

Public Document Pack

Notice of Meeting

People Overview and Scrutiny Panel

Councillors Helen Taylor (Chair), Devon Davies (Vice-Chair), Mandy Brar, Suzanne Cross, Carole Da Costa, Jack Douglas, Genevieve Gosling, George Shaw and John Story

Co-optees: Tony Wilson, Catherine Hobbs, Poornima Karunacadacharan, Noel Wood and Mark Jervis

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Royal Borough
of Windsor &
Maidenhead

Thursday 18 April 2024 7.00 pm

Grey Rooms - York House - Windsor & on [RBWM YouTube](#)

Agenda

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5	Standards and Quality of Education – A Review of the Academic Year 2022-23 This report sets out the progress across the Borough's schools during the academic years 2022-23, summarising the available qualitative and quantitative data that is contained in the Education Pack 2022-23 and other	29 - 184

	<p>appendices. This report outlines some of the support provided by the Education Service and the next priority steps for continued improvement in education to give all pupils the best chance of success.</p> <p>The report is currently in draft format and will be considered by Cabinet on 24th April 2024.</p>	
6	<p>Social Care & Send Inspections - Annual Self Assessments</p> <p>The self assessment provides information and analysis of Achieving for Children's (AfC) continued improvement journey within the Royal Borough of Windsor and Maidenhead. These assessments have been undertaken in both children's social care and SEND, with both reports shared with the Panel for consideration.</p> <p>Due to accessibility issues with these reports, they have not been published with the agenda pack on the website but have been circulated to Panel Members. If you would like to read a copy of the reports, please email mark.beeley@rbwm.gov.uk.</p>	Verbal Report
7	<p>Stop Smoking Service</p> <p>Following a decision by Cabinet, Solutions 4 Health were recommissioned in December 2023 to provide the local stop smoking service for the next 2 years beginning on 1st April 2024.</p> <p>This report provides the People Overview and Scrutiny with oversight of the programme and how it will operate.</p>	185 - 194
8	<p>Annual Scrutiny Report - Drafting Ideas</p> <p>Each year, Overview and Scrutiny is required to submit an annual report to Full Council highlighting the progress and achievements over the course of the past municipal year.</p> <p>The report is currently being drafted and the final report will be submitted to Full Council for consideration in July 2024. The Panel are asked to consider what they would like to include on the annual report for this year. The Annual Scrutiny Report for 2022/23 has been included as Appendix A to this report.</p>	195 - 208
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By attending this meeting, participants are consenting to the audio & visual recording being permitted and acknowledge that this shall remain accessible in the public domain permanently.

Please contact Mark Beeley, Mark.Beeley@RBWM.gov.uk, with any special requests that you may have when attending this meeting.

Published: 10th April 2024



MEMBERS' GUIDE TO DECLARING INTERESTS AT 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 Disclosable Pecuniary Interest (DPI) or Other Registerable 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.

Any Member with concerns about the nature of their interest should consult the Monitoring Officer in advance of the meeting.

Non-participation in case of Disclosable Pecuniary Interest (DPI)

Where a matter arises at a meeting which directly relates to one of your DPIs (summary below, further details set out in Table 1 of the Members' Code of Conduct) you must disclose the interest, **not participate in any discussion or vote on the matter and must not remain in the room** unless you have been granted a dispensation. If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest, just that you have an interest. Dispensation may be granted by the Monitoring Officer in limited circumstances, to enable you to participate and vote on a matter in which you have a DPI.

Where you have a DPI on a matter to be considered or is being considered by you as a Cabinet Member in exercise of your executive function, you must notify the Monitoring Officer of the interest and must not take any steps or further steps in the matter apart from arranging for someone else to deal with it.

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 (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her 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 council.*
- *Any licence to occupy land in the area of the council for a month or longer.*
- *Any tenancy where the landlord is the council, and the tenant is a body in which the relevant person has a beneficial interest in the securities of.*
- *Any beneficial interest in securities of a body where:*
 - a) that body has a place of business or land in the area of the council, and*
 - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.*

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

Disclosure of Other Registerable Interests

Where a matter arises at a meeting which **directly relates** to one of your Other Registerable Interests (summary below and as set out in Table 2 of the Members Code of Conduct), you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation.** If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest.

Other Registerable Interests:

- a) any unpaid directorships
 - b) any body of which you are a member or are in a position of general control or management and to which you are nominated or appointed by your authority
 - c) any body
 - (i) exercising functions of a public nature
 - (ii) directed to charitable purposes or
 - (iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union)
- of which you are a member or in a position of general control or management

Disclosure of Non- Registerable Interests

Where a matter arises at a meeting which **directly relates** to your financial interest or well-being (and is not a DPI) or a financial interest or well-being of a relative or close associate, or a body included under Other Registerable Interests in Table 2 you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting** but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer) you do not have to disclose the nature of the interest.

Where a matter arises at a meeting which **affects** –

- a. your own financial interest or well-being;
- b. a financial interest or well-being of a friend, relative, close associate; or
- c. a financial interest or well-being of a body included under Other Registerable Interests as set out in Table 2 (as set out above and in the Members' code of Conduct)

you must disclose the interest. In order to determine whether you can remain in the meeting after disclosing your interest the following test should be applied.

Where a matter (referred to in the paragraph above) **affects** the financial interest or well-being:

- a. to a greater extent than it affects the financial interests of the majority of inhabitants of the ward affected by the decision and;
- b. a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest

You may speak on the matter only if members of the public are also allowed to speak at the meeting but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer, you do not have to disclose the nature of the interest.

Other declarations

Members may wish to declare at the beginning of the meeting any other information they feel should be in the public domain in relation to an item on the agenda; such Member statements will be included in the minutes for transparency.

Agenda Item 3

PEOPLE OVERVIEW AND SCRUTINY PANEL

Thursday 1 February 2024

Present: Councillors Devon Davies (Vice-Chair, in the Chair), Mandy Brar, Suzanne Cross, Carole Da Costa, Jack Douglas, Genevieve Gosling, George Shaw and John Story

Also in attendance: Councillor Amy Tisi

Also in attendance virtually: Councillor Maureen Hunt

Officers: Mark Beeley, Lin Ferguson, Clive Haines, Alasdair Whitelaw and Katie Worley

Apologies for Absence

An apology for absence was received from Councillor Taylor and Tony Wilson.

Declarations of Interest

There were no declarations of interest received.

Minutes

AGREED UNANIMOUSLY: That the minutes of the meeting held on 12th October 2023 were approved as a true and accurate record.

Deep dive on SEND/Elective Home Education

Clive Haines, Deputy Director of Education, thanked the Panel for doing a 'deep dive' scrutiny review of SEND and elective home education. The review would help to highlight the work taking place in the service to support children with SEND. Children with SEND were six times more likely to receive a permanent exclusion from school, seven times less likely to enter employment and three times more likely to end up in prison. An information pack had been circulated to the Panel in advance of the meeting. Katie Worley, Associate Director for SEND, and Alasdair Whitelaw, Pupil Inclusion and Support Manager, presented the information pack to the Panel. The presentation included some of the areas outlined in the scoping document which the Panel had produced:

- Did the SEND local offer match the needs and difficulties faced by SEND children in the borough?
- Were the council reaching out to all residents to ensure that they knew of the support available?
- Were the parents, as well as children, being supported appropriately?

The Chair read out some comments from a resident who was a home educator. They asked if anonymous families could contribute to the review and questioned that no sources of information had been included in the agenda.

Mark Beeley, Principal Democratic Services Officer – Overview and Scrutiny, suggested that following the discussion at the meeting, the Panel might have some comments and recommendations. This would form the basis of a report to be considered by Cabinet and the resident could be involved anonymously at this stage. The information pack had been circulated separately to the agenda which was why the resident might not have seen this at the time the question was submitted.

Councillor Cross asked how many children in RBWM had SEND and how many staff there were in the SEND team at the council.

Clive Haines said that there were currently just under 1,200 children with Education Health and Care Plans (EHCPs) and there were a total of 15 staff in the service at the council.

Alasdair Whitelaw added that there were four Social, Emotional and Mental Health (SEMH) mentors, five education welfare officers, an inclusion and access manager, and an elective home education coordinator.

Lin Ferguson, Executive Director of Children's Services and Education, said that Katie Worley started as the new Associate Director for SEND in October 2023 and this gave the vitally important area of work a strengthened strategic and operational focus.

Councillor Cross asked if there was any data collected on the geographical spread of children who had SEND. She asked if there was any primary need for this cohort of children.

Clive Haines explained that there were three primary needs; autism (ASD), social, emotional and mental health (SEMH), and speech, language and cognitive learning. This data had been useful as evidence in the successful bid for the SEMH special school which was due to open in the borough.

Alasdair Whitelaw said that there had been a national rise in SEMH cases which had been an impact from the pandemic and cost of living crisis. The SEMH Service did not work directly with those children who had an EHCP and the team would work with the family to understand the communication behind the behaviour, if the cause was trauma based or if there was another SEND need.

Katie Worley confirmed that EHCPs were not tracked by geographical location. The council knew which schools had children with EHCPs but did not routinely track where they lived. If this information was of interest, it could be requested after the meeting.

Clive Haines added that there was a monthly report which broke down the number of EHCPs by ethnicity. Information on geography could be explored as part of this report from the data team.

Councillor C Da Costa believed that what she received in emails from residents was not reflective of what had been presented to the Panel. There was concern about the length of time it took to receive an assessment, especially with autism and ADHD. Councillor Da Costa noted that for some residents, it had taken up to five years to receive an assessment.

Katie Worley explained that the assessment was done through the Child and Adolescent Mental Health Service (CAMHS) and not the council but was unsure of the current wait time, but this could be substantial. Services were based upon need so that children could access the support needed even in the absence of a diagnosis. Katie Worley understood the frustration of families.

Clive Haines said that waiting times were also considered on the monthly dashboard report and these were challenged with other partner agencies.

Councillor C Da Costa asked what Councillors could do to help families in the community who needed to wait for a diagnosis.

Alasdair Whitelaw commented that the potential for legal action was a last resort, school submitted a request to the council for a fixed penalty notice to be issued. This route would not be pursued for children who were avoiding school but were still waiting for a diagnosis. Alasdair Whitelaw confirmed that he was happy to support a conversation with concerned parents who were waiting for a diagnosis.

Katie Worley had links to a number of organisations with resources to support families who were on the wait list which could be shared with Councillors.

ACTION – Katie Worley to share the link with the Panel to resources which would help support families who were on the waiting list for an EHCP diagnosis.

Lin Ferguson reiterated the point that families did not need to wait for a diagnosis to access support.

Councillor Brar considered if there were children who slipped through the net and the council were therefore not aware of.

Clive Haines said that SEND was about making sure that all children had a good lived experience and the team made sure the best support was provided for each child.

Councillor Gosling commented on the inclusion summit, specifically how the summit was advertised and whether it could be held more regularly than once a year.

Clive Haines confirmed that the summit was advertised through parents, staff and partner organisations. The summit was an opportunity to feedback from other forums and engagement events.

Lin Ferguson said that parent carer engagement events had been a success. Historically, these conversations did not take place and these events provided a good forum for the team to be challenged and work together with parents and carers.

Councillor Story considered children who had been permanently excluded and asked how the decision was taken, who made the decision and what happened after a child had been excluded.

Clive Haines said that the power to permanently exclude a child remained with the Headteacher of the school. There had been around 16 permanent exclusions so far this academic year and this was a low figure compared to nationally. There was a high success rate for bringing permanently excluded children back into schools.

Alasdair Whitelaw added that there were conversations between the team and the Headteacher before a permanent exclusion decision was reached. Guidance from the Department for Education needed to be followed. Governors of the school could either uphold or reject a permanent exclusion, or the parents could appeal the decision. Following a permanent exclusion, the team would take on the responsibility for the education of the child through Haybrook College, before being carefully managed back into mainstream education.

Councillor Douglas noted the national increase in EHCPs due to the pandemic, he considered whether this was reaching a peak or whether the number would continue to increase.

Alasdair Whitelaw clarified that there had been an increase in the number of SEMH children rather than the number of EHCP applications. The diagnosis process had been improved and there was better awareness amongst parents and in schools.

Katie Worley felt that it was important support was put in place at the beginning of a child's journey in education, which could mean that some children did not need to go through the EHCP process.

Councillor Cross asked what the council was doing in cases where treatment and therapy could help to bring some children out of a SEND pathway and back into mainstream education.

Clive Haines explained that the school undertook an annual review of each EHCP to ensure that the plan was still relevant and fit for purpose. There was currently one officer in the team responsible for reviewing EHCPs. Once a child entered a SEND school they were rarely admitted back to a main stream school.

Alasdair Whitelaw said that cases were also reviewed at a fair access panel following a permanent exclusion and if possible, the child was admitted back into mainstream education.

Katie Worley said that the team carefully considered the best school for each child and the additional support which could be given during this time. The 'bungalow' had recently been set up which provided a space for children who were medically vulnerable to attend lessons in a space which also allowed them to socialise. This would form an important step in the transition back into school.

Councillor Brar commented that EHCP assessments needed to be completed within twenty weeks. She asked how this compared with other local authorities.

Katie Worley said that other local authorities often took longer to process applications. The national average was currently around 58% being processed within this timeframe and RBWM was well above this. Families were encouraged to access support services as soon as possible. The SEND coordinators worked hard to keep to the twenty week target and there was a well resourced team of educational psychologists. Area SENCOs also visited schools to work with school SENCOs which helped the process too.

Councillor Tisi, Cabinet Member for Children's Services, Education and Windsor, highlighted a website called LG Inform which had data dashboards on key performance indicators. The twenty week target for processing EHCPs was one of these indicators and for 2022 the average was 58% while RBWM was at 88.4%. Comparing this to other authorities, Bracknell Forest was at 46.3%, Wokingham was at 59%, Hampshire was at 45%, Slough was at 11.6% and Oxford was at 4%.

Councillor C Da Costa noted that the breakdown of children with EHCPs was reflective of the general population of the borough. This was positive as it meant that no groups were adversely affected.

Mark Jervis, Co-optee, asked what was being done to strengthen the quality of SEND provision in schools. He considered what feedback had been gained from parent and carers forums, and whether there was any provision in place for those who left school and became young adults.

Clive Haines responded that provision was quality assured. A programme was in place to train teachers to teach from the bottom to the top, with over 50% of schools in the borough now signed up. Area SENCOs provided quality training to schools and allowed for upskilling of staff. Clive Haines said that the PFA coordinators had initially been picking up young people at 16 but this had been moved back to 14 so that continuous further education work could be an easier transition. Work would be starting with organisations and businesses to allow young people opportunities to access apprenticeships and training.

Alasdair Whitelaw added that area SENCO network meetings allowed best practise to be shared.

Katie Worley felt that feedback had been positive around human interaction, with the team able to meet with and discuss concerns with parents and carers directly.

Lin Ferguson added that many families were anxious about the transition from childhood to adulthood. There was a project board in place which would be looking to make recommendations for improvement on the transition process and build stronger links between adult services and children's services.

Councillor Gosling considered if the team visited schools and spoke to parents, to manage the expectations of parents.

Clive Haines believed that the team had strong relationships with schools across the borough and all services were visible in schools.

Katie Worley said that part of the quality assurance process involved parents and carers, who were invited in to take part in the audit.

Councillor Gosling asked about the number of children who were not attending school and whether the pandemic had impacted this figure.

Alasdair Whitelaw said that RBWM had 100% coverage for all schools on attendance data for children avoiding school and this was submitted by schools to the Department for Education and shared with the local authority.

The Chair asked if the emotionally related school avoidance toolkit could be sold or given to other local authorities.

He was informed that the sharing of resources was common, Bracknell Forest had created the toolkit and this had been shared with and adapted by RBWM.

Clive Haines highlighted a stat which showed how well SEND children were doing in RBWM. On the progress of SEND children with an EHCP in reading, writing and maths, RBWM was 17th nationally out of over 150 local authorities. In KS4, the cohort were 18th on the same league table.

Alasdair Whitelaw presented the elective home education part of the scrutiny deep dive. In the past year, there were an estimated 11,000 more children who had become home educated across England. The support and options available to parents who chose to educate their child at home were highlighted to the Panel.

Clive Haines said that once a family chose to home educate, the child would remain on the school roll for 20 days. This was not a statutory requirement but allowed the council to carry out safeguarding checks and parents a cooling off period.

Councillor Douglas asked if a child was on roll at a school but did not attend, would the school still get the funding for that school place from the government. He considered if there was any form of remote learning institution which was home education in practise but qualified for government funding.

Clive Haines explained that the funding only stopped following the 20 days, when the child was removed from the school roll. It was a moral decision and the council checked on those children who were home educated, rather than teaching them.

Councillor Cross questioned if there was any data on why parents chose to home educate their children.

Alasdair Whitelaw commented that there were moral reasons, SEND reasons and parental reasons. He could provide the detailed data to the Panel after the meeting.

ACTION – Alasdair Whitelaw to provide information on the reasons why parents chose to home educate.

Councillor Douglas asked if there was any knowledge of the number of children who were home educated but the council did not know about.

Alasdair Whitelaw confirmed that this was not known, children who had been home educated from birth were a concern as they had not been tracked by the council.

Appointment of co-optees to Overview and Scrutiny

Mark Beeley, Principal Democratic Services Officer – Overview and Scrutiny, said that the People Overview and Scrutiny Panel were able to appoint a number of co-optees on to the Panel. These representatives were outlined in the RBWM Constitution and consisted of two parent governors, a Regional Schools Commissioner representative, a Roman Catholic diocese representative and a Church of England representative. As two nominations had been received for the primary parent governor position, one would become the representative and one would be the substitute. The Regional Schools Commissioner were unable to appoint a representative, it was therefore suggested that Mark Jervis, who was a current co-optee, was reappointed to the Panel.

AGREED UNANIMOUSLY: That the People Overview and Scrutiny Panels noted the report and recommended to Full Council that:

- i) **The appointment of the following representatives were made to the People Overview and Scrutiny Panel until May 2027:**
 - a. **Tony Wilson as the Church of England diocese representative.**
 - b. **Catherine Hobbs as the Roman Catholic diocese representative.**
 - c. **Poornima Karunacadacharan and David Hicks (sub) as the primary parent governor representatives.**
 - d. **Noel Wood as the secondary parent governor representative.**
 - e. **Mark Jervis as an additional co-optee on the Panel.**

Work Programme

Mark Beeley highlighted the items which were due to be considered at the next Panel meeting in April.

The Chair suggested that the homeless problem in Windsor should be considered, particularly in Victora Street car park.

The meeting, which began at 7.00 pm, finished at 9.10 pm

Chair.....

Date.....

Report Title:	People Overview and Scrutiny Panel: Air Pollution – Revocation of AQMAs and Annual Status Assessment
Contains Confidential or Exempt Information	No - Part I
Cabinet Member:	Councillor Werner Councillor Coe Councillor Davies
Meeting and Date:	Overview and Scrutiny Panel – 18 April 2024
Responsible Officer(s):	Andrew Durrant – Executive Director (Place) Amanda Gregory – Assistant Director (Housing and Public Protection)
Wards affected:	'All'

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REPORT SUMMARY

Air quality monitoring is one of RBWM’s corporate plan goals – ‘Achieve the National Air Quality Objective (AQO) across all Air Quality Management Areas (AQMAs) by 2025’.

There are national air quality objectives for reducing concentrations of emissions relating to relevant pollutants below air quality objective levels. If there is a risk that an air quality objective is or will be exceeded at a relevant location, the local authority must declare an Air Quality Management Area (AQMA). There are currently 5 AQMAs within RBWM. These were declared for exceeding the annual mean for nitrogen dioxide (NO₂), which has a limit of 40 µg/m³ (the concentration of an air pollutant is given in micrograms (one-millionth of a gram) per cubic meter air or µg/m³).

This report provides an update on the work done to improve air quality across the borough and the next steps in relation to the AQMAs.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That the Overview and Scrutiny Panel notes the report and:

- i) Note the progress made to improve air quality within the 5 AQMAs and the commitment to continue with air quality monitoring by way of an Air Quality Strategy.**
- ii) Note that following the residents’ petition in September 2022 requesting an increase in air quality monitoring for Particulate Matter: this monitoring has commenced.**
- iii) Note the proposal to revoke all 5 AQMAs in 2024 with a report to Cabinet.**

2. REASONS FOR RECOMMENDATIONS AND OPTIONS CONSIDERED

- 2.1 There are national air quality objectives¹ for reducing concentrations of emissions relating to relevant pollutants below air quality objective levels. If there is a risk that an air quality objective is or will be exceeded at a relevant location, the local authority must declare an Air Quality Management Area (AQMA).
- 2.2 There are currently 5 AQMAs within RBWM and these are detailed in table 1. These were declared for exceeding the annual mean for nitrogen dioxide (NO₂), which has a limit of 40 µg/m³ (the concentration of an air pollutant is given in micrograms (one-millionth of a gram) per cubic meter air or µg/m³).

Table 1. AQMAs Declared by Royal Borough of Windsor and Maidenhead

AQMA	Description	Date Declared	Date Amended	Date Revoked	Pollutants
Maidenhead AQMA	An enlarged area covering part of Maidenhead Town Centre, extending northwest to where Norfolk Road meets Craufurd Rise and the railway line, southwest to Kingswood Court and Rushington Avenue, southeast to Oldacres and Guards Club Road, and northeast to Ray Mead Road and Lassell Gardens.	01/04/2005	31/07/2009		Nitrogen dioxide NO ₂
Windsor AQMA	The AQMA covers an enlarged area encompassing parts of Windsor	01/04/2005	31/07/2009		Nitrogen dioxide NO ₂

¹ https://uk-air.defra.gov.uk/assets/documents/Air_Quality_Objectives_Update.pdf

AQMA	Description	Date Declared	Date Amended	Date Revoked	Pollutants
	Town Centre, from Oak Lane/Dedworth Road in the west, Althlone Square/Clarence Road/Bexley Road to the east, Imperial Road to the south, and Clewer Court Road and Stovell Road to the north.				
Bray/M4 AQMA	An area encompassing part of Bray around the place where the M4 crosses over the A308 London Road.	31/07/2009			Nitrogen dioxide NO ₂
Imperial/St Leonards Road Junction	The area is linked with Clarence Road roundabout and Windsor AQMA by Imperial Road and is on the route to Legoland. It includes a double junction between B3022 St Leonards Rd and B3175 Imperial Rd there are residential buildings along the roads, in	14/04/2014			Nitrogen dioxide NO ₂

AQMA	Description	Date Declared	Date Amended	Date Revoked	Pollutants
	particular along St Leonards Road and those near the junction are exposed to higher concentrations.				
Wraysbury/M25	The area runs along the B376 and intersects with the M25 near junction 13, in the vicinity of Heathrow Airport. There are residential buildings along the Wraysbury Road and those near the M25 tunnel portal are exposed to higher concentrations.	14/04/2014			Nitrogen dioxide

2.3 The current air quality monitoring consists of 6 real-time monitors and 25 diffusion tubes. RBWM are required to submit an Annual Status Report (ASR) to the Secretary of State (DEFRA) reporting progress in achieving reductions in concentrations of emissions relating to relevant pollutants below air quality objective levels and identifying new or changing sources of emissions. The Secretary of State (DEFRA) provide commentary on the report to help RBWM complete the ASR adequately and/or in carrying out future review and assessment work.

2.4 The Annual Status Report for 2023 including results from 2018 to 2022 can be found here: https://www.rbwm.gov.uk/sites/default/files/2023-09/eh_air_quality_annual_report.pdf. Defra's appraisal report concluded that: *On the basis of the evidence provided by the local authority the conclusions reached are accepted for all sources and pollutants. Following the completion of this report, Royal Borough of Windsor and Maidenhead should progress with the revocation their compliant AQMAs and submit an Annual Status Report in 2024.*

- 2.5 The revocation of an AQMA should be considered following three consecutive years of compliance with the relevant objective as evidenced through monitoring. Where there have been no exceedances for the past five years, local authorities must proceed with plans to revoke the AQMA.² This is a requirement under Section 3.57 of the Local Air Quality Management Technical Guidance 22.
- 2.6 RBWM can demonstrate no exceedances in all 5 AQMAs for at least 5 consecutive years therefore the Council should proceed with the revocation of all 5 AQMAs.
- 2.7 All five of the RBWMs AQMAs have several consecutive years of compliance and this is detailed in table 2.

Table 2. Summary of compliance of AQMAs

AQMA Location	Year declared	Duration of compliance (years)
Imperial Road/St. Leonards Road Junction	2014	7
Windsor	2009	5
Maidenhead	2009	5
Bray/M4	2009	5
Wraysbury/M25	2014	5

- 2.8 RBWM have validated more than 3 consecutive years of compliant monitoring data with concentrations lower than 36 µg/m³ (i.e., within 10% of the of the annual mean NO₂ objective). Figure 1, show the trends in annual mean concentrations. Results for 2023 shown in Table 3 indicates a continued compliance for 2023 across all 5 AQMAs.

² <https://laqm.defra.gov.uk/wp-content/uploads/2022/08/LAQM-TG22-August-22-v1.0.pdf>

Figure 1. Trends in NO₂ Concentrations

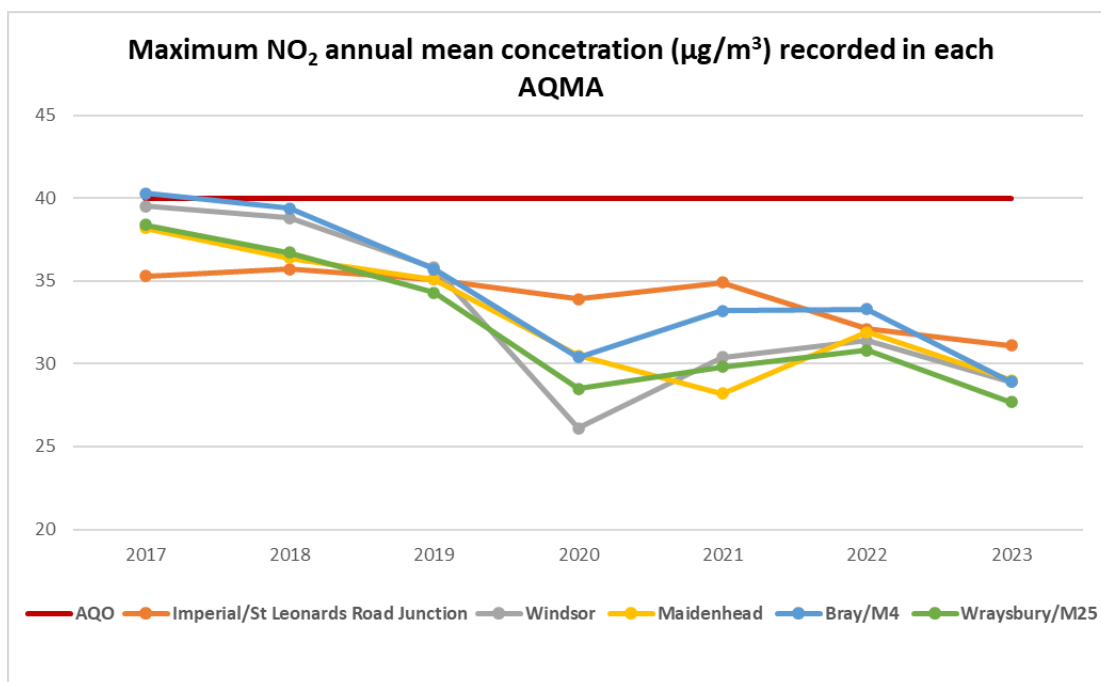


Table 3. 2023 Results (µg/m³)

AQMA Location	Annual Mean 2023
Imperial Road/St. Leonards Road Junction	31.1
Windsor	28.9
Maidenhead	29
Bray/M4	28.9
Wraysbury/M25	27.7

- 2.9 The implementation of the Council’s air quality action plan is helping to improve air quality locally but there is also a national downward trend in NO₂ concentration mainly due to cleaner vehicle technologies and improved/reduced industrial and domestic combustion processes which is projected to continue in the future resulting in a further decline in NO₂ concentrations.
- 2.10 An Air Quality Assessment of RBWM’s Borough Local Plan was completed in 2020. The assessment of NO₂ concentrations was performed across the entire borough including areas that are not assigned as AQMAs. No concentrations were identified above the annual mean objective, or within 10% of the objective. The assessment predicted concentrations identified no relevant locations as being at risk of exceeding the AQOs in 2033.

World Health Organisation (WHO) guidelines

- 2.11 The Committee on the Medical Effects of Air Pollutants (COMEAP) stated they welcome the World Health Organisation's (WHO's) revised Air Quality Guidelines (AQGs), which they regard as suitable long-term targets to inform policy development in the UK.
- 2.12 Air pollution is a major public health risk, ranking alongside cancer, heart disease and obesity. It shortens lives and damages quality of life for many people. Those with respiratory vulnerabilities are known to be susceptible to the effects of poor air quality. Young people and older people are known to be particularly vulnerable to the health impacts of exposure to air pollution.
- 2.13 The WHO guidelines are not binding on any country unless that country chooses to adopt them into its own legislation. To date, the UK have chosen not to adopt the WHO guidelines.
- 2.14 The Council are aware of the new WHO guidelines and will consider what additional actions the Council may take moving forward in accordance with any national guidance that may be issued by central government and/or DEFRA.
- 2.15 The Council are exploring the options available to provide residents with early warning information on air quality. The Council are further committed to continuing with air quality monitoring.

Particulate matter (PM) monitoring

- 2.16 The most important primary air pollutants are particulate matter (PM) and nitrogen dioxide (NO₂).
- 2.17 Around half of UK concentrations of PM comes from human-caused sources in the UK such as wood burning and tyre and brake wear from vehicles.
- 2.18 Domestic combustion is a major source of PM emissions in 2020, accounting for 15 per cent and 25 per cent of PM₁₀ (particulate matter less than 10 micrometres in diameter) and PM_{2.5} (particulate matter less than 2.5 micrometres in diameter), respectively. Most emissions from this source come from burning wood in closed stoves and open fires. The use of wood as a fuel accounted for 70 per cent of PM_{2.5} emissions from domestic combustion in 2020. Emissions of PM_{2.5} from domestic wood burning increased by 35 per cent between 2010 and 2020, to represent 17 per cent of total PM_{2.5} emissions in 2020.
- 2.19 PM_{2.5} is a regional pollutant and many of the sources are outside of local authority control. PM_{2.5} is not part of the Local Air Quality Management framework; however local authorities play a role in contributing to national targets.
- 2.20 Nationally, there are substantial emissions of nitrogen oxides from road transport sources, as most concentrations at the roadside come from local transport sources.

- 2.21 Further air quality sensors have been installed in response to a petition by residents. The sensors monitor the levels of particulate matter in a set area and will help to enhance the existing nitrogen dioxide monitoring network.
- 2.22 The petition, which received more than 2,000 signatures, was launched in 2022. It was then debated at Full Council later that year, where a commitment was made to add the additional monitoring stations for particulate matter.
- 2.23 The five sites where the additional sensors have been installed are:
- Bridge Road, Maidenhead – between Ray Street and Oldfield Road
 - Windsor Road, Bray – between Priors Way and M4 flyover
 - Clarence Road/Goslar Way/Royal Windsor Way Roundabout, Windsor
 - St Leonard's Road, Windsor – near Prince Albert PH
 - Wraysbury Road, Wraysbury – just south east of M25
- 2.24 The sensors have the capacity to be relocated and moved if needed. Residents are able to view the air quality readings at the sensor sites in the Borough [via the Air Quality England website](#). Annual air quality statistics are published each summer.
- 2.25 After a year of monitoring, the Council will review the data. This will help inform the decision to undertake more targeted and accurate monitoring using higher specification equipment.

Air quality impacts from Heathrow Airport

- 2.26 Due to the fuel types that aircraft use, particulate matter is not really a problem associated with aircraft exhaust emissions, however NO_x (nitrogen oxides) could be a consideration.
- 2.27 The dilution effect of increasing the distance between the source and receptor by only a couple of meters has a huge effect on the exposure level of the recipient (i.e., doubling the distance from a car exhaust has a dilution factor of x 2 (hemispherical dispersion).
- 2.28 Dispersion from aircraft, once the aeroplane is a matter of meters above the ground, is spherical which results in a greater dilution factor of x 4 as the distance doubles from the source to receptor. By the time the aeroplane has left the perimeter of the airport area, the effect of the aeroplanes NO_x emissions on the public exposure is negligible.
- 2.29 In terms of air quality concerns within the borough, the main drivers of poor air quality are the volume and congestion of road traffic (NO_x and PM) and wood burners (PM).

Smoke Control Zones

- 2.30 There is a Smoke Control Zone located in Windsor which covers the Dedworth and Clewer New Town area of the Borough that controls the type of fuel which can be burnt in fireplaces or the type of appliance that fuel can be burnt within. This area will be retained if the Air Quality Management Areas are revoked.
- 2.31 Within the area, residents can only burn authorised fuels which do not produce any smoke when using an open fireplace.
- 2.32 Unauthorised fuels can still be burnt in exempt appliances which have been proven to be capable of burning fuel without producing any smoke or substantial quantity of smoke.

Air Quality Action Plan

- 2.33 RBWM currently has an Air Quality Action Plan that is based on the current Air Quality Management Areas.
- 2.34 The Local Air Quality Management Statutory Policy Guidance 2022 states that local authorities that do not have an AQMA should continue to monitor for exceedances and should still have a Local Air Quality Strategy in place to ensure air quality remains a high-profile issue. The objective of a local Air Quality Strategy is to encourage prevention and reduction of polluting activities in preference to only taking steps to reduce air pollution once exceedances have been identified.
- 2.35 Local Air Quality Strategies will not have a set format and authorities will be able to draw on content within their ASRs and local transport plans to produce them. As long as the strategy addresses air quality assessments and policy responsibilities under the LAQM regime, it can be combined with the authority's other relevant plans and strategies if it is logical to do so.
- 2.36 Defra will monitor whether Local Authorities have or are developing a local Air Quality Strategy through the ASR appraisal process.
- 2.37 The Council will explore a cross-department Air Quality Group including Public Health, Planning and Environmental Health.

Options

Table 4. Options arising from this report

Option	Comments
Note the progress made to improve air quality within the 5 AQMAs.	Air quality objectives have been met for at least 5 consecutive years for nitrogen dioxide.
Note that following residents' petition in September 2022 for increased air quality monitoring of particulate matter, this monitoring has commenced.	In response to the residents' petition, since late December 2023, 5 air quality monitoring sensors have been installed to monitor for particulate matter within the current 5 AQMAs.
Note the proposal to revoke all 5 AQMAs in 2024 with a report to Cabinet in May 2024.	Approval will be sought to revoke the 5 AQMAs within RBWM which are no longer required as the measured levels of nitrogen dioxide (NO ₂) are well below the national set health-based air quality objectives. This will ensure RBWM fulfils its obligations under the Environment Act 1985 and statutory guidance.

KEY IMPLICATIONS

2.38 There are no key implications arising from this report.

FINANCIAL DETAILS / VALUE FOR MONEY

4.1 There are no financial implication as a result of this report.

LEGAL IMPLICATIONS

2.39 By revoking the AQMAs RBWM fulfils its obligations under the Environment Act 1995, Section 83 and statutory guidance.

RISK MANAGEMENT

6.1 There are no risk implications as a result of this report.

POTENTIAL IMPACTS

2.40 Equalities. An Equality Impact Assessment is available as Appendix A.

2.41 Climate change/sustainability. **None.** RBWM will continue to monitor and improve air quality.

2.42 Data Protection/GDPR. **None.**

CONSULTATION

- 2.43 This report is for consideration by the Overview and Scrutiny Panel.
- 2.44 Cllr Werner (Leader of the Council), Cllr Richard Coe (Cabinet Member for Household & Regulatory Services) and Cllr Karen Davies (Cabinet Member for Climate Change, Biodiversity and Windsor Town Council) have been consulted on this report.

TIMETABLE FOR IMPLEMENTATION

- 2.45 The full implementation stages are set out in table 5.

Table 5. Implementation timetable

Date	Details
22 May 2024	Proposed Revocation of Air Quality Management Areas – Cabinet Report
30 October 2024	Update on Particulate Matter monitoring – Cabinet Report

APPENDICES

- 2.46 This report is supported by one appendix:
- Appendix A – Equality Impact Assessment

BACKGROUND DOCUMENTS

- 2.47 This report is supported by two background documents:
- Local Air Quality Management Support website – available at <https://laqm.defra.gov.uk/>
 - Local Air Quality Management Technical Guidance (TG22) available at <https://laqm.defra.gov.uk/wp-content/uploads/2022/08/LAQM-TG22-August-22-v1.0.pdf>

CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory:</i>		<i>Statutory Officer (or deputy)</i>	
Elizabeth Griffiths	Executive Director of Resources & S151 Officer		
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer	04/04/24	04/04/04
<i>Deputies:</i>			
Julian McGowan	Senior Business Partner & Deputy S151 Officer	09/04/24	09/04/24
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
Helena Stevenson	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory:</i>		<i>Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>	
Lyn Hitchinson	Procurement Manager		
<i>Mandatory:</i>		<i>Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>	
Samantha Wootton	Data Protection Officer		
<i>Mandatory:</i>		<i>Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>	
Ellen McManus-Fry	Equalities & Engagement Officer	04/04/24	08/04/24
<i>Mandatory:</i>		<i>Assistant Director HR – to advise if report has potential staffing or workforce implications</i>	
Nikki Craig	Assistant Director of HR, Corporate Projects and IT		
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive		
Andrew Durrant	Executive Director of Place	04/04/24	05/04/24
Kevin McDaniel	Executive Director of Adult Social Care & Health		
Lin Ferguson	Executive Director of Children's Services & Education		
<i>Assistant Directors (where relevant)</i>			
Amanda Gregory	Assistant Director - Housing and Public Protection	28/03/24	03/04/24
Jonas Thompson-McCormick	Interim Director of Public Health	04/04/24	09/04/24
<i>External (where relevant)</i>			
N/A			

Confirmation relevant Cabinet Member(s) consulted	Cllr Werner (Leader of the Council), Cllr Richard Coe (Cabinet Member for Household & Regulatory Services) and Cllr Karen Davies (Cabinet Member for Climate Change, Biodiversity and Windsor Town Council).	Yes/No
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Overview and Scrutiny Panel decision.	No	No

Report Author: Obi Oranu – Environmental Health Service Manager
obi.oranu@rbwm.gov.uk

Appendix A - Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Task and Finish Group – Air Pollution
Service area:	Environmental Health
Directorate:	Place

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

This report provides an update on air quality monitoring across the borough and the next steps in relation to the current Air Quality Management Areas.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Yes.

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff
Residents.
Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?
Age, disability, pregnancy/maternity, race,
What engagement/consultation has been undertaken or planned? <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
There has been engagement through the Overview and Scrutiny Panel/Task and Finish Gorup.
What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	Young people and older people are known to be particularly vulnerable to the health impacts of exposure to air pollution. The proposals do not result in the cessation of air quality monitoring generally, which will remain. The Air Quality Objective for nitrogen dioxide has been achieved for at least 5 years.	X	
Disability	Those with respiratory vulnerabilities are known to be susceptible to the effects of poor air quality. The proposals do not result in the cessation of air quality monitoring generally, which will remain. The Air Quality Objective for nitrogen dioxide has been achieved for at least 5 years.	X	
Sex	n/a		
Race, ethnicity and religion	There is little evidence of the susceptibility to the health impacts of air pollution between different ethnic groups. However, there is evidence on the differences in exposure. The proposals do not result in the cessation of air quality monitoring generally, which will remain. The Air Quality Objective for nitrogen dioxide has been achieved for at least 5 years.	X	
Sexual orientation and gender reassignment	n/a		
Pregnancy and maternity	There is evidence linking increased exposure to air pollution with increased risk of miscarriage and stillbirth. There is also growing evidence that certain forms of air pollution can pass through the placenta and impact the health of the unborn child in the uterus. The proposals do not result in the cessation of air quality monitoring generally, which will remain. The Air Quality Objective for nitrogen dioxide has been achieved for at least 5 years.	X	

Marriage and civil partnership	n/a		
Armed forces community	n/a		
Socio-economic considerations e.g. low income, poverty	The relationship between exposure to air pollution and income is complex. However, people living in the most deprived neighbourhoods are, on average, more likely to be exposed to high levels of air pollution. As a result, improvements in air quality are likely to disproportionately benefit this group.	X	
Children in care/Care leavers	n/a		

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

<p>What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it? For example, adjustments needed to accommodate the needs of a particular group</p>
<p>No measures are required. There is an annual status report on the RBWM website outlining the status of air quality within the borough.</p>
<p>Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?</p> <ul style="list-style-type: none"> For planned future actions, provide the name of the responsible individual and the target date for implementation.
<p>n/a</p>
<p>How will the equality impacts identified here be monitored and reviewed in the future? See guidance document for examples of appropriate stages to review an EQIA.</p>
<p>An EQIA will be considered when future changes around air quality are proposed.</p>

6. Sign Off

Completed by: Obi Oranu	Date: 7 March 2024
Approved by: Amanda Gregory	Date: 3 April 2024

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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Report Title:	Standards and Quality of Education – A Review of the Academic Year 2022-23
Contains Confidential or Exempt Information	No- Main report and appendices are Part I.
Cabinet Member:	Councillor Amy Tisi, Cabinet member for Children’s Services, Education and Windsor
Meeting and Date:	Cabinet, 24 th April 2024
Responsible Officer(s):	Lin Ferguson, Executive Director of Children’s Services and Education
Wards affected:	All wards

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REPORT SUMMARY

This report sets out the progress across the Borough’s schools during the academic years 2022-23, summarising the available qualitative and quantitative data that is contained in the Education Pack 2022-23 and other appendices.

This report outlines some of the support provided by the Education Service and the next priority steps for continued improvement in education to give all pupils the best chance of success.

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Cabinet notes the report and:

- i) **Congratulates local schools on their continued success.**
- ii) **Endorses the key priorities set out in paragraph 2.85.**

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

Background

2.1 This is the twenty first annual report on the quality of education in the borough. The last report was reviewed by Cabinet in March 2023. The report presents an analysis of the performance of pupils in state funded schools located within the Royal Borough of Windsor and Maidenhead in the academic year 2022-23 against national and statistical neighbours and compared to previous years. Several key education terms are described in Appendix 1 (The Education Data Pack 2022-23) along with the nationally published education data.

2.2 This report highlights several areas:

- current position of Ofsted inspection results for schools and settings.
- Key Stage attainment.
- pupil absence levels.
- Elective Home Education.
- current exclusion statistics for schools.
- progress in tracking the participation of 16- and 17-year-old students.

- NEET data (Young people not in education, employment, or training)
- current status of our Education Inclusion Service.
- current status of our SEND (Special Education Needs and Disability) Service.
- SEND Improvement.
- current status of our SEMH (Social, Emotional and Mental Health) Service.

Ofsted judgements of school quality

- 2.3 The percentage of schools judged to be Good or Outstanding in RBWM is currently 92% (14 Outstanding, 47 Good, 4 Requires Improvement and 1 Inadequate).
- 2.4 Ofsted have inspected eighteen schools in the last academic year. Nine out of the eighteen have remained the same. Five Schools have moved from outstanding to a good judgement because as from 2012, schools that had been judged outstanding were legally exempt from further regular inspection, unless there were specific concerns about the school. This exemption was lifted in 2020. The latest government statics show that 80% (308) of those schools that had a graded inspection last year did not retain their outstanding grade. The majority were judged to be good. However, around a fifth were rated requires improvement (17%) or inadequate (4%).
- 2.5 Currently there are four schools in the Royal Borough that have a judgement of Requires Improvement. Two are maintained primary schools and two are Academy Primary Schools.
- 2.6 All Saints Junior CofE School became Inadequate in February 2022, and a rapid improvement plan was put in place. This school converted to an Academy on 1st January 2023 and is no longer a maintained school and is currently out of the Ofsted cycle of inspection.
- 2.7 School Link Advisers continue to ensure that there are robust Ofsted action plans in place with all schools seeking to improve their judgement to at least good.
- 2.8 As of September 2019, all schools have been judged on a new Ofsted framework, which has a knowledge-based curriculum focus. The Link Advisors worked with schools prior to the new framework being released to ensure all schools have a broad-balanced curriculum that provides all pupils with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.

Early Years

- 2.9 Currently, we have 71 Independent Private and Voluntary Nurseries (PVIs) in the borough. Ten of these are new providers and have not yet been inspected by Ofsted. Not including those ten, 60/61 (98%) PVIs are judged Good or Outstanding. One PVI (2%) was judged as Requires Improvement.
- 2.10 Nursery classes attached to schools are not inspected separately. The Ofsted judgements for the borough's three maintained nursery schools are not included in the figures in point 2.10, and all our three maintained nursery schools are currently judged as Outstanding.

Disadvantaged pupils

- 2.11 In November 2023 schools attended a face-to-face Pupil Premium (PP) Network Meeting for this academic year. The focus was on ensuring that schools publish their updated strategies in the new Department for Education (DfE) format which needed to be on the school websites by the 31st December 2023. A key change is that this format asks schools to demonstrate they have considered evidence when developing their Pupil Premium Strategy.
- 2.12 The focus for schools currently, therefore, is ensuring they: have identified their pupils' needs; are using strong evidence to support their strategy; and have started the implementation of the revised strategy.
- 2.13 We will continue with termly PP Network Meetings, free of charge to our schools, to support Pupil Premium leads in terms of sharing good local practice, keeping their three year plans up to date, informing them of any changes to guidance and where possible having speakers in with a range of expertise in this area.
- 2.14 Research is showing that the pandemic has led to a growing gap between our disadvantaged pupils and their non-disadvantaged peers. Staff in borough schools are also reporting this. The PP Network will focus on the impact of recovery initiatives such as the use of tutoring during the current academic year.
- 2.15 Given our disadvantaged gap in the borough is widening and research shows that the drive towards Quality First Teaching is having a positive impact on disadvantaged pupils in catching up, the School Improvement Team have been in discussions with Tom Sherrington (Walkthrus) to put together an exciting year long, teacher development package which started in June 2023.
- 2.16 The aim of the project is to support schools to develop their use of instructional coaching using Walkthrus as a tool for teacher development. The project will align with School Development Plan objectives and Pupil Premium priorities for 2023-24. The project will then involve monthly training days with Tom Sherrington using a blended approach of face to face and virtual sessions which will be open to school leaders, middle leaders, coaches/mentors and teachers.
- 2.17 FUEL is a Department of Education funded free holiday activity and food project. It offers participants the opportunity to take part in a range of fun activities and receive a nutritious meal during school holiday periods. To be eligible to attend the programme, children must receive benefits related free school meals and be of school age. RBWM ran a summer and winter programme for our disadvantaged children and young people in 2023. The Fuel Summer 2023 programme had 7447 attendances, an increase of 2650 when compared to 2022 – 4791 attendances.

Early Years, Phonics, Key Stage 1 and Key Stage 2 attainment

- 2.18 This year saw the return to pre-pandemic grading of summer exams. Comparisons over time and between LAs should be treated with caution as the pandemic had an uneven impact. The Royal Borough of Windsor and Maidenhead is a high achieving local authority for educational attainment.

2.19 Table 1 shows that pupils outperformed national at all national assessment stages except for Early Years Foundation Stage profile (EYFS) and some Key Stage 1 (KS1) writing. The figures by the RBWM blocks give our rankings out of the 150 LAs that have educational data.

Table 1: Educational attainment by Key Stage

	RBWM	National	LA Ranking out 150
Early Years – Good Level Development	67%	67%	96
Phonics	80%	79%	42
Key Stage 1			
Reading	70%	67%	36
Writing	59%	60%	89
Maths	71%	70%	59
Key Stage 2	61%	60%	61

Source DfE LAIT tool 2023

2.20 The attainment of pupils in the EYFS this year was similar to national at 67%. This result placed us joint 96th in the LA rankings for England.

2.21 Phonics attainment - 80% of pupils reached the required standard in phonic decoding, which was just above the national result of 79% and placed us 42nd. Nationally the number of pupils meeting the standard is still three percentage points down since 2019 and for RBWM it has also fallen by three percentage points.

2.22 The attainment for KS1 in the Borough continues to be above the national average at KS1 in the core subjects of Reading - 70% vs National 68% (2019 was 79% vs 75%), and Maths, 71% vs National 70% (2019 was 80% vs 76%). In Writing RBWM was 59% below the National 60% (2019 was 71% vs 69%) Nationally and RBWM results have increased on average by two percentage points since the 2022 low, the first year after the pandemic. This placed RBWM joint 36th for Reading, joint 89th for writing and joint 59th for Maths respectively.

2.23 The attainment in Key Stage 2 (KS2). The percentage of pupils achieving above the expected standard in reading, writing and maths was only 8% nationally. RBWM achieved 11%, placing the Royal Borough equal 25th nationally.

Key Stage 4 attainment

2.24 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic.

2.25 Overall, 53% of pupils in the borough achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 45.3%. The Royal Borough is ranked 27th LA on this measure. The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 73.2%. This is well above the state funded national figure of 65.1%.

School Centred Initial Teacher Training (SCITT)

- 2.26 RBWM has been running a School-centred initial teacher training (SCITT) programme for 20 years to help with recruitment of teachers in RBWM (Grow our own). The school-led teacher training programme leads to Qualified Teacher Status (QTS) and a PGCE. SCITT teacher training offers hands-on teaching experience in at least two schools within RBWM.
- 2.27 Last academic year (2022-2023), RBWM SCITT successfully trained 23 teachers, 13 Primary and 10 Secondary. 100% of trainees gained QTS and 100% went onto employment in teaching which is in the top 20% of all providers. In February 2022 RBWM (SCITT) was Ofsted Inspected and this resulted in a good judgement.
- 2.28 Recruitment has been challenging this year both nationally and locally throughout the year and the current cohort (2023-2024), is made up of 24 trainees, 14 primary and 10 secondaries.
- 2.29 September 2023 is the third year of the Early Career Framework to support Early Career Teachers over the first 2 years of their career. This has replaced a one-year programme for Newly Qualified Teachers. RBWM currently have 159 Early Career Teachers with Nursery, Primary, Secondary and Special Schools split into two cohorts. Cohort one 81 and Cohort two 78.

Absence data

- 2.30 Overall absence is measured by the % of half day sessions missed. COVID restrictions were lifted on attendance from 8th March 2021 for all pupils, four school weeks prior to the end of term. Due to the disruption faced during the spring term caution should be taken when comparing data to previous years.
- RBWM attendance continues to be better than national.
 - RBWM Primary school attendance level has increased in line with national, resulting in a small ranking change from equal 24th Local Authority in 2019 to equal 18th LA in 2021.
 - Secondary school attendance level increased slightly compared to 2018/19. RBWM attendance ranking has increased from equal 28th Local Authority in 2019 to equal 21st Local Authority in 2021.

Persistent Absentee

- 2.31 A pupil enrolment is identified as a persistent absentee if they miss 10% or more of their possible sessions.

RBWM figures continue to be better than national and are in line with statistical neighbours.

- Primary school persistent absence levels are ranked 20th Local Authority out of 150 Local Authorities.
 - RBWM's Secondary school persistent absence ranking is 21st Local Authority out of 150 Local Authorities.
- 2.32 The New "Working Together to Improve School Attendance Guidance" was applied across the borough from September 2023. This ended our current Traded Service for the Education Welfare Service as every school in RBWM (including independent and special schools) has an allocated Education Welfare Officer (EWO) as a named point of contact. They will support schools

strategically regarding attendance and signpost to Local Authority support services for those children and young people with persistent absenteeism (<90%). We also offered a traded service for schools to buy back allocated EWO hours to become directly involved with cases of severe absenteeism (<50%)

- 2.33 The Education Welfare Service will also provide Attendance Support Meetings to all 88 schools (including Independent) in the borough each full term. The service will also provide networking and sharing of effective practice through Attendance Network Meetings.
- 2.34 The allocated Education Welfare Officers and Local Authority will provide legal support and process all Fixed Penalty Notices
- 2.35 Schools will be required to have a robust day to day process for recording, monitoring and following up attendance. They will be required to share data electronically with the DfE and continue to inform the EWS of pupils not attending regularly or being added to or removed from the school roll. Schools will be required to publish their Attendance Policy on their website and have a named Attendance Lead on the Senior Leadership Team. We are the second borough in the country to achieved 100% attendance data submission to the DfE.
- 2.36 Schools will be required to inform a pupil's social worker and Virtual School if they have an unexplained absence or leave the school roll This means that decisive action can then be taken by the wider team.
- 2.37 Please see appendix 2 for a full breakdown and analysis of the Education and Welfare Service and next steps.

Permanent exclusions

- 2.38 National comparisons relate to 2021/22 academic year and come from the DfE SFR. National data for 2022/23 is expected to be published in July 2024.

Table 2: Permanent exclusions from Royal Borough schools, by year

Academic Year	17/18	18/19	19/20	20/21	21/22	22/23
Number of pupils:#	21	31	20	20	25	16
% of total pupils:	0.09%	0.14%	0.09%	0.09%	0.11%	—

Source: Exclusions SFR

SFR rounds total pupil numbers to nearest 10 until 2018/9

- 2.39 2022/23 - RBWM exclusion figure was 16 - which shows a reduction of 9 permanent exclusions compared with 2021/22.
- 2.40 The national exclusion rate in 2021/22 (the latest year for which data is available) was 0.08% (i.e., on average 8 students in every 10,000 were permanently excluded) up from 0.05% in 2019/20.
- 2.41 In 2021/22 all RBWM permanent exclusions (four exclusions) were in the primary phase and twenty-one were in the Secondary phase.

- 2.42 Whilst it is difficult to compare figures in 2019/20 and 2020/21 due to the pandemic, the trend from 2018/19 to 2022/23 shows a reduced rate of permanent exclusions by 15 which reflects a 49% overall reduction.
- 2.43 Please see appendix 3 for a full breakdown and analysis of permanent exclusion by the service and next steps.
- 2.44 In 2022/23, the Education Welfare service saw a significant increase in children being electively home educated (EHE) in the borough. At the end of July 2023, a total of 242 children were recorded as EHE, currently as of mid-January 2024, 237 pupils are on the register and 20 pupils returned to school in September 2024. This significant increase in referrals has also been seen nationally.
- 2.45 To ensure that all children and young people who are electively home educated are receiving a good level of education, we appointed a full time, Elective Home Education Coordinator, to ensure contact is made with young person.
- 2.46 The local authority has a duty to be satisfied that all young people are receiving a reasonable education. This includes conducting home visits; making virtual calls; liaising with the school and family and involved professionals; chasing the education proposal form; and analysing the returned form to ensure we are satisfied.
- 2.47 It is important to highlight that the overall number of children who are Electively Home Educated, does not reflect the churn in referrals on a monthly basis. For example, 10 children may return to education and 10 new referrals for home education are received. Whilst the overall number remains the same, a large amount of work is put in to supporting the children and families making the transition to return to school and processing and supporting new notifications.

Pupil destination

- 2.48 The pupil Key Stage 4 (e.g. GCSE) and Key Stage 5 (e.g. A Level) destinations for 2022/23 are taken from the DfE Statistical First Release. The key points are:
- **Education and employment - at the end of Key Stage 4.** The proportion of RBWM students (94%) that went on to, or remained in, education or employment was similar to national (94%) and South East. (94%)
 - **Types of institution - at the end of Key Stage 4** The proportion of RBWM pupils in school sixth forms (55%) continues to be well above national and South East (37% and 38%).
 - **Disadvantaged pupils - at the end of Key Stage 4** at the end of Key Stage 4. The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to South East and national (87% and 88%).
 - **Education and employment – at the end of Key Stage 5.** The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% two percentage points above South East and national. Nationally and locally the sustained destination rate has increased in 2021/22 following a decline the previous year, higher proportions of students went into apprenticeships

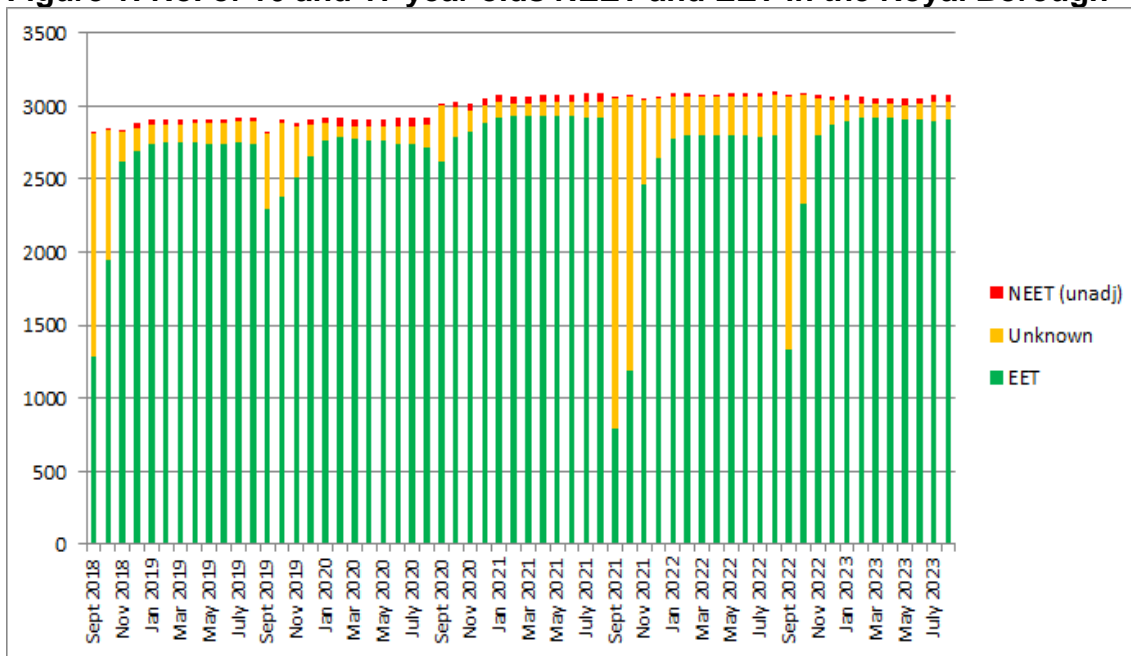
and employment in 2021/22. The increase is mainly due to a change in the underlying cohort as well as the impacts of the coronavirus pandemic.

- **Selective Institutes – at the end of Key Stage 5.** 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. The combined figure for schools and colleges shows RBWM has higher percentages than national going to selective institutions.
- **Disadvantaged pupils – at the end of Key Stage 5.** The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 74% just above the national figure.

Young people Not known to be in Education, Employment & Training (NEET)

2.49 Figure 1 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 the number for which the information is unknown from September 2016.

Figure 1: No. of 16 and 17 year olds NEET and EET in the Royal Borough



2.50 The key findings were as follows:

- the average number of 16–17-year-olds identified as NEET in RBWM was 43 over the 3 months to August 2023.
- the average % NEET for August 2022 was 1.4%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is less than the England average for the same period of 3.3%.
- the percentage unknown was 4.2% for August 2023 down from 9.2% in August 2022. This is higher than the England average of 3.7% for the same period and places Windsor and Maidenhead in the bottom quintile.
- There was a very high Not Known in year 2022. This is due to the data gaps in collecting the admissions data from Windsor & Maidenhead schools/colleges. It had a very big impact on Windsor & Maidenhead's

performance. No local tracking work took place within the borough, which kept the Not Known constantly high.

- From September 2022 there has been a notable improvement. With the help of the Business Support Team in the borough the schools' data has been collected but we are still below national on Not Known. Improvement in this area will be an ongoing priority over the next year.

Social Emotional Mental Health Service (SEMH)

- 2.51 The SEMH intervention service was established in September 2019 to reduce the risk of primary permanent exclusions and increase capacity within the primary schools across the Borough.
- 2.52 Schools Forum agreed to the creation of the SEMH Intervention Service (including Behaviour support and an additional two SEMH Coach/Mentors) to be funded through an invest to save model until 2025, to provide this service to all schools and phases as well as additional SEMH initiatives.
- 2.53 Since then, the service has supported 109 pupils who were at risk of exclusion across all phases of schools. Only 4 pupils who have received support from the service have subsequently been excluded. The coach/mentors have supported pupils through their transition to Alternative Provision, where appropriate.
- 2.54 The Pupil Inclusion/Support Manager and Inclusion and Access Manager provide a reactive and relational approach to support leaders in schools to reduce the risk of permanent exclusion for pupils with SEMH and increase capacity within schools.
- 2.55 SEMH Training has been attended by 883 school staff members and 280 have received follow up or bespoke training. The training is received well with an average overall feedback rating of 4.6 out of 5.
- 2.56 The project has evolved to include a secondary model that was purchased through a Buy Back initiative for Middle and Secondary Schools. Schools Forum agreed to the creation of the SEMH Intervention Service (including Behaviour support and an additional 2 SEMH Coach/Mentors) to be funded through an invest to save model until July 2025 to provide this service to all schools and phases as well as additional SEMH initiatives.
- 2.57 SEMH Network Meetings were launched in September 2021. This is a virtual network meeting for the 171 SEMH Leads across the borough by providing information sharing, new initiatives of support, examples of good practice and networking opportunities in an easily accessible way. The meetings are well attended and recorded to provide training opportunities and cascading information where necessary.
- 2.58 RBWM have purchased 65 Boxhall profile licences for all school settings across the borough. We are the first borough to provide this in the country. Each setting has 300 subscriptions and can assess a child as many times as required throughout the academic year. This initiative has been adopted by 62 schools. 50 have allocated the Borough as a Super-User to track data and support consultations for individual children. 931 Online Boxall Profiles were completed in the academic year 2022/23. This is a significant fall from the previous year, and we will be considering not renewing this initiative in the

next academic year. Work is ongoing to evaluate impact. The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes.

- 2.59 Please see appendix 4 for a full breakdown and analysis of the SEMH service and next steps.

SEND Services

- 2.60 The SEND service is responsible for carrying out statutory Education, Health & Care Assessments of children and young people with significant special educational needs in our borough. The main role of the service is arranging SEN provision and placement for all Children and Young People (CYP) with Education, Health & Care Plans (EHCP) along with coordinating multi-agency EHC Assessments for those children and young people who require significant additional educational support.

Table 3: Primary EHCP need in the Royal Borough

Primary Need	Total Pupil No.	Total Pupil No.	Increase/ Decrease Pupil No.
	Dec -22	Dec -23	
Autistic Spectrum Disorder	443	509	66
Social, Emotional and Mental Health	195	216	21
Hearing Impairment	17	16	-1
Moderate Learning Difficulty	84	82	-2
Multi-Sensory Impairment	0	0	0
Physical Disability	60	54	-6
Profound & Multiple Learning	15	15	0
Speech, Language Communication	186	198	12
Severe Learning Difficulty	19	20	1
Specific Learning Difficulty	42	40	-2
Visual Impairment	12	9	-3
Other	41	38	-3
Not Recorded		1	1
Total	1114	1198	

- 2.61 The highest frequency primary need in our Borough is Autism, followed by Social, Emotional and Mental Health and Speech and Language Communication. See table 3 for full Borough breakdown of need for Children and Young People with EHCPs.
- 2.62 The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges, with around 40% in mainstream schooling, 23% in state-funded special schools and 14% in Further Education colleges. A small number are placed in Early Years settings in the Private and voluntary sector and Alternative provision.
- 2.63 The remaining (around 12%) of CYP with EHCPs are educated in the independent sector, which represents the highest cost placements and accounts for 26% of the overall High Needs block expenditure.

- 2.64 The percentage of EHC assessment completed within the 20-week statutory timescale remains in the 80%-100% range compared to national averages of 60% within timeframes.
- 2.65 Workforce capacity issues continue to be frequently reported by several Local Authorities, with reported impacts on meeting statutory timeframes.
- 2.66 We have appointed an Annual Review Officer to monitor and improve the completion rate of EHCP reviews and measure our compliance with statutory annual review timeframes, but this remains a focus for the service.
- 2.67 The service will continue to focus on minimising the number of children with an EHCP who are not able to access all the provision in their plan. This typically occurs when schools struggle to provide the required services and relationships breakdown as a result, with the young person then not in school enough of the time. The SEND team challenge this through actions such as:
- ensuring schools follow the statutory SEN process and arranging interim reviews to discuss placement concerns rather than moving to exclude pupils.
 - closer monitoring of annual reviews to more proactively identify where changes to placements or provision may be needed for SEN pupils.
 - regular monitoring of placements at risk / pupils out of education through fortnightly team discussions
 - continuing to look for long term placement solutions for those children in interim/alternate placements due to nationally shortage of Specialist provision.

Resource Base Investments

- 2.68 A range of specialist resource provision has been opened to increase the capacity in specialist settings within the Borough. This will reduce the need to place pupils in out of borough schools, including independent non maintained settings.
- 2.69 In September 2023 a SEN Unit was opened at South Ascot Village Primary School for pupils with complex needs associated with an ASD diagnosis. Pupils are expected to spend over 50% of their time in the unit where a range of interventions are delivered.
- 2.70 In September 2023, The Anchor was also opened at the Lawns Nursery, Windsor. This is a School Readiness Hub providing an intervention programme for young people in reception or KS1 who are not yet able to regulate their behaviour to enable them to learn.
- 2.71 In September 2024 two further Resource Bases will be opened each for ten pupils. At Hilltop First School a resource base is being opened to support young people with Speech and Communication Needs (SLCN) associated with an ASD diagnosis. At Trevelyan Middle School a Base is opening to support young people with complex Cognition and Learning difficulties. In both Bases pupils will be expected to eventually spend more than 50% of their time in the school's mainstream classes.
- 2.72 An Intervention provision has also been created at Homer First School in response to an increase in number of pupils who are experiencing Emotionally

Related School Avoidance (ERSA). This will provide a steppingstone for young people between being supported by Specialist Advisory Teachers (medically vulnerable and SEND) and a return to school.

- 2.73 We are currently consulting for further Resource Bases, including provision for sixth form aged young people.
- 2.74 RBWM has been successful in bidding to the Department for Education (DfE) for an additional special school in the Borough. This will provide an educational setting for pupils in KS2 to KS4 who have a Social Emotional Mental Health (SEMH) difficulty. In December 2023, the DfE conducted interviews with a few Multi Academy Trusts who have applied to run the new school and we are currently awaiting the results of these interview, The school will be in Windsor and is due to open in September 2026.
- 2.75 Please see appendix 5 for a full breakdown and analysis of the SEND service and next steps.

Update of Statement of Action (SEND)

- 2.76 A Statement of action was written in response to the 2017 RBWM SEND inspection. After a successful revisit in October 2019, we had shown sufficient progress in 6 of the 8 areas for improvement.
- 2.77 On 31st May 2023 we received a letter from the DfE and NHS England stating that based on the evidence provided, *'it is the view of the DfE and NHS England that you have demonstrated clear and sustained progress'*. This means that we no longer need to continue with formal monitoring, and we were removed from a Written Statement of Action. However, we are now in the window for an Area SEND Inspection.
- 2.78 The government is making an unprecedented level of investment in high needs funding with revenue funding increasing by more than 40% between 2020-21 and 2023-24. However, nationally spending is still outstripping funding. Two thirds of local authorities have deficits in their dedicated schools grant budget as a result of high needs cost pressures. By the end of 2021- 22 the national deficit was over £1 billion. This would equate to an average deficit across 128 authorities of £7.813M, or an average across the two thirds that have a deficit of £11.765M. RBWM has a planned deficit of £1.5M by March 2024.
- 2.79 RBWM was invited to be part of the Delivering Better Value (DBV) programme that was announced by the Department for Education (DfE) in February 2022. The DBV programme is designed to provide dedicated support and funding to help 55 local authorities with substantial deficit issues in their high needs block of the dedicated schools grant (DSG) to reform their high needs systems, with the aim to put more local authorities on a more sustainable footing so that they are better placed to respond to the official forthcoming special educational needs and/or disabilities (SEND) reforms. There is currently £85m allocated to this programme. A further 14 authorities with more severe deficits are engaged in the Safety Valve project which involves contractual arrangements with the DfE and the majority of neighbouring boroughs has slipped into safety Value.
- 2.80 RBWM was on WAVE2 of the DVB programme, and we secured £1M to invest and support our SEND Strategy by:

- ordinarily Available Provision in mainstream settings: Improving mainstream schools' capacity to meet the needs of pupils with SEND.
- right decisions at the right time: auditing and learning from decisions made by SEND Panels A and B.
- ordinarily Available Provision in post 16 settings: Improving post 16 settings' capacity to meet the needs of young people with SEND.

Area SENCo and SEND Strategy

- 2.81 Our new SEND Strategy was created through consultation with key stakeholders, including parents and carers and has now been published. It was launched to parents and carers at the Inclusion Summit in February 2023.
- 2.82 Our SEND steering Board continues to be a multi-agency board with representation from parents and carers, schools, LA SEND and education services as well as social care and health. The SEND Strategy Implementation work streams report directly to the Board.
- 2.83 The Area SENCo and our SEND Consultant are continuing to work on improving our SEND provision in schools by building a community of practice through a number of initiatives to; support SENCos to share good practice and celebrate inclusion.

These include:

- Leadership of Inclusion Quality Mark or SEND Peer Review.
 - Annual SEND Conference.
 - Localised SENCo clusters.
 - Termly SENCo Leadership Forum.
 - Cross-phase SEND register moderation Clusters.
 - Training including SENCos new to post.
 - The Collaborative responsibility resource and promotional staff meetings.
 - Implement and monitor on RBWM's 5-year SEND strategy pathway.
 - To mitigate the risk of needs remaining unmet because of the waiting times.
- 2.84 Please see appendix 6 for a full breakdown and analysis of the Area SENCo service and next steps.

Summary of key priorities

- 2.85 Based on the analysis above, the following items are the key priorities for the council to continue to ensure that all pupils in the borough get a great education.

Table 4: Key priorities for raising educational attainment.

Key Priorities	Next Steps
Maintain school improvement focus on all schools	To continue to support schools to maintain and improve their Ofsted ratings
Continued focus on disadvantaged pupil plans and outcomes	Through network meetings, continue to support schools to establish Quality First Teaching approaches for their disadvantaged pupils. Set-up cluster groups of disadvantaged networks to moderate and compare data and share good

Key Priorities	Next Steps
	practice and to encourage schools to sign up to Tom Sherrington Quality Teach First programme
Transform therapy services with health for additional needs	The Area SENCo and the Associate Director for SEND will continue to work closely with Berkshire Health Foundation Trust (BHFT), CYPIT and CCG colleagues on both a larger East Berkshire Transformation Occupational Therapy (OT). Some of the recent work has involved: Online training delivered, facilitated by Area SENCo (OT) and face-to-face provision demonstrations in schools (SALT). Representatives from health are in the SEND implementation group work streams as well as the SEND steering board.
DSG finance management	Work on current action plan to address areas of high needs spending including out of borough and independent places and also completing the DfE Delivering Better Values Programme.
EHE and exclusions – making sure pupils on the edges are not missing out	The appointed additional EHE coordinator who will work closely with all families, children and school where a child is either newly home educated or has been home educated for a period of time to encourage a return to school. Children who are at risk of exclusion or have been permanently excluded will be supported by the education service including the Inclusion & Access Manager. Support will be provided to help young people access early help and prevention services. Where a young person is ready to return to mainstream education, the fair access panel will work effectively with all schools to ensure a child returns to mainstream education as quickly as possible.
SEND Ofsted Inspection	Services will prepare for the New Area SEND Ofsted Inspection as we are at risk of an inspection in the very near future. Service currently working on Self Evaluation Document. Quality Assurance and the documents required for Annex A

Options

Table 5: Options arising from this report

Option	Comments
Congratulates local schools on their continued success. This is the recommended option	Give schools the recognition of producing high-quality education in the borough, with of 92% of pupils receiving a good or better education.

Option	Comments
Endorses the key priorities set out in paragraph 2.85. This is the recommended option	To address our development areas and improve services to meet the growing needs.
Do Nothing This is not the recommended option	Statutory responsibilities will not be met and the quality of education will decrease.

3. KEY IMPLICATIONS

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Maintain school improvement focus on all schools (Ofsted results % Good/Outstanding)	<86%	National 86%	>86%	97%	2024 academic year
Continued focus on disadvantaged pupil plans and outcomes (Percentage gap decrease between disadvantaged and peers)	>10%	10%	<10%	5%	2024 academic year
Transform therapy services with health for additional needs decrease waiting times for OT (currently at 248)	>30%	Reduce by 30%	<30%	50% reduction	2024 academic year
Designated Schools Grant finance management reduce deficit	1.3%	1.3%	<1.0%	<0.7%	2025 Financial Year
Inclusion and Access for Pupils who may be vulnerable to missing education (permanent exclusion figures).	>30%	Reduce by 30%	<30%	60% reduction on exclusion	2024 academic year

4. FINANCIAL DETAILS / VALUE FOR MONEY

Capital Funding

- 4.1 The level of overspend in the High Needs services remains unaffordable for the Council, therefore, it is important that all local partners continue to work to bring the cost of high needs services back in line with the Government grant allocation.

- 4.2 The 2023/24 budget relies on: promoting independence and use of the local education offer; managing increasing demand for services through increased early intervention; working with partners to ensure that everyone involved in a child's education is confident in supporting children with additional needs; and increasing the amount of local provision, ensuring that provision is aligned to need.
- 4.3 The financial trajectory will need to be carefully monitored in 2023/24 to ensure that the level of spending on education services is affordable. Schools Forum and schools will have a clear role in monitoring the position and in implementing the plans in partnership.
- 4.4 The DSG conditions of grant 2023/2024 requires that any Local Authority with an overall deficit on its DSG account at the end of the financial year 2022/23, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend.
- 4.5 Based on current demand, pricing and estimated future grant funding the current projected cumulative deficit for the DSG by 31 March 2024 is in the region of £1.5m.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising from this report.

6. RISK MANAGEMENT

Table 6: Impact of risk and mitigation

Threat or risk.	Impact with no mitigations in place/all mitigations fail.	Likelihood of risk occurring with no mitigations in place.	Mitigations currently in place.	Mitigations proposed.	Impact of risk once all mitigations in place and working.	Likelihood of risk occurring with all mitigations in place.
The school improvement grant, which currently comes to the local authority, could be delegated to schools. This would mean that there is no grant to run a school improvement service	Extreme	Medium	Schools Forum has agreed funding for school improvement 23/24	The grant funding for 2023-24 has ceased and alternative funding is required through the schools forum.	Moderate	Moderate
Waiting times for occupational therapy (OT) are increasing. As a result, too many children and young people's needs continue to be unmet.	Extreme	Medium	East Berkshire project working group set-up	Working closely with commissioners, therapy providers and school settings to broaden training offer and ordinarily available provision for those on the waiting list. An east Berkshire project team has been established to develop a sustainable model	Moderate	Moderate
New Area SEND Inspection Framework – Inspection due in Summer Term	Extreme	Medium	Appointed an Associate Director for SEND – Self evaluation Form completed	Services will have to prepare for Area SEND inspections which will consider how local authorities use, commission and oversee alternative provision. Under the new area SEND framework greater emphasis on the experiences of children and young people who attend alternative provision.	Moderate	Moderate

7. POTENTIAL IMPACTS

- 7.1 Equalities. Equality Impact Assessments are published on the [council's website](#). An Equalities Impact Assessment (EqIA) is attached at Appendix E.
- 7.2 Climate change/sustainability. There are no climate change/sustainability risks arising from this report.
- 7.3 Data Protection/GDPR. There are no data protection or GDPR implications arising from this report.

8. CONSULTATION

- 8.1 No consultation has been required for the completion of this report. Consultation will be sourced with stakeholders such as Youth Council and Parents for ongoing improvements.

9. TIMETABLE FOR IMPLEMENTATION

- 9.1 No implementations arising from this report.

10. APPENDICES

- 10.1 This report is supported by 6 appendices:
- Appendix 1: The Education Data Pack 2022-23
 - Appendix 2: Education Welfare Service
 - Appendix 3: Permanent Exclusion Service
 - Appendix 4: SEMH Service
 - Appendix 5: SEND Service
 - Appendix 6: Area SENCo Service

11. BACKGROUND DOCUMENTS

- 11.1 This report is supported by no background documents:

12. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officers (or deputy)</i>			
Elizabeth Griffiths	Executive Director of Resources/S151 Officer	26.02.24	
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer	26.02.24	12.03.24
<i>Deputies:</i>			
Andrew Vallance	Deputy Director of Finance & Deputy S151 Officer		
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory: Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>			
Lyn Hitchinson	Procurement Manager	26.02.24	
<i>Mandatory: Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>			
Samantha Wootton	Data Protection Officer	26.02.24	18.03.2024
<i>Mandatory: Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>			
Ellen McManus-Fry	Equalities & Engagement Officer	26.02.24	27.02.24
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive	26.02.24	
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Social Care & Health	26.02.24	
Lin Ferguson	Executive Director of Children's Services & Education	30.01.24	06.02.24

Confirmation relevant Cabinet Member(s) consulted	Cabinet member for Children's Services, Education and Windsor	Yes
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Key decision: First entered into the Cabinet	No	No

Forward Plan: 10/10/2023		
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Report Author: Clive Haines, Deputy Director of Education

Appendix A - Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact equality@rbwm.gov.uk

1. Background Information

Title of policy/strategy/plan:	Standards and Quality of Education – A Review of the Academic Year 2022-23
Service area:	Education
Directorate:	Childrens Services

Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

This report sets out the progress across the Borough's schools, summarising the available qualitative and quantitative data that is contained in the Education Pack 2021-22 and other appendices. It is of note that attainment data has not been published nationally for specific groups of pupils and the results are not comparable. This report outlines some of the support provided by the Education Service and the next priority steps for continued improvement in education to give all pupils the best chance of success.

2. Relevance Check

Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Future actions plans may result in EQIA

If 'No', proceed to 'Sign off'. If unsure, please contact equality@rbwm.gov.uk

3. Evidence Gathering and Stakeholder Engagement

<p>Who will be affected by this proposal? For example, users of a particular service, residents of a geographical area, staff</p>
<p>Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented? For example, compared to the general population do a higher proportion have disabilities?</p>
<p>What engagement/consultation has been undertaken or planned?</p> <ul style="list-style-type: none">• How has/will equality considerations be taken into account?• Where known, what were the outcomes of this engagement?
<p>What sources of data and evidence have been used in this assessment? Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>

4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Disability	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Sex	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decision		
Race, ethnicity and religion	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Sexual orientation and gender reassignment	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Pregnancy and maternity	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Marriage and civil partnership	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Armed forces community	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		

Socio-economic considerations e.g. low income, poverty	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Children in care/Care leavers	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		

5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

<p>What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it? For example, adjustments needed to accommodate the needs of a particular group</p>
N/A
<p>Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?</p> <ul style="list-style-type: none"> For planned future actions, provide the name of the responsible individual and the target date for implementation.
For planned future actions, provide the name of the responsible individual and the target date for implementation.
<p>How will the equality impacts identified here be monitored and reviewed in the future? See guidance document for examples of appropriate stages to review an EQIA.</p>
N/A

6. Sign Off

Completed by: Clive Haines	Date: 26/01/2024
Approved by:	Date:

If this version of the EQIA has been reviewed and/or updated:

Reviewed by:	Date:
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RBWM

Education Data Pack

Academic Year 2022 – 2023

RBWM

Education Data Pack

Academic Year 2022 – 2023

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

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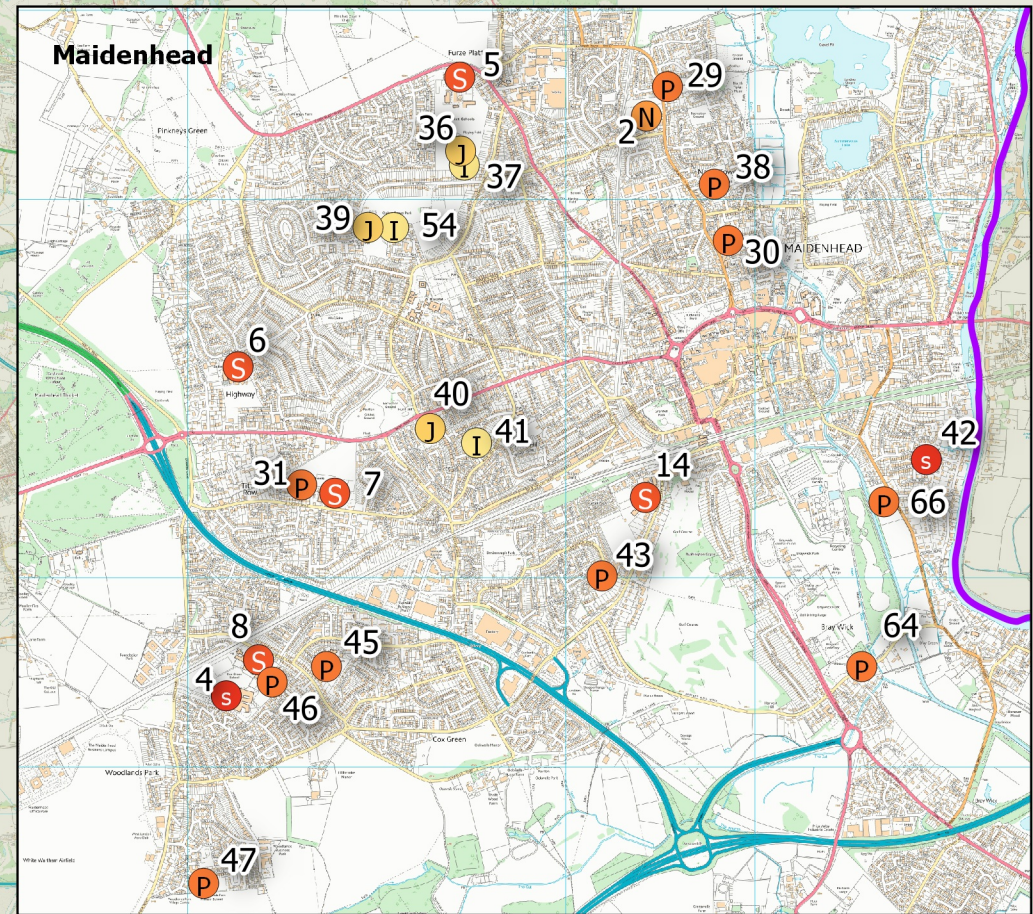
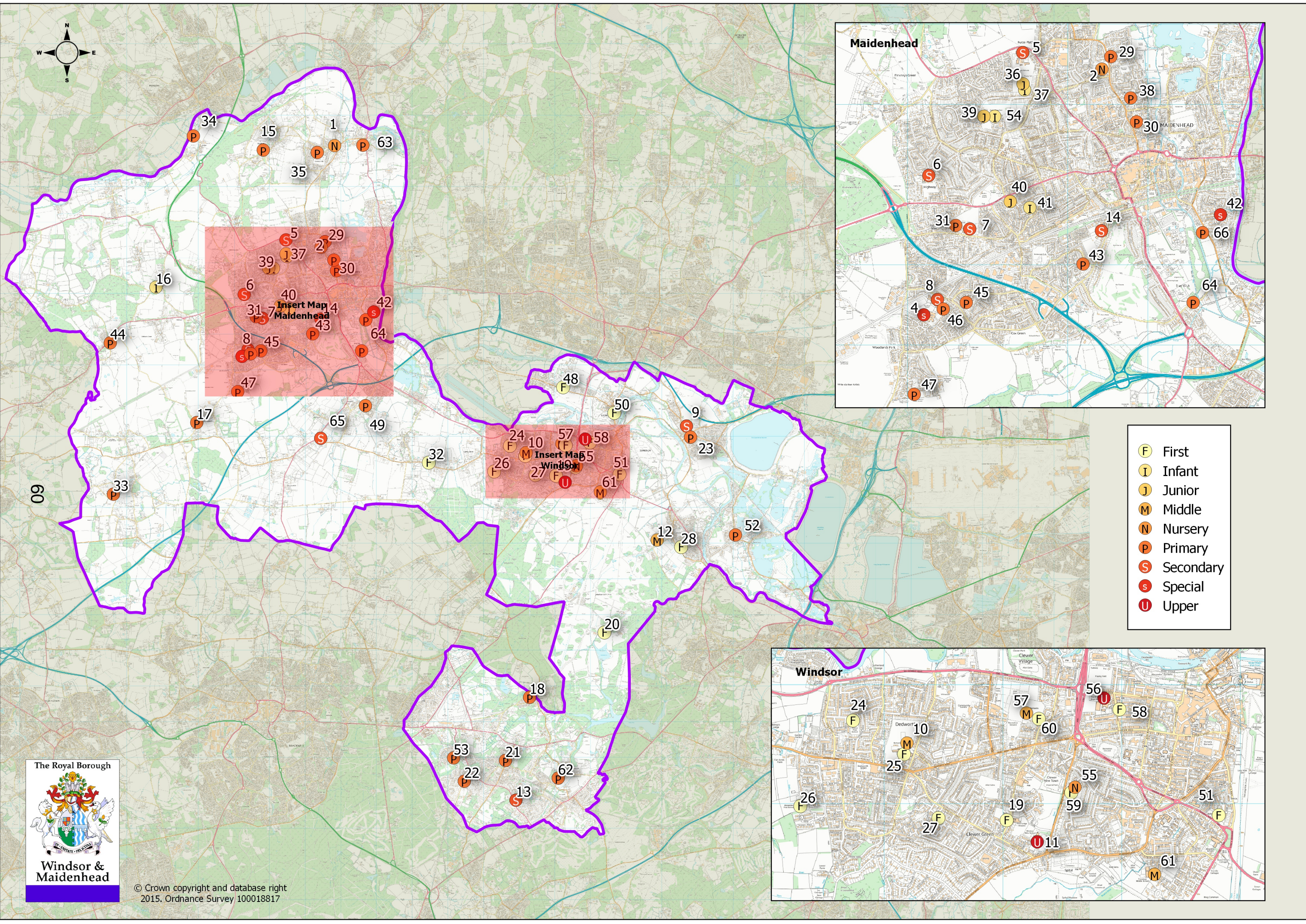
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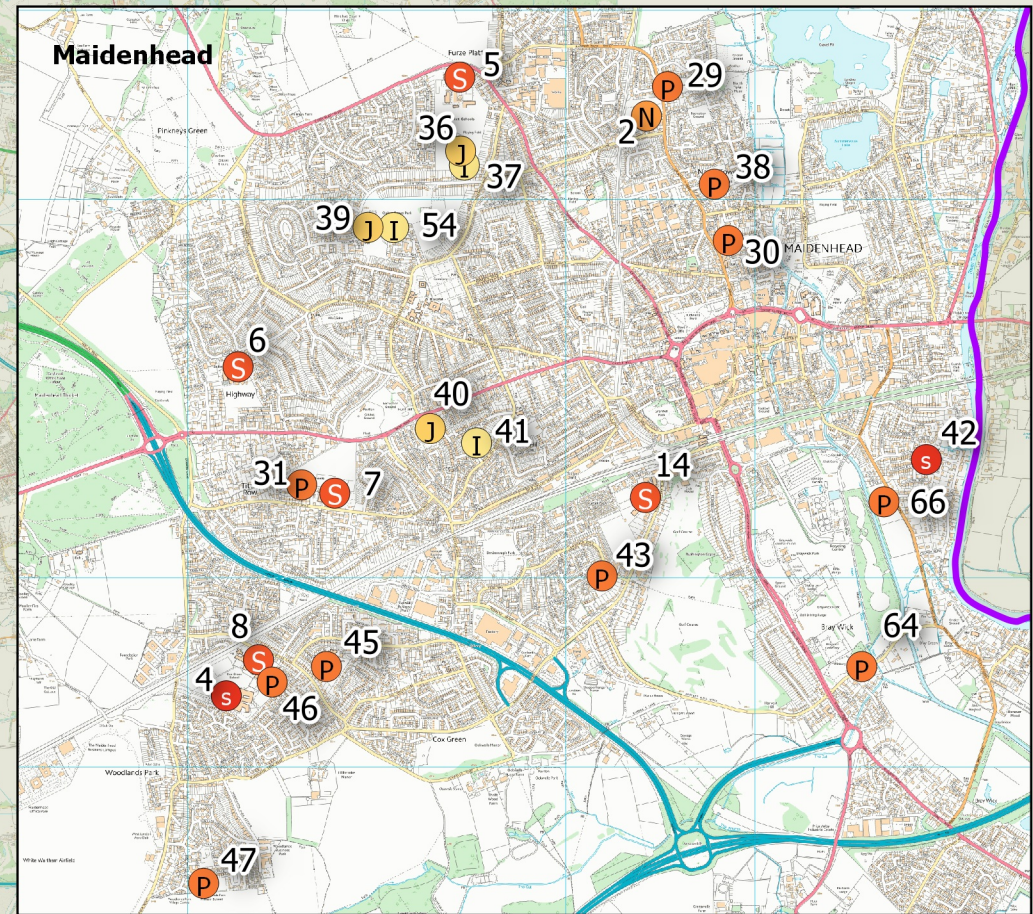
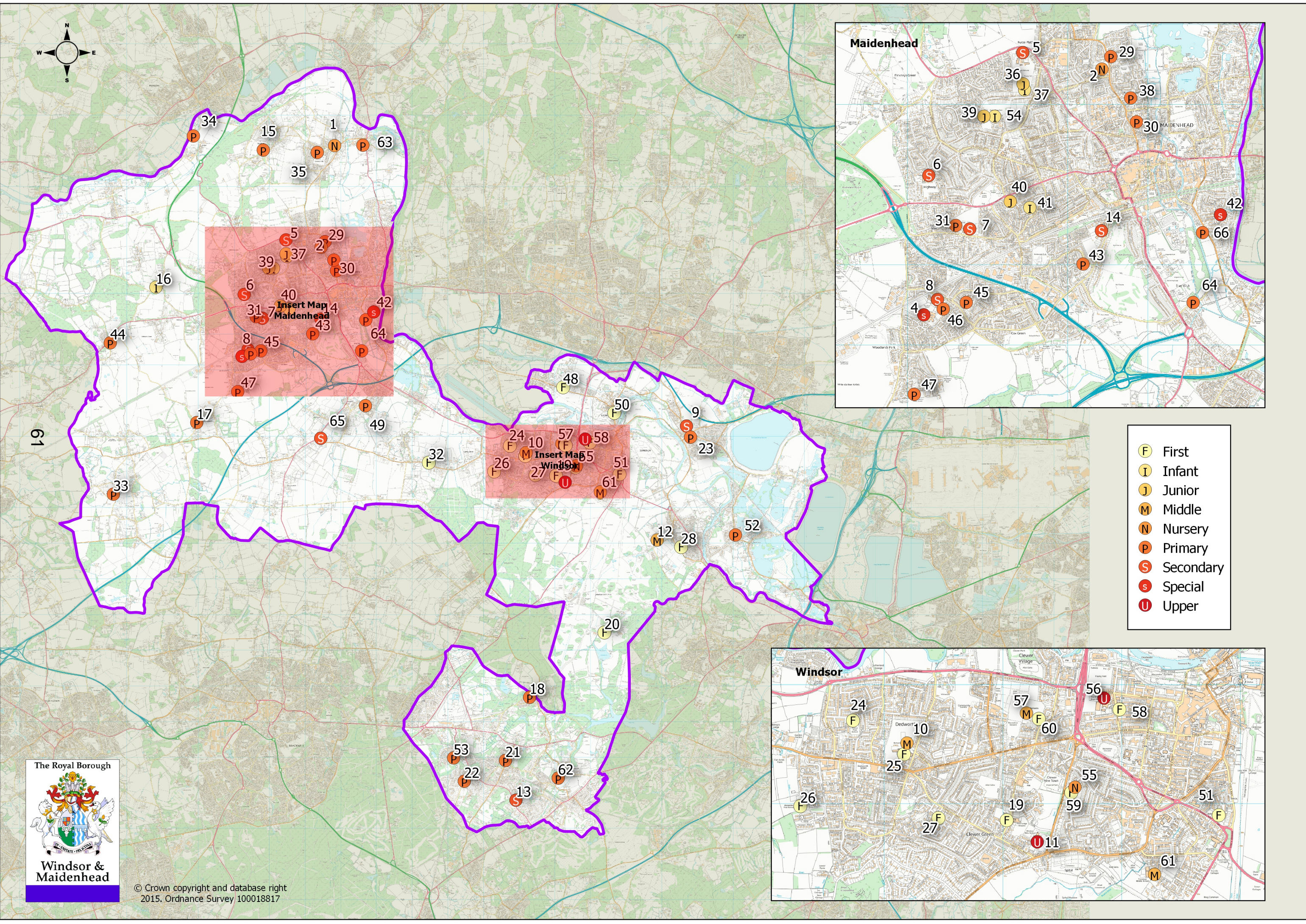
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- (F) First
- (I) Infant
- (J) Junior
- (M) Middle
- (N) Nursery
- (P) Primary
- (S) Secondary
- (s) Special
- (U) Upper





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



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

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EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

- 1.1 The number of RBWM schools given an Ofsted judgement of good or outstanding has decreased in the 2022/23 academic year to 91% (from 97%) while nationally it has increased from 88% to 89%.
- 1.2 89% of primary schools and all secondary schools are rated good or outstanding (higher than the secondary national figure of 82%).

2. Attainment and progress

- 2.1 These are the second attainment statistics since 2019, after assessments and exams were cancelled in 2020 and 2021 due to the pandemic. These pupils experienced disruption to their learning and caution should be exercised when comparing to previous years. There was a marked fall in national and RBWM results in 2022 but these increased for primary key stage assessments in 2023. For GCSE and A levels grades awarded were similar to 2019 exams and are lower than the teacher assessment grades awarded in 2020 and 2021 and the 2022 mid point grading as exams returned.
- 2.2 Standards in RBWM for 2022/23 were similar to national at Early Years and above national all Key Stages except for Key Stage 1 writing:
 - At Early Years Foundation Stage 67% of children in RBWM attained “a good level of development”. It places the Royal Borough just below the national result. (Section 3.1)
 - 80% of Year 1 children reached the required standard in the phonic screening test. RBWM ranked 42nd on this measure. (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 (70%) and Maths (71%). Writing remained flat in RBWM while nationally it increased by 3 percentage points This placed RBWM joint 36th for Reading, 89th for writing and 59th for Maths. (Section 3.3)
 - The multiplication tables check became statutory in 2022 at the end of year 4. 27% of children in the borough achieved full marks in 2023. (section 3.4)
 - 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 (61%), with RBWM remaining above the national result by one percentage point. This placed RBWM joint 59th in the country. (Section 3.5)
 - In 2022, Pupils in RBWM have made average progress at KS2 compared to national in Reading and Maths, while progress in Writing was below national.
 - 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 53%, well above the national average of 45% for state schools. The LA was 27th on this measure. (Section 4.4)

- On the Progress 8 measure, RBWM achieved +0.11 in 2023. (Section 4.9)
- 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+. the same as the state funded national average. The Borough ranked 59th 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 17.3%, well above the 15.6% national figure for state-funded schools/colleges. The borough ranked 35th on this measure (Section 5.3)

3. Performance of pupil groups

- 3.1 At Key Stage 2, the proportion of pupils achieving '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, Progress 8 results for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils, and those whose first language is not English. However, for pupils in two of 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 2016 to 2023. (Table 6d). FSM pupils have been disproportionately affected by the pandemic.
- 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 6e)

4. Pupil absence

RBWM absences for primary for 2021/22 were 5.9% and for secondary 8.3% Corresponding national figures for 2021/22 were 6.3% for primary and 9.0% for secondary (Section 7.1).

5. Pupil exclusions

The number of permanent exclusions in RBWM has increased in the first post Covid academic year 2021/22 to 25 pupils (0.11% of total pupils). Nationally 8 students in every 10,000 (0.08%) were excluded. (Section 8.2 Table 8a)

6. Pupil destinations and not in education employment or training (2021/22)

The analysis of pupil destinations shows:

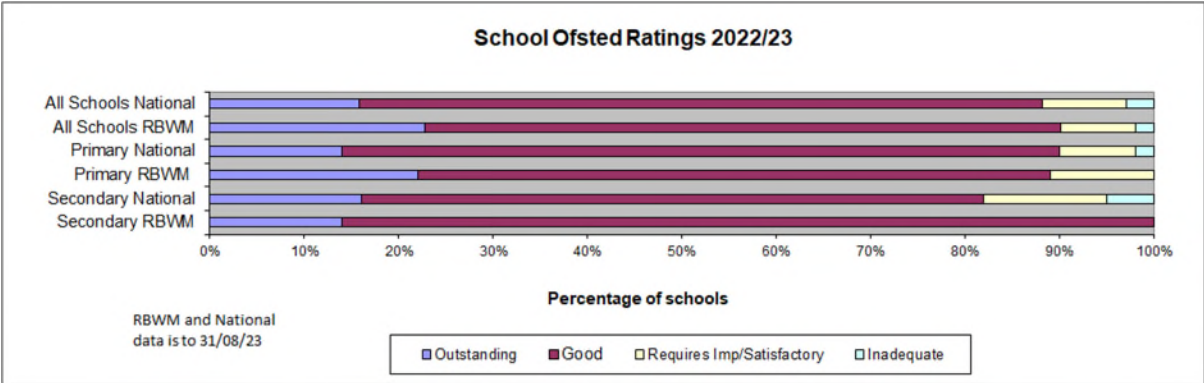
- 6.1 At the end of Key Stage 4, 94% of RBWM students went on to, or remained in, education or employment, similar to national. (Section 9.1).
- 6.2 At the end of Key Stage 5, 63% of RBWM school pupils progressed to UK Higher Education Institutions. (Section 9 Table 9c)
- 6.3 The average number of young people who were known to be not in education employment or training (NEET) during the 3 months to August 2022 was 43; this represents 1.4% of the cohort. The % unknown is 4.2 which has come down from 9.2 in the 2022 but is still above the national average for the same period and places RBWM in the bottom quintile. (Section 10.5)

SECTION 1 - SCHOOL OFSTED INSPECTIONS

ALL SCHOOLS

- 1.1 In 2022/23 Ofsted carried out the highest number of inspections in the last five years. This is largely because the DfE gave Ofsted funding to catch up on the inspections it missed during the COVID-19 pandemic. In the academic year 2022/23, eighteen Royal Borough schools were inspected by Ofsted; these consisted of three first schools, one infant, eight primary schools, two middle school, three secondary age schools and one special school.
- 1.2 The number of RBWM schools given an Ofsted judgement of good or better has decreased in the 2022/23 academic year to 91% (from 97%) while nationally it increased from 88% to 89%.

Table 1a School Ofsted Ratings 2022/23



SPECIAL SCHOOLS

- 1.3 One special school was inspected. It remained good.

PRIMARY AGE SCHOOLS

- 1.4 Overall, 89% of RBWM primaries were rated good or outstanding at the end of academic year 2022/23.
- 1.5 Twelve RBWM primary age schools were inspected in the academic year 2021/22, of which four maintained the same rating and eight decreased.

SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)

- 1.6 All RBWM secondary schools were rated good or outstanding at the end of the academic year 2022/23. RBWM is well above the national figure of 82%.
- 1.7 Two RBWM secondary age schools were inspected in the academic year 2021/22. One maintained its Good rating, while one increased its rating to Good.

OFSTED CHARTS

- 1.8 The Ofsted ratings – RBWM schools (Data Pack Figure 1a) shows the schools and their ratings as at 31.08.23.
- 1.9 The Ofsted status table (Data Pack Figure 1b) shows percentage of schools by category and type for the academic year 2022/23.
- 1.10 Data Pack Figure 1c is the same as Figure 1b but gives the latest information as at **12/12/23**. In the academic year 2022/2023, one infant school, two primary and one secondary school have been inspected to date. One primary school improved its rating from requires improvement to good.

Data Pack Figure 1a - Ofsted Ratings

School Type	School	Overall effectiveness
Nursery	Cookham Nursery	Outstanding
	Maidenhead Nursery	Outstanding
	The Lawns Nursery	Outstanding
Infant	Alwyn Infants	Good
	Boyne Hill CE Infant and Nursery	Outstanding
	Burchetts Green CE Infants	Outstanding
	Furze Platt Infants	Good
Junior	All Saints CE Junior	Inadequate
	Courthouse Junior	Good
	Furze Platt Junior	Outstanding
Primary	Bisham CE Primary	Good
	Braywick Court	Outstanding
	Cheapside CE Primary	Good
	Cookham Dean CE Primary	Good
	Cookham Rise Primary	Good
	Datchet St Mary's Primary	Good
	Holy Trinity CE Primary Cookham	Good
	Holy Trinity CE Primary Sunningdale	Good
	Holyport CE Primary	Good
	Knowl Hill CE Primary	Outstanding
	Larchfield Primary and Nursery	Good
	Lowbrook Primary	Good
	Oldfield Primary	Outstanding
	Riverside Primary	Requires Improvement
	South Ascot Village School	Good
	St Edmund Campion Catholic Primary	Requires Improvement
	St Francis Catholic Primary	Outstanding
	St Luke's CE Primary	Outstanding
	St Mary's Catholic Primary	Requires Improvement
	St Michael's CE Primary	Good
	Waltham St Lawrence Primary	Outstanding
	Wessex Primary School	Requires Improvement
	White Waltham CE	Good
Woodlands Park Primary	Good	
Wraysbury Primary	Requires Improvement	
First	Alexander First	Good
	Braywood CE First	Outstanding
	Clewer Green CE Aided First	Good
	Dedworth Green First	Good
	Eton Porny CE First	Good
	Eton Wick CE First	Good
	Hilltop First	Good
	Homer First	Good
	King's Court First	Good

	Oakfield First	Good
	St Edward's Catholic First	Good
	The Queen Anne Royal Free CE Controlled First	Good
	The Royal (Crown Aided)	Good
	Trinity St Stephen CE Aided First	Good
Middle (deemed secondary) Schools	Dedworth Middle	Good
	St Edward's Royal Free Ecumenical Middle	Good
	St Peter's CE Middle	Good
	Trevelyan Middle	Good
Secondary School	Altwood Church of England	Good
	Charters	Good
	Churchmead CE (VA) School	Good
	Cox Green	Good
	Desborough College	Good
	Furze Platt	Good
	Holyport College	Good
	Newlands Girls	Outstanding
	The Windsor Boys'	Good
Windsor Girls'	Outstanding	
Special	Manor Green	Good
	Forest Bridge	Good
AP	RBWM Alternative Learning Provision (RISE)	Good

Inspection Date	Report Date	Type of Establishment
23rd January 2018	22nd February 2018	LA Maintained
12th June 2018	29th June 2018	LA Maintained
14th February 2019	12th March 2019	LA Maintained
27th March 2018	27th April 2018	LA Maintained
6th June 2013	27th June 2013	LA Maintained
29th March 2023	26th May 2023	Academy Converter
25th September 2014	17th October 2014	LA Maintained
9th February 2022	4th April 2022	Academy Converter
1st October 2019	11th November 2019	LA Maintained
4th December 2018	9th January 2019	LA Maintained
4th November 2021	6th December 2021	Academy Converter
25th April 2023	16th June 2023	Free
10th December 2019	22nd January 2020	LA Maintained
8th June 2022	25th July 2022	LA Maintained
26 April 2022	1st July 2022	LA Maintained
11th September 2018	3rd October 2018	Academy Converter
6th June 2022	24th July 2022	LA Maintained
19th June 2018	10th July 2018	LA Maintained
30th April 2019	17th May 2019	Academy Converter
21st March 2017	3rd May 2017	Academy Converter
10th June 2015	3rd July 2015	LA Maintained
6th December 2022	9th March 2023	Academy Converter
30th September 2014	22nd October 2014	LA Maintained
12th November 2019	12th December 2019	LA Maintained
11th July 2019	29th July 2019	LA Maintained
11th January 2023	28th March 2023	Academy Converter
15th January 2013	1st February 2013	Academy Converter
11th October 2017	20th November 2017	Academy Converter
7th February 2023	23rd March 2023	Academy Converter
3rd March 2020	12th May 2020	LA Maintained
21st February 2023	27th April 2023	LA Maintained
19th April 2023	15th June 2023	LA Maintained
26th February 2019	18th March 2019	Academy Converter
8th November 2017	12th December 2017	Academy Converter
28th February 2023	17th May 2023	LA Maintained
7th March 2023	28th April 2023	LA Maintained
15th February 2011	15th March 2011	LA Maintained
12th February 2019	11th March 2019	Academy Converter
6th November 2018	27th November 2018	Academy Converter
3rd October 2018	31st October 2018	Sponsored Academy
28th September 2021	17th November 2021	LA Maintained
29th November 2022	31st January 2023	LA Maintained
6th October 2021	23rd November 2021	LA Maintained
3rd March 2020	24th June 2020	LA Maintained

6th November 2018	27th November 2018	Academy Converter
7th February 2023	23rd March 2023	LA Maintained
24th September 2019	18th October 2019	LA Maintained
21st October 2021	6th December 2021	LA Maintained
22nd November 2017	3rd January 2018	LA Maintained
22nd June 2022	21st September 2022	Academy Converter
21st September 2022	23rd November 2022	LA Maintained
13th June 2023	27th July 2023	Academy Converter
1st October 2019	11th November 2019	Academy Converter
11th October 2017	22nd November 2017	Academy Converter
28th March 2023	24th May 2023	Academy Converter
2nd July 2019	19th July 2019	LA Maintained
20th September 2018	6th November 2018	Academy Converter
12th February 2019	7th March 2019	Academy Converter
17th November 2021	14th January 2022	Academy Converter
23rd May 2023	6th July 2023	Free
9th October 2018	19th November 2018	Academy Converter
10th May 2023	23rd June 2023	Academy Converter
9th May 2013	7th June 2013	Academy Converter
19th April 2023	16th June 2023	LA Maintained
13th June 2018	17th July 2018	Free
19th November 2019	5th December 2019	LA Maintained

Academy Conversion date	Inspection
	Current
	Current
	Current
	Current
	Current
1st December 2014	Current Academy
	Current
1st January 2023	Historic Academy
	Current
	Current
6th September 2017	Current Academy
New	Current Free
	Current
	Current
	Current
1st January 2012	Current Academy
	Current
	Current
1st June 2016	Current Academy
1st September 2014	Current Academy
	Current
1st April 2011	Current Academy
	Current
	Current
	Current
6th July 2017	Current Academy
1st September 2015	Historic Academy
1st December 2014	Current Academy
1st July 2013	Current Academy
	Current
	Current
	Current
1st September 2012	Current Academy
1st November 2022	Historic Academy
	Current
	Current
	Current
1st April 2020	Historic Academy
1st May 2016	Current Academy
1st February 2016	Current Academy
	Current
	Current
	Current
	Current

1st October 2021	Historic Academy
	Current
	Current
	Current
	Current
1st May 2016	Current Academy
	Current
1st November 2014	Current Academy
1st November 2016	Current Academy
1st July 2012	Current Academy
1st October 2012	Current Academy
	Current
1st December 2011	Current Academy
1st October 2012	Current Academy
1st December 2011	Current Academy
New	Current Free
1st October 2015	Current Academy
1st March 2015	Current Academy
1st March 2015	Historic Academy
	Current
New	Current Free
	Current

Data Pack Figure 1b Ofsted Status -

KEY STATISTICS (ofsted format)		Outstanding			
Count	Maintained Schools	RBWM		National	RBWM
3	Nursery Schools	3	100%	62%	0
28	Primary Schools	5	18%	15%	20
1	Middle	0	0%	13%	1
1	Secondary Schools	0	0%		1
1	Special Schools	0	0%	38%	1
1	Pupil Referral Units	0	0%	17%	1
Count	Academies	Outstanding			
11	Primary Phase(Converters)	3	27%	17%	6
7	Secondary Phase(Converters)	1	14%	20%	6
1	Primary (Sponsor-led)	0	0%	9%	1
3	Middle	0	0%	20%	3
Count	Free Schools	Outstanding			
1	Primary	1	100%	31%	0
1	Secondary	0	0%	25%	1
1	Special	0	0%	16%	1
Count	Academies Historic Inspections only	Outstanding			
5	Primary (Converters)	1	20%	0%	3
1	Secondary Phase (Converters)	1	100%	15%	0
Count		Outstanding			
		RBWM		National	RB
35	Maintained schools July 2023	8	23%		24
60	Current inspected schools July 2023	13	22%		42
66	All Inspected Schools July 2023	15	23%	16%	45
66	All Inspected Schools 31 Aug 2022	22	33%	16%	42
	Change (since last academic year)		↓		↑

National as at 31/8/2023

Improved:

Same: St Edwards Middle, Waltham St Lawrence, Alexander First, Burchetts Green, Braywick Court, M

Declined: Hilltop, Lowbrook, St Marys, St Edwards First, St Edmund Campion, Wraysbury, Charters, W

Total Schools

Stats Neighbour LAs are Bracknell Forest, Bucks, Cambridgeshire, Hants, Herts, Oxon, Surrey, Trafford,

Grey cells give national data by school type

South East comprises of 19 LAs

We have 66 schools

Key Headlines

There have been eighteen inspections this academic year.

RBWM Schools (31/08/2023)

Good		Requires Improvement			Inadequate		
	National	RBWM		National	RBWM		National
0%	35%	0	0%	2%	0	0%	1%
71%	78%	3	11%	7%	0	0%	1%
100%	75%	0	0%	11%	0	0%	1%
100%		0	0%		0	0%	
100%	57%	0	0%	4%	0	0%	1%
100%	76%	0	0%	5%	0	0%	2%
Good		Requires Improvement			Inadequate		
55%	74%	2	18%	8%	0	0%	1%
86%	65%	0	0%	11%	0	0%	4%
100%	68%	0	0%	19%	0	0%	4%
100%	65%	0	0%	11%	0	0%	4%
Good		Requires Improvement			Inadequate		
0%	64%	0	0%	5%	0	0%	0%
100%	62%	0	0%	11%	0	0%	2%
100%	64%	0	0%	18%	0	0%	2%
Good		Requires Improvement			Inadequate		
60%	4%	0	0%	10%	1	20%	86%
0%	28%	0	0%	53%	0	0%	12%
Good		Requires Improvement			Inadequate		
WM	National	RBWM		National	RBWM		National
69%		3	9%		0	0%	
70%		5	8%		0	0%	
68%	73%	5	8%	9%	1	2%	3%
64%	73%	1	2%	9%	1	2%	3%
		↑			→		

	0
anor Green, TWBS, St Peters Middle	9
/essex, Holyport College, HT Cookham	9
	18

Schools Good/Out	60
Schools RI/Inadeq	6

West Berks and Wokingham



<i>Inspections this Academic Year 2022/2023 (published reports)</i>	
Autumn Term	2
Spring Term	4
Summer Term	12

91%
9%

Data Pack Figure 1b Ofsted S

Currently Inspected schools

KEY STATISTICS (ofsted format)		Outstanding		
Count	Maintained Schools	RBWM		National
3	Nursery Schools	3	100%	62%
28	Primary Schools	5	13%	15%
1	Middle	0	0%	13%
1	Secondary Schools	0	0%	
1	Special Schools	0	0%	38%
1	Pupil Referral Units	0	0%	17%
Count	Academies	Outstanding		
12	Primary Phase	3	25%	15%
7	Secondary Phase	1	14%	20%
3	Middle	0	0%	
Count	Free Schools	Outstanding		
1	Primary	1	100%	31%
1	Secondary	0	0%	25%
1	Special	0	0%	16%
Count	Academies Historic Inspections only	Outstanding		
5	Primary	1	20%	0%
1	Secondary Phase	1	100%	15%
Count		Outstanding		
		RBWM		National
35	Maintained schools Dec 2023	8	23%	
60	Current inspected schools Dec 2023	13	22%	
66	All Inspected Schools Dec 2023	15	43%	16%
66	All Inspected Schools 31 Aug 2023	15	43%	16%
	Change (since last academic year)		→	

National as at 31/8/2023

Improved: Riverside
Same: St Lukes, Furze Platt Infants, Altwood
Declined:
Total Schools

Grey cells give national data by school type

We have 66 schools

Key Headlines

There have been four inspections this academic year.

Status - RBWM Schools (12/12/2023)

Good			Requires Improvement			Inadequate		
RBWM		National	RBWM		National	RBWM		National
0	0%	35%	0	0%	2%	0	0%	1%
21	79%	78%	2	7%	7%	0	0%	1%
1	100%	75%	0	0%	11%	0	0%	1%
1	100%		0	0%		0	0%	
1	100%	57%	0	0%	4%	0	0%	1%
1	100%	76%	0	0%	5%	0	0%	2%
Good			Requires Improvement			Inadequate		
7	58%	75%	2	17%	9%	0	0%	1%
6	86%	65%	0	0%	11%	0	0%	4%
3	100%		0	0%		0	0%	
Good			Requires Improvement			Inadequate		
0	0%	64%	0	0%	5%	0	0%	0%
1	100%	62%	0	0%	11%	0	0%	2%
1	100%	64%	0	0%	18%	0	0%	2%
Good			Requires Improvement			Inadequate		
3	60%	4%	0	0%	10%	1	20%	86%
0	0%	28%	0	0%	53%	0	0%	12%
Good			Requires Improvement			Inadequate		
RBWM		National	RBWM		National	RBWM		National
25	71%		2	6%		0	0%	
43	72%		4	7%		0	0%	
46		73%	4		9%	1		3%
45	68%	73%	5	8%	9%	1	2%	3%
↑			↓			→		

	1
	3
	4

Schools Good/Out	61
Schools RI/Inadeq	5

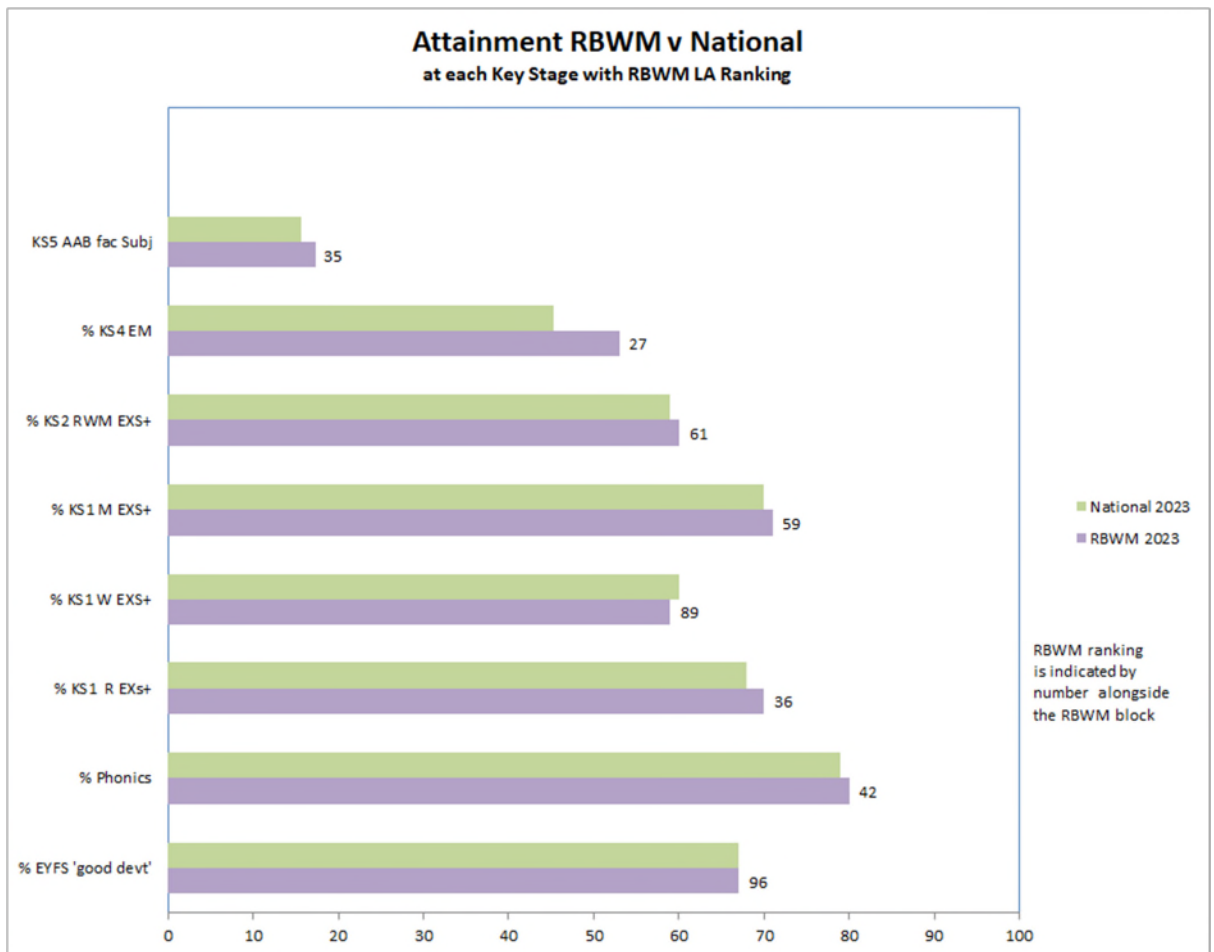
<i>Inspections this Academic Year 2022/2023 (published reports)</i>	
Autumn Term	4
Spring Term	
Summer Term	

SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

SUMMARY

- 2.1 This year saw the return to pre-pandemic grading of summer exams. Comparisons over time and between LAs should be treated with caution as the pandemic had an uneven impact. The Royal Borough of Windsor and Maidenhead is a high achieving local authority for educational attainment.
- 2.2 Chart 2a shows that pupils outperformed national at all national assessment stages except for Early Years Foundation Stage profile and some KS1 writing. The figures by the RBWM blocks give our rankings out of the 150 LAs which have educational data.

Chart 2a



Source DfE LAIT tool 2023

Data Pack Figure 2a summarises Educational Attainment by Key Stage and School. It also includes the Ofsted rating as at 31 August 2023.

Section 3 - Primary attainment and progress

This section summarises the attainment of Borough pupils in primary education for each national curriculum assessment stage. These are the second primary attainment statistics since the pandemic, after assessments were cancelled in 2020 and 2021.

Early Years

- 3.1 These statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The assessment framework, or EYFS profile, consists of 17 early learning goals (ELGs) across 7 areas of learning. In 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. **It is therefore not possible to directly compare assessments outcomes after 2021/2 with earlier years.** In 2019/20 and 2020/21 data collections were cancelled due to coronavirus. 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 2023 was 67%.
 - The attainment of pupils in the EYFS this year was similar to national at 67%
 - This result placed us joint 96th in the LA rankings for England.
 - Pupils may be aged anything between still 4 and nearly 6 when assessed at the end of reception. The differing age of pupils can have a marked effect on their level of development.

Phonics

- 3.2 In 2012, the government introduced a 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 2023, 80% of pupils reached the required standard in phonic decoding, which was just above the national result of 79% and placed us 42nd. Nationally the number of pupils meeting the standard is still three percentage points down since 2019 and for RBWM it has also fallen by three percentage points.
 - The RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was 89% (down from 93% in 2019), whilst the national average was also 87% (previously 91%).

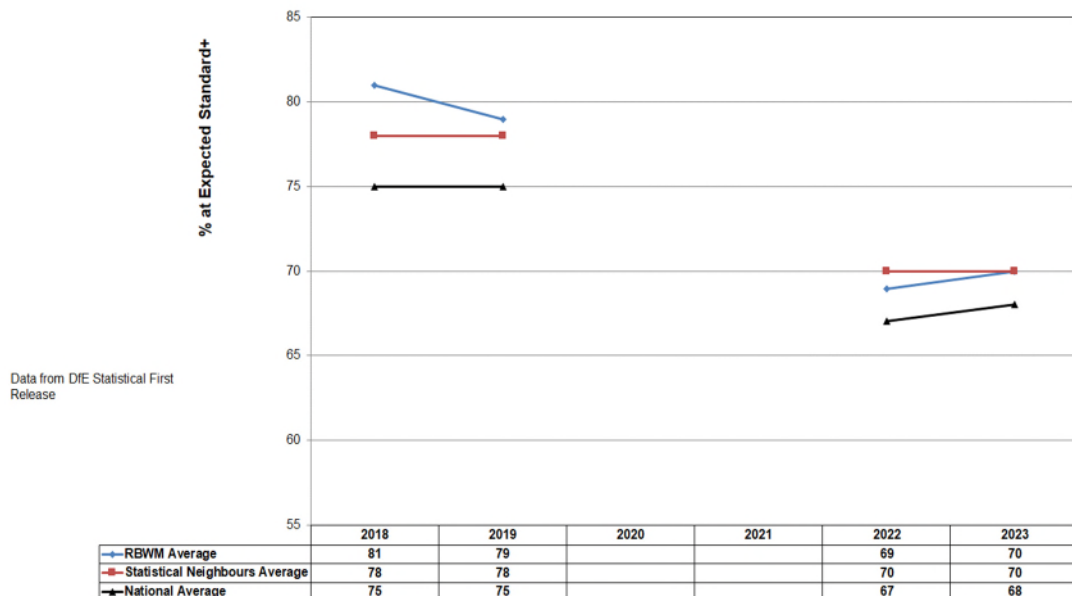
Key Stage 1 (KS1)

3.3 KS1 pupils are those aged 5 – 7 in years 1 and 2. The judgement of expected standard or greater depth 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. These are the second Key Stage 1 assessments since 2019 after assessments were cancelled in 2020 and 2021 due to the pandemic. There has been a marked fall in national and RBWM results since the pandemic

- The Borough continues to be above average national at KS1 in the core subjects of Reading - 70% vs National 68% (2019 was 79% vs 75%), and Maths, 71% vs National 70% (2019 was 80% vs 76%). In Writing RBWM was 59% below the National 60% (2019 was 71% vs 69%) Nationally and RBWM results have increased on average by two percentage points since the 2022 low, the first year after the pandemic. This placed RBWM joint 36th for Reading, joint 89th for writing and joint 59th for Maths respectively.
- Looking at those pupils achieving higher than the expected standard, RBWM is a top quartile local authority nationally, being placed joint 13th (24%), joint 53rd (9%) and joint 32nd (19%) in Reading, Writing and Maths respectively.

KS1 Reading

Chart 3a - Percentage of pupils attaining the expected standard or above in KS1 Reading



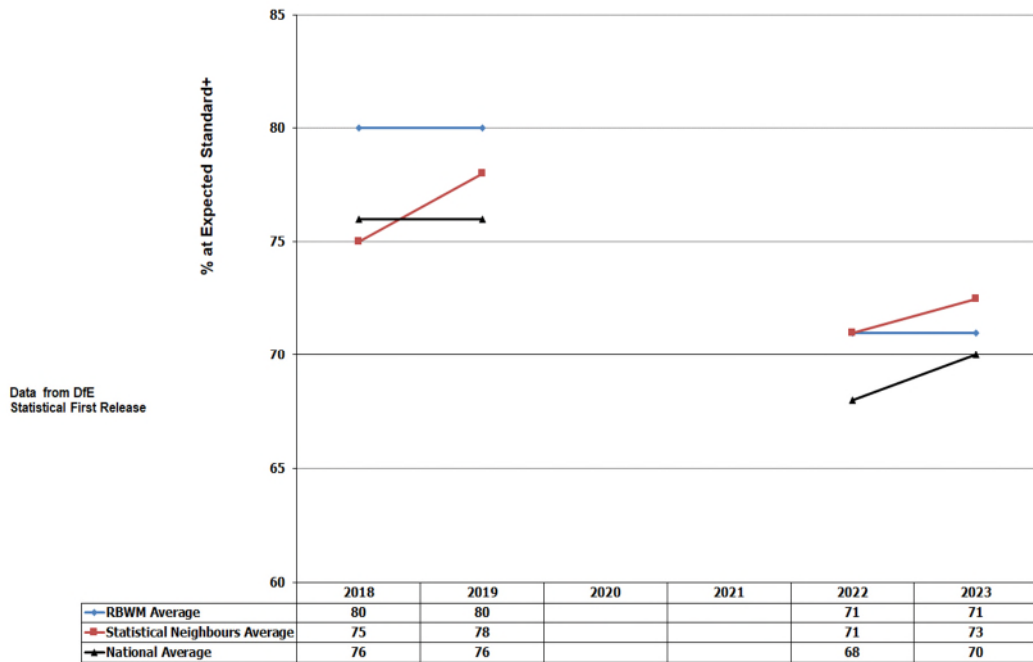
KS1 Writing

Chart 3b - Percentage of pupils attaining the expected standard or above in KS1 Writing



KS1 Mathematics

Chart 3c - Percentage of pupils attaining the expected standard or above in KS1 Maths



Multiplication Tables Check

- 3.4 The multiplication tables check publication became statutory in 2022 for all year 4 pupils registered at state-funded maintained schools, special schools, or academies (including free schools) in England. It is an on-screen assessment designed to determine whether pupils can fluently recall their multiplication tables up to 12, through a set of timed questions.

Nationally 29% of eligible pupils scored 25 (full marks) in the multiplication table check, an increase of 2.9 percentage points compared to 2022. This was the most common score achieved. In the borough 27% of pupils achieved full marks and this was up from 25% in 2022. The average attainment nationally was 20.2 and for Windsor and Maidenhead it was 19.9.

Key Stage 2 (KS2)

- 3.5 KS2 pupils are ages 7 – 11 in Years 3 - 6. These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4. Attainment in reading, writing and maths is still below 2019 both nationally and locally.

Even with the pandemic, there continues to be an above average performance at KS2 in the combined core subjects of reading writing and maths (61%), with RBWM above the national result by one percentage points. This placed RBWM joint 59th in the country and means that we are top 40% attaining authority (see Chart 3e below). Results locally and nationally, have not yet returned to the post pandemic levels achieved in 2018 and 2019.

The percentage of pupils achieving above the expected standard in reading, writing and maths was only 8% nationally. RBWM achieved 11%, placing the Royal Borough equal 25th nationally.

KS2 Reading Writing and Mathematics

Chart 3d - Percentage of pupils attaining the expected standard or better at KS2 in Reading, Writing and Maths combined

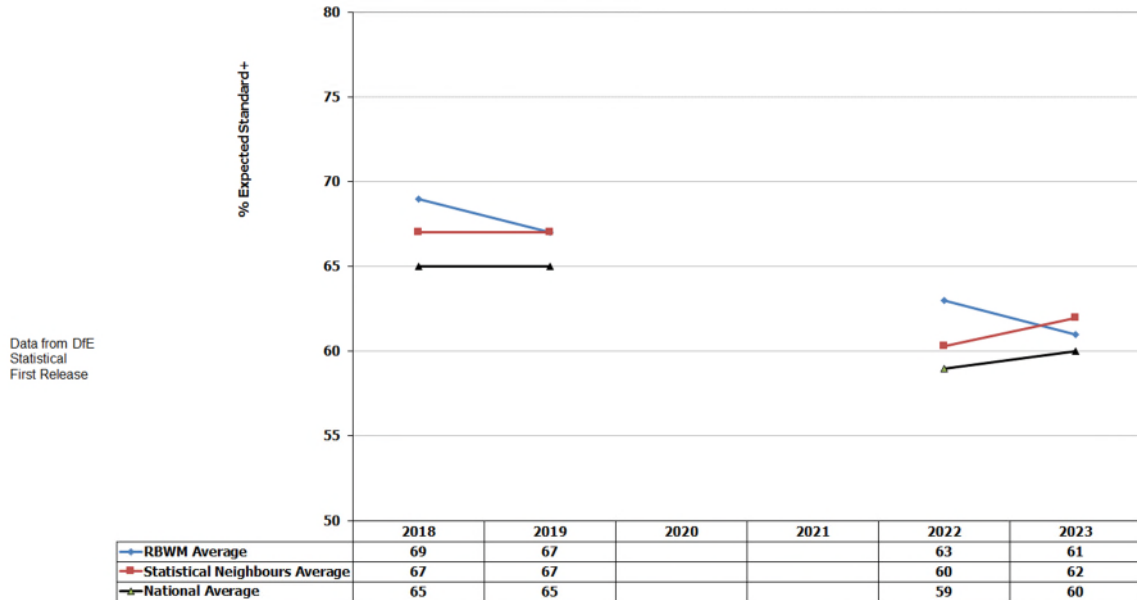
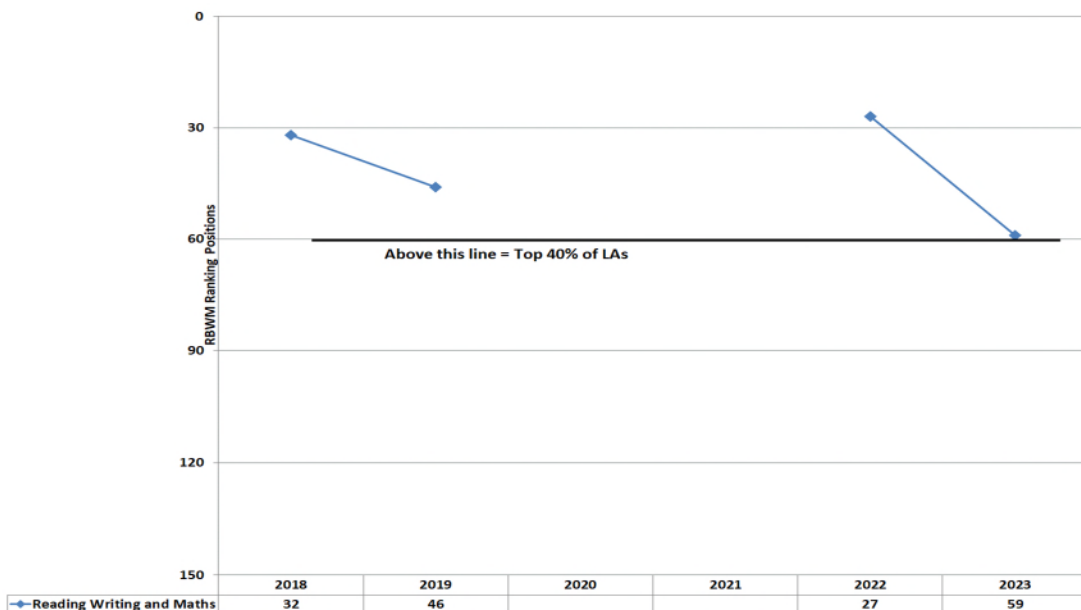


Chart 3e – KS2 Attainment rankings for Reading, Writing and Maths combined measure (out of 150 Local Authorities)



KS1- 2 Progress

- 3.6 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 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.

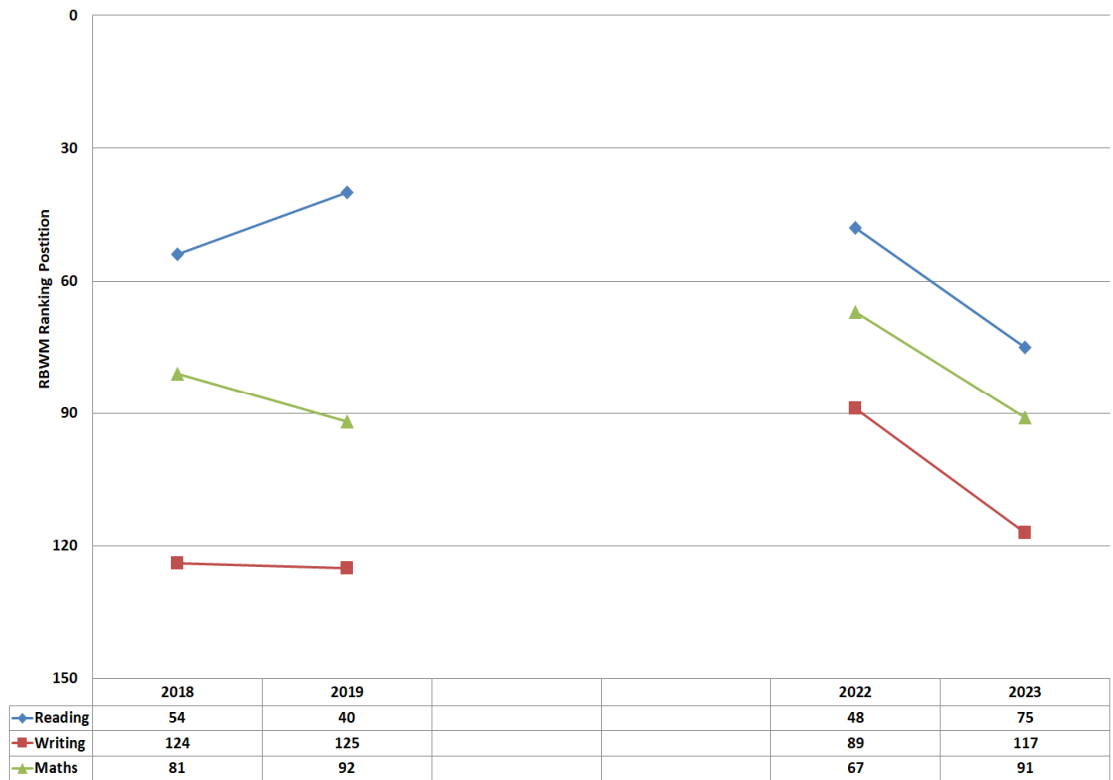
Therefore, for 2023, in reading and maths RBWM has made similar progress to national and significantly lower progress in reading (See Table 3a below).

Table 3a - KS1 to KS2 Progress

Pupils progress score vs national average progress	Reading	Writing	Maths
2018	0.6	-0.7	-0.2
	Range 0.9 to 0.3	Range -0.4 to -1.0	Range 0.1 to -0.5
	Sig. +	Sig. -	not sig
2019	0.5	-0.6	-0.2
	Range 0.2 to 0.8	Range -0.3 to -0.9	Range -0.5 to 0.1
	Sig. +	Sig. -	not sig
2022	0.5	-0.1	0.2
	Range 0.2 to 0.8	Range -0.4 to 0.2	Range -0.1 to 0.5
	Sig. +	not sig	not sig
2023	0.1	-0.4	0.2
	Range -0.2 to 0.40	Range -0.7 to -0.08	Range -0.5 to 0.13
	not sig	Sig. -	not sig

Source DfE SFR 2023

Chart 3f – KS2 Progress measure rankings for Reading, Writing and Maths 2016 – 2019 (out of 150 LAs)



Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.22	OFSTED Inspection as at 31.08.23	EYFS (ages 4 - 5)				PHONICS Y1 (ages 5 - 6)				KS1 % meeting age related expectations										KS2 % meeting expected standard			
			2023 NOR	2019 % Good Level of Dev't	2022 % Good Level of Dev't	2023 % Good Level of Dev't	2023 NOR	2019 % Wkg At Standard	2022 % Wkg At Standard	2023 % Wkg At Standard	2023 NOR	2019 Rdg	2019 Wtg	2019 Ma	2022 Rdg	2022 Wtg	2022 Ma	2023 Rdg	2023 Wtg	2023 Ma	2023 NOR	2019 RWM	2022 RWM	2023 RWM
Alexander First	Good	Good	12	53	62	75	16	60	70	75	19	65	53	77	71	52	71	74	63	58				
All Saints CE Junior	Inadequate	Inadequate																			59	59	52	49
Alwyn Infants	Good	Good	74	73	66	69	80	86	43	79	82	85	79	88	81	61	75	68	44	74				
Bisham CE Primary	Good	Good	11	82	88	73	13	100	70	54	12	77	77	85	80	60	90	75	42	75	10	n/a	89	40
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	59	72	48	66	60	80	61	72	54	83	72	83	71	56	67	69	63	69				
Braywick Court Free School	Outstanding	Outstanding	30	80	84	80	30	93	94	97	30	83	77	83	83	93	97	83	90		31		66	74
Braywood CE First	Outstanding	Outstanding	26	84	91	85	25	96	88	92	27	97	86	100	80	72	80	82	74	82				
Burchetts Green CE Infants	Outstanding	Outstanding	15	84	83	100	19	80	82	95	14	86	73	86	80	73	80	93	86	93				
Cheapside CE Primary	Good	Good	23	83	48	65	26	76	75	85	24	71	71	71	77	80	67	50	63	30	89	53	77	
Clewer Green CE Aided First	Good	Good	46	75	85	54	50	80	55	88	59	87	75	90	81	77	72	71	46	78				
Cookham Dean CE Primary	Good	Good	28	85	78	86	27	100	64	78	28	93	85	93	79	68	79	79	68	79	27	85	85	78
Cookham Rise Primary	Good	Good	30	80	84	70	30	80	90	90	30	77	74	73	76	62	72	73	63	80	30	77	63	67
Courthouse Junior	Good	Good																			117	50	65	62
Datchet St Mary's Primary	Good	Good	28	73	60	71	30	100	79	80	29	80	70	80	60	57	63	66	66	69	29	59	64	59
Dedworth Green First	Good	Good	28	72	13	43	30	52	34	67	30	60	53	73	52	33	59	37	30	47				
Dedworth Middle	Good	Good																			129	50	58	47
Eton Porny CE First	Good	Good	29	83	80	76	30	95	89	90	30	84	79	79	82	68	82	77	67	83				
Eton Wick CE First	Good	Good	21	53	50	52	17	82	75	65	13	64	54	64	67	42	58	77	62	77				
Furze Platt Infants	Good	Good	91	73	72	73	90	94	82	89	90	81	75	82	76	71	83	77	71	82				
Furze Platt Junior	Outstanding	Outstanding																			90	74	68	62
Hilltop First	Outstanding	Good	45	82	65	71	37	86	84	78	42	87	67	76	77	46	62	83	64	71				
Holy Trinity CE Primary Cookham	Outstanding	Good	30	83	90	93	30	87	93	93	30	90	97	90	79	62	93	80	70	83	29	97	61	79
Holy Trinity CE Primary Sunningdale	Good	Good	30	86	80	73	30	93	80	93	31	90	72	90	73	50	83	65	61	77	30	90	78	73
Holyport CE Primary	Good	Good	30	75	79	67	29	83	87	72	30	88	82	88	63	63	70	80	77	77	45	76	69	71
Home First	Good	Good	30	78	65	72	31	87	68	55	41	82	76	76	62	55	57	85	61	51				
King's Court First	Good	Good	29	79	74	79	32	84	83	81	24	93	72	86	67	61	85	75	63	79				
Know Hill CE Primary	Outstanding	Outstanding	12	80	82	67	11	90	80	64	17	77	77	77	70	65	75	59	47	78	24	74	55	58
Larchfield Primary and Nursery	Good	Good	29	83	69	72	30	77	57	77	29	74	77	63	54	29	39	59	45	55	30	57	52	60
Lowbrook Primary	Outstanding	Good	60	93	92	90	61	100	97	99	59	98	93	95	97	97	100	93	93	98	60	97	100	98
Oakfield First	Good	Good	60	78	70	68	57	81	85	86	59	88	71	86	77	64	74	83	75	68				
Oldfield Primary	Outstanding	Outstanding	60	81	78	70	60	92	80	85	60	83	78	87	70	55	72	78	68	88	60	87	85	85
Riverside Primary	Requires Imp.	Requires Imp.	43	47	39	44	42	53	77	86	55	46	39	44	40	23	49	47	38	62	59	23	51	47
South Ascot Village School	Good	Good	16	71	85	69	19	70	62	79	22	64	61	71	40	30	50	73	59	55	29	83	81	66
St Edmund Campion Catholic Primary	Outstanding	Requires Imp.	60	78	75	78	60	95	100	93	60	83	75	83	78	68	78	82	75	87	60	88	85	82
St Edward's Catholic First	Outstanding	Good	46	72	76	70	60	90	65	63	60	88	85	90	82	72	76	63	52	60				
St Edward's Royal Free Ecumenical Middle	Good	Good																			119	80	67	67
St Francis Catholic Primary	Outstanding	Outstanding	30	90	77	83	30	83	87	70	30	80	70	90	90	80	80	83	83	83	30	87	93	70
St Luke's CE Primary	Outstanding	Outstanding	43	36	25	23	41	71	60	78	42	55	55	66	42	31	40	31	26	36	39	49	61	62
St Mary's Catholic Primary	Good	Requires Imp.	43	73	56	35	39	84	79	69	44	44	71	57	52	48	68	62	52	57	45	63	38	44
St Michael's CE Primary	Good	Good	26	86	79	65	23	90	83	83	30	77	70	73	50	67	70	73	53	67	30	70	67	63
St Peter's CE Middle	Good	Good																			90	66	51	52
The Queen Anne Royal Free CE First	Good	Good	30	67	63	60	30	90	58	77	30	86	71	75	80	57	63	57	53	60				
The Royal (Crown Aided)	Good	Good	19	90	80	90	24	70	60	92	18	95	91	100	65	39	46	67	61	83				
Trevelyan Middle	Good	Good																			146	82	58	66
Trinity St Stephen CE Aided First	Good	Good	25	73	73	60	28	97	80	86	30	86	77	79	86	79	79	70	67	73				
Waltham St Lawrence Primary	Outstanding	Outstanding	21	86	56	62	21	90	91	81	23	74	63	74	67	71	76	83	70	87	18	78	58	56
Wessex Primary School	Good	Requires Imp.	51	82	50	53	61	70	86	80	49	74	66	74	57	46	73	76	51	65	60	69	38	42
White Waltham CE	Good	Good	30	79	83	80	30	93	65	80	24	83	83	90	79	83	100	71	50	75	29	60	75	55
Woodlands Park Primary	Good	Good	19	58	53	58	24	90	65	50	24	81	77	81	50	45	50	42	38	42	30	39	9	37
Wraysbury Primary	Good	Requires Imp.	46	66	55	57	55	84	60	69	54	64	50	69	63	50	63	69	44	61	45	50	45	18
RBWM			1598	74	67	67	1,588	83	74	80	1611	79	71	80	69	59	71	70	59	71	1683	69	63	61
National				72	65	67		82	75	79		75	69	76	67	58	68	67	60	70		64	59	60

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

Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.22	OFSTED Inspection as at 31.08.23	EYFS (ages 4 - 5)				PHONICS Y1 (ages 5 - 6)				KS1 % meeting age related expectations										KS2 % meeting expected standard			
			2023 NOR	2019 % Good Level of Dev't	2022 % Good Level of Dev't	2023 % Good Level of Dev't	2023 NOR	2019 % Wkg At Standard	2022 % Wkg At Standard	2023 % Wkg At Standard	2023 NOR	2019 Rdg	2019 Wtg	2019 Ma	2022 Rdg	2022 Wtg	2022 Ma	2023 Rdg	2023 Wtg	2023 Ma	2023 NOR	2019 RWM	2022 RWM	2023 RWM
Alexander First	Good	Good	12	53	62	75	16	60	70	75	19	65	53	77	71	52	71	74	63	58				
All Saints CE Junior	Inadequate	Inadequate																			59	59	52	49
Alwyn Infants	Good	Good	74	73	66	69	80	86	43	79	82	85	79	88	81	61	75	68	44	74				
Bisham CE Primary	Good	Good	11	82	88	73	13	100	70	54	12	77	77	85	80	60	90	75	42	75	10	n/a	89	40
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	59	72	48	66	60	80	61	72	54	83	72	83	71	56	67	69	63	69				
Braywick Court Free School	Outstanding	Outstanding	30	80	84	80	30	93	94	97	30	83	77	83	83	93	97	83	90		31		66	74
Braywood CE First	Outstanding	Outstanding	26	84	91	85	25	96	88	92	27	97	86	100	80	72	80	82	74	82				
Burchetts Green CE Infants	Outstanding	Outstanding	15	84	83	100	19	80	82	95	14	86	73	86	80	73	80	93	86	93				
Cheapside CE Primary	Good	Good	23	83	48	65	26	76	75	85	24	71	71	71	77	80	67	50	63	30	89	53	77	
Clewer Green CE Aided First	Good	Good	46	75	85	54	50	80	55	88	59	87	75	90	81	77	72	71	46	78				
Cookham Dean CE Primary	Good	Good	28	85	78	86	27	100	64	78	28	93	85	93	79	68	79	79	68	79	27	85	85	78
Cookham Rise Primary	Good	Good	30	80	84	70	30	80	90	90	30	77	74	73	76	62	72	73	63	80	30	77	63	67
Courthouse Junior	Good	Good																			117	50	65	62
Datchet St Mary's Primary	Good	Good	28	73	60	71	30	100	79	80	29	80	70	80	60	57	63	66	66	69	29	59	64	59
Dedworth Green First	Good	Good	28	72	13	43	30	52	34	67	30	60	53	73	52	33	59	37	30	47				
Dedworth Middle	Good	Good																			129	50	58	47
Eton Porny CE First	Good	Good	29	83	80	76	30	95	89	90	30	84	79	79	82	68	82	77	67	83				
Eton Wick CE First	Good	Good	21	53	50	52	17	82	75	65	13	64	54	64	67	42	58	77	62	77				
Furze Platt Infants	Good	Good	91	73	72	73	90	94	82	89	90	81	75	82	76	71	83	77	71	82				
Furze Platt Junior	Outstanding	Outstanding																			90	74	68	62
Hilltop First	Outstanding	Good	45	82	65	71	37	86	84	78	42	87	67	76	77	46	62	83	64	71				
Holy Trinity CE Primary Cookham	Outstanding	Good	30	83	90	93	30	87	93	93	30	90	97	90	79	62	93	80	70	83	29	97	61	79
Holy Trinity CE Primary Sunningdale	Good	Good	30	86	80	73	30	93	80	93	31	90	72	90	73	50	83	65	61	77	30	90	78	73
Holyport CE Primary	Good	Good	30	75	79	67	29	83	87	72	30	88	82	88	63	63	70	80	77	77	45	76	69	71
Homer First	Good	Good	30	78	65	72	31	87	68	55	41	82	76	76	62	55	57	85	61	51				
King's Court First	Good	Good	29	79	74	79	32	84	83	81	24	93	72	86	67	61	85	75	63	79				
Know Hill CE Primary	Outstanding	Outstanding	12	80	82	67	11	90	80	64	17	77	77	77	70	65	75	59	47	78	24	74	55	58
Larchfield Primary and Nursery	Good	Good	29	83	69	72	30	77	57	77	29	74	77	63	54	29	39	59	45	55	30	57	52	60
Lowbrook Primary	Outstanding	Good	60	93	92	90	61	100	97	99	59	98	93	95	97	97	100	93	93	98	60	97	100	98
Lokfield First	Good	Good	60	78	70	68	57	81	85	86	59	88	71	86	77	64	74	83	75	68				
Oldfield Primary	Outstanding	Outstanding	60	81	78	70	60	92	80	85	60	83	78	87	70	55	72	78	68	88	60	87	85	85
Riverside Primary	Requires Imp.	Requires Imp.	43	47	39	44	42	53	77	86	55	46	39	44	40	23	49	47	38	62	59	23	51	47
South Ascot Village School	Good	Good	16	71	85	69	19	70	62	79	22	64	61	71	40	30	50	73	59	55	29	83	81	66
St Edmund Campion Catholic Primary	Outstanding	Requires Imp.	60	78	75	78	60	95	100	93	60	83	75	83	78	68	78	82	75	87	60	88	85	82
St Edward's Catholic First	Outstanding	Good	46	72	76	70	60	90	65	63	60	88	85	90	82	72	76	63	52	60				
St Edward's Royal Free Ecumenical Middle	Good	Good																			119	80	67	67
St Francis Catholic Primary	Outstanding	Outstanding	30	90	77	83	30	83	87	70	30	80	70	90	90	80	80	83	83	83	30	87	93	70
St Luke's CE Primary	Outstanding	Outstanding	43	36	25	23	41	71	60	78	42	55	55	66	42	31	40	31	26	36	39	49	61	62
St Mary's Catholic Primary	Good	Requires Imp.	43	73	56	35	39	84	79	69	44	44	71	57	52	48	68	62	52	57	45	63	38	44
St Michael's CE Primary	Good	Good	26	86	79	65	23	90	83	83	30	77	70	73	50	67	70	73	53	67	30	70	67	63
St Peter's CE Middle	Good	Good																			90	66	51	52
The Queen Anne Royal Free CE First	Good	Good	30	67	63	60	30	90	58	77	30	86	71	75	80	57	63	57	53	60				
The Royal (Crown Aided)	Good	Good	19	90	80	90	24	70	60	92	18	95	91	100	65	39	46	67	61	83				
Trevelyan Middle	Good	Good																			146	82	58	66
Trinity St Stephen CE Aided First	Good	Good	25	73	73	60	28	97	80	86	30	86	77	79	86	79	79	70	67	73				
Waltham St Lawrence Primary	Outstanding	Outstanding	21	86	56	62	21	90	91	81	23	74	63	74	67	71	76	83	70	87	18	78	58	56
Wessex Primary School	Good	Requires Imp.	51	82	50	53	61	70	86	80	49	74	66	74	57	46	73	76	51	65	60	69	38	42
White Waltham CE	Good	Good	30	79	83	80	30	93	65	80	24	83	83	90	79	83	100	71	50	75	29	60	75	55
Woodlands Park Primary	Good	Good	19	58	53	58	24	90	65	50	24	81	77	81	50	45	50	42	38	42	30	39	9	37
Wraysbury Primary	Good	Requires Imp.	46	66	55	57	55	84	60	69	54	64	50	69	63	50	63	69	44	61	45	50	45	18
RBWM			1598	74	67	67	1,588	83	74	80	1611	79	71	80	69	59	71	70	59	71	1683	69	63	61
National				72	65	67		82	75	79		75	69	76	67	58	68	67	60	70		64	59	60

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 31.08.23	2023 NOR	PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 Progress Scaled Scores			PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 Progress Scaled Scores			PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 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	Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	Inadequate	59	-1.8	-3.2	-0.5	0.3	-1.3	2.0	-1.1	-2.9	0.8	-2.3	-3.6	-1.1	-2.7	-4.3	-1.1	-1.4	-3.2	0.3	-2.0	-3.2	-0.8	0.3	-1.2	1.9	-1.1	-2.9	0.6
Bisham CE Primary	Good	10				4.2	0.0	8.5	-3.6	-8.0	0.7				-1.4	-5.6	2.8	-1.1	-5.3	3.0				2.3	-1.8	6.4	-4.8	-8.9	-0.7
Braywick Court	Outstanding	31				0.6	-1.7	2.9	1.6	-0.7	3.8				-0.5	-2.7	1.7	3.8	1.7	5.9				2.6	0.5	4.7	1.5	-0.6	3.6
Cheapside CE Primary	Good	30	2.7	-0.1	5.4	1.5	-1.0	4.0	2.0	-0.4	4.5	1.2	-1.4	3.8	-3.6	-5.9	-1.2	-0.2	-2.5	2.2	1.8	-0.6	4.2	1.2	-1.1	3.5	2.0	-0.3	4.3
Cookham Dean CE Primary	Good	27	1.9	-0.5	4.3	1.8	-0.6	4.2	1.1	-1.5	3.6	1.1	-1.1	3.3	1.7	-0.6	4.0	7.0	4.5	9.4	-1.1	-3.3	1.0	-0.1	-2.3	2.2	0.2	-2.1	2.6
Cookham Rise Primary	Good	30	0.6	-1.6	2.9	-0.2	-2.4	2.1	1.2	-1.1	3.4	0.8	-1.3	2.9	-2.2	-4.4	0.0	-0.6	-2.8	1.5	3.0	1.1	5.0	-2.1	-4.2	0.0	0.8	-1.3	3.0
Courthouse Junior	Good	117	1.3	0.1	2.6	0.1	-1.3	1.6	-0.6	-1.9	0.6	-2.2	-3.3	-1.0	-2.8	-4.1	-1.4	-1.4	-2.6	-0.3	-0.1	-1.2	1.0	-1.9	-3.3	-0.6	-2.3	-3.5	-1.2
Datchet St Mary's CE Primary	Good	29	2.5	-0.5	5.5	2.3	-0.1	4.7	1.0	-1.4	3.4	4.9	2.1	7.7	0.1	-2.3	2.4	-1.7	-4.0	0.7	3.6	1.0	6.2	2.4	0.2	4.7	0.3	-1.9	2.6
Dedworth Middle	Good	129	-2.5	-3.6	-1.5	-0.5	-1.6	0.7	-1.7	-2.9	-0.6	-2.8	-3.8	-1.9	0.5	-0.6	1.6	-1.3	-2.4	-0.2	-2.6	-3.5	-1.7	-0.9	-2.0	0.1	-2.3	-3.3	-1.2
Furze Platt Junior	Outstanding	90	0.4	-0.9	1.7	-2.3	-3.6	-1.0	-0.5	-1.8	0.9	-0.2	-1.4	1.0	-0.6	-1.9	0.7	-1.2	-2.5	0.1	1.0	-0.1	2.1	0.2	-1.1	1.4	-0.9	-2.2	0.3
Holy Trinity CE Primary Cookham	Good	29	3.8	1.6	6.1	-2.1	-4.6	0.4	-0.7	-3.0	1.6	2.4	0.4	4.5	2.0	-0.4	4.5	0.5	-1.7	2.7	3.0	1.0	5.0	-2.6	-4.9	-0.3	0.6	-1.5	2.8
Holy Trinity CE Primary Sunningdale	Good	30	0.6	-1.6	2.8	2.0	0.3	3.7	-0.3	-2.6	2.1	-2.5	-4.6	-0.5	-0.9	-2.5	0.7	-1.3	-3.5	1.0	1.0	-0.9	2.9	1.3	-0.3	2.8	1.2	-1.0	3.4
Holyport CE Primary	Good	45	-0.4	-2.1	1.3	0.5	-1.3	2.4	1.2	-0.7	3.1	-2.6	-4.2	-1.1	0.1	-1.7	1.8	-1.4	-3.2	0.5	-1.6	-3.1	-0.1	-0.4	-2.1	1.3	-0.4	-2.2	1.4
Knowl Hill CE Primary	Outstanding	24	-2.2	-5.1	0.7	-3.7	-6.5	-0.9	-2.8	-5.5	-0.2	-5.4	-8.1	-2.6	-2.1	-4.8	0.6	-4.3	-6.8	-1.8	-5.0	-7.6	-2.4	-2.8	-5.4	-0.2	-3.1	-5.6	-0.6
Larchfield Primary and Nursery	Good	30	-1.7	-4.1	0.7	1.1	-1.4	3.5	-1.0	-3.4	1.3	-2.4	-4.6	-0.2	-1.1	-3.5	1.3	-1.8	-4.0	0.5	-1.2	-3.2	0.9	2.7	0.4	5.0	0.1	-2.1	2.3
Lowbrook Primary	Good	60	2.2	-0.1	4.5	4.0	2.4	5.6	3.6	2.0	5.2	2.8	0.7	5.0	5.7	4.1	7.2	3.4	1.8	4.9	4.8	2.8	6.8	5.0	3.6	6.5	6.1	4.6	7.6
Oldfield Primary	Outstanding	59	1.3	-0.3	2.9	2.9	1.2	4.5	2.2	0.5	3.8	1.5	0.1	3.0	4.4	2.9	6.0	2.2	0.7	3.8	1.7	0.3	3.1	3.1	1.6	4.6	3.8	2.2	5.3
Riverside Primary	Requires Impr.	59	-1.3	-3.2	0.5	0.8	-1.1	2.6	-0.8	-2.5	1.0	-2.2	-3.9	-0.5	0.5	-1.3	2.3	1.3	-0.4	3.0	-0.7	-2.3	0.9	1.8	0.1	3.6	1.2	-0.5	2.8
S Ascot Village Primary	Good	29	2.4	0.4	4.3	4.2	2.0	6.4	1.9	-0.4	4.2	0.5	-1.2	2.2	1.7	-0.5	3.8	1.9	-0.4	4.1	2.8	1.1	4.5	3.7	1.6	5.7	3.1	0.9	5.2
St Edmund Camplon Catholic Primary	Requires Impr.	60	5.2	3.6	6.8	4.2	2.6	5.8	5.5	3.9	7.1	1.8	0.4	3.3	2.0	0.4	3.5	1.2	-0.4	2.8	4.4	3.0	5.7	4.3	2.8	5.8	7.4	5.8	8.9
St Edward's Royal Free Middle	Good	119	0.5	-0.6	1.7	1.7	0.6	2.8	1.7	0.5	2.8	0.6	-0.5	1.6	0.2	-0.9	1.3	-0.9	-2.0	0.3	-2.1	-3.0	-1.1	0.1	-1.0	1.1	-0.1	-1.2	1.0
St Francis Catholic Primary	Outstanding	30	3.7	1.5	6.0	5.8	3.6	8.1	-0.4	-2.7	1.8	2.5	0.4	4.6	6.0	3.8	8.2	3.1	0.9	5.3	4.4	2.4	6.3	8.0	5.9	10.1	1.9	-0.3	4.0
St Luke's CE Primary	Outstanding	39	1.5	-0.5	3.5	-0.2	-2.2	1.9	4.8	2.7	6.8	3.1	1.3	5.0	-0.1	-2.1	1.8	0.0	-2.0	2.0	2.3	0.5	4.0	3.4	1.5	5.3	4.4	2.4	6.3
St Mary's Catholic Primary	Requires Impr.	45	2.5	0.6	4.3	1.2	-0.9	3.2	-2.9	-4.8	-0.9	-2.5	-4.2	-0.7	-0.4	-2.4	1.5	-0.3	-2.2	1.5	1.9	0.3	3.5	-3.0	-4.8	1.1	-3.8	-5.6	-1.9
St Michael's CE Primary	Good	30	0.4	-1.9	2.7	2.7	0.3	5.2	3.1	0.7	5.4	-1.4	-3.5	0.7	-0.4	-2.8	2.0	-0.8	-3.1	1.5	-0.9	-2.9	1.1	-0.2	-2.5	2.1	-0.9	-3.1	1.3
St Peter's CE Middle	Good	90	-1.1	-2.8	0.6	-1.7	-3.1	-0.3	-1.9	-3.2	-0.6	-2.2	-3.8	-0.6	-1.0	-2.3	0.4	0.8	-0.4	2.1	-2.3	-3.8	-0.8	-3.3	-4.6	-2.0	-2.7	-4.0	-1.5
Trevelyan Middle	Good	147	2.2	1.2	3.2	0.5	-0.5	1.6	0.5	-0.5	1.6	2.5	1.6	3.5	0.3	-0.7	1.3	1.7	0.6	2.7	0.3	-0.6	1.2	-0.1	-1.1	0.9	-0.1	-1.1	0.9
Waltham St Lawrence Primary	Outstanding	18	0.3	-3.1	3.6	-1.0	-3.8	1.8	0.7	-2.3	3.7	0.3	-2.8	3.4	0.0	-2.7	2.7	-0.6	-3.5	2.3	-1.2	-4.1	1.8	2.4	-0.2	5.1	0.4	-2.4	3.2
Wessex Primary	Requires Impr.	60	-2.5	-4.1	-0.8	0.5	-1.1	2.2	0.4	-1.2	2.0	-2.3	-3.8	-0.8	-2.4	-4.0	-0.9	-2.4	-4.0	-0.9	-0.5	-1.9	1.0	0.2	-1.3	1.7	1.3	-0.2	2.8
White Waltham CE	Good	29	-1.3	-3.6	0.9	0.5	-1.9	2.8	0.4	-2.0	2.7	-2.9	-5.0	-0.8	-1.0	-3.2	1.3	-2.5	-4.8	-0.2	-1.5	-3.5	0.5	-2.0	-4.1	0.2	-0.3	-2.6	1.9
Woodlands Park Primary	Good	30	-2.5	-5.1	0.0	-2.9	-7.0	1.3	-2.2	-4.7	0.3	-2.5	-4.9	-0.1	-5.7	-9.7	-1.8	-5.0	-7.3	-2.7	-1.6	-3.8	0.7	-6.6	-10.5	-2.8	-3.9	-6.2	-1.5
Wrybury Primary	Requires Impr.	45	3.8	2.0	5.5	-1.7	-3.5	0.1	-3.3	-5.3	-1.4	-2.3	-3.9	-0.7	-1.7	-3.5	0.1	-5.4	-7.3	-3.5	-1.6	-3.1	-0.1	-1.7	-3.4	-0.1	-6.6	-8.5	-4.8
RBWM National			0.5	0.2	0.8	0.5	0.2	0.8	0.1	-0.2	0.4	-0.6	-0.9	-0.3	-0.1	-0.4	0.2	-0.4	-0.7	-0.1	-0.2	-0.4	0.1	0.2	-0.1	0.5	-0.2	-0.5	0.1

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SOURCES:
2018 & 2019 Progress Figures from DfE . 2022 Provisional from ASP 2023 from DfE performance tables

<p>NOTE</p> <p>Progress from KS1 to KS2 is measured by comparing the Scaled Scores of every pupil according to their KS1 Grouping's Average KS2 Scaled Score</p> <p>Scaled Scores are derived from pupils' actual marks in the KS2 tests</p> <p>Each School's Progress Score is an average of its pupils' positive and negative progress scores</p> <p>The LOWER and UPPER LIMITS indicate what the school's progress score could have been on another day</p> <p>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</p>	<p>KEY to 2019 Progress Measure</p> <p>Progress within the Top 10% of Schools</p> <p>Progress within the Top 20% of Schools</p> <p>Progress within the middle 63% of Schools</p> <p>Progress within the Bottom 17% of Schools</p> <p>Progress within the Bottom 10% of Schools</p>
	<p>KEY to 2023 Progress Measure - DfE definition</p> <p>Well above average</p> <p>Above Average</p> <p>Average</p> <p>Below average</p> <p>Well below average</p>

Primary Progress by School

School Name	OFSTED Inspection as at 31.08.23	2023 NOR	PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 Progress Scaled Scores			PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 Progress Scaled Scores			PROVISIONAL 2019 Progress Scaled Scores			PROVISIONAL 2022 Progress Scaled Scores			2023 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	Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit	Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	Inadequate	59	-1.8	-3.2	-0.5	0.3	-1.3	2.0	-1.1	-2.9	0.8	-2.3	-3.6	-1.1	-2.7	-4.3	-1.1	-1.4	-3.2	0.3	-2.0	-3.2	-0.8	0.3	-1.2	1.9	-1.1	-2.9	0.6
Bisham CE Primary	Good	10				4.2	0.0	8.5	-3.6	-8.0	0.7				-1.4	-5.6	2.8	-1.1	-5.3	3.0				2.3	-1.8	6.4	-4.8	-8.9	-0.7
Braywick Court	Outstanding	31				0.6	-1.7	2.9	1.6	-0.7	3.8				-0.5	-2.7	1.7	3.8	1.7	5.9				2.6	0.5	4.7	1.5	-0.6	3.6
Cheapside CE Primary	Good	30	2.7	-0.1	5.4	1.5	-1.0	4.0	2.0	-0.4	4.5	1.2	-1.4	3.8	-3.6	-5.9	-1.2	-0.2	-2.5	2.2	1.8	-0.6	4.2	1.2	-1.1	3.5	2.0	-0.3	4.3
Cookham Dean CE Primary	Good	27	1.9	-0.5	4.3	1.8	-0.6	4.2	1.1	-1.5	3.6	1.1	-1.1	3.3	1.7	-0.6	4.0	7.0	4.5	9.4	-1.1	-3.3	1.0	-0.1	-2.3	2.2	0.2	-2.1	2.6
Cookham Rise Primary	Good	30	0.6	-1.6	2.9	-0.2	-2.4	2.1	1.2	-1.1	3.4	0.8	-1.3	2.9	-2.2	-4.4	0.0	-0.6	-2.8	1.5	3.0	1.1	5.0	-2.1	-4.2	0.0	0.8	-1.3	3.0
Courthouse Junior	Good	117	1.3	0.1	2.6	0.1	-1.3	1.6	-0.6	-1.9	0.6	-2.2	-3.3	-1.0	-2.8	-4.1	-1.4	-1.4	-2.6	-0.3	-0.1	-1.2	1.0	-1.9	-3.3	-0.6	-2.3	-3.5	-1.2
Datchet St Mary's CE Primary	Good	29	2.5	-0.5	5.5	2.3	-0.1	4.7	1.0	-1.4	3.4	4.9	2.1	7.7	0.1	-2.3	2.4	-1.7	-4.0	0.7	3.6	1.0	6.2	2.4	0.2	4.7	0.3	-1.9	2.6
Dedworth Middle	Good	129	-2.5	-3.6	-1.5	-0.5	-1.6	0.7	-1.7	-2.9	-0.6	-2.8	-3.8	-1.9	0.5	-0.6	1.6	-1.3	-2.4	-0.2	-2.6	-3.5	-1.7	-0.9	-2.0	0.1	-2.3	-3.3	-1.2
Furze Platt Junior	Outstanding	90	0.4	-0.9	1.7	-2.3	-3.6	-1.0	-0.5	-1.8	0.9	-0.2	-1.4	1.0	-0.6	-1.9	0.7	-1.2	-2.5	0.1	1.0	-0.1	2.1	0.2	-1.1	1.4	-0.9	-2.2	0.3
Holy Trinity CE Primary Cookham	Good	29	3.8	1.6	6.1	-2.1	-4.6	0.4	-0.7	-3.0	1.6	2.4	0.4	4.5	2.0	-0.4	4.5	0.5	-1.7	2.7	3.0	1.0	5.0	-2.6	-4.9	-0.3	0.6	-1.5	2.8
Holy Trinity CE Primary Sunningdale	Good	30	0.6	-1.6	2.8	2.0	0.3	3.7	-0.3	-2.6	2.1	-2.5	-4.6	-0.5	-0.9	-2.5	0.7	-1.3	-3.5	1.0	1.0	-0.9	2.9	1.3	-0.3	2.8	1.2	-1.0	3.4
Holyport CE Primary	Good	45	-0.4	-2.1	1.3	0.5	-1.3	2.4	1.2	-0.7	3.1	-2.6	-4.2	-1.1	0.1	-1.7	1.8	-1.4	-3.2	0.5	-1.6	-3.1	-0.1	-0.4	-2.1	1.3	-0.4	-2.2	1.4
Knowl Hill CE Primary	Outstanding	24	-2.2	-5.1	0.7	-3.7	-6.5	-0.9	-2.8	-5.5	-0.2	-5.4	-8.1	-2.6	-2.1	-4.8	0.6	-4.3	-6.8	-1.8	-5.0	-7.6	-2.4	-2.8	-5.4	-0.2	-3.1	-5.6	-0.6
Larchfield Primary and Nursery	Good	30	-1.7	-4.1	0.7	1.1	-1.4	3.5	-1.0	-3.4	1.3	-2.4	-4.6	-0.2	-1.1	-3.5	1.3	-1.8	-4.0	0.5	-1.2	-3.2	0.9	2.7	0.4	5.0	0.1	-2.1	2.3
Lowbrook Primary	Good	60	2.2	-0.1	4.5	4.0	2.4	5.6	3.6	2.0	5.2	2.8	0.7	5.0	5.7	4.1	7.2	3.4	1.8	4.9	4.8	2.8	6.8	5.0	3.6	6.5	6.1	4.6	7.6
Oldfield Primary	Outstanding	59	1.3	-0.3	2.9	2.9	1.2	4.5	2.2	0.5	3.8	1.5	0.1	3.0	4.4	2.9	6.0	2.2	0.7	3.8	1.7	0.3	3.1	3.1	1.6	4.6	3.8	2.2	5.3
Riverside Primary	Requires Impr.	59	-1.3	-3.2	0.5	0.8	-1.1	2.6	-0.8	-2.5	1.0	-2.2	-3.9	-0.5	0.5	-1.3	2.3	1.3	-0.4	3.0	-0.7	-2.3	0.9	1.8	0.1	3.6	1.2	-0.5	2.8
S Ascot Village Primary	Good	29	2.4	0.4	4.3	4.2	2.0	6.4	1.9	-0.4	4.2	0.5	-1.2	2.2	1.7	-0.5	3.8	1.9	-0.4	4.1	2.8	1.1	4.5	3.7	1.6	5.7	3.1	0.9	5.2
St Edmund Camplon Catholic Primary	Requires Impr.	60	5.2	3.6	6.8	4.2	2.6	5.8	5.5	3.9	7.1	1.8	0.4	3.3	2.0	0.4	3.5	1.2	-0.4	2.8	4.4	3.0	5.7	4.3	2.8	5.8	7.4	5.8	8.9
St Edward's Royal Free Middle	Good	119	0.5	-0.6	1.7	1.7	0.6	2.8	1.7	0.5	2.8	0.6	-0.5	1.6	0.2	-0.9	1.3	-0.9	-2.0	0.3	-2.1	-3.0	-1.1	0.1	-1.0	1.1	-0.1	-1.2	1.0
St Francis Catholic Primary	Outstanding	30	3.7	1.5	6.0	5.8	3.6	8.1	-0.4	-2.7	1.8	2.5	0.4	4.6	6.0	3.8	8.2	3.1	0.9	5.3	4.4	2.4	6.3	8.0	5.9	10.1	1.9	-0.3	4.0
St Luke's CE Primary	Outstanding	39	1.5	-0.5	3.5	-0.2	-2.2	1.9	4.8	2.7	6.8	3.1	1.3	5.0	-0.1	-2.1	1.8	0.0	-2.0	2.0	2.3	0.5	4.0	3.4	1.5	5.3	4.4	2.4	6.3
St Mary's Catholic Primary	Requires Impr.	45	2.5	0.6	4.3	1.2	-0.9	3.2	-2.9	-4.8	-0.9	-2.5	-4.2	-0.7	-0.4	-2.4	1.5	-0.3	-2.2	1.5	1.9	0.3	3.5	-3.0	-4.8	1.1	-3.8	-5.6	-1.9
St Michael's CE Primary	Good	30	0.4	-1.9	2.7	2.7	0.3	5.2	3.1	0.7	5.4	-1.4	-3.5	0.7	-0.4	-2.8	2.0	-0.8	-3.1	1.5	-0.9	-2.9	1.1	-0.2	-2.5	2.1	-0.9	-3.1	1.3
St Peter's CE Middle	Good	90	-1.1	-2.8	0.6	-1.7	-3.1	-0.3	-1.9	-3.2	-0.6	-2.2	-3.8	-0.6	-1.0	-2.3	0.4	0.8	-0.4	2.1	-2.3	-3.8	-0.8	-3.3	-4.6	-2.0	-2.7	-4.0	-1.5
Trevelyan Middle	Good	147	2.2	1.2	3.2	0.5	-0.5	1.6	0.5	-0.5	1.6	2.5	1.6	3.5	0.3	-0.7	1.3	1.7	0.6	2.7	0.3	-0.6	1.2	-0.1	-1.1	0.9	-0.1	-1.1	0.9
Waltham St Lawrence Primary	Outstanding	18	0.3	-3.1	3.6	-1.0	-3.8	1.8	0.7	-2.3	3.7	0.3	-2.8	3.4	0.0	-2.7	2.7	-0.6	-3.5	2.3	-1.2	-4.1	1.8	2.4	-0.2	5.1	0.4	-2.4	3.2
Wessex Primary	Requires Impr.	60	-2.5	-4.1	-0.8	0.5	-1.1	2.2	0.4	-1.2	2.0	-2.3	-3.8	-0.8	-2.4	-4.0	-0.9	-2.4	-4.0	-0.9	-0.5	-1.9	1.0	0.2	-1.3	1.7	1.3	-0.2	2.8
White Waltham CE	Good	29	-1.3	-3.6	0.9	0.5	-1.9	2.8	0.4	-2.0	2.7	-2.9	-5.0	-0.8	-1.0	-3.2	1.3	-2.5	-4.8	-0.2	-1.5	-3.5	0.5	-2.0	-4.1	0.2	-0.3	-2.6	1.9
Woodlands Park Primary	Good	30	-2.5	-5.1	0.0	-2.9	-7.0	1.3	-2.2	-4.7	0.3	-2.5	-4.9	-0.1	-5.7	-9.7	-1.8	-5.0	-7.3	-2.7	-1.6	-3.8	0.7	-6.6	-10.5	-2.8	-3.9	-6.2	-1.5
Wrybury Primary	Requires Impr.	45	3.8	2.0	5.5	-1.7	-3.5	0.1	-3.3	-5.3	-1.4	-2.3	-3.9	-0.7	-1.7	-3.5	0.1	-5.4	-7.3	-3.5	-1.6	-3.1	-0.1	-1.7	-3.4	-0.1	-6.6	-8.5	-4.8
RBWM			0.5	0.2	0.8	0.5	0.2	0.8	0.1	-0.2	0.4	-0.6	-0.9	-0.3	-0.1	-0.4	0.2	-0.4	-0.7	-0.1	-0.2	-0.4	0.1	0.2	-0.1	0.5	-0.2	-0.5	0.1
National																													

SOURCES:
2018 & 2019 Progress Figures from DfE . 2022 Provisional from ASP 2023 from DfE performance tables

<p>NOTE</p> <p>Progress from KS1 to KS2 is measured by comparing the Scaled Scores of every pupil according to their KS1 Grouping's Average KS2 Scaled Score</p> <p>Scaled Scores are derived from pupils' actual marks in the KS2 tests</p> <p>Each School's Progress Score is an average of its pupils' positive and negative progress scores</p> <p>The LOWER and UPPER LIMITS indicate what the school's progress score could have been on another day</p> <p>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</p>	<p>KEY to 2019 Progress Measure</p> <ul style="list-style-type: none"> Progress within the Top 10% of Schools Progress within the Top 20% of Schools Progress within the middle 63% of Schools Progress within the Bottom 17% of Schools Progress within the Bottom 10% of Schools <p>KEY to 2023 Progress Measure - DfE definition</p> <ul style="list-style-type: none"> Well above average Above Average Average Below average Well below average
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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 This academic year saw the return to pre-pandemic grading with some protections. The ongoing uneven impacts of the pandemic on different schools and colleges and pupils is still a factor in the exam gradings.
- The KS4 performance measures reported are compared with 2022 and with 2019. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic. In 2020 and 2021 teacher assessment grades were awarded. In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach. It is expected that performance in 2023 will generally be lower than in 2022. For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- 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 pupil's best grades. 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 8 subjects including English and Maths (both double counted), three Ebacc subjects and 3 other subjects (which can include additional Ebacc subjects or approved non-GCSEs).
 - The Progress 8 which measures progress from KS2

English and Maths GCSE

- 4.4 Overall 53% of pupils in Windsor and Maidenhead achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 45.3%.
- The Royal Borough is 27th LA on this measure.
 - The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 73.2%. This is well above the state funded national figure of 65.1%.

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 49.4. This compares to 46.2 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.
- 40.8% of RBWM pupils were entered for all elements of the Ebacc in 2022, above the national state school figure of 39.4%.
 - The England state-maintained APS for the Ebacc was 4.05, and for RBWM 4.42. RBWM was ranked 30th 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

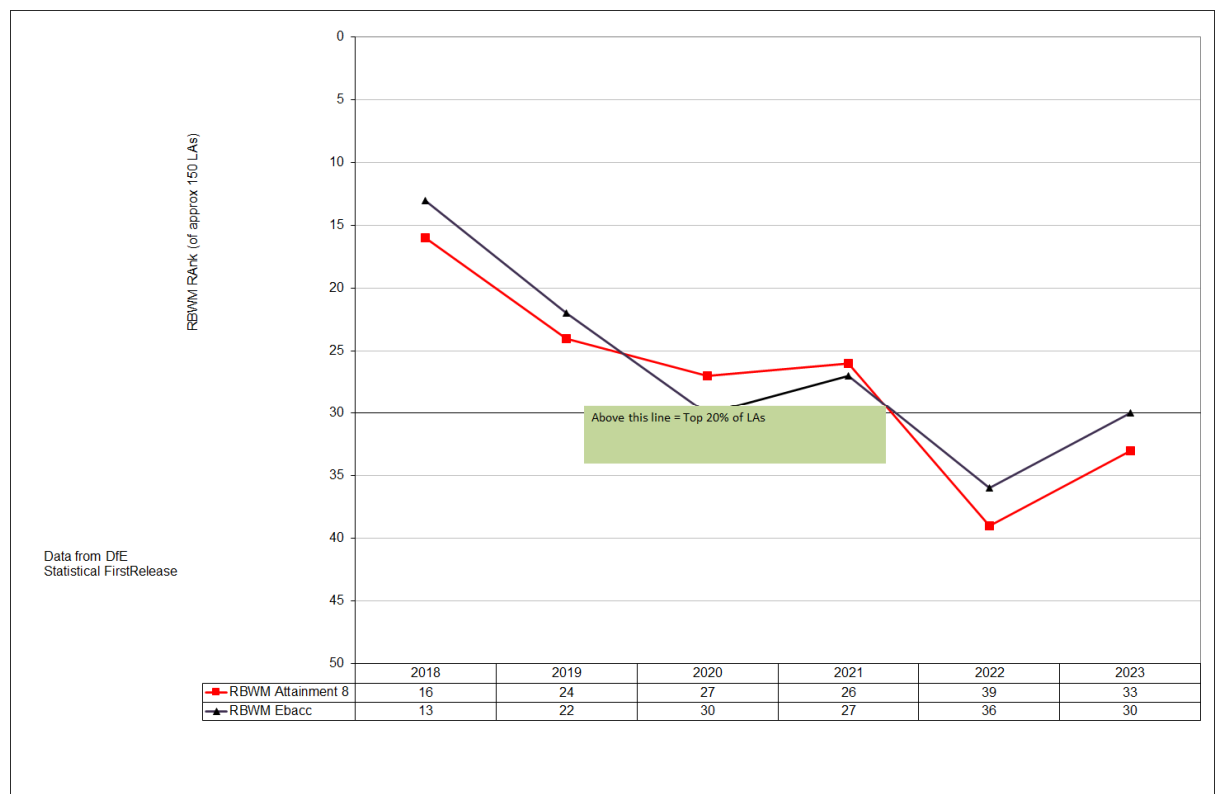
inspection for a year and means that, on average, every pupil in the school got one grade higher in each of the Attainment 8 subjects than the national average for pupils with the same prior attainment.

- RBWM had an overall Progress 8 score of +0.11. This means that on average RBWM pupils attained a grade higher in 1 subject than pupils with equivalent prior attainment nationally. The confidence interval is +/- 0.07, meaning that the Borough's result is better than national and that there is a 95% certainty that the result lies between -0.04 and +0.18.

RANKINGS

4.10 Data Pack Chart 4a shows RBWM's ranking on several key attainment measures against other LAs. There are approximately 150 LAs with recorded data.

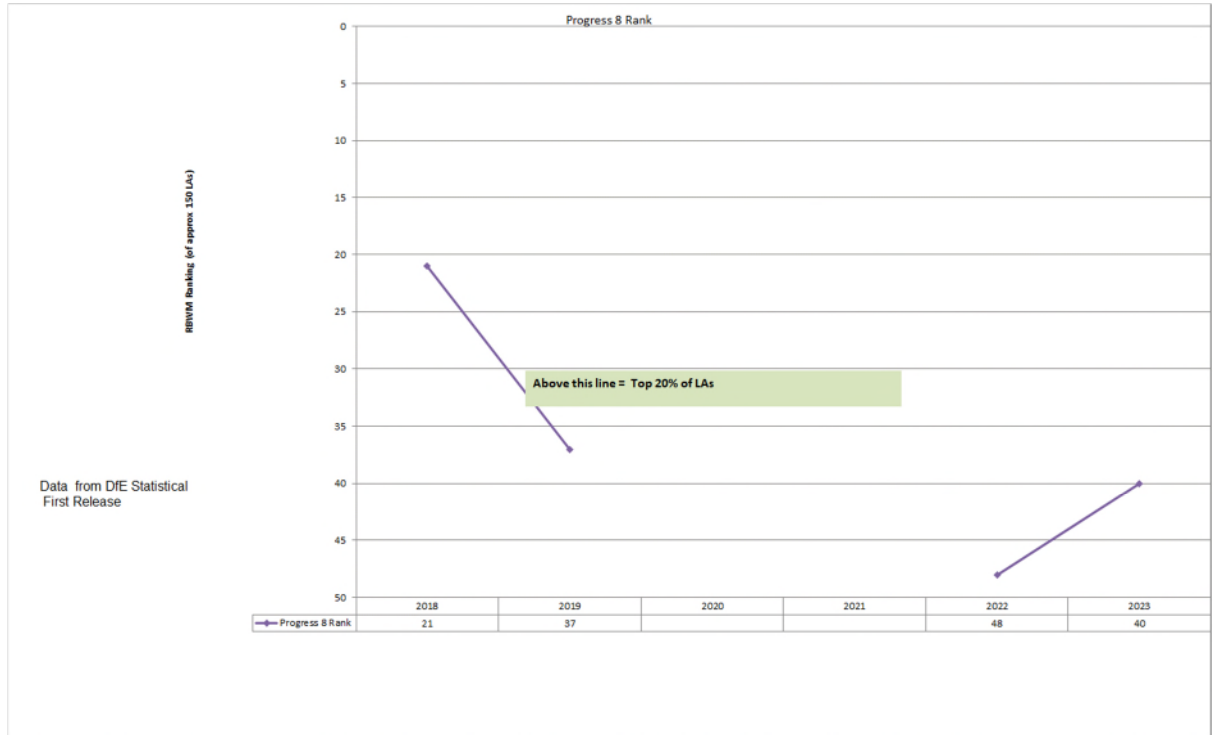
Chart 4a Attainment Rankings



4.11 RBWM's ranking compared to other Local Authorities has fallen from the top quintile to the second quintile during the covid pandemic but 2023 shows a the Ebacc ranking returning to the top quintile.

4.12 Data Pack Chart 4b shows RBWM's ranking on the top-line progress measure against other LAs. There was no progress measure calculation for 2020 and 2021.

Chart 4b Progress Rankings



4.13 The Royal Borough's ranking for Progress 8 measure has improved this year from 48th in 2018 to 40th. The Royal Borough's ranking for Progress 8 is in the second quintile of LAs of Local Authorities.

SECONDARY SCHOOL PERFORMANCE TABLES

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

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.
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SECTION 4 - SECONDARY ATTAINMENT AND PROGRESS

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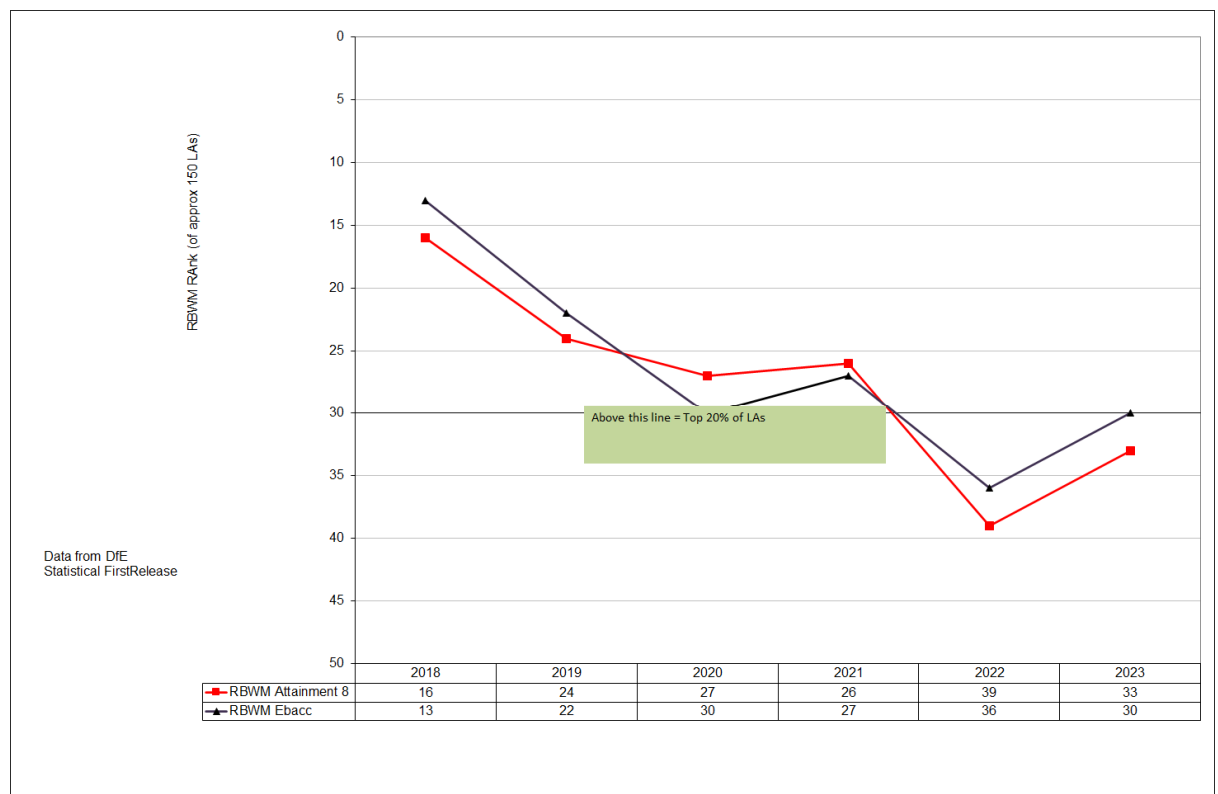
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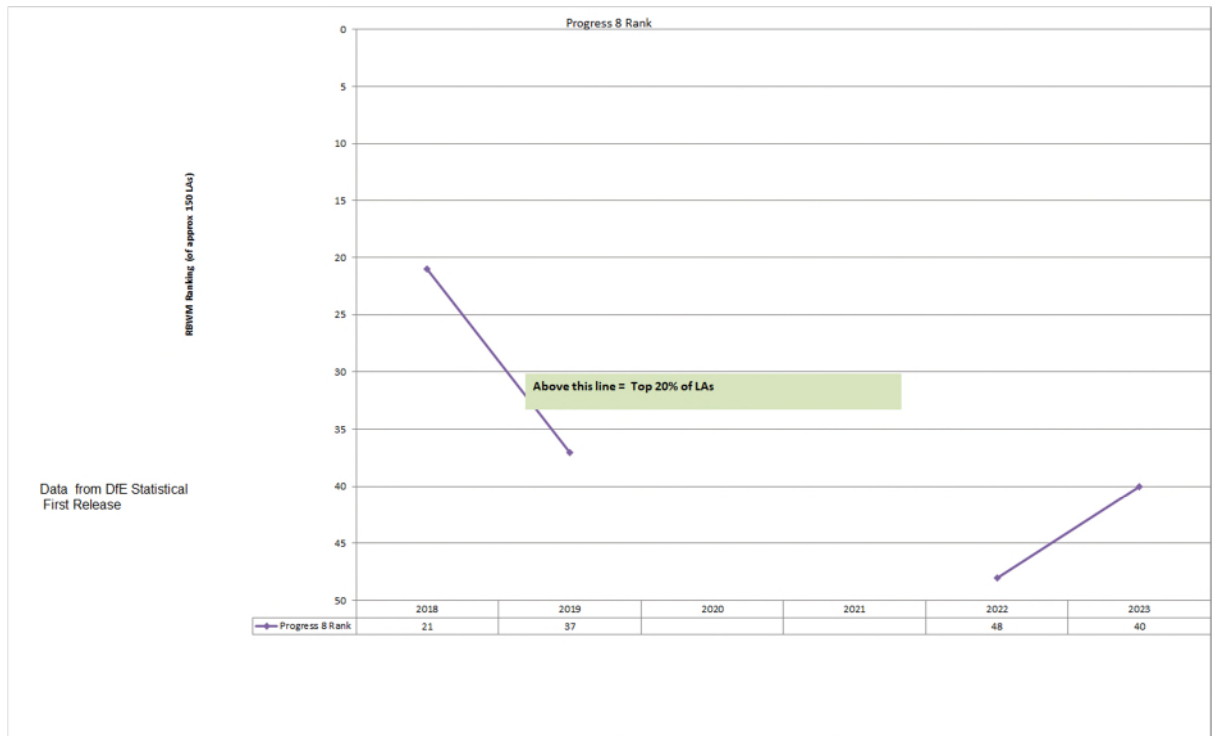
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Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2023

School	Ofsted Rating as at 01.12.23	Cohort Number	Key Stage 4 Attainment				Key Stage 2-4 Progress			Destinations
			grade 5 in English + Maths GSCES	English Bacc		Attainment 8	Progress 8			Pupils staying in education or going into employment (2021 leavers)
			%	% Entered	APS	Score	Score	DfE Description	Range	%
Altwood	Good	58	26%	10	3.57	42.3	0.17	Average	-0.22 to 0.56	92
Charters	Good	266	67%	46	5.1	56.9	0.38	Above Average	0.2 to 0.56	95
Churchmead	Good	88	32%	47	3.25	39.4	-0.25	Average	-0.55 to 0.06	91
Cox Green	Good	205	46%	20	3.8	43.8	-0.37	Below Average	-0.57 to- 0.18	98
Desborough	Good	184	53%	37	4.34	48.9	0.06	Average	-0.15 to 0.28	97
Furze Platt	Good	216	46%	28	4.16	48	0.06	Average	-0.14 to 0.26	94
Holyport	Good	86	60%	87	5.26	54	0.31	Average	-0.04 to 0.66	82
Newlands	Outstanding	192	65%	76	5.40	56.6	0.64	Well Above Average	0.43 to 0.85	95
Windsor Boys' School	Good	224	53%	33	4.38	48.3	-0.01	n/a	-0.42 to- 0.03	91
Windsor Girls' School	Outstanding	196	58%	37	4.55	51.6	0.2	n/a	-0.01 to 0.41	96
RBWM		1737	53	41	4.42	49.4	0.11			94
National 2022 (state funded)			45	39	4.05	46.2	-0.03			94

Source: Performance Tables 2023

Data Pack Figure 4a

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National 2022 (state funded)			45	39	4.05	46.2	-0.03			94

Source: Performance Tables 2023

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

- 5.1. In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. 2023 performance measures may include some qualification grades that were awarded in 2021/22 using a different grading approach. For VTQs that are taken alongside, or instead of, GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. The ongoing uneven impacts of the pandemic on different schools/colleges and students need to be considered.
- 5.2. Average point score (APS) per entry for all national level 3 cohorts is lower compared to 2021/22 but remains slightly higher than in 2018/9.

A LEVEL RESULTS

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

Table 5a - Key measures: A level cohort

	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	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
	A level students			Students entered for at least 1 A level or applied A level					
England	293211	35.16	B-	222424	35.63	B-	15.7	25.2	18.1
England State-funded schools	256828	34.05	C+	191930	34.55	C+	13.3	22.0	15.6
Windsor and Maidenhead	794	33.69	C+	637	34.35	C+	13.3	21.4	17.3

- 5.4. The average point score per A level entry for a student's best 3 A Levels expressed as a grade for the Borough was C+. The LA ranks 65th on this measure. The associated point score of 34.35 is close to the state funded national figure of 34.55.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 17.3%, above the national state funded figure of 15.6%. RBWM ranks 35th on this measure.
- School level performance table data will be published in February 2023

VOCATIONAL RESULTS

5.5. 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

5.6. Table 5b - 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	APS per entry	APS per entry as a grade
England	27,976	28.51	Merit+	123317	29.56	Merit+
England State-funded Schools	27,822	28.49	Merit+	120984	29.51	Merit+
Windsor and Maidenhead	112	26.58	Merit	276	26.79	Merit+

- 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+
- The average point score per applied general qualification expressed as a grade for the Borough was Merit+, equal to the national state funded school average.

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

- 5.1. In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. 2023 performance measures may include some qualification grades that were awarded in 2021/22 using a different grading approach. For VTQs that are taken alongside, or instead of, GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. The ongoing uneven impacts of the pandemic on different schools/colleges and students need to be considered.
- 5.2. Average point score (APS) per entry for all national level 3 cohorts is lower compared to 2021/22 but remains slightly higher than in 2018/9.

A LEVEL RESULTS

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

Table 5a - Key measures: A level cohort

	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	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
	A level students			Students entered for at least 1 A level or applied A level					
England	293211	35.16	B-	222424	35.63	B-	15.7	25.2	18.1
England State-funded schools	256828	34.05	C+	191930	34.55	C+	13.3	22.0	15.6
Windsor and Maidenhead	794	33.69	C+	637	34.35	C+	13.3	21.4	17.3

- 5.4. The average point score per A level entry for a student's best 3 A Levels expressed as a grade for the Borough was C+. The LA ranks 65th on this measure. The associated point score of 34.35 is close to the state funded national figure of 34.55.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 17.3%, above the national state funded figure of 15.6%. RBWM ranks 35th on this measure.
- School level performance table data will be published in February 2023

VOCATIONAL RESULTS

5.5. 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

5.6. Table 5b - 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	APS per entry	APS per entry as a grade
England	27,976	28.51	Merit+	123317	29.56	Merit+
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Windsor and Maidenhead	112	26.58	Merit	276	26.79	Merit+

- 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+
- The average point score per applied general qualification expressed as a grade for the Borough was Merit+, equal to the national state funded school average.

SECTION 6 - PERFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

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

Therefore, typically the Top Quintile represents the Top 30 Local Authorities and the Bottom Quintile the lowest 30 Local authorities.

KEY STAGE 2

Table 6a Key Stage 2: Reading, Writing and Maths

Group	Pupils 2023	RWM % Exp	RWM % Exp	% Attaining expected standard Reading+Writing+Maths			LA Ranking
		2019	2022	2023	National 2023	+/- National	2023
All	1682	67	63	61	60	1	=59
Girls	811	76	69	64	63	1	=62
Boys	871	59	58	57	57	0	=69
FSM	258	29	36	31	44	-13	=149
Non-FSM	1424	71	67	66	66	0	=74
Disadvantaged	303	35	38	33	44	-11	148
Non-Disadv	1379	73	68	67	67	0	=69
SEN	205	29	25	20	24	-4	=111
SEN – with EHC	78	6	8	12	8	4	=17
Non-SEN	1392	78	72	69	70	-1	=93
Not 1 st Lang Eng	308	60	63	56	62	-6	=112
First Lang Eng	1364	69	64	62	59	3	=43
Asian	322	63	63	66	67	-1	93
Black	25	36	57	40	60	-20	144
Mixed	138	67	74	64	62	2	57
White	1131	69	63	59	59	0	=72

Source: DfE SFR

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

- These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.
- The proportion of pupils achieving the 'expected standard' in the headline measure of Reading & Writing & Maths at Key Stage 2 is in the second quintile of LAs nationally.
- There continues to be 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.
- RBWM pupil groups that are well below national are the FSM and disadvantaged cohorts. Disadvantaged pupils are defined as those registered for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order. At LA and national level, the disruption due to learning during the covid pandemic has had a greater impact on disadvantaged pupils. The disadvantaged gap index nationally is only slightly down on 2022 when it was at its highest level since 2012.
- The Asian subgroup is ranked in the fourth quintile. In the Borough this group is made up of the Indian group who outperform national and the Pakistani group who perform less well both nationally and in RBWM. The black subgroup is in the fifth quintile.
- When considering each group's performance, it must be recognised that pupils do not always occupy only a single category and that those who appear in two or more categories will impact more on the results of smaller authorities such as RBWM. For example, pupils who have Special Educational Needs but who are also eligible for Free School Meals.

KEY STAGE 4

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

- Given the covid pandemic and the change to grade boundaries for 2021/22, caution needs to be applied when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- The Progress 8 result for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils and pupils whose first language is not English. However, for pupils in both 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.

Table 6b Key Stage 4: Progress 8

Group	Pupils 2023						LA Ranking
		2019	2022	2023	National 2023	+/- National	2023
All	1737	+0.09	+0.06	+0.11	-0.03	+0.14	40
Girls	819	+0.33	0.23	0.30	0.12	+0.18	=41
Boys	918	-0.12	-0.1	-0.04	-0.17	+0.13	=39
FSM	207	-0.51	-0.58	-0.44	-0.59	+0.15	41
Non-FSM	1530	+0.14	+0.14	+0.19	0.11	+0.08	54
Disadvantaged	242	-0.37	-0.5	-0.48	-0.55	+0.07	46
Non-Disadv	1495	+0.18	+0.15	+0.21	0.15	+0.06	57
SEN	198	-0.18	-0.55	-0.31	-0.45	+0.14	=40
SEN – with EHC	61	-0.79	-1.25	-0.81	-1.12	+0.31	=18
Non-SEN	1478	+0.18	+0.17	+0.2	+0.1	+0.1	=43
Not 1 st Lang Eng	229	+0.34	+0.67	+0.35	+0.55	-0.2	=132
First Lang Eng	1508	+0.06	-0.01	+0.08	-0.12	+0.2	30
Asian	270	+0.20	0.48	+0.43	+0.54	-0.11	121
Black	37	0.28	+0.25	+0.43	+0.18	+0.25	39
Mixed	161	+0.28	+0.06	+0.16	-0.04	+0.2	33
White	1212	+0.06	-0.02	+0.02	-0.14	+0.16	36

Source: DfE LAIT/KS4 SFR

- There continues to be 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 groups make better progress than their national counterparts.
- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for disadvantaged groups were above average.
- The Progress 8 for the Asian pupils 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.

ACHIEVEMENT BY DISADVANTAGED PUPILS

- 6.5 Data comes from SFRs. The Disadvantaged cohort is given where published (Key Stage 2 and Key Stage 4); for other Key Stages FSM eligibility is used as it is published at an LA level allowing comparisons to be made.
- 6.6 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).
- 6.7 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).
- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 34 percentage points, much wider than the National gap of 23 percentage points. Nationally the disadvantage gap has reduced between 2011 and 2018 before remaining at a similar level between 2018 and 2019. The gap has increased in 2022 to the highest level since 2012. It remains high in 2023 suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. For RBWM we are in the bottom quintile nationally meaning our disadvantaged pupils have performed well below national.
 - At Key Stage 4, RBWM disadvantaged pupils make similar progress to national. The disadvantaged gap nationally is at its highest level since 2011. This may reflect the difficult circumstances that many pupils will have experienced over the last few academic years which saw various restrictions put in place in response to the COVID-19 pandemic (e.g., periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning.

FREE SCHOOL MEALS (FSM)

- 6.8 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 because of other factors.

Table 6d - Key Stage Performance by Free School Meals

Table 6d Free School Meals - attainment gap over time																
EYFS: Good Level of Dev't																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1694	82	1612	1631	100	1531	1612	110	1502	1598	167	1353				
RBWM	74	44	76	74	53	76	67	42	70	67	36	71	32	23	28	35
National	72	57	74	72	57	74	68	49	69	67	52	72	17	17	20	20
Statistical Neighbour Average	75	51	77	75	52	77	65	45	71	70	46	74	26	25	26	28
KS1: % Achieving Expected Standard in Reading																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	81	57	83	79	62	80	69	44	73	70	46	74	26	18	29	28
National	75	60	78	75	60	78	67	51	72	68	54	73	18	18	21	19
Statistical Neighbour Average	79	56	81	78	56	80	70	48	74	71	49	75	25	24	26	26
KS1: % Achieving Expected Standard in Writing																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	73	47	75	71	50	72	59	31	63	59	35	63	28	22	32	28
National	70	53	73	69	53	72	58	41	63	60	44	65	20	19	22	21
Statistical Neighbour Average	74	47	74	71	47	74	59	43	64	62	38	66	27	27	21	28
KS1: % Achieving Expected Standard in Maths																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	80	52	82	80	54	82	71	46	74	71	47	74	30	28	28	27
National	76	61	79	76	61	78	68	52	73	70	56	75	18	17	21	19
Statistical Neighbour Average	78	55	80	78	55	80	71	46	75	73	50	77	25	25	29	27
KS2: % Achieving Expected Standard in RWM																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1462	96	1366	1517	85	1432	1631	204	1427	1882	258	1424				
RBWM	66	40	68	69	32	71	63	36	67	61	31	66	28	39	31	35
National	61	43	65	64	46	68	60	42	64	60	44	66	22	22	22	22
Statistical Neighbour Average	64	36	67	67	39	69	59	35	66	62	38	67	31	30	31	29
Percentage of Pupils Achieving English and Maths at L4																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1489	76	1413	1597	103	1494	1579	161	1418	1737	207	1530				
RBWM	51	26	52	48	25	50	55	26	59	73	47	77	26	26	25	30
National	44	22	47	43	22	47	50	28	55	65	43	72	25	25	25	29
Statistical Neighbour Average	52	22	54	51	21	53	56	25	61	71	41	76	32	32	32	35

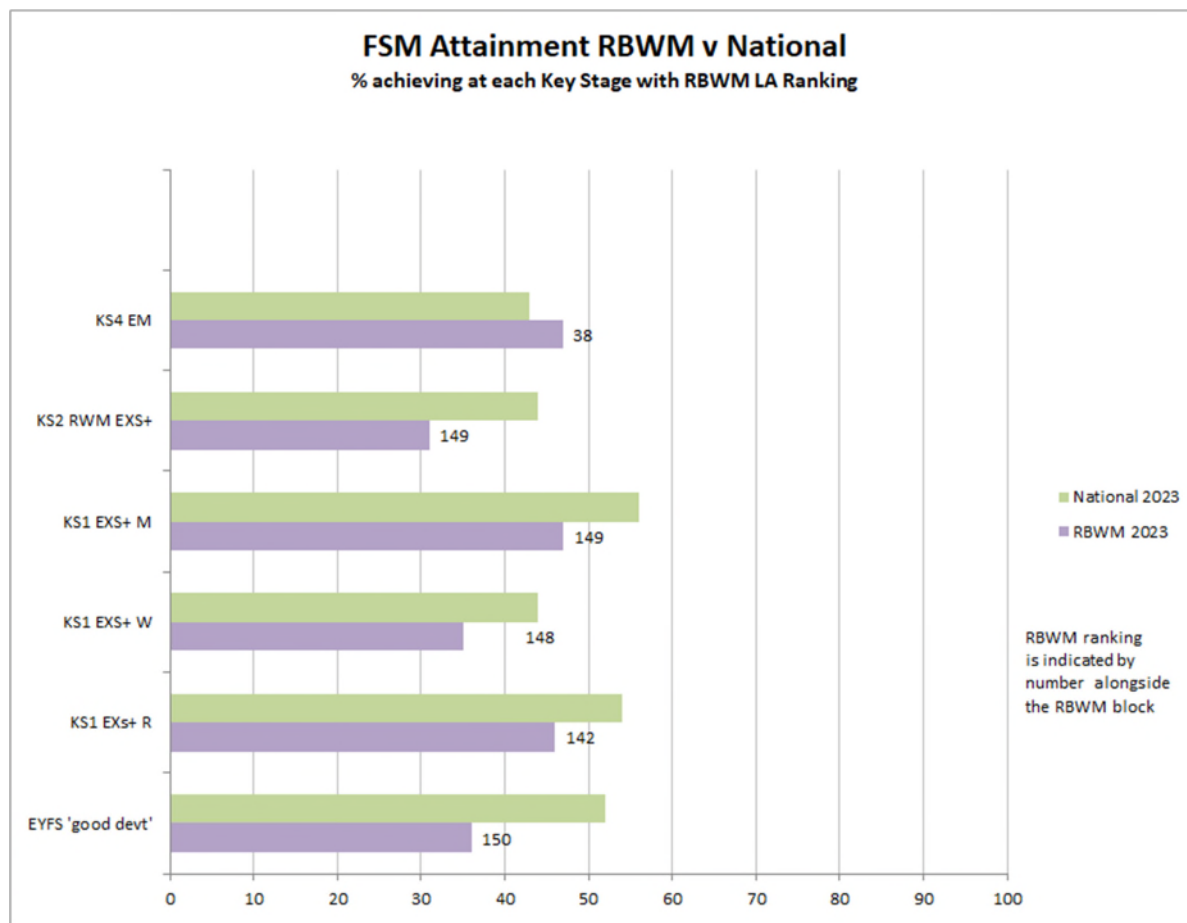
All data is FSM Eligibility (not FSM6) in line with DfE historical published SFRs

6.9 The FSM data in Table 6d shows that:

- For Foundation Stage as well KS2 and KS4, the RBWM non-FSM/FSM gaps have increased when compared to 2022. For KS1, however, the RBWM non-FSM/FSM gap has decreased when compared to 2022.
- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2017 to 2022. They have been disproportionately affected by the Covid pandemic.

- Chart 6a shows how RBWM ranks for the FSM group compared to other LAs. RBWM ranks in the bottom quintile for all primary key stages. It is in the second quintile for KS4.

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



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 RBWM virtual school.

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 6e - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
		CiC (inc special)	All	CiC	All
	Early Years				
3	% Achieving good level of development 2018	66	74	n/a	71
1	% Achieving good level of development 2019	100	74	48	72
3	% Achieving good level of development 2022	67	67	n/a	65
	% Achieving good level of development 2023		67	n/a	67
	Key Stage 1				
2	% Achieving Expected Standard in Reading 2018	50	81	51	75
2	% Achieving Expected Standard in Reading 2019	0	79	52	75
0	% Achieving Expected Standard in Reading 2022	N/A	69	44	67
	% Achieving Expected Standard in Reading 2023		70		70
2	% Achieving Expected Standard in Writing 2018	50	73	42	70
2	% Achieving Expected Standard in Writing 2019	50	71	43	69
0	% Achieving Expected Standard in Writing 2022	N/A	59	33	58
	% Achieving Expected Standard in Writing 2023		59		59
2	% Achieving Expected Standard in Maths 2018	50	80	48	76
2	% Achieving Expected Standard in Maths 2019	50	80	50	76
0	% Achieving Expected Standard in Maths 2022	N/A	71	43	68
	% Achieving Expected Standard in Maths 2023		71		71
	Key Stage 2				
2	% Achieving Expected Standard in Reading 2018	50	81	51	76
4	% Achieving Expected Standard in Reading 2019	25	77	50	73
0	% Achieving Expected Standard in Reading 2022	N/A	80	52	75
	% Achieving Expected Standard in Reading 2023		77		73
2	% Achieving Expected Standard in Writing 2018	0	80	49	79
4	% Achieving Expected Standard in Writing 2019	25	76	51	78
0	% Achieving Expected Standard in Writing 2022	N/A	71	42	71
	% Achieving Expected Standard in Writing 2023		72		72
2	% Achieving Expected Standard in Maths 2018	0	79	47	76
4	% Achieving Expected Standard in Maths 2019	25	79	51	79
0	% Achieving Expected Standard in Maths 2022	N/A	76	44	69
	% Achieving Expected Standard in Maths 2023		73		73
	Key Stage 4				
8(10)	% Achieving EM 2018 (Grade 4+)	50(40)	74	8	59
7(13)	% Achieving EM 2019 (Grade 4+)	29(23)	72	12	60
3	% Achieving EM 2022 (Grade 4+)	67	76	11	69
	% Achieving EM 2023 (Grade 4+)		73		65

Source DfE SFRs/Performance Tables. RBWM CiC from Virtual school
National CiC data is not published for Early Years; other Key stages to be published Apr 2023

SECTION 6 - PERFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

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

Therefore, typically the Top Quintile represents the Top 30 Local Authorities and the Bottom Quintile the lowest 30 Local authorities.

KEY STAGE 2

Table 6a Key Stage 2: Reading, Writing and Maths

Group	Pupils 2023	RWM % Exp	RWM % Exp	% Attaining expected standard Reading+Writing+Maths			LA Ranking
		2019	2022	2023	National 2023	+/- National	2023
All	1682	67	63	61	60	1	=59
Girls	811	76	69	64	63	1	=62
Boys	871	59	58	57	57	0	=69
FSM	258	29	36	31	44	-13	=149
Non-FSM	1424	71	67	66	66	0	=74
Disadvantaged	303	35	38	33	44	-11	148
Non-Disadv	1379	73	68	67	67	0	=69
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SEN – with EHC	78	6	8	12	8	4	=17
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Not 1 st Lang Eng	308	60	63	56	62	-6	=112
First Lang Eng	1364	69	64	62	59	3	=43
Asian	322	63	63	66	67	-1	93
Black	25	36	57	40	60	-20	144
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White	1131	69	63	59	59	0	=72

Source: DfE SFR

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

- These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.
- The proportion of pupils achieving the 'expected standard' in the headline measure of Reading & Writing & Maths at Key Stage 2 is in the second quintile of LAs nationally.
- There continues to be 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.
- RBWM pupil groups that are well below national are the FSM and disadvantaged cohorts. Disadvantaged pupils are defined as those registered for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order. At LA and national level, the disruption due to learning during the covid pandemic has had a greater impact on disadvantaged pupils. The disadvantaged gap index nationally is only slightly down on 2022 when it was at its highest level since 2012.
- The Asian subgroup is ranked in the fourth quintile. In the Borough this group is made up of the Indian group who outperform national and the Pakistani group who perform less well both nationally and in RBWM. The black subgroup is in the fifth quintile.
- When considering each group's performance, it must be recognised that pupils do not always occupy only a single category and that those who appear in two or more categories will impact more on the results of smaller authorities such as RBWM. For example, pupils who have Special Educational Needs but who are also eligible for Free School Meals.

KEY STAGE 4

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

- Given the covid pandemic and the change to grade boundaries for 2021/22, caution needs to be applied when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- The Progress 8 result for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils and pupils whose first language is not English. However, for pupils in both 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.

Table 6b Key Stage 4: Progress 8

Group	Pupils 2023						LA Ranking
		2019	2022	2023	National 2023	+/- National	2023
All	1737	+0.09	+0.06	+0.11	-0.03	+0.14	40
Girls	819	+0.33	0.23	0.30	0.12	+0.18	=41
Boys	918	-0.12	-0.1	-0.04	-0.17	+0.13	=39
FSM	207	-0.51	-0.58	-0.44	-0.59	+0.15	41
Non-FSM	1530	+0.14	+0.14	+0.19	0.11	+0.08	54
Disadvantaged	242	-0.37	-0.5	-0.48	-0.55	+0.07	46
Non-Disadv	1495	+0.18	+0.15	+0.21	0.15	+0.06	57
SEN	198	-0.18	-0.55	-0.31	-0.45	+0.14	=40
SEN – with EHC	61	-0.79	-1.25	-0.81	-1.12	+0.31	=18
Non-SEN	1478	+0.18	+0.17	+0.2	+0.1	+0.1	=43
Not 1 st Lang Eng	229	+0.34	+0.67	+0.35	+0.55	-0.2	=132
First Lang Eng	1508	+0.06	-0.01	+0.08	-0.12	+0.2	30
Asian	270	+0.20	0.48	+0.43	+0.54	-0.11	121
Black	37	0.28	+0.25	+0.43	+0.18	+0.25	39
Mixed	161	+0.28	+0.06	+0.16	-0.04	+0.2	33
White	1212	+0.06	-0.02	+0.02	-0.14	+0.16	36

Source: DfE LAIT/KS4 SFR

- There continues to be 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 groups make better progress than their national counterparts.
- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for disadvantaged groups were above average.
- The Progress 8 for the Asian pupils 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.

ACHIEVEMENT BY DISADVANTAGED PUPILS

- 6.5 Data comes from SFRs. The Disadvantaged cohort is given where published (Key Stage 2 and Key Stage 4); for other Key Stages FSM eligibility is used as it is published at an LA level allowing comparisons to be made.
- 6.6 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).
- 6.7 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).
- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 34 percentage points, much wider than the National gap of 23 percentage points. Nationally the disadvantage gap has reduced between 2011 and 2018 before remaining at a similar level between 2018 and 2019. The gap has increased in 2022 to the highest level since 2012. It remains high in 2023 suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. For RBWM we are in the bottom quintile nationally meaning our disadvantaged pupils have performed well below national.
 - At Key Stage 4, RBWM disadvantaged pupils make similar progress to national. The disadvantaged gap nationally is at its highest level since 2011. This may reflect the difficult circumstances that many pupils will have experienced over the last few academic years which saw various restrictions put in place in response to the COVID-19 pandemic (e.g., periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning.

FREE SCHOOL MEALS (FSM)

- 6.8 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 because of other factors.

Table 6d - Key Stage Performance by Free School Meals

Table 6d Free School Meals - attainment gap over time																
EYFS: Good Level of Dev't																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1694	82	1612	1631	100	1531	1612	110	1502	1598	167	1353				
RBWM	74	44	76	74	53	76	67	42	70	67	36	71	32	23	28	35
National	72	57	74	72	57	74	68	49	69	67	52	72	17	17	20	20
Statistical Neighbour Average	75	51	77	75	52	77	65	45	71	70	46	74	26	25	26	28
KS1: % Achieving Expected Standard in Reading																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	81	57	83	79	62	80	69	44	73	70	46	74	26	18	29	28
National	75	60	78	75	60	78	67	51	72	68	54	73	18	18	21	19
Statistical Neighbour Average	79	56	81	78	56	80	70	48	74	71	49	75	25	24	26	26
KS1: % Achieving Expected Standard in Writing																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	73	47	75	71	50	72	59	31	63	59	35	63	28	22	32	28
National	70	53	73	69	53	72	58	41	63	60	44	65	20	19	22	21
Statistical Neighbour Average	74	47	74	71	47	74	59	43	64	62	38	66	27	27	21	28
KS1: % Achieving Expected Standard in Maths																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1699	114	1585	1726	123	1523	1577	1380	197	1611	217	1394				
RBWM	80	52	82	80	54	82	71	46	74	71	47	74	30	28	28	27
National	76	61	79	76	61	78	68	52	73	70	56	75	18	17	21	19
Statistical Neighbour Average	78	55	80	78	55	80	71	46	75	73	50	77	25	25	29	27
KS2: % Achieving Expected Standard in RWM																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1462	96	1366	1517	85	1432	1631	204	1427	1882	258	1424				
RBWM	66	40	68	69	32	71	63	36	67	61	31	66	28	39	31	35
National	61	43	65	64	46	68	60	42	64	60	44	66	22	22	22	22
Statistical Neighbour Average	64	36	67	67	39	69	59	35	66	62	38	67	31	30	31	29
Percentage of Pupils Achieving English and Maths at L4																
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size RBWM	1489	76	1413	1597	103	1494	1579	161	1418	1737	207	1530				
RBWM	51	26	52	48	25	50	55	26	59	73	47	77	26	26	25	30
National	44	22	47	43	22	47	50	28	55	65	43	72	25	25	25	29
Statistical Neighbour Average	52	22	54	51	21	53	56	25	61	71	41	76	32	32	32	35

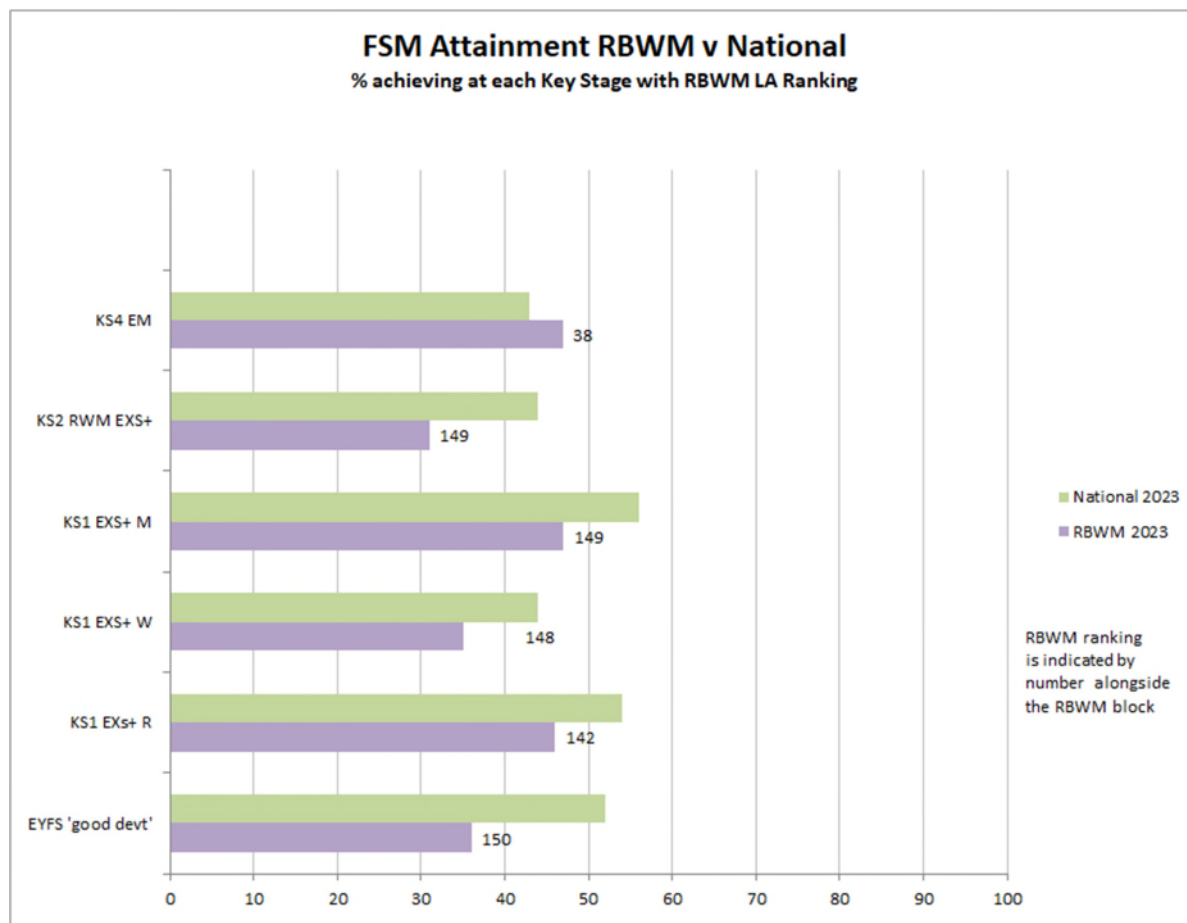
All data is FSM Eligibility (not FSM6) in line with DfE historical published SFRs

6.9 The FSM data in Table 6d shows that:

- For Foundation Stage as well KS2 and KS4, the RBWM non-FSM/FSM gaps have increased when compared to 2022. For KS1, however, the RBWM non-FSM/FSM gap has decreased when compared to 2022.
- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2017 to 2022. They have been disproportionately affected by the Covid pandemic.

- Chart 6a shows how RBWM ranks for the FSM group compared to other LAs. RBWM ranks in the bottom quintile for all primary key stages. It is in the second quintile for KS4.

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



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 RBWM virtual school.

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 6e - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
		CiC (inc special)	All	CiC	All
	Early Years				
3	% Achieving good level of development 2018	66	74	n/a	71
1	% Achieving good level of development 2019	100	74	48	72
3	% Achieving good level of development 2022	67	67	n/a	65
	% Achieving good level of development 2023		67	n/a	67
	Key Stage 1				
2	% Achieving Expected Standard in Reading 2018	50	81	51	75
2	% Achieving Expected Standard in Reading 2019	0	79	52	75
0	% Achieving Expected Standard in Reading 2022	N/A	69	44	67
	% Achieving Expected Standard in Reading 2023		70		70
2	% Achieving Expected Standard in Writing 2018	50	73	42	70
2	% Achieving Expected Standard in Writing 2019	50	71	43	69
0	% Achieving Expected Standard in Writing 2022	N/A	59	33	58
	% Achieving Expected Standard in Writing 2023		59		59
2	% Achieving Expected Standard in Maths 2018	50	80	48	76
2	% Achieving Expected Standard in Maths 2019	50	80	50	76
0	% Achieving Expected Standard in Maths 2022	N/A	71	43	68
	% Achieving Expected Standard in Maths 2023		71		71
	Key Stage 2				
2	% Achieving Expected Standard in Reading 2018	50	81	51	76
4	% Achieving Expected Standard in Reading 2019	25	77	50	73
0	% Achieving Expected Standard in Reading 2022	N/A	80	52	75
	% Achieving Expected Standard in Reading 2023		77		73
2	% Achieving Expected Standard in Writing 2018	0	80	49	79
4	% Achieving Expected Standard in Writing 2019	25	76	51	78
0	% Achieving Expected Standard in Writing 2022	N/A	71	42	71
	% Achieving Expected Standard in Writing 2023		72		72
2	% Achieving Expected Standard in Maths 2018	0	79	47	76
4	% Achieving Expected Standard in Maths 2019	25	79	51	79
0	% Achieving Expected Standard in Maths 2022	N/A	76	44	69
	% Achieving Expected Standard in Maths 2023		73		73
	Key Stage 4				
8(10)	% Achieving EM 2018 (Grade 4+)	50(40)	74	8	59
7(13)	% Achieving EM 2019 (Grade 4+)	29(23)	72	12	60
3	% Achieving EM 2022 (Grade 4+)	67	76	11	69
	% Achieving EM 2023 (Grade 4+)		73		65

Source DfE SFRs/Performance Tables. RBWM CiC from Virtual school
National CiC data is not published for Early Years; other Key stages to be published Apr 2023

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 2021/22 year which is the latest data set available. There was no data set for 2019/20 due to the pandemic. For 2020/21 data is given on pupil absences as well as where a pupil could not attend school due to COVID-19. This includes pupils who were ineligible to attend school during the lockdown period because attendance was restricted. This category was also used to record where pupils did not attend because they: were self-isolating because of COVID-19, were advised to shield, were quarantining after returning from abroad, or were in class bubbles advised to isolate. Schools were advised to record pupils with a confirmed case of COVID-19 as absent due to illness. The Covid absence figures are given in brackets for the year 2020/21 after the absence figure. From April 2022 schools were no longer advised to record pupils who did not attend due to COVID-19 in line with the transition to living with covid.

Table 7a - Overall and persistent absence

	Overall Absence (%)			% Persistent absentees		
	2018/9	2020/1	2021/2	2018/9	2020/1	2021/2
England Primary	3.9	3.6 (21.3)	6.3	8.3	8.8	17.7
Statistical Neighbours Primary	3.6	3.0 (17.6)	6.0	6.6	6.7	15.5
RBWM Primary	3.8	3.1 (18.3)	5.9	7.1	6.5	15.9
England Secondary	5.5	5.5 (25.0)	9.0	13.6	14.8	27.7
Statistical Neighbours Secondary	5.2	4.9 (23.7)	8.5	12.0	12.5	25.4
RBWM Secondary	5.0	4.9 (22.0)	8.3	11.0	12.6	24.3

Source DfE SFR

* Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

OVERALL ABSENCE

- 7.2 Overall absence is measured by the % of half day sessions missed. When comparing across previous years the effect of Covid-19 needs to be considered. Nationally, the illness rate was high in the autumn and spring terms of 2021/22 with covid -19 and sessions not attending due to COVID circumstances. This explains the increase in overall absence in 2021/2.
- RBWM attendance continues to be better than national.

- RBWM Primary school attendance level has decreased in line with national, resulting in a small ranking change from equal 18th LA in 2021 to equal 26th LA in 2022.
- Secondary school attendance level decreased compared to 2020/21. RBWM attendance ranking has decreased from equal 21st LA in 2021 to equal 45th LA in 2022.

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.

- RBWM figures continue to be better than national and are in line with statistical neighbours.
- Primary school persistent absence levels rank 32nd LA.
- RBWM's Secondary school persistent absence ranking is 37th LA this year.

ABSENCE DATA FOR 2022/23

7.4 The DfE have published national absence data for the autumn and spring terms of the 2022/23 academic year.

- Nationally, absence rate in the autumn and spring term combined was 7.3% for 2022/23, down from 7.4% in 2021/22 but it had been consistently around 5% pre-pandemic. The majority of the absence in previous years was due to illness but in 2021/22 it includes illness due to covid and circumstances relating to covid. In 2022/23 the illness rate was 4.1% (down from 4.7% in 2021/2) but still much higher than pre pandemic and unauthorised absence was 2% which both contributed to the absence remaining high.

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for 2021/22 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. No data for 2020/21 has been published at a school level in accordance with the DfE accountability measures and the impact of the Covid pandemic.

Table 7b – Two term Absence in RBWM schools (Infant/Junior/Primary)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Primary	4.2	4.0	6.3	8.7	8.2	17.7
All Saints CofE Junior School	3.7	3.8	4.8	4.9	7.6	11.2
Alwyn Infant and Nursery	2.9	3.2	6.7	2.6	7.5	19.8
Bisham CofE Primary School	4.5	3.0	6.6	9.5	5.3	22.9
Boyne Hill Infant and Nursery	3.1	3.3	6.2	2.4	6.5	19.7
Braywick Court	3.2	3.1	5.5	2.1	0.8	11.2
Burchetts Green CofE Infants'	3.7	4.3	3.0	4.8	4.0	2.6
Cheapside CofE Primary	4.0	4.5	6.1	7.3	11.2	15.4
Cookham Dean CofE Primary	4.0	3.5	4.2	9.8	6.0	6.8
Cookham Rise Primary School	3.5	2.9	5.1	3.8	2.2	8.6
Courthouse Junior School	3.3	3.4	6.1	4.4	5.5	14.4
Datchet St Mary's Primary	5.1	5.2	6.7	15.2	16.2	21.5
Furze Platt Infant School	4.2	3.6	5.3	8.6	6.0	13.0
Furze Platt Junior School	3.1	3.0	4.1	4.4	3.0	7.3
Holy Trinity Primary Cookham	3.3	3.7	5.1	2.8	3.9	10.5
Holy Trinity Sunningdale	3.5	3.5	5.9	5.8	8.2	14.7
Holyport Primary	3.3	3.6	6.2	4.7	5.9	16.7
Knowl Hill CofE Primary School	5.6	5.0	6.4	17.5	14.5	17.2
Larchfield Primary and Nursery	5.1	4.7	6.6	12.6	11.0	21.7
Lowbrook Academy	2.3	2.1	2.7	1.3	0.7	1.8
Oldfield Primary School	2.8	3.4	6.2	3.3	4.3	14.9
Riverside Primary and Nursery	5.1	6.3	6.9	8.9	16.7	24.3
St Edmund Campion	2.7	2.7	5.1	1.9	1.4	7.3
St Francis Catholic Primary	3.4	3.3	5.3	3.9	5.3	9.9
St Luke's CofE Primary School	4.4	4.0	5.6	8.1	8.7	15.6
St Mary's Catholic Primary	3.8	3.8	7.1	6.1	6.7	22.3
St Michael's Sunninghill	3.1	3.1	7.0	3.3	4.8	16.9
South Ascot Village Primary	5.1	4.0	8.4	6.5	7.8	32.3
Waltham St Lawrence Primary	4.4	4.3	4.0	9.2	10.6	6.3
Wessex Primary School	4.7	4.1	6.6	10.8	8.9	20.2
White Waltham CofE Academy	3.1	2.6	5.5	4.8	3.8	8.1
Woodlands Park Primary	5.8	6.3	7.7	17.4	15.8	21.1
Wraysbury Primary School	4.7	4.7	8.4	10.9	10.3	29.6

Source : ASP

Table 7c - Absence in RBWM schools (First)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/19	2021/2	2017/8	2018/9	2021/2
England Primary	4.2	4.0	6.3	8.7	8.2	17.7
Alexander First School	3.7	3.9	7.8	10.0	8.9	29
Braywood CofE First School	2.5	3.5	7.0	2.5	5.0	22.3
Clewer Green CofE First	4.1	4.3	6.8	5.5	7.1	16.0
Dedworth Green First School	5.2	5.4	6.6	15.9	14.3	17.1
Eton Porny CofE First School	4.5	4.2	5.7	13.5	8.1	15.1
Eton Wick CofE First School	4.2	3.9	5.2	5.4	6.8	11.6
Hilltop First School	4.1	4.1	6.8	9.3	8.9	19.2
Homer First School	3.9	3.6	7.5	6.8	6.7	22.3
King's Court First School	3.9	3.8	6.9	7.9	9.6	26.6
Oakfield First School	3.1	3.2	5.4	5.0	6.3	17.3
The Queen Anne Royal Free	4.0	3.6	6.8	8.9	5.1	18.1
The Royal First School	4.5	5.0	6.8	2.5	9.4	17.7
St Edward's Catholic First	3.1	2.7	4.7	4.1	1.7	12.2
Trinity St Stephen First	3.3	3.5	4.3	3.3	5.0	8.9

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Secondary	5.5	5.5	9.0	13.9	13.7	27.7
Dedworth Middle	4.2	4.5	8.6	7.3	9.6	28.4
St Edward's Royal Middle	3.4	3.4	5.6	5.5	4.3	11.3
St Peter's Middle	4.9	3.9	8.6	8.8	5.6	28.0
Trevelyan Middle	5.3	4.8	8.2	12.9	11.2	25.5

Source : ASP

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

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Secondary	5.5	5.5	9.0	13.9	13.7	27.7
Altwood Secondary School	7.2	7.3	8.6	17.4	21.5	26.4
Charters Secondary School	5.3	5.6	9.3	12.2	13.0	25.9
Churchmead Secondary	5.8	5.3	8.7	14.3	13.6	23.6
Cox Green Secondary School	5.3	5.0	8.5	13.8	12.6	27.8
Desborough College	4.5	4.6	6.0	9.3	11.6	16.0
Furze Platt Secondary School	4.3	4.8	8.4	7.5	9.2	24.8
Holyport College Secondary	5.9	5.8	7.9	12.0	13.7	25.1
Newlands Secondary School	4.2	4.1	7.2	7.0	6.0	18.7
The Windsor Boys	5.9	5.5	9.3	14.9	13.1	28.2
Windsor Girls	6.1	5.9	10.8	13.9	12.0	31.9

Source : ASP

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 2021/22 year which is the latest data set available. There was no data set for 2019/20 due to the pandemic. For 2020/21 data is given on pupil absences as well as where a pupil could not attend school due to COVID-19. This includes pupils who were ineligible to attend school during the lockdown period because attendance was restricted. This category was also used to record where pupils did not attend because they: were self-isolating because of COVID-19, were advised to shield, were quarantining after returning from abroad, or were in class bubbles advised to isolate. Schools were advised to record pupils with a confirmed case of COVID-19 as absent due to illness. The Covid absence figures are given in brackets for the year 2020/21 after the absence figure. From April 2022 schools were no longer advised to record pupils who did not attend due to COVID-19 in line with the transition to living with covid.

Table 7a - Overall and persistent absence

	Overall Absence (%)			% Persistent absentees		
	2018/9	2020/1	2021/2	2018/9	2020/1	2021/2
England Primary	3.9	3.6 (21.3)	6.3	8.3	8.8	17.7
Statistical Neighbours Primary	3.6	3.0 (17.6)	6.0	6.6	6.7	15.5
RBWM Primary	3.8	3.1 (18.3)	5.9	7.1	6.5	15.9
England Secondary	5.5	5.5 (25.0)	9.0	13.6	14.8	27.7
Statistical Neighbours Secondary	5.2	4.9 (23.7)	8.5	12.0	12.5	25.4
RBWM Secondary	5.0	4.9 (22.0)	8.3	11.0	12.6	24.3

Source DfE SFR

* Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees.

OVERALL ABSENCE

- 7.2 Overall absence is measured by the % of half day sessions missed. When comparing across previous years the effect of Covid-19 needs to be considered. Nationally, the illness rate was high in the autumn and spring terms of 2021/22 with covid -19 and sessions not attending due to COVID circumstances. This explains the increase in overall absence in 2021/2.
- RBWM attendance continues to be better than national.

- RBWM Primary school attendance level has decreased in line with national, resulting in a small ranking change from equal 18th LA in 2021 to equal 26th LA in 2022.
- Secondary school attendance level decreased compared to 2020/21. RBWM attendance ranking has decreased from equal 21st LA in 2021 to equal 45th LA in 2022.

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.

- RBWM figures continue to be better than national and are in line with statistical neighbours.
- Primary school persistent absence levels rank 32nd LA.
- RBWM's Secondary school persistent absence ranking is 37th LA this year.

ABSENCE DATA FOR 2022/23

7.4 The DfE have published national absence data for the autumn and spring terms of the 2022/23 academic year.

- Nationally, absence rate in the autumn and spring term combined was 7.3% for 2022/23, down from 7.4% in 2021/22 but it had been consistently around 5% pre-pandemic. The majority of the absence in previous years was due to illness but in 2021/22 it includes illness due to covid and circumstances relating to covid. In 2022/23 the illness rate was 4.1% (down from 4.7% in 2021/2) but still much higher than pre pandemic and unauthorised absence was 2% which both contributed to the absence remaining high.

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for 2021/22 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. No data for 2020/21 has been published at a school level in accordance with the DfE accountability measures and the impact of the Covid pandemic.

Table 7b – Two term Absence in RBWM schools (Infant/Junior/Primary)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Primary	4.2	4.0	6.3	8.7	8.2	17.7
All Saints CofE Junior School	3.7	3.8	4.8	4.9	7.6	11.2
Alwyn Infant and Nursery	2.9	3.2	6.7	2.6	7.5	19.8
Bisham CofE Primary School	4.5	3.0	6.6	9.5	5.3	22.9
Boyne Hill Infant and Nursery	3.1	3.3	6.2	2.4	6.5	19.7
Braywick Court	3.2	3.1	5.5	2.1	0.8	11.2
Burchetts Green CofE Infants'	3.7	4.3	3.0	4.8	4.0	2.6
Cheapside CofE Primary	4.0	4.5	6.1	7.3	11.2	15.4
Cookham Dean CofE Primary	4.0	3.5	4.2	9.8	6.0	6.8
Cookham Rise Primary School	3.5	2.9	5.1	3.8	2.2	8.6
Courthouse Junior School	3.3	3.4	6.1	4.4	5.5	14.4
Datchet St Mary's Primary	5.1	5.2	6.7	15.2	16.2	21.5
Furze Platt Infant School	4.2	3.6	5.3	8.6	6.0	13.0
Furze Platt Junior School	3.1	3.0	4.1	4.4	3.0	7.3
Holy Trinity Primary Cookham	3.3	3.7	5.1	2.8	3.9	10.5
Holy Trinity Sunningdale	3.5	3.5	5.9	5.8	8.2	14.7
Holyport Primary	3.3	3.6	6.2	4.7	5.9	16.7
Knowl Hill CofE Primary School	5.6	5.0	6.4	17.5	14.5	17.2
Larchfield Primary and Nursery	5.1	4.7	6.6	12.6	11.0	21.7
Lowbrook Academy	2.3	2.1	2.7	1.3	0.7	1.8
Oldfield Primary School	2.8	3.4	6.2	3.3	4.3	14.9
Riverside Primary and Nursery	5.1	6.3	6.9	8.9	16.7	24.3
St Edmund Campion	2.7	2.7	5.1	1.9	1.4	7.3
St Francis Catholic Primary	3.4	3.3	5.3	3.9	5.3	9.9
St Luke's CofE Primary School	4.4	4.0	5.6	8.1	8.7	15.6
St Mary's Catholic Primary	3.8	3.8	7.1	6.1	6.7	22.3
St Michael's Sunninghill	3.1	3.1	7.0	3.3	4.8	16.9
South Ascot Village Primary	5.1	4.0	8.4	6.5	7.8	32.3
Waltham St Lawrence Primary	4.4	4.3	4.0	9.2	10.6	6.3
Wessex Primary School	4.7	4.1	6.6	10.8	8.9	20.2
White Waltham CofE Academy	3.1	2.6	5.5	4.8	3.8	8.1
Woodlands Park Primary	5.8	6.3	7.7	17.4	15.8	21.1
Wraysbury Primary School	4.7	4.7	8.4	10.9	10.3	29.6

Source : ASP

Table 7c - Absence in RBWM schools (First)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/19	2021/2	2017/8	2018/9	2021/2
England Primary	4.2	4.0	6.3	8.7	8.2	17.7
Alexander First School	3.7	3.9	7.8	10.0	8.9	29
Braywood CofE First School	2.5	3.5	7.0	2.5	5.0	22.3
Clewer Green CofE First	4.1	4.3	6.8	5.5	7.1	16.0
Dedworth Green First School	5.2	5.4	6.6	15.9	14.3	17.1
Eton Porny CofE First School	4.5	4.2	5.7	13.5	8.1	15.1
Eton Wick CofE First School	4.2	3.9	5.2	5.4	6.8	11.6
Hilltop First School	4.1	4.1	6.8	9.3	8.9	19.2
Homer First School	3.9	3.6	7.5	6.8	6.7	22.3
King's Court First School	3.9	3.8	6.9	7.9	9.6	26.6
Oakfield First School	3.1	3.2	5.4	5.0	6.3	17.3
The Queen Anne Royal Free	4.0	3.6	6.8	8.9	5.1	18.1
The Royal First School	4.5	5.0	6.8	2.5	9.4	17.7
St Edward's Catholic First	3.1	2.7	4.7	4.1	1.7	12.2
Trinity St Stephen First	3.3	3.5	4.3	3.3	5.0	8.9

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Secondary	5.5	5.5	9.0	13.9	13.7	27.7
Dedworth Middle	4.2	4.5	8.6	7.3	9.6	28.4
St Edward's Royal Middle	3.4	3.4	5.6	5.5	4.3	11.3
St Peter's Middle	4.9	3.9	8.6	8.8	5.6	28.0
Trevelyan Middle	5.3	4.8	8.2	12.9	11.2	25.5

Source : ASP

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

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2017/8	2018/9	2021/2	2017/8	2018/9	2021/2
England Secondary	5.5	5.5	9.0	13.9	13.7	27.7
Altwood Secondary School	7.2	7.3	8.6	17.4	21.5	26.4
Charters Secondary School	5.3	5.6	9.3	12.2	13.0	25.9
Churchmead Secondary	5.8	5.3	8.7	14.3	13.6	23.6
Cox Green Secondary School	5.3	5.0	8.5	13.8	12.6	27.8
Desborough College	4.5	4.6	6.0	9.3	11.6	16.0
Furze Platt Secondary School	4.3	4.8	8.4	7.5	9.2	24.8
Holyport College Secondary	5.9	5.8	7.9	12.0	13.7	25.1
Newlands Secondary School	4.2	4.1	7.2	7.0	6.0	18.7
The Windsor Boys	5.9	5.5	9.3	14.9	13.1	28.2
Windsor Girls	6.1	5.9	10.8	13.9	12.0	31.9

Source : ASP

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2021/22 academic year and come from the DfE SFR. National data for 2022/23 is expected to be published in July 2024.

PERMANENT EXCLUSIONS

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

Table 8a - Permanent Exclusions

	RBWM Permanent Exclusions				
	2017/8	2018/9	2019/20	2020/21	2021/22
Number of pupils#	21	31	20	20	25
% of Total pupils	0.09%	0.14%	0.09%	0.09%	0.11%

Source: RBWM Inclusion service

- The 2019/20 and 2020/21 academic years were affected by the COVID-19 pandemic. Schools were open to all pupils in the Autumn 2019, however during the Spring term schools were only open to key worker and vulnerable children from January for the first half term, before all pupils returned during the second half term. During this period online tuition was provided for pupils. Schools were then open to all pupils during the summer term. For 2020/21 while suspensions and permanent exclusions were possible throughout the academic year, covid restrictions will have had an impact on the numbers presented and caution should be taken when comparing across years.
- The number of permanent exclusions in RBWM increased to 25 in 2021/22.
- The national exclusion rate in 2021/22 (the latest year for which data is available) was 0.08% (i.e., on average 8 students in every 10,000 were permanently excluded) up from 0.05% in 2019/20.
- In 2021/22 all RBWM permanent exclusions except one were in the Secondary phase.

A breakdown of Permanent Exclusions by school and reason code since is shown in Table 8b. Permanent Exclusions in independent schools and OOB schools are shown in italics and are included in the totals. These totals include appeal amendments.

Table 8b - Permanent Exclusions by reason code (from school census)

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	
Academic Year 2018/2019		
School	No. of Permanent Exclusions	Reason
Altwood	0	-
Desborough	3	1 assault on a child, 1 DR, 1 WR - taking a knife to school
Churchmead	0	-
Cox Green School	8	5 PDB, 2 DR, 1 WR (knife into school)
Windsor Girls	0	-
Charters	1	VA on an adult
Holyport College	2	1 PDB, 1 PAA
Furze Platt Senior School	8	4 x DR, 1 PAC, 3 PDB
Furze Platt Junior school	1	PDB
Furze Platt Infant School	1	PDB
Riverside primary School	1	PAC
Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
The Royal First School	1	PDB
Total	31	
Academic Year 2019/20		
School	No. of Permanent Exclusions	Reason
Bisham	1	PA
Charters	2	PA,OT
Courthouse	1	PA
Cox Green	4	OT
Desborough	2	OT
Furze Platt Senior	5	PDB,VA
Holyport College	4	DA,PDB,BUx2
Larchfield	1	PA
Total	20	

Academic Year 2020/21		
School	No. of Permanent Exclusions	Reason
Altwood	2	PPx1, PAACx1
Charters	4	DB, PPx3
Couthouse	1	PPx1
Cox Green	1	PDBx1
Desborough	4	DAX2, MT, SM
Furze Platt Senior	5	PDBx2, PAA&Cx2, PPx2
The Windsor Boys' school	2	PPx2
<i>West Twyford Primary</i>	1	PAA&C
Total	20	
Academic Year 2021/22		
School	No. of Permanent Exclusions	Reason
<i>Alec Reed Academy, Ealing</i>	1	PDB
Alexander First	1	PA
Altwood	3	PDB X3
Charters	1	PDB
Churchmead	1	DA
Cox Green	3	SM, DA & PDB
Dedworth Middle	1	PP
Desborough	1	VA
FPSS	8	PP x3, PDB x3, DA
Holyport College	1	SM
Riverside	1	PP
The Windsor Boys'	3	SM x2, PDB X1
Wessex Primary	1	PA
Total	25	

Key:

PDB, DB – Persistent Disruptive Behaviour

VA – Verbal Assault

PA – Physical Assault

PP- Physical Assault against pupil

PAC – Physical Assault on child

H & S – Health and Safety

PA A&C – Physical Assault on Adult and Child

WR – Carrying knife.

MT Inappropriate use of social media or online technology

DA – Drug and Alcohol

SM – Sexual misconduct

SUSPENSIONS (FTES)

8.3 Suspensions were previously known as 'fixed term exclusions'. The most recent suspension data from the school census is shown in Table 8c for 2021/22. As expected, due to school closures during covid years suspensions have increased in number, largely driven by increases in suspensions in secondary schools and to a lesser extent in primary schools.

8.4 Table 8c Suspensions

Suspensions 21/22		
RBWM	Primary	Secondary
Total number of Fixed Term Exclusions	144	941
Number of Pupils who received FTE's	75	479
Suspension Rate	1.37	8.16
National Suspension Rate	1.42	13.96

8.5 The suspension rate in RBWM was 5 (4.86 suspensions per 10,000 pupils compared to 6.91 nationally).

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2021/22 academic year and come from the DfE SFR. National data for 2022/23 is expected to be published in July 2024.

PERMANENT EXCLUSIONS

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% of Total pupils	0.09%	0.14%	0.09%	0.09%	0.11%

Source: RBWM Inclusion service

- The 2019/20 and 2020/21 academic years were affected by the COVID-19 pandemic. Schools were open to all pupils in the Autumn 2019, however during the Spring term schools were only open to key worker and vulnerable children from January for the first half term, before all pupils returned during the second half term. During this period online tuition was provided for pupils. Schools were then open to all pupils during the summer term. For 2020/21 while suspensions and permanent exclusions were possible throughout the academic year, covid restrictions will have had an impact on the numbers presented and caution should be taken when comparing across years.
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- In 2021/22 all RBWM permanent exclusions except one were in the Secondary phase.

A breakdown of Permanent Exclusions by school and reason code since is shown in Table 8b. Permanent Exclusions in independent schools and OOB schools are shown in italics and are included in the totals. These totals include appeal amendments.

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Altwood	2	2 PDB
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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	
Academic Year 2018/2019		
School	No. of Permanent Exclusions	Reason
Altwood	0	-
Desborough	3	1 assault on a child, 1 DR, 1 WR - taking a knife to school
Churchmead	0	-
Cox Green School	8	5 PDB, 2 DR, 1 WR (knife into school)
Windsor Girls	0	-
Charters	1	VA on an adult
Holyport College	2	1 PDB, 1 PAA
Furze Platt Senior School	8	4 x DR, 1 PAC, 3 PDB
Furze Platt Junior school	1	PDB
Furze Platt Infant School	1	PDB
Riverside primary School	1	PAC
Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
The Royal First School	1	PDB
Total	31	
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School	No. of Permanent Exclusions	Reason
Bisham	1	PA
Charters	2	PA,OT
Courthouse	1	PA
Cox Green	4	OT
Desborough	2	OT
Furze Platt Senior	5	PDB,VA
Holyport College	4	DA,PDB,BUx2
Larchfield	1	PA
Total	20	

Academic Year 2020/21		
School	No. of Permanent Exclusions	Reason
Altwood	2	PPx1, PAACx1
Charters	4	DB, PPx3
Couthouse	1	PPx1
Cox Green	1	PDBx1
Desborough	4	DAX2, MT, SM
Furze Platt Senior	5	PDBx2, PAA&Cx2, PPx2
The Windsor Boys' school	2	PPx2
<i>West Twyford Primary</i>	1	PAA&C
Total	20	
Academic Year 2021/22		
School	No. of Permanent Exclusions	Reason
<i>Alec Reed Academy, Ealing</i>	1	PDB
Alexander First	1	PA
Altwood	3	PDB X3
Charters	1	PDB
Churchmead	1	DA
Cox Green	3	SM, DA & PDB
Dedworth Middle	1	PP
Desborough	1	VA
FPSS	8	PP x3, PDB x3, DA
Holyport College	1	SM
Riverside	1	PP
The Windsor Boys'	3	SM x2, PDB X1
Wessex Primary	1	PA
Total	25	

Key:

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VA – Verbal Assault

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PP- Physical Assault against pupil

PAC – Physical Assault on child

H & S – Health and Safety

PA A&C – Physical Assault on Adult and Child

WR – Carrying knife.

MT Inappropriate use of social media or online technology

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SM – Sexual misconduct

SUSPENSIONS (FTES)

8.3 Suspensions were previously known as 'fixed term exclusions'. The most recent suspension data from the school census is shown in Table 8c for 2021/22. As expected, due to school closures during covid years suspensions have increased in number, largely driven by increases in suspensions in secondary schools and to a lesser extent in primary schools.

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RBWM	Primary	Secondary
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Suspension Rate	1.37	8.16
National Suspension Rate	1.42	13.96

8.5 The suspension rate in RBWM was 5 (4.86 suspensions per 10,000 pupils compared to 6.91 nationally).

SECTION 9 - PUPIL DESTINATIONS

KEY STAGE 4 AND KEY STAGE 5 PUPIL DESTINATIONS 2020/21

The pupil destinations for 2021/22 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 (94%) 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 (37% and 38%).

9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to 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 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
England	576305	94%	35%	37%	13%	3%	1%
SE	90799	94%	30%	38%	17%	5%	1%
RBWM	1595	94%	24%	55%	8%	3%	3%
England disadv	152219	88%	43%	24%	10%	11%	2%
SE disadv	17790	87%	44%	23%	10%	12%	2%
RBWM disadv	235	87%	35%	32%	4%	9%	4%
England non-disadv	424086	96%	32%	42%	14%	3%	1%
SE non-disadv	73010	96%	28%	42%	19%	3%	1%
RBWM non-disadv	1360	95%	22%	59%	8%	2%	3%

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 Destination	% in Education	% in apprenticeships	% in employment	Destinat'n not sustained	Activity not captured in data
Altwood	53	92%	92%	0%	0%	8%	0%
Charters	240	95%	91%	2%	2%	3%	3%
Churchmead	53	91%	81%	4%	6%	6%	2%
Cox Green	183	98%	89%	4%	5%	2%	1%
Desborough	153	97%	92%	3%	2%	0%	3%
Furze Platt	202	94%	88%	1%	4%	4%	2%
Holyport College	87	82%	79%	0%	2%	9%	9%
Newlands	191	95%	94%	1%	0%	0%	4%
The Windsor Boys	218	91%	85%	3%	3%	6%	4%
Windsor Girls	178	96%	89%	4%	2%	2%	3%

Source DfE Performance Tables

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

9.4 Education and employment

The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% two percentage points above South East and national. Nationally and locally the sustained destination rate has increased in 2021/22 following a decline the previous year, higher proportions of students went into apprenticeships and employment in 2021/22. The increase is mainly due to a change in the underlying cohort as well as the impacts of the coronavirus pandemic.

9.5 Selective institutions

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. The combined figure for schools and colleges shows RBWM has higher percentages than national going to selective institutions.

9.6 Disadvantaged Pupils

The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 74% just above the national figure.

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

	Number of students	Overall Education or Employment /Training Destination	% UK HEducation Institution	Activity not Captured in Data
England schools	219584	89%	59%	4%
South East schools	39394	89%	56%	4%
RBWM schools	933	91%	63%	3%
England colleges	216816	76%	28%	6%
South East colleges	35055	77%	25%	6%
RBWM colleges	516	76%	16%	7%
England schools & colleges	436400	83%	44%	5%
South East schools & colleges	74449	83%	41%	5%
RBWM schools & colleges	1449	87%	46%	4%
England schools & colleges disad	91684	73%	36%	5%
South East schools & colleges disad	10850	71%	26%	6%
RBWM schools & Colleges disad	160	74%	36%	6%
England schools & colleges non disadv	344716	85%	46%	5%
South East schools & coll non disadv	63600	85%	44%	5%
RBWM schools & coll non disadv	1290	87%	48%	4%

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 Education Institution	% in employment
Altwood	73	95%	64%	19%
Charters	181	94%	76%	13%
Cox Green	62	95%	66%	15%
Desborough	31	100%	77%	16%
Furze Platt	137	91%	66%	23%
Holyport College	62	92%	71%	16%
Newlands	85	95%	84%	8%
Windsor Boys	113	91%	70%	16%
Windsor Girls	88	91%	65%	23%
Windsor Forest College	979	78%	24%	57%

9.7 Destinations in the year after Key Stage 5 – School level data

This data relates to students who completed their studies in the 2019/20 academic year. The 2020/21 data will be published by the DfE in February 2023

BACKGROUND AND TECHNICAL NOTES

All data from DfE Statistical Release on Destination Measures, published October 2023.

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 qualifications.

The data relates to young people completing KS4 or KS5 in 2020/21 and identifies their destinations in 2021/22. 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 qualifications. The first two terms are defined as October to March.

Numbers relate to mainstream 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 9 - PUPIL DESTINATIONS

KEY STAGE 4 AND KEY STAGE 5 PUPIL DESTINATIONS 2020/21

The pupil destinations for 2021/22 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 (94%) 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 (37% and 38%).

9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to 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 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
England	576305	94%	35%	37%	13%	3%	1%
SE	90799	94%	30%	38%	17%	5%	1%
RBWM	1595	94%	24%	55%	8%	3%	3%
England disadv	152219	88%	43%	24%	10%	11%	2%
SE disadv	17790	87%	44%	23%	10%	12%	2%
RBWM disadv	235	87%	35%	32%	4%	9%	4%
England non-disadv	424086	96%	32%	42%	14%	3%	1%
SE non-disadv	73010	96%	28%	42%	19%	3%	1%
RBWM non-disadv	1360	95%	22%	59%	8%	2%	3%

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 Destination	% in Education	% in apprenticeships	% in employment	Destinat'n not sustained	Activity not captured in data
Altwood	53	92%	92%	0%	0%	8%	0%
Charters	240	95%	91%	2%	2%	3%	3%
Churchmead	53	91%	81%	4%	6%	6%	2%
Cox Green	183	98%	89%	4%	5%	2%	1%
Desborough	153	97%	92%	3%	2%	0%	3%
Furze Platt	202	94%	88%	1%	4%	4%	2%
Holyport College	87	82%	79%	0%	2%	9%	9%
Newlands	191	95%	94%	1%	0%	0%	4%
The Windsor Boys	218	91%	85%	3%	3%	6%	4%
Windsor Girls	178	96%	89%	4%	2%	2%	3%

Source DfE Performance Tables

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

9.4 Education and employment

The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% two percentage points above South East and national. Nationally and locally the sustained destination rate has increased in 2021/22 following a decline the previous year, higher proportions of students went into apprenticeships and employment in 2021/22. The increase is mainly due to a change in the underlying cohort as well as the impacts of the coronavirus pandemic.

9.5 Selective institutions

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. The combined figure for schools and colleges shows RBWM has higher percentages than national going to selective institutions.

9.6 Disadvantaged Pupils

The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 74% just above the national figure.

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

	Number of students	Overall Education or Employment /Training Destination	% UK HEducation Institution	Activity not Captured in Data
England schools	219584	89%	59%	4%
South East schools	39394	89%	56%	4%
RBWM schools	933	91%	63%	3%
England colleges	216816	76%	28%	6%
South East colleges	35055	77%	25%	6%
RBWM colleges	516	76%	16%	7%
England schools & colleges	436400	83%	44%	5%
South East schools & colleges	74449	83%	41%	5%
RBWM schools & colleges	1449	87%	46%	4%
England schools & colleges disad	91684	73%	36%	5%
South East schools & colleges disad	10850	71%	26%	6%
RBWM schools & Colleges disad	160	74%	36%	6%
England schools & colleges non disadv	344716	85%	46%	5%
South East schools & coll non disadv	63600	85%	44%	5%
RBWM schools & coll non disadv	1290	87%	48%	4%

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 Education Institution	% in employment
Altwood	73	95%	64%	19%
Charters	181	94%	76%	13%
Cox Green	62	95%	66%	15%
Desborough	31	100%	77%	16%
Furze Platt	137	91%	66%	23%
Holyport College	62	92%	71%	16%
Newlands	85	95%	84%	8%
Windsor Boys	113	91%	70%	16%
Windsor Girls	88	91%	65%	23%
Windsor Forest College	979	78%	24%	57%

9.7 Destinations in the year after Key Stage 5 – School level data

This data relates to students who completed their studies in the 2019/20 academic year. The 2020/21 data will be published by the DfE in February 2023

BACKGROUND AND TECHNICAL NOTES

All data from DfE Statistical Release on Destination Measures, published October 2023.

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 qualifications.

The data relates to young people completing KS4 or KS5 in 2020/21 and identifies their destinations in 2021/22. 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 qualifications. The first two terms are defined as October to March.

Numbers relate to mainstream and special state-funded schools for KS4 and mainstream schools and colleges for KS5.

In all tables, DfE have applied the following:

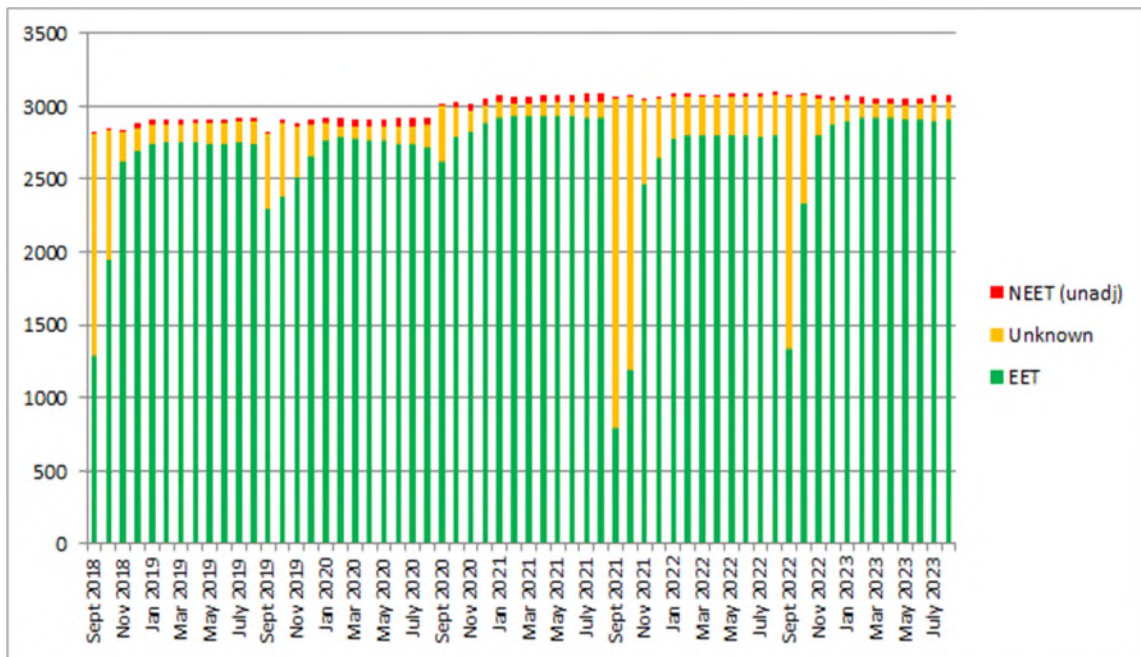
- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros 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 relates to young people aged 16-17.
- 10.3 The headline measure combines the LA’s NEET rate with their ‘not known’ rate. DfE believe this gives an accurate and well-rounded impression of how well LAs are fulfilling their duty to track young people and encourage them to participate. In addition some LAs statistics were significantly underestimating the number of young people in their area who were NEET because of the high number of ‘not knows’ in their data (NCCIS website).
- 10.4 Table 10a shows the numbers of RBWM 16–17-year-olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2016.

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



10.5 The key findings were as follows:

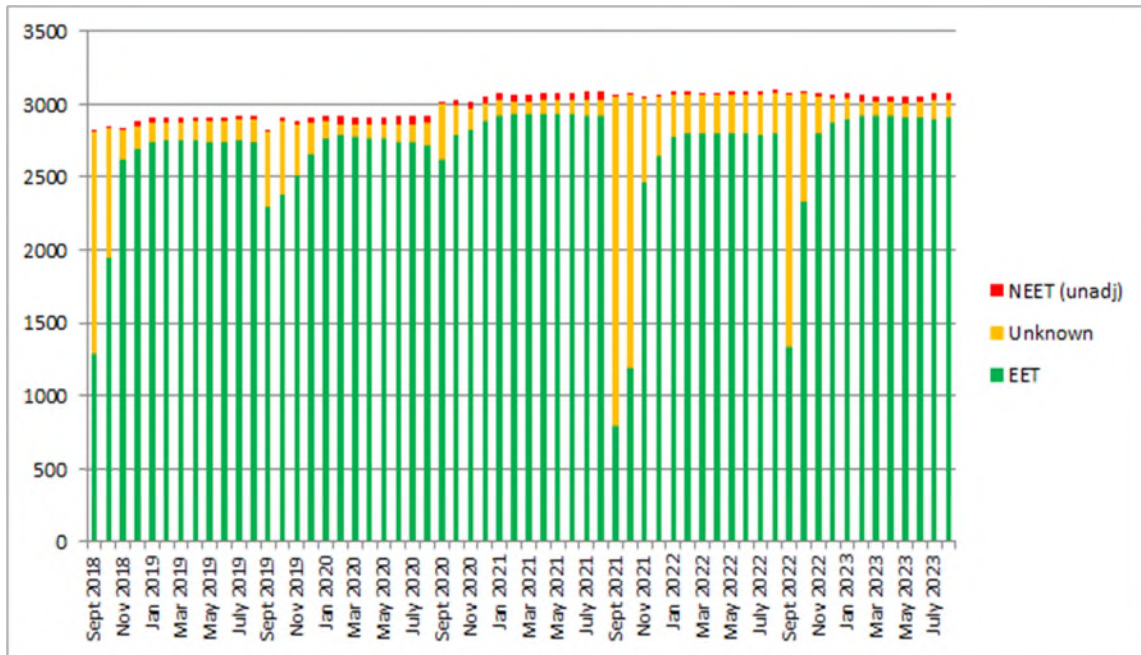
- The average number of 16–17-year-olds identified as NEET in RBWM was 43 over the 3 months to August 2023.
- The average % NEET for August 2022 was 1.4%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is the less than the England average for the same period of 3.3%.
- The percentage unknown was 4.2% for August 2023 down from 9.2% in August 2022. This is higher than the England average of 3.7% for the same period and places Windsor and Maidenhead in the bottom quintile.
- There was a very high Not Known in year 2022. This is due to the data gaps in collecting the admissions data from Windsor & Maidenhead schools/colleges. It had a very big impact on Windsor & Maidenhead's performance. No local tracking work took place within the borough, which kept the Not Known constantly high.
- From September 2022 there has been an improvement. With the help of the Windsor's Business Support Team in the borough the schools' data has been collected but we are still below national on Not Known.

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Progress 8

How Progress 8 and Attainment 8
measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

Appendix A



Department
for Education

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Appendix A

Reference: DFE-00252-2016



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Appendix A

Reference: DFE-00252-2016

Service:	Education Welfare	Name:	Alasdair Whitelaw
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Appendix Heading	Education Welfare Service
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Brief Description of Service:

The Education Welfare Service (EWS) works with schools, parents/carers and their children who are experiencing difficulties in attending school. Core statutory work is carried out for all schools as per [Working Together to Improve School Attendance Guidance](#). It currently also operates as a Traded Service which is bought back by 33 schools for direct casework at 50% and register checks. The service works in partnership with the Early Help teams, Educational Psychology, Wellbeing & School Support Service.

Data Outputs:

Statutory duties to provided for all schools

- Prosecution for non-school attendance in the Magistrates Court Under Section 44 = 0
- Processing Fixed Penalty Notices for children who have had unauthorised absences of 10 sessions (5 school days) or more.

2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
165	197	203	232	253	121	43	185	287

- Tracking of Children Missing from Education

CME Data 2022/2023												
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Actively Open on last day of month	7	7	23	21	11	17	15	18	26	14	24	24
Total new	11	3	17	6	3	5	9	4	11	19	9	0
Total closed	4	1	3	4	12	4	11	1	3	13	17	0
Overall CME open to RBWM (cumulative figure)	11	14	31	37	40	45	54	58	69	88	97	97

- Monitoring of Elective Home Education

EHE Data 2022/2023												
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
New Referrals	19	11	18	5	7	4	18	3	17	16	8	0
Returned to school	17	15	4	2	7	2	8*	2*	2	1	3*	0
Total No of EHE pupils	179	175	189	193	193	195	204	207	222	237	242	242

*(this figure includes 1 CME) Services.

- Currently the service employs 5 Education Welfare Officers (EWOs) which have the equivalence of 4.25 full time members of staff.

- 33 schools currently buy back various packages/hours of support through the Education Welfare Service.

Impact:

- Current Attendance Guidance is not statutory, but RBWM is fully compliant with the guidance and 100% of maintained and academy schools are submitting their attendance data to the DfE. We are the second borough in the country to do so. The DfE Attendance Advisor has no concerns with the Service across the borough and has informed the DfE as such.
- The Attendance Leads Network Meetings are fully established, recorded and attend by on average 68 attendees. There are 3 Network Meetings a year and presentations range from Ofsted, the DfE, Emotionally Related School Avoidance and many associated local services that can support schools with their attendance.
- The relational driven service means that early support is effective, and we have had no parents/carers undergo attendance prosecution in this academic year.
- The Fixed Penalty Notices are effective in deterring some parents from taking term time holidays (it is the Head Teacher's individual decision to authorise absence for holidays). In certain circumstances the penalty notice can enable parents to support a child back to school who is not accessing school.
- 2 members of staff actively track Children Missing Education (statutory work) and work effectively to identify causal effect, reengage and reintegrate back into education. This is effective but draws impact from other work/duties.
- The dedicated Elective Home Education Coordinator works to identify new EHE children, discuss impacts and requirements with parents, monitors home education delivery and supports both family and child.
- The Traded Service take up from schools was successful and has enabled the recruitment of an additional Education Welfare officer to add value to the core and traded work.

Next Steps:

- Continued compliance with Attendance Guidance and service to embed procedures and practices established under new working model.
- Evaluation of impact for Core and Traded offer across the service will be undertaken over the course of this academic year.
- The traded model is being scrutinised by neighbouring councils/boroughs for replication within their Local Authority.
- Continued participation in South East Attendance networks as developing the established working relationship with the DfE
- Staffing proposal written for the consideration of the Children Service Management Team for a substantive Children Missing Education Officer submitted.
- The service will capture data on FPN conversion rates to establish viability of employment of a dedicated part time FPN officer to escalate non-payment of fines.
- Consideration around Children Not in Education or Training will take place to ensure all compliance with statutory duties and additional capacity will be sought.

Permanent Exclusions 2022/23

Service:	Education Inclusion Service	Name:	Rosie Gossage
Appendix Heading	Permanent Exclusions 2022/23 Fair Access 2022/23 Managed moves 2022/23		
Brief Description of Service:			
<p>Manages permanent exclusions across the borough, supporting young people to continue their education following a permanent exclusion. Works with schools to support alternative options to permanent exclusions. Provides advice and support to families and Head Teachers around the exclusion process. Liases directly with RISE (RBWM alternative provision provider) to support children’s next steps following an exclusion and also supporting their return to mainstream education where possible.</p> <p>Management of the Fair Access process, which is a statutory duty all of local authorities and schools to set up regular panel meetings for pupils who have not been able to secure a school place via the normal in-year admissions process.</p> <p>Oversight of Managed Moves, which are an agreement between two schools where a pupil is at risk of exclusion, emotional related school avoidance or other exceptional circumstances. A managed move is a process where a fresh start to a new school is deemed suitable and includes a trial period which supports to prevent permanent exclusion, improve school attendance and provide positive outcomes for children and young people.</p>			
Data Outputs:			
<p>Summary of overall permanent exclusion figures 2022/23:</p> <ul style="list-style-type: none"> ● The total number of RBWM pupils who were permanently excluded from school in 2022/23 was 16 pupils. ● There were a total number of 21 permanent exclusions issued by Head Teachers to RBWM residents in 2022/23. However, 4/21 of the issued exclusions were withdrawn by the Head Teacher prior to the governor hearing meeting and 1/21 was overturned at governor hearing stage. ● Please note, the data throughout the report reflects the total 16 exclusions. ● Breakdown of permanent exclusions issued by school name 			

School Name	Phase	Number of permanent exclusions issued
Bisham Primary School	Primary	1
Charters	Secondary	1
Churchmead	Secondary	1
Cox Green	Secondary	2
FPSS	Secondary	5
Little Downs, Slough	Primary	1
Manor Green Special School	Secondary	2
St Luke's Primary School	Primary	1
The Windsor Boys School	Secondary	1
Wessex Primary School	Primary	1

Summary: Overall, secondary school aged pupils received more permanent exclusions in comparison to primary aged pupils. 12/16 young people were permanently excluded from a secondary school. 4/16 young people were permanently excluded from a primary school, one of those schools being out of borough.

The highest year group to receive permanent exclusions was Year 10 pupils in 2022/23. The next highest was Year 8 pupils.

In comparison to previous years, no Year 11 pupils were permanently excluded from school in 2022/23.

- **Ethnicity of children and young people permanently excluded in 2022/23**

Ethnicity	Count
Black African	1
Other Asian background	2
White and Black Caribbean	1
White British	11
White Other	1

Summary: 11/16 young people were from a White British ethnic group, 1/16 were from a White & Black Caribbean ethnic group, 1/16 from Other Asian Background, 1/16 Black Caribbean, 1/16 White Other & 1/16 Black African.

The DfE published the following main facts in regards to ethnicity and permanent exclusion figures from permanent exclusions in 2021/22:

- Rates vary by ethnicity
- Gypsy/Roma pupils continue to have the highest rates of suspensions (25.63) and permanent exclusions (0.31). Traveller of Irish Heritage pupils have the second highest rate of suspensions (19.34) and permanent exclusions (0.31).
- Pupils in the Chinese ethnic group have the lowest rates of suspensions and permanent exclusions in 2021/22

- **Governing hearing meeting outcomes**

Governor hearing outcomes	Count
Reinstated	1
Upheld	16

Summary: Following the Head Teacher's decision to permanently exclude a pupil, a governing hearing meeting must be called within 15 school days to ensure the Head Teacher's decision to permanently exclude a pupil was lawful, reasonable and procedurally fair, taking account of the head teacher's legal duties. 16/17 of the governing hearing meetings upheld the Head Teachers decision to permanently exclude a pupil. 1/17 pupils were reinstated and returned to their school following the governing board review. As the hearing outcome was direction for reinstatement, the permanent exclusion does not count towards total figures, bringing the total number down to 16.

- **Independent review panel requests and outcomes**

Independent review outcomes	Count
IRP + SEN Expert	1
No IRP	15

Summary: Following the outcome of the governor hearing meeting, the parent/carer can request an Independent Review Panel, whereby an independent chair is appointed to review the governor's decision not to reinstate the pupil. 1/16 (6.3%) parents/carers requested an independent review with an SEN expert to be present. The outcome of the Independent Review Panel upheld the head teacher's decision of permanent exclusion.

- **Reason for the permanent exclusions 2022/23**

25% of the overall reason for a permanent exclusion being issued for persistent disruptive behaviour. The new exclusion guidance which came into effect on 1 September 2022 focuses on the need for reintegration meetings following a suspension to have a meaningful and solid reintegration strategy, to prevent further suspensions being issued and behaviour that challenges from reoccurring.

43.9% of the overall reason for a permanent exclusion being issued was for physical assault against an adult or child. The Family Hubs and Thames Valley police offer PSHE packages for Years 7-11 to support schools educating pupils on youth violence. The violence reduction unit has also developed PSHE packages for Years 8 & 9.

A range of supportive measures to help support schools, families and young people to prevent further exclusions has been issued via the AfC/RBWM exclusions handbook which is available for all schools.

- **Children with Special Educational Needs who were excluded from school**

Summary: 4 children (25%) who were permanently excluded from school had an Education Health Care Plan (EHCP). 11 children (68.8%) had Special Educational Needs (no EHCP). 1 child did not have any known special educational needs or an EHCP at the point of the permanent exclusion. Therefore, 93.7% of children who were permanently excluded from school had a known special educational need.

The Inclusion Service works closely with colleagues in SEN Service where a child with an EHCP may be at risk of permanent exclusion. The exclusion guidance clearly states that where a child is at risk of exclusion with an EHCP, a review should take place. Where appropriate a member of the Inclusion Service can attend the review meetings.

Fair Access Allocations 2022/23

Primary fair access allocations: There were 14 primary aged pupils referred to fair access due to a lack of school places being available in the specific year group. Leaders from local primary schools supported the pupils and agreed to offer spaces under the fair access protocol.

School name	Count of fair access allocations
All Saints	1
Cookham Dean	1
Cookham Rise	1
Courthouse	1
Furze Platt Junior School	1
Holy Trinity Cookham	1
Larchfield	1
Oldfield	1
Riverside	2
South Ascot Village	1
St Luke's	1
St Mary's	1

Wessex	1
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Secondary fair access allocations: Four referrals were made for secondary aged pupils in RBWM and the pupils were supported via the fair access panel and secondary school leaders to secure a school place

School Name	Count of fair access allocations
Desborough College	1
Furze Platt Senior School	1
Holyport College	1
The Windsor Boys School	1

Managed move allocations:

A total of 11 managed moves were concluded in 2022/23, all of the referrals were for secondary aged pupils. 10/11 were considered at risk of exclusion and 1/11 was experiencing emotional related school avoidance.

7/11 managed moves were successful.

4/11 managed moves were not successful and the pupils returned to their original home school as per the protocol.

The following schools all agreed to accept managed move referrals from other local RBWM schools:

School Name	Managed move referrals accepted
Furze Platt Senior School	3
Holyport College	2
Desborough College	2
Cox Green	2
Altwood	1
The Windsor Boys School	1

Impact:

- The number of permanent exclusions for 2022/23 was the lowest reported level since 2017/18. The decrease is reflective of improvements and support provided by schools, specialist local authority services, early help, social care, SEMH mentoring, Inclusion Service and support from external agencies.

- 2017/18 – 21 permanent exclusions
- 2018/19 – 31 permanent exclusions – significant increase
- 2019/20 – 20 permanent exclusions – COVID19 – schools closed March 2020
- 2020/21 – 20 permanent exclusions – COVID19 – not all pupils attended the whole academic year due to COVID19
- 2021/22 – 25 permanent exclusions
- 2022/23 - 16 permanent exclusions

Whilst it is difficult to compare figures in 2019/20 and 2020/21 due to the pandemic, the trend from 2018/19 to 2022/23 shows a reduced rate of permanent exclusions by 15 which reflects a 49% reduction.

- The focus around the reduction of permanent exclusions by the Inclusion Service and schools shows there has been an impact.
- The SEMH programme that has been running for the last 5 years has helped to support pupils who are at risk of permanent exclusion to remain in school.
- The introduction of the Pupils Educationally at Risk Hub in 2021, provides a mechanism for schools to refer pupils who are at risk of exclusion into the panel, allowing multiple services to provide advice, guidance, signposting and alternative provision support. In turn, this supports young people to remain in mainstream schools.
- In 2022/23, seven young people successfully completed a managed move which prevented them from being permanently excluded from school. Managed moves have been hugely supported by all RBWM secondary schools.
- Inclusion Manager delivered training alongside the Deputy Director of Education and Lead of Governor Services which focused on the new Exclusion Statutory Guidance which was launched in October 2022. All Chairs of Governors and Head Teachers were invited to attend the training session which was well attended and received.
- An exclusion handbook was created in October 2021 and is updated regularly to provide advice, guidance, early intervention strategies and prevention strategies to further support child and help to prevent permanent exclusions.

Next Steps:

- Inclusion Manager to set up a working party with key agencies in 2023/24 to focus on the reduction of pupils excluded with an EHCP/Special Educational Need. An action plan to be created to support the reduction of PEx rates for pupil with SEN.
- RBWM schools and Inclusion services to continue working together to support young people to remain in mainstream education where possible via early intervention support and measures.
- Pupils Educationally at Risk Hub to continue to support school referrals for pupils at risk of permanent exclusion.
- SEMH service to continue to support both primary and secondary pupils who are at risk of further suspension/permanent exclusion.
- Inclusion Manager to continue to support children to return to mainstream education following permanent exclusion from school by working closely with RISE alternative provision.
- Inclusion Manager to liaise with SEND, YOT, Youth Service, Family Hubs, Social Care and SEMH Service to ensure any child at risk of exclusion who are open to the services receives the right support in a timely manner.

Service:	SEMH Service	Name:	Alasdair Whitelaw
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Appendix Heading | Social Emotional and Mental Health Intervention Service

Brief Description of Service:

SEMH intervention Project established September 2019 to reduce the numbers of permanent exclusions and increase capacity within the primary schools across the borough. The Project worked with primary aged children (without and EHCP) and finished in March 2022 with positive outcomes and data below.

Schools Forum agreed to the creation of the SEMH Intervention Service (including Behaviour support and an additional 2 SEMH Coach/Mentors) to be funded through an invest to save model until 2025 to provide this service to **all** schools and phases as well as additional SEMH initiatives.

Data Outputs:

SEMH Intervention Project (2019 - 2022)

Setting	No of settings supported	Children at risk of PEx supported
Infants/First	6	6
Primaries/Junior	16	19
Middles	4	10
Secondaries/Upper	7	18
Total	33	53

The project was extended from March 2022 to September 2022 and an additional 18 children were supported in Summer Term 2022

SEMH Service (Academic year 2022/2023)

Setting	No of settings Supported	Children at Risk of PEx supported
Infants/First Schools	5	6
Primary/Junior	7	12
Middles	1	3
Secondaries/Upper	5	17
Total	18	38

Combined support.

SEMH Training – Creating a Climate for Learning

This training is for all staff within a setting and is delivered over 2.5hrs. **883** staff members have been trained so far.

SEMH Updated Training

This is all staff training to revisit the schools that have already received the training and is delivered over 1.5 hrs. **152** staff in school have received the follow up training

Bespoke Training

Schools can request specific training to increase capacity and target specific issues within their setting. These have included “Keeping Children and Ourselves Safe”, “Transitions, Lunch and Play” and Initial Teacher Training. **128** members of School staff have received bespoke training

Online Boxall Profile - Launched Sept '21

RBWM have purchased 65 licences for all school settings across the borough. We are the first borough to provide this in the country. Each setting has 300 subscriptions and can assess a child as many times as required throughout the academic year. This is tracking the impact of interventions, EHCPs and transition for those children with SEMH across the borough.

SEMH Network Meetings – Launched Sept '21

The virtual network meeting for the 171 SEMH Leads across the borough is providing; information sharing, networking, new initiatives of support, examples of good practice and networking opportunities in an easily accessible way. The meetings are well attended and recorded to provide training opportunities and cascading information where necessary.

Impact:

- 4 children that have been supported through the **SEMH intervention Service** since its inception since September 2019 have been permanently excluded. The Coach/Mentors have supported them through their transition to Alternative Provision and reintegration where appropriate and in their best interest.
- The **SEMH Training, Update and Bespoke Training** have been well received and evaluated positively with an average overall feedback rating of 4.6 out of 5
- The **Online Boxall Profile** has been adopted by 62 school. 50 have allocated the Borough as a Super-User to track data and support consultations for individual children. 931 Online Boxall Profiles were completed in the academic year 2022/23. This is a significant fall from the previous year and we will be considering not renewing this initiative in the next academic year. Work is ongoing to evaluate impact.
- There have been the allocated 3 **SEMH Network Meetings** held this academic year which were attended by, on average, 56 SEMH Leads from schools across the borough. Presentations have been provided by a variety of services and partners that schools can access for the children with SEMH needs and their families. They are recorded to cascade training and for those SEMH Leads who are not able to attend.
- The **SEMH email** has been repurposed as all SEMH Referrals come directly to Alasdair Whitelaw, Rosie Gossage or through the Early Help Hub (which the Pupil Inclusion and Support Manager attends weekly). Consultation with Head Teachers and individual cases are then triaged prior to a PEAR referral for allocation.
- The **Behaviour Support Service** has ceased a Traded Service and the part time Behaviour Support Practitioner continues to conduct observations, interventions nurture support (alongside the EP Service), Young Carers lead and transition support with Family Hubs as part of the SEMH Intervention Programme and is free to schools at point of use.

Next Steps:

- Funding for the **SEMH Intervention Service** concludes July 2025. We are looking at the increasing complexity of needs and strategic initiatives within the borough that the Service could support. There are a number of other initiatives around SEMH across the borough which includes - An SEMH Special School, SEMH Resource Bases and the SEMH Early Years Hub (The Anchor) which commenced in the academic Year 2023/24 after supporting schools through an outreach programme.
- With the increase in Exclusions for children with an EHCP the Education Management are considering how best to support this cohort utilising the SEMH Intervention Service.
- With the instigation of the New SEMH Special School (2026) we are considering the potential for outreach of the inclusion and associated services being coordinated.
- Continued promotion of the **Online Boxall Profile** – targeting secondary provision.
- Continued evaluation of impact of the **SEMH Network Meetings** through feedback and participation.
- A questionnaire, for SEMH Leads and Head Teachers in Schools, will be distributed to gather feedback regarding impact and the appetite for Service continuation and evolution (included Online Boxall Profile Reflection).
- A paper for Schools Forum will be written to bridge the delivery from July 2025 until potential coordination with the SEMH Special School from 2026.

Appendix 2: Area SENco – SEND Improvement

Area SENCo/SEND Consultant/Associate Director SEND	Summary on Progress of: SEND Improvement
Service: SEND Improvement (Accelerated action plan/Workstreams/SEND steering)	Name: Kelly Nash Helen Huntley Katie Worley
Brief Description of Service:	
Continuing to make SEND improvements that impact the lived experiences of pupils and families through: <ul style="list-style-type: none"> - SEND 5-year strategy - SEND Steering board and Implementation groups. - Preparation for Area SEND inspection (including SEF) - Delivering better values work In 2023, RBWM was taken off the APP as we had demonstrated: strategic ambitious vision; evidence of oversight and implementation of this; data utilised to inform decision making and multi-agency involvement (including parent and school representation on all levels).	
Data Outputs:	
The progress and impact is evidenced in the following ways... <ul style="list-style-type: none"> ● The data dashboard (now alternating between education and SEND) ● Through SEND steering group and relevant work streams related to the 5 year SEND strategy (Inclusive mainstream, pupils at risk, preparing for adulthood and Communication/coproduction). ● The DBV project lead ● SEF and 50 documents ● As well as other commissioned work and feedback from young people and families? 	
Impact:	
Local Authority <ul style="list-style-type: none"> - New SEND Strategy launched at the Inclusion Summit 2023 - SEND steering board continues to be a multi-agency board with representation from parents and carers, schools, LA SEND and education services as well as social care and health. SEND Strategy Implementation work streams report directly to the board. - Continued monitoring of SEND Data dashboard to inform challenge regarding the delivery of SEND services. Systems in place for multi-disciplinary monitoring of the dashboard. Updated to reflect an outcomes-based approach as well as service evaluation. - SEF now complete 	
Schools: <ul style="list-style-type: none"> - Continued highly effective support for SENCos, including: networking, training, induction training, clusters, forums, reviews and leadership of inclusion awards. This has resulted in:	

- Improved delivery of Quality First teaching in schools - improved identification of a SEND need and of meeting this need through reasonable adjustments.
- 1. Over 40% of schools with Leadership of Inclusion Mark and an increase in schools wanting to take part in SEND review processes.
- 2. A range of universal and targeted interventions in place following consultation with schools

Next Steps:

1. To further implement a 5-year strategy with a shared ownership and responsibility.
2. Further develop an outcomes based model to embed the voice of young people with SEND in our evaluation processes,
3. To mitigate the risk of needs remaining unmet because of the waiting times
4. To implement the Delivering Better Values action plan
5. Wider ownership of the EY schools readiness Hub - (Health and Social Care)

Service:	Special Educational Needs	Name:	David Griffiths
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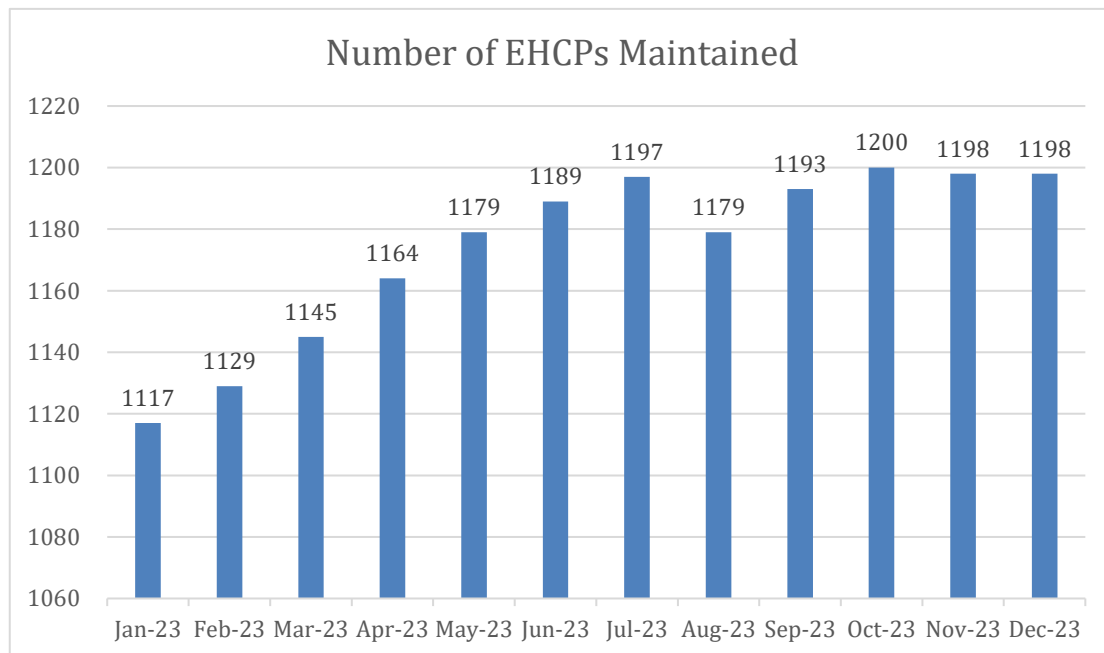
Appendix Heading	Education, Health and Care Plans
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Brief Description of Service:

Carrying out statutory Education, Health & Care Assessments of children and young people with significant special educational needs. Arranging the SEN provision and placement for all CYP with Education, Health & Care Plans. This involves a high level of communication with schools, families and partner services.

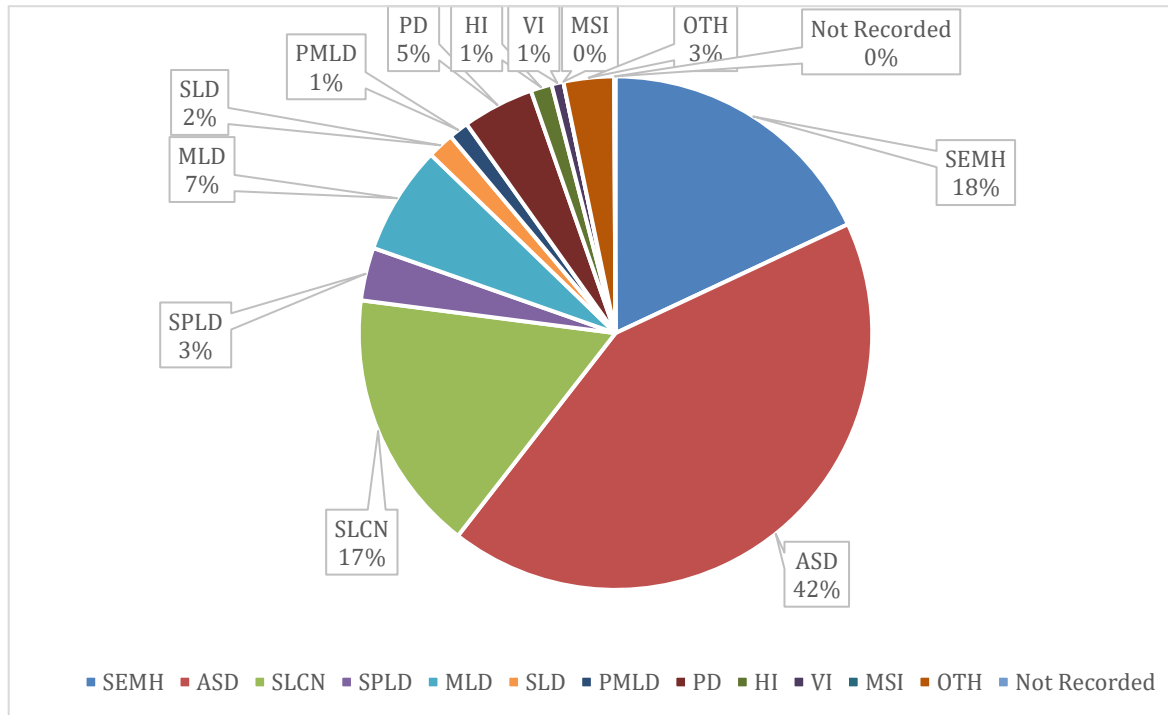
Data Outputs:

Total Number of EHCPs maintained:



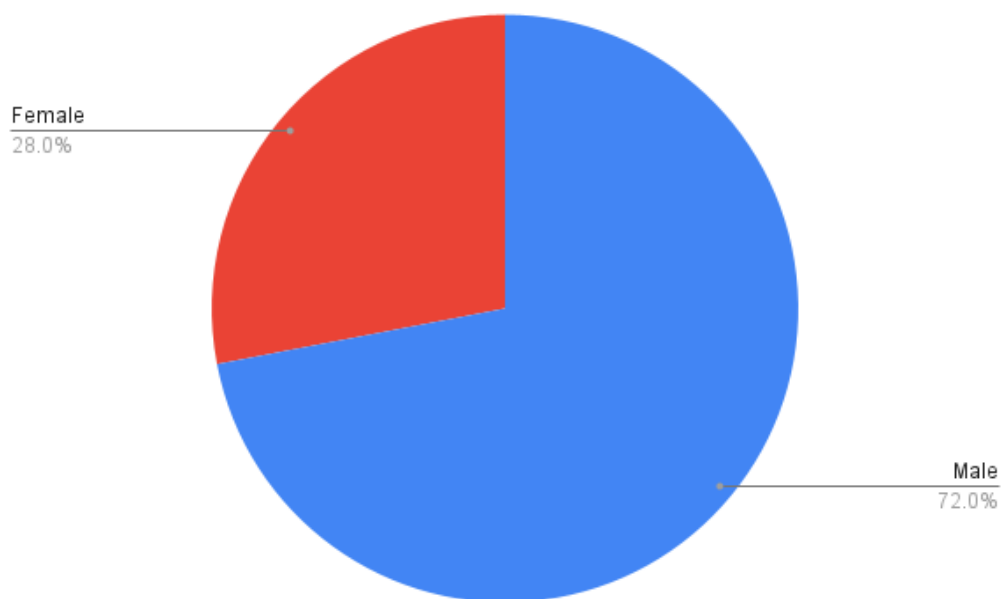
The number of EHC Plans continues to increase significantly, although RBWM is working hard to ensure that the rate of increase remains below the national trend.

Pupil Primary Needs (Dec 2023)



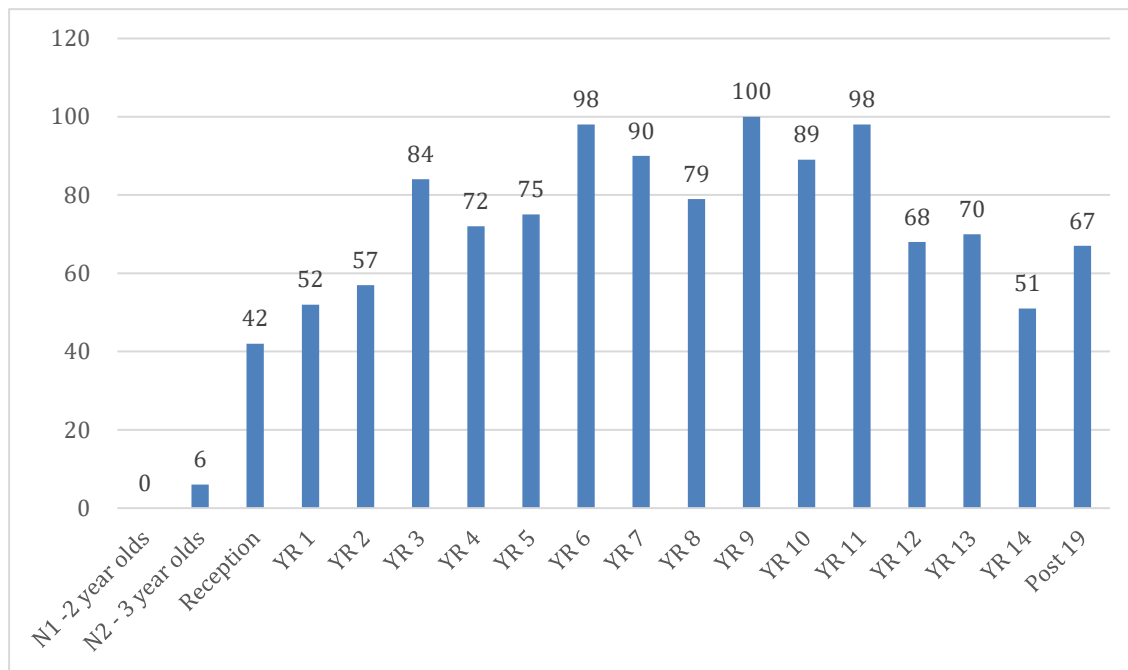
The highest frequency primary need by some distance is Autism, followed by Social, Emotional and Mental Health Difficulties and Speech & Language Needs.

EHCPs by gender:



There continues to be many more EHCPs for boys than girls, this in line with national statistics.

EHCPs by School Year



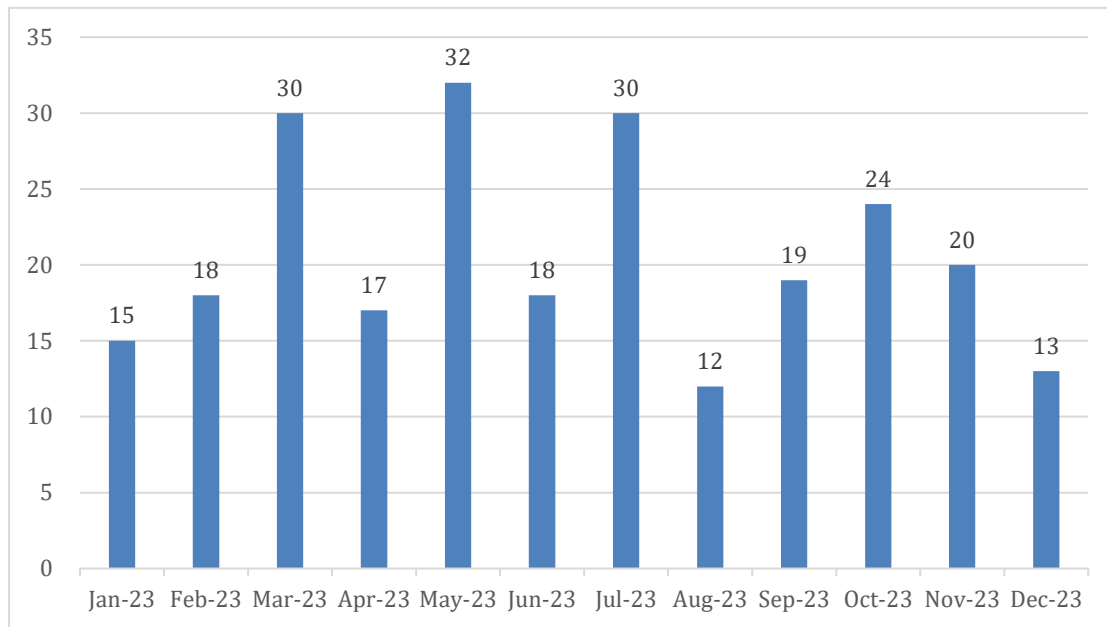
EHCP numbers increase through primary phase, remain more constant during secondary and reduce after age 16 as young people start to move on from education into adulthood.

Placement Type

(MAIN) Mainstream school: LA maintained (including foundation schools)	250	21%
(M/S Academy) Mainstream school: academy	226	19%
(MSPEC) Special school: LA maintained (including foundation schools)	199	17%
(FE) Post 16: General FE and tertiary colleges/HE	118	10%
(ISS) Special school: Independent special schools	84	7%
(SPEC AC and SPEC Free) Special school: academy/free	64	5%
(EOTAS) Educated elsewhere	52	4%
Mainstream school: academy (resourced provision)	40	3%
(M Free) Mainstream school: free school	31	3%
(IND) Mainstream school: independent school	21	2%
Mainstream school: LA maintained (resourced provision)	21	2%
NEET	21	2%
(AP Academy) AP/PRU: Academy 9	18	2%
(NMSS) Special school: Non-maintained	16	1%
null	9	1%
(Special Post 16) (ISP) Post 16: Specialist post-16 Institutions	8	1%
Mainstream school: LA maintained (SEN Unit)	8	1%
(Early Years) Non-maintained early years settings	7	1%
Apprenticeships	3	0%
(SPECIAL Post 16) (ISP) Post 16: Specialist post-16 Institutions	1	0%
Child Missing Education - CME	1	0%

The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges. Around 12% of CYP with EHCPs are educated in the independent specialist sector, which tend to be the highest cost placements.

EHC Assessment Requests Received



The LA continues to receive a high number of requests for EHC Assessments across the year. We complete the vast majority of EHC Assessments within the statutory 20-week timeframe, compared to the national average of around 60% within timeframes.

Other issues and next steps

We have continued to develop our recording, monitoring and reporting of a range of SEN data via data dashboards and monthly reports.

Our least strong area of performance relates to processing EHCP Annual Reviews in a timely way. Over 1,200 Annual Reviews are received by the team every year and each one requires reviewing and formally responding to. This reflects the picture across all SEN Services nationally; however we are exploring potential staffing solutions to help address this issue.

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Approach to delivering Stop Smoking Services in RBWM

**People Overview & Scrutiny –
Thursday 18th April 2024**

Dr Jonas Thompson-McCormick – Interim Director of Public Health
Charlotte Littlemore – Service Lead, Public Health Programmes
Georgia Careless – Public Health Programme Officer

Public Health Responsibilities for Smoking Cessation

- Smoking is one of the biggest causes of death and illness in the UK and increases a person's risk of developing more than 50 serious health conditions. Evidence also shows smoking can impact the health of the people around you when you smoke ([NHS, 2022](#)).
- Local authorities have a [statutory duty](#) to *take such steps as they consider appropriate to improve the health of people in their area*.
- Local authorities currently receive funding to provide local *stop smoking services* and support through the *public health* grant.
- Within Windsor & Maidenhead, it is reported that 10,375 adult residents aged 18+ ([8.6%](#) of this population) were current smokers in 2022 ([ONS, 2023](#)).

RBWM Stop Smoking Service

- Solutions 4 Health was recommissioned in December 2023 to provide the local stop smoking service for the next 2 years beginning 1st of April 2024, there is a possibility of three 1-year extension to deliver the service until 2029.
- The service has two pathways:
 - Tier 1 – Self-Help = self-help digital support including the Quit with Bella Help
 - Tier 2 – Specialist support = 12 weeks of behavioural therapy and pharmacotherapy (short-acting NRT, long-acting NRT, e-cigarettes, Bupropion, Varenicline) to support those who decide to quit.
- The eligibility criteria to access the service is:
 - You must be an RBWM resident, aged 12 and over.
 - You must currently smoke cigarettes and wish to quit.
- The service also aims to provide a service to identified priority groups:
 - People living in Lower Super Output Area
 - LGBTQ+
 - unemployed and social housing tenants
 - routine & manual occupations
 - long-term health conditions
 - homeless
 - carers
 - ethnic minority backgrounds
 - maternity
 - learning disabilities
 - mental health
 - drug & alcohol
- RBWM Staff Members can also access the service as well.

Delivering Evidence Based Stop Smoking Services

Evidence Based Public Health Services are:

- Clinically safe and accredited by the Care Quality Commission
- Cost effective
- Aim to deliver high standards to ensure improved population health outcomes

NICE guidelines on treating tobacco dependence – [NG209]

[NICE](#) Guideline NG209 on treating tobacco dependence recommends that Stop Smoking support should ensure the following are accessible to adults who smoke:

- **behavioural interventions** - [behavioural support](#) (individual and group) and very brief advice
- **medicinally licensed products** – bupropion, [nicotine replacement therapy](#) – short and long acting, and [nicotine-containing e-cigarettes](#) - [OHID](#)'s latest evidence review highlights the [Cochrane living systematic review on electronic cigarettes for smoking cessation](#) which shows vaping is effective and recommended tool for stopping smoking.



Department of Health & Social Care – Local Stop Smoking Services and Support (LSSS) Grant

Background

- The government has announced an additional grant funding to support local stop smoking services. This is to start in 2024 – 2025 until 2028 – 2029.
- First year funding (2024 – 2025) has been confirmed with subsequent years subject to review and unconfirmed.
- 189 The grant will be paid only if the funding is used to:
 - Invest in enhancing local authority commissioned stop smoking services and support.
 - Build capacity to deliver expanded local stop smoking services and support.
 - Build demand for local stop smoking services and support.
 - Deliver increased numbers of people setting a quit date and 4 week quit outcomes.
- This grant will be ring-fenced to use on local stop smoking services and support, only.

Conditions of the Grant

Money can be spent on:

- Enhancing the current commissioned local stop smoking service.
- Building capacity to deliver an expanded local stop smoking service.
- Building capacity to increase referrals and provide support to quit in a range of community settings.
 - Build more demand for local stop smoking services.
- Deliver an increased number of people setting a quit date and 4-week outcomes.
- Training more local healthcare staff to deliver smoking cessation advice & referrals.

Money cannot be spent on:

- Replacing existing/other programmes which support smokers to quit.
- Replace activity delivered as part of the NHS Long Term Plan or the Public Health Grant.
 - Tobacco enforcement activity.
 - Vaping reduction services.

Allocation

- The Royal Borough of Windsor & Maidenhead has been allocated a total of £152,132 for the first year.
- The receipt of further 4 years of funding will be dependent on achieving the following trajectory of set quit dates:

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Current total set quit dates in RBWM (as currently reported by Stop Smoking Service)	254	Total number of people expected to set a quit date by Year 5 2,107
Year 1 25% increase	359	
Year 2 50% increase	465	
Year 3 125% increase	781	
Year 4 150% increase	886	
Year 5 150% increase	886	

Plan of Investment for the LSSS Grant for 2024 - 2025

Overarching areas of investment

<p>Local Stop Smoking Service – Capacity Increase</p>	<p>Referrals</p>	<p>Comms & Marketing</p>	<p>Behavioural Insights</p>
<p>192</p> <ul style="list-style-type: none"> a) Additional stop smoking advisor to target priority groups b) Pilot Additional 4-week top up support offer (including NRT & behavioural support) for priority groups who meet eligibility criteria c) Increasing e-cigarette offer 	<ul style="list-style-type: none"> a) Connected Care SymlConnect Pilot Project b) Additional outreach referral projects 	<ul style="list-style-type: none"> a) Paid advertising b) Targeted Comms Campaign 	<p>Analytical capacity to understand more about our priority groups and accessing services</p>



Call to Action

- For more information about the RBWM Stop Smoking Service, please see [Stop Smoking Berkshire | Smokefreelife Berkshire](#)
- For self-referrals, please contact:
0800 622 6360 | 0118 449 2026 | text QUIT to 66777
- Further information can be found on the RBWM Website, please see [Stop smoking | Royal Borough of Windsor and Maidenhead \(rbwm.gov.uk\)](#)

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smoke**free**life
Berkshire

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Report Title:	Overview and Scrutiny Annual Report – Drafting Ideas
Contains Confidential or Exempt Information	No - Part I
Meetings and Dates:	Corporate Overview and Scrutiny Panel – 25 March 2024 People Overview and Scrutiny Panel – 18 April 2024 Place Overview and Scrutiny Panel – 22 April 2024
Responsible Officer(s):	Mark Beeley – Principal Democratic Services Officer – Overview and Scrutiny

REPORT SUMMARY

Each year, Overview and Scrutiny is required to submit an annual report to Full Council highlighting the progress and achievements over the course of the past municipal year.

The report is currently being drafted and the final report will be submitted to Full Council for consideration in July 2024. The Panel are asked to consider what they would like to include on the annual report for this year. The Annual Scrutiny Report for 2022/23 has been included as Appendix A to this report.

DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That the Corporate, People and Place Overview and Scrutiny Panels note the report and:

- i) Provide any comments or suggest areas of focus for the Annual Scrutiny Report 2023/24.**

The report will look to include:

- General information on each Panel, what its role and responsibilities are along with membership details.
- Information on the variety of topics considered by the Panel at meetings.
- A summary/introduction from the Chair.
- Statistics on the work of scrutiny over the course of the year to highlight the time scrutiny has spent considering key issues, along with officer resource.
- Improvements on how scrutiny can be changed to increase its effectiveness.

Questions for the Panel to consider and discuss:

- What do you think the Panel has achieved this year, highlighting any areas of success?
- What has gone well, any outcomes that you think need to be noted and highlighted on the report?
- What improvements can the Panel look to make for next year?
- Are there any organisations or partners that the Panel can look to work more closely with on future scrutiny topics?
- How can we look to increase engagement from residents in scrutiny?
- Can we look to involve the RBWM Youth Council in the work of scrutiny?

TIMETABLE FOR ANNUAL SCRUTINY REPORT

Date	Details
March 2024	Principal Democratic Services Officer – Overview and Scrutiny and the three Chairs of each Panel begin drafting the Annual Scrutiny Report 2023/24.
March/April 2024	Discussion at each Overview and Scrutiny Panel on what Panel Members would like to see included in the report.
May 2024	Annual Scrutiny Report 2023/24 drafted and amendments made as appropriate.
July 2024	Final version published and considered by Full Council.

APPENDICES

This report is supported by one appendix:

- Appendix A – Annual Scrutiny Report 2022/23

BACKGROUND DOCUMENTS

This report is supported by one background document:

- [RBWM Constitution - Part 4 - Overview and Scrutiny](#)

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Royal Borough of Windsor & Maidenhead

Overview and Scrutiny Annual Report



Overview and Scrutiny at RBWM

Overview and Scrutiny at RBWM consists of three main panels; Corporate, People and Place. Each Panel is aligned to a core theme of the Corporate Plan, which was adopted in November 2021 and is more closely aligned with the responsibilities of each of the Executive Directors. People and Place have four scheduled meetings a year, with Corporate having six meetings a year due to its wider responsibility and overarching scrutiny role.

There is a requirement for Overview and Scrutiny to submit an annual report each year to a meeting of Council, highlighting the work of each Panel and what topics have been scrutinised. This report gives a brief summary of the work and findings of each Panel while looking to pick out some key areas of positive scrutiny, along with some commentary on what was achieved by the Panel.

The report concludes with some figures of Overview and Scrutiny across the municipal year and further information on how residents can become more involved in the scrutiny process.

Each Panel’s membership and remit are outlined below:

Corporate Overview & Scrutiny Panel	
Membership: Councillors Gerry Clark (Chairman), John Story (Vice Chairman), Simon Bond, Karen Davies, Greg Jones, Lynne Jones, Helen Price, Julian Sharpe, Shamsul Shelim, Leo Walters and Simon Werner.	
Responsibilities:	
<ul style="list-style-type: none"> • Finance • Revenues and Benefits • Library and Resident Services • Human Resources • Information Technology • Legal Services 	<ul style="list-style-type: none"> • Governance • Strategy • Communications • Transformation • Commissioning and Procurement • Performance Monitoring

Place Overview & Scrutiny Panel	
Membership: Councillors John Bowden (Chairman), Helen Taylor (Vice Chairman), Greg Jones, Maureen Hunt, Sayonara Luxton, Shamsul Shelim, Leo Walters, Joshua Reynolds, Mandy Brar, Gurch Singh and Jon Davey.	
Co-opted Members: Margaret Lenton (Wraysbury Parish Council) and Pat McDonald (White Waltham Parish Council)	
Responsibilities:	
<ul style="list-style-type: none"> • Planning • Infrastructure, Sustainability and Economic Growth 	<ul style="list-style-type: none"> • Neighbourhoods • Health Partnerships and Community Development
<p>In addition, when considering matters of crime and disorder the Panel’s main objective is to ensure that the Community Safety Partnership is held accountable for the discharge of its executive functions, to enable the voice and concerns of the public and its communities to be heard and drive improvement in public services. In addition to the Panel’s broad terms of reference as detailed above, the Panel will be responsible for the overview and scrutiny of the following:</p> <p>To consider the effectiveness of actions undertaken by the responsible authorities on the Community Safety Partnership (‘CSP’);</p> <p>Make reports or recommendations to Cabinet/Council with regard to those policies developed by the CSP and the effectiveness of the functions managed through the CSP.</p> <p>To consider a number of issues in consultation with the relevant partners on the CSP which reflect local community need and make recommendations to Cabinet.</p>	

People Overview & Scrutiny Panel

Membership: Councillors Sayonara Luxton (Chairman), Maureen Hunt (Vice Chairman), Clive Baskerville, Catherine Del Campo, Gerry Clark, Carole Da Costa, Neil Knowles, Gary Muir.

Responsibilities:

- Adult Services
- Children's Services
- Schools and Education
- Environmental Health
- Housing
- Public Health

The People Overview & Scrutiny Panel shall have powers to deal with routine matters within the functions relating to Adult Social Care, Adult Services general and Public Health Services. The Panel shall have the enhanced review and scrutiny powers in line with provisions in Health and Social Care Act 2012, including power of referral to the Secretary of State for Health.

Ensuring that the council fulfils its safeguarding responsibilities, including child sexual exploitation. This needs to include children's social care and education provision.



Corporate Overview and Scrutiny Panel

Review of the Corporate Plan and Performance Reporting

The Panel has been closely aligned to the RBWM Corporate Plan and is involved in the oversight and monitoring of the Plan, ensuring that the 50 goals and objectives are on track. At regular intervals, the Panel has been presented with a summary of the latest position and any areas that are below or off target are highlighted. The Panel has been able to gain reassurance from key senior officers on performance.

Following the July 2022 meeting, the Panel agreed to refer air pollution performance to the Place Overview and Scrutiny Panel for further investigation. Following a review of the responsibilities of each Panel, the matter was added to the People Overview and Scrutiny Panel work programme. Following the scope of the topic being clarified and agreed by both the Panel and Panel Members from the Corporate Overview and Scrutiny, it was decided that a Task and Finish Group would be the most suitable format to consider air pollution. Work on the Group commenced in spring 2023 but was unable to meet before the local election.

In November 2022, the Panel had the opportunity to consider a refresh of the Corporate Plan, a year after it had been adopted. The cost of living crisis was a significant issue for the council and some targets needed to be reconsidered as a result. There was also an opportunity for officers and the Panel to consider performance against all targets in the plan, particularly highlighting the goals which were not being achieved.

Draft Budget Scrutiny Challenge Session

In December 2022, the Panel had an opportunity to scrutinise the draft budget proposals in a dedicated challenge session. Each Executive Director presented the budget proposals for their service areas before the meeting was opened up for a discussion. Councillors scrutinised various areas of the budget:

- How bus services would be funded going forward.
- Ensuring that adult social care services could still support residents who were moved back home.
- Considering how different groups of people would be affected by the budget proposals and how the budget tied in with the RBWM Corporate Plan.
- Understanding the risks and achievability of the savings outlined.
- Considering the level of Council Tax which was proposed to be increased by 5%.
- Discussing the quantity of council tax which went towards adult social care, along with the budget provided for unaccompanied asylum seeking children.
- The impact on staff at the council and community granted as a result of changes put forward.

The Panel decided to refer the relevant budget lines to the Place Overview and Scrutiny Panel and the People Overview and Scrutiny for further scrutiny on these areas. The Panel also provided comments and feedback to Cabinet on the fees and charges in the Budget at the January meeting, this helped to form the final budget which was presented to Cabinet in February 2023. The Panel made a number of comments and recommendations on parking to the Cabinet Member for Finance and these were considered as part of the final budget which was put forward by Cabinet.

Medium Term Financial Strategy 2023/24 – 2027/28

The Medium Term Financial Strategy (MTFS) was considered by scrutiny in advance of being considered by Cabinet, to allow for some pre-decision scrutiny. Following approval by Cabinet, the report went to a meeting of Council in September to be adopted. The strategy was a high level look at long term savings, with the main aim to align the strategy with key areas set out in the RBWM Corporate Plan.

The Panel considered the strategy and looked to test the assumptions made by officers. The plan initially did not include reference to the health and wellbeing and climate objective in the corporate plan as they were difficult areas to achieve savings. A recommendation was made to Cabinet and agreed unanimously by the Panel, that the strategy should include reference to these two objectives as they were core parts of the corporate plan.

Equalities

Following a scoping document produced by Councillor Helen Price, it was agreed that the Panel would receive updates on the work of the equalities programme. This took the form of a number of briefing notes which were circulated to Panel Members and allowed them to feedback any comments into the process. The Panel were able to consider two key documents; a review of the Equality Impact Assessment and a refresh of the equality objectives.

Resident Scrutiny Suggestion – RBWM App

A topic submitted by a resident for consideration by the Panel involved the potential of an RBWM App, which residents could use to access council information and services, along with things like the Report It tool. The Panel had initially discussed the idea in the previous municipal year and it had been agreed that officers would take the idea away and explore the viability of an app being produced.

In November 2022, a report was brought back to the Panel. It was noted that due to the reorganisation of the transformation team and the resource available, there would be little benefit to producing a separate app. The website had been configured to work well on phones and officers had suggested that this should be focused on being improved further.

Call In

The Panel considered two call ins over the course of the municipal year, with both items being considered at the same meeting in September 2022. Cedar Tree House was reconsidered by the Panel due to reasons including:

- Officers recommendation not being accepted by Cabinet and the reasons why this had not been accepted were not clear.
- No other sale options had been considered, the property would be sold at a loss.

The Panel debated the item and considered that all options that had been considered on Cedar Tree House. The Leader of the Council clarified that the option of transforming the property into three separate flats was considered as part of the report, this could be reconsidered at the next Cabinet meeting.

The result of the call in was that the matter was referred back to Cabinet, to discuss and reconsider the sale options for Cedar Tree House. Cabinet considered the comments made by scrutiny and agreed to sell the property as a family dwelling for best market consideration, while considering the option to sell as three separate flats.

The second call in considered by the Corporate Overview and Scrutiny Panel was on the St Cloud Way site in Maidenhead. The site had been sold to a developer but there was concern amongst Councillors that the amount the council was getting for the site was too low and needed to be reconsidered.

It was explained at the meeting that the land value was different to what had been put forward in 2017 but RBWM was in a contract with the developer to go ahead with the sale, the council could be in breach of contract and incur additional financial penalties should it not go ahead. Members of the Panel questioned the impact of the new land value on the Medium Term Financial Strategy and whether this value would have an impact on other projects and services that the council provided.

Following the discussion, the Panel concluded that the council needed to go ahead with the decision, however they requested further documentation on the land valuation from officers to increase their understanding and oversight of the decision.

Improvements highlighted by Panel Members:

The Panel should look to be involved in policy development from Cabinet and be involved at an earlier stage. Pre-scrutiny would help improve decisions made and ensure that scrutiny was not used when decisions had already been made.



People Overview and Scrutiny Panel

Resident Scrutiny Topic – Breastfeeding

The Panel considered a resident scrutiny suggestion on making RBWM a ‘breastfeeding friendly borough’. This was something that had been brought to the attention of the Panel and they agreed that it was something that mothers should be encouraged and supported to do in a safe environment. It was agreed by the Panel that the Public Health team would do a piece of engagement work which focused on interactions with local businesses to understand the current breastfeeding offer of services and venues from across the borough. The Economic Growth team would be part of the piece of work to consider how best to engage with local businesses.

Adult Social Reforms

The Panel has been kept informed of significant changes in adult social care which have been proposed by the government. A significant change affecting adult social care had been due to be implemented in October 2023 but this had now been pushed back until October 2025. The main changes to the service would be its method of review by the Care Quality Commission. Regular inspection had not been a regular occurrence but this would change with a new inspection regime which had been due to start in April 2023. The adult social care service would be rated to be either adequate, inadequate, good, or outstanding.

The Panel agreed that written updates would be provided against the framework to allow scrutiny of how things were going in adult social care. This would allow the Panel to ensure that they had oversight of the reforms as they were implemented and could check progress on any future Care Quality Commission inspections.

Sunningdale Health Hub

NHS Frimley had plans to open a new health hub in Sunningdale and the People Overview and Scrutiny Panel took the opportunity to scrutinise the plans and speak to those at the NHS who were involved in bringing the project forward. The Panel considered the impact that the hub could have on other local GPs and whether the provision was suitable to meet the needs of the local community.

It is expected that the Panel will be kept informed of developments on the Sunningdale Health Hub in the next municipal year as the projects progresses.

Budget

Following the referral at the Corporate Overview and Scrutiny Panel in December 2022, the People Overview and Scrutiny Panel were given the opportunity to scrutinise the budget lines related to the People directorate.

Key areas scrutinised included:

- The schools budget and whether this was adequate for all schools in the borough.
- Why there had been a loss in income from Hackney Carriage Licenses.
- The impact of the domiciliary care contract on the budget.
- Whether pressure on the budget was being felt in different geographical areas of the borough.
- Questioning the removal of non-statutory Family Hub services.

- Considering the financial implications should the number of children in care be increased.
- Understanding how the quality and provision of services would be affected by the savings being proposed.
- Noting that funding would be provided for ensuring that residents were able to thrive at home, rather than at hospital.
- Hearing the value of vital services for residents like Meals on Wheels.
- Clarification on proposed redundancies and how these staff could be redeployed elsewhere in the council.
- The cost of a new case management system.

Following the discussion at the meeting, the Panel agreed to make a couple of recommendations to Cabinet:

- It was recommended that Cabinet used £500,000 of funding from the additional budget settlement to remove the amount of savings required for the non-statutory Family Hub services and create a new growth bid of £20,000 for the Family Hubs to accommodate increasing demand for the service.
- It was also recommended that the savings line to 'move Meals on Wheels to a full costed model' of delivery was removed from the budget.
- Following the Cabinet meeting on 9th February 2023, both of these recommendations were noted and acted on by Cabinet. An additional £670,000 was allocated to the children's services budget to reduce the saving on Family Hubs by £400,000, while an additional £500,000 was allocated to Adult Social Care to allow for the removal of the saving related to Meals on Wheels delivery.

Resident Scrutiny Topic - Air Pollution

The second resident scrutiny topic considered by the People Overview and Scrutiny Panel was around the monitoring of air pollution around the borough and whether this was being done effectively. Officers agreed that the Panel would be informed of 2022 results to ensure ongoing monitoring, while also committing to three additional monitoring stations for PM10 and PM2.5. This would allow the council to consider data and make air quality decisions based on evidence. There were also proposals to use sensor equipment to monitor prevalence within the current five Air Quality Management Areas and then install high cost air quality monitoring units in two locations, should this be appropriate.

Task and Finish Group – Domestic Abuse

Following the adoption of the RBWM Domestic Abuse Strategy, the Panel decided to undertake a piece of work considering whether the strategy meet the needs and supported those residents who were victims of domestic abuse. The work would use a task and finish group format to speak with witnesses, formulate evidence and make recommendations which could then be considered by the Panel.

An initial meeting of the group took place in February 2023 and a way forward was agreed. The group would look to formulate a number of questions which could be used to ask the following groups:

- Survivors
- Perpetrators
- Dash Charity
- Thames Valley Police
- Housing
- Health

Due to the election, the work of the group was paused following this initial meeting and there are plans to resume the group in the 2023/24 municipal year.

Place Overview and Scrutiny Panel

Resident Scrutiny Topics

Two resident scrutiny topics were considered over the municipal year by the Place Overview and Scrutiny Panel. The first one centred around pollution of the River Thames and what the council could do about it. This was something under the remit of the Environment Agency and the Panel discussed the possibility of inviting representatives from the Environment Agency to speak to the Panel about what they were doing to prevent untreated sewage being released into the Thames.

The other resident scrutiny topic considered by the Panel focused on the River Thames Scheme and flood relief in Wraysbury. The council had initially been part of the scheme but had previously been removed after the required funding could not be provided. It was also noted that the channel section 1 scheme no longer existed so it would not be possible for RBWM to re-join the scheme even if the funding could be identified.

The Panel decided that an alternative project could be scrutinised, on the Datchet to Hythe End Flood Improvement Programme which was in the process of being developed by the Environment Agency and the council. The scope for this topic would be developed in the next municipal year and brought forward on the work programme once it was ready.

Call In

The call in mechanism has been used a number of times by the Place Overview and Scrutiny Panel over the course of the previous municipal year.

The Electric Vehicle Chare Point Implementation Plan was called in for consideration, as there was significant concern that the consultation had not been run on a completed draft of the plan. The Panel agreed to take no further action on the matter but agreed with officers that they would be sent the final draft of the implementation plan seven days before the public consultation commenced.

In January 2023, the Place Overview and Scrutiny Panel considered the South West Maidenhead Development Framework Supplementary Planning Document. The document had been called in due to issues around viability, infrastructure delivery and strategic placemaking. Following extensive discussion from the Panel and speaking to key officers and the Cabinet Member, the Panel decided that the decision had been made lawfully and that no further action needed to be taken.

The final call in of the year was on Maidenhead United Football Club's proposed move from their current stadium at York Road to a new stadium on land at Braywick Park. This was a delegated officer decision which had been taken by the Executive Director of Place Services. The main concerns of the call in signatories was around the lack of a full consultation, poor communication between interest parties and the impact of the loss of a significant amount of green open space for local residents. The Panel agreed to take action and decided to refer the decision back to the decision maker to reconsider the decision that had been made. The Panel recommended that the following concerns were taken into account:

- The date of the valuation for the lease of the site.
- Whether there was full consultation with the public on the proposals.
- Whether the length of time that the lease would last was appropriate.

The Executive Director of Place Services has referred the matter back to Cabinet to make a decision on, particularly given the change in political administration since the call in. This is due to be considered by Cabinet in July 2023.

Budget

Following the recommendation by the Corporate Overview and Scrutiny Panel, the Place Overview and Scrutiny Panel was given the opportunity to scrutinise the relevant lines of the budget. Key themes and areas scrutinised included:

- Funding for Climate Partnership and the source of this funding.
- The high saving figure for the line-by-line review.
- Recruiting of teams in house.
- Public transport subsidies.
- Operational changes in parks across the borough.
- The £67,000 saving on parking subsidies.
- Cashless parking and the use of the RingGo app.
- Income opportunities across the Neighbourhood Services team.
- Contracts for boat hire on the River Thames.
- Waste operational changes.
- Place Service transformation programme.
- Bringing contractors in house.
- Funding for Parish Councils.
- Economic growth and events across the borough.
- Planning performance agreements.
- Tree maintenance and inspections.
- Fly tipping.

The Panel made a recommendation to Cabinet on the budget. This was for Cabinet to explore all schools in the borough which required funding for school crossing patrols, to consider whether this was a necessary saving.

Thames Valley Police Annual Presentation

A key part of the Panel's remit was around ensuring there was oversight of organisations involved in the Community Safety Partnership, including the police. The presentation allowed the Panel to hear information on the number of crimes investigated, contacts with the public and number of arrests made. Other areas explored included:

- Relationships with businesses in the borough and clamping down on shop lifting.
- Dealing with the traveller community.
- Using funding to provide further community wardens.
- Using the 101 service.
- Dealing with the night time economy.
- The relationship between the police and the CCTV control room.
- The approach to rural policing.

Street Lighting Project

The RBWM Youth Council had contacted the Panel to discuss their concerns about street lighting across the borough. The Youth Council attended a meeting of the Panel to present a report which outlined their concerns and this included locations of where they felt street lighting should be reviewed.

Officers and Panel Members agreed that these areas should be reviewed and a piece of work was conducted to investigate the areas raised. At the following meeting in April 2023, the Panel heard the outcomes from this work from the Head of Neighbourhood Services. Further meetings had been offered with the Youth Council to discuss any issues in specific locations, but it was noted that all street lights were installed and lit to national standards. Should it be required, the Youth Council could present further findings to the Panel and officers on areas that they felt needed to be investigated.

Improvements highlighted by Panel Members:

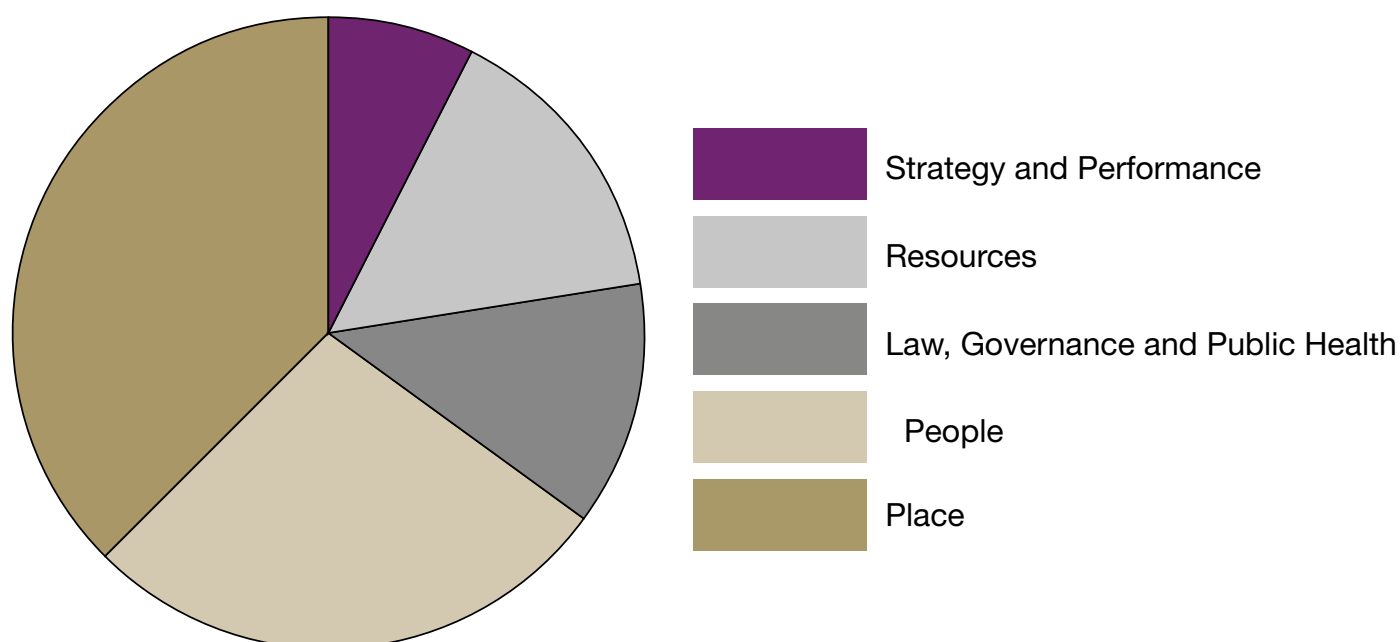
- The budget meeting had been a particular success, despite the meeting being lengthy. Information had been explored, scrutinised and recommendations had been made to Cabinet as a result.
- An opportunity could be explored to include residents feedback from the consultation as part of the budget scrutiny process.
- The project on street lightning which had been scrutinised in collaboration with the Youth Council was another success, the Panel were interested in working with the Youth Council again in future.



Overview and Scrutiny in Figures

	Corporate	People	Place
Number of meetings held	7	4	7
Total meeting time	17 hours 30 minutes	9 hours	16 hours 45 minutes
Number of substantive agenda items	16	11	9
Number of recommendations made to Cabinet	2	2	3
Number of call ins considered	2	0	3
Total number of YouTube views	980	577	1,337

A total of 40 different officers have been involved in Overview and Scrutiny meetings this year, split by the following directorates:



Get involved in overview and scrutiny

You can get involved in the work of overview and scrutiny at the council in a number of ways:

- Attend a public meeting, either in person or via YouTube, of any of our Panels.
- Register to speak at a scrutiny meeting.
- Contact your local Councillor with your views.
- Suggest a topic for consideration by scrutiny [on our website](#).

WORK PROGRAMME - PEOPLE OVERVIEW AND SCRUTINY PANEL

EXECUTIVE DIRECTORS	<ul style="list-style-type: none"> • Stephen Evans (Chief Executive) • Kevin McDaniel (Executive Director of Adult Services, Health and Communities) • Lin Ferguson (Executive Director of Children’s Services and Education)
LINK OFFICERS & HEADS OF SERVICES	<ul style="list-style-type: none"> • Clive Haines (Deputy Director for Education) • Lynne Lidster (Head of Commissioning – Adults and Children)

ITEMS SUGGESTED BUT NOT YET PROGRAMMED

ITEM	COMMENTS
School Transport Policy 2024-25	Lynn Penn , <i>Achieving for Children Add to September agenda.</i>
Impact of Home Office decisions in relation to the dispersed support for Asylum seekers (all ages)	
Task and Finish Group – Domestic Abuse	<i>In progress</i>
Use of artificial intelligence	<i>Suggested by Councillor Cross – scoping document to be drafted.</i>
The Adult Social Care Budget - Cost of residential care	Kevin McDaniel , <i>Executive Director of Adult Services and Health</i>
Community and Voluntary sector – how well do we work together?	Kevin McDaniel , <i>Executive Director of Adult Services and Health</i>

[Terms of Reference for the People Overview and Scrutiny Panel](#)

[Cabinet Forward Plan](#)

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