funding. The Director of Children's Services informed Members that schools and health colleagues had enquired about the ability to increase capacity in relation to healthcare needs. It had been identified that those with complex needs were causing the greatest delays; either because their cases were continually being put to the back of the queue, or because staff were tied up dealing with their case, which impacted on their ability to help other people. Members were also informed that access to mental health services for pupils had improved after being identified as a particular need; this was evidenced in a paper that was presented to the most recent Schools Forum. The Director of Children's Services also stated that the £416,000 that had been pooled by schools was to be used chiefly for funding services that would allow children experiencing difficulties to remain in mainstream education. Members were informed that there was an expectation that schools should be as inclusive as possible, and that pupils should only be taken out of a mainstream classroom environment if their needs were particularly complex. Government funds of £750,000 over the next three years would also help to fund this. Members were informed that Ascot schools were working on the concept of 'nurture groups' to facilitate this process. Members were informed that a number of key initiatives regarding inclusivity were to be launched at an event on April 19th which all were welcome to. Further details would be circulated on this when they were confirmed.

Cllr E Wilson asked if the risks associated with smaller schools had been considered while setting the budget. The Director of Children's Services said a strategy was being worked on through a working group and it was hoped this could be implemented for the start of the next academic year; therefore it was more likely there would be a reference to smaller schools in the next budget. Members were informed that it had been noted that some smaller schools were sharing specialist resources.

Responding to a question from Cllr E Wilson about the role of Achieving for Children, the Director of Children's Services stated that they had helped provide greater expertise in terms of social care. Their expertise and advice on best practice had led to a reduction in children's services cases from more than 1,000 to just under 800, allowing staff to focus on children in need. AfC had also had experience of using the virtual school. Members were informed that as a result of AfC's input there had been no need to employ an interim Director of Social Care, as had been planned. A permanent appointment had been made however.

Cllr E Wilson asked about the provisions for SEND pupils over the age of 16. The Director of Children's Services explained that they were considered under the age ranges of 16-18 and 18-25. This had been done since 2014 when the legislation changed to ensure SEND pupils up to the age of 25 who were capable of being in education should be given a place. The Director of Children's Services acknowledged that this had placed additional pressures on the children's services budget; conversely however, this had taken pressure away from the adult social care services budget. Members were informed however that there were few provisions for 18 to 25 year olds in the local area. Regarding 16-18 year olds, the Director of Children's Services stated that a more diverse range of needs, many of which required more specialist provision, was being noticed. It was also anticipated there would be a greater need for provision in this sector in the coming years, as there was a particularly large cohort in the 13-15 age bracket who required provisions under SEND.

Cllr Hollingsworth asked which of the savings identified in Appendix F had been achieved. The Director of Children's Services stated that some staff in the Early Years team had retired but there had been no need to replace them, while additional savings had been made through the centralisation of funding for the Duke of Edinburgh scheme. Savings had also been made on the basis that 86 per cent of schools in the Royal Borough were good or outstanding, meaning less provision to improve standards was necessary. A reduction in necessary funding for the Education Welfare team had been identified following work on early interventions; there had been no requirement to replace a member of staff who left.

Cllr E Wilson asked what were the main pressure points that had been identified for budgeting over the next few years. The Director of Children's Services stated that ensuring inclusivity in mainstream schools for pupils with specialist needs, and maintaining early help and support services had been identified as the main areas where budget pinch points were likely. Responding to a question from the Chairman regarding children with complex needs, the Director of Children's Services stated that the Council always looked to find provisions for children within 20 miles of their homes. However due to some children's particular needs it was often necessary to place them in specialist settings, which were sometimes far outside the Royal Borough.

Regarding children outside mainstream education, the Director of Children's Services stated that the Council had use of the virtual school, which was used for pupils under its care. The Council had a Pupil Referral Unit for permanently excluded pupils and use was also made of PRUs in Slough and Buckinghamshire as there was the provision; however there was a low number of permanently excluded pupils in the Royal Borough.

The Chairman asked the Director of Children's Staff to thank officers for their hard work in preparing the budget report.

It was:

RESOLVED UNANIMOUSLY: That the Panel noted the report and approved that Cabinet approves:
i) Detailed recommendations contained in Appendix A which includes a Base Council Tax at band D of £933.42, including a 1.95% increase of £17.85.
ii) Adult Social Care Precept of 3% (an increase of £28.85 on the £45.89 precept included in the 2017/18 budget) to be included in the Council's budget proposals, making this levy the equivalent of £74.74 at band D.
iii) Fees and Charges contained in Appendix E.
iv) Capital Programme, shown in appendices I and J, for the financial year commencing April 2018.
v) Prudential borrowing limits set out in Appendix L.
vi) Business rate tax base calculation, detailed in Appendix P, and its use in the calculation of the Council Tax Requirement in Appendix A.
vii) Deputy Director and Head of Finance in consultation with the Lead Members for Finance and Children's Services is authorised to amend the total schools budget to reflect actual Dedicated School Grant levels.
viii) Responsibility to include the precept from the Berkshire Fire and Rescue Authority in the overall Council Tax charges is delegated to the Lead Member for Finance and Deputy Director and Head of Finance once the precept is announced.

The meeting, which began at 6.30 pm, finished at 7.38 pm

CHAIRMAN……………………………….

DATE……………………………..........

Report Title:	Standards and Quality of Education – A Review of the Academic Year 2016-17
Contains Confidential or Exempt Information?	NO - Part I
Member reporting:	Councillor N Airey, Lead Member for Children's Services and Councillor D Evans, Deputy Lead Member for School Improvement
Meeting and Date:	Cabinet - 22 March 2018
Responsible Officer(s):	Kevin McDaniel, Director of Children's Services
Wards affected:	All

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Royal Borough of Windsor & Maidenhead

REPORT SUMMARY

1. This report highlights a number of areas:
   - Progress against the outcomes set by cabinet in March 2017.
   - Overall performance of all pupils in academic year 2016-17.
   - Ofsted judgements of schools in the Royal Borough.
   - The attainment of disadvantaged pupils.
   - The challenge of inclusion in mainstream schools.
   - Progress in tracking the participation of 16 and 17 year old students.

2. The high level of educational achievement of pupils attending schools within the Royal Borough continues with pupils once again achieving significantly above the national averages in Key Stages 1, 2 and 4. As a result of 21 school inspections since September 2016, 88% of borough pupils attend Good or Outstanding schools and one third of the schools are judged by Ofsted to be Outstanding.

3. In 2017 the service embarked on a three year plan to significantly improve the outcomes for young people who are or have been eligible for Free School Meals (known as "disadvantaged pupils"). At the end of year one, despite increases in the level of attainment, including meeting the milestone for early years, these pupils continue to achieve at a lower level than other borough children through to age 11.

4. Throughout 2017 the trend of an increasing number of young people being excluded from school has continued. Additionally the number registered for home education by their parents, or changing schools mid-year continues to rise. This trend mirrors the national picture identified by Ofsted's Chief Inspector in her annual report. The local authority has responded through the plan to adopt an Inclusion Charter for all pupils.

5. During 2017, the Council has re-invested in tracking the participation of 16 and 17 year old students in employment, education or training and has developed a proportionate plan to re-establish the level of known participation above the national average by spring 2019.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That cabinet:

i)   **Notes the report**

ii) **Approves the priority outcomes in table 5 for academic year 2017-18. They are:**

- Increase the percentage of Good and Outstanding schools.
- Improve the local authority ranking of disadvantaged pupil attainment in the Early Years Foundation Stage.
- Improve the local authority ranking of disadvantaged pupil attainment in Key Stage 2.
- Increase the proportion of 16 and 17 year olds known to be participating in education, employment or training.

iii) **Request a report on validated attainment and progress data for academic year 2017-18 in March 2019.**

iv) **Approves the expenditure of £55,000 for 2018/19 and £45,000 for 2019/20 to continue to track the participation of 16 and 17 year olds through existing budgets.**

2.   REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

2.1   This is the eighteenth annual report on the quality of education. It presents analysis of the performance of pupils in state funded schools located within the Royal Borough of Windsor and Maidenhead in the academic year 2016-17 against national and statistical neighbours and previous years. It is based on validated data published by the Department for Education in February 2018. A number of key education terms are described in Appendix A and school level outcomes are contained in Appendix B. The complete range of education data is presented in appendix C (The Education Data Pack 2016-17).

Impact of work since March 2017

2.2   In March 2017 Cabinet approved four education outcomes.

Table 1: Achievements against cabinet report outcomes

Defined Outcomes	Progress	Commentary
86-89% of all state-funded schools are judged to be Good or Outstanding	**MET** 86% of schools judged Good to Outstanding at the end of February 2018.	At the end of Academic year 2016-17, 83% of all state-funded schools* were judged to be Good or Outstanding within the Royal Borough. That has increased to 86% at the end of February 2018 with 33% of schools currently judged as Outstanding. 14% of schools are currently judged as Requires Improvement. We have no schools that are graded as Inadequate.

Improve disadvantaged pupil attainment at KS2 so that RBWM is ranked at least 75th	**UNMET** The RBWM ranking improved marginally from joint 103rd to joint 99th despite a 6% improvement in the actual level of attainment by this cohort of pupils.	The proportion of disadvantaged pupils achieving the expected standard for all of reading, writing and mathematics increased from 38% to 44%. This level remains below the national average which increased from 44% to 48%.
Improve disadvantaged pupil attainment at EYFS so that RBWM is ranked at least 120th	**MET** Our position improved significantly from 145th to joint 114th this year.	DfE statistics for disadvantaged EYFS show the proportion of pupils attaining the DfE's definition of good level of development in RBWM for 2017 was 52%
Increase the proportion of 16 and 17 year olds known to be in employment, education or training (81% - 85%)	**MET** We have met this target, with 81.2% of pupils known to be in employment, education or training.	Recent reinstated tracking work means that the proportion of pupils whose participation is formally 'unknown' has decreased from 44% last year to 18.2% this year (December figure). 0.6% of the cohort are known to be not in education, employment or training (NEET) which is better than the national average.

2.3   The outcomes in table 1 reflect progress of current active plans to i) improve outcomes for disadvantaged pupils and ii) improve the clarity of recording of the participation status for 16 and 17 year olds. The improvement plans have been revised and are continuing in these areas, see points 2.23 to 2.36.

Overall attainment for all pupils

2.4   The data in appendix B sets out attainment and progress results from the 2016-17 academic year, covering all of the different measures that the Department for Education specifies for education. Overall for all pupils, schools in the borough outperformed the national average level of attainment at all Key Stages. The Royal Borough has maintained its broad positon as a top 20% Local Authority area for attainment in 2017-18.

2.5   The level of attainment against each benchmark and the relative ranking against the 150 education authorities in England which publish statistics is summarised in Chart 1.

Chart 1: All key stage performance and national ranking

Bar chart. Y-axis labelled "Percentage of cohort meeting the national benchmark". Categories from top to bottom with RBWM LA ranking numbers:

- KS5 level 3 APS — 24
- % KS4 EM — 21
- % KS2 RWM EXS+ — 28
- % KS1 M EXS+ — 15
- % KS1 W EXS+ — 13
- % KS1 R EXs+ — 7
- % Phonics — 18
- % EYFS 'good devt' — 8

X-axis: 0 to 100. Legend: National 2016-17, RBWM 2016-17.

Note box: "RBWM LA ranking is indicated by the number alongside the RBWM block"
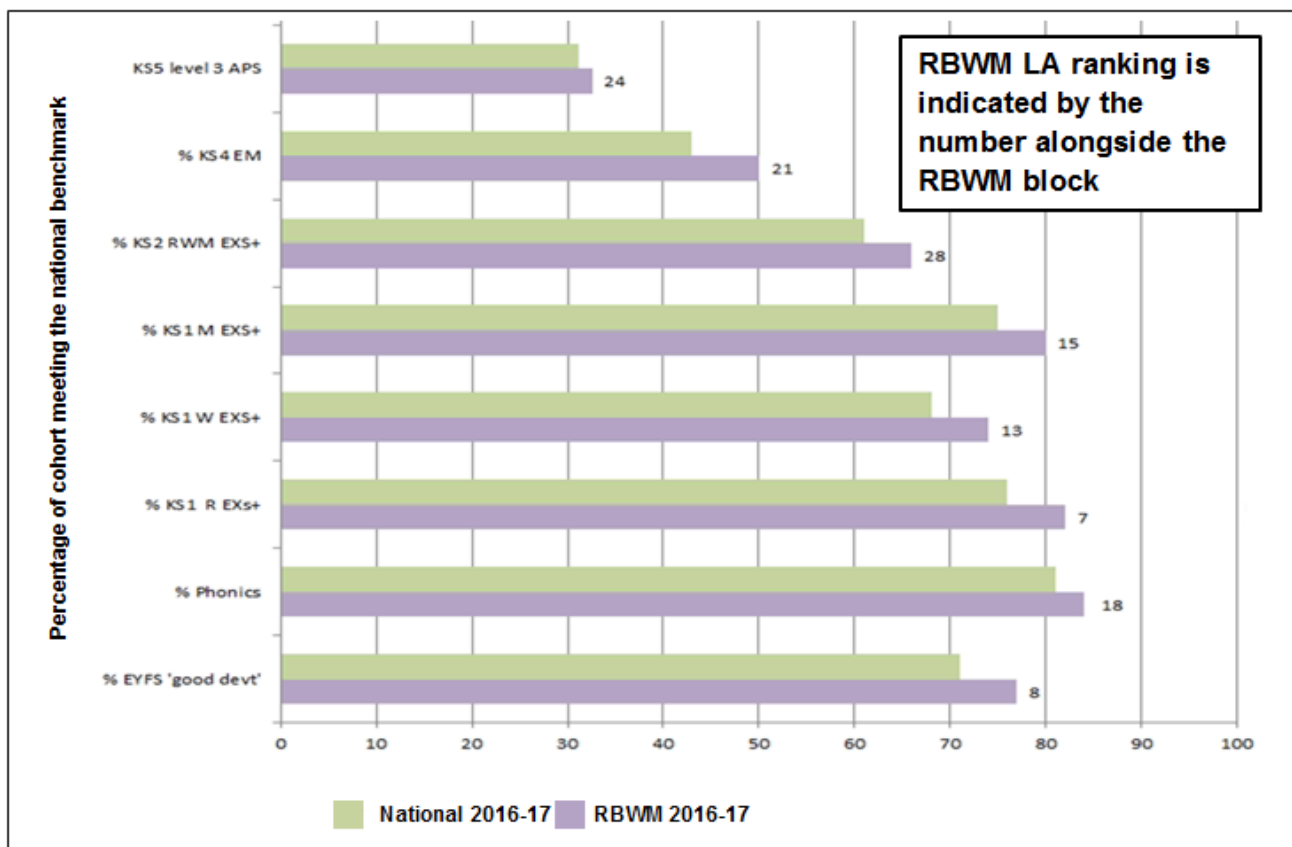
2.6   The national system for GCSE results is in a transition phase with English and Maths GCSE now scored on a scale of 9 (high) to 1 (low) as a result of a single examination set at the end of a course of study. A score of 4 is considered a pass, with 5 called a "strong pass". Overall at Key Stage 4, 50% of pupils in Windsor and Maidenhead schools achieved English and Maths GCSE at grade 5 or above compared to 42% nationally. The percentage of RBWM pupils attaining English and Maths at grade 4 and above is 72% compared to 64% nationally. This percentage is similar to the percentage of pupils who achieved a grade C or above in English and Maths in 2016 (73%).

2.7   A new benchmark for Key Stage 4 is called Attainment 8. This 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 2017, points are awarded for GCSEs which range from 8.5 points (for an A*) to 1 point (for a G). In English and Mathematics the numerical grades are used. The average Attainment 8 score across RBWM was 49.4, above the national average of 46.3. It is too early in the life of this measure to review any trend data.

2.8   Appendix B outlines the summary results for all schools collected by education phase. For 2015, pupils were assessed on the old curriculum levels and sub-levels making a comparable three year trend difficult as they are now assessed against an expected standard which is considered to be higher than the previous benchmark. This dataset will continue to evolve.

2.9　In March 2017 it was identified that within borough schools, small groups of pupils with a common characteristic, known as "Groups" by Ofsted, show lower attainment than the outcomes for all pupils which are typically a top quintile (20%) authority. The Director of Children's Services wrote to the chairs of governors at all schools in April 2017 seeking their support to ensure that their leaders focus on these groups with a broadly positive response. School Link Advisors continue to work with individual schools to make sure that school development plans are shaped to include the relevant groups for the schools.

2.10　The 2016-17 results across the borough indicate that young people from Asian, black or mixed heritage attain less well than their peers and this will be a targeted area of monitoring through the School Improvement Forum during 2018/19.

Ofsted judgements of school quality

2.11　13 schools[1]* were inspected during the academic year 2016-17. The percentage of schools judged to be Good or Outstanding in RBWM was 83%. Since September 2017, a further eight schools have been inspected** which has raised the percentage of schools judged to be Good or Outstanding to 86% compared to 89% nationally.

2.12　Since the start of the academic year 2016-17, five schools have increased their Ofsted judgement to Outstanding so one third of schools in the Royal Borough are currently judged to be Outstanding.

2.13　Of those 21 inspections
- 9 schools improved their judgement.
- 10 schools remained unchanged.
- 2 schools were downgraded.

2.14　At March 2018, there are nine schools in RBWM which currently have a judgement of Requires Improvement. Six of those schools have converted to Academy status and have been exempt from Ofsted inspection for up to three years, however four of them are due an Ofsted inspection within the next year. The three remaining maintained schools are currently in the Ofsted three year cycle and are not expected to be inspected this year.

2.15　School Link Advisors will continue to ensure that there are robust Ofsted action plans in place with all nine schools seeking to improve their judgement to at least Good.

The performance of disadvantaged pupils

2.16　The government provides statistics about pupils who are eligible for free school meals at the time they sat their exams. This was a cohort of 96 pupils at Key Stage 2 and 111 pupils at Key Stage 4. These pupils are included in a cohort called disadvantaged pupils which includes those who have been eligible for free school meals at any time in the last six years and children in

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[1] *All Saints Junior School , Braywick Court, Cookham Dean Primary, Cookham Rise Primary, Courthouse Junior, Furze Platt Senior, Homer First School, Holyport College , Knowl Hill Primary, RBWM Alternative Provision, St Edwards Peters, The Royal First School and Waltham St Lawrence Primary

**Altwood School, Alexander First School, Holy Trinity St Stephens, Manor Green, St Luke's Primary, St Peters Middle, Wraysbury Primary and Woodlands Park Primary

care of a Local Authority on the roll of a school. This wider groups totals 248 pupils in Key Stage 2 and 234 pupils in Key Stage 4. This group attract additional funding called Pupil Premium and is commonly used for comparative purposes.

2.17 This cohort has been the focus for improvement work and this report comes after one year of activity in the current three year plan. Table 2 shows the attainment for disadvantaged RBWM pupils compared to all borough pupils and equivalent national groups.

2.18 **Table 2: RBWM disadvantaged attainment by phase: 2016 vs 2017**

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 9-5 pass Eng & Maths
2017 RBWM Disadvantaged	52% (+8%)	68% (+12%)	52% (-2%)	44% (+7%)	54% (+2%)	44% (+9%)	29%
2016 RBWM Disadvantaged	44%	56%	54%	37%	52%	35%	n/a
2017 National Disadvantaged	56% (+2)	68% (-2)	61% (-1%)	52% (-1%)	60% (=)	48% (+9%)	25%
2016 National Disadvantaged	54%	70%	62%	53%	60%	39%	n/a

(Figures in brackets show year on year change in attainment)

2.19 Table 2 shows that there have been strong attainment gains for disadvantaged pupils in the Early Years, Key Stage 1 and Key Stage 2. The one exception is a slight fall in the attainment for Key Stage 1 reading which is similar to the national position at Key Stage 1 which has broadly fallen back. Research shows that early intervention with the disadvantaged group will have impact in their future education.

2.20 Key stage 4 results cannot be compared with last year due to the GCSE grading system changes as set out in 2.6.

2.21 Table 3 shows the rankings for disadvantaged and all RBWM pupils compared to the 150 local authorities in England where a rank of 1 is the highest performance.

Table 3: RBWM disadvantaged ranking by phase vs all RBWM pupils

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 EXS Eng & Maths
2017 RBWM Disadvantaged	114 (+32)	74 (+74)	143 (-26)	135 (+8)	127 (-8)	99 (+4)	41 (-19)
2016 RBWM Disadvantaged	146	148	117	143	119	103	22
2017 RBWM All Pupils	8 (+8)	18 (+40)	7 (-1)	13 (-2)	15 (-3)	22 (+2)	29 (-20)
2016 RBWM All Pupils	16	58	6	11	12	24	9

(Figures in brackets show year on year change in ranking)

2.22 We expect that the significant LA ranking improvement in phonics of 74 places and in EYFS of 32 places will have a positive follow through effect for KS1 results in 2018 and beyond.

2.23 Work continues from last year for schools to understand the barriers to learning for the disadvantaged groups and plans to address these needs are in place. This still remains a challenge for most schools with small cohorts as resources are limited for sustained targeted intervention. Next steps have been identified by the internal Education Improvement Group (EIG):
- Pupil Premium Gap Analysis started in 2016-17 and will continue to be monitored by School Link Advisors as it helps each school focus on the specific barriers for their pupils and the generation of a clear, actionable and published Pupil Premium plan.
- Pupil Premium Champions networks have started which enable practitioners to share good practice and raise expectations for all pupils.
- Pupil Premium training for staff and governors allows schools to undertake their own specific gap analysis.
- Where School Link Advisors have been invited to support head teachers in their performance appraisals an objective has been linked to narrowing the gap of the disadvantaged pupils.

2.24 In February 2018, 15 Pupil Premium Champions from a range of schools attended a Pupil Premium conference organised by the Department for Education and the Regional Schools Commissioner which reinforced to schools present that they are well engaged with national strategies which have been shown to work. We will be looking to further grow the Pupil Premium Champions network in the borough so that good practice can be shared along with lessons learnt from visits to other Local Authorities.

2.25 At the end of academic year 2015-16, the local authority ran a Pupil Premium Summer Camp. Seven schools nominated 30 children who have limited life experiences and who would benefit from opportunities that encourage them to take risks, develop independence and build relationships in a productive manner. These children enjoyed three days of creativity, outdoor learning and water sports where they worked in teams and co-operated in activities not available to them because of financial constraints or family circumstances. This was not residential and the team were able to engage with the parents and carers each day to reinforce their confidence with the education sector.

2.26 The Foundation for Learning (Nursery Federation Teaching School) is working on behalf of RBWM on the Early Years Pupil Premium Project with schools and private and voluntary nurseries and groups, collectively called settings.

- 20 settings have been identified for support based on the number of pupils in receipt of Pupil Premium funding by focusing on any setting with 3 or more pupils in receipt of funding.
- Special leaders in education, outstanding teachers and leaders have been recruited to support teachers, leaders and practitioners to identify these children and work together to ensure that they make maximum progress.
- All settings have received a visit from their special leaders in education to talk about the children, their data and future outcomes. This was an opportunity for all to share the support that they might need to enable the children to meet a Good Level of Development at the end of Foundation Stage 2.
- At the end of January leaders and teachers came together to discuss funding, concerns and future training. Special leaders in education continue to visit the schools/settings to offer bespoke support.

2.27 All opportunities to share and collaborate for these pupils will be crucial to making improvements. It is noted in national data that local authority areas with small numbers of disadvantaged pupils dispersed across the schools in the area have the largest gaps. RBWM fits that pattern and table 4 is a direct comparison of similar Local Authorities and School Link Advisors will be speaking to these Local Authorities to see if there are lessons that can be learnt.

Table 4: Key Stage 2 comparison with similar cohort numbers

LAs with less than 30% disadvantaged pupils and **between 200-450** disadvantaged pupils in Year 6 (closest comparison to RBWM)	Disadvantaged pupils (DP)		% DP who met the standard in Reading, Writing & Maths	% all pupils who met the standard in Reading, Writing & Maths
	% DP	No of DP		
Richmond upon Thames	17%	357	51%	76%
England - state funded			**48%**	**62%**
Herefordshire	24%	424	47%	60%
Kingston upon Thames	23%	371	46%	65%
Windsor and Maidenhead	17%	248	44%	66%
Wokingham	11%	219	43%	70%

Volatility in the level permanent exclusions of borough resident pupils

2.28 The rate of permanent exclusions has risen in 2016-17 to 0.12%; the national exclusion rate was 0.08% (2015-16 national rate equates to eight pupils per 10,000 were excluded). Two permanent exclusions were from primary phase and 25 from secondary phase. Table 5 shows the local trend over four years.

Table 5: Permanent exclusions for RBWM residents

| | RBWM Permanent Exclusions | | | |
	2013/14	2014/15	2015/16	2016/17
Number of pupils*	20	10	20	27
% of Total pupils	0.09%	0.03%	0.09%	0.12%

Source: Exclusions SFR except 2016/17 (Educational Welfare)

*SFR rounds total pupil numbers to nearest 10

2.29 While some of this volatility is a result of relatively small numbers, more detailed analysis suggests that the fall in numbers during 2014-15 was due in part to RBWM coordinating more managed moves and jointly funding alternative provision from the high needs block.

2.30 As part of the high needs block recovery plan which started in financial year 2017-18, it was determined that RBWM would cease jointly funding alternative provision while strengthening the provision for those unable to attend school on medial grounds or permanently excluded. Schools are finding it harder to fund access to alternative provision where it makes sense for their students. The increase in numbers is thus partly expected and RBWM continues to work with schools to ensure permanent exclusion is only used when appropriate for a young person.

2.31 For academic year 2016-17 RBWM arranged for additional capacity to meet the statutory duty to provide education from day six for all permanently excluded pupils. The high number of excluded pupils contributes to the pressure on the high needs block of the dedicated schools grant. Given the number of exclusions and ongoing requests for RBWM to support alternative provision for those not yet excluded, RBWM planed for a higher level of exclusions (9 per 10,000 pupils) and appropriate provision for this cohort of young people was put in place from September 2017. Work is underway to secure a multi-year arrangement to increase the effectiveness of the education offered to these pupils and be flexible enough should the rate of exclusion continue at the current level or rise further.

2.32 The borough is seeing increases in the level of elective home education and in-year school transfers as well as exclusions. Chart 2 shows the increasing level of recorded cases of elective home education in recent years. The Education Welfare service offers to meet with all of these families and is feeding into the School Link Advisors as necessary.

Chart 2: Number of electively home educated children by academic year
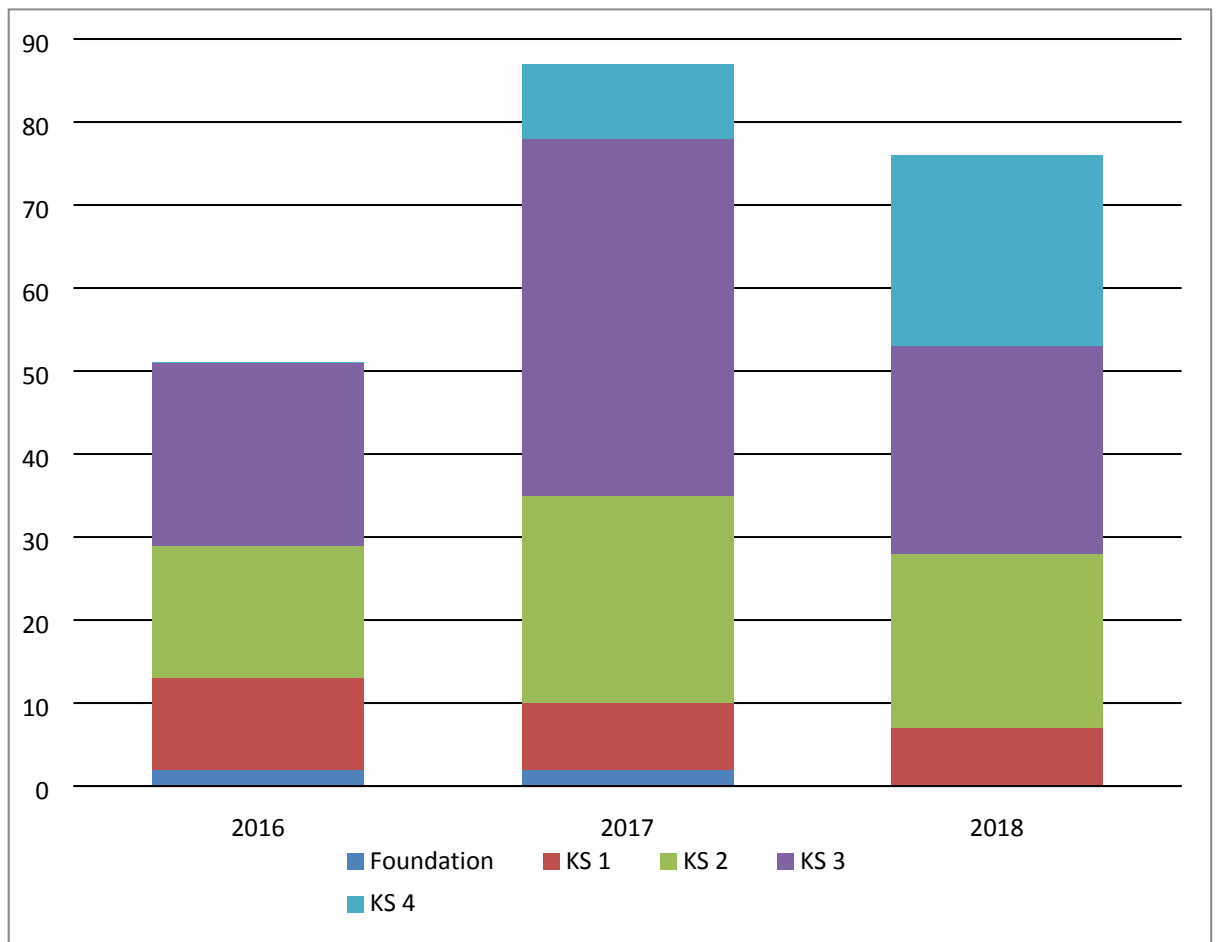
Tracking 16-17 year olds in education, employment and training

2.33   During academic year 2014-15, schools became accountable for the destinations of pupils who took their GCSE's at the school. Whilst schools hold the accountability, the Royal Borough has the duty to report to Government. Since 2014-15 RBWM resources are focussed on offering services to those young people known to be not in education, employment or training (so called NEETs).

2.34   The average number of 16-17 year olds identified as NEET in RBWM was 13 over the three months to December 2017, which represents 0.6% of the population and below the national average.

2.35   A new headline measure was introduced and published during 2017 which combines the NEET rate with the 'Unknown' rate for young people aged 16 and 17. The Department for Education believe this gives a more accurate and well-rounded impression of how well Local Authorities are fulfilling their duty to track young people and encourage them to participate. Chart 3 shows the growth in the proportion of "not known" students over time, including the impact of the work in 2017 to re-instate the tracking process.

Chart 3: Participation status of 16-17 Year Olds living in RBWM

Chart: Number of pupils by status (Unknown, EET, NEET (unadj)) from Sept 2016 to Dec 2017
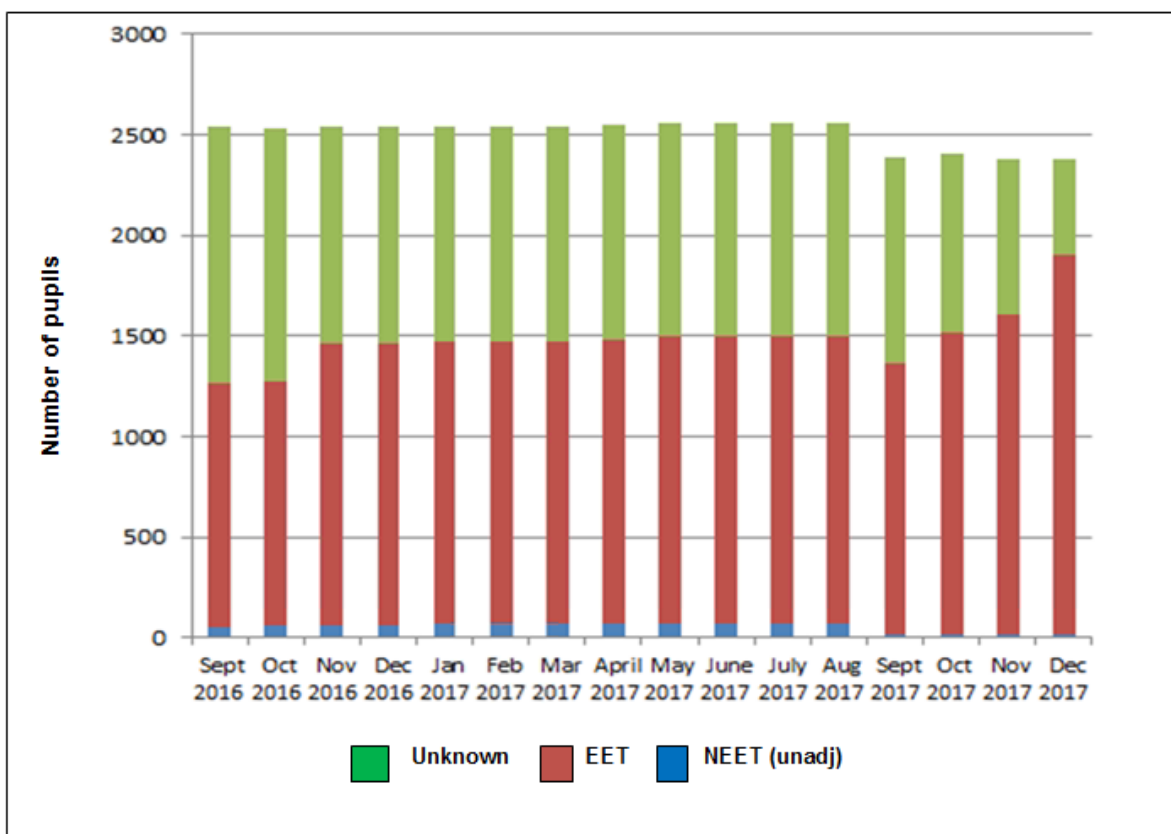
2.36 The percentage of those known to be in Education, employment or training was 81.2% for January 2018 which is in line with our recovery plan milestone. The national performance tables will be published again in late spring and the current performance will continue to be low.

2.37 Following a meeting between Ann Milton MP, the Leader of the Council and the Director of Children's Services, the service will maintain our plan of action in collaboration with colleagues from Achieving for Children which means the service will:

- Engage with the current 15 year old cohort (year 11) prior to GCSE examinations to secure their participation intentions for September and to ensue that all settings and young people are aware of the services offered to those at risk of not participating.
- Exchange data with the schools and colleges during September and October 2018 to confirm those arrangements.
- Write to the home addresses of those whose status is not confirmed by the data exchange in November 2018 seeking confirmation.
- Telephone and door knock as required to minimise the number of young people whose status is still not known.

2.38 In 2017-18, the cost of the work to reduce the "not known" figure was circa £55,000 for software and resource hours. This work has identified just one young person so far who was not participating nor accessing support services.

3. KEY IMPLICATIONS

3.1 The analysis and recommendations set out in Section 2 support the same four key implications that remain a focus from last year. Targets have been reviewed and reset as appropriate.

Table 5: Key Implications

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
% of all state funded schools are judged to be Good or Outstanding	<88%	89%-92%	93%-96%	>97%	31 March 2019
Improve disadvantaged pupil attainment at EYFS so that RBWM is ranked at least 80th	>80th	80th – 70th	71th -60th	<60th	Aug 2018 (National Validated data in February 2019
Improve disadvantaged pupil attainment at KS2 so that RBWM is ranked at least 75th	>75th	75th – 70th	69th -61st	<60th	Aug 2018 (National Validated data in February 2019
Increase the proportion of 16 and 17 year olds known to be in employment, education or training	<91%	91%-95%	96%-98%	>98%	January 2019

4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 For 2018/19 the government announced significant changes to the Schools block funding. In 2018/19 and 2019/20 the national formula will set the notional allocations for each school, which are aggregated and used to calculate the total schools block to be received by each local authority as a provisional allocation.

4.2 For these transitional years local authorities will determine the final funding allocations to schools through a local formula, along with the schools annual growth fund, falling rolls fund and any agreed movement to the high needs block. To limit the impact on RBWM schools in 2020/21, in agreement with Schools Forum, where possible the local formula has moved towards the National Funding arrangements.

4.3 As part of the budget setting a schools block transfer of £416,000 was agreed by Schools Forum to support a programme investing in SEND inclusion to raise standards, performance and improve value for money. This will include some of the issues behind increased exclusion and rates of home education.

4.4   Throughout 2017/18 the in-year monitoring has shown a consistent level of pressure on budgets financed by the dedicated schools grant, with a projected deficit carry forward as at 31 March 2018 of circa £2,000,000. This deficit may impact future levels of delegated schools budget and the council continues to work with the Schools Forum to find effective ways to reduce this pressure.

4.5   The tracking of participation by students was funded in 2017-18 from existing local authority budgets. Achieving for Children have identified that they could support borough pupils through their processes and rationalise the software costs in the longer term following a data migration project. This is likely therefore to continue to cost £55,000 in 2018/19 and fall to £45,000 from 2019/20.

5. LEGAL IMPLICATIONS

5.1   The Council is accountable for the performance of maintained schools, both Community and Voluntary Controlled, including as the employer. This includes a statutory duty for school improvement which extends to Voluntary Aided schools.

5.2   With the advent of Academy schools and Free Schools, the Royal Borough has no statutory role to provide school improvement services for these schools. That responsibly now sits with the Trust accountable for the Academy with oversight from the Regional Schools Commissioner for North West London and the South.

6. RISK MANAGEMENT

Table 6: Risk Management

Risks	Uncontrolled Risk	Controls	Controlled Risk
Academy schools decide to not collaborate with the action plans set out in this report	MEDIUM	Ensure Academy schools and the Regional Schools commissioner are fully aware of the support being offered by RBWM	LOW

7. POTENTIAL IMPACTS

7.1   An Equality Impact Assessment (EQIA) was not required for this report as the recommendations apply to all pupils in all schools.

8. CONSULTATION

8.1   The headline, unvalidated performance data was shared with schools at the Education Leadership Forum in November 2017.

8.2   The report will be considered by Children's Overview and Scrutiny Panel on 22 March 2018.

8.3   The data pack will be circulated to schools immediately following the publication of this report for Children's Overview and Scrutiny Panel.

9. TIMETABLE FOR IMPLEMENTATION

9.1   The data presented relates to attainment in the past academic year 2016-17. Actions to address priorities for improvement are being implemented during the current academic year, 2017-18 and action is ongoing.

10. APPENDICES

10.1   This report has three appendices

- A: A glossary of education terms.
- B: Primary and Secondary Phase Results Summary 2016-17.
- C: The RBWM Education Data Pack. Academic Year 2016-17 (electronic)

11. BACKGROUND DOCUMENTS

11.1   None.

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Commented & returned
Cllr N Airey	Lead Member Children's Services	22/2/18 5/3/18	23/02/18 6/3/18
Cllr D Evans	Deputy Lead Member Children's Services	6/3/18	6/3/18
Alison Alexander	Managing Director	23/02/18	23/02/18
Kevin McDaniel	Director of Children's Services	20/2/18 5/3/18	22/2/18 5/3/18
Rob Stubbs	Section 151 Officer		
	Other e.g. external		

REPORT HISTORY

Decision type: For information	Urgency item? No
Report Author: Clive Haines, School Leadership Development Manager 01628 796960	

Appendix A: A glossary of relevant Education Terms

A.1 This Appendix sets out a number of terms used in this report and notes in particular where they are different to previous terms, measures or definitions.

Term	Description	Replaces	Comparable
Good Level of Development	Early years measure of a pupil's ability in 10 areas. Assessed by professionals in the setting against a national definition and curriculum.		
Expected Standard (EXS)	Judgement informed by mixture of assessment and tests by professionals in primary age classes against broad standards but not curriculum.	Numeric levels	No
Progress 8	A measure at Key Stage 4 calculated for each student based on the change in their attainment between Key Stage 2 and Key Stage 4. Spread over 8 subjects with a national definition for calculation. School, LA and national figures are a simple aggregation process.	Value added measures	No
Attainment 8	Similar to Progress 8 in methodology but ignores starting position and looks only at GCSE results	5+ A*-C grades	No
English and Maths	A pupil meets this criteria if they achieve a grade C or above in GCSE maths and one or more of English Language or Literature. Wider definition that previously	5+ A*-C inc English and Maths	Similar
Free School Meals	A family is considered Eligible for Free School meals if their financial circumstances meet the DWP thresholds at a given point in time.		
Disadvantaged pupils	Have been eligible for Free School Meals at some point in the last six years. This is known as Ever6 or EverFSM. The data set includes Children in Care who are on the roll of a school.		
Pupil Premium	Is additional funding provided to a school for each pupil identified in their census as being Ever6. Currently £1900 per school year.		
Pupil Premium Plus	Is additional funding provided to local authorities, via the Virtual Head to support the educational progress of Children in Care. It is a nominal £1900 per child per year and normally provided to the school to support the objectives of the Personal Education Plan.		
Not Known Status	A pupil aged 16 or 17 is considered to have a "not known" status if their current participation cannot be recorded with sufficient detail of the education/training element. This includes detailed course, timetable and attendance information		

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Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.16	OFSTED Inspection as at 31.07.17	EYFS (ages 4-5) 2017 NOR	2015 % Good Level of Dev't	2016 % Good Level of Dev't	2017 % Good Level of Dev't	PHONICS Y1 (ages 5-6) 2017 NOR	2015 % Wkg At Standard	2016 % Wkg At Standard	2017 % Wkg At Standard	KS1 % L2+ (ages 6-7) 2017 NOR	2015 Rdg	2015 Wtg	2015 Ma	2016 Rdg	2016 Wtg	2016 Ma	2017 Rdg	2017 Wtg	2017 Ma	KS2 (ages 7-11) 2017 NOR	2015 RWM4+	2016 RWM	2017 RWM
Alexander First	Good	Good	14	65	74	50	21	48	80	71	22	93	93	93	89	50	65	68	41	55				
All Saints CE Junior	Good	Good																			67	94	49	63
Alwyn Infants	Good	Good	98	77	71	78	89	65	77	93	101	95	94	100	81	67	77	85	70	71				
Bisham CE Primary	Requires Imp.	Requires Imp.	11	67	50	64	2	88	82	100	13	86	86	86	70	40	60	62	31	39	0	86	57	n/a
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	78	81	82	60	46	72	77	60	93	88	95	80	83	75	75	70	75				
Braywick Court Free School		Outstanding	30	86	90	87	31		93	90	28							82	75	86				
Braywood CE First	Outstanding	Outstanding	30	93	90	83	30	90	100	97	29	93	93	93	89	82	85	90	86	93				
Burchetts Green CE Infants	Outstanding	Outstanding	23	78	91	83	20	87	100	95	18	100	100	100	86	82	82	89	88	94				
Cheapside CE Primary	Outstanding	Outstanding	12	88	94	83	16	82	88	81	15	100	100	100	88	81	81	80	80	73	15	71	69	80
Clewer Green CE Aided First	Good	Good	58	77	72	69	58	68	75	83	58	97	90	98	75	60	85	78	69	79				
Cookham Dean CE Primary	Good	Good	27	77	96	85	26	89	93	96	27	96	96	96	93	85	89	85	78	93	26	92	70	73
Cookham Rise Primary	Good	Good	30	73	80	80	29	87	90	90	31	90	90	87	69	55	66	81	61	77	30	86	37	67
Courthouse Junior	Good	Requires Imp.																			105	78	57	64
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	76	81	83	30	87	86	97	52	83	87	83	67	37	52	79	62	69	31	82	48	65
Dedworth Green First	Good	Good	28	84	77	71	27	80	57	96	44	100	93	93	76	52	72	93	91	93				
Dedworth Middle	Good	Good																			115	65	34	50
Eton Porny CE First	Requires Imp.	Requires Imp.	23	75	55	74	29	70	83	86	30	100	100	100	63	54	67	87	73	90				
Eton Wick CE First	Requires Imp.	Requires Imp.	29	80	70	76	29	73	80	76	26	83	83	90	70	43	57	69	62	77				
Furze Platt Infants	Good	Good	90	73	68	78	85	80	76	91	89	91	90	96	73	69	71	91	88	91				
Furze Platt Junior	Good	Good																			90	91	84	83
Hilltop First	Outstanding	Outstanding	45	71	78	69	44	80	76	89	45	100	100	100	75	80	73	82	78	80				
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	29	80	80	72	29	97	97	97	30	100	100	100	94	94	87	93	93	93	29	96	67	93
Holy Trinity CE Primary Sunningdale	Good	Good	30	69	78	77	49	76	93	82	30	100	93	97	80	73	73	80	73	80	30	81	72	77
Holyport CE Primary	Requires Imp.	Requires Imp.	41	80	66	73	48	88	83	94	53	94	94	94	85	85	88	81	77	85	62	81	54	45
Homer First	Good	Good	54	65	79	81	39	83	61	82	39	100	100	100	73	68	68	74	67	77				
King's Court First	Good	Good	43	87	92	86	43	93	91	79	43	98	98	98	89	87	91	93	88	91				
Knowl Hill CE Primary	Good	Outstanding	22	83	76	100	19	88	86	95	7	100	100	92	95	75	90	100	43	86	16	100	83	50
Larchfield Primary and Nursery	Good	Good	29	70	77	72	28	97	83	71	28	87	77	90	77	63	70	61	54	64	29	67	76	72
Lowbrook Primary	Outstanding	Outstanding	60	95	95	95	60	100	100	100	60	100	100	100	98	98	98	95	95	97	28	97	100	96
Oakfield First	Good	Good	58	70	79	78	59	85	78	81	59	95	92	90	91	85	83	92	93	83				
Oldfield Primary	Outstanding	Outstanding	60	70	72	78	60	87	89	90	60	95	92	97	80	68	78	93	90	92	31	100	90	94
Riverside Primary	Good	Good	49	52	61	53	50	75	77	72	35	83	60	63	67	63	63	54	54	57	26	67	21	19
South Ascot Village School	Good	Good	22	71	77	77	31	67	63	81	29	85	83	88	81	71	77	69	62	62	30	90	64	63
St Edmund Campion Catholic Primary	Outstanding	Outstanding	60	74	73	80	60	98	98	100	60	93	90	97	83	73	82	83	83	85	60	98	69	83
St Edward's Catholic First	Outstanding	Outstanding	59	88	68	88	60	71	86	78	60	93	90	100	85	90	91	88	85	87				
St Edward's Royal Free Ecumenical Middle	Good	Good																			120	88	66	73
St Francis Catholic Primary	Outstanding	Outstanding	30	73	81	80	30	87	94	87	31	97	97	97	87	87	84	87	77	81	30	97	71	87
St Luke's CE Primary	Good	Good	39	61	64	44	41	61	72	71	41	89	78	91	77	61	72	68	66	68	31	90	50	61
St Mary's Catholic Primary	Good	Good	45	73	71	78	42	64	78	81	45	98	89	98	76	76	74	78	67	80	43	93	56	79
St Michael's CE Primary	Good	Good	29	77	72	76	28	100	93	79	30	100	100	100	90	70	93	93	77	87	31	86	58	81
St Peter's CE Middle	Inadequate	Inadequate																			56	82	55	63
The Queen Anne Royal Free CE First	Good	Good	28	69	77	79	29	83	70	79	26	96	96	100	69	66	79	73	73	69				
The Royal (Crown Aided)	Requires Imp.	Good	21	75	87	100	21	76	90	95	21	95	100	100	80	70	80	86	71	91				
Trevelyan Middle	Requires Imp.	Requires Imp.																			138	79	60	70
Trinity St Stephen CE Aided First	Good	Good	28	73	72	71	30	90	80	83	30	86	86	100	96	82	86	83	73	77				
Waltham St Lawrence Primary	Good	Outstanding	10	80	80	60	17	84	90	82	12	100	100	100	74	74	74	75	67	67	16	71	63	63
Wessex Primary School	Good	Good	59	76	67	78	58	89	77	66	64	95	92	97	72	67	73	69	50	63	62	86	56	61
White Waltham CE	Outstanding	Outstanding	30	90	79	90	30	97	93	93	30	97	97	97	96	96	96	93	90	100	29	97	83	79
Woodlands Park Primary	Good	Good	31	46	62	61	13	78	91	92	23	89	89	96	72	59	69	91	74	74	18	93	62	56
Wraysbury Primary	Good	Good	60	60	73	73	59	81	68	54	60	74	69	76	83	71	90	80	75	78	48	63	42	42
RBWM				74	74	77		80	81	84		92	89	94	80	72	78	82	74	80		82	59	66
National				66	69	71		77	81	81		91	88	93	74	65	73	76	68	75		80	52	62

Legend:
- Well Above National - i.e. 10 or more percentage points HIGHER than NATIONAL OR 100%
- Above National - i.e. between 5 and 10 percentage points HIGHER than NATIONAL
- In Line with National - i.e. within 5 percentage points of NATIONAL
- Below National - i.e. between 5 and 10 percentage points LOWER than NATIONAL
- Well Below National - i.e. 10 or more percentage points LOWER than NATIONAL

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2017

School	Ofsted Rating as at 02.03.18	Cohort Number	Intake (KS2 Reading, Writing & Maths Level 4+)	Key Stage 4 Attainment				Key Stage 2-4 Progess		Destinations	Absence
				grade 5 in English + Maths GSCES	English Bacc		Attainment 8	Progress 8		Pupils staying in education or going into employment (2015 leavers)	% Overall absence 2015/16
			%	%	% Entered	% Achieved	Score	Score	Range	%	%
Altwood	Good	119	80	42	23	15	43.4	-0.53	-0.76 to -0.31	93	6.2
Charters	Outstanding	242	85	58	48	36	54.7	0.38	0.22 to 0.54	95	4.8
Churchmead	Good	103	72	24	28	11	40.9	-0.07	-0.33 to 0.19	94	5.2
Cox Green	Good	144	84	57	35	28	55.4	0.30	0.1 to 0.51	95	4.2
Desborough	Good	91	84	46	13	8	47.8	0.04	-0.23 to 0.32	96	4.1
Furze Platt	Good	185	76	46	30	18	51.0	0.17	0 to 0.37	96	4.2
Holyport	Outstanding	87		62	78	47	54.7	0.1	-0.24 to 0.45		4.8
Newlands	Good	183	88	71	67	54	56.3	0.67	0.49 to 0.85	98	n/a
Windsor Boys' School	Requires imp.	184	68	48	49	31	48.8	-0.03	-0.22 to 0.16	93	5.0
Windsor Girls' School	Outstanding	179	67	43	50	28	44.7	0.11	-0.08 to 0.3	95	6.6
RBWM		1545		50.1	42.8	28.6	49.4	0.13	0.06 to 0.19	95.0	4.7
National 2017 (state funded)				42.6	38.2	21.3	46.3	-0.03		94.0	5.2

Source: Performance Tables 2017

RBWM

Education Data Pack

Academic Year 2016 – 2017

FOREWORD

Welcome to the Royal Borough of Windsor and Maidenhead's Education Data Pack for the Academic Year 2016-17. This document provides details of the performance and attainment in our Borough. It 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 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.

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.

Kevin McDaniel
Director of Children's services
Achieving for Children
Providing services for the Royal Borough
of Windsor and Maidenhead

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)

Maidenhead

Insert Map Maidenhead

Insert Map Windsor

Windsor

The Royal Borough

Windsor & Maidenhead

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2015. Ordnance Survey 100018817
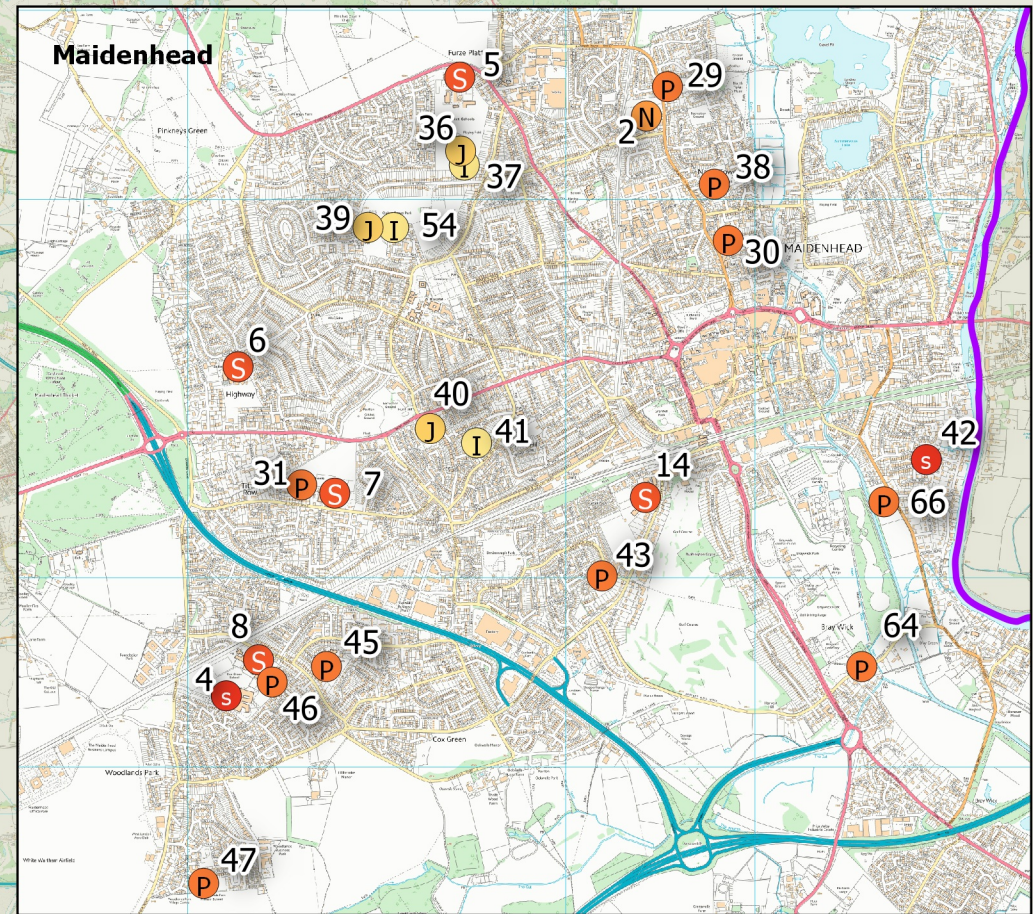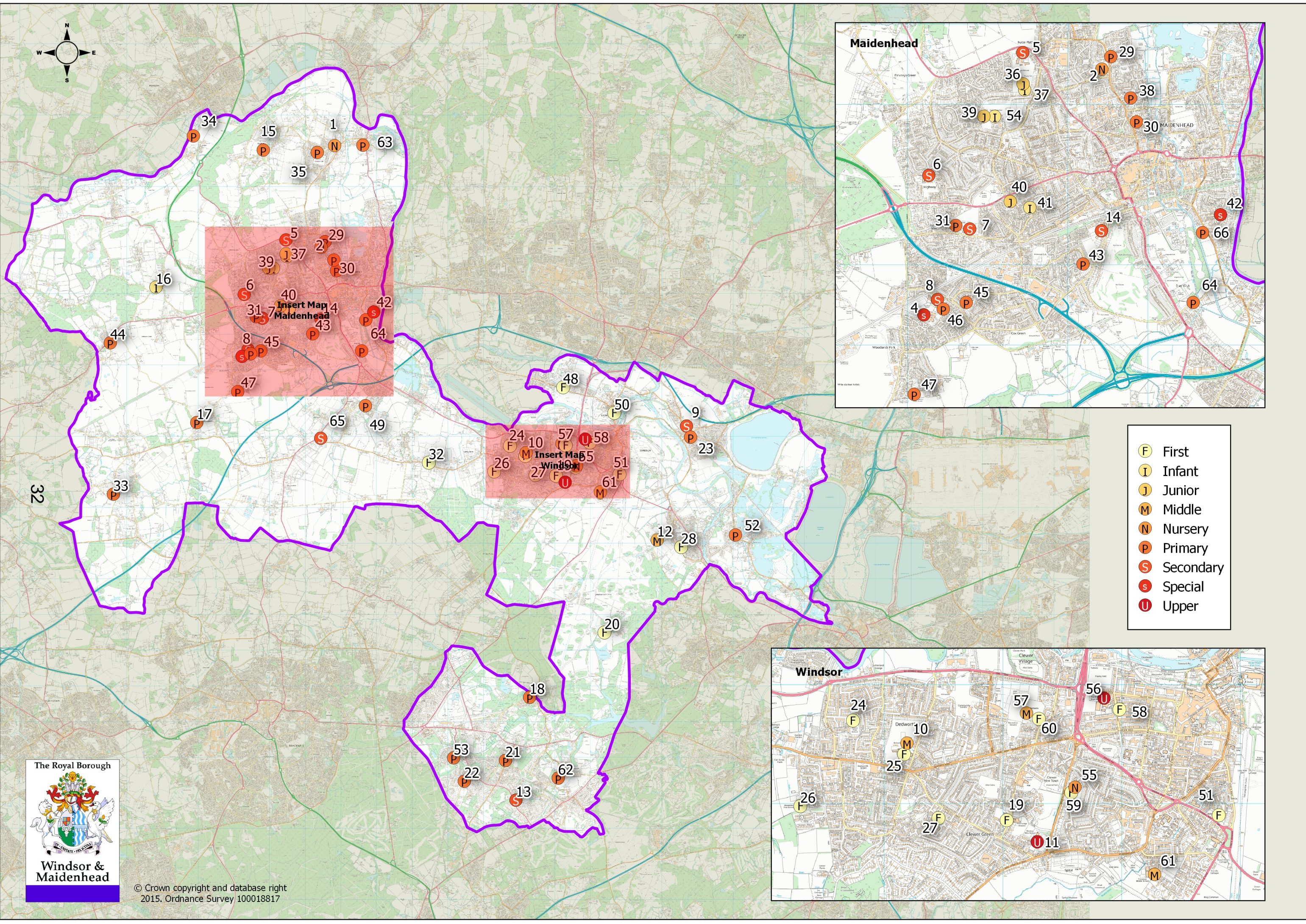
F	First	
I	Infant	
J	Junior	
M	Middle	
N	Nursery	
P	Primary	
S	Secondary	
s	Special	
U	Upper	

N
W E
S

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 Campion 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

CONTENTS

EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

1.1 The number of RBWM schools given an Ofsted judgement of good or better has remained static in the 2016/17 academic year at 83% while nationally it was 89% at the end of the 2016/17 academic year.

1.2 There is still a significant difference between the RBWM Primary and Secondary phases in the percentage of good or better schools: 87% for primary (same as last year), versus 69% for secondary (up from 62%).

2. Attainment and progress

2.1 Standards in RBWM for 2016/17 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 77% children in RBWM attained "a good level of development". This was higher than the 2016 result and places the Royal Borough 8th LA in England. (Section 3.1)

- 84% of Year 1 children reached the required standard in the phonic screening test. This was an increase on 2016 and placed us 18th in the country, 3 percentage points above the national average. (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 (81%), Writing (73%) and Maths (79%), with RBWM remaining above national results by approximately five percentage points in each case. This placed RBWM joint seventh, joint thirteenth and joint fifteenth respectively. (Section 3.3)

- Children at the end of Key Stage 2, aged 11, achieve well. Even with the 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 (66%), with RBWM remaining above the national result by approximately four percentage points. This placed RBWM joint twenty eighth in the country. When compared to our statistical neighbours, we are joint 4th among the group of 11 LAs. (Section 3.5)

- In 2017, Pupils in RBWM have made slightly better than average progress than national in Reading, slightly lower than average progress than national in Writing and, for Maths, progress in line with the national rate. The new progress measures are now based on Scaled Scores derived from pupils' actual test marks. (Section 3.6 Table 3a)

- At Key Stage 4, age 16, the percentage of pupils attaining a strong pass (i.e. 5 or higher) in both English and Mathematics GCSE was 50%, well above the national average of 42% for state schools. The LA was 21st on this measure. (Section 4.4)

- On the new Progress 8 measure, RBWM achieved +0.13 in 2017, defined as 'above average' by DfE. One RBWM school achieved scores of >+0.5

1

('well above average') two schools were classified as 'above national average' for progress; Six schools were 'average' and one 'well below average'. The LA was ranked 29th on this measure. (Section 4.12)

- At Key Stage 5, age 18, the average point score per A level student in their three best subjects, expressed as a grade was B-. This is the above the state funded national average of C. (Section 5.2 Table 5a)

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 19%, well above the 14.3% national figure for state-funded schools/colleges. (Section 5.3) The ALPS A Level value-added information takes into account students GCSE grades and the progress made. It shows four RBWM sixth forms are in the top 25% and three are in line with the middle 50% of schools nationally. As a whole, RBWM is classified by ALPS as 'excellent' 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 some vulnerable sub-groups including FSM, Disadvantaged and Black minority ethnic. (Section 6.2)

3.2 At Key Stage 4, the Progress 8 result for the Royal Borough is above national progress for most pupil groups except FSM pupils, 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 2015 to 2017. (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, we should aim to raise performance at all Key Stages. (Section 6 Table 6g)

4. Pupil absence
RBWM absences for primary for 2015/16 were 3.8% and for secondary 4.7%. Corresponding national figures for 2015/16 were 4.0% for primary and 5.2% for secondary (Section 7.1).

5. **Pupil exclusions**

The number of permanent exclusions has risen in 2015/16 to 27 pupils (0.12% of total pupils). The most recent national comparisons are for 2015/16, when 8 students in every 10,000 (0.08%) were excluded. (Section 8.2 Table 8a)

6. **Pupil destinations and not in education employment or training**

6.1 The analysis of pupil destinations shows:

6.2 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).

6.3 At the end of Key Stage 5, 53% of RBWM school pupils progressed to UK Higher Education Institutions, 22% of pupils progressed to 'top third' Higher Education Institutions with 13% progressing to Russell Group Universities including Oxford and Cambridge. (Section 9 Table 9c)

6.4 The average number of young people who were known to be not in education employment or training (NEET) during the 3 months to December 2017 was 13; this represents 0.6% of the cohort. However, the % unknown is 19.7 which has come down from 37% in the last academic year but is still well above the national average of 4.1%. (Section 10.5)

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 2016/17, thirteen Royal Borough schools were inspected by Ofsted; these consisted of nine primary age schools, 1 middle school, two secondary age schools and the Pupil Referral Unit.

1.2 The number of RBWM schools given an Ofsted judgement of good or better has remained static in the 2016/17 academic year at 83% while nationally it was 89%.

Table 1a School Ofsted Ratings 2016/7
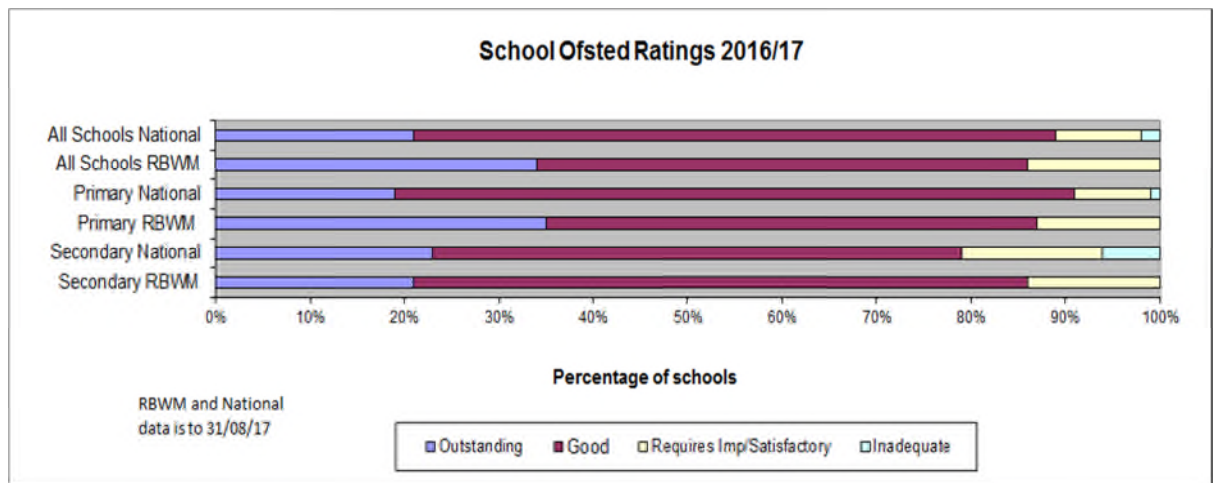
PRIMARY AGE SCHOOLS

1.3 Overall 87% of primaries were rated good or outstanding at the end of academic year 2016/17.

1.4 Nine RBWM primary age schools were inspected in the academic year 2016/17, of which, four improved their rating four remained the same and one was downgraded.

SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)

1.5 69% of all RBWM secondary schools were rated good or outstanding at the end of the academic year 2016/17. RBWM is well below the national figure at the end of the 2016/7 academic year of 79%.

1.6 Three RBWM secondary age schools were inspected in the academic year 2016/17. All were either rated Good or Outstanding with one improving its rating, while another was inspected for the first time and was graded Outstanding.

PUPIL REFERRAL UNIT

1.7   The Pupil Referral unit was inspected and it was downgraded to Requires Improvement

OFSTED CHARTS

1.8   The Ofsted current ratings – RBWM schools (Data Pack Figure 1a) shows the schools and their ratings as at 31.07.17.

1.9   The Ofsted status table (Data Pack Figure 1b) shows percentage of schools by category and type for the academic year 2016/17.

1.10   Data Pack Figure 1c is the same as Figure 1a but gives the latest information as at 10/01/18. In the academic year 2017/2018, eight schools have been inspected to date. Two secondary schools have improved their rating to good and one primary school has improved from good to outstanding. All other schools inspected have remained good.

Data Pack Figure 1a Ofsted Ratings. RBWM Schools as at 31.07.17

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
	Furze Platt Infants	Good	25th September 2014	17th October 2014	LA Maintained		Current
Junior	All Saints CE Junior	Good	2nd February 2017	2nd March 2017	LA Maintained		Current
	Courthouse Junior	Requires Improvement	14th March 2017	9th May 2017	LA Maintained		Current
	Furze Platt Junior	Good	26th June 2014	21st July 2014	LA Maintained		Current
Primary	Bisham CE Primary	Requires Improvement	16th March 2016	26th April 2016	LA Maintained		Current
	Braywick Court	Outstanding	7th June	11th July 2017	Free		Current Free
	Cheapside CE Primary	Outstanding	21st March 2007	20th April 2007	LA Maintained		Current
	Cookham Dean CE Primary	Good	8th March 2017	19th April	LA Maintained		Current
	Cookham Rise Primary	Good	19th April 2017	9th May 2017	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	Outstanding	21st March 2017	3rd May 2017	Academy Converter	1st September 2014	Current 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	Academy Converter		Historic Academy
	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	Outstanding	31st January 2017	2nd March 2017	LA Maintained		Current
	Wessex Primary School	Good	10th May 2016	8th June 2016	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

	School Type	School	Overall effectiveness	Inspection Date	Report Date	Type of Establishment	Academy Conversion date
	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	25th January 2017	22nd February 2017	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)	Good	12th October 2016	8th November	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	6th June 2017	11th July 2017	LA Maintained		Current
	St Peter's CE Middle	Inadequate	14th November 2013	7th February 2014	Sponsored Academy	1st November 2014	Historic Academy
	Trevelyan Middle	Requires Improvement	22nd January 2015	13th February 2015	Academy Converter	1st November 2016	Historic Academy
Secondary School	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	Good	20th September 2016	18th October 2016	Academy Converter	1st December 2011	Current Academy
	Holyport College	Outstanding	17th May 2017	26th June2017	Free		Current Free
	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)	Requires Improvement	10th May 2017	21st June 2017	LA Maintained		Current

Data Pack Figure 1b   **Ofsted Status - RBWM Schools 2016 - 2017**

Currently inspected schools

KEY STATISTICS (ofsted format)		Outstanding		Good		Requires Improvement		Inadequate	
Count	Maintained Schools	RBWM	National	RBWM	National	RBWM	National	RBWM	National
3	Nursery Schools	3 / 100%	63%	0 / 0%	37%	0 / 0%	0%	0 / 0%	0%
33	Primary Schools	8 / 24%	18%	22 / 67%	73%	3 / 9%	7%	0 / 0%	1%
1	Middle	0 / 0%	15%	1 / 100%	60%	0 / 0%	18%	0 / 0%	7%
1	Secondary Schools	0 / 0%		1 / 100%		0 / 0%		0 / 0%	
1	Special Schools	0 / 0%	36%	1 / 100%	58%	0 / 0%	4%	0 / 0%	1%
1	Pupil Referral Units	0 / 0%	17%	0 / 0%	72%	1 / 100%	9%	0 / 0%	3%
Count	Academies	Outstanding		Good		Requires Improvement		Inadequate	
3	Primary Phase(Converters)	1 / 33%	25%	1 / 33%	65%	1 / 33%	9%	0 / 0%	1%
3	Secondary Phase(Converters)	0 / 0%	33%	2 / 67%	55%	1 / 33%	10%	0 / 0%	3%
1	Secondary Phase (Sponsor-led)	0 / 0%	12%	1 / 100%	52%	0 / 0%	24%	0 / 0%	12%
Count	Free Schools	Outstanding		Good		Requires Improvement		Inadequate	
1	Primary	1 / 100%	37%	0 / 0%	53%	0 / 0%	9%	0 / 0%	1%
1	Secondary	1 / 100%	28%	0 / 0%	52%	0 / 0%	14%	0 / 0%	6%
1	Special								
Count	Academies Historic Inspections only	Outstanding		Good		Requires Improvement		Inadequate	
8	Primary	5 / 63%	25%	2 / 25%	64%	1 / 13%	9%	0 / 0%	1%
1	Primary (Sponsor-led)	0 / 0%	7%	0 / 0%	65%	1 / 100%	23%	0 / 0%	6%
4	Secondary Phase (Converters)	2 / 50%	33%	1 / 25%	55%	1 / 25%	10%	0 / 0%	3%
2	Middle (Converter)	0 / 0%		1 / 50%		1 / 50%		0 / 0%	
1	Middle (Sponsor-led)	0 / 0%	12%	0 / 0%	52%	0 / 0%	14%	1 / 100%	24%
Count		Outstanding		Good		Requires Improvement		Inadequate	
		RBWM	National	RBWM	National	RBWM	National	RBWM	National
40	Maintained schools 31 July 2017	11 / 28%		25 / 63%		4 / 10%		0 / 0%	
49	Current inspected schools 31 July 2017	13 / 27%		29 / 59%		6 / 12%		0 / 0%	
65	All Inspected Schools 31 July 2017	21 / 32%		33 / 51%		10 / 15%		1 / 2%	
63	All Inspected Schools 31 July 2016	17 / 27%	21%	35 / 56%	68%	10 / 16%	9%	1 / 2%	2%
	Change (this academic yr)	↑		↓		→		→	

National as at 31/8/2017

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	31.07.2017	83%	87%	69%	86%	89%	83%	90%	91%	100%	70%	75%	64%
% of Schools in Stats neighbours graded Outstanding/Good	31.07.2017	90%	90%	85%				91%	89%	82%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.07.2017	90%	91%	83%				92%	92%	81%	n/a	n/a	n/a
% of Schools in England Outstanding/Good	31.07.2017	89%	91%	79%				91%	92%	75%	n/a	n/a	n/a

Pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of pupils attending RBWM Schools Outstanding/Good	31.07.2017	84%	87%	79%	86%	90%	79%	89%	93%	63%	75%	71%	77%
% of Pupils in Stats neighbours graded Outstanding/Good	31.07.2017	88%	89%	87%				90%	90%	83%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.07.2017	88%	90%	86%				90%	92%	82%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.07.2017	88%	90%	83%				88%	92%	79%	n/a	n/a	n/a

CiC and Free School Meal pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Children in care at Outstanding/Good Schools	31.07.2017	82%	92%	79%	83%	100%	71%	88%	100%	n/a	69%	67%	70%
% of pupils eligible for FSM in RBWM Schools	31.07.2017	6%	6%	6%	6%	6%	7%	7%	6%	11%	5%	5%	5%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	31.07.2017	83%	87%	79%	84%	89%	77%	89%	93%	75%	72%	66%	74%

Improved: Furze Platt Senior, The Royal, Waltham St Lawrence, Knowl Hill, Holyport College, Braywick Court	6	Schools Good/Out	54	83%
Same: All Saints Junior School, Homer First, Cookham Dean, Cookham Rise, St Edwards Middle	5	Schools RI/Inadeq	11	17%
Downgraded: Courthouse, RBWM ALP	2			
Total Schools	13			

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 1 Free school which has not yet been inspected (it is not included in the figures)
Key Headlines
84% of RBWM pupils attend Good/Outstanding Schools
There have been thirteen inspections this academic year.
RBWM has a lower percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (89% on 31.07.17)

Inspections this Academic Year 2016/2017 (published reports)	
Autumn Term	2
Spring Term	5
Summer Term	6

Current Ofsted Status - RBWM Schools (10/01/2018)

Count	KEY STATISTICS (ofsted format) Maintained Schools	Outstanding RBWM		National	Good RBWM		National	Requires Improvement RBWM		National	Inadequate RBWM		National
3	Nursery Schools	3	100%	63%	0	0%	37%	0	0%	0%	0	0%	0%
32	Primary Schools	8	25%	18%	22	69%	73%	2	6%	7%	0	0%	1%
1	Middle	0	0%	15%	1	100%	60%	0	0%	18%	0	0%	7%
1	Secondary Schools	0	0%	15%	1	100%	60%	0	0%	18%	0	0%	7%
1	Special Schools	0	0%	36%	1	100%	58%	0	0%	4%	0	0%	1%
1	Pupil Referral Units	0	0%	17%	0	0%	72%	1	100%	9%	0	0%	3%
Count	**Academies**	Outstanding			Good			Requires Improvement			Inadequate		
4	Primary Phase(Converters)	2	50%	25%	1	25%	65%	1	25%	9%	0	0%	1%
3	Secondary Phase(Converters)	0	0%	33%	3	100%	55%	0	0%	10%	0	0%	3%
1	Middle (Sponsor-led)	0	0%	12%	1	100%	52%	0	0%	24%	0	0%	12%
1	Secondary Phase (Sponsor-led)	0	0%	12%	1	100%	52%	0	0%	24%	0	0%	12%
Count	**Free Schools**	Outstanding			Good			Requires Improvement			Inadequate		
1	Primary	1	100%	37%	0	0%	53%	0	0%	9%	0	0%	1%
1	Secondary	1	100%	28%	0	0%	52%	0	0%	14%	0	0%	6%
1	Special												
Count	**Academies Historic Inspections only**	Outstanding			Good			Requires Improvement			Inadequate		
8	Primary	5	63%	25%	1	13%	65%	2	25%	9%	0	0%	1%
1	Primary (Sponsor-led)	0	0%	7%	0	0%	65%	1	100%	23%	0	0%	6%
4	Secondary Phase (Converters)	2	50%	33%	1	25%	55%	1	25%	10%	0	0%	3%
2	Middle (Converter)	0	0%	33%	1	50%	55%	1	50%	10%	0	0%	3%
Count		Outstanding RBWM		National	Good RBWM		National	Requires Improvement RBWM		National	Inadequate RBWM		National
39	Maintained schools 10 Jan 2018	11	**28%**		25	**64%**		3	**8%**		0	**0%**	
50	Current inspected schools 10 Jan 2018	14	**28%**		30	**60%**		4	**8%**		0	**0%**	
65	**All Inspected Schools 10 January 2018**	**22**	**34%**		**34**	**52%**		**9**	**14%**		**0**	**0%**	
65	All Inspected Schools 31 July 2017	21	33%	21%	33	52%	68%	10	15%	9%	1	2%	2%
	Change (this academic yr)	↑			↑			↓			↓		

National as at 31/8/2017

Schools	Date	All Inspections All	Primary	Secondary	Currently Inspected Schools All	Primary	Secondary	Maintained Schools All	Primary	Secondary	Academies All	Primary	Secondary
% of RBWM Schools Outstanding/Good	10.01.2018	86%	87%	86%	88%	92%	100%	92%	94%	100%	75%	69%	82%
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2017	90%	90%	85%				91%	89%	82%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.08.2017	90%	91%	83%				92%	92%	81%	n/a	n/a	n/a
% of Schools in England Outstanding/Good	31.08.2017	89%	91%	79%				91%	92%	75%	n/a	n/a	n/a

Pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of pupils attending RBWM Schools Outstanding/Good	10.01.2018	88%	88%	87%	91%	90%	90%	89%	93%	60%	82%	73%	85%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2017	88%	89%	87%				90%	90%	83%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.08.2017	88%	90%	86%				90%	92%	82%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.08.2017	88%	90%	83%				88%	92%	79%	n/a	n/a	n/a

CiC and Free School Meal pupils	Date	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Children in care at Outstanding/Good Schools	10.01.2018	89%	100%	90%	92%	100%	100%	87%	100%	100%	87%	100%	86%
% of pupils eligible for FSM in RBWM Schools	10.01.2018	7%	7%	6%	7%	6%	7%	7%	6%	9%	6%	8%	6%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	10.01.2018	89%	87%	90%	91%	89%	93%	91%	93%	78%	83%	72%	88%

Improved: St Peters, St Lukes, Altwood	3	Schools Good/Out	56	86%
Same: Wraysbury, Alexander First, Manor Green, Woodlands Park, Trinity St Stephens	5	Schools RI/Inadeq	9	14%
Downgraded:	0			
Total Schools	**8**			

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 1 Free school which has not yet been inspected (it is not included in the figures)

Key Headlines

88% of RBWM pupils attend Good/Outstanding Schools

There have been eight inspections this academic year.

RBWM has a lower percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (89% on 31.08.17)

Inspections this Academic Year 2017/2018 (published reports)	
Autumn Term	7
Spring Term	1
Summer Term	

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
	Furze Platt Infants	Good	25th September 2014	17th October 2014	LA Maintained		Current
Junior	All Saints CE Junior	Good	2nd February 2017	2nd March 2017	LA Maintained		Current
	Courthouse Junior	Requires Improvement	14th March 2017	9th May 2017	LA Maintained		Current
	Furze Platt Junior	Good	26th June 2014	21st July 2014	LA Maintained		Current
Primary	Bisham CE Primary	Requires Improvement	16th March 2016	26th April 2016	LA Maintained		Historic Academy
	Braywick Court	Outstanding	7th June 2017	11th July 2017	Free		Current Free
	Cheapside CE Primary	Outstanding	21st March 2007	20th April 2007	LA Maintained		Current
	Cookham Dean CE Primary	Good	8th March 2017	19th April	LA Maintained		Current
	Cookham Rise Primary	Good	19th April 2017	9th May 2017	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	Outstanding	21st March 2017	3rd May 2017	Academy Converter	1st September 2014	Current 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	Academy Converter		Historic Academy
	St Francis Catholic Primary	Outstanding	15th January 2013	1st February 2013	Academy Converter	1st September 2015	Historic Academy
	St Luke's CE Primary	Outstanding	11th October 2017	20th November 2017	Academy Converter	1st December 2014	Current 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	Outstanding	31st January 2017	2nd March 2017	LA Maintained		Current
	Wessex Primary School	Good	10th May 2016	8th June 2016	LA Maintained		Current
	White Waltham CE	Outstanding	11th July 2007	10th September 2007	Academy Converter	1st September 2012	Historic Academy
	Woodlands Park Primary	Good	8th November 2017	12th December 2017	LA Maintained		Current
	Wraysbury Primary	Good	27th September 2017	19th October 2017	LA Maintained		Current
First	Alexander First	Good	3rd October 2017	24th October 2017	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	25th January 2017	22nd February 2017	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)	Good	12th October 2016	8th November 2016	LA Maintained		Current
	Trinity St Stephen CE Aided First	Good	22nd November 2017	3rd January 2018	LA Maintained		Current
Middle	Dedworth Middle	Good	27th February 2013	21st March 2013	Academy Converter	1st May 2016	Historic Academy

(deemed secondary) Schools	St Edward's Royal Free Ecumenical Middle	Good	6th June 2017	11th July 2017	LA Maintained		Current
	St Peter's CE Middle	Good	13th September 2017	12th October 2017	Sponsored Academy	1st November 2014	Current Academy
	Trevelyan Middle	Requires Improvement	22nd January 2015	13th February 2015	Academy Converter	1st November 2016	Historic Academy
Secondary School	Altwood Church of England	Good	11th October 2017	22nd November 2017	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	Good	20th September 2016	18th October 2016	Academy Converter	1st December 2011	Current Academy
	Holyport College	Outstanding	17th May 2017	26th June2017	Free		Current Free
	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	2nd November 2017	23rd November 2017	LA Maintained		Current
	Forest Bridge				Free		Not Yet Inspected
AP	RBWM Alternative Learning Provision (RISE)	Requires Improvement	10th May 2017	21st June 2017	LA Maintained		Current

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. The figures by the RBWM blocks give our ranking out of the 150 LAs which have educational data.

Chart 2a
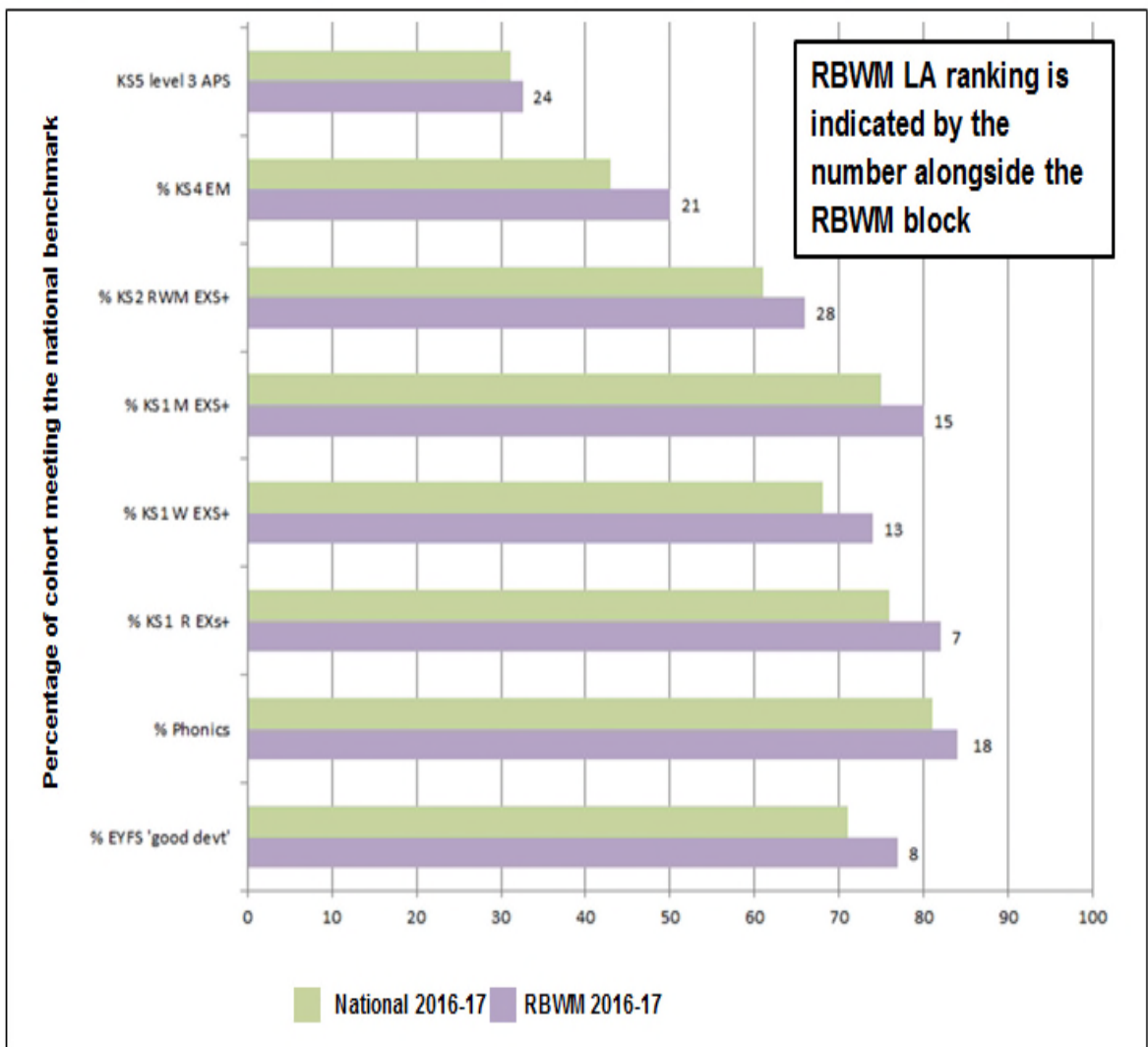
Source DfE Statistical first release academic 2017-18

Data Pack Figure 2a summarises Educational Attainment by Key Stage and School. It also includes the Ofsted rating as at 31 July 2017.

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Data Pack Figure 2a

Educational Attainment by Key Stage and School

School Name	OFSTED Insp. 31.08.16	OFSTED Insp. 31.07.17	EYFS 2017 NOR	EYFS 2015 % GLD	EYFS 2016 % GLD	EYFS 2017 % GLD	Phonics 2017 NOR	Phonics 2015 %	Phonics 2016 %	Phonics 2017 %	KS1 2017 NOR	KS1 2015 Rdg	KS1 2015 Wtg	KS1 2015 Ma	KS1 2016 Rdg	KS1 2016 Wtg	KS1 2016 Ma	KS1 2017 Rdg	KS1 2017 Wtg	KS1 2017 Ma	KS2 2017 NOR	KS2 2015 RWM4+	KS2 2016 RWM	KS2 2017 RWM	KS4 2017 NOR	%5+ A*-C 2015	%E+M A*-C 2016	%E+M 9-5 2017	KS5 2017 students	KS5 2015	KS5 2016	KS5 2017	Avg pts 2016	Avg pts 2017
Alexander First	Good	Good	14	65	74	50	21	43	80	71	22	93	93	93	89	50	65	68	41	55														
All Saints CE Junior	Good	Good																			67	94	49	63										
Alwyn Infants	Good	Good	98	77	71	78	89	65	77	93	101	95	94	100	81	67	77	85	70	71														
Bisham CE Primary	Requires Imp.	Requires Imp.	11	67	50	64	2	88	82	100	13	86	86	86	70	40	60	62	31	39	0	86	57	n/a										
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	78	81	82	60	46	72	77	60	93	88	95	80	83	75	75	70	75														
Braywick Court Free School		Outstanding	30	86	90	87	31		93	90	28							82	75	86														
Braywood CE First	Outstanding	Outstanding	30	93	90	83	30	90	100	97	29	93	93	93	89	82	85	90	86	93														
Burchetts Green CE Infants	Outstanding	Outstanding	23	78	91	83	20	87	100	95	18	100	100	100	86	82	82	89	88	94														
Cheapside CE Primary	Outstanding	Outstanding	12	88	94	83	16	82	88	81	15	100	100	100	88	81	81	80	80	73	15	71	69	80										
Clewer Green CE Aided First	Good	Good	58	77	72	69	58	68	75	83	58	97	90	94	75	60	85	78	69	79														
Cookham Dean CE Primary	Good	Good	27	77	96	85	26	89	93	96	27	96	96	96	93	85	89	85	78	93	26	92	70	73										
Cookham Rise Primary	Good	Good	30	73	80	80	29	87	90	90	31	90	90	87	69	55	66	81	61	77	30	86	37	67										
Courthouse Junior	Good	Requires Imp.																			105	78	57	64										
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	76	81	83	30	87	86	97	52	83	87	83	67	37	52	79	62	69	31	82	48	65										
Dedworth Green First	Good	Good	28	84	77	71	27	80	57	96	44	100	93	93	76	52	72	93	91	93														
Dedworth Middle	Good	Good																			115	65	34	50										
Eton Porny CE First	Requires Imp.	Requires Imp.	23	75	55	74	29	70	83	86	30	100	100	100	63	54	67	87	73	90														
Eton Wick CE First	Requires Imp.	Requires Imp.	29	80	70	76	29	73	80	76	26	83	83	90	70	43	57	69	62	77														
Furze Platt Infants	Good	Good	90	73	68	78	85	80	76	91	89	91	90	96	73	69	71	91	88	91														
Furze Platt Junior	Good	Good																			90	91	84	83										
Hilltop First	Outstanding	Outstanding	45	71	78	69	44	80	76	89	45	100	100	100	75	80	73	82	78	80														
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	29	80	80	72	29	97	97	97	30	100	100	100	94	94	87	93	93	93	29	96	67	93										
Holy Trinity CE Primary Sunningdale	Good	Good	30	69	78	77	49	76	93	82	30	100	93	97	80	73	73	80	73	80	30	81	72	77										
Holyport CE Primary	Requires Imp.	Requires Imp.	41	80	66	73	48	88	83	94	53	94	94	94	85	85	88	81	77	85	62	81	54	45										
Homer First	Good	Good	54	65	79	81	39	83	91	82	39	100	100	100	73	68	74	67	77															
King's Court First	Good	Good	43	87	92	86	43	93	91	79	43	98	98	98	89	87	91	93	88	91														
Knowl Hill CE Primary	Good	Good	22	83	76	100	19	88	86	95	7	100	100	92	95	75	90	100	43	86	16	100	83	50										
Larchfield Primary and Nursery	Good	Good	29	70	77	72	28	97	83	71	28	87	77	90	77	63	70	61	54	64	29	67	76	72										
Lowbrook Primary	Outstanding	Outstanding	60	95	95	95	60	100	100	100	60	100	100	100	98	98	98	95	95	97	28	97	100	96										
Oakfield First	Good	Good	58	70	79	78	59	85	78	81	59	95	92	90	91	85	83	92	93	83														
Oldfield Primary	Outstanding	Outstanding	60	70	72	78	60	87	89	90	60	95	92	97	80	68	78	93	90	92	31	100	90	94										
Riverside Primary	Good	Good	49	52	61	53	50	75	77	72	35	83	80	63	67	63	63	54	54	57	26	67	21	19										
South Ascot Village School	Good	Good	22	71	77	77	31	67	63	81	29	85	83	88	81	71	77	69	62	62	30	90	64	63										
St Edmund Campion Catholic Primary	Outstanding	Outstanding	60	74	73	80	60	98	98	100	60	93	90	100	83	73	82	83	83	85	60	98	69	83										
St Edward's Catholic First	Outstanding	Outstanding	59	88	68	88	60	71	86	78	60	93	90	100	85	90	91	88	85	87														
St Edward's Royal Free Ecumenical Middle	Good	Good																			120	88	66	73										
St Francis Catholic Primary	Outstanding	Outstanding	30	73	81	80	30	87	94	87	31	97	97	97	87	87	84	87	77	81	30	90	71	87										
St Luke's CE Primary	Good	Good	39	61	64	44	41	61	72	71	41	89	78	91	77	61	72	68	66	68	31	90	50	61										
St Mary's Catholic Primary	Good	Good	45	73	71	78	42	64	78	81	45	98	89	98	76	74	78	67	80		43	93	56	79										
St Michael's CE Primary	Good	Good	29	77	72	76	28	100	93	79	30	100	100	100	90	70	93	93	77	87	31	86	58	81										
St Peter's CE Middle	Inadequate	Good																			56	82	55	63										
The Queen Anne Royal Free CE First	Good	Good	28	69	77	79	29	83	70	79	26	96	96	100	69	66	79	73	73	69														
The Royal (Crown Aided)	Requires Imp.	Good	21	75	87	100	21	76	90	95	21	95	100	100	80	70	80	86	71	91														
Trevelyan Middle	Requires Imp.	Requires Imp.																			138	79	60	70										
Trinity St Stephen CE Aided First	Good	Good	28	73	72	71	30	90	80	83	30	86	86	100	96	82	86	83	73	77														
Waltham St Lawrence Primary	Good	Outstanding	10	80	80	60	17	84	90	82	12	100	100	100	74	74	74	75	67	67	16	71	63	63										
Wessex Primary School	Good	Good	59	76	67	78	58	89	77	66	64	95	92	97	72	67	73	69	50	63	62	86	56	61										
White Waltham CE	Outstanding	Outstanding	30	90	79	90	30	97	93	93	30	97	97	97	96	96	96	93	90	100	29	97	83	79										
Woodlands Park Primary	Good	Good	31	46	62	61	13	78	91	92	23	89	89	96	72	59	69	91	74	74	18	93	62	56										
Wraysbury Primary	Good	Good	60	60	73	73	59	81	68	54	60	74	69	76	83	71	90	80	75	78	48	63	42	42										
Altwood CE	Requires Imp.	Good																								44	62	42				71	C	C
Charters	Outstanding	Outstanding																								78	78	58				66	C+	B-
Churchmead CE (VA)	Requires Imp.	Good																								55	69	24						
Cox Green	Good	Good																								67	74	57				67	C+	C+
Desborough College	Good	Good																								62	64	42				54	C-	C+
Furze Platt	Requires Imp.	Requires Imp.																								64	74	42				85	C+	B-
Holyport College		Outstanding																														62		
Newlands Girls	Good	Good																								72	88	71				92	B	C+
The Windsor Boys	Requires Imp.	Requires Imp.																								66	68	48				73	B-	B-
Windsor Girls	Outstanding	Outstanding																								65	73	43				79	C+	C+
RBWM			74	74	77		80	81	84		92	89	94	80	72	78	82	74	80		82	59	66		65	72	50				74	C+	B-	
National			66	69	71		77	81	81		91	88	93	74	65	73	76	68	75		80	52	62		57	63	43				77	C	C+	

Key (percentage bands):

Well Above National	i.e. 10 or more percentage points HIGHER than NATIONAL OR 100%
Above National	i.e. between 5 and 10 percentage points HIGHER than NATIONAL
In Line with National	i.e. within 5 percentage points of NATIONAL
Below National	i.e. between 5 and 10 percentage points LOWER than NATIONAL
Well Below National	i.e. 10 or more percentage points LOWER than NATIONAL

Key for KS5 2016/7

	Two thirds of grade above national
	One third of grade above national
	Same grade as national
	One third of grade below national
	Two thirds of grade below national

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.

- DFE statistics for 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 2017 was 77%.

- The attainment of pupils in the EYFS this year outperformed pupils nationally by six percentage points and RBWM was joint 1st when ranked against its ten statistical neighbours.

- This result placed us equal 8th 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 2017, 84% of pupils reached the required standard in phonic decoding, which was higher than the national result of 81% and placed us joint 18th. When compared with our Statistical Neighbours, RBWM came joint 2nd.

- The RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was 92%, which was the same as the national average and placed us joint 57th. When compared with our Statistical Neighbours, RBWM came joint 9th.

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 and 2017

- Even with a new curriculum and assessment process, there continues to be an above average performance at KS1 in the core subjects of Reading (81%), Writing (73%) and Maths (79%), with RBWM remaining above national results by approximately 5 percentage points in each case. This placed RBWM joint 7th, joint 13th and joint 15th respectively.

- When compared with our Statistical Neighbours, RBWM comes 3rd in Reading, Writing and Maths.

- Looking at those pupils achieving higher than the expected standard, RBWM remains a top 5 local authority nationally, being placed joint 2nd, joint 3rd and joint 6th in Reading, Writing and Maths respectively and coming 1st in Reading and Writing and 2nd in Maths when compared with our statistical neighbours.

KS1 reading

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

Data from DfES Statistical First Release

	2013	2014	2015	2016	2017
RBWM Average	93	93	92	80	81
Statistical Neighbours Average	91	91	93	77	79
National Average	89	90	91	74	76
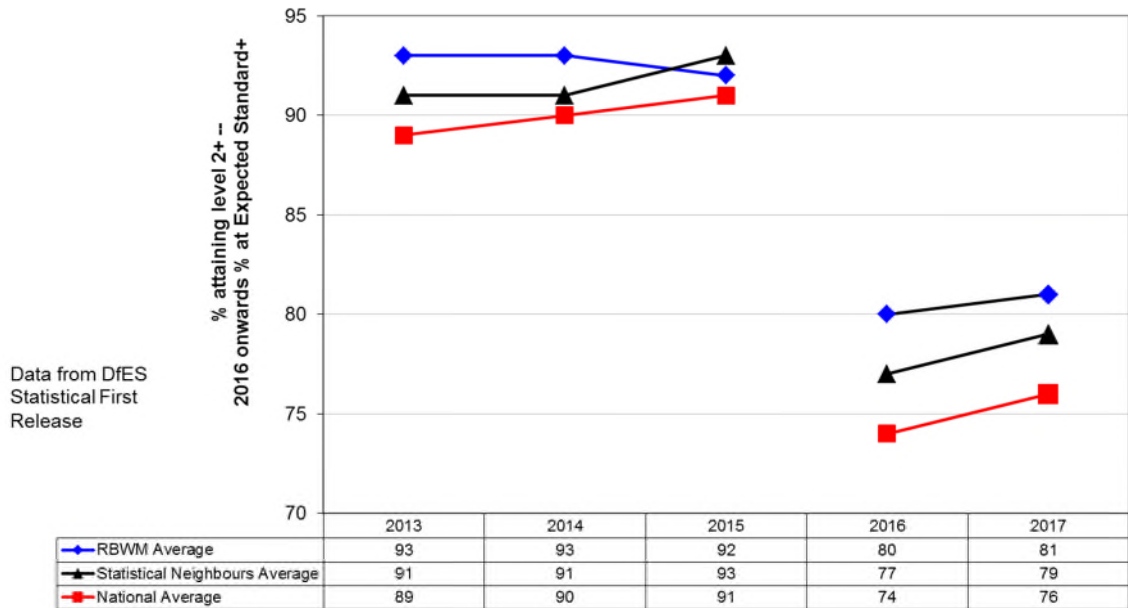
3.4 KS1 writing

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+)

	2013	2014	2015	2016	2017
RBWM Average	90	90	89	72	73
Statistical Neighbours Average	88	88	89	67	70
National Average	85	86	88	66	68
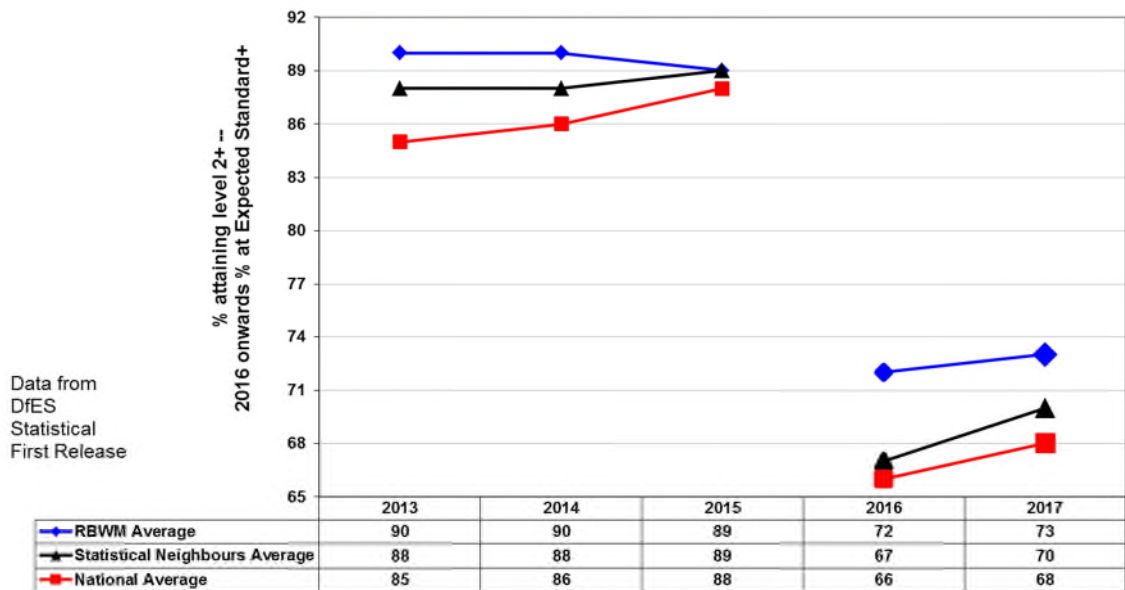
KS1 mathematics

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+)

Data from DfES Statistical First Release

	2013	2014	2015	2016	2017
RBWM Average	95	96	94	78	79
Statistical Neighbours Average	93	94	94	75	77
National Average	91	92	93	73	75

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 and 2017.**

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 (66%), with RBWM remaining above the national result by approximately 4 percentage points. This placed RBWM joint 28th 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 4th 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 9% nationally. RBWM achieved 12%, placing the Royal Borough equal 15th nationally and joint 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 and 2017
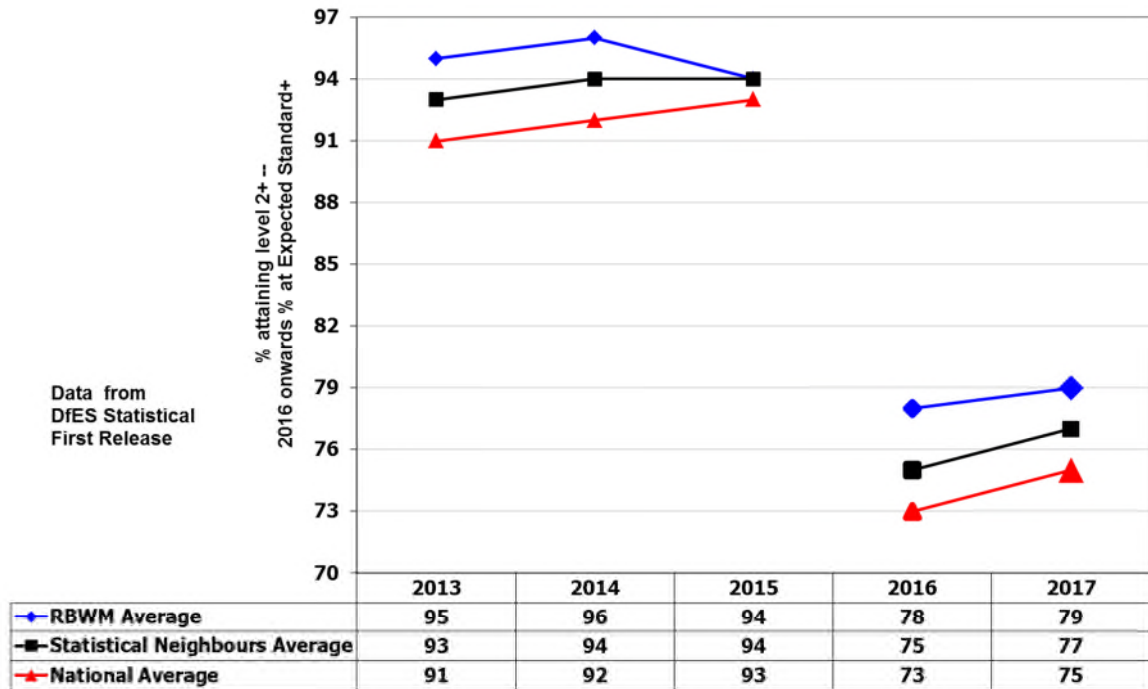
Chart 3d - Percentage of pupils attaining the expected standard or better at KS2 in Reading, Writing and Maths combined measure (previous years at Level 4+)

Data from DfE Statistical First Release

	2013	2014	2015	2016	2017
RBWM Average	79	82	82	59	66
Statistical Neighbours Average	78	81	82	56	64
National Average	75	79	80	53	62

54
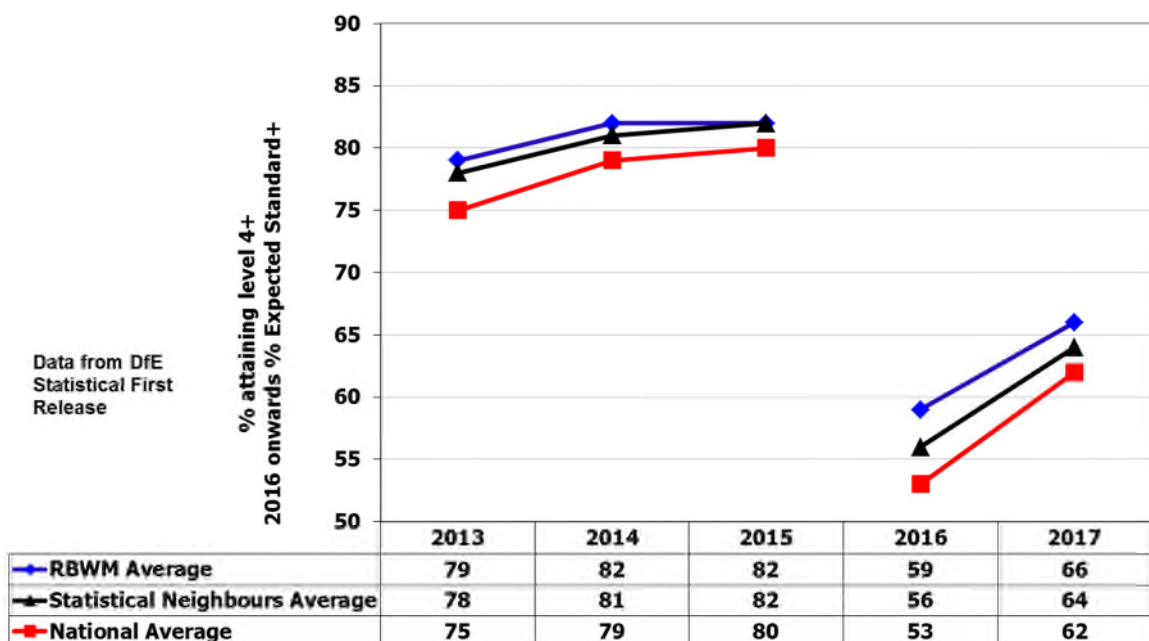
Chart 3e – KS2 Attainment rankings for Reading, Writing and Maths combined measure 2012 – 2016 (out of 150 Local Authorities)

	2013	2014	2015	2016	2017
Reading Writing and Maths	27	24	44	24	28
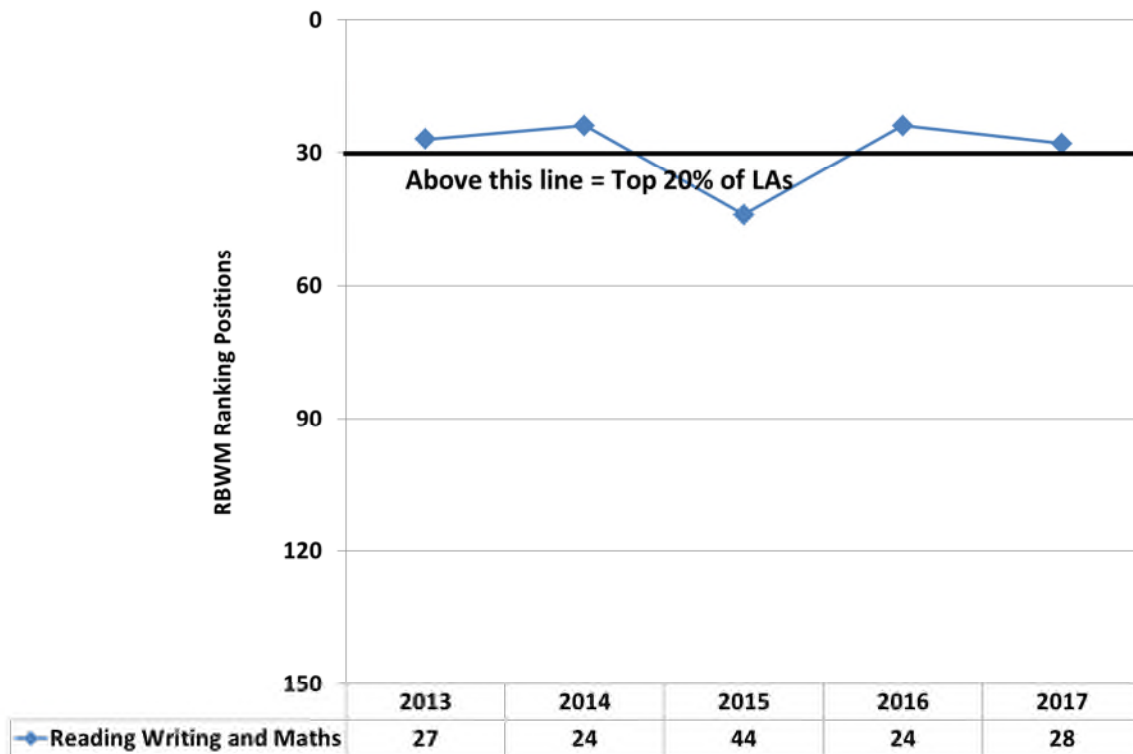
KS1- 2 Progress

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
2017 pupils progress score vs national average progress	Reading	Writing	Maths
RBWM (CI in brackets)	0.6 (+/-0.3)	-0.7 (+/-0.3)	-0.2 (+/-0.3)
Progress range	0.9 to 0.3 Sig. +	-0.4 to -1.0 Sig. -	0.1 to -0.5

Source DfE SFR 2017

Chart 3f – KS2 Progress measure rankings for Reading, Writing and Maths 2013 – 2017 (out of 150 LAs)

	2013	2014	2015	2016	2017
Reading	82	39	24	50	38
Writing	133	134	44	116	128
Maths	102	95	115	83	88

Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.16	OFSTED Inspection as at 31.07.17	EYFS (ages 4-5) 2017 NOR	2015 % Good Level of Dev't	2016 % Good Level of Dev't	2017 % Good Level of Dev't	PHONICS Y1 (ages 5-6) 2017 NOR	2015 % Wkg At Standard	2016 % Wkg At Standard	2017 % Wkg At Standard	KS1 % L2+ (ages 6-7) 2017 NOR	2015 Rdg	2015 Wtg	2015 Ma	2016 Rdg	2016 Wtg	2016 Ma	2017 Rdg	2017 Wtg	2017 Ma	KS2 2017 NOR	2015 RWM4+	2016 RWM	2017 RWM
Alexander First	Good	Good	14	65	74	50	21	48	80	71	22	93	93	93	89	50	65	68	41	55				
All Saints CE Junior	Good	Good																			67	94	49	63
Alwyn Infants	Good	Good	98	77	71	78	89	65	77	93	101	95	94	100	81	67	77	85	70	71				
Bisham CE Primary	Requires Imp.	Requires Imp.	11	67	50	64	2	88	82	100	13	86	86	86	70	40	60	62	31	39	0	86	57	n/a
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	78	81	82	60	46	72	77	60	93	88	95	80	83	75	75	70	75				
Braywick Court Free School		Outstanding	30	86	90	87	31		93	90	28				82	75	86							
Braywood CE First	Outstanding	Outstanding	30	93	90	83	30	90	100	97	29	93	93	93	89	82	85	90	86	93				
Burchetts Green CE Infants	Outstanding	Outstanding	23	78	91	83	20	87	100	95	18	100	100	100	86	82	82	89	88	94				
Cheapside CE Primary	Outstanding	Outstanding	12	88	94	83	16	82	88	81	15	100	100	100	88	81	81	80	80	73	15	71	69	80
Clewer Green CE Aided First	Good	Good	58	77	72	69	58	68	75	83	58	97	90	98	75	60	85	78	69	79				
Cookham Dean CE Primary	Good	Good	27	77	96	85	26	89	93	96	27	96	96	96	93	85	89	85	78	93	26	92	70	73
Cookham Rise Primary	Good	Good	30	73	80	80	29	87	90	90	31	90	90	87	69	55	66	81	61	77	30	86	37	67
Courthouse Junior	Good	Requires Imp.																			105	78	57	64
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	76	81	83	30	87	86	97	52	83	87	83	67	37	52	79	62	69	31	82	48	65
Dedworth Green First	Good	Good	28	84	77	71	27	80	57	96	44	100	93	93	76	52	72	93	91	93				
Dedworth Middle	Good	Good																			115	65	34	50
Eton Porny CE First	Requires Imp.	Requires Imp.	23	75	55	74	29	70	83	86	30	100	100	100	63	54	67	87	73	90				
Eton Wick CE First	Requires Imp.	Requires Imp.	29	80	70	76	29	73	80	76	26	83	83	90	70	43	57	69	62	77				
Furze Platt Infants	Good	Good	90	73	68	78	85	80	76	91	89	91	90	96	73	69	71	91	88	91				
Furze Platt Junior	Good	Good																			90	91	84	83
Hilltop First	Outstanding	Outstanding	45	71	78	69	44	80	76	89	45	100	100	100	75	80	73	82	78	80				
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	29	80	80	72	29	97	97	97	30	100	100	100	94	94	87	93	93	93	29	96	67	93
Holy Trinity CE Primary Sunningdale	Good	Good	30	69	78	77	49	76	93	82	30	100	93	97	80	73	73	80	73	80	30	81	72	77
Holyport CE Primary	Requires Imp.	Requires Imp.	41	80	66	73	48	88	83	94	53	94	94	94	85	85	88	81	77	85	62	81	54	45
Homer First	Good	Good	54	65	79	81	39	83	61	82	39	100	100	100	73	68	68	74	67	77				
King's Court First	Good	Good	43	87	92	86	43	93	91	79	43	98	98	98	89	87	91	93	88	91				
Knowl Hill CE Primary	Good	Outstanding	22	83	76	100	19	88	86	95	7	100	100	92	95	75	90	100	43	86	16	100	83	50
Larchfield Primary and Nursery	Good	Good	29	70	77	72	28	97	83	71	28	87	77	90	77	63	70	61	54	64	29	67	76	72
Lowbrook Primary	Outstanding	Outstanding	60	95	95	95	60	100	100	100	60	100	100	100	98	98	98	95	95	97	28	97	100	96
Oakfield First	Good	Good	58	70	79	78	59	85	78	81	59	95	92	90	91	85	83	92	93	83				
Oldfield Primary	Outstanding	Outstanding	60	70	72	78	60	87	89	90	60	95	92	97	80	68	78	93	90	92	31	100	90	94
Riverside Primary	Good	Good	49	52	61	53	50	75	77	72	35	83	60	67	67	63	63	54	54	57	26	67	21	19
South Ascot Village School	Good	Good	22	71	77	77	31	67	63	81	29	85	83	88	81	71	77	69	62	62	30	90	64	63
St Edmund Campion Catholic Primary	Outstanding	Outstanding	60	74	73	80	60	98	98	100	60	93	90	97	83	73	82	83	83	85	60	98	69	83
St Edward's Catholic First	Outstanding	Outstanding	59	88	68	88	60	71	86	78	60	93	90	100	85	90	91	88	85	87				
St Edward's Royal Free Ecumenical Middle	Good	Good																			120	88	66	73
St Francis Catholic Primary	Outstanding	Outstanding	30	73	81	80	30	87	94	87	31	97	97	97	87	87	84	87	77	81	30	97	71	87
St Luke's CE Primary	Good	Good	39	61	64	44	41	61	72	71	41	89	78	91	77	61	72	68	66	68	31	90	50	61
St Mary's Catholic Primary	Good	Good	45	73	71	78	42	64	78	81	45	98	89	98	76	76	74	78	67	80	43	93	56	79
St Michael's CE Primary	Good	Good	29	77	72	76	28	100	93	79	30	100	100	100	90	70	93	93	77	87	31	86	58	81
St Peter's CE Middle	Inadequate	Inadequate																			56	82	55	63
The Queen Anne Royal Free CE First	Good	Good	28	69	77	79	29	83	70	79	26	96	96	100	69	66	79	73	73	69				
The Royal (Crown Aided)	Requires Imp.	Good	21	75	87	100	21	76	90	95	21	95	100	100	80	70	80	86	71	91				
Trevelyan Middle	Requires Imp.	Requires Imp.																			138	79	60	70
Trinity St Stephen CE Aided First	Good	Good	28	73	72	71	30	90	80	83	30	86	86	100	96	82	86	83	73	77				
Waltham St Lawrence Primary	Good	Outstanding	10	80	80	60	17	84	90	82	12	100	100	100	74	74	74	75	67	67	16	71	63	63
Wessex Primary School	Good	Good	59	76	67	78	58	89	77	66	64	95	92	97	72	67	73	69	50	63	62	86	56	61
White Waltham CE	Outstanding	Outstanding	30	90	79	90	30	97	93	93	30	97	97	97	96	96	96	93	90	100	29	97	83	79
Woodlands Park Primary	Good	Good	31	46	62	61	13	78	91	92	23	89	89	96	72	59	69	91	74	74	18	93	62	56
Wraysbury Primary	Good	Good	60	60	73	73	59	81	68	54	60	74	69	76	83	71	90	80	75	78	48	63	42	42
RBWM				74	74	77		80	81	84		92	89	94	80	72	78	82	74	80		82	59	66
National				66	69	71		77	81	81		91	88	93	74	65	73	76	68	75		80	52	62

Legend:

Well Above National - i.e. 10 or more percentage points HIGHER than NATIONAL OR 100%	
Above National - i.e. between 5 and 10 percentage points HIGHER than NATIONAL	
In Line with National - i.e. within 5 percentage points of NATIONAL	
Below National - i.e. between 5 and 10 percentage points LOWER than NATIONAL	
Well Below National - i.e. 10 or more percentage points LOWER than NATIONAL	

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	READING 2016 Progress Score	Lower Limit	Upper Limit	READING PROVISIONAL 2017 Progress Score	Lower Limit	Upper Limit	WRITING 2016 Progress Score	Lower Limit	Upper Limit	WRITING PROVISIONAL 2017 Progress Score	Lower Limit	Upper Limit	MATHS 2016 Progress Score	Lower Limit	Upper Limit	MATHS PROVISIONAL 2017 Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	Good	76 / 125	65	10	0	-1.7	1.7	-2.2	-3.8	-0.6	-3.3	-5	-1.6	-1.6	-3.2	0	1	-0.4	2.4	-0.8	-2.3	0.7
Bisham CE Primary	Requires Imp.	61 / 125	7	1	6.2	1.2	11.2	na	na	na	-1.5	-6.2	3.2	na	na	na	1.2	-2.8	5.2	na	na	na
Cheapside CE Primary	Outstanding	36 / 125	16	0	3	-0.1	6.1	1.8	-1.5	5.1	0.8	-2.3	3.9	-1.7	-4.9	1.5	-2.1	-4.7	0.5	0.6	-2.3	3.5
Cookham Dean CE Primary	Good	33 / 125	27	1	0.4	-2	2.8	2.1	-0.5	4.7	-0.4	-2.8	2	1.3	-1.2	3.8	-2.2	-4.3	-0.1	-1.6	-3.9	0.7
Cookham Rise Primary	Good	107 / 125	25	2	1.3	-1.2	3.8	2.1	-0.2	4.4	-3	-5.5	-0.5	0.1	-2.1	2.3	0	-2.1	2.1	2	0	4
Courthouse Junior	Good	78 / 125	98	7	0.1	-1.2	1.4	0.7	-0.5	1.9	-2.1	-3.4	-0.8	-2	-3.2	-0.8	-0.7	-1.8	0.4	-0.5	-1.6	0.6
Datchet St Mary's CE Primary	Requires Imp.	55 / 125	21	2	-1.8	-4.6	1	1.2	-1.1	3.5	-2.6	-5.4	0.2	-0.3	-2.5	1.9	-1.4	-3.7	0.9	1.7	-0.4	3.8
Dedworth Middle	Good	115 / 125	121	10	-3.7	-4.9	-2.5	-2.2	-3.4	-1	-3.5	-4.7	-2.3	-5.7	-6.8	-4.6	-3.9	-4.9	-2.9	-4.3	-5.4	-3.2
Furze Platt Junior	Good	9 / 125	74	1	2.3	0.9	3.7	0.7	-0.6	2	-0.4	-1.8	1	-0.3	-1.6	1	1.7	0.5	2.9	-0.1	-1.3	1.1
Holy Trinity CE Primary Cookham	Outstanding	14 / 125	30	1	1.8	-0.5	4.1	2.4	0.1	4.7	3.2	0.9	5.5	2.6	0.3	4.9	2.3	0.4	4.2	3	0.9	5.1
Holy Trinity CE Primary Sunningdale	Good	36 / 125	32	1	4.3	2.1	6.5	3.4	1.1	5.7	0.1	-2.1	2.3	-0.6	-2.8	1.6	2.2	0.3	4.1	0.9	-1.2	3
Holyport CE Primary	Requires Imp.	70 / 125	46	4	1.3	-0.6	3.2	-1	-2.6	0.6	-0.2	-2.1	1.7	-3.3	-4.8	-1.8	-1	-2.6	0.6	-2.4	-3.8	-1
Knowl Hill CE Primary	Good	4 / 125	12	0	5.8	2.2	9.4	-0.6	-3.8	2.6	2.1	-1.5	5.7	1.8	-1.3	4.9	2.1	-0.9	5.1	-2.1	-4.9	0.7
Larchfield Primary and Nursery	Good	9 / 125	25	2	2.5	-0.1	5.1	3.4	1	5.8	-1.2	-3.8	1.4	0	-2.4	2.4	3.6	1.4	5.8	4.5	2.3	6.7
Lowbrook Primary	Outstanding	1 / 125	29	0	3.7	1.4	6	4.5	2.1	6.9	4.7	2.4	7	4.3	1.9	6.7	4.1	2.2	6	7.8	5.6	10
Oldfield Primary	Outstanding	5 / 125	30	2	3.1	0.8	5.4	3.6	1.4	5.8	1.7	-0.6	4	2.1	-0.1	4.3	2.3	0.3	4.3	3.1	1.1	5.1
Riverside (formerly Ellington) Primary	Good	110 / 125	28	0	-2.7	-5	-0.4	-4.4	-7	-1.8	3.1	0.8	5.4	-3.1	-5.6	-0.6	-1.1	-3.1	0.9	0.2	-2.2	2.6
S Ascot Village Primary	Good	34 / 125	24	2	0.4	-2.2	3	4.2	1.9	6.5	-0.5	-3.1	2.1	1.6	-0.6	3.8	0.1	-2.1	2.3	2.5	0.4	4.6
St Edmund Campion Catholic Primary	Outstanding	32 / 125	44	5	1.9	-0.1	3.9	2	0.4	3.6	0.1	-1.9	2.1	1.7	0.1	3.3	3.9	2.2	5.6	3.6	2.1	5.1
St Edward's Royal Free Middle	Good	77 / 125	120	6	0.1	-1.1	1.3	0.3	-0.8	1.4	-1.3	-2.4	-0.2	-0.6	-1.7	0.5	-1.8	-2.8	-0.8	-2.3	-3.3	-1.3
St Francis Catholic Primary	Outstanding	40 / 125	32	0	-0.2	-2.4	2	1	-1.3	3.3	1.1	-1.1	3.3	1	-1.1	3.3	-0.1	-2	1.8	2.1	0.1	4.1
St Luke's CE Primary	Good	29 / 125	28	8	0.3	-2.4	3	0.3	-1.9	2.5	5.9	3.2	8.6	1	-1.1	3.1	2.4	0.1	4.7	1.3	-0.7	3.3
St Mary's Catholic Primary	Good	66 / 125	39	1	-1.4	-3.4	0.6	3.7	1.8	5.6	0	-2	2	3.1	1.2	5	0.5	-1.2	2.2	5.2	3.5	6.9
St Michael's CE Primary	Good	79 / 125	31	0	1.1	-1.1	3.3	2.8	0.6	5	-1.4	-3.6	0.8	-0.5	-2.7	1.7	2	0.1	3.9	0.3	-1.7	2.3
St Peter's CE Middle	Inadequate	99 / 125	56	4	-1.3	-3	0.4	-2.7	-4.4	-1	0.2	-1.5	1.9	-1.7	-3.3	-0.1	-1.5	-2.9	-0.1	-4.5	-6	-3
Trevelyan Middle	Requires Imp.	69 / 125	108	6	-0.7	-2	0.6	0.6	-0.5	1.7	1.3	0	2.6	1.5	0.4	2.6	-1.5	-2.6	-0.4	-0.4	-1.4	0.6
Waltham St Lawrence Primary	Good	58 / 125	19	0	3.3	0.5	6.1	-0.5	-3.6	2.6	-2.8	-5.6	0	-2.7	-5.7	0.3	0.4	-2	2.8	-1.2	-4	1.6
Wessex Primary	Good	84 / 125	58	2	1	-0.6	2.6	0.5	-1.1	2.1	-5	-6.6	-3.4	-1.7	-3.3	-0.1	1.1	-0.3	2.5	1.4	-0.1	2.9
White Waltham CE	Outstanding	16 / 125	30	0	1.6	-0.6	3.8	1.2	-1.1	3.5	-0.6	-2.9	1.7	2	-0.3	4.3	2.9	1	4.8	-1	-3.1	1.1
Woodlands Park Primary	Good	43 / 125	14	2	-0.9	-4.5	2.7	-1.3	-4.6	2	-3.9	-7.5	-0.3	-2.6	-5.8	0.6	-4	-7	-1	-2.3	-5.2	0.6
Wraysbury Primary	Good	46 / 125	37	2	1	-1.1	3.1	3.5	1.7	5.3	-2.1	-4.2	0	-1.4	-3.2	0.4	0.5	-1.3	2.3	0.2	-1.5	1.9
RBWM				82	0.4	0.1	0.7	0.5	0.2	0.8	-0.8	-1.1	-0.5	-0.7	-1	-0.4	-0.24	-0.53	0.05	-0.2	-0.5	0.1
National					0			0			0			0			0			0		

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

SOURCES:

2016 & 2017 Progress Figures from DfE

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 since 2014

- The move to Linear GCSEs, rather than modules which could be taken more than once, restricting the qualifications that count, and counting only a pupil's first attempt at a qualification

- the introduction of the new GCSEs (9-1) in Mathematics, English Literature and English Language in 2017.

4.4 Secondly, from 2017, the top-line attainment measures for KS4 are

- the percentage of pupils achieving a grade 5 or above (strong pass) in English (language or literature) and mathematics.

- the percentage of pupils entering and achieving the English Baccalaureate at a grade 5 or above in English and mathematics and a C or above in unreformed qualifications of two sciences, a humanity (specifically history or geography) and a language.

- 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 was introduced as a top line measure in 2016 and now uses the new GCSEs (9-1) in Mathematics and English for the first time this year.

- Progress 8 which was introduced as a top line measure in 2016 and now uses the new GCSEs (9-1) in Mathematics and English for 2017.

This means that the top line measures for 2017 are not directly comparable to previous years. However some additional measures will also be published for the first time from 2017 for transparency and to help schools show progress.

- the proportion of pupils achieving a standard pass in English and mathematics – grade 4 or above (roughly equivalent to a grade C in the unreformed GCSEs).

- the proportion of pupils achieving the EBacc - grade 4 or above in English and mathematics, and grade C or above in unreformed subjects.

English and Maths GCSE

- Overall 50% of pupils in Windsor and Maidenhead achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 42%.

- The Royal Borough is 21st LA on this measure.

- The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 72%. This is well above the state funded national figure of 64%. It is also similar to the percentage of children who achieved a grade C or above in English and Maths last year which was 73% for the Royal Borough.

Attainment 8

4.5 Attainment 8 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 2017, points are awarded for GCSEs which range from 8.5 points (for an A*) to 1 point (for a G). In English and Mathematics the numerical grades are used. See Appendix A for a detailed description of how this is calculated.

4.6 The average Attainment 8 score across RBWM was 49.4. This compares to 46.3 for state-schools nationally.

English Baccalaureate

4.7 The English Baccalaureate (EBacc) requires pupils to attain a grade 5 or above in English, maths, and a grade C or above in two sciences, a humanity (specifically history or geography) and a language.

Table 4a English Baccalaureate

	Percentage of pupils A*-C GCSE					
	English	Maths	2+ Sciences	Humanities	Languages	English Bacc
RBWM achieved	68.7	55.9	70.2	70.4	80.0	28.6
National achieved	60.8	68.8	62.3	63.0	70.3	21.4
RBWM entered	95.9	97.7	91.9	78.4	50.7	42.8
National entered	95.9	97.3	91.6	77.1	47.4	38.4

- 43% of RBWM pupils were entered for all elements of the Ebacc in 2017, above the national figure of 38%.

- The England state-maintained pass rate for the Ebacc was 21%, and for RBWM 29%. RBWM was ranked 23rd best LA on this measure.

KEY STAGE 2 - 4 PROGRESS

4.8 The new measure for progress is Progress 8. See Appendix A for a detailed explanation of how this is calculated.
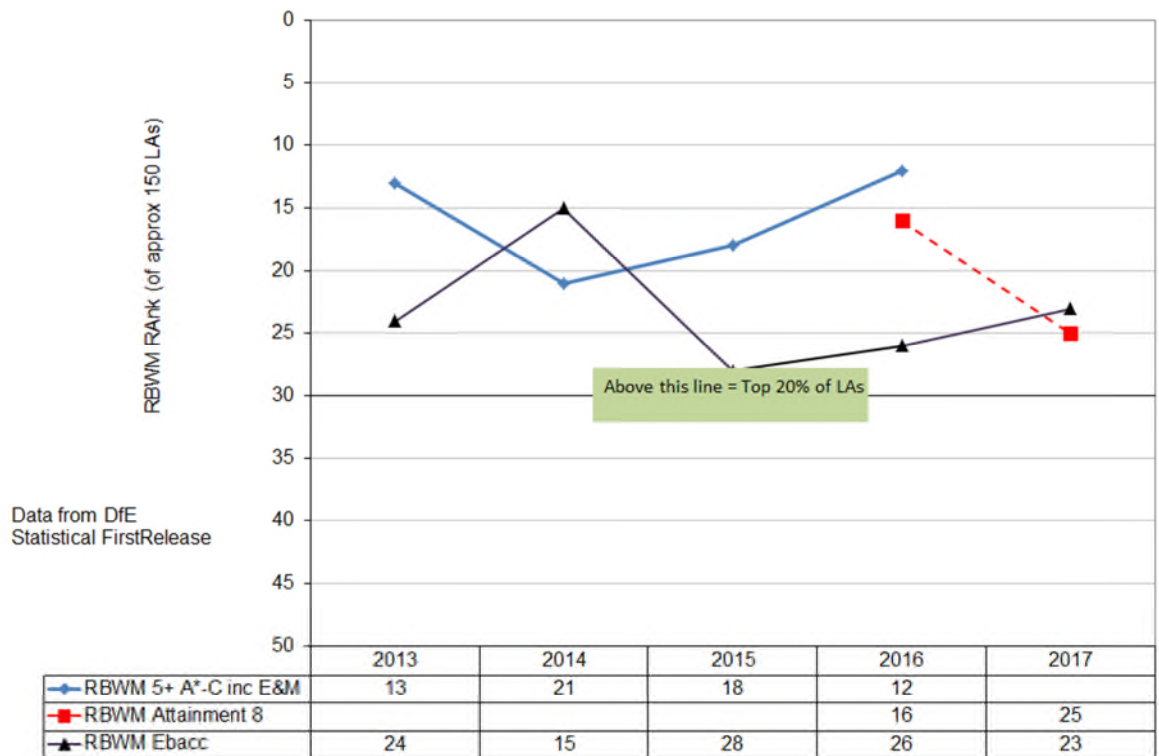
4.9 A value of 0.0 means that progress is in-line with expectations given the starting points of the cohort. A score of -0.5 or below means the school is deemed 'below the floor', exposing them to challenges and interventions from local or national government. A score of +1.0 or above exempts the school 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 +0.13. 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 +0.06 and +0.19.

RANKINGS

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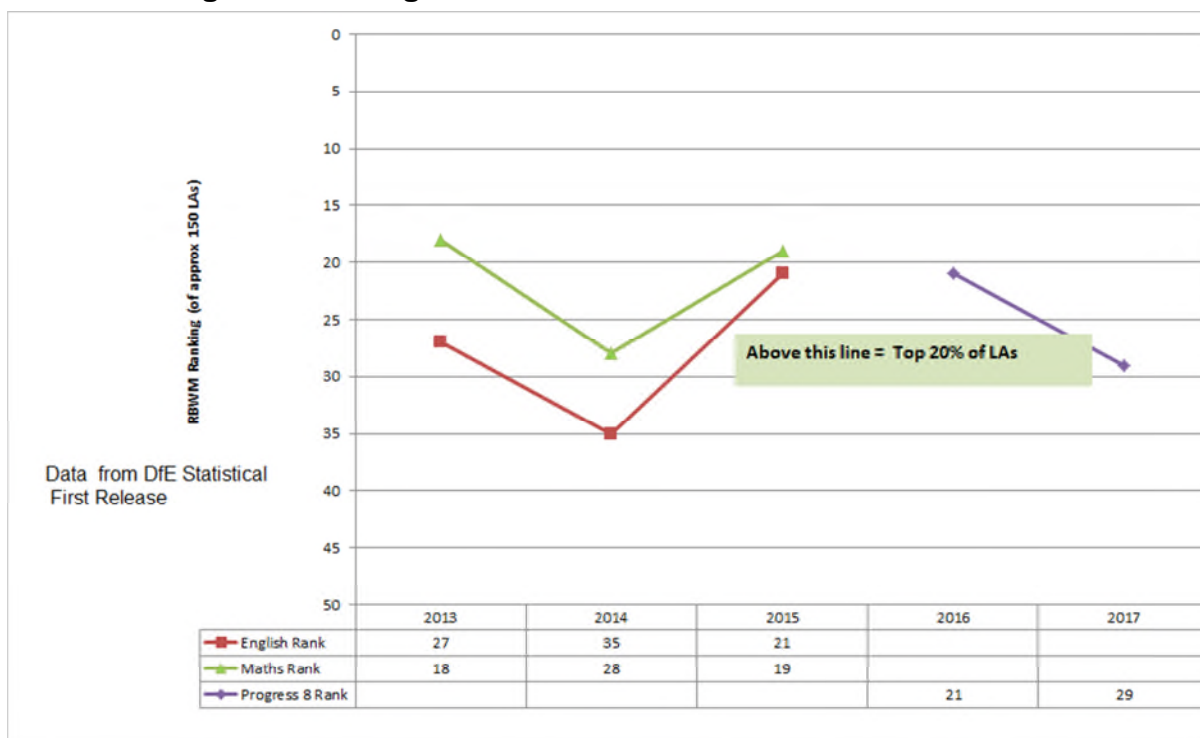
Chart 4a Attainment Rankings

	2013	2014	2015	2016	2017
RBWM 5+ A*-C inc E&M	13	21	18	12	
RBWM Attainment 8				16	25
RBWM Ebacc	24	15	28	26	23

4.11 While the top-line attainment measure has changed (from 5+ A*-C including English and maths GCSEs) to Attainment 8 for the last two years, 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.

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

Chart 4b Progress Rankings

	2013	2014	2015	2016	2017
English Rank	27	35	21		
Maths Rank	18	28	19		
Progress 8 Rank				21	29

RBWM Ranking (of approx 150 LAs)

Above this line = Top 20% of LAs

Data from DfE Statistical First Release

4.13 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

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

- The Royal Borough has one school well above national average progress using the progress8 measure, 2 schools assessed by DfE as 'above national, 6 schools where progress is assessed as in line with national average. One school has progress well below national average and below the floor standard.

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2017

School	Ofsted Rating as at 02.03.18	Cohort Number	Intake (KS2 Reading, Writing & Maths Level 4+)	Key Stage 4 Attainment				Key Stage 2-4 Progess		Destinations	Absence
				grade 5 in English + Maths GSCES	English Bacc		Attainment 8	Progress 8		Pupils staying in education or going into employment (2015 leavers)	% Overall absence 2015/16
			%	%	% Entered	% Achieved	Score	Score	Range	%	%
Altwood	Good	119	80	42	23	15	43.4	-0.53	-0.76 to -0.31	93	6.2
Charters	Outstanding	242	85	58	48	36	54.7	0.38	0.22 to 0.54	95	4.8
Churchmead	Good	103	72	24	28	11	40.9	-0.07	-0.33 to 0.19	94	5.2
Cox Green	Good	144	84	57	35	28	55.4	0.30	0.1 to 0.51	95	4.2
Desborough	Good	91	84	46	13	8	47.8	0.04	-0.23 to 0.32	96	4.1
Furze Platt	Good	185	76	46	30	18	51.0	0.17	0 to 0.37	96	4.2
Holyport	Outstanding	87		62	78	47	54.7	0.1	-0.24 to 0.45		4.8
Newlands	Good	183	88	71	67	54	56.3	0.67	0.49 to 0.85	98	n/a
Windsor Boys' School	Requires imp.	184	68	48	49	31	48.8	-0.03	-0.22 to 0.16	93	5.0
Windsor Girls' School	Outstanding	179	67	43	50	28	44.7	0.11	-0.08 to 0.3	95	6.6
RBWM		1545		50.1	42.8	28.6	49.4	0.13	0.06 to 0.19	95.0	4.7
National 2017 (state funded)				42.6	38.2	21.3	46.3	-0.03		94.0	5.2

Source: Performance Tables 2017

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

5.1. The way 16–18 results are reported changed in 2016 due to a number of government reforms to the way schools and colleges are held accountable for their performance. In 2017 there were further reforms to the performance tables including

- retention measures showing the percentage of students who complete their main programme of study and are assessed at the end of their course.

A LEVEL RESULTS

5.2. 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

| | A level students | | | | | | | | | | |
	Number of students	APS per entry	APS per entry as a grade	Number of students entered for one or more A level or applied A level	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Number of students entered for 1 or more A level	Percentage of students achieving grades AAB or better at A level, of	A Level Progress
	Students entered for at least 1 AS (or A) level			Students entered for less than 1 non-A level qualification and at least 1 A level or applied A level					Students entered for less than 1 non-A level		
England	326687	32.39	C+	222084	36.12	B-	13.4	22.4	220,963	17.0	0
England State-funded schools	201774	31.13	C	189996	34.09	C+	11.1	19.3	188,931	14.3	0
Altwood CofE Secondary School	49	25.31	C-	25	31.07	C			25	16.0%	-0.18
BCA	7	22.11	D+								+0.21
Charters School	209	35.57	B-	165	37.21	B-			164	22.8%	+0.21
Cox Green School	62	28.21	C-	28	33.69	C+			28	10.7%	+0.19
Desborough College	67	29.03	C-	31	34.62	C+			30	16.7%	+0.25
Furze Platt Senior School	121	33.53	C+	101	37.52	B-			101	22.8%	+0.32
Newlands Girls' School	103	31.74	C+	74	33.92	C+			74	12.2%	+0.03
The Windsor Boys' School	97	35.14	B-	71	38.03	B-			71	29.6%	+0.17
Windsor Girls' School	101	29.93	C	63	34.81	C+			63	6.3%	-0.08
Windsor and Maidenhead		32.59	C+	559	36.03	B-	13.1	22.9	557	19.0	n/a

Data from 2017 Performance Tables

5.3. The average point score per A level entry for a student's best 3 A Levels expressed as a grade for the Borough was B-. The LA ranks 21st on this measure up from 65th last year. The associated point score of 36.03 is above the state funded national figure of 34.09.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 19%, above the national state funded figure of 14.3%. The RBWM figure is significantly higher for the last 2 years since this reformed measure now includes only students that are on A level programmes and it excludes applied A levels. RBWM ranks 17th on this measure.

- School level progress data is categorised as well above average for one school, above average for four schools and average for three schools.

VOCATIONAL RESULTS

5.4. 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

5.5. **Table 5c - Key measures: Vocational cohort**

	Tech level students			Applied General students			
	Students entered for at least 1 tech level qualification			Students entered for at least 1 Applied General level qualification			
	Number of students	APS per entry	APS per entry as a grade	Number of students	Progress	APS per entry	APS per entry as a grade
England	64,453	32.26	Dist-	123,715		36.72	Dist
England State-funded Schools	64,244	32.25	Dist-	122,282		36.69	Dist
Attwood CofE Secondary School	6	50	Dist*	8	0.05	33.16	Dist-
BCA				88	-0.16	33.16	Dist-
Charters School	1	SUPP	SUPP	74	-0.38	33.13	Dist-
Cox Green School	13	50	Dist*	11	0.45	50	Dist*
Desborough College	14	38.67	Dist+	35	0.53	40.61	Dist+
Furze Platt Senior School				7	0.05	41.67	Dist*-
Newlands Girls' School				13	0	36.8	Dist+
The Windsor Boys' School				31	-0.04	34.12	Dist
Windsor Girls' School	16	32.09	Dist-	27	-0.49	30.52	Dist-
Windsor and Maidenhead	50	31.15	Dist-	291		34.45	Dist

Data from 2017 Performance tables
SUPP: Indicates that a school's attainment indicators have been suppressed because the associated cohort has 5 or fewer students

- The average point score per technical qualification expressed as a grade for the Borough was Dist- equal to the national state funded school average.

- The average point score per applied general qualification expressed as a grade for the Borough was Dist equal to the national state funded school 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 scores range from 1 (Outstanding) to 9 (Poor).

5.7   Schools achieving an ALPS Quality Indicator Score of 3 or lower are in the top 25% of schools nationally for value-added. Four of the Borough's sixth forms fall into this category in 2017. Schools achieving a value-added score of between 4 and 6 are in-line with the middle 50% of schools nationally. Three of RBWM's sixth forms fall into this category. As a whole, RBWM is rated a 3 on this measure, classified by ALPS as 'Excellent'. One RBWM school did not take an ALPS report this year.

Table 5d ALPS: A level value-added

2016/2017	A Level Students	Average GCSE score	A Level grades on Target	ALPS Score
Charters School	185	6.18	77.4	2
Cox Green School Academy	39	5.92	71.3	3
Desborough College	36	5.91	72.4	4
Furze Platt School	111	6.16	75.2	2
Newlands Girls' School	79	6.16	75.9	4
The Windsor Boys' School	80	6.29	76.6	3
Windsor Girls' School	72	6.16	63.3	6

'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 - PEFORMANCE 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	RWM %L4+ 2015	RWM % Exp 2016	% attaining expected standard Reading+Writing+Maths 2017	National 2017	+/- National	LA Ranking 2017
All	1462	82	59	66	62	4	=28
Girls	737	84	65	66	58	8	=15
Boys	725	81	54	67	66	1	=50
FSM	96	58	27	40	43	-3	=87
Non-FSM	1366	84	62	68	64	4	=37
Disadvantaged	248	64	35	44	48	-4	=99
Non-Disadv	1214	87	65	71	67	4	=91
SEN	200	84	15	23	20	3	=51
SEN – with EHC	70	26	5	6	8	-2	=100
Non-SEN	1190	97	70	77	70	7	=20
Not 1st Lang Eng	239	82	51	62	58	4	=57
First Lang Eng	1220	83	61	67	62	5	=25
Asian	216	84	55	69	63	6	=68
Black	24	57	47	58	60	-2	=62
Mixed	117	83	65	64	63	1	=69
White	1076	83	60	67	61	6	=23

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 highlighted sub-groups in Table 6a i.e. Disadvantaged, FSM and Black ethnic minority pupils as well as one of the SEN sub-groups. In the latter case, the percentage difference with the national is 2% points which equates to just over 1 pupil lower.

- Although the Black minority ethnic sub-group is lower than the national figure by 2% points, each one of the 24 pupils is worth more than 4% 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 slightly larger differences are the FSM (3%pts) and Disadvantaged (4%pts) groups and these are shown in more detail in the two separate sections below.

- The gap between RBWM girls and boys has decreased markedly this year from 11% points to one! (compared with a 8% point gap at National). This has occurred because the Boys increased their performance from 53% in 2016 to 66% this year whereas the Girls' increase was only 2% points from 65% to 67%.
- Pupils with English as their first language outperformed those for whom English was not their first language in RBWM by 5% points, a much lower gap than last year (10% points) and close to the national gap of 4% 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 average national progress ranking 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.

Table 6b Key Stage 4: Progress 8

Group	Pupils 2017	2017	National 2017	+/- National	LA Ranking 2017
All	1396	+0.13	-0.03	+0.16	29
Girls	738	+0.32	+0.18	+0.14	33
Boys	741	-0.09	-0.24	+0.15	31
FSM	111	-0.53	-0.48	-0.05	67
Non-FSM	1285	+0.18	+0.04	+0.14	=29
Disadvantaged	234	-0.31	-0.4	+0.09	=41
Non-Disadv	1162	+0.22	+0.11	+0.11	=40
SEN	168	-0.44	-0.43	-0.01	=73
SEN – with EHC	66	-1.03	-1.04	+0.01	=72
Non-SEN	1162	+0.27	+0.07	+0.20	27
Not 1st Lang Eng	171	+0.41	+0.5	-0.09	=112
First Lang Eng	1221	+0.09	-0.11	+0.2	=23
Asian	191	+0.52	+0.47	-0.05	80
Black	22	-0.28	+0.16	-0.44	126
Mixed	78	+0.13	-0.02	+0.15	40
White	1059	+0.06	-0.11	+0.17	27

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 similar in both groups, resulting in similar rankings.

- 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 SEN groups, the RBWM group makes similar progress to the National group.

- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for disadvantaged groups were above average.

- 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 of the Pakistani subgroup. Results for the other main Asian groups (Indian, Bangladeshi and other Pakistani) were comparable to the high Progress 8 results achieved nationally.

- The group for whom English is not a first language have a positive P8 of 0.41 but these are still below the very positive national average of 0.5 for the group.

- The Progress 8 result for RBWM black pupils was variable across the borough and by subgroup. It is a very small cohort but progress is well below national.

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).
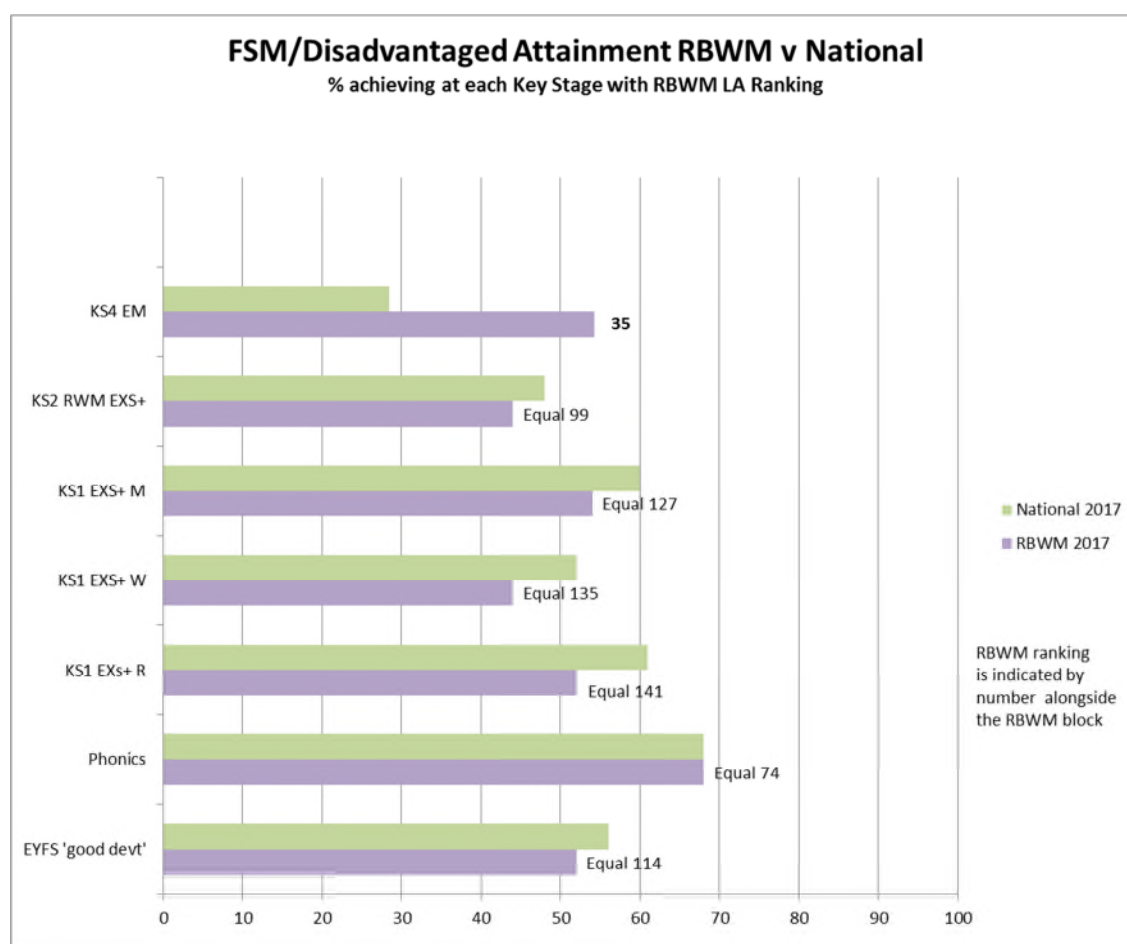
- At KS2, however, the RBWM Asian group is worth looking into since it holds two sub-groups – Indian and Pakistani - who perform quite differently.

- The LA Indian group provisional score for 2017 is 82% attaining the Expected standard or better (a 9% point increase on last year), whereas the LA's Pakistani group score is 52% (a 13% point increase). Although both groups have improved upon their 2016 result, the Pakistani group remains below the national average of 56% whereas the Indian group remains significantly higher than their national counterparts' score of 71%. 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 their group's national average.

- Of the seven 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 – 7 out of 14 (50%)
  Dedworth Middle – 3 out of 6 (50%)
  Riverside Primary – 4 out of 18 (22%)
  St Luke's Primary – 4 out of 8 (50%)

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.

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 40% of Local Authorities and are broadly average for Year1 Phonics. However, for other Key Stages they fall below the national average, though not by as much as the previous year. There is further detail in the following sections.

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

FSM/Disadvantaged Attainment RBWM v National
% achieving at each Key Stage with RBWM LA Ranking

Key Stage	National 2017	RBWM 2017	RBWM ranking
KS4 EM			35
KS2 RWM EXS+			Equal 99
KS1 EXS+ M			Equal 127
KS1 EXS+ W			Equal 135
KS1 EXs+ R			Equal 141
Phonics			Equal 74
EYFS 'good devt'			Equal 114

Legend: ■ National 2017 ■ RBWM 2017

RBWM ranking is indicated by number alongside the RBWM block

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:

- Within all Primary phases (except KS1 Reading), the RBWM non-FSM/FSM gap has decreased when compared to 2016.

- At Key stage 4 the FSM gap is larger than the FSM gap last year but it is difficult to make comparisons since the GCSEs have moved to the new 9-1 grades.

- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2014 to 2017.

- At KS2, our score of 40% is a marked improvement upon our 2016 performance (27%) and placed us joint 87th in the LA rankings, which is within the middle 20% of local authorities. The FSM / non-FSM gap of 28 percentage points is still very large but, again, a significant improvement upon our previous gap of 35% points. However, it should also be noted that 8 of the 12 LAs with cohorts of fewer than 200 pupils failed to exceed the national average of 43% (see Chart 6b). This group includes Bracknell Forest (33%), W Berkshire (29%), Wokingham (43%), and Kingston upon Thames (39%). Also of note is that the very high attaining authorities in this group like Wokingham and Richmond upon Thames have larger gaps than the national (29% points vs 22% points).

- An authority which continues to score very well with its small FSM group is the Royal Borough of Kensington and Chelsea. Their FSM group scored 69% and their non-FSM group 79%, making a gap of only 10% points.

Chart 6b - Percentage of 2017 KS2 Free School Meals Pupils (FSM) Reaching the Expected Standard or Above – Twelve Smallest LA Cohorts incl. National
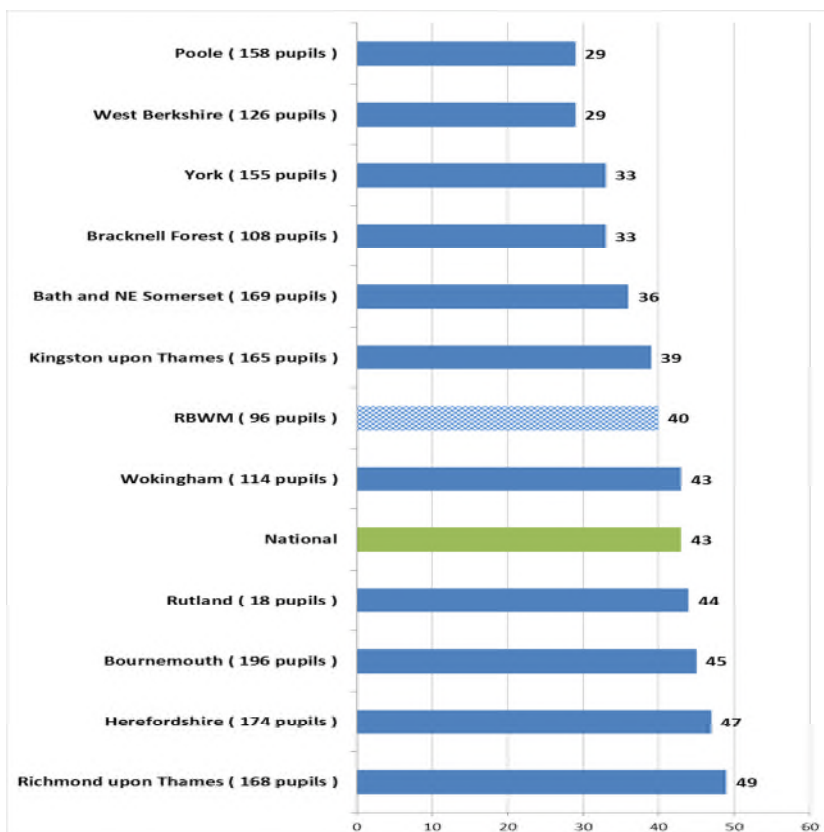
DISADVANTAGED PUPILS

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 CofE Junior	10	60	57	63%	12	-7
Courthouse Junior	19	53	85	67%	5	-14
Dedworth Middle	**34**	**41**	**81**	**53%**	**-7**	**-26**
Furze Platt Junior	11	55	78	87%	7	-12
Holyport CofE Primary	9	56	53	43%	8	-11
Larchfield Primary	8	63	21	76%	15	-4
Riverside Primary	**9**	**0**	**17**	**29%**	**-48**	**-67**
South Ascot Village	**8**	**38**	**22**	**73%**	**-10**	**-29**
St Edward's RF Middle	**16**	**44**	**104**	**78%**	**-4**	**-23**
St Luke's CofE Primary	10	50	21	67%	2	-17
Trevelyan Middle	30	60	108	73%	12	-7
Wessex Primary	**10**	**20**	**52**	**69%**	**-28**	**-47**
Wraysbury Primary	**7**	**14**	**41**	**46%**	**-34**	**-53**
RBWM	255	44	1085	71	-4	-23
NATIONAL		48		67	n/a	n/a

- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 23 percentage points, wider than the National gap of 19 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, only two of the ten authorities with cohorts below 400 pupils scored higher than the national average for disadvantaged pupils (i.e. 48%).
- 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 (76%), Wokingham (70%) Kingston (66%) and RBWM (66%). All four LAs lie within the top 20% for attainment for all pupils.
- Table 6e above shows those 13 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 (71% vs 67%).

Chart 6c – Percentage of 2017 KS2 Disadvantaged Pupils Reaching the Expected Standard or Above – Ten Smallest LA Cohorts incl. National
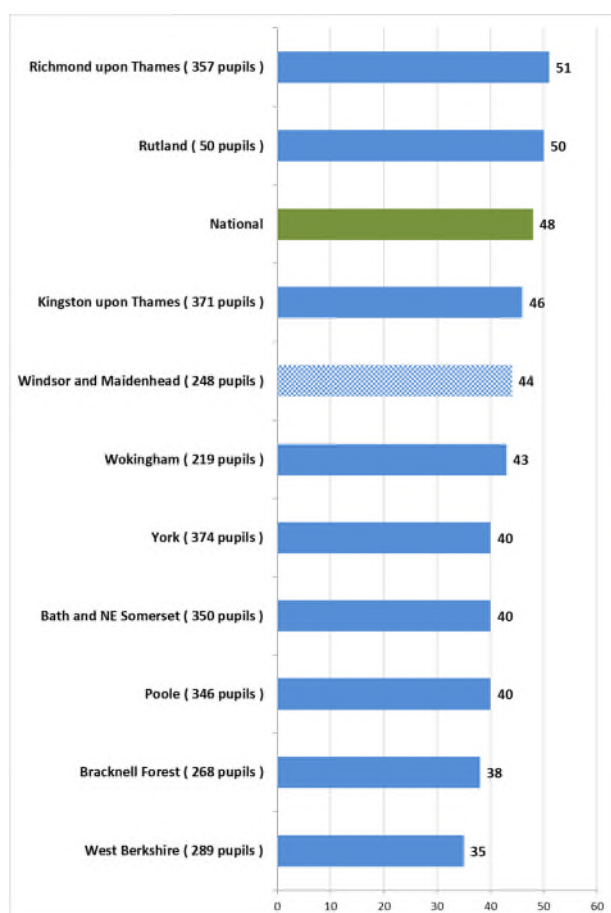
Table 6f Key Stage 4: Progress 8 results by school and Disadvantaged

School name	Disadvantaged pupils		All pupils		Difference from National	
	Number	Progress 8	Number	Progress 8	Disadvant-aged pupils	All pupils
England - state		-0.4		-0.03	n/a	n/a
RBWM	234	-0.31	1396	+0.13	+0.09	+0.16
Altwood	28	-1.54	119	-0.53	-1.14	-0.5
Charters	20	0.41	242	+0.38	+0.81	+0.41
Churchmead	40	-0.21	103	-0.07	+0.19	+0.1
Cox Green	18	-0.49	144	+0.30	-0.09	+0.33
Desborough	14	0.1	91	0.04	+0.5	+0.07
Furze Platt Senior	22	-0.21	185	+0.17	+0.19	+0.2
Holyport College	8	0.51	87	0.1	+0.91	+0.13
Newlands	32	+0.42	183	+0.67	+0.82	+0.7
The Windsor Boys'	25	-0.27	184	-0.03	+0.13	0
Windsor Girls'	33	-0.18	179	+0.11	+0.22	+0.14

Source : DfE Performance Tables

- Both RBWM disadvantaged and non-disadvantaged pupils have outperformed their national equivalents.
- Only two schools have a Progress 8 score for disadvantaged pupils below national disadvantaged.

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

Ethnicity

Data Pack Table 6c — Key Stage & measures	White Cohort	White Result	Mixed Cohort	Mixed Result	Asian All Cohort	Asian All Result	Indian Cohort	Indian Result	Pakistani Cohort	Pakistani Result	Chinese Cohort	Chinese Result	Black Cohort	Black Result	All Cohort	All Result
Early Years																
% 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
% achieving good level of development 2017	1219	79	132	76	249	73					x	x	15	73	1729	77
Key Stage 1																
% 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
% achieving expected standard Reading 2017	1253	81	144	85	261	82	102	90	98	72	6	84	17	77	1719	82
% 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
% achieving expected standard Writing 2017	1253	72	144	79	261	79	102	89	98	69	6	100	17	71	1719	74
% 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
% achieving Expected standard Maths 2017	1253	79	144	80	261	80	102	89	98	69	6	100	17	71	1719	80
Key Stage 2																
% achieving R+W+M L4+ 2015	1036	83	107	83	174	84	64	94	92	79	x	x	23	57	1371	82
% achieving Expected standard R+W+M 2016	1005	60	108	65	178	55	65	75	97	39	4	x	15	47	1340	59
% achieving Expected standard R+W+M 2017	1076	67	117	64	216	69	98	82	98	52	2	x	24	58	1462	66
Key Stage 4																
% 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
% achieving grade 5+ E+M GCSE 2017	1159	51	91	37	212	49	66	61	129	43	9	33	27	56	1547	50

2017 Data from DFE SFRs (except Indian and Pakistani groups - from KS2 Data Checking Exercise)

x   Data suppressed (small cohort size)   Other data from SFRs

Italics show data not directly comparable with previous years   No SFR by ethnicity produced for KS5

Table 6d - Key Stage Performance by Free School Meals

Table 6d — Free School Meals - attainment gap over time

EYFS: Good Level of Dev't

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1721	121	1609	1693	110	1583	1747	104	1643	1729	93	1636				
RBWM	68	40	68	75	56	75	74	44	76	77	52	77	28	19	32	25
National	60	45	64	51	69	66	69	54	72	71	56	73	19	-3	18	17
Statistical Neighbour Average	64	41	66	50	72	70	73	52	75	74	53	76	25	-2	22	23

KS1: Percentage Achieving Level 2+ in Reading / % achieving expected standard in Reading

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1566	117	1449	1628	108	1520	1671	79	1592	1701	100	1601				
RBWM	93	85	94	92	69	94	80	54	81	82	52	84	9	25	27	32
National	90	80	92	90	82	92	74	60	77	76	61	78	12	10	18	17
Statistical Neighbour Average	91	78	93	93	80	94	77	56	79	79	57	80	15	14	22	23

KS1: Percentage Achieving Level 2+ in Writing / % achieving expected standard in Writing

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1566	117	1449	1628	108	1520	1671	79	1592	1701	100	1601				
RBWM	90	74	91	89	64	91	74	37	72	74	44	76	17	27	35	32
National	86	75	89	88	77	90	68	50	66	68	52	71	14	13	16	19
Statistical Neighbour Average	88	73	90	89	73	91	67	43	69	70	45	72	17	18	26	27

KS1: Percentage Achieving Level 2+ in Maths / % achieving expected standard in Maths

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1566	117	1449	1628	108	1520	1671	79	1592	1701	100	1601				
RBWM	96	91	97	94	77	95	78	52	79	80	54	81	6	18	27	27
National	92	85	94	93	86	94	73	58	75	75	60	78	9	8	17	18
Statistical Neighbour Average	94	83	95	94	84	95	76	53	77	77	55	79	12	11	24	24

KS2: Percentage achieving Reading, Writing and Maths L4+ / % achieving expected standard in RWM

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1344	88	1256	1371	103	1268	1340	95	1245	1462	96	1366				
RBWM	82	68	83	82	58	84	59	27	62	66	40	68	15	26	35	28
National	79	64	82	80	66	83	54	36	57	61	43	65	18	17	21	22
Statistical Neighbour Average	81	59	84	83	60	85	56	32	60	64	36	67	25	25	28	31

Percentage of Pupils Achieving 5+A*- C including English and Maths / Percentage of Pupils Achieving English and Maths

	2014			2015			2016			2017			2014	2015	2016	2017
	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	1527	102	1425	1535	96	1439	1470	95	1375	1547	122	1425				
RBWM	62	34	64	65	39	66	72	51	74	50	23	52	30	28	23	29
National	57	34	61	57	33	61	63	39	67	43	22	46	27	28	28	22
Statistical Neighbour Average	63	30	66	64	31	66	69	37	71	51	21	53	35	36	34	31

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

All Data is from SFRs

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Table 6g - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
Figures in brackets include Special School		**CiC (inc special)**	**All**	**CiC**	**All**
	Early Years				
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
1	% achieving good level of development 2017	100	77	n/a	71
	Key Stage 1				
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	50	74
2	% achieving Expected Standard in Reading 2017	50	82	n/a	76
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	37	65
2	% achieving Expected Standard in Writing 2017	50	74	n/a	68
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	46	73
2	% achieving Expected Standard in Maths 2017	50	80	n/a	75
	Key Stage 2				
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	41	66
3	% achieving Expected Standard in Reading 2017	33	78	n/a	71
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	46	73
3	% achieving Expected Standard in Writing 2017	33	77	n/a	76
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	41	70
3	% achieving Expected Standard in Maths 2017	33	76	n/a	75
	Key Stage 4				
4	% achieving 5EM 2014	25	62	12	57
6 (7)	% achieving 5EM 2015	33(29)	64	14	56
8(11)	% achieving EM 2016	12.5 (9)	72	18	59
6	% achieving EM 2017 (Grade 4+)	17	72	n/a	64
	Key Stage 5				
0	% achieving 3+ A*-E 2014	-	85	n/a	79
0	% achieving 3+ A*-E 2015	-	85	n/a	77
0	% Achieving Level 3 Qualifications	-	n/a	n/a	n/a
6	% Achieving Level 3 Qualifications	50	n/a	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 Apr 2018

SECTION 7 - ABSENCE DATA

BACKGROUND AND SUMMARY

7.1 Absence data for the Borough, Statistical Neighbours and National level data is taken from the DfE SFR and is summarised in Table 7a. It is for the 2015/16 year which is the latest data set available.

Table 7a - Overall and persistent absence

	Overall Absence (%)		% Persistent absentees	
	2014/15	**2015/16**	**2014/15**	**2015/6**
England Primary	4.0	4.0	8.4	8.2
Statistical Neighbours Primary	3.7	3.7	*	6.6
RBWM Primary	3.6	3.8	*	7.5
England Secondary	5.3	5.2	13.8	13.1
Statistical Neighbours Secondary	5.0	4.9	*	11.8
RBWM Secondary	4.8	4.7	*	9.6

Source DfE SFR

* The definition of persistent absence has changed from the 2015/16 academic year. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. In previous years this was 15 percent. The information for 2014/15 has been produced using the same methodology in order to allow comparisons on a consistent basis over time, however no LA level data has been produced.

OVERALL ABSENCE

7.2 Overall absence is measured by the % of half day sessions missed.

• RBWM attendance continues to be better than national. Secondary attendance is better than statistical neighbours.

• RBWM Primary school attendance level has declined slightly while national has remained static, resulting in a ranking decline from equal 10th LA in 2015 to equal 25th LA in 2016.

• Secondary school attendance level both locally and nationally has improved compared to 2014/15. RBWM attendance ranking has improved slightly from equal 22nd LA in 2015 to equal 16th LA in 2016.

PERSISTENT ABSENCE

7.3 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 8.2% for Primary schools and 13.1% for Secondary schools nationally.

- RBWM figures continue to be better than national. Secondary figures are noticeably better than statistical neighbours.

- Primary school persistent absence levels rank equal 39th LA.

- RBWM's Secondary school persistent absence ranking is very high at 6th LA this year.

ABSENCE DATA FOR 2016/17

7.4 The DfE have published national absence data for the autumn and spring terms of the 2016/17 academic year (but not yet LA or Statistical Neighbours data).

- National two term absence in 2016/17 at Primary schools remains steady at 4% while for Secondary schools it is up slightly at 5.2%.

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for Autumn and Spring terms 2016/17 and is from ASP. 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 – Two term Absence in RBWM schools (Infant/Junior/Primary)

School name	Overall absence (%)		% Persistent absentees (10%+)	
	2015/6	2016/7	2015/6	2016/7
England Primary	**3.9**	**4.0**	**8.8**	**8.7**
All Saints CofE Junior School	3.6	3.6	7.1	6.1
Alwyn Infant and Nursery School	3.5	2.6	8.7	4.9
Bisham CofE Primary School	3.5	3.8	10.2	8.1
Boyne Hill CofE Infant and Nursery School	3.3	2.8	5.6	2.4
Braywick Court		2.8		3.3
Burchetts Green CofE Infants' School	2.4	3.0	0.0	0.0
Cheapside CofE Primary School	4.1	3.5	6.2	6.1
Cookham Dean CofE Primary School	4.2	4.5	8.1	9.8
Cookham Rise Primary School	3.8	3.8	8.9	7.1
Courthouse Junior School	3.6	3.1	7.9	4.4
Datchet St Mary's CofE Primary School	6.5	5.6	20.0	18.8
Furze Platt Infant School	4.3	4.1	9.9	8.3
Furze Platt Junior School	3.6	3.2	5.6	4.9
Holy Trinity CofE Primary School, Cookham	3.8	3.6	5.4	3.9
Holy Trinity CofE Primary School, Sunningdale	2.8	3.0	5.3	6.3
Holyport CofE (Aided) Primary School	4.0	3.6	7.2	6.0
Knowl Hill CofE Primary School	3.0	4.6	3.7	16.1
Larchfield Primary and Nursery School	5.1	4.9	15.0	8.2
Lowbrook Academy	2.6	2.1	1.2	1.5
Oldfield Primary School	2.9	3.1	3.6	6.1
Riverside Primary School and Nursery	5.0	5.4	13.2	15.3
St Edmund Campion	2.3	2.5	1.7	2.5
St Francis Catholic Primary School, South Ascot	3.3	3.1	4.9	3.3
St Luke's CofE Primary School	4.9	4.7	15.7	14.1
St Mary's Catholic Primary School, Maidenhead	3.4	4.0	4.9	8.9
St Michael's CofE Primary School, Sunninghill	3.6	3.0	6.0	2.7
South Ascot Village Primary School	4.9	3.6	11.1	6.1
Waltham St Lawrence Primary School	4.1	5.5	15.2	16.3
Wessex Primary School	3.7	4.9	7.7	14.5
White Waltham CofE Academy	2.9	2.5	4.4	0.6
Woodlands Park Primary School	5.4	5.8	18.6	20.9
Wraysbury Primary School	4.7	4.5	12.2	11.7

Source : ASP

Table 7c - Absence in RBWM schools (First)

School name	Overall absence (%)		% Persistent absentees (10%+)	
	2015/6	2016/7	2015/6	2016/7
England Primary	**3.9**	**4.0**	**8.8**	**8.7**
Alexander First School	4.3	5.3	10.9	12.9
Braywood CofE First School	3.3	2.4	5.1	0.8
Clewer Green CofE First School	3.7	3.7	7.4	4.2
Dedworth Green First School	6.0	4.9	17.3	9.9
Eton Porny CofE First School	4.7	5.2	14.1	10.8
Eton Wick CofE First School	5.1	3.7	14.0	8.8
Hilltop First School	4.1	3.9	8.1	9.8
Homer First School	3.6	3.6	3.0	6.4
King's Court First School	4.0	4.1	5.6	8.9
Oakfield First School	3.4	3.3	4.9	8.8
The Queen Anne Royal Free First School	5.0	4.6	11.1	15.0
The Royal First School	3.7	3.5	3.6	3.8
St Edward's Catholic First School	3.2	3.0	3.7	3.1
Trinity St Stephen CofE Aided First School	4.0	3.5	8.5	5.0

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

School name	Overall absence (%)		% Persistent absentees (10%+)	
	2015/6	2016/7	2015/6	2016/7
England Secondary	**5.0**	**5.2**	**12.4**	**12.8**
Dedworth Middle School	4.7	4.6	9.2	9.6
St Edward's Royal Free Ecumenical Middle School	3.2	3.3	3.9	4.5
St Peter's CofE Middle School	4.8	4.8	11.8	13.2
Trevelyan Middle School	4.5	4.6	9.8	11.8

Source : ASP

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

School name	Overall absence (%)		% Persistent absentees (10%+)	
	2015/6	2016/7	2015/6	2016/7
England Secondary	**5.0**	**5.2**	**12.4**	**12.8**
Altwood Secondary School	6.0	6.5	15.0	17.9
Charters Secondary School	5.0	4.6	10.4	9.1
Churchmead Secondary School	5.0	5.3	10.4	14.5
Cox Green Secondary School	4.3	5.1	7.1	11.0
Desborough College Secondary School	4.2	4.2	7.9	7.7
Furze Platt Secondary School	4.3	4.2	7.3	7.0
Holyport College Secondary School	4.9	4.9	12.5	10.8
Newlands Secondary School	4.2	4.1	9.9	7.4
The Windsor Boys Upper School	5.1	5.1	10.8	13.0
Windsor Girls Upper School	6.4	6.2	13.8	13.4

Source : ASP

FIXED PENALTY FINES AND PROSECUTIONS

7.6   Table 7f below shows the number of Fixed Penalty Notices issued in 2016/7. 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.

Table7f - Fixed Penalty Notices

Number of Fixed Penalty Notices Issued 2016/17			
Total	First / Primary	Middle / Secondary	Special
203	126	77	0

Table 7g – Parents Prosecuted

Number of Parents Prosecuted 2016/17			
Total	First / Primary	Middle / Secondary	Special
16	4 (3 pending)	12 (7 pending)	0

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2015/16 academic year and come from the DfE SFR. National data for 2016/17 is expected to be published in July 2018.

PERMANENT EXCLUSIONS

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

Table 8a - Permanent Exclusions

	RBWM Permanent Exclusions			
	2013/14	**2014/15**	**2015/16**	**2016/7**
Number of pupils#	20	10	20	27
% of Total pupils	0.09%	0.03%	0.09%	0.12%

Source: Exclusions SFR except 2016/17 (Educational Welfare)

SFR rounds total pupil numbers to nearest 10

- The number of Permanent Exclusions in RBWM has risen in 2016/17.
- The national exclusion rate in 2015/16 (the latest year for which data is available) was 0.08% (i.e. on average 8 students in every 10,000 were permanently excluded).
- In 2016/7 there were two Permanent Exclusions in the Primary phase, compared to three the year before. The number of Permanent Exclusions in the Secondary phase was 25 this year, up from 20 in 2015/16.

A breakdown of Permanent Exclusions by school and reason code for 2015/6 and 2016/7 is shown in Table 8b. Permanent Exclusions in independent schools are shown in italics and are included in the totals.

Table 8b - Permanent Exclusions by reason code

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
St Pirans Ind.	*1*	*PAC*
Licensed Victuallers	*1*	*PAC*
Thames Valley School	*1*	*PDB*
Herschel Grammar	*1*	*Drugs*
Total	**24**	

Academic Year 2016/17		
School	**No. of Permanent Exclusions**	**Reason**
Altwood	5	4 Drugs, 1 other
Charters	1	PAC
Cox Green	6	2PDB, PAC, Weapon, 2 Other
Churchmead	4	2 PA 2 Violent Assault
Dedworth Middle	2	PA, PDB
Desborough	1	PDB
Furze Platt Senior	2	2 PDB
Holyport College	2	PAC, Drugs
Hurst Lodge	*1*	*PDB*
Windsor Boys' School	2	Weapon, Drugs
St Pirans	*1*	*PDB*
Furze Platt Junior	1	PDB
St Lukes	1	PDB
Total	**29**	

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 The most recent fixed term exclusion data is shown in Table 8c for 2015/6. The number of FTEs by school is not yet available from the DfE.

Table 8c Fixed Term Exclusions

Fixed Term Exclusions 15/16		
	Primary	**Secondary**
Total number of Fixed Term Exclusions	40	556
Number of Pupils who received FTE's	19	348
Total Number of days of FTE's	110	1320
Total Fixed Term Exclusions	599	
Total number of Pupils who received a FTE	369	
Total number days of FTE	1434	

8.4 The average number of days lost per excluded pupil in RBWM was 3.8 compared to 4.4 nationally.

SECTION 9 - PUPIL DESTINATIONS

KEY STAGE 4 AND KEY STAGE 5 PUPIL DESTINATIONS 2015/16

The pupil destinations for 2015/16 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 (95%)

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 90%, and just above South East and national (88% and 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 6th form	% in 6th form College	Destinat'n not sustained	Activity not captured in data
England	543290	94%	38%	39%	13%	5%	1%
SE	86410	95%	33%	39%	18%	5%	1%
RBWM	1515	95%	28%	56%	7%	4%	1%
England disadv	145185	88%	45%	27%	10%	11%	1%
SE disadv	17065	87%	45%	25%	11%	11%	1%
RBWM disadv	225	90%	43%	36%	x	8%	1%
England non-disadv	398105	96%	35%	43%	14%	3%	1%
SE non-disadv	69345	96%	30%	42%	20%	3%	1%
RBWM non-disadv	1290	96%	26%	60%	x	3%	1%

Source DfE SFR

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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 6th form	% in 6th form College	Destinat'n not sustained	Activity not captured in data
Altwood	144	93%	34%	47%	x	x	x
Charters	244	95%	17%	69%	5%	x	x
Churchmead	77	94%	71%	18%	x	x	x
Cox Green	155	95%	41%	38%	x	x	x
Desborough	91	96%	19%	70%	x	4%	0%
Furze Platt	222	96%	32%	52%	x	x	x
Newlands	177	98%	15%	67%	12%	x	x
The Windsor Boys	221	93%	30%	54%	4%	6%	1%
Windsor Girls	185	95%	22%	68%	x	3%	2%

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 90% just below South East and national (91%).

9.5 Selective institutions
- The proportion of students from RBWM schools going to 'Top Third' Higher Education Institutions (HEIs) is 22%. This is below the England average for state-funded schools of 26%.

- The proportion of students from RBWM schools going to Russell Group universities has decreased to 13%. 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 and were in sustained education or employment/training has increased to 92% above the national figure of 88%. The RBWM disadvantaged cohort at Key Stage 5 is very small, so each student contributes around 1% 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	182880	91%	60%	26%	17%	3%
South East schools	29190	91%	56%	29%	17%	3%
RBWM schools	835	90%	53%	22%	13%	3%
England colleges	183265	87%	41%	10%	7%	4%
South East colleges	33910	88%	36%	13%	8%	4%
RBWM colleges	315	87%	22%	3%	x	4%
England schools & colleges	366145	89%	51%	18%	12%	3%
South East schools & colleges	63100	89%	46%	20%	12%	3%
RBWM schools & colleges	1150	89%	44%	17%	10%	3%
England schools disad	27770	88%	59%	18%	10%	3%
South East schools disad	2760	88%	49%	17%	8%	3%
RBWM schools disad	70	92%	49%	15%	7%	x
England schools non disadv	155105	91%	61%	27%	19%	3%
South East schools non disadv	26430	91%	57%	30%	18%	3%
RBWM schools non disadv	765	90%	53%	23%	14%	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	66	91%	45%	12%	8%	x
Charters	221	92%	45%	22%	15%	3%
Cox Green	57	93%	67%	25%	12%	x
Desborough	61	90%	48%	11%	5%	x
Furze Platt	117	89%	56%	30%	20%	x
Newlands	105	94%	70%	30%	17%	3%
The Windsor Boys	121	79%	41%	19%	10%	7%
Windsor Girls	88	93%	60%	20%	10%	3%
BCA	316	87%	22%	1%	9%	4%

Source DfE SFR

BACKGROUND AND TECHNICAL NOTES

All data from DfE Statistical Release on Destination Measures, published October 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 2014/15 and identifies their destinations in 2015/16. 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.

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 knowns' 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
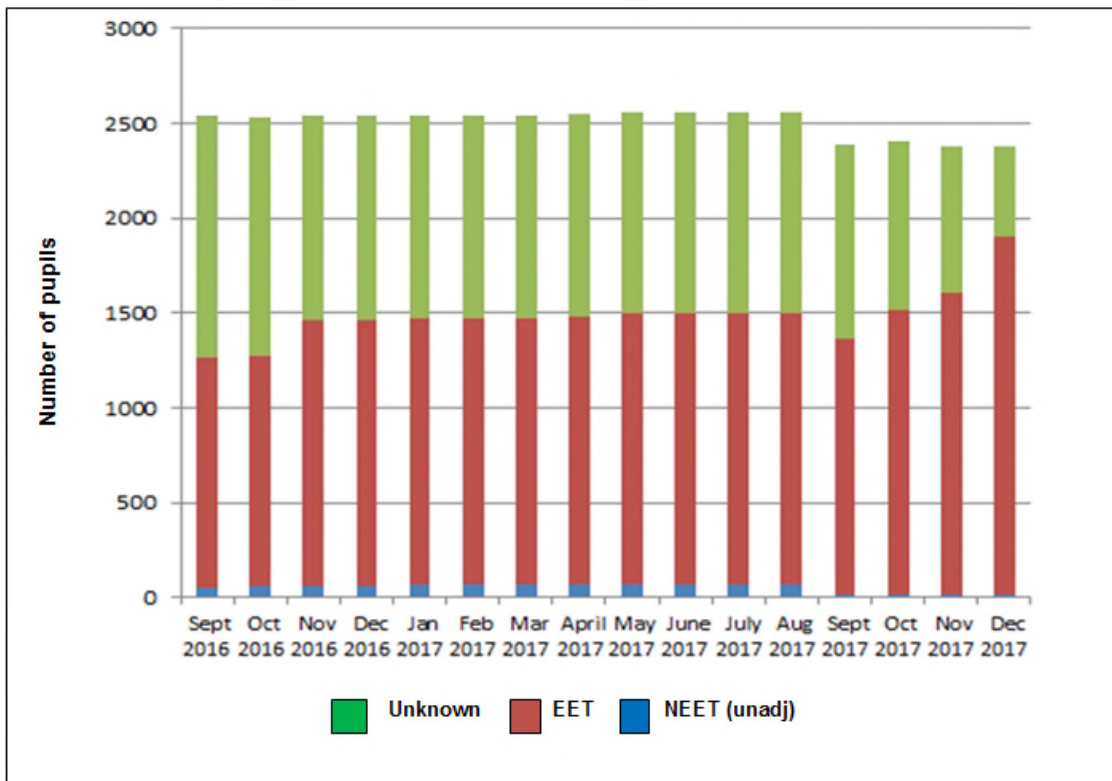
10.5 The key findings were as follows:

- The average number of 16-17 year olds identified as NEET in RBWM was 13 over the 3 months to December 2017.

- The average % NEET for December 2017 was 0.6%. This is the percentage of young people <u>known</u> to be NEET and indicates the minimum proportion of young people that are NEET. This is the less than the England average for the same period of 2.6%.

- The % unknown was 19.7% for December 2017. This is much higher than the England average of 4.1% 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 and understanding the process used by achieving for children means that the proportion of 'unknown' has already fallen from 37.4% and should fall significantly in the coming months.

Department for Education

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:

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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 is 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.

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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