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NOTICE

OF

MEETING

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Royal Borough
of Windsor &
Maidenhead

SCHOOL IMPROVEMENT FORUM

will meet on

WEDNESDAY, 26TH JUNE, 2019

At 5.00 pm

in the

COUNCIL CHAMBER - TOWN HALL,

TO: MEMBERS OF THE SCHOOL IMPROVEMENT FORUM

COUNCILLORS CATHERINE DEL CAMPO, STUART CARROLL (CHAIR) AND
DAVID COPPINGER (VICE-CHAIRMAN)

SUBSTITUTE MEMBERS
COUNCILLORS DAVID HILTON, SAYONARA LUXTON AND AMY TISI

Karen Shepherd – Service Lead- Governance- Issued: 18/06/2019

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 **Nabihah Hassan-Farooq** 01628 796345

AGENDA

PART I

ITEM	SUBJECT	PAGE NO
1.	<u>APOLOGIES</u> To receive any apologies for absence.	-
2.	<u>DECLARATIONS OF INTEREST</u> To receive any Declarations of Interest.	5 - 6
3.	<u>MINUTES OF THE LAST MEETING</u> To confirm the Part I Minutes of the meeting held on 18th October 2018.	7 - 10
4.	<u>STANDARD AND QUALITY EDUCATION- A REVIEW OF THE ACADEMIC YEAR 2017-2018</u> To receive a report on the above titled item.	11 - 104
5.	<u>FUTURE MEETING DATES & ITEM SUGGESTIONS</u> Members to note the following future meeting dates as follows; • 24th October 2019 – Council Chamber, Town Hall, Maidenhead • 26th February 2020 –Council Chamber, Town Hall, Maidenhead Members of the Forum to provide suggestions of agenda items for consideration at future meetings.	-
6.	<u>LOCAL GOVERNMENT ACT 1972 - EXCLUSION OF THE PUBLIC</u> To consider passing the following resolution:- "That under Section 100 (A)(4) of the Local Government Act 1972, the public be excluded from the remainder of the meeting whilst discussion takes place on item 7 on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 1 and 3 of Part I of Schedule 12 A of the Act".	

PART II MEETING

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.

<u>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.</u>

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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SCHOOL IMPROVEMENT FORUM

THURSDAY, 18 OCTOBER 2018

PRESENT**:** Councillors Natasha Airey (Chairman) and Lynne Jones

Also in attendance: Sarah Cottle and Lindsay O'Connell

Officers: Wendy Binmore and Clive Haines

APOLOGIES

Apologies for absence were received from Councillor David Evans.

DECLARATIONS OF INTEREST

None.

MINUTES

RESOLVED UNANIMOUSLY: That the Part I Minutes of the meeting held on 18 June 2018 be approved.

EYFS RESULTS AND UPDATES - FOUNDATIONS FOR LEARNING

Sarah Cottle from Cookham Nursery stated the project was run for three years and last year they identified nursery schools and settings that were pre-entry into schools with three or more children receiving Pupil Premium (PP). As PP numbers were low in the Borough, they decided to use a more targeted approach.

The project involved meetings where 20 settings were identified in the Independent and private sector and schools. The project looked at barriers to learning and held conferences and meetings after school so that staff from those settings could attend.

Sarah Cottle stated there were lessons learnt. Settings and schools are very different which means intervention is difficult to introduce as a whole. Schools have GLD as a measurement but settings are not required to measure GLD.
Lindsay O'Connell, AfC stated that for this year the project will looked at trends in schools and focus on reception years especially those with low GLD. Schools need to buy into the offer and be fully engage with the programme. The first training session trained attendees on how to fill out an action plan with a focus on the quality teach first.

Inspiration days are being held in January 2019 and the project would be collaborating with schools with high numbers of PP; it would also be running parent sessions too. Children tended to miss their GLD in literacy and language so there would be a focus on those areas too. Lindsay O'Connell confirmed that the project is opened to all settings and schools

Councillor Hollingsworth stated PVI settings were not as high quality as that in schools so he wanted to raise quality in the private and voluntary settings. Sarah Cottle

responded that when children moved to feeder schools, it's important that PVI provide information on children so that schools were more prepared.

The Chairman stated there was a lot of great work going on and asked what the project did to help Struggling children dropping off the radar. Lindsay O'Connell responded stating that during visits the settings are challenged on individual performance. Cluster meetings are being held and settings are also monitored within their clusters to ensure children did not slip. Clive Haines, Schools Leadership Development Manager explained academy schools tended to not attend the meetings and the Borough had no control; he added he would keep emailing them and inviting them as they provide education for our RBWM pupils.

Sarah Cottle and Lindsay O'Connell stated PP was just one part of the story. The Chairman requested the project be made a standing item on the agenda of the School Improvement Forum. If there were schools not attending the meetings and workshops, the Chairman offered to write to them; she felt parents would want to know and the Borough needed to find out why academies did not want to get involved. Sarah Cottle responded that free courses and money for training had been offered but academies still did not want to engage.

Councillor Jones asked if the borough was engaging with school governors. There is PP training scheduled for governors in the Autumn Term. Councillor Hilton said the Borough should be engaging with parents as a focus. Sarah Cottle stated that settings and schools are asked why children were not achieving and what the barriers are. A lot of the cause was lower attendance. Schools and settings are encouraged to invite parents in to settings and schools to offer parental sessions to help break down the barriers. The Schools Leadership Development Manager stated different parents had different reasons for not engaging and there are complex issue that schools and settings face.

The Chairman asked if PVI's are attracting PP children. Sarah Cottle stated two year old funded children became PP however the settings can refuse PP children. It was a strategic decision for the individual setting as to how many PP children they could cope with. The Schools Leadership Development Manager explained parents did have a choice if the PVI setting accepted the child.

PVI's have no published result accountability He added a sufficiency audit had just been carried out on regarding 30 hours in the borough to see where the need is for future places.

The Chairman asked how well other services were linking up with PP children such as libraries and extracurricular services. The Schools Leadership Development Manager confirmed the initiatives available were limited. The services did communicate their offers to schools but it was mainly a sign-posting exercise. Lindsay O'Connell said one such school provided a booklet for parents which signposted them to free activities in the half term such as going on nature walks. The school had agreed for this to be shared

Councillor Jones asked if a barrier to settings was staff attending the meetings and workshops, was it a resource issue? Lindsay O'Connell responded everything that had been planned for the project was carried out at lunch time, after or before schools so that staff could attend. She added that a payment to cover PPA had also been offered if staff were attending a training course.

❖ **Action:** The Schools Leadership Development Manager to send out a letter to PVI's and governing bodies informing them of local needs and requesting they engage with the project.

PUPIL PREMIUM SUMMER CAMP REPORT

Clive Haines, Schools Leadership Development Manager stated 90 Pupil Premium (PP) children attended the summer camp over three days. Table one showed the schools attended and the numbers of possible children as well as the number of actual children that attended.

The summer camp consisted of sports activities over three days but, not in the style of PE lessons the activities were focused on fun.

The summer camp was run by a company called Sports Partnership and included sixth formers to engage with the children. Parent were also invited to attend an awards ceremony every day. On the last day of the summer camp, the children performed a street dance and it was very emotional for parents.

The Schools Leadership Development Manager received some great feedback from the children and the general consensus was that they wished the summer camp ran for longer. He added he would like to run the summer camps again next year in 2019.

Councillor Jones stated there was no Windsor summer camp last year in 2017 so she was really pleased with the scheme this year. The Schools Leadership Development Manager stated he would like to include Ascot next year. The Chairman said that publicly and in the press the camp had deliberately not been presented as a camp specifically for PP children, so as to remove barriers to children's attendance, focusing instead on building confidence and skills. She added she went to see it and felt it was a very good programme. The Chairman wanted more children in the Borough to be included.

The Schools Leadership Development Manager said the venue and facilities would be big enough but, he might struggle with transport. He added the camp were also about transitioning children and buddying children going up to the same secondary school.

The Chairman noted that if the camp had a bigger uptake of eligible pupils and around 250 children were to attend the summer camps, it would cost in the region of £24,000, and asked whether there was sufficient budget for a much bigger uptake. Councillor Jones said some Councillors gave some of their Members Budgets towards the summer camp. The Chairman said it was nice that children were paired up into the schools they were moving on up to. The Schools Leadership Development Manager said it was about transitioning children moving up to the next school, it was also about disadvantaged children who might not get the opportunity to take part in summer activities. The Chairman said the Schools Leadership Development Manager needed to start sending letters out asking organisations to donate to help fund the camp It was a positive news story with some children being signed up to the summer camp by their schools but, some children did not attend so there needed to be a mechanism in place to prevent children missing out. The Schools Leadership Development Manager confirmed he would email Members of the forum regarding fundraising for next year's summer camp project.

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❖ **Action –** The Schools Leadership Development Manager to send out a letter to PVI's informing them of local needs and requesting they engage with the project.

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LOCAL GOVERNMENT ACT 1972 - EXCLUSION OF THE PUBLIC

RESOLVED UNANIMOUSLY: That under Section 100 (A)(4) of the Local Government Act 1972, the public can be excluded from the remainder of the meeting whilst discussion takes place on item 9 on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 1 and 3 of Part I of Schedule 12A of the act.

The meeting, which began at 5.00pm, finished at 18.36pm

CHAIRMAN……………………………….

DATE………………………….........

Report Title:	**Standards and Quality of Education – A Review of the Academic Year 2017-18**
Contains Confidential or Exempt Information?	NO - Part I
Member reporting:	Councillor S Carroll, Lead Member for Adults, Children and Health Services
Meeting and Date:	School Improvement Forum – June 26 2019
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 performance in the key priority areas:
   - Progress against the outcomes set by Cabinet in March 2018.
   - Overall performance of all pupils in academic year 2017-18.
   - Ofsted judgements of schools in the borough.
   - The attainment of disadvantaged pupils.
   - Current exclusion performance in 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 borough continues with pupils once again achieving significantly above the national averages in Key Stages 1, 2 and 4, ranking the Royal Borough as a top quartile authority.

3. Following 25 school inspections since September 2017, 91% of borough pupils now attend Good or Outstanding schools which means that 59 out of 66 schools are judged to be Good or Outstanding by Ofsted. 24 out of 66 schools are judged as Outstanding, which is 36% compared with the national average of 20%.

4. In 2017 the service embarked on a three year plan to improve the outcomes for young people who are, or have been, eligible for Free School Meals (FSM) (known as "disadvantaged pupils"). At the end of year two, despite some increases in the level of attainment, these pupils continue to achieve at a significantly lower level than other borough children through to age 11. Despite a small and shrinking cohort, this remains the key educational leadership priority for the Royal Borough.

5. Throughout the academic year 2017/18 the number of young people being excluded from school has remained consistent. The Royal Borough is currently embedding the Inclusion Charter for all pupils. Since the start of this new academic year, there has been an increase in schools excluding pupils, including three primary age pupils from different primary schools who have complex behaviour needs.

6. During the calendar year 2018, the Royal Borough invested in personnel and systems to track the participation of 16 and 17 year old students in employment, education or training and this has resulted in the proportion of pupils whose status was recorded as 'unknown' decreasing to 6.9% at November 2018 compared to 19.7% a year earlier.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That cabinet notes the report and:

i) **Approves the priority outcomes for academic year 2018-19:**

- **To support and work alongside schools to at least maintain the percentage of Good and Outstanding schools (currently 88%).**
- **Improve the local authority ranking of disadvantaged pupil attainment in the Early Years Foundation Stage.**
- **Work with early years providers to 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.**

ii) **Request a report on validated attainment and progress data for academic year 2018-19 in March 2020.**

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

2.1 This is the nineteenth annual report on the quality of education. It presents analysis of the performance of pupils in all state funded schools and academies located within the Royal Borough of Windsor and Maidenhead in the academic year 2017-18 against national and statistical neighbours and previous years. It is based on validated data published by the Department for Education, most recently in February 2019. A number of key education terms are described in Appendix A and school level outcomes are contained in Appendix B. In Appendix C there is a timeline of support for the disadvantaged group. The complete range of education data is presented in Appendix D: The Education Data Pack 2017-18.

Impact of work since March 2017

2.2 In March 2018 Cabinet approved four education outcomes.

Table 1: Achievements against cabinet report outcomes

Defined Outcomes	Progress	Commentary
88-92% of all state-funded schools are judged to be Good or Outstanding	**MET** 89% of schools judged Good to Outstanding at the end of February 2019.	At the end of Academic year 2017-18, 88% of all state-funded schools were judged to be Good or Outstanding within the borough. That has increased to 89% at the end of February 2019 above the national average of 86%. 36% of schools currently judged as Outstanding while11% of schools are currently judged as Requires Improvement. No schools are graded as Inadequate in RBWM
Improve disadvantaged pupil attainment at KS2 so that RBWM is	**UNMET** The RBWM ranking decreased from joint 103rd to 142th this year	The proportion of disadvantaged pupils achieving the expected standard for all of reading, writing and mathematics decreased from 44% (pupil no. 248) to 41% (pupil no. 228).

ranked at least 75th		This level remains below the national average which increased from 48% to 51%.
Improve Free School Meal (FSM) pupil attainment at EYFS so that RBWM is ranked at least 80th	**UNMET** Our FSM position decreased from 114th to joint 148th this year.	DfE statistics for FSM EYFS pupil's show the proportion attaining the DfE's definition of good level of development in RBWM for 2018 was 44% compared to previous year 52%. This level remains below the national average which increased from 56% to 57%.
Increase the proportion of 16 and 17 year olds known to be in employment, education or training (91% - 95%)	**MET** We have met this target, with 93.1% 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 19.7% last year to 6.9% this year (November figure). 0.6% of the cohort are known to be not in education, employment or training (NEET) This is significantly less than the England average for the same period of 5.9%.

Ofsted judgements of school quality

2.3   17 schools were inspected during the academic year 2017-18. Of those 17 inspections, five schools improved their judgement while 12 schools remained unchanged.

2.4   The percentage of schools judged to be Good or Outstanding in RBWM at the end of academic year 2017-18 was 88% which is above the national average which has fallen slightly to 86%.

Since the start of the academic year 2018-19, a further eight schools have been inspected which has raised the percentage of schools judged to be Good or Outstanding to 89%. Two of those schools have increased their Ofsted judgement to Outstanding so 24 schools in the borough are currently judged to be Outstanding with equates to 36%, compared to the national average of 20%.

2.5   At March 2019, there are seven schools in RBWM which currently have a judgement of Requires Improvement. Four of those schools have converted to Academy status and have been exempt from Ofsted inspection for up to three years; however three of them are due an Ofsted inspection within the next year. The three remaining maintained schools are not expected to be inspected this year due to their position in the Ofsted inspection cycle.

2.6   Through visits and monitoring the school link advisors will continue to ensure that there are robust Ofsted action plans in place with all seven schools seeking to improve their judgement to at least Good.

2.7   It is worth noting that from September 2019 all schools will be judged on a new Ofsted framework. The new framework is based on knowledge based curriculum and is currently out at consultation with stakeholders. The Royal Borough, along with all other authorities have been invited to suggest some schools to have trial inspections and we intend to take up that offer in the summer term.

2.8   The framework is expected to put more emphasis on the support for individual children rather than their attainment. This will have an impact on the way schools judge success with disadvantaged pupils and is therefore reflected in the improvement plan for the attainment of these pupils as set out in 2.26 and 2.27.

Overall attainment for all pupils

2.9   The data in Appendix B sets out attainment and progress results from the 2017-18 academic years, 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 quartile Local Authority for attainment in 2017-18.

2.10   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 at expected standard and national ranking
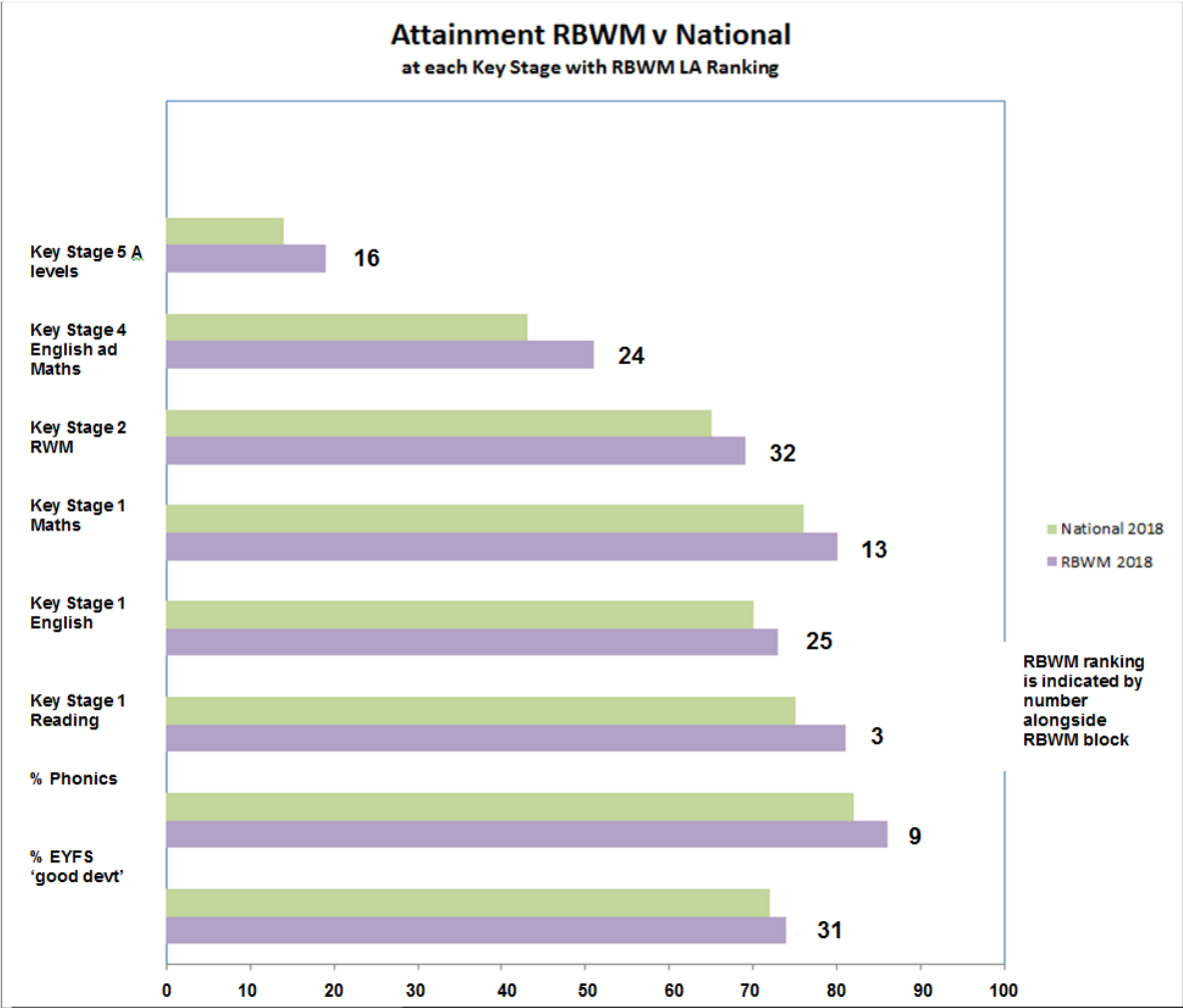
2.11   The national system for GCSE results is in a transition phase with most GCSEs now scored on a scale of 9 (high) to 1 (low) as a result of a single examination set at the end of a course of study. A score of 4 is considered a pass, with 5 called a "strong pass". Overall at Key Stage 4, 51% of pupils in Windsor and Maidenhead schools achieved English and Maths GCSE at grade 5 or above compared to 43% nationally. The percentage of RBWM pupils attaining English and Maths at grade 4 and above is 74% compared to 64% nationally. This percentage is similar

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to the percentage of pupils who achieved a grade C or above in English and Maths in 2016 (73%).

2.12 The 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 2018, points are awarded for GCSEs which range from 9 points to 1 point for the reformed GCSEs and 8.5 points for an A* to 1 point for a G for unreformed subjects. The average Attainment 8 score across RBWM was 51.5, above the national average of 46.6.

2.13 The 2017-18 Key Stage 2 results across the borough indicate that the proportion of pupils achieving the new 'expected standard' in the headline measure of Reading & Writing & Maths is above national overall, but below national for two of our sub-groups - Disadvantaged and Free School Meal (FSM) pupils. All groups will continue to be monitored by School Link Advisors.

Table 2: Key Stage 2: Reading + Writing + Maths by pupil characteristic

Group	Pupils 2018	RWM %L4+ 2016	% attaining expected standard Reading + Writing + Maths 2017	2018	National 2018	+/- National	LA Ranking 2018
All	1517	59	66	69	65	4	=32
Girls	736	65	66	75	69	6	=13
Boys	781	54	67	63	61	2	=47
FSM	85	27	40	32	46	-11	=148
Non-FSM	1432	62	68	71	68	3	=38
Disadvantaged	226	35	44	41	51	-10	=142
Non-Disadv	1291	65	71	73	71	2	=48
SEN	224	15	23	23	24	-1	=76
SEN – with EHC	40	5	6	10	9	1	=45
Non-SEN	1250	70	77	79	74	5	=28
Not 1st Lang Eng	266	51	62	62	65	-3	=86
First Lang Eng	1248	61	67	70	65	5	=24
Asian	232	55	69	69	69	0	=95
Black	14	47	58	64	64	0	=56
Mixed	126	65	64	64	66	-2	=91
White	1100	60	67	69	64	5	=30

The performance of disadvantaged pupils

2.14 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 85 pupils at Key Stage 2 and 68 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 care of a local authority on the roll of a school. This wider group totals 226 pupils in Key Stage 2 and 194 pupils in Key Stage 4. This group attract additional funding called Pupil Premium and is commonly used for comparative purposes.   The three year trend for the disadvantaged groups is set out in Table 3.

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Table 3: RBWM disadvantaged attainment by phase – three year trend

	EYFS 'good dev'	Phonics	KS1 EXS+ Reading	KS1 EXS+ Writing	KS1 EXS+ Maths	KS2 EXS+ RWM	KS4 9-5 pass Eng & Maths
2018 RBWM Disadvantaged	44% (-8%)	73% (+5%)	63% (=)	55% (+1%)	58% (-4%)	41% (-3%)	29% (=)
Disadvantaged pupils on role 2018	**100**	**161**	**167**	**167**	**167**	**226**	**194**
2017 RBWM Disadvantaged	52%	68%	63%	54%	62%	44%	29%
Disadvantaged Pupils on role 2017	**125**	**160**	**169**	**169**	**169**	**248**	**234**
2016 RBWM Disadvantaged	44%	56%	67%	37%	63%	35%	n/a
*2018 National Disadvantaged	57% (+1)	72% (+2)	62% (-1%)	55% (+1%)	63% (+1)	51% (+3%)	25% (=)
2017 National Disadvantaged	56%	70%	63%	54%	62%	48%	25%
2016 National Disadvantaged	54%	70%	62%	53%	58%	39%	n/a

(Figures in brackets show year on year change in attainment)
(*National disadvantaged is currently provisional)

Note 1 – *Disadvantaged data is published officially by DFE for National Phonics and KS1 subjects – LA data NOT published officially*

Note 2 – *Only FSM data is published for EYFS at either National or Local level*

2.15 Table 3 shows that for EYFS the percentage of pupils reaching the expected good level of development decreased by 8% points and in phonics increased by 5% points. At KS1, attainment in reading and writing was maintained but decreased in maths by 5% points. KS2 showed a decrease in attainment by 3% points.

2.16 In English and Maths GCSE attainment was constant and remains ahead of national average.

2.17 Over the past two years the disadvantaged cohort size has decreased making the cohort of KS2 disadvantaged pupils the smallest in England (excluding The City of London and Rutland). Chart 2 sets out the attainment of the nine smallest KS2 disadvantaged cohorts in 2017/18.

Chart 2: Percentage of 2018 KS2 disadvantaged pupils reaching the expected standard or above for nine smallest LA cohorts

LA cohort	Percentage
City of London (12 pupils)	75
Richmond upon Thames (333 pupils)	57
Rutland (78 pupils)	53
Kingston upon Thames (368 pupils)	52
National	51
Wokingham (274 pupils)	50
Bracknell Forest (270 pupils)	42
Windsor and Maidenhead (226 pupils)	41
Poole (361 pupils)	39
West Berkshire (278 pupils)	35
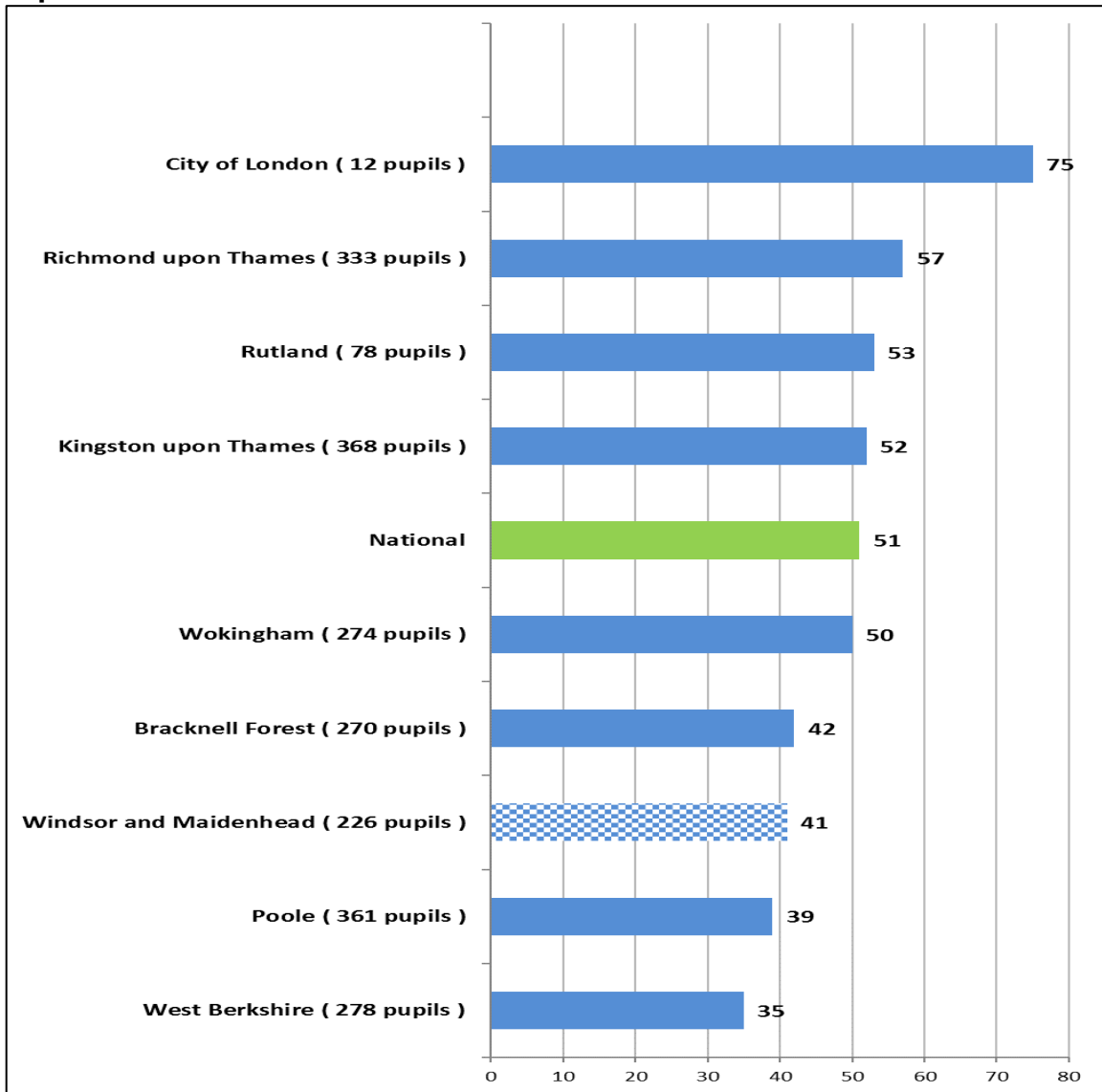
2.18   The small size of the cohort means many of the systemic interventions that are recommended do not work as most school have just one or two disadvantaged pupils in a class. It is more important than ever that schools have the core building blocks for strong performance in place.

2.19   The Royal Borough's leaders will continue to promote the seven elements set out by the Department for Education and NFER to all schools, including a renewed focus on Quality First Teaching. Chart 3 sets out the principles which are online at: https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils

Chart 3: Department for Education core principles for success with disadvantaged groups
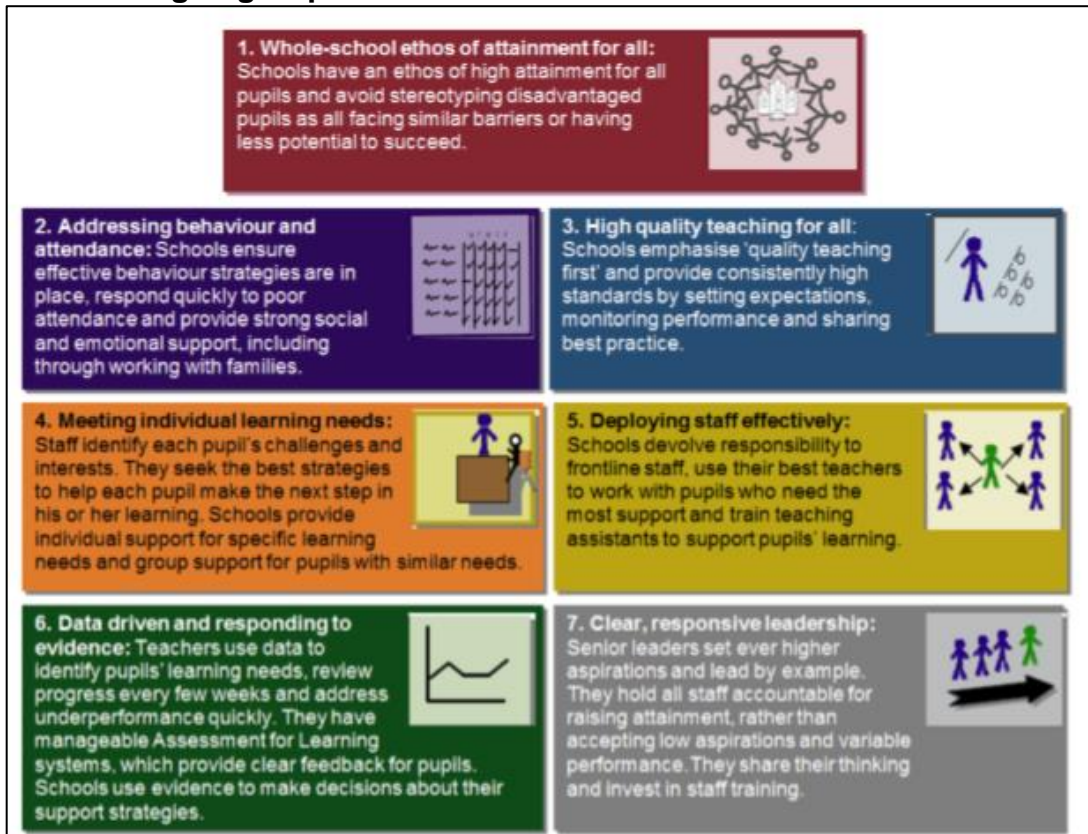
2.20   Table 4 shows the KS2 results for disadvantaged pupils in 2018 compared to 2017 with reference to the cohort numbers per year. This demonstrates that we have similar numbers of pupils not making their age related expectations each year and the further focus is required on a per pupil basis.

Table 4: Achievement for disadvantaged pupils in KS2

Numbers on role 2017	% reaching Age Related Expectation (2017)	Numbers on role 2018	% reaching Age Related Expectation (2018)	No. of pupils not reaching Age Related Expectation (2017)	No. of pupils not reaching Age Related Expectation (2018)
248	44%	226	41%	139	132

2.21   When Ofsted inspect schools, they look at the progress pupils make from their starting point. There are no published metrics on this, however it should be noted that Ofsted have not made any recommendations for an independent pupil premium review in any of the 25 inspections since September 2017. This suggests that this cohort is more complex than simple deprivation.

2.22   Analysis of the small Key Stage 2 cohort of 226 disadvantaged pupils is shown pictorially in chart 4 which breaks down disadvantage into four elements:

- FSM – those pupils meeting the poverty description at the time of the examination.
- SEN – those pupils who are also considered to be in the group with additional needs.

- PLA – Pupils who are in the care of the local authority and, as such, get support from the Virtual School.
- Pupil Premium – pupils who have experienced poverty at some point in the past six years.

Chart 4: Complex needs for disadvantaged for pupils at key stage 2 – learning barriers
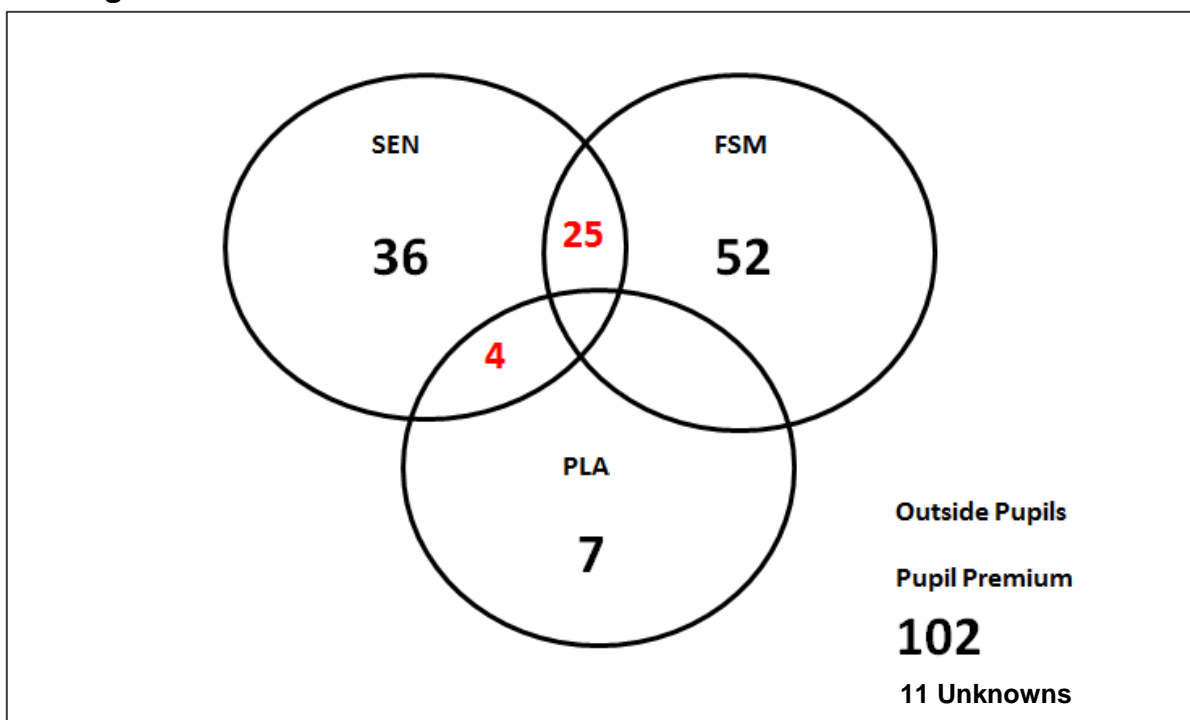
2.23 29**%** of the cohort (65/226) also has additional needs. The group data in table 2 suggests this group achieves on par with the national cohort but at a lower level that the wider disadvantaged cohort. Analysis shows that **8%** of these pupils achieved the benchmark standard.

2.24 40% of the cohort (91/226) appears to have moved out of the circumstances that made them eligible for Free School Meals initially. Analysis shows that **59%** of these pupils achieved the benchmark standard.

2.25 23% of the cohorts (52/226) were living with the impact of low income at the time of the exam. Analysis shows that **42%** of these pupils achieved the benchmark standard.

2.26 This analysis suggests the attainment of the small cohort is driven by two factors:
- The proportion of pupils with additional needs
- The consequences of dealing with poverty at the time of the tests.

2.27 School Link Advisors who are funded by the Royal Borough will be asking schools to understand the complexity of their disadvantaged pupils in light of this analysis and revising their pupil premium plan

2.28 The Royal Borough will continue to advise and support schools regarding the outcomes of disadvantaged pupils in its school improvement role in order to help narrow the gap and Appendix C highlights the support the schools and settings are receiving.

19

2.29 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.

- 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 (website compliancy).
- A Pupil Premium Champion network has started which enables schools to hear about some of the latest research, share good practice and raise expectations for all pupils. Over 40 schools attended the meeting last term, including both primary and secondary schools.
- Following the Pupil Premium Champion Meeting the link Advisors will be offering bespoke support to schools if they want to implement any of the strategies shared at the meeting
- Pupil Premium training for staff and governors allows schools to undertake their own specific gap analysis.
- This year the Royal Borough is focusing on leadership accountability, where possible to ensure that disadvantaged outcomes become part of a whole school objective and a letter has been sent to all chairs of governors requesting that the monitoring of the disadvantaged groups becomes a governor priority.
- Pupil Premium training offered to Newly Qualified Teachers and RBWM Initial Teacher Trainees which explores latest research, identifies barriers to learning and looks at best practice.
- Newly Qualified Teachers conference 4th March – Achieving Success for All including workshops on Pupil Premium

2.30 At the end of academic year 2017-18, the Royal Borough ran a Pupil Premium Summer Camp. The summer camp was open to all disadvantaged pupils in years five and six coming from low income families. Schools were asked to approach those who were not expected to have a family holiday or engage in significant activity during the summer holiday.

2.31 The summer camp was open to Maidenhead (SL6) and Windsor schools. Participation for the SL6 area was funded by a local Maidenhead charity (Spoore Merry and Rixman Foundation) that supports the disadvantaged in Maidenhead and for Windsor a request for funding was sent via the Windsor members' community budget.

2.32 36% of the pupil premium children from the SL6 Maidenhead area attended the summer camp. 48% of the pupil premium children from the Windsor area attended the summer camp.

2.33 The focus was on physical activity, sport and healthy lifestyle activities across a three day programme. The purpose was to explore the transition from primary to secondary school. The camp was based at a secondary school site and facilitated by secondary school PE staff. The programme was focused on developing leadership and team building qualities.

2.34 The summer camp offered a reward scheme based on values rather than sporting performance, with a prize-giving ceremony each afternoon where parents and family members were invited to attend. The camp aimed to avoid the traditional team sports that pupils would experience through regular school PE to encourage leadership and team building skills.

2.35   It is proposed to run something similar this summer and officers are drawing up proposals in consultation with the School Improvement Forum.

2.36   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.

2.37   The Early Years Pupil Premium matching funding period of two years was due to end at the end of 2018/2019, however it has been extended via the Schools Forum for 2019/2020.

2.38   The next steps for leading schools and settings to maintain focus on this small but important cohort include:
- Joining forces with Lewisham to share good practice.
- Revised pupil premium training with school commitment
- School reviews with a focus on 'quality first teaching'.
- Individualised training dependent on the school's own barriers collated from action planning sessions.
- Separate training for head teachers, teachers and teaching assistants.
- Pupil premium network meetings for schools and settings.
- Revised pupil premium plans for schools and targeted support as required.
- Drop in sessions for Early Years' teachers and practitioners regardless of setting or school.
- Cluster meetings to share good practice and impact of new ideas that arise.

Volatility in the level permanent exclusions of borough resident pupils

2.39   The rate of permanent exclusions was constant in 2017-18 at 0.09%; the national exclusion rate was 0.1% (2016-17 national rate equates to ten pupils per 10,000 being excluded). In 2017/8 there were no permanent exclusions in the primary phase, the number of permanent exclusions in the secondary phase was 21. Table 5 shows the five whole year trend as well as the current year to January 2019.

Table 5: Permanent exclusions for RBWM residents

	RBWM Permanent Exclusions					
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**
Number of pupils*	20	10	20	20	21	15
% of Total pupils	0.09%	0.03%	0.09%	0.09%	0.09%	0.06%

Source: Exclusions SFR except 2017/18 (Educational Welfare)

*SFR rounds total pupil numbers to nearest 10

2.40   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 the Royal Borough coordinating more managed moves and jointly funding alternative provision from the high needs block.

2.41   As part of the high needs block recovery plan which started in financial year 2017-18, it was agreed with the Schools Forum that the Royal Borough would cease jointly funding alternative provision while strengthening the provision for those unable to attend school on medical 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 for 2018-19 is thus partly expected and the Royal Borough continues to work with schools to ensure permanent exclusion is only used when appropriate for a young person.

2.42   For academic year 2017-18 the Royal Borough sourced 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 the Royal Borough to support alternative provision for those not yet excluded, a higher level of exclusions (10 per 10,000 pupils) was planned for and appropriate provision for this cohort of young people was put in place with Haybrook College. This will need to expand again in 2018/19 and 2019/20, increasing the pressure on the high needs block further.

Tracking 16-17 year olds in education, employment and training

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

2.44   In May 2018 it was agreed to restart tracking of this data as the level of "unknown destinations" had grown to be almost 50% of the cohort.

2.45   The average number of 16-17 year olds identified as NEET in the borough was 12 over the three months to November 2018, which represents 0.6% of the population whose participation was known.

2.46   The percentage of students whose participation was classed as "unknown" was 6.9% for November 2018. This is a percentage point higher than the England average of 5.9% for the same period. The Royal Borough now uses the same processes as Richmond and Kingston since moving to Achieving for Children and the proportion of "unknown" has already fallen from 19.7% this time last year and should fall further in the coming months.

Chart 5: Participation status of 16-17 Year Olds living in RBWM
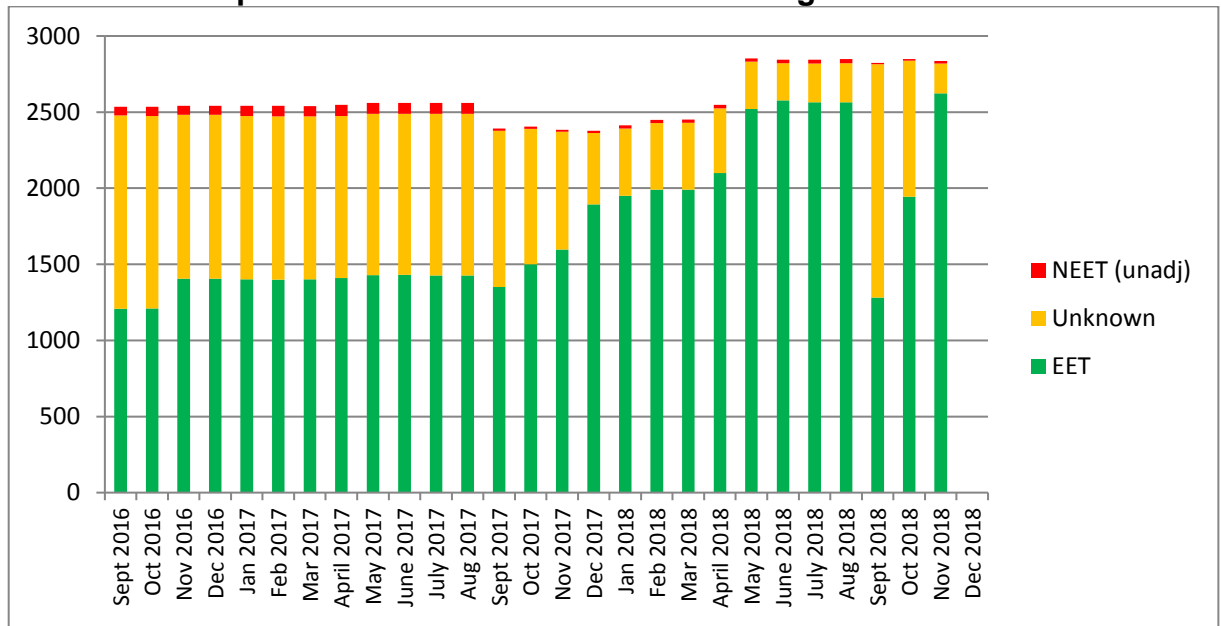
2.47 The percentage of those known to be in education, employment or training was 93.1% for December 2018 which is a significant improvement year on year. The national performance tables will be published again in late spring and the current performance will ensure that the Royal Borough is no longer an outlier.

2.48 The service will maintain the 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 2019 to confirm those arrangements.
- Write to the home addresses of those whose status is not confirmed by the data exchange in November 2019 seeking confirmation.
- Telephone and door knock as required to minimise the number of young people whose status is still not known.

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 6: 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 2020

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Improve FSM pupil attainment at EYFS so that RBWM is ranked at least 80th	$>80^{th}$	$80^{th} - 70^{th}$	$71^{th} -60^{th}$	$<60th$	Aug 2019 (National Validated data in February 2020
Improve disadvantaged pupil attainment at KS2	$>75^{th}$	$75^{th} - 70^{th}$	$69^{th} -61^{st}$	$<60th$	Aug 2019 (National Validated data in February 2020
Increase the proportion of 16 and 17 year olds known to be in employment, education or training	<91%	91%-95%	96%-98%	>98%	January 2020

4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 The government has delayed changes to the national formula until at least 2020/21. 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.

4.2 Throughout 2018/19 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 2019 of circa £1,300,000. 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.

4.3 The tracking of participation by students was funded in 2017-18 from existing budgets. Achieving for Children has identified that they can continue to support borough pupils through their processes. An officer's time will be required to monitor and support the process if the Royal Borough is to maintain and improve the percentage of not-knowns. In this academic year the total base budget allocation is £44,000.

5. LEGAL IMPLICATIONS

5.1 The Royal Borough 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 responsibility 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 7: 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 the Royal Borough	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 headlined unvalidated performance data was shared with schools at the Education Leadership Forum in November 2018.

8.2   The data pack will be circulated to schools immediately following the publication of this report.

9. TIMETABLE FOR IMPLEMENTATION

9.1   The data presented relates to attainment in the past academic year 2017-18. Actions to address priorities for improvement are being implemented during the current academic year, 2018-19 and action is ongoing.

10. APPENDICES

This report has four appendices
- A: A glossary of education terms.
- B: Primary and Secondary Phase Results Summary 2017-18.
- C: Timeline of disadvantage support
- D: The RBWM Education Data Pack. Academic Year 2017-18. (available electronically)

11. BACKGROUND DOCUMENTS

11.1 RBWM Inclusion Charter.
http://directory.rbwm.gov.uk/kb5/rbwm/directory/site.page?id=TO5-Ao0k1MY&familieschannel=3

12. CONSULTATION (MANDATORY)

Name of consultee	Post held	Date sent	Date returned
Cllr Carroll	Lead Member Adults, Children and Health	07/5/2019	
Cllr Airey	Former Lead Member for Children's Services	25/2/2019	28/2/2019
Duncan Sharkey	Managing Director	25/2/2019	03/03/2019
Russell O'Keefe	Executive Director	25/2/2019	
Andy Jeffs	Executive Director	25/2/2019	03/03/2019
Rob Stubbs	Section 151 Officer	25/2/2019	03/03/2019
Elaine Browne	Interim Head of Law and Governance	25/2/2019	03/03/2019
Nikki Craig	Head of HR and Corporate Projects	25/2/2019	03/03/2019
Louisa Dean	Communications	25/2/2019	
Kevin McDaniel	Director of Children's Services	25/2/2019	28/2/2019
Angela Morris	Director of Adult Social Services		
Hilary Hall	Deputy Director of Commissioning and Strategy	25/2/2019	04/03/2019

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	Attainment in 8 subjects including English and Maths, 3 EBACC subjects and 3 others	5+ A*-C grades	No
English and Maths	A pupil meets this criteria if they achieve a grade 5 or above in GCSE maths and one or more of English Language or Literature.	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		

Appendix C: Timeline of disadvantaged support

2016- 17

Schools Together – Barriers to Learning; 30 schools involved in the project to understand and map their local barriers.

Pupil premium champions working to improve outcomes, life chances and opportunities for disadvantaged children within individual schools.

Link advisors visited head teachers and chairs of governors and produce a gap analysis, supported by a dedicated school improvement partner.

Aims for year:
- Gaining an understanding of standards across all key stages.
- Gathering an understanding of the characteristics of these learners such as attendance, SEND and gender.
- Looking at patterns and trends over a range of schools.
- Collating barriers to learning and exploring solutions to aid reduction of these barriers.
- Gaining an understanding of needs for disadvantaged pupils.
- Compendium of ideas and resources that is effective in sharing good practice.
- Building transition systems that identify children who are potentially vulnerable earlier to plan accordingly.
- Using unified systems to record information.
- Building capacity in the group to enable practitioners to conduct gap analysis reviews.
- To support each other in ensuring that schools are website compliant, using resources effectively and have robust methods of evaluating interventions.
- To support each other with individual problems.
- Developing opportunities across schools that will enrich and extend the lives of pupils and build aspiration/ambition.

Summer camp for 30 disadvantaged pupils was held.

2018-19:

Aims from 2017-18 continue to be the focus.

Link advisors monitored plans developed previously and ensured the gap analysis was still current during school visits.

Where link advisors were invited to attend head teachers' appraisals, they ensured that one of the targets was linked to disadvantaged progress.

Ten school leaders attended the DfE pupil premium conference in London regarding Quality First Teaching. Feedback to the pupil premium champions.

Summer camp for 109 disadvantaged pupils was held.

Foundations for Learning commissioned to lead on Early Years Pupil Premium project, with the following activities:

- Conference arranged to address barriers and working with delegates to make their own action plans, based on the needs of their own pupil premium children.
- Special Leaders in Education visited schools and settings and offered continued support and training based on individual needs.
- Moderation contained at least one child in receipt of pupil premium and this year will focus on at least two children per cohort.
- All settings in the project were asked to contact schools to ensure that successful transition arrangements are in place for children in receipt of pupil premium funding.
- Early years network meetings have started to share good practice across all settings
- Schools have worked with an EY advisor to put together an action plan for their PP children.
- Learning walks and feedback to leaders to discuss how the environment might change to support all children in particular those in receipt of EYPP.
- Additional money has been given to the schools so that they can implement their action plans this has included resources, training and parent engagement opportunities.
- Baseline data has been collected from schools to enable the tracking of children in receipt of PP. Data collected again in March will enable us to see how many children are likely to miss their GLD and so we can begin to plan to close the gap where possible before July 2019.

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Data Pack Figure 2a

Educational Attainment by Key Stage and School

School Name	OFSTED Insp. 31.07.17	OFSTED Insp. 31.07.18	EYFS 2018 NOR	EYFS 2016	EYFS 2017	EYFS 2018	PHON 2018 NOR	PHON 2016	PHON 2017	PHON 2018	KS1 2018 NOR	KS1 2016 Rdg	2016 Wtg	2016 Ma	2017 Rdg	2017 Wtg	2017 Ma	2018 Rdg	2018 Wtg	2018 Ma	KS2 2018 NOR	KS2 2016 RWM	KS2 2017 RWM	KS2 2018 RWM	KS4 2018 NOR	A*-C 2016	A*-C 2017	A*-C 2018	9-5	KS5 A level students	APS 2016	APS 2017	APS 2018
Alexander First	Good	Good	17	74	50	71	18	80	71	78	20	89	50	65	68	41	55	75	60	75													
All Saints CE Junior	Good	Good																			86	49	64	59									
Alwyn Infants	Good	Good	90	71	78	78	97	77	93	93	84	81	67	77	85	70	71	88	80	88													
Bisham CE Primary	Requires Imp.	Requires Imp.	7	50	64	71	10	82	100	90	4	70	40	60	62	31	39	100	100	100	n/a	57	n/a	n/a									
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	81	82	85	60	72	77	80	58	80	83	75	75	70	75	76	72	74													
Braywick Court Free School	Outstanding	Outstanding	30	90	87	87	30	93	90	93	31				82	75	86	84	77	81													
Braywood CE First	Outstanding	Outstanding	28	90	83	82	30	100	97	93	30	89	82	85	90	86	93	90	83	90													
Burchetts Green CE Infants	Outstanding	Outstanding	24	91	83	79	22	100	95	90	12	86	82	82	89	83	94	100	100	100													
Cheapside CE Primary	Outstanding	Outstanding	24	94	83	63	23	88	81	57	24	88	81	80	80	73	92	67		79	27	69	80	89									
Clewer Green CE Aided First	Good	Good	56	72	69	70	60	75	83	93	56	75	60	85	78	69	79	89	84	89													
Cookham Dean CE Primary	Good	Good	27	96	85	78	25	93	96	93	27	93	85	89	85	78	93	93	85	89	26	70	73	85									
Cookham Rise Primary	Good	Good	30	80	80	87	30	90	90	93	30	69	55	66	81	61	77	87	77	77	30	37	67	77									
Courthouse Junior	Requires Imp.	Requires Imp.																			104	57	64	50									
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	81	83	77	30	86	97	93	30	67	37	52	79	62	69	80	77	83	29	48	65	59									
Dedworth Green First	Good	Good	29	77	71	76	28	57	96	93	30	76	52	72	93	91	93	67	27	63													
Dedworth Middle	Good	Good																			121	34	50	50									
Eton Porny CE First	Requires Imp.	Requires Imp.	21	55	74	76	21	83	86	86	24	63	54	67	87	73	90	88	83	92													
Eton Wick CE First	Requires Imp.	Requires Imp.	28	70	76	79	29	80	76	79	27	70	43	57	69	62	77	82	74	85													
Furze Platt Infants	Good	Good	88	68	78	83	90	76	91	86	85	73	69	71	91	88	91	84	74	80													
Furze Platt Junior	Good	Good																			89	84	82	74									
Hilltop First	Outstanding	Outstanding	43	78	69	65	43	76	89	81	45	75	80	73	82	78	80	91	82	93													
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	30	80	76	77	30	97	97	97	30	94	94	87	93	93	93	97	90	97	30	67	93	97									
Holy Trinity CE Primary Sunningdale	Good	Good	30	78	77	83	28	93	82	86	54	80	73	73	80	73	80	82	82	82	30	72	77	90									
Holyport CE Primary	Requires Imp.	Requires Imp.	41	66	73	76	36	83	94	97	46	85	85	88	81	77	85	83	74	70	53	54	45	76									
Homer First	Good	Good	44	79	82	73	53	61	82	87	43	73	68	68	74	67	77	88	84	79													
King's Court First	Good	Good	42	92	86	79	44	91	79	86	43	89	87	91	93	88	91	84	42	84													
Knowl Hill CE Primary	Outstanding	Outstanding	26	77	100	81	21	86	95	100	22	95	75	90	100	43	86	86	82	86	19	83	50	74									
Larchfield Primary and Nursery	Good	Good	30	77	72	67	28	83	71	89	31	77	63	70	61	54	64	68	65	81	30	76	72	57									
Lowbrook Primary	Outstanding	Outstanding	60	95	95	83	60	100	100	100	60	98	98	98	95	95	97	93	92	97	31	100	96	97									
Oakfield First	Good	Good	57	79	78	72	54	78	81	83	60	91	85	83	92	83	83	85	68	75													
Oldfield Primary	Outstanding	Outstanding	60	72	78	88	60	89	90	87	59	80	68	78	93	90	92	88	83	92	30	90	94	87									
Riverside Primary	Good	Good	48	61	53	60	49	77	72	78	60	67	54	63	54	54	57	57	60	58	31	21	19	23									
South Ascot Village School	Good	Good	19	77	77	84	21	63	81	62	31	81	71	77	69	62	62	81	77	81	29	64	63	83									
St Edmund Campion Catholic Primary	Outstanding	Outstanding	61	73	80	74	60	98	100	95	60	83	73	82	83	83	85	88	80	85	60	69	83	88									
St Edward's Catholic First	Outstanding	Outstanding	60	68	88	80	60	86	78	88	60	85	90	91	88	85	87	75	77	78													
St Edward's Royal Free Ecumenical Middle	Good	Good																			122	66	73	80									
St Francis Catholic Primary	Outstanding	Outstanding	30	81	80	83	29	94	87	86	30	87	87	84	87	77	81	87	67	77	30	71	87	87									
St Luke's CE Primary	Good	Outstanding	44	64	44	27	43	72	71	74	43	77	61	72	68	66	68	63	58	65	39	50	58	49									
St Mary's Catholic Primary	Good	Good	44	71	78	73	45	78	81	80	42	76	76	74	78	67	80	76	55	74	41	56	79	63									
St Michael's CE Primary	Good	Good	29	72	76	79	29	93	79	90	30	90	70	93	93	77	87	80	77	80	30	58	81	70									
St Peter's CE Middle	Good	Good																			61	55	63	66									
The Queen Anne Royal Free CE First	Good	Good	28	77	79	71	30	70	79	80	29	69	66	79	73	73	69	86	86	90													
The Royal (Crown Aided)	Good	Good	20	87	100	80	23	90	95	91	18	80	70	80	86	71	91	94	94	100													
Trevelyan Middle	Requires Imp.	Requires Imp.																			150	60	70	82									
Trinity St Stephen CE Aided First	Good	Good	27	72	71	78	30	80	83	90	30	96	82	86	83	73	77	90	83	90													
Waltham St Lawrence Primary	Outstanding	Outstanding	20	80	60	85	18	90	82	83	19	74	74	74	75	67	67	84	74	79	18	63	63	78									
Wessex Primary School	Good	Good	59	67	78	78	58	77	66	81	59	72	67	73	69	50	63	61	59	61	61	56	61	69									
White Waltham CE	Outstanding	Outstanding	30	79	90	73	29	93	93	97	30	96	96	96	93	90	100	90	93	97	30	83	79	60									
Woodlands Park Primary	Good	Good	23	62	61	52	27	91	92	89	19	72	59	69	91	74	74	63	63	63	19	62	56	39									
Wraysbury Primary	Good	Good	58	73	73	72	60	68	54	57	60	83	71	90	80	75	78	65	63	77	48	42	42	50									
Altwood CE	Requires Imp.	Good																							92	62	42	47		53	C	C	D+
Charters	Outstanding	Outstanding																							244	78	58	68		180	C+	B-	B-
Churchmead CE (VA)	Good	Good																							91	69	24	30					
Cox Green	Good	Good																							143	74	57	38		49	C+	C+	B-
Desborough College	Good	Good																							90	64	42	47		42	C-	C+	C+
Furze Platt	Requires Imp.	Good																							197	74	42	47		142	C+	B-	B-
Holyport College	Outstanding	Outstanding																							84		62	56					
Newlands Girls	Good	Good																							179	88	71	61		98	B	C+	B-
The Windsor Boys	Requires Imp.	Good																							209	68	48	49		101	B-	B-	C+
Windsor Girls	Outstanding	Outstanding																							148	73	43	50		93	C+	C+	C+
RBWM			1652	74	77	74	1,682	81	84	86	1699	80	72	78	82	74	80	81	73	80	1518	59	66	69	1489	72	50	51		758	C+	B-	C+
National				69	71	72		81	81	82		74	65	73	76	68	75	75	70	76		53	61	65		63	43	43			C	C+	C+

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:
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

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Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2018

School	Ofsted Rating as at 25.01.18	Cohort Number	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 (2016 leavers)	% Overall absence 2016/17
			%	% Entered	APS	Score	Score	DfE Description	Range	%	%
Altwood	Good	92	47%	29	3.04	49.1	0.11	Average	-.0.16 to 0.37	94	6.7
Charters	Outstanding	244	68%	42	4.05	59.3	0.67	Well Above average	0.5 to 0.83	95	4.5
Churchmead	Good	91	30%	29	3.07	42.7	-0.22	Average	-0.52 to 0.09	91	5.3
Cox Green	Good	143	38%	52	2.87	46.1	-0.11	Average	-0.32 to 0.1	98	5.1
Desborough	Good	90	47%	42	3.92	46.4	-0.18	Average	-0.45 to 0.1	95	4.3
Furze Platt	Good	197	47%	39	3.75	51.3	0.16	Average	-0.02 to 0.34	92	4.3
Holyport	Outstanding	84	56%	80	4.88	57	0.49	Above average	0.16 to 0.82		4.7
Newlands	Outstanding	179	61%	75	4.54	55.3	0.54	Well Above average	0.35 to 0.74	99	4.1
Windsor Boys' School	Good	209	49%	46	3.04	48.9	0.04	Average	-0.14 to 0.22	96	5.1
Windsor Girls' School	Outstanding	148	50%	57	3.93	54.9	0.65	Well Above average	0.44 to 0.86	96	6.2
RBWM		1489	51.0	49.0	4.66	51.5	0.26	Above average	0.19 to 0.33	96	4.7
National 2018 (state funded)			43.3	38.4	4.04	46.5	-0.02			94	5.4

Source: Performance Tables 2018

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RBWM

Education Data Pack

Academic Year 2017 – 2018

Academic Year 2017/18 March 2019, Validated Data.

FOREWORD

Welcome to the Royal Borough of Windsor and Maidenhead's Education Data Pack for the Academic Year 2017-18. 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 full part as future citizens.

We are committed to continuous improvement and will ensure that our practice reflects this. The analysis of the data within this pack indicates that together we need to:
- Continue to support schools so all provide a good or outstanding education.
- Work towards Royal Borough rankings (against other Local Authorities) for disadvantaged and other vulnerable pupil groups being comparable to those for the equivalent non-disadvantaged group.

The views of all our education providers* including head teachers, governors, teachers, support staff, children and young people are important to us and influence the overall development of RBWM services.

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   Councillor Natasha Airey
Director of Children's services   Lead Member for Children's Services
Achieving for Children
Providing services for the Royal Borough
of Windsor and Maidenhead

* 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)
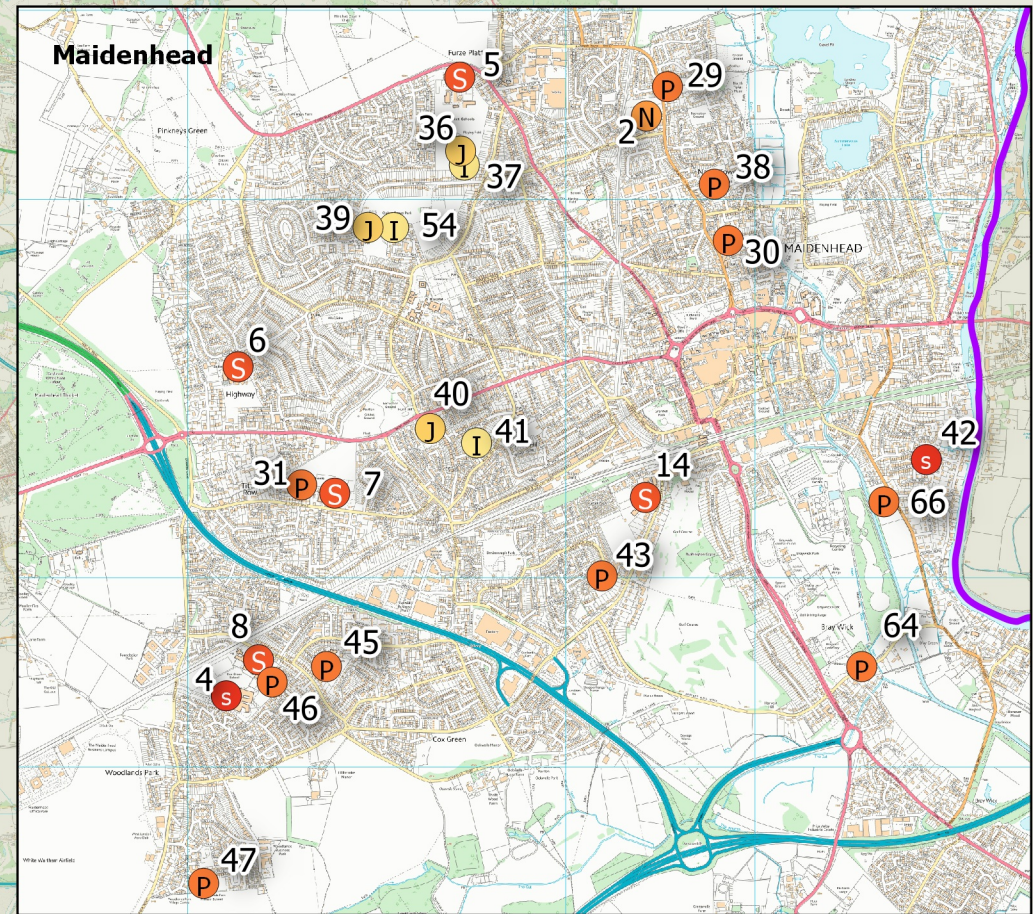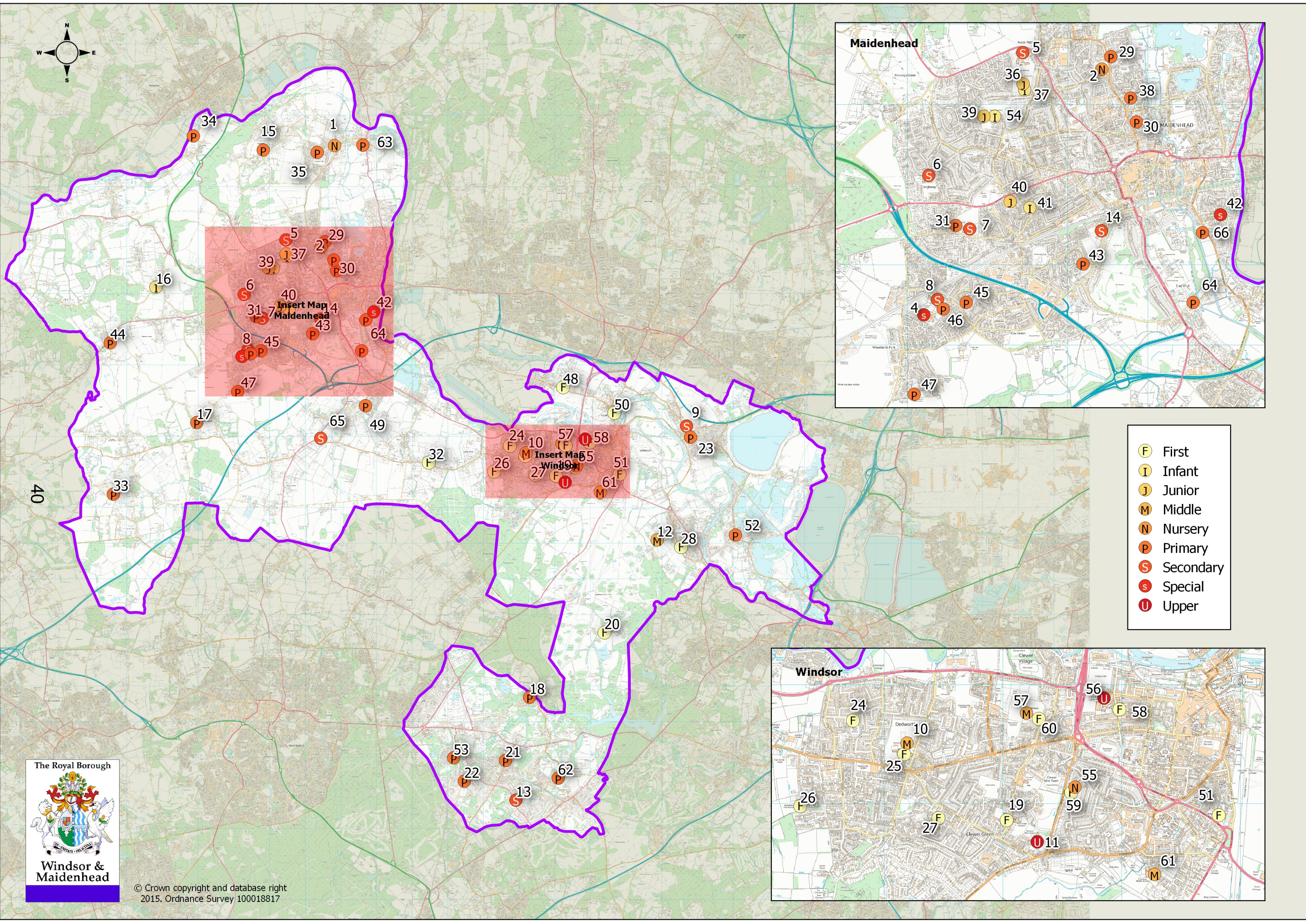
The Royal Borough

Windsor & Maidenhead

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2015. Ordnance Survey 100018817

Maidenhead

Windsor

Insert Map Maidenhead

Insert Map Windsor

	First
	Infant
	Junior
	Middle
	Nursery
	Primary
	Secondary
	Special
	Upper

40

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 outstanding has increased in the 2017/18 academic year to 88% (from 83%) while nationally it has decreased to 86% (from 89%).

1.2 87% of Primary schools (same as last year), and 93% of secondary schools (up from 69%) are rated good or outstanding.

2. Attainment and progress

2.1 Standards in RBWM for 2017/18 were above national at Early Years and for all Key Stages with the exception of some measures at Key Stage 5:

- At Early Years Foundation Stage 74% children in RBWM attained "a good level of development". It places the Royal Borough 31st LA in England. (Section 3.1)

- 86% of Year 1 children reached the required standard in the phonic screening test. This was an increase on 2017 and placed us 9th in the country, four percentage points above the national average. (Section 3.2)

- Children at the end of Key Stage 1, age 7, achieve well. There continues to be an above average performance at KS1 in the core subjects of Reading (81%), Writing (73%) and Maths (80%), with RBWM remaining above national results by approximately five percentage points in each case. This placed RBWM joint third, twenty-fifth and thirteenth respectively. (Section 3.3)

- Children at the end of Key Stage 2, aged 11, achieve well. There continues to be an above average performance at KS2 in the combined core subjects of Reading Writing and Maths (69%), with RBWM remaining above the national result by approximately five percentage points. This placed RBWM joint 32nd in the country. When compared to our statistical neighbours, we are joint 4th among the group of 11 LAs. (Section 3.5)

- In 2018, Pupils in RBWM have made slightly better than average progress than national in Reading, significantly lower than average progress than national in Writing and, for Maths, progress slightly above the national rate. The 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 51%, well above the national average of 43% for state schools. The LA was 24th on this measure. (Section 4.4)

- On the new Progress 8 measure, RBWM achieved +0.26 in 2018, defined as 'above average' by DfE. Three RBWM schools achieved scores of >+0.5 ('well above average') one school was classified as 'above national average' for progress, Six schools were 'average' (Section 4.14)

- At Key Stage 5, age 18, the average point score per A level student in their three best subjects, expressed as a grade was C+. This is the just above the state funded national average. The Borough ranked 26th on this measure (Section 5.2 Table 5a)

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 18.7%, well above the 13.7% 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). One school did not take an ALPS report this year.

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 and Disadvantaged. (Section 6.2)

3.2 At Key Stage 4, the Progress 8 result for the Royal Borough is above national progress for all pupil groups except Asian pupils and pupils for whom English is not the first language. However for pupils in both these groups 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 2018. (Table 6d)

3.4 With ten 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 2016/17 were 3.6% and for secondary 4.7%. Corresponding national figures for 2016/17 were 4.0% for primary and 5.4% for secondary (Section 7.1).

5. Pupil exclusions

The number of permanent exclusions has risen in 2017/18 to 21 pupils (0.09% of total pupils). The most recent national comparisons are for 2016/17, when 10 students in every 10,000 (0.1%) 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, 55% of RBWM school pupils progressed to UK Higher Education Institutions, 24% of pupils progressed to 'top third' Higher Education Institutions with 16% 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 November 2017 was 12; this represents 0.6% of the cohort. The % unknown is 6.9 which has come down from 19.7 in the last academic year and is just above the national average of 5.9%. (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 2017/18, seventeen Royal Borough schools were inspected by Ofsted; these consisted of two nursery schools, nine primary age schools, one middle school, three secondary age schools and two special schools.

1.2 The number of RBWM schools given an Ofsted judgement of good or better has increased in the 2017/18 academic year to 88% (from 83%) while nationally it decreased to 86% (from 89%).

Table 1a School Ofsted Ratings 2017/8
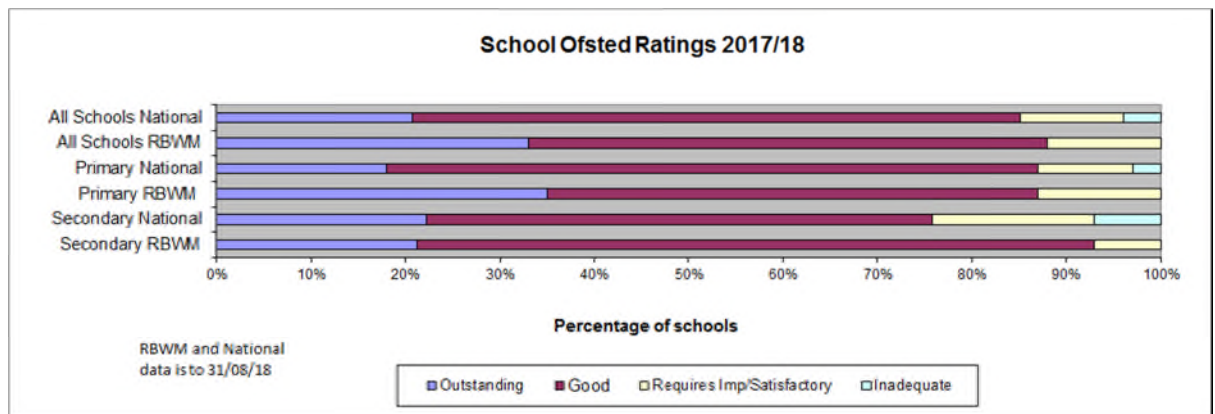
NURSERY SCHOOLS

1.3 Two nursery schools have been inspected and retained their outstanding rating.

PRIMARY AGE SCHOOLS

1.4 Overall 87% of primaries were rated good or outstanding at the end of academic year 2017/18.

1.5 Nine RBWM primary age schools were inspected in the academic year 2017/18, of which, one improved its rating and eight remained the same.

SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)

1.6 93% of all RBWM secondary schools were rated good or outstanding at the end of the academic year 2017/18. RBWM is well above the national figure of 79% at the end of the 2017/8 academic year.

1.7 Four RBWM secondary age schools were inspected in the academic year 2017/18. All were either rated Good or Outstanding with three improving their rating, while one remained the same.

4

SPECIAL SCHOOLS

1.8 One special school was inspected for the first time and was rated good. One maintained its rating of good

OFSTED CHARTS

1.9 The Ofsted current ratings – RBWM schools (Data Pack Figure 1a) shows the schools and their ratings as at 31.08.18.

1.10 The Ofsted status table (Data Pack Figure 1b) shows percentage of schools by category and type for the academic year 2017/18.

1.11 Data Pack Figure 1c is the same as Figure 1b but gives the latest information as at 15/01/19. In the academic year 2018/2019, eight schools have been inspected to date. One secondary and one primary school have improved their rating from good to outstanding and two primary schools have improved their rating to good. One Middle school has been rated requires improvement. All other schools inspected have remained good.

Data Pack Figure 1a Ofsted Ratings. RBWM Schools as at 31.08.18

School Type	School	Overall effectiveness	Inspection Date	Report Date	Type of Establishment	Academy Conversion date	Inspection
Nursery	Cookham Nursery	Outstanding	23rd January 2018	22nd February 2018	LA Maintained		Current
	Maidenhead Nursery	Outstanding	12th June 2018	29th June 2018	LA Maintained		Current
	The Lawns Nursery	Outstanding	2nd October 2014	23rd October 2014	LA Maintained		Current
Infant	Alwyn Infants	Good	27th March 2018	27th April 2018	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	16th January 2018	19th February 2018	LA Maintained		Current
Primary	Bisham CE Primary	Requires Improvement	16th March 2016	26th April 2016	Academy Converter	6th September 2017	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	19th June 2018	10th July 2018	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	6th July 2017	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	20th March 2018	23rd April 2018	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 (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	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	23rd Janaury 2018	2nd March2018	Academy Converter	1st October 2015	Current Academy
	The Windsor Boys'	Good	27th February 2018	18th April 2018	Academy Converter	1st March 2015	Current 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	Good	13th June 2018	17th July 2018	Free		Current Free
AP	RBWM Alternative Learning Provision (RISE)	Requires Improvement	10th May 2017	21st June 2017	LA Maintained		Current

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Data Pack Figure 1b   Current Ofsted Status - RBWM Schools (31/08/2018)

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%	62%	0	0%	36%	0	0%	2%	0	0%	0%
32	Primary Schools	8	25%	18%	22	69%	72%	2	6%	9%	0	0%	1%
1	Middle	0	0%	16%	1	100%	59%	0	0%	19%	0	0%	6%
1	Secondary Schools	0	0%	16%	1	100%	59%	0	0%	19%	0	0%	6%
1	Special Schools	0	0%	38%	1	100%	56%	0	0%	4%	0	0%	2%
1	Pupil Referral Units	0	0%	16%	0	0%	68%	1	100%	12%	0	0%	4%
Count	Academies	Outstanding			Good			Requires Improvement			Inadequate		
4	Primary Phase(Converters)	2	50%	24%	1	25%	66%	1	25%	9%	0	0%	1%
5	Secondary Phase(Converters)	0	0%	32%	5	100%	54%	0	0%	11%	0	0%	3%
1	Middle (Sponsor-led)	0	0%	12%	1	100%	54%	0	0%	25%	0	0%	9%
1	Secondary Phase (Sponsor-led)	0	0%	12%	1	100%	54%	0	0%	25%	0	0%	9%
Count	Free Schools	Outstanding			Good			Requires Improvement			Inadequate		
1	Primary	1	100%	37%	0	0%	54%	0	0%	10%	0	0%	0%
1	Secondary	1	100%	29%	0	0%	54%	0	0%	12%	0	0%	5%
1	Special	0	0%	16%	1	100%	74%	0	0%	5%	0	0%	5%
Count	Academies Historic Inspections only	Outstanding			Good			Requires Improvement			Inadequate		
8	Primary	5	63%	24%	1	13%	66%	2	25%	9%	0	0%	1%
1	Primary (Sponsor-led)	0	0%	7%	0	0%	65%	1	100%	23%	0	0%	6%
2	Secondary Phase (Converters)	2	100%	32%	0	0%	54%	0	0%	11%	0	0%	3%
2	Middle (Converter)	0	0%	32%	1	50%	54%	1	50%	11%	0	0%	3%
Count		Outstanding			Good			Requires Improvement			Inadequate		
		RBWM		National	RBWM		National	RBWM		National	RBWM		National
39	Maintained schools 31 Aug 2018	11	28%		25	64%		3	8%		0	0%	
53	Current inspected schools 31 Aug 2018	14	26%		32	60%		4	8%		0	0%	
66	All Inspected Schools 31 Aug 2018	22	33%		36	55%		8	12%		0	0%	
65	All Inspected Schools 31 Aug 2017	21	32%	21%	33	52%	65%	10	15%	11%	1	2%	4%
	Change (this academic yr)	→			↑			↓			↓		

National as at 31/8/2018

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	31.08.2018	88%	87%	93%	87%	92%	100%	92%	94%	100%	79%	69%	91%
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2017	87%	87%	83%				90%	91%	70%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.08.2017	89%	89%	83%				91%	91%	83%	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	31.08.2018	88%	88%	87%	91%	90%	90%	89%	93%	60%	82%	73%	85%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2017	87%	87%	86%				88%	90%	79%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.08.2017	88%	88%	86%				90%	91%	86%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.08.2017	84%	85%	79%				87%	90%	78%	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	31.08.2018	89%	100%	90%	92%	100%	100%	87%	100%	100%	87%	100%	86%
% of pupils eligible for FSM in RBWM Schools	31.08.2018	7%	7%	6%	7%	6%	7%	7%	6%	9%	6%	8%	6%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	31.08.2018	89%	87%	90%	91%	89%	93%	91%	93%	78%	83%	72%	88%

Improved: St Peters, St Lukes, Altwood, The Windsor Boys', Forest Bridge	5	
Same: Wraysbury, Alexander 1st, Manor Green, Woodlands Park, Trinity St Stephens, Furze Platt Jr, Newlands, Cookham Nursery, Eton Wick, Alwyn Infants, Maidenhead Nursery, Holy Trinity Sunningdale	12	
Total Schools	17	

Schools Good/Out	58	88%
Schools RI/Inadeq	8	12%

Stats Neighbour LAs are Bracknell Forest, Bucks, Cambridgeshire, Hants, Herts, Oxon, Surrey, Trafford, West Berks and Wokingham

Grey cells give national data by school type   South East comprises of 19 LAs

We have 66 schools including 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 seventeen inspections this academic year.

RBWM has a higher percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (86% on 31.08.18)

Inspections this Academic Year 2017/2018 (published reports)	
Autumn Term	7
Spring Term	4
Summer Term	6

Data Pack Figure 1c   Current Ofsted Status - RBWM Schools (15/01/2019)

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%	62%	0	0%	36%	0	0%	2%	0	0%	0%
32	Primary Schools	9	28%	18%	21	66%	72%	2	6%	9%	0	0%	1%
1	Middle	0	0%	16%	1	100%	59%	0	0%	19%	0	0%	6%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	38%	1	100%	56%	0	0%	4%	0	0%	2%
1	Pupil Referral Units	0	0%	16%	0	0%	68%	1	100%	12%	0	0%	4%
Count	Academies		Outstanding			Good			Requires Improvement			Inadequate	
5	Primary Phase(Converters)	2	40%	24%	3	60%	66%	0	0%	9%	0	0%	1%
6	Secondary Phase(Converters)	1	17%	32%	5	83%	54%	0	0%	11%	0	0%	3%
1	Primary (Sponsor-led)	0	0%	7%	1	100%	65%	0	0%	23%	0	0%	7%
2	Middle	0	0%	12%	1	50%	54%	1	50%	25%	0	0%	9%
Count	Free Schools		Outstanding			Good			Requires Improvement			Inadequate	
1	Primary	1	100%	37%	0	0%	54%	0	0%	10%	0	0%	0%
1	Secondary	1	100%	29%	0	0%	54%	0	0%	12%	0	0%	5%
1	Special	0	0%	16%	1	100%	74%	0	0%	5%	0	0%	5%
Count	Academies Historic Inspections only		Outstanding			Good			Requires Improvement			Inadequate	
7	Primary (Converters)	5	71%	24%	0	0%	66%	2	29%	9%	0	0%	1%
2	Secondary Phase (Converters)	2	100%	32%	0	0%	54%	0	0%	11%	0	0%	3%
1	Middle (Converter)	0	0%		0	0%		1	100%		0	0%	
Count			Outstanding			Good			Requires Improvement			Inadequate	
		RBWM		National	RBWM		National	RBWM		National	RBWM		National
39	Maintained schools 15 Jan 2018	12	31%		24	62%		3	8%		0	0%	
56	Current inspected schools 15 Jan 2018	17	30%		35	63%		4	7%		0	0%	
66	All Inspected Schools 15 Jan 2018	24	36%		35	53%		7	11%		0	0%	
66	All Inspected Schools 31 Aug 2018	22	33%	21%	36	55%	65%	8	12%	11%	0	0%	4%
	Change (this academic yr)		↑		↑			↓			→		

National as at 31/8/2018

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	15.01.19	89%	91%	86%	93%	90%	91%	92%	94%	100%	#REF!	85%	#REF!
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2018	87%	87%	83%				90%	91%	70%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.08.2018	89%	89%	83%				91%	91%	83%	n/a	n/a	n/a
% of Schools in England Outstanding/Good	31.08.2018	86%	87%	75%				89%	90%	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	15.01.19	91%	92%	90%	94%	94%	93%	99%	99%	100%	89%	90%	89%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2018	87%	87%	86%				88%	90%	79%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.08.2018	88%	88%	86%				90%	91%	86%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.08.2018	84%	85%	79%				87%	90%	78%	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	21.12.18	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% of pupils eligible for FSM in RBWM Schools	15.01.19	7%	7%	6%	7%	7%	6%	8%	7%	11%	6%	6%	6%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	15.01.19	91%	94%	88%	93%	95%	90%	95%	94%	100%	87%	91%	86%

Improved: Datchet, Eton Porny, Newlands, Furze Platt Jr	4	
Same: Cox Green, Dedworth First, Oakfield	3	
Declined: Dedworth Middle	1	
Total Schools	8	

Schools Good/Out	59	89%
Schools RI/Inadeq	7	11%

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

Key Headlines

89% of RBWM pupils attend Good/Outstanding Schools

There have been eight inspections this academic year.

RBWM has a higher percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (86% on 31.08.18)

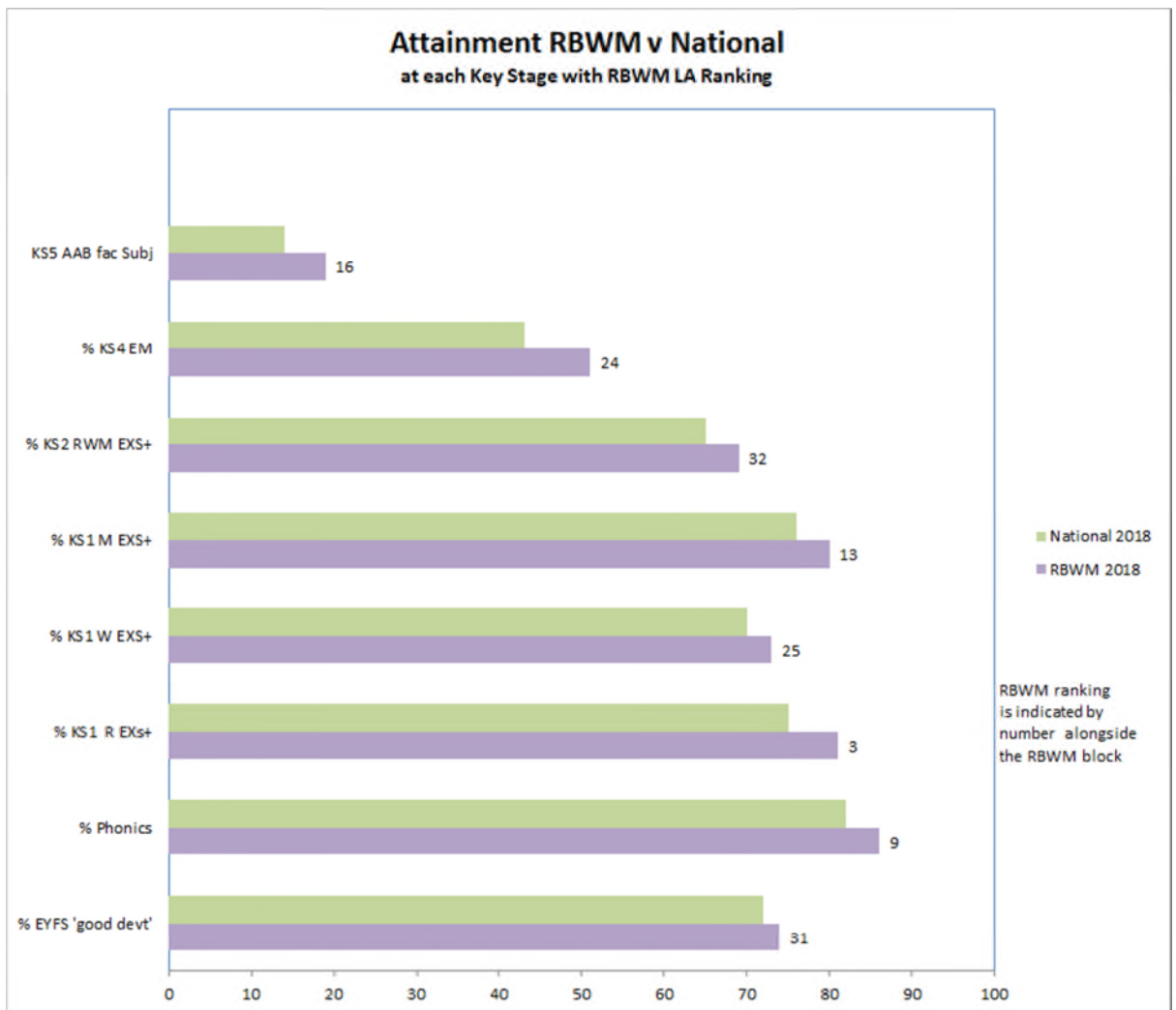| Inspections this Academic Year 2017/2018 (published reports)	
Autumn Term	7
Spring Term	1
Summer Term	0

SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

SUMMARY

2.1 The Royal Borough of Windsor and Maidenhead is a high achieving local authority for educational attainment.

2.2 Chart 2a shows that pupils outperformed national at all national assessment stages. The figures by the RBWM blocks give our ranking out of the 150 LAs which have educational data.

Chart 2a

Attainment RBWM v National
at each Key Stage with RBWM LA Ranking

Source DfE Statistical first release academic 2018-19

Data Pack Figure 2a summarises Educational Attainment by Key Stage and School. It also includes the Ofsted rating as at 31 August 2018.

Data Pack Figure 2a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.07.17	OFSTED Inspection as at 31.07.18	EYFS 2018 NOR	EYFS 2016 % GLD	EYFS 2017 % GLD	EYFS 2018 % GLD	Phonics 2018 NOR	Phonics 2016 %	Phonics 2017 %	Phonics 2018 %	KS1 2018 NOR	KS1 2016 Rdg	KS1 2016 Wtg	KS1 2016 Ma	KS1 2017 Rdg	KS1 2017 Wtg	KS1 2017 Ma	KS1 2018 Rdg	KS1 2018 Wtg	KS1 2018 Ma	KS2 2018 NOR	KS2 2016 RWM	KS2 2017 RWM	KS2 2018 RWM	KS4 2018 NOR	GCSE 2016	GCSE 2017	GCSE 2018	KS5 2018 A level students	APS 2016	APS 2017	APS 2018
Alexander First	Good	Good	17	74	50	71	18	80	71	78	20	89	50	65	68	41	55	75	60	75												
All Saints CE Junior	Good	Good																			86	49	64	59								
Alwyn Infants	Good	Good	90	71	78	78	97	77	93	93	84	81	67	77	85	70	71	88	80	88												
Bisham CE Primary	Requires Imp.	Requires Imp.	7	50	64	71	10	82	100	90	4	70	40	60	62	31	39	100	100	100	n/a	57	n/a	n/a								
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	81	82	85	60	72	77	80	58	80	83	75	75	70	75	76	72	74												
Braywick Court Free School	Outstanding	Outstanding	30	90	87	87	30	93	90	93	31				82	75	86	84	77	81												
Braywood CE First	Outstanding	Outstanding	28	90	83	82	30	100	97	93	30	89	82	85	90	86	93	90	83	90												
Burchetts Green CE Infants	Outstanding	Outstanding	24	91	83	79	22	100	95	90	12	86	82	82	89	83	94	100	100	100												
Cheapside CE Primary	Outstanding	Outstanding	24	94	83	63	23	88	81	57	24	88	81	81	80	80	73	92	67	79	27	69	80	89								
Clewer Green CE Aided First	Good	Good	56	72	69	70	60	75	83	93	56	60	85	78	69	79	89	84	89													
Cookham Dean CE Primary	Good	Good	27	96	85	78	25	93	96	93	27	93	85	89	85	78	93	93	85	89	26	70	73	85								
Cookham Rise Primary	Good	Good	30	80	80	87	30	90	90	93	30	69	55	66	81	61	77	87	77	77	30	37	67	77								
Courthouse Junior	Requires Imp.	Requires Imp.																			104	57	64	50								
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	81	83	77	30	86	97	93	30	67	37	52	79	62	69	80	77	83	29	48	65	59								
Dedworth Green First	Good	Good	29	77	71	76	28	57	96	93	30	76	52	72	93	91	93	67	27	63												
Dedworth Middle	Good	Good																			121	34	50	50								
Eton Porny CE First	Requires Imp.	Requires Imp.	21	55	74	76	21	83	86	86	24	63	54	67	87	73	90	88	83	92												
Eton Wick CE First	Requires Imp.	Requires Imp.	28	70	76	79	29	80	76	79	27	70	43	57	69	62	77	82	74	85												
Furze Platt Infants	Good	Good	88	68	78	83	90	76	91	86	85	73	69	71	91	88	91	84	74	80												
Furze Platt Junior																					89	84	82	74								
Hilltop First	Outstanding	Outstanding	43	78	69	65	43	76	89	81	45	75	80	73	82	78	80	91	82	93												
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	30	80	76	77	30	97	97	97	30	94	94	87	93	93	93	97	90	97	30	67	93	97								
Holy Trinity CE Primary Sunningdale	Good	Good	30	78	77	83	28	93	82	86	54	80	73	73	80	73	80	82	82	82	30	72	77	90								
Holyport CE Primary	Requires Imp.	Requires Imp.	41	66	73	76	36	83	94	97	46	85	85	88	81	77	85	83	74	70	53	54	45	76								
Homer First	Good	Good	44	79	82	73	53	61	82	87	43	73	68	68	74	67	77	88	84	79												
King's Court First	Good	Good	42	92	86	79	44	91	79	86	43	89	87	91	93	88	91	84	42	84												
Knowl Hill CE Primary	Outstanding	Outstanding	26	77	100	81	21	86	95	100	22	95	75	90	100	43	86	86	82	86	19	83	50	74								
Larchfield Primary and Nursery	Good	Good	30	77	72	67	28	83	71	89	31	77	63	70	61	54	64	68	65	81	30	76	72	57								
Lowbrook Primary	Outstanding	Outstanding	60	95	95	83	60	100	100	100	60	98	98	98	95	95	97	93	92	97	31	100	96	97								
Oakfield First	Good	Good	57	79	78	72	54	78	81	83	60	91	85	83	92	83	83	85	68	75												
Oldfield Primary	Outstanding	Outstanding	60	72	78	88	60	89	90	87	59	80	68	78	93	90	92	88	83	92	30	90	94	87								
Riverside Primary	Good	Good	48	61	53	60	49	77	72	78	60	67	63	63	54	54	57	57	60	58	31	21	19	23								
South Ascot Village School	Good	Good	19	77	77	84	21	63	81	62	31	81	71	77	69	62	62	81	77	81	29	64	63	83								
St Edmund Campion Catholic Primary	Outstanding	Outstanding	61	73	80	74	60	98	100	95	60	83	73	82	83	83	85	88	80	85	60	69	83	88								
St Edward's Catholic First	Outstanding	Outstanding	60	68	88	80	60	86	78	88	60	85	90	91	88	85	87	75	77	78												
St Edward's Royal Free Ecumenical Middle	Good	Good																			122	66	73	80								
St Francis Catholic Primary	Outstanding	Outstanding	30	81	80	83	29	94	87	86	30	87	87	84	87	77	81	87	67	77	30	71	87	87								
St Luke's CE Primary	Good	Outstanding	44	64	44	27	43	72	71	74	43	77	61	72	68	66	68	63	58	65	39	50	58	49								
St Mary's Catholic Primary	Good	Good	44	71	78	73	45	78	74	80	42	76	76	74	78	67	80	76	55	74	41	56	79	63								
St Michael's CE Primary	Good	Good	29	72	76	79	29	93	79	90	30	90	70	93	93	77	87	80	77	80	30	58	81	70								
St Peter's CE Middle	Good	Good																			61	55	63	66								
The Queen Anne Royal Free CE First	Good	Good	28	77	79	71	30	70	79	80	29	69	66	79	73	73	69	86	86	90												
The Royal (Crown Aided)	Good	Good	20	87	100	80	23	90	95	91	18	80	70	80	86	71	91	94	94	100												
Trevelyan Middle	Requires Imp.	Requires Imp.																			150	60	70	82								
Trinity St Stephen CE Aided First	Good	Good	27	72	71	78	30	80	83	90	30	96	82	86	83	73	77	90	83	90												
Waltham St Lawrence Primary	Outstanding	Outstanding	20	80	60	85	18	90	92	83	19	74	74	74	75	67	84	74	74	79	18	63	63	78								
Wessex Primary School	Good	Good	59	67	78	78	58	77	56	81	59	72	67	73	69	50	63	61	59	61	61	56	61	69								
White Waltham CE	Outstanding	Outstanding	30	79	90	73	29	93	93	97	30	96	96	96	93	90	100	90	93	97	30	83	79	60								
Woodlands Park Primary	Good	Good	23	62	61	52	27	91	92	89	19	72	59	69	91	74	74	63	63	63	19	62	56	39								
Wraysbury Primary	Good	Good	58	73	73	72	60	68	54	57	60	83	71	90	80	75	78	65	63	77	48	42	42	50								
Altwood CE	Requires Imp.	Good																							92	62	42	47	53	C	C	D+
Charters	Outstanding	Outstanding																							244	78	58	68	180	C+	B-	B-
Churchmead CE (VA)	Good	Good																							91	69	24	30				
Cox Green	Good	Good																							143	74	57	38	49	C+	C+	B-
Desborough College	Good	Good																							90	64	42	47	42	C-	C+	C+
Furze Platt	Requires Imp.	Requires Imp.																							197	74	42	47	142	C+	B-	B-
Holyport College	Outstanding	Outstanding																							84		62	56				
Newlands Girls	Good	Good																							179	88	71	61	98	B	C+	B-
The Windsor Boys	Requires Imp.	Good																							209	68	48	49	101	B-	B-	C+
Windsor Girls	Outstanding	Outstanding																							148	73	43	50	93	C+	C+	C+
RBWM			1652	74	77	74	1,682	81	84	86	1699	80	72	78	82	74	80	81	73	80	1518	59	66	69	1489	72	50	51	758	C+	B-	C+
National				69	71	72		81	81	82		74	65	73	76	68	75	75	70	76		53	61	65		63	43	43		C	C+	C+

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

Key for KS5

- 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 2018 was 74%. This is a decrease from the 2017 figure of 77%.

- The attainment of pupils in the EYFS this year outperformed pupils nationally by three percentage points. The rounded figures show only a 2 percentage point difference (74 v 72) but the gap is actually 2.8 percentage points (74.3 v 71.5). RBWM was 6th when ranked against its ten statistical neighbours.

- This result placed us 31st in the LA rankings for 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 2018, 86% of pupils reached the required standard in phonic decoding, which was higher than the national result of 82% and placed us joint 9th. When compared with our Statistical Neighbours, RBWM came joint 1st.

- The RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was 93%, whilst the national average was 92%.This placed us joint 16th. When compared with our Statistical Neighbours, RBWM came joint 5th.

Key Stage 1 (KS1)

3.3 KS1 pupils are those aged 5 – 7 in years 1 and 2. **For 2016 assessments onwards, 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. This means that 2018 results can only be compared with the previous 2 years.

PLEASE NOTE – because of the changes made to the writing framework for 2018, it is not possible to compare previous years' performances with this year's KS1 Writing assessments

- 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 (80%), with RBWM remaining above national results by approximately 5 percentage points in each case. This placed RBWM joint 3rd joint 25th and joint 13th respectively.

- When compared with our Statistical Neighbours, RBWM comes joint 2nd in Reading, Writing and Maths combined.

- Looking at those pupils achieving higher than the expected standard, RBWM remains a top 20 local authority nationally, being placed joint 3rd (33%), joint 13th (20%) and joint 17th (26%) in Reading, Writing and Maths respectively and coming joint 1st in Reading and Writing and joint 2nd in Maths when compared with our statistical neighbours.

KS1 Reading
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 onwards.

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

	2014	2015	2016	2017	2018
RBWM Average	93	92	80	81	81
Statistical Neighbours Average	91	93	77	79	78
National Average	90	91	74	76	75
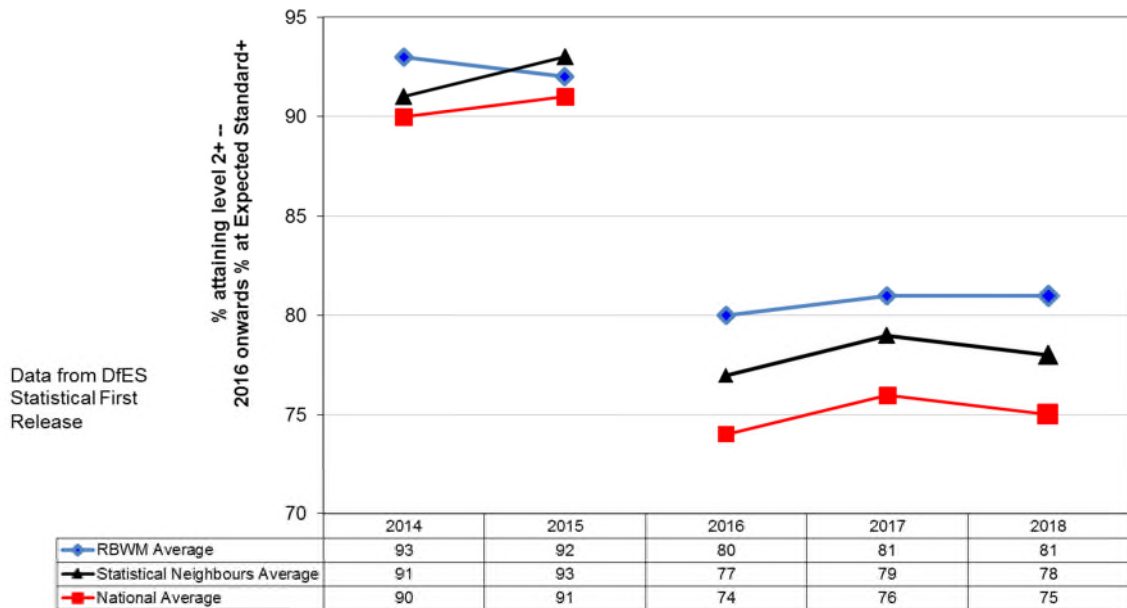
3.4 KS1 Writing

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 onwards.

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

	2014	2015	2016	2017	2018
RBWM Average	90	89	72	73	73
Statistical Neighbours Average	88	89	67	70	72
National Average	86	88	66	68	70
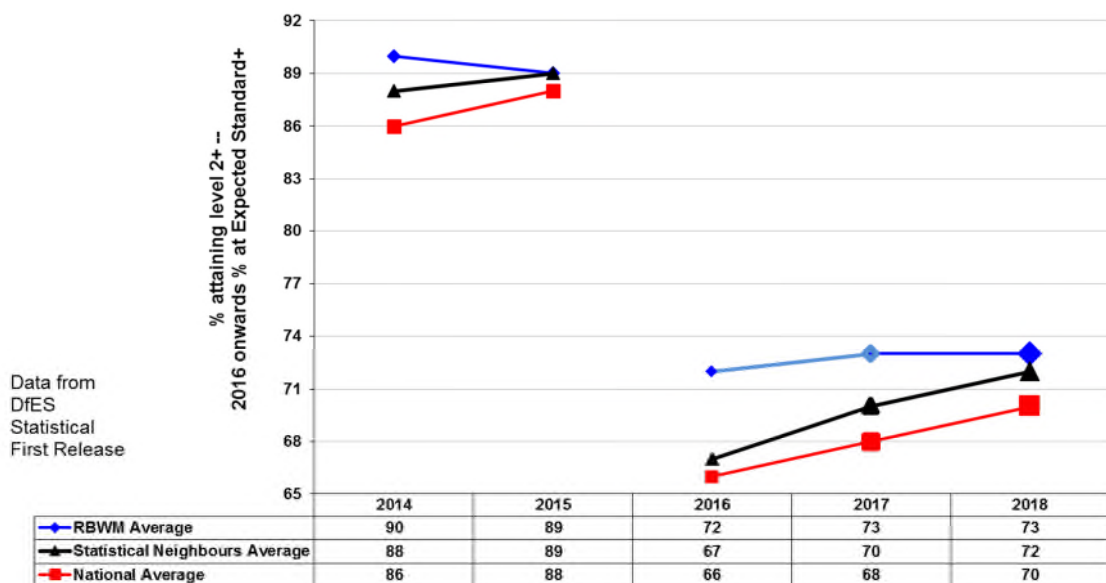
KS1 Mathematics

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 onwards.

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

Data from DfES Statistical First Release

	2014	2015	2016	2017	2018
RBWM Average	96	94	78	79	80
Statistical Neighbours Average	94	94	75	77	75
National Average	92	93	73	75	76
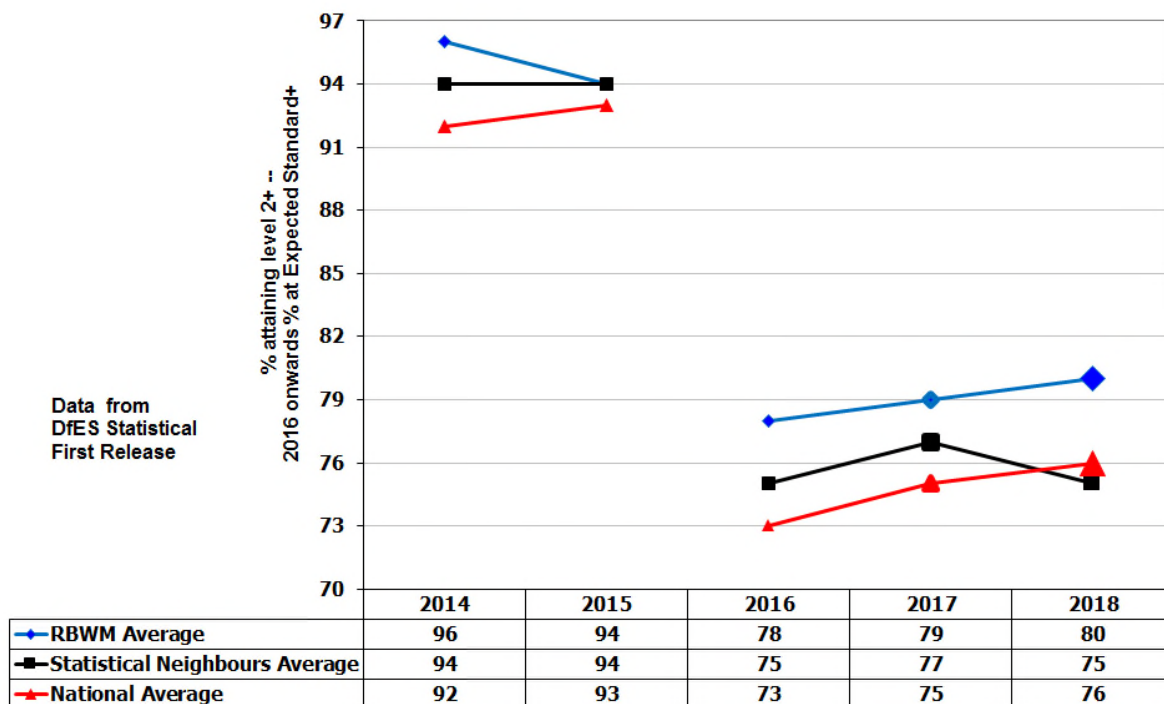
Key Stage 2 (KS2)

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 the last three years.**

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 (69%), with RBWM remaining above the national result by approximately 5 percentage points. This placed RBWM joint 32nd in the country and means that we are almost a top 20% attaining authority (see Chart 3e below). When compared to our Statistical Neighbours, we are joint 4th among the group of 11 LAs.

Because the expected standard has been raised since 2016, the percentage of pupils achieving above the expected standard in reading, writing and maths was only 10% nationally. RBWM achieved 16%, placing the Royal Borough equal 6th nationally and joint 1st 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 onwards

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

	2014	2015	2016	2017	2018
RBWM Average	82	82	59	66	69
Statistical Neighbours Average	81	82	58	64	67
National Average	79	80	53	61	65
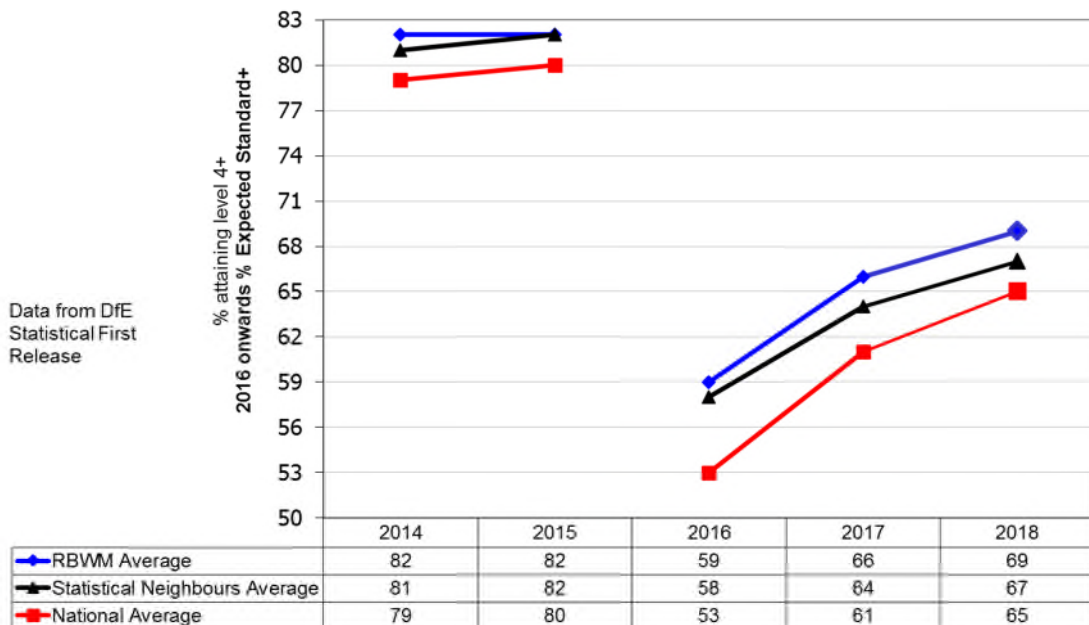
Chart 3e – KS2 Attainment rankings for Reading, Writing and Maths combined measure 2012 – 2016 (out of 150 Local Authorities)

	2014	2015	2016	2017	2018
Reading Writing and Maths	24	44	24	28	32
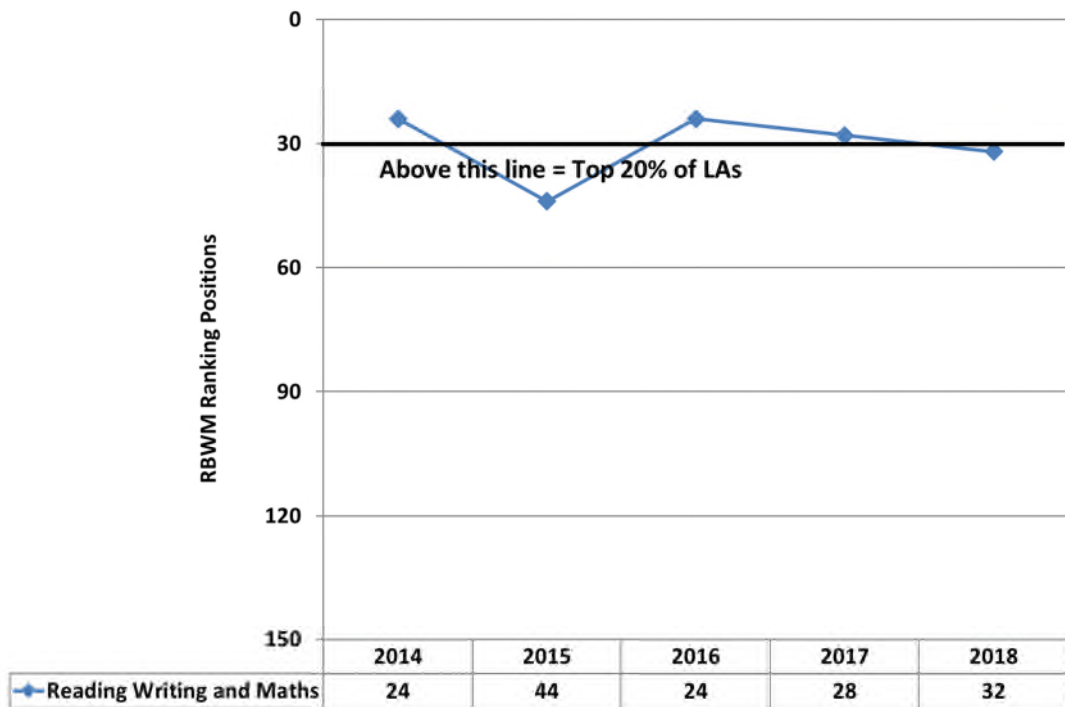
KS1- 2 Progress

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, for 2018, in writing RBWM has made significantly lower progress than national and very nearly significantly higher 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
2018 pupils progress score vs national average progress	Reading	Writing	Maths
RBWM (CI in brackets)	0.3 (+/-0.3)	-0.6 (+/-0.3)	0.1 (+/-0.3)
Progress range	0.6 to 0.0	-0.3 to -0.9 Sig. -	0.4 to -0.2

Source DfE SFR 2018

Chart 3f – KS2 Progress measure rankings for Reading, Writing and Maths 2013 – 2017 (out of 150 LAs)
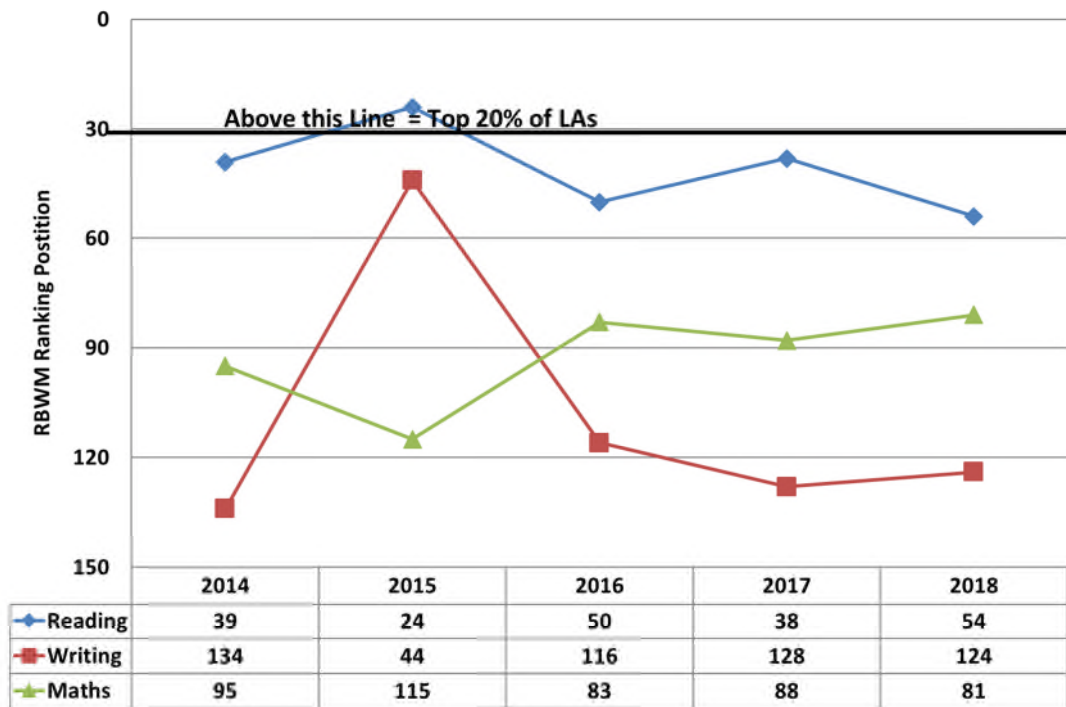
	2014	2015	2016	2017	2018
Reading	39	24	50	38	54
Writing	134	44	116	128	124
Maths	95	115	83	88	81

Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.07.17	OFSTED Inspection as at 31.07.18	EYFS (ages 4 - 5) 2018 NOR	2016 % Good Level of Dev't	2017 % Good Level of Dev't	2018 % Good Level of Dev't	PHONICS Y1 (ages 5 - 6) 2018 NOR	2016 % Wkg At Standard	2017 % Wkg At Standard	2018 % Wkg At Standard	KS1 % meeting age related expectations 2018 NOR	2016 Rdg	2016 Wtg	2016 Ma	2017 Rdg	2017 Wtg	2017 Ma	2018 Rdg	2018 Wtg	2018 Ma	KS2 % meeting expected standard 2018 NOR	2016 RWM	2017 RWM	2018 RWM
Alexander First	Good	Good	17	74	50	71	21	80	71	78	20	89	50	65	68	41	55	75	60	75				
All Saints CE Junior	Good	Good																			86	49	63	59
Alwyn Infants	Good	Good	90	71	78	78	89	77	93	93	84	81	67	77	85	70	71	88	80	88				
Bisham CE Primary	Requires Imp.	Requires Imp.	7	50	64	71	2	82	100	90	4	70	40	60	62	31	39	100	100	100	n/a	57	n/a	n/a
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	60	81	82	85	60	72	77	80	58	80	83	75	75	70	75	76	72	74				
Braywick Court Free School			30	90	87	87	31				31													
Braywood CE First	Outstanding	Outstanding	28	90	83	82	30	100	97	93	30	89	82	85	90	86	93	90	83	90				
Burchetts Green CE Infants	Outstanding	Outstanding	24	91	83	79	20	100	95	90	12	86	82	82	89	88	94	100	100	100				
Cheapside CE Primary	Outstanding	Outstanding	24	94	83	63	16	88	81	57	24	88	81	81	80	80	73	92	67	79	27	69	80	89
Clewer Green CE Aided First	Good	Good	56	72	69	70	58	75	83	93	56	75	60	85	78	69	79	89	84	89				
Cookham Dean CE Primary	Good	Good	27	96	85	78	26	93	96	93	27	93	85	89	85	78	93	93	85	89	26	70	73	85
Cookham Rise Primary	Good	Good	30	80	80	87	29	90	90	93	30	69	55	66	81	61	77	87	77	77	30	37	67	77
Courthouse Junior	Requires Imp.	Requires Imp.																			104	57	64	50
Datchet St Mary's Primary	Requires Imp.	Requires Imp.	30	81	83	77	30	86	97	93	30	67	37	52	79	62	69	80	77	83	29	48	65	59
Dedworth Green First	Good	Good	29	77	71	76	27	57	96	93	30	76	52	72	93	91	93	67	27	63				
Dedworth Middle	Good	Good																			121	34	50	50
Eton Porny CE First	Requires Imp.	Requires Imp.	21	55	74	76	29	83	86	86	24	63	54	67	87	73	90	88	83	92				
Eton Wick CE First	Requires Imp.	Requires Imp.	28	70	76	79	29	80	76	79	27	70	43	57	69	62	77	82	74	85				
Furze Platt Infants	Good	Good	88	68	78	83	85	76	91	86	85	73	69	71	91	88	91	84	74	80				
Furze Platt Junior	Good	Good																			89	84	83	74
Hilltop First	Outstanding	Outstanding	43	78	69	65	44	76	89	81	45	75	80	73	82	78	80	91	82	93				
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	30	80	76	77	29	97	97	97	30	94	94	87	93	93	93	97	90	97	30	67	93	97
Holy Trinity CE Primary Sunningdale	Good	Good	30	78	77	83	49	93	82	86	54	80	73	73	80	73	80	82	82	82	30	72	77	90
Holyport CE Primary	Requires Imp.	Requires Imp.	41	66	73	76	48	83	94	97	46	85	85	88	81	77	85	83	74	70	53	54	45	77
Homer First	Good	Good	44	79	82	73	39	61	82	87	43	73	68	68	74	67	77	88	84	79				
King's Court First	Good	Good	42	92	86	79	43	91	79	86	43	89	87	91	93	88	91	84	42	84				
Knowl Hill CE Primary	Outstanding	Outstanding	26	77	100	81	19	86	95	100	22	95	75	90	100	43	86	86	82	86	19	83	50	74
Larchfield Primary and Nursery	Good	Good	30	77	72	67	28	83	71	89	31	77	63	70	61	54	64	68	65	81	30	76	72	57
Lowbrook Primary	Outstanding	Outstanding	60	95	95	83	60	100	100	100	60	98	98	98	95	95	97	93	92	97	31	100	96	97
Oakfield First	Good	Good	57	79	78	72	59	78	81	83	60	91	85	83	92	93	83	85	68	75				
Oldfield Primary	Outstanding	Outstanding	60	72	78	88	60	89	90	87	59	80	68	78	93	90	92	88	83	92	30	90	94	87
Riverside Primary	Good	Good	48	61	53	60	50	77	72	78	60	67	63	63	54	54	57	57	60	58	31	21	19	23
South Ascot Village School	Good	Good	19	77	77	84	31	63	81	62	31	81	71	77	69	62	62	81	77	81	29	64	63	83
St Edmund Campion Catholic Primary	Outstanding	Outstanding	61	73	80	74	60	98	100	95	60	83	73	82	83	83	85	88	80	85	60	69	83	88
St Edward's Catholic First	Outstanding	Outstanding	60	68	88	80	60	86	78	88	60	85	90	91	88	85	87	75	77	78				
St Edward's Royal Free Ecumenical Middle	Good	Good																			122	66	73	80
St Francis Catholic Primary	Outstanding	Outstanding	30	81	80	83	30	94	87	86	30	87	87	84	87	77	81	87	67	77	30	71	87	87
St Luke's CE Primary	Good	Outstanding	44	64	44	27	41	72	71	74	43	77	61	72	68	66	68	63	58	65	39	50	61	46
St Mary's Catholic Primary	Good	Good	44	71	78	73	42	78	81	80	42	76	76	74	78	67	80	76	55	74	41	56	79	61
St Michael's CE Primary	Good	Good	29	72	76	79	28	93	79	90	30	90	70	93	93	77	87	80	77	80	30	58	81	70
St Peter's CE Middle	Inadequate	Good																			61	55	63	66
The Queen Anne Royal Free CE First	Good	Good	28	77	79	71	29	70	79	80	29	69	66	79	73	73	69	86	86	90				
The Royal (Crown Aided)	Good	Good	20	87	100	80	21	90	95	91	18	80	70	80	86	71	91	94	94	100				
Trevelyan Middle	Requires Imp.	Requires Imp.																			150	60	70	82
Trinity St Stephen CE Aided First	Good	Good	27	72	71	78	30	80	83	90	30	96	82	86	83	73	77	90	83	90				
Waltham St Lawrence Primary	Outstanding	Outstanding	20	80	60	85	17	90	82	83	19	74	74	74	75	67	67	84	74	79	18	63	63	78
Wessex Primary School	Good	Good	59	67	78	78	58	77	66	81	59	72	67	73	69	50	63	61	59	61	61	56	61	69
White Waltham CE	Outstanding	Outstanding	30	79	90	73	30	93	93	97	30	96	96	96	93	90	100	90	93	97	30	83	79	60
Woodlands Park Primary	Good	Good	23	62	61	52	13	91	92	89	19	72	59	69	91	74	74	63	63	63	19	62	56	39
Wraysbury Primary	Good	Good	58	73	73	72	59	68	54	57	60	83	71	90	80	75	78	65	63	77	48	42	42	50
RBWM			1652	74	77	74		81	84	86	1699	80	72	78	82	74	80	81	73	80	1517	59	66	69
National				69	71	72		81	81	82		74	65	73	76	68	75	75	70	76		53	61	65

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	

Primary Progress by School

School Name	OFSTED Inspection as at 31.08.18	2018 NOR	no K1 data		PROVISIONAL 2017 Progress Scaled Scores			PROVISIONAL 2018 Progress Scaled Scores				PROVISIONAL 2017 Progress Scaled Scores			PROVISIONAL 2018 Progress Scaled Scores				PROVISIONAL 2017 Progress Scaled Scores			PROVISIONAL 2018 Progress Scaled Scores		
					Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit		Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit		Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	Good	86	12		-2.2	-3.8	-0.6	-2.0	-3.4	-0.6		-1.6	-3.2	0	-1.4	-2.7	-0.1		-0.8	-2.3	0.7	-0.8	-2.0	0.4
Bisham CE Primary	Requires Imp.	na	na		na	na	na					na	na	na					na	na	na			
Cheapside CE Primary	Outstanding	27	6		1.8	-1.5	5.1	2.1	-0.5	4.7		-1.7	-4.9	1.5	-2.6	-5.1	-0.1		0.6	-2.3	3.5	1.2	-1.1	3.5
Cookham Dean CE Primary	Good	26	1		2.1	-0.5	4.7	2.1	-0.2	4.4		1.3	-1.2	3.8	3.0	0.8	5.2		-1.6	-3.9	0.7	1.4	-0.7	3.5
Cookham Rise Primary	Good	30	1		2.1	-0.2	4.4	3.5	1.3	5.7		0.1	-2.1	2.3	0.7	-1.4	2.8		2	0	4	4.0	2.0	6.0
Courthouse Junior	Requires Imp.	104	6		0.7	-0.5	1.9	-2.4	-3.6	-1.2		-2	-3.2	-0.8	-5.9	-7.0	-4.8		-0.5	-1.6	0.6	-3.0	-4.1	-1.9
Datchet St Mary's CE Primary	Requires Imp.	29	1		1.2	-1.1	3.5	-1.1	-3.3	1.1		-0.3	-2.5	1.9	1.1	-1.0	3.2		1.7	-0.4	3.8	-0.7	-2.7	1.3
Dedworth Middle	Good	122	9		-2.2	-3.4	-1	-3.0	-4.1	-1.9		-5.7	-6.8	-4.6	-2.6	-3.7	-1.5		-4.3	-5.4	-3.2	-4.1	-5.1	-3.1
Furze Platt Junior	Good	89	0		0.7	-0.6	2	-0.3	-1.5	0.9		-0.3	-1.6	1	-0.5	-1.7	0.7		-0.1	-1.3	1.1	-0.6	-1.7	0.5
Holy Trinity CE Primary Cookham	Outstanding	30	0		2.4	0.1	4.7	2.2	0.1	4.3		2.6	0.3	4.9	3.5	1.4	5.6		3	0.9	5.1	3.6	1.7	5.5
Holy Trinity CE Primary Sunningdale	Good	30	2		3.4	1.1	5.7	2.9	0.7	5.1		-0.6	-2.8	1.6	-0.1	-2.2	2.0		0.9	-1.2	3	4.1	2.1	6.1
Holyport CE Primary	Requires Imp.	54	6		-1	-2.6	0.6	1.7	0.0	3.4		-3.3	-4.8	-1.8	2.2	0.6	3.8		-2.4	-3.8	-1	2.0	0.5	3.5
Knowl Hill CE Primary	Outstanding	19	1		-0.6	-3.8	2.6	1.2	-1.6	4.0		1.8	-1.3	4.9	-1.1	-3.7	1.5		-2.1	-4.9	0.7	0.0	-2.5	2.5
Larchfield Primary and Nursery	Good	30	8		3.4	1	5.8	2.3	-0.3	1.7		0	-2.4	2.4	0.6	-1.8	3.0		4.5	2.3	6.7	2.3	0.0	4.6
Lowbrook Primary	Outstanding	31	0		4.5	2.1	6.9	2.3	0.2	4.4		4.3	1.9	6.7	3.1	1.1	5.1		7.8	5.6	10	5.8	3.9	7.7
Oldfield Primary	Outstanding	30	2		3.6	1.4	5.8	3.3	1.1	5.5		2.1	-0.1	4.3	2.6	0.5	4.7		3.1	1.1	5.1	3.4	1.4	5.4
Riverside Primary	Good	31	2		-4.4	-7	-1.8	-2.8	-5.0	-0.6		-3.1	-5.6	-0.6	-5.1	-7.2	-3.0		0.2	-2.2	2.6	-1.1	-3.1	0.9
S Ascot Village Primary	Good	29	4		4.2	1.9	6.5	2.0	-0.3	4.3		1.6	-0.6	3.8	0.3	-1.9	2.5		2.5	0.4	4.6	3.7	1.6	5.8
St Edmund Campion Catholic Primary	Outstanding	60	4		2	0.4	3.6	4.3	2.7	5.9		1.7	0.1	3.3	2.5	1.0	4.0		3.6	2.1	5.1	4.8	3.4	6.2
St Edward's Royal Free Middle	Good	122	6		0.3	-0.8	1.4	1.3	0.2	2.4		-0.6	-1.7	0.5	0.4	-0.6	1.4		-2.3	-3.3	-1.3	-0.2	-1.2	0.8
St Francis Catholic Primary	Outstanding	30	2		1	-1.3	3.3	2.6	0.4	4.8		1	-1.1	3.3	0.9	-1.2	3.0		2.1	0.1	4.1	3.1	1.1	5.1
St Luke's CE Primary	Outstanding	39	6		0.3	-1.9	2.5	-3.3	-5.3	-1.3		1	-1.1	3.1	-0.5	-2.5	1.5		1.3	-0.7	3.3	-2.6	-4.5	-0.7
St Mary's Catholic Primary	Good	40	0		3.7	1.8	5.6	2.2	0.3	4.1		3.1	1.2	5	2.0	0.2	3.8		5.2	3.5	6.9	3.3	1.6	5.0
St Michael's CE Primary	Good	30	0		2.8	0.6	5	1.9	-0.2	4.0		-0.5	-2.7	1.7	0.3	-1.8	2.4		0.3	-1.7	2.3	0.0	-1.9	1.9
St Peter's CE Middle	Good	61	6		-2.7	-4.4	-1	-1.7	-3.3	-0.1		-1.7	-3.3	-0.1	-1.5	-3.0	0.0		-4.5	-6	-3	-2.2	-3.6	-0.8
Trevelyan Middle	Requires Imp.	150	11		0.6	-0.5	1.7	1.3	0.3	2.3		1.5	0.4	2.6	1.0	0.1	1.9		-0.4	-1.4	0.6	0.9	0.0	1.8
Waltham St Lawrence Primary	Outstanding	18	0		-0.5	-3.6	2.6	1.1	-1.7	3.9		-2.7	-5.7	0.3	-0.2	-2.8	2.4		-1.2	-4	1.6	-0.7	-3.2	1.8
Wessex Primary	Good	61	2		0.5	-1.1	2.1	0.4	-1.1	1.9		-1.7	-3.3	-0.1	-2.1	-3.6	-0.6		1.4	-0.1	2.9	1.0	-0.4	2.4
White Waltham CE	Outstanding	30	1		1.2	-1.1	3.5	-1.1	-3.3	1.1		2	-0.3	4.3	-1.7	-3.8	0.4		-1	-3.1	1.1	-3.4	-5.4	-1.4
Woodlands Park Primary	Good	18	1		-1.3	-4.6	2	-1.7	-4.5	1.1		-2.6	-5.8	0.6	1.3	-1.4	4.0		-2.3	-5.2	0.6	-2.2	-4.8	0.4
Wraysbury Primary	Good	48	1		3.5	1.7	5.3	3.5	1.8	5.2		-1.4	-3.2	0.4	-4.7	-6.3	-3.1		0.2	-1.5	1.9	-0.7	-2.3	0.9
RBWM			82		0.5	0.2	0.8	0.3	0	0.6		-0.7	-1	-0.4	-0.6	-0.9	-0.3		-0.2	-0.5	0.1	0.1	-0.2	0.4
National					0							0							0					

(Vertical section labels: READING Progress KS1 to KS2; WRITING Progress KS1 to KS2; MATHS Progress KS1 to KS2)

SOURCES:
2017 & 2018 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 2017 Progress Measure
- Progress Statistically Significantly Higher than the national average
- Progress Statistically Significantly Lower than the national average

KEY to 2018 Progress Measure
- Progress within the Top 10% of Schools
- Progress within the Top 20% of Schools
- Progress within the middle 64% of Schools
- Progress within the Bottom 16% of Schools
- Progress within the Bottom 10% of Schools

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 GCSEs since 2017

- In 2017 reformed GCSEs in English and math were introduced, reformed GCSEs in a much wider range of subjects were introduced in 2018. This means that most GCSEs are graded 9 to 1 and attract performance table points on a 9 to 1 scale. A further, much smaller number of reformed GCSEs will follow in 2019 and 2020.

4.3 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 the English Baccalaureate which is English and mathematics, two sciences, a humanity (specifically history or geography) and a language.

- The EBacc average point score measure (APS) across the five pillars of the Ebacc using the pupils best grades is published for the first time this year. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

- the Attainment 8 measure, which looks at attainment across eight subjects including English and Maths (both double counted), three Ebacc subjects and three 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) scores and the points from legacy GCSEs mapped onto the 9 to 1 scale (with 8.5 being the maximum points available for legacy GCSEs).

- Progress 8 which was introduced as a top line measure in 2016.

This means that the top line measures since 2017 are not directly comparable to previous years. However for transparency and to help schools show progress the DfE will publish

- 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).

English and Maths GCSE

4.4 Overall 51% of pupils in Windsor and Maidenhead achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 43.3%.

- The Royal Borough is 24th LA on this measure.

- The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 74%. 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 in 2016 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. The numerical grades are used for reformed GCSEs. See Appendix A for a detailed description of how this is calculated for other qualifications.

4.6 The average Attainment 8 score across RBWM was 51.5. This compares to 46.6 for state-schools nationally.

English Baccalaureate

4.7 The English Baccalaureate (EBacc) requires pupils to enter English, maths, two sciences, a humanity (specifically history or geography) and a language. The EBacc average point score measure (APS) across the five pillars of the Ebacc using the pupils best 9 – 1 scores.

Table 4a English Baccalaureate

	English	Maths	2+ Sciences	Humanities	Languages	English Bacc
RBWM entered	97.0	98.3	97.9	86.4	53.3	49.0
National entered	96.0	97.4	95.6	78.5	46.1	38.5
RBWM APS	5.38	5.0	5.13	4.53	2.76	4.66
National APS	4.95	4.53	4.51	3.56	2.26	4.05

Source DfE SFR

- 49% of RBWM pupils were entered for all elements of the Ebacc in 2018, above the national figure of 38.5%.

- The England state-maintained APS for the Ebacc was 4.05, and for RBWM 4.66. RBWM was ranked 13th best LA on this measure.

KEY STAGE 2 - 4 PROGRESS

4.8 The 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 +0.26. This means that on average RBWM pupils attained one grade higher in 2-3 subjects than pupils with equivalent prior attainment nationally. The confidence interval is +/- 0.07, meaning that the Borough's result is significantly better than national and that there is a 95% certainty that the result lies between +0.19 and +0.33.

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

	2014	2015	2016	2017	2018
RBWM 5+ A*-C inc E&M	21	18	12		
RBWM Attainment 8			16	25	16
RBWM Ebacc	15	28	26	23	13
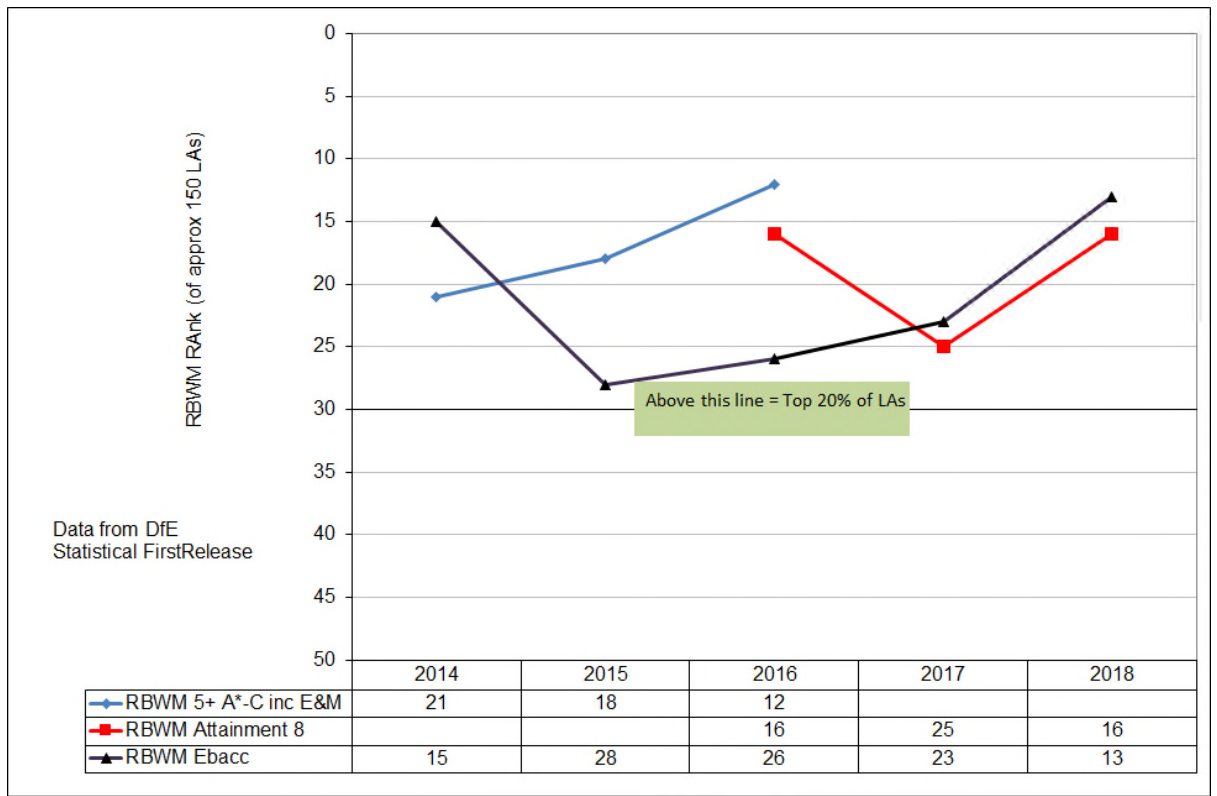
4.11 While the top-line attainment measure has changed (from 5+ A*-C including English and maths GCSEs) to Attainment 8 for the last two years, RBWM's ranking compared to other Local Authorities has remained broadly similar. The Royal Borough is within the top quintile of local authorities on each of 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

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

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 three schools well above national average progress using the progress8 measure, one school assessed as 'above national and six schools where progress is assessed as in line with national average.

Data Pack Figure 4a

 Key Stage 4 School Performance Table Summary 2018

School	Ofsted Rating as at 25.01.18	Cohort Number	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 (2016 leavers)	% Overall absence 2016/17
			%	% Entered	APS	Score	Score	DfE Description	Range	%	%
Altwood	Good	92	47%	29	3.04	49.1	0.11	Average	-.0.16 to 0.37	94	6.7
Charters	Outstanding	244	68%	42	4.05	59.3	0.67	Well Above average	0.5 to 0.83	95	4.5
Churchmead	Good	91	30%	29	3.07	42.7	-0.22	Average	-0.52 to 0.09	91	5.3
Cox Green	Good	143	38%	52	2.87	46.1	-0.11	Average	-0.32 to 0.1	98	5.1
Desborough	Good	90	47%	42	3.92	46.4	-0.18	Average	-0.45 to 0.1	95	4.3
Furze Platt	Good	197	47%	39	3.75	51.3	0.16	Average	-0.02 to 0.34	92	4.3
Holyport	Outstanding	84	56%	80	4.88	57	0.49	Above average	0.16 to 0.82		4.7
Newlands	Outstanding	179	61%	75	4.54	55.3	0.54	Well Above average	0.35 to 0.74	99	4.1
Windsor Boys' School	Good	209	49%	46	3.04	48.9	0.04	Average	-0.14 to 0.22	96	5.1
Windsor Girls' School	Outstanding	148	50%	57	3.93	54.9	0.65	Well Above average	0.44 to 0.86	96	6.2
RBWM		1489	51.0	49.0	4.66	51.5	0.26	Above average	0.19 to 0.33	96	4.7
National 2018 (state funded)			43.3	38.4	4.04	46.5	-0.02			94	5.4

Source: Performance Tables 2018

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

5.1. The government has reformed the 16 to 18 school and college accountability system to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. These changes were introduced in 2016 and the performance tables reflect these changes.

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	299420	33.33	C+	230827	33.59	C+	12.9	21.1	230,124	16.2	0
England State-funded schools	263436	32.12	C+	200658	32.49	C+	10.7	18.2	199,962	13.7	0
Attwood Café Secondary School	53	23.68	D+	28	22.14	D+			28	7.1%	-0.15
BCA	1	SUPP	SUPP	1	SUPP	SUPP			1	SUPP	SUPP
Charters School	180	36.94	B-	167	35.03	B-			167	22.8%	0.22
Cox Green School	49	31.61	C	37	34.50	C+			37	8.1%	-0.06
Desborough College	42	25.89	C-	28	25.95	C-			28	3.6%	-0.09
Furze Platt Senior School	142	32.25	C+	88	37.01	B-			88	25.0%	0.10
Newlands Girls' School	98	34.66	C+	76	35.70	B-			76	17.1%	-0.05
The Windsor Boys' School	101	35.24	B-	85	34.24	C+			85	22.4%	0.27
Windsor Girls' School	93	31.75	C+	72	31.99	C+			72	15.3%	0.14
Windsor and Maidenhead	755	33.34	C+	582	33.78	C+	14.1	21.6	582	16.7	n/a

Data from 2018 Performance Tables

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

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 C+. The LA ranks 26th on this measure. The associated point score of 33.78 is above the state funded national figure of 32.49.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 18.7%, above the national state funded figure of 13.7%. The RBWM figure is significantly higher for the last few years since this reformed measure now includes only students that are on A level programmes and it excludes applied A levels. RBWM ranks 16th on this measure.

- School level progress data is categorised as above average for three schools and average for five 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	12,829	28.10	Merit+	45,797		28.45	Merit+
England State-funded Schools	12,800	28.11	Merit+	45,245		28.43	Merit+
Attwood CofE Secondary School				8	-0.55	23.38	Merit
BCA	6	15	Pass	88	-0.60	24.76	Merit
Charters School				74			
Cox Green School				11	0.67	27.43	Merit+
Desborough College				35	SUPP	SUPP	SUPP
Furze Platt Senior School	4	SUPP	SUPP	7	0.25	30.13	Dist-
Newlands Girls' School				13	-0.28	25.31	Merit
The Windsor Boys' School				31			
Windsor Girls' School				27	SUPP	SUPP	SUPP
Windsor and Maidenhead	10	21.52	Merit-	100		25.73	Merit

Data from 2018 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 Merit-, below the national state funded school average of Merit+, however only 10 students were entered.

- The average point score per applied general qualification expressed as a grade for the Borough was Merit above the national state funded school average of Merit-.

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. Two 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. Four of RBWM's sixth forms fall into this category. As a whole, RBWM is rated a 4 on this measure, classified by ALPS as 'Very Good'. One RBWM school did not take an ALPS report this year.

Table 5d ALPS: A level value-added

2017/2018	A Level Students	Average GCSE score	A Level grades on Target	ALPS Score
Charters School	158	6.36	71.9	3
Cox Green School Academy	42	6.23	70.5	5
Desborough College	27	5.97	48.1	7
Furze Platt School	104	6.27	73.9	4
Newlands Girls' School	84	6.39	71.8	4
The Windsor Boys' School	74	6.33	75.0	3
Windsor Girls' School	70	6.09	63.6	4

'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

6.2 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 2018	RWM %L4+ 2016	% attaining expected standard Reading+Writing+Maths 2017	2018	National 2018	+/- National	LA Ranking 2018
All	1517	59	66	69	65	4	=32
Girls	736	65	66	75	69	6	=13
Boys	781	54	67	63	61	2	=47
FSM	85	27	40	32	46	-11	=148
Non-FSM	1432	62	68	71	68	3	=38
Disadvantaged	226	35	44	41	51	-10	=142
Non-Disadv	1291	65	71	73	71	2	=48
SEN	224	15	23	23	24	-1	=76
SEN – with EHC	40	5	6	10	9	1	=45
Non-SEN	1250	70	77	79	74	5	=28
Not 1st Lang Eng	266	51	62	62	65	-3	=86
First Lang Eng	1248	61	67	70	65	5	=24
Asian	232	55	69	69	69	0	=95
Black	14	47	58	64	64	0	=56
Mixed	126	65	64	64	66	-2	=91
White	1100	60	67	69	64	5	=30

Source : DfE SFR

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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 two of our highlighted sub-groups in Table 6a – Mixed Ethnicity and English not the First Language (by 2% points and 3 % pojnts respectively) and well below national for two other such groups i.e. Disadvantaged and FSM pupils. In these last two instances, the percentage difference with the national is 10% points for Disadvantaged which equates to just under 23 pupils lower and for FSM the 14% point difference is just under 12 pupils lower.

- The gap between RBWM girls and boys has increased markedly this year from one % point to twelve (compared with a 8% point gap at National). This has occurred because the boys decreased their performance from 67% in 2017(their best performance so far) to 63% this year (still above the national average) whereas the Girls' increase was 9% points from 66% in 2017 to 75%.

- Pupils with English as their first language outperformed those for whom English was not their first language in RBWM by 8% points, a larger gap than last year (5% points). This occurred because the First Language pupils increased their score by 3% points to 70% whereas the result for those for whom English was not their first language remained the same at 62%.

   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 and pupils for whom English is not the first language. However for pupils with 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 2018	2018	National 2018	+/- National	LA Ranking 2018
All	1345	+0.26	-0.02	+0.28	21
Girls	648	+0.48	+0.22	+0.26	19
Boys	697	-0.05	-0.25	+0.20	=20
FSM	68	-0.26	-0.53	+0.27	=24
Non-FSM	1277	+0.29	+0.05	+0.24	21
Disadvantaged	194	-0.21	-0.44	+0.23	28
Non-Disadv	1151	+0.34	+0.13	+0.21	=24
SEN	162	-0.27	-0.43	+0.16	37
SEN – with EHC	55	-0.18	-1.09	+0.91	1
Non-SEN	1128	+0.36	+0.08	+0.28	=21
Not 1st Lang Eng	166	+0.31	+0.49	-0.18	=130
First Lang Eng	1176	+0.25	-0.10	+0.35	=11
Asian	180	+0.38	+0.45	+0.07	111
Black	25	0.25	+0.12	+0.13	74
Mixed	103	+0.37	-0.02	+0.39	12
White	994	+0.24	-0.10	+0.34	15

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 significantly better progress than 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 in the top quintile nationally.

- 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 0.31 but these are still below the very positive national average of 0.49 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 just above 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).

- The RBWM Asian group is worth looking into since it holds two sub-groups – Indian and Pakistani - who perform quite differently.

- For KS2 the LA Indian group provisional score for 2018 is 92% attaining the Expected standard or better (a 10% point increase on last year), whereas the LA's Pakistani group score is 67% (a 15% point increase). Although both groups have improved upon their 2017 result, the Pakistani group has now moved above both the national average of 65% and their national group score of 63%.The Indian group remains significantly higher than their national counterparts' score of 77% and well beyond the national figure of 64%. Of the five 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 – 5 out of 14 (36%)
  Courthouse Junior – 3 out of 6 (50%)
  Riverside Primary – 4 out of 18 (22%)
  St Luke's Primary – 4 out of 8 (50%)
  Trevelyan Middle – 11 out of 13 (85%)

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. Aside from KS4, reading at KS1 and Y1 Phonics, the other Key Stages fall below the national average. There is further detail in the following sections.

Chart 6a **FSM/Disadvantaged attainment and ranking by Key Stage**
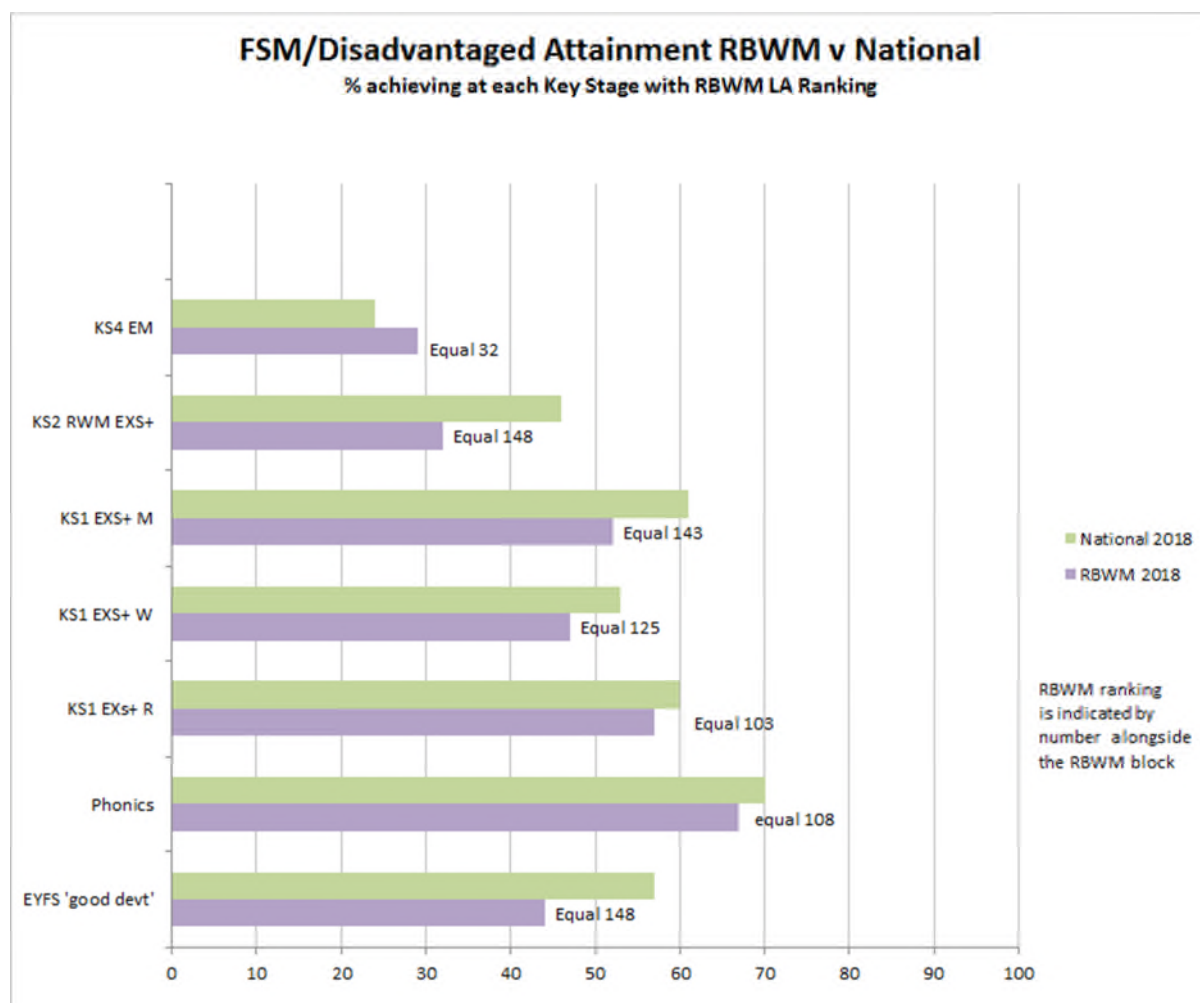
FREE SCHOOL MEALS (FSM)

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

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

- Within both Reading and Writing at KS1, the RBWM non-FSM/FSM gap has decreased when compared to 2017.For Foundation Stage, KS1 Maths and KS2, the RBWM non-FSM/FSM gap has increased when compared to 2017

- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2015 to 2018.

- At KS2, our score of 32% is a marked decrease upon our 2017 performance (40%) and placed us joint 148th in the LA rankings, which is

within the bottom 20% of local authorities. The FSM / non-FSM gap of 39 percentage points is still very large and a significant widening upon our previous gap of 28% points. However, with only 85 pupils (the 2nd smallest cohort in the country when you discount The Isles of Scilly and the City of London), every Royal Borough FSM pupil at KS2 is worth more than 1% point in our result. Thus a small number of children gaining the expected standard would have improved our result and ranking considerably.

- It should also be noted that 9 of the 12 LAs with cohorts of fewer than 200 pupils failed to exceed the national average of 46% (see Chart 6b). This group includes Bracknell Forest (38%), W Berkshire (26%), Wokingham (39%), and Kingston upon Thames (46%). Also of note is that the very high attaining authority of Richmond upon Thames, which is in this group, has a larger gap than the national (28% points vs 22% points).

- An authority mentioned previously which continues to score very well with its small FSM group is the Royal Borough of Kensington and Chelsea. Their FSM group scored 67% and their non-FSM group 78%, making a gap of only 11% points.

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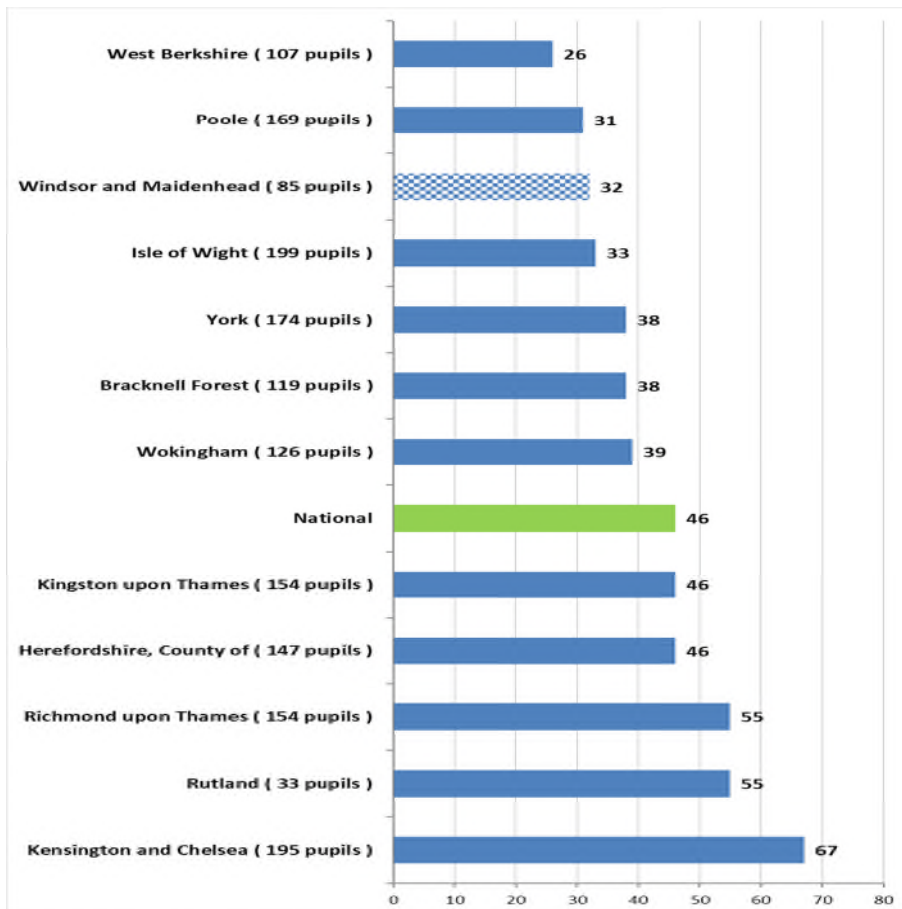
DISADVANTAGED PUPILS

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 disadvantaged in school and National disadv.	% pt. GAP between disadv. pupils in school and National for other pupils
	Number	% achieving	Number	% achieving		
All Saints	16	44	70	63	-7	-27
Cookham Rise	7	43	23	87	-8	-28
Courthouse Junior	19	21	85	57	-30	-50
Datchet St Mary's	11	46	18	67	-5	-25
Dedworth Middle	24	29	97	55	-22	-42
Furze Platt Junior	7	57	82	76	6	-14
Riverside Primary	7	14	24	25	-37	-57
South Ascot Village	7	43	22	96	-8	-28
St Edward's Middle	7	43	115	83	-8	-28
St Luke's	6	50	33	46	-1	-21
St Michael's	8	13	22	91	-38	-58
St Peter's	9	56	52	67	5	-15
Trevelyan Middle	27	56	123	87	5	-15
Wessex	10	60	51	71	9	-11
Woodlands Park	8	25	11	46	-26	-46
Wraysbury	11	18	37	60	-33	-53
RBWM	226	41	1085	73	-10	-30
NATIONAL		51		71	n/a	n/a

- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 32 percentage points, wider than the National gap of 20 percentage points.
- RBWM disadvantaged pupils under-performed against their national counterparts by 10 percentage points (see Chart 6c below). As you will notice from the chart below, only four of the nine authorities with cohorts below 400 pupils scored higher than the national average for disadvantaged pupils (i.e. 51
- %).
- However, within this group of nine LAs there are no fewer than four high attaining authorities on the same measure for all pupils i.e. Richmond (81%), Wokingham (72%) Kingston (71%) and RBWM (69%). All four LAs lie within the top 25% for attainment for all pupils.
- Table 6e above shows those 16 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 2 percentage points (73% vs 71%).

Chart 6c – Percentage of 2018 KS2 Disadvantaged Pupils Reaching the Expected Standard or Above – Nine Smallest LA Cohorts incl. National
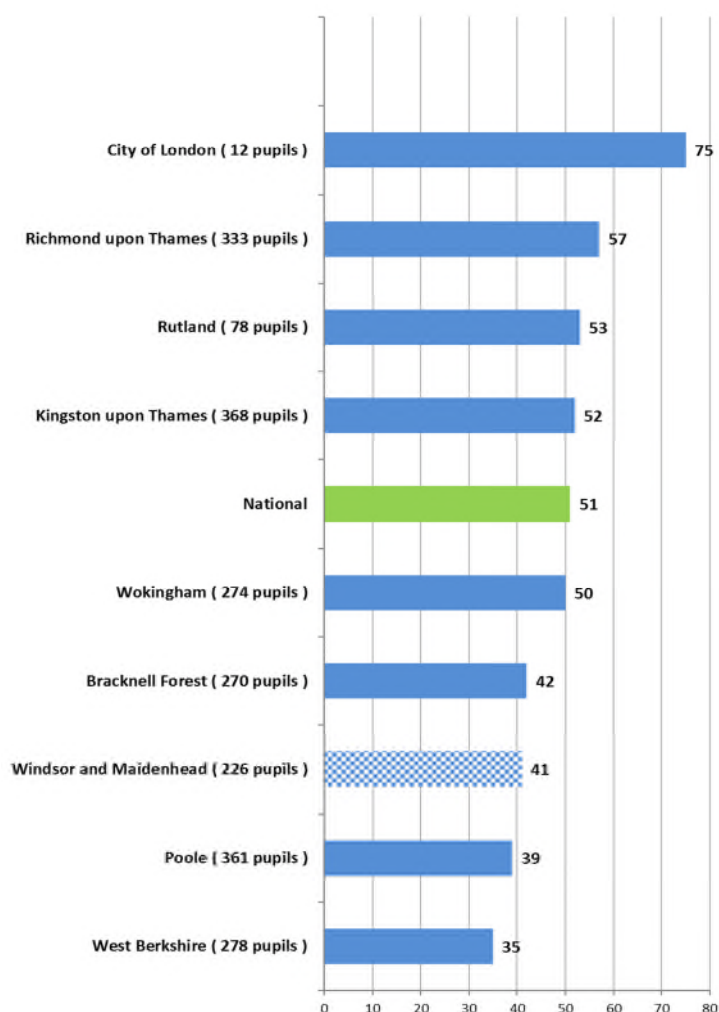
Table 6f Key Stage 4: Progress 8 results by school and Disadvantaged

School name	Disadvantaged pupils		All pupils		Difference from National	
	Number	Progress 8	Number	Progress 8	Disadvant-aged pupils	All pupils
England - state		-0.44		-0.02	n/a	n/a
RBWM	234	-0.21	1345	+0.26	+0.23	+0.28
Altwood	14	-1.03	86	+0.11	-0.59	+0.13
Charters	22	0.40	222	+0.67	+0.88	+0.69
Churchmead	22	-0.55	66	-0.22	-0.11	-0.20
Cox Green	15	-0.72	137	-0.11	-0.28	-0.09
Desborough	8	-0.18	82	-0.18	+0.26	-0.16
Furze Platt Senior	32	-0.07	186	+0.16	+0.36	+0.18
Holyport College	9	0.66	56	+0.49	+1.1	+0.51
Newlands	21	+0.06	167	+0.54	+0.50	+0.56
The Windsor Boys'	21	-0.20	192	+0.04	+0.24	+0.06
Windsor Girls'	22	-0.16	141	+0.65	+0.28	+0.67

Source : DfE Performance Tables

- Both RBWM disadvantaged and non-disadvantaged pupils have outperformed their national equivalents.
- Only three 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 the EPAS database.

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

RBWM

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 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	103	84	113	68	x	x	15	73	1729	77
% achieving good level of development 2018	1136	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74
Key Stage 1																
% 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 expected standard Reading 2018	1201	81	140	90	274	77	123	86	117	66	7	100	20	85	1699	81
% 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 expected standard Writing 2018	1201	73	140	82	274	73	123	82	117	62	7	100	20	75	1699	73
% 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
% achieving Expected standard Maths 2018	1201	81	140	86	274	77	123	88	117	66	7	100	20	75	1699	80
Key Stage 2																
% 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
% achieving Expected standard R+W+M 2018	1100	69	126	64	232	69	94	92	111	67	7	86	14	64	1517	69
Key Stage 4																
% 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
% achieving grade 5+ E+M GCSE 2018	1091	52	121	59	192	45	52	60	120	40	5	60	31	36	1489	51

Data Pack Table 6c

2018 Data from DFE SFRs (except Indian and Pakistani groups - from NCER NEXUS NOVA Reports

Other data from SFRs

No SFR by ethnicity produced for KS5

x Data suppressed (small cohort size)

Italics show data not directly comparable with previous years

Table 6d - Key Stage Performance by Free School Meals

Table 6d	Free School Meals - attainment gap over time

EYFS: Good Level of Dev't

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1693	110	1583	1747	104	1643	1729	93	1636	1694	82	1612				
RBWM	75	56	75	74	44	76	77	52	77	74	44	76	19	32	25	32
National	51	69	66	69	54	72	71	56	73	72	57	74	-3	18	17	17
Statistical Neighbour Average	50	72	70	73	52	75	74	53	76	75	51	77	-2	23	23	26

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

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1628	108	1520	1671	79	1592	1701	100	1601	1699	114	1585				
RBWM	92	69	94	80	54	81	82	52	84	81	57	83	25	27	32	26
National	90	82	92	74	60	77	76	61	78	75	60	78	10	17	17	18
Statistical Neighbour Average	93	80	94	77	56	79	79	57	80	79	56	81	14	23	23	25

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

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1628	108	1520	1671	79	1592	1701	100	1601	1699	114	1585				
RBWM	89	64	91	74	37	72	74	44	76	73	47	75	27	35	32	28
National	88	77	90	68	50	66	68	52	71	70	53	73	13	16	19	20
Statistical Neighbour Average	89	73	91	67	43	69	70	45	72	74	47	74	18	26	27	27

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

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1628	108	1520	1671	79	1592	1701	100	1601	1699	114	1585				
RBWM	94	77	95	78	52	79	80	54	81	80	52	82	18	27	27	30
National	93	86	94	73	58	75	75	60	78	76	61	79	8	17	18	18
Statistical Neighbour Average	94	84	95	75	53	77	77	55	79	78	55	80	11	24	24	25

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

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1371	103	1268	1340	95	1245	1462	96	1366	1517	85	1432				
RBWM	82	58	84	59	27	62	66	40	68	69	32	71	26	35	28	39
National	80	66	83	54	36	57	61	43	65	64	46	68	17	21	22	22
Statistical Neighbour Average	83	60	85	66	32	60	64	36	67	67	39	69	25	28	31	30

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

	2015 All	2015 FSM	2015 Non FSM	2016 All	2016 FSM	2016 Non FSM	2017 All	2017 FSM	2017 Non FSM	2018 All	2018 FSM	2018 Non FSM	2015 Gap non FSM-FSM	2016 Gap non FSM-FSM	2017 Gap non FSM-FSM	2018 Gap non FSM-FSM
Cohort size RBWM	1535	96	1439	1470	95	1375	1547	122	1425	1489	76	1413				
RBWM	65	39	66	72	51	74	50	23	52	51	26	52	26	23	29	26
National	57	33	61	63	39	67	43	22	46	44	22	47	28	28	24	25
Statistical Neighbour Average	64	31	66	69	37	71	51	21	53	52	22	54	36	34	32	32

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

Table 6g - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
Figures in brackets include Special School		**CiC (inc special)**	**All**	**CiC**	**All**
	Early Years				
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
3	% achieving good level of development 2018	66	74	n/a	71
	Key Stage 1				
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
2	% achieving Expected Standard in Reading 2018	50	81	n/a	75
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
2	% achieving Expected Standard in Writing 2018	50	73	n/a	
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
2	% achieving Expected Standard in Maths 2018	50	80	n/a	
	Key Stage 2				
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
2	% achieving Expected Standard in Reading 2018	50	81	n/a	76
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
2	% achieving Expected Standard in Writing 2018	0	80	n/a	79
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
2	% achieving Expected Standard in Maths 2018	0	79	n/a	76
	Key Stage 4				
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
8(10)	% achieving EM 2018 (Grade 4+)	50(40)		n/a	
	Key Stage 5				
0	*% achieving 3+ A*-E 2015*	*-*	*85*	*n/a*	*77*
0	% Achieving Level 3 Qualifications 2016	-	n/a	n/a	n/a
6	% Achieving Level 3 Qualifications 2017	50	n/a	n/a	n/a
0	% Achieving Level 3 Qualifications 2018	-	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 2019

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 2016/17 year which is the latest data set available.

Table 7a - Overall and persistent absence

	Overall Absence (%)		% Persistent absentees	
	2015/16	2016/17	2015/16	2016/7
England Primary	4.0	4.0	8.2	8.3
Statistical Neighbours Primary	3.7	3.7	6.6	6.6
RBWM Primary	3.8	3.6	7.5	6.9
England Secondary	5.2	5.4	13.1	13.5
Statistical Neighbours Secondary	4.9	5.0	11.8	11.9
RBWM Secondary	4.7	4.7	9.6	10.0

Source DfE SFR

The definition of persistent absence changed in 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.

OVERALL ABSENCE

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

- RBWM attendance continues to be better than national. Attendance is better than statistical neighbours.

- RBWM Primary school attendance level has improved slightly while national has remained static, resulting in a ranking improvement from equal 25th LA in 2016 to equal 7th LA in 2017.

- RBWM Secondary school attendance level has remained static compared to 2015/16 while nationally it has decreased slightly. RBWM attendance ranking has improved slightly from equal 16th LA in 2015 to equal 13th 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. The level of persistence absentees has decreased from 7.5% to 6.9% for Primary schools and increased slightly to 10.0% 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 19th LA up from equal 39th in 2015/6

- RBWM's Secondary school persistent absence ranking is very high at 8th 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 2017/18 academic year (but not yet LA or Statistical Neighbours data).

- National two term absence in 2017/18 at Primary schools is up slightly at 4.2% while for Secondary schools it is up slightly at 5.4%.

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for the 2017/18 academic year 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 – 3 term Absence in RBWM schools (Infant/Junior/Primary)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
England Primary	**3.9**	**4**	**4**	**8.8**	**8.7**	**8.3**
All Saints	3.6	3.6	3.5	7.1	6.1	4.2
Alwyn	3.5	2.6	2.6	8.7	4.9	4.4
Bisham	3.5	3.8	3.3	10.2	8.1	8.1
Boyne Hill	3.3	2.8	2.7	5.6	2.4	0.8
Braywick Court		2.8	3.1		3.3	4.8
Burchetts Green	2.4	3	2.7	0	0	0
Cheapside	4.1	3.5	3.5	6.2	6.1	5.1
Cookham Dean	4.2	4.5	4.1	8.1	9.8	8.5
Cookham Rise	3.8	3.8	3.4	8.9	7.1	5.5
Courthouse Junior	3.6	3.1	3.1	7.9	4.4	3.4
Datchet St Mary's	6.5	5.6	5.9	20	18.8	18.8
Furze Platt Infant School	4.3	4.1	4.2	9.9	8.3	8.7
Furze Platt Junior School	3.6	3.2	3.3	5.6	4.9	4.6
Holy Trinity, Cookham	3.8	3.6	3.4	5.4	3.9	3.3
Holy Trinity, Sunningdale	2.8	3	3	5.3	6.3	6.7
Holyport Primary	4	3.6	3.6	7.2	6	6.8
Knowl Hill	3	4.6	4.6	3.7	16.1	13.3
Larchfield	5.1	4.9	4.8	15	8.2	10.9
Lowbrook Academy	2.6	2.1	2	1.2	1.5	0.7
Oldfield	2.9	3.1	2.8	3.6	6.1	2.3
Riverside	5	5.4	5.5	13.2	15.3	13.4
St Edmund Campion	2.3	2.5	2.4	1.7	2.5	1.9
St Francis	3.3	3.1	3.1	4.9	3.3	2.2
St Luke's	4.9	4.7	4.7	15.7	14.1	14.3
St Mary's	3.4	4	3.1	4.9	8.9	4.8
St Michael's	3.6	3	2.9	6	2.7	1.6
South Ascot Village	4.9	3.6	3.7	11.1	6.1	5.6
Waltham St Lawrence	4.1	5.5	5.4	15.2	16.3	16.8
Wessex	3.7	4.9	4.7	7.7	14.5	12.6
White Waltham	2.9	2.5	2.4	4.4	0.6	1.1
Woodlands Park	5.4	5.8	5.6	18.6	20.9	17.7
Wraysbury	4.7	4.5	4.4	12.2	11.7	10.2

Source : ASP

Table 7c - Absence in RBWM schools (First)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
England Primary	**3.9**	**4**	**4**	**8.8**	**8.7**	**8.3**
Alexander First	4.3	5.3	5.2	10.9	12.9	13.8
Braywood	3.3	2.4	2.5	5.1	0.8	0.8
Clewer Green	3.7	3.7	3.7	7.4	4.2	5.9
Dedworth Green	6	4.9	4.6	17.3	9.9	12.1
Eton Porny	4.7	5.2	4.9	14.1	10.8	11.7
Eton Wick	5.1	3.7	4	14	8.8	6.1
Hilltop	4.1	3.9	3.7	8.1	9.8	9.2
Homer	3.6	3.6	3.4	3	6.4	3.5
King's Court	4	4.1	4.1	5.6	8.9	7.7
Oakfield	3.4	3.3	3	4.9	8.8	5.9
The Queen Anne	5	4.6	4.5	11.1	15	12.5
The Royal	3.7	3.5	3.5	3.6	3.8	1.3
St Edward's	3.2	3	2.8	3.7	3.1	1.8
Trinity St Stephen	4	3.5	3.4	8.5	5	5.9
Source : ASP						

Table 7d - Absence in RBWM schools (Middle)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
England Secondary	**5**	**5.2**	**5.4**	**12.4**	**12.8**	**13.6**
Dedworth	4.7	4.6	4.7	9.2	9.6	10.5
St Edward's	3.2	3.3	3.3	3.9	4.5	3.9
St Peter's	4.8	4.8	5.1	11.8	13.2	12.2
Trevelyan	4.5	4.6	4.6	9.8	11.8	10.2
Source : ASP						

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

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
England Secondary	**5**	**5.2**	**5.4**	**12.4**	**12.8**	**13.6**
Altwood	6	6.5	6.7	15	17.9	19.2
Charters	5	4.6	4.5	10.4	9.1	9.5
Churchmead	5	5.3	5.9	10.4	14.5	13.9
Cox Green	4.3	5.1	5.1	7.1	11	10.6
Desborough	4.2	4.2	4.3	7.9	7.7	8
Furze Platt	4.3	4.2	4.3	7.3	7	7.2
Holyport College	4.9	4.9	4.7	12.5	10.8	9.8
Newlands	4.2	4.1	4.1	9.9	7.4	7.8
The Windsor Boys	5.1	5.1	5.1	10.8	13	13.5
Windsor Girls	6.4	6.2	6.2	13.8	13.4	13.2
Source : ASP						

FIXED PENALTY FINES AND PROSECUTIONS

7.6 **BACKGROUND**

RBWM continues to issue fines at a school's request for leave of absence in term time without prior school permission. In every case a pupil will have had a minimum of 10 school sessions (ie 5 school days) lost to unauthorised absence during the current term, or at least 10 sessions spanning a school holiday before a Penalty Notice is considered

PROCESS

A Notice for Leave of Absence is sent to parents/carers with payment of £60 per child/per parent which is requested within 21 days of receipt, rising to £120 if paid after this but within 28 days.

APPROACH

When deciding to pursue non-payments of fines all factors are taken into consideration and a prosecution may not be pursued as once a fine has been issued. Recent changes allowing unpaid fines to be paid in instalments as opposed to prosecution has resulted in an increase in FPN revenue as shown below.

FPN DATA

Year	Number of fines	Prosecution	Revenue
2016/17	113	3	£7967.50
2017/18	130	0	£10,900

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2016/17 academic year and come from the DfE SFR. National data for 2017/18 is expected to be published in July 2019.

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	2017/8
Number of pupils$^{\#}$	20	10	20	20	21
% of Total pupils	0.09%	0.03%	0.09%	0.09%	0.09%

Source: Exclusions SFR except 2017/18 (Educational Welfare)

SFR rounds total pupil numbers to nearest 10

- The number Permanent Exclusions in RBWM has increased by 1 in 2017/18.
- The national exclusion rate in 2016/17 (the latest year for which data is available) was 0.1% (i.e. on average 10 students in every 10,000 were permanently excluded).
- In 2017/8 there were no Permanent Exclusions in the Primary phase, The number of Permanent Exclusions in the Secondary phase was 21 this year

A breakdown of Permanent Exclusions by school and reason code for 2015/6 2016/7 and 2017/8 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

School	No. of Permanent Exclusions	Reason
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	Drugs x4, Other (serious breach of behaviour policy) 1
Charters	1	PAC
Cox Green	6	PDB, PAC, Weapon into school, 3x Other (violence, damage to property, violent threats)
Dedworth Middle	2	PDB, PAA
Furze Platt Junior	1	PDB
Furze Platt Senior	2	VA to adults, PDB
St Lukes Primary	1	PDB
St Pirans	*1*	*PDB*
Windsor Boys School	*2*	Weapon in school, drugs
Total	**21**	
Academic Year 2017/2018		
School	**No. of Permanent Exclusions**	**Reason**
Altwood	2	2 PDB
Charters	1	PDB
Churchmead	1	PAC
Cox Green	4	2x Drugs, 1x PDB,1xPAC
Desborough	4	1x Drugs, 2x Damage to property, 1x Weapon
Furze Platt Senior	2	1x PAC, 1x PDB
Holyport College	1	Drugs
Newlands Girls School	1	Repeated setting off fire alarm
The Royal Grammar	1	Drugs
Trevelyan Middle School	2	Drugs
Windsor Boys' School	1	PAC
Furze Platt Junior	1	PDB
Total	**21**	

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 2016/7. 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	58	704
Number of Pupils who received FTE's	32	428
Total Number of days of FTE's	113	1485
Total Fixed Term Exclusions	766	
Total number of Pupils who received a FTE	463	
Total number days of FTE	1607	

8.4   The average number of days lost per excluded pupil in RBWM was 3.5 compared to 4.4 nationally.

SECTION 9 - PUPIL DESTINATIONS

KEY STAGE 4 AND KEY STAGE 5 PUPIL DESTINATIONS 2016/17

The pupil destinations for 2016/17 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 (94%) and South East (94%)

9.2 Types of institutions
The proportion of RBWM pupils in school sixth forms (55%) continues to be well above national and South East (both 38%).

9.3 Disadvantaged Pupils
The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 92%, and just above South East and national (87% and 88%).

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	541120	94%	34%	38%	13%	5%	1%
SE	85800	94%	29%	38%	18%	5%	1%
RBWM	1475	95%	26%	55%	7%	3%	2%
England disadv	148780	88%	42%	25%	10%	11%	1%
SE disadv	17520	87%	41%	23%	11%	11%	1%
RBWM disadv	240	92%	38%	35%	6%	6%	2%
England non-disadv	398105	96%	31%	43%	14%	3%	1%
SE non-disadv	69345	96%	26%	42%	20%	3%	1%
RBWM non-disadv	1290	96%	23%	59%	8%	2%	2%

Source DfE SFR

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

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6th form	% in 6th form College	Destinat'n not sustained	Activity not captured in data
Altwood	133	94%	29%	54%	5%	x	x
Charters	245	95%	19%	62%	12%	2%	2%
Churchmead	87	91%	71%	18%	x	6%	3%
Cox Green	146	98%	37%	40%	14%	x	x
Desborough	64	95%	23%	50%	14%	4%	0%
Furze Platt	186	92%	22%	58%	x	6%	2%
Newlands	181	98%	15%	69%	11%	0%	2%
The Windsor Boys	222	96%	23%	62%	3%	x	x
Windsor Girls	183	95%	23%	59%	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% equal to South East and national.

9.5 Selective institutions

- The proportion of students from RBWM schools going to 'Top Third' Higher Education Institutions (HEIs) is 24%. This is equal to the England average for state-funded schools.

- The proportion of students from RBWM schools going to Russell Group universities has increased to 16%. The England average remains at 17%.

- RBWM has a far higher proportion of pupils in school sixth forms than nationally. National data shows that students at colleges are much less likely to go to selective institutions (see table 9c). The combined figure for schools and colleges shows RBWM has similar percentages to national going to selective institutions.

9.6 Disadvantaged Pupils

The proportion of KS5 students in RBWM schools who were disadvantaged and were in sustained education or employment/training has increased to 86% above the national figure of 85%. 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	191925	90%	59%	24%	17%	3%
South East schools	31060	90%	55%	26%	17%	3%
RBWM schools	830	90%	55%	24%	16%	3%
England colleges	180330	87%	42%	10%	7%	3%
South East colleges	33835	88%	37%	12%	7%	4%
RBWM colleges	285	85%	29%	4%	1%	x
England schools & colleges	372255	89%	50%	17%	12%	4%
South East schools & colleges	64895	89%	46%	19%	12%	5%
RBWM schools & colleges	1120	89%	48%	19%	12%	x
England schools & colleges disad	68785	85%	46%	10%	7%	4%
South East schools & colleges disad	7490	85%	35%	9%	5%	4%
RBWM schools disad	110	86%	36%	10%	5%	6%
England schools & colleges non disadv	303470	90%	51%	19%	13%	4%
South East schools & coll non disadv	57580	90%	47%	20%	13%	3%
RBWM schools & coll non disadv	1005	89%	50%	20%	13%	3%

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	54	91%	35%	9%	6%	x
Charters	287	90%	57%	31%	25%	4%
Cox Green	37	95%	57%	14%	x	x
Desborough	95	92%	52%	9%	5%	3%
Furze Platt	135	84%	53%	23%	16%	2%
Newlands	82	90%	56%	29%	18%	4%
Windsor Boys	104	93%	62%	28%	16%	3%
Windsor Girls	92	95%	61%	28%	13%	4%
BCA	287	85%	29%	4%	1%	5%

Source DfE SFR

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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 main stream and special state-funded schools for KS4 and mainstream schools and colleges for KS5.

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).

10.2 Data now relates to young people aged 16-17 (previously 16-18).

10.3 The headline measure 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 this new measure).

Table 10a Number of 16-17 year olds NEET and EET in RBWM
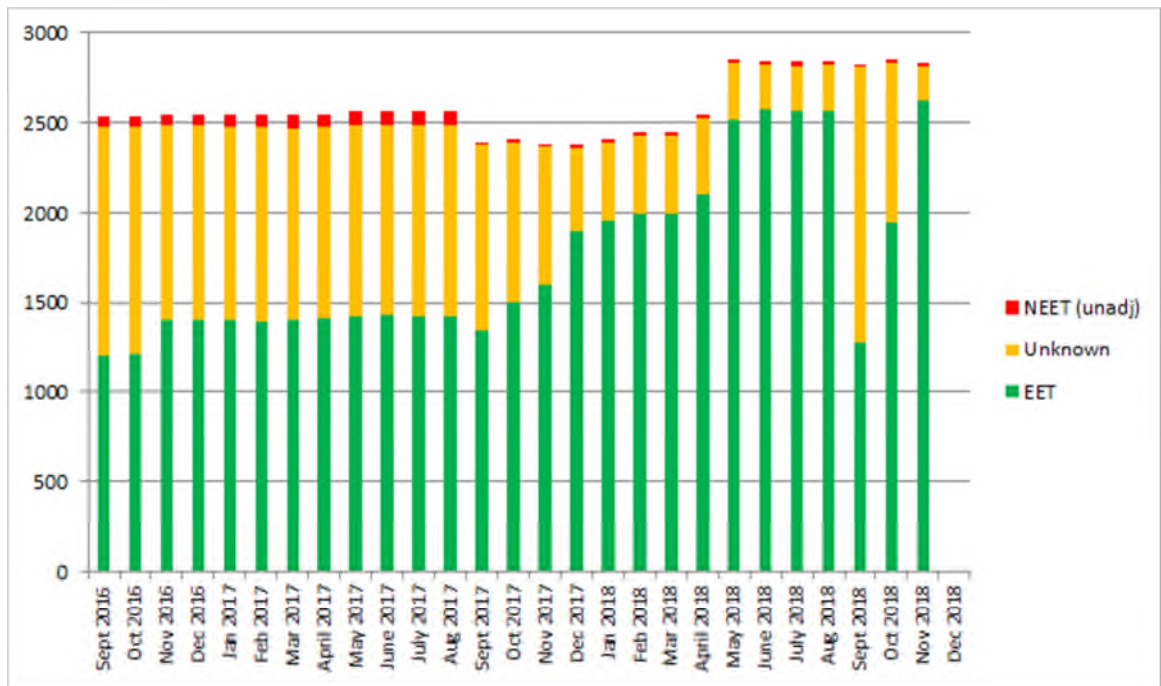
10.5 The key findings were as follows:

- The average number of 16-17 year olds identified as NEET in RBWM was 12 over the 3 months to November 2018.

- The average % NEET for November 2018 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 2.4%.

- The percentage unknown was 6.9% for November 2018. This is a percentage point higher than the England average of 5.9% for the same period. RBWM now uses the same processes as Richmond and Kingston since moving to achieving for children and the proportion of 'unknown' has already fallen from 19.7% this time last year and should fall significantly in the coming months.

Appendix A

Progress 8

How Progress 8 and Attainment 8 measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

Appendix A

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