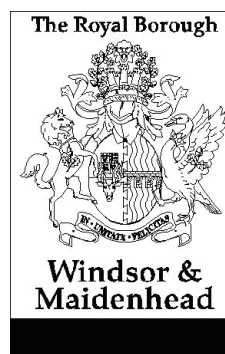


Report for: ACTION



Contains Confidential or Exempt Information	NO - Part I
Title	Improving Choice in Education
Responsible Officer(s)	Alison Alexander, Managing Director & Strategic Director of Adult, Children and Health Services
Contact officer, job title and phone number	Kevin McDaniel, Head of Schools and Education Services, 01628 683592
Member reporting	Cllr N Airey, Lead member for Children's Services
For Consideration By	Cabinet
Date to be Considered	24 November 2016
Implementation Date if Not Called In	Immediately
Affected Wards	All

REPORT SUMMARY

1. In September 2016 the government published a consultation called "Schools that work for everyone" and is seeking responses by 12 December 2016. This report sets out the response from the Royal Borough of Windsor and Maidenhead that confirms our commitment to excellent education for all pupils who live in the borough, particularly for those living with financial disadvantage.
2. Education standards in the Royal Borough continue to rise and parents continue to demand choice of school type. With our commitment to schools of all types which strive to provide excellent education, the Royal Borough welcomes the opportunity to support the option of selective education for those who choose to access it.
3. In addition, the Royal Borough welcomes the intention of the consultation to make education attainment for financially disadvantaged pupils a shared responsibility across the education sector. It is clear from the attainment results over the last three years that these children do not do as well as their peers in local schools and we are committed to improving their success.
4. This report concludes that the Royal Borough should engage actively in the coming months with any existing school that wishes to explore the opportunity to enable some admissions through selection by academic aptitude. All opportunities must ensure that every school in the borough continues to offer an excellent education for all pupils and contributes to improving outcomes for our pupils living with financial disadvantage as table 1 (section 2.6) clearly shows this group continues to do less well than their peers.

If recommendations are adopted, how will residents benefit?	
Benefits to residents and reasons why they will benefit	Dates by which residents can expect to notice a difference
Greater education choice available locally.	To be confirmed with national legislation but unlikely to be before September 2018 admission to secondary school.

1. DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Cabinet:

- i. Endorse the development of selective or partially selective education within the education provision of the Royal Borough to further improve the choice of education available to pupils and the families.**
- ii. Authorise the Managing Director & Strategic Director of Adult, Children and Health Services with the Cabinet Member for Children’s Services to finalise and respond to the “Schools that work for everyone” consultation by the Department for Education as set out in appendix A.**
- iii. Authorise the Managing Director & Strategic Director of Adult, Children and Health Services and the Lead Member for Children’s Services to write to all secondary schools in the borough inviting expressions of interest in allowing some or all admissions through a selective stream, and to follow up on the responses to secure a range of options for residents.**
- iv. Authorise the Managing Director & Strategic Director of Adult, Children and Health Services and the Lead Member for Children’s Services to write to selective schools across the country inviting them to actively pursue the establishment of a new wholly selective school or a school with a selective stream in the borough.**

2. REASON FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

- 2.1 The Royal Borough has a wide range of school choice, offering both two and three-tier options with access at ages 8,11,13 and 16, in a range of community, faith, single gender and mixed schools. This council remains committed to ensuring every pupil can choose the education they want to receive and that all education is high quality education. To this end this council has invested £21m in primary school capacity over the last five years and has an active investment programme of £30m for secondary school expansion. The investment programme will support the education sector to achieve high standards while meeting the forecast level of demand for school places, including the provision of up to 10% extra capacity. This council believes that the availability of additional places offering selective education will increase choice, quantity and quality of school places available to pupils and families living within the borough.
- 2.2 The quality of education within the Royal Borough is rising. Following inspections this academic year, at the end of October 2016, 84% of the state-funded schools

in the borough are judged by Ofsted to be Good or Outstanding. The impact on pupils is also good with strong attainment in the 2016 examination season. 59% of students who completed the year 6 SAT test in 2016 reached the national benchmark making the Royal Borough the 17th highest attaining local authority out of the 150 authorities with sufficient schools in England. Similarly, 72.2% of students who took GCSE examinations in September 2016 achieved an A*-C grade in English and Mathematics making the Royal Borough the 9th highest attaining local authority in England in this measure.

- 2.3 Whilst overall quality and attainment are high within the Royal Borough, some pupils seek places in other local authority areas. Historically 20%-30% of pupils applied for selective school places when this process took place before the entrance test results were known. The system changed in 2014 so that pupils knew their score in the test prior to making an application. This change led to a reduction in the number of applications as some families recognised the reduced chance of being accepted. In 2015, 16% of parents sought a selective school place outside of the Borough with 13% putting this as their first preference of school type based on the result of their child's entrance test result. In the last five years over 12% of pupils living in the Royal Borough have been offered a selective school place in year 7, see appendix B for a summary of the applications for secondary school places.
- 2.4 The 666 pupils attending a selective school outside of the Royal Borough since September 2011 are having a limited positive effect on the borough's education environment. This council is committed to residents having the choice to attend a selective school within the borough boundary and has made a manifesto commitment, in response to residents' demands, to promote selective education within the Royal Borough.
- 2.5 Whilst this council is investing in existing schools to meet planned demand for the next three years, there will be further population growth in the next ten years. The plans as proposed in the Borough Local Plan will require at least one new primary and secondary school to meet the needs of the families. An opportunity exists within the borough to build the two new schools in the centre of Maidenhead on a number of council-owned sites including Maidenhead Golf Club.
- 2.6 The government consultation makes several proposals relating to the contribution of selective schools, independent schools and universities to improving the educational standards for pupils from financially disadvantaged backgrounds. In the Royal Borough, 6.0% of our young people are currently eligible for free school meals while 14.4% have been eligible at some point in the last six years¹. This larger cohort is eligible for the Pupil Premium and numbered 3052 pupils by the Department for Education in April 2016. This cohort is typically referred to as the "Free School Meals" cohort in schools and there is comparative data available for this segmentation at the end of Key Stages. Nationally, this cohort of young people does not achieve as well as their peers and that is true in the Royal Borough. Locally over the last three school years these pupils have achieved around the national average for those from financially disadvantaged backgrounds and significantly below other pupils in the Royal Borough. Table 1 shows the attainment of these pupils in comparison to the national benchmark for their age group and the gap with other pupils in the Royal Borough.

¹ Taken from DFE data in 2016 following the recent refresh of IDACI data which is updated every five years. Previously the Royal Borough had 9% of the school population eligible for Free School Meals.

Table 1: Performance of pupils eligible for Free School Meals

			2013	2014	2015
Key Stage 2 Level 4+ reading, writing and maths	RBWM	FSM	68%	68%	58%
		Gap	-11%	-15%	-26%
	National	FSM	60%	64%	66%
		Gap	-19%	-18%	-17%
Key Stage 4 5+ A*-C inc. English & maths	RBWM	FSM	48%	34%	39%
		Gap	-22%	-30%	-28%
	National	FSM	38%	33%	34%
		Gap	-27%	-27%	-28%

- 2.7 Improvement in this area is priority for this council and is supported by a manifesto commitment to “Work with schools to close any attainment gaps for poor pupils”. Already this academic year, our school improvement service has offered every school targeted support regardless of school type. This council welcomes the proposals outlined in the consultation to improve the support provided by the most advantaged in the education system to increase the attainment of young people living with financial disadvantage.
- 2.8 In this context, it is recommended that the Royal Borough respond positively to the proposals set out by the government to allow wholly or partially new selective school places to be developed. This council believes the range of options, from new schools to the conversion of existing schools, offers the best chance to develop a broad range of school types while maintaining high quality education in them all.
- 2.9 The consultation “Schools that work for everyone” requires respondents to answer a batch of questions following each section of the paper. Appendix A contains the proposed response from the Royal Borough.
- 2.10 Whilst the government will consider all consultation responses before bringing forward the necessary changes in policy, guidance or statute in due course, this council wishes to move forward as quickly as possible and will therefore take the following steps to establish a number of options by March 2017.
- Write to all state funded secondary schools within the borough to invite expressions of interest in allowing some or all admissions through selection.
 - Write to selective schools across the country inviting them to actively pursue the establishment of a new wholly selective school or a school with a selective stream in the borough.
- 2.11 This council will support any proposal that considers full or partial selective education only where the proposal includes a detailed commitment to raise the academic achievement of young people eligible for pupil premium and those struggling to get by as identified in the Resolution Foundation “Hanging On” report in September 2016². Any school proposal must outline concrete steps to include a representative proportion of those pupils within the provision. For example, a new selective school admitting 120 pupils in a year group would be expected to prioritise the admission of significantly in excess of the 17 young people whose

² <http://www.resolutionfoundation.org/publications/hanging-on-the-stresses-and-strains-of-britains-just-managing-families/>

education attracts Pupil Premium because of their free school meals eligibility. Further, any solutions will have to be supported by resident demand which is clearly evidenced.

3. KEY IMPLICATIONS

3.1 The following outcomes are required from the process.

Defined Outcomes	Unmet	Met	Exceeded	Sig. Exceeded	Date they should be delivered by
Consultation response submitted by due date.	Not submitted	Submitted	NA	NA	12 December 2016
Expressions of interest are received from existing schools	None received	1 received	2 received	At least 3 received	End of March 2017
Interest from existing Selective schools	None received	1 received	2 received	At least 3 received	July 2017

4. FINANCIAL DETAILS

4.1 There are no financial implications of this report.

5. LEGAL IMPLICATIONS

5.1 The local authority is able to respond to the consultation as set out in the recommendations. Until such time as a new regulations are published, there is no mechanism for new selective schools to open in the UK.

6. VALUE FOR MONEY

6.1 There is no expenditure resulting from this report.

7. SUSTAINABILITY IMPACT APPRAISAL

7.1 Not required.

8. RISK MANAGEMENT

Risks	Uncontrolled Risk	Controls	Controlled Risk
Too many selective places are proposed	HIGH	An open process and demographic needs analysis by RBWM will make clear to proposers, DFE and EFA the likely impact of individual schemes	MEDIUM

9. LINKS TO STRATEGIC OBJECTIVES

- 9.1 This paper contributes to the council's strategic objective to make sure every pupil can access excellent education. It is directly related to the manifesto commitments to explore the provision of selective school education within the borough and to close the gap for disadvantaged pupils.

10. EQUALITIES, HUMAN RIGHTS AND COMMUNITY COHESION

- 10.1 This report relates to the principles of maintaining choice and high quality education for all. There are specific recommendation regarding those eligible for free school meals and any forthcoming proposals will contain detail that may require a full Equality Impact Assessment. This report does not require such an assessment.

11. STAFFING/WORKFORCE AND ACCOMMODATION IMPLICATIONS

- 11.1 None.

12. PROPERTY AND ASSETS

- 12.1 None.

13. ANY OTHER IMPLICATIONS

- 13.1 None

14. CONSULTATION

- 14.1 This report will be considered by the Children's Overview and Scrutiny panel on 15 November 2016. The government consultation is available to all for submission and the council has encouraged schools to express their specific opinions.

15. APPENDICES

- Appendix A: The Royal Borough response to government consultation – "Schools that work for everyone".
- Appendix B: Selective School Analysis

17. BACKGROUND INFORMATION

17.1 The historical data generated from recent school admissions years has been used to establish the demographic figures used in section 2 and the Governments "Schools that work for everyone" document, which can be downloaded from <https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone>, is the source of the questions for the proposed responses.

18. CONSULTATION (MANDATORY)

Name of consultee	Post held and Department	Date sent	Date received	See comments in paragraph:
Internal				
Cllr N Airey	Leader Member for Children's Services	21/10/16	24/10/16	Comments
Cllr D Evans	Deputy Lead Member for Children's Services	21/10/16		
Russell O'Keefe	Strategic Director Corporate and Community Services	21/10/16		
Alison Alexander	Managing Director/ Strategic Director Adults, Children and Health	21/10/16	22/10/16 8/11/16	Comments
Simon Fletcher	Strategic Director Operations and Customer Services	21/10/16		

REPORT HISTORY

Full name of report author	Job title	Full contact no:
Kevin McDaniel	Head of Schools and education Support	01628 683592

Appendix A: The Royal Borough response to government consultation - Schools that work for everyone

The answers below are labelled by the paragraph number in the consultation paper which contains the questions. There is often more than one question per paragraph number

Families who are just about managing

10 Q: How can we better understand the impact of policy on a wider cohort of pupils whose life chances are profoundly affected by school but who may not qualify or apply for free school meals?

There is an existing IDACI measure for deprivation which identifies, in statistical terms, the relative deprivation in postcode areas based on a number of existing measures. It would be feasible to look at progress and attainment data by IDACI band and therefore assess the school's contribution to the lower bands. This device could be further used to direct the potential engagement of selective schools, independent schools or universities towards schools with higher levels of need.

10 Q: How can we identify them?

Many parents will not be comfortable with school having personal information about their family circumstances, (in particular their income). We believe therefore the use of address as a broad proxy would appear to be the most accessible way to identify a cohort.

Independent schools

12 Q: What contribution could the biggest and most successful independent schools make to the state school system?

In the Royal Borough of Windsor and Maidenhead we have seen the success of Holyport College, a free school sponsored by Eton College. This school has generated a high quality school for local pupils, taken an active position to support disadvantaged pupils and contributes to the wider state-school network. We believe this is a great example of the most effective way for independent schools to make a contribution to the local area. Full bursaries are more challenging as we believe that there are more barriers to success in education than just the cost of school fees. If places are offered on a bursary basis then the success measure must relate to the progress and outcomes for those students, not just the offering of the place at a point in time.

12 Q: Are there other ways in which independent schools can support more good school places and help children of all backgrounds to succeed?

In addition to school place support as set out in the paper we believe the independent sector has a role to increase the social capital of the area by opening up opportunities that are typically beyond the state-funded sector and those disadvantaged families. This may be

creating extra-curricular activities that are open to all; holiday time opportunities for enrichment; and supporting local networks such as sport and drama

13 Q: Are these the right expectations to apply to all independent schools to ensure they do more to improve state education locally?

It is not clear that every independent school is a good school and there are some that would struggle to meet the demands made of a state-funded school. Where their quality is good enough however we would welcome their contribution. In addition to the proposals to build social capital through extra-curricular enrichment, we would suggest that these schools could take an active role in securing apprenticeship and other workplace opportunities in the area based on their typical network of supporters.

13 Q: What threshold should we apply to capture those independent schools who have the capacity to sponsor or set up a new school or offer funded places, and to exempt those that do not?

The threshold for sponsorship or funded places should relate to the financial capacity of the organisation to deliver its services. A combination of turnover and asset base would create a metric to assess the level of requirement on the school which should then feed into inspection.

14 Q: Is setting benchmarks the right way to implement these requirements?

Sponsorship decisions do not fit a simple benchmark / numeric threshold. We would support a more qualitative regime, assessed by the Independent School Inspectorate which is able to assess the capability a school has to make a contribution to state education.

14 Q: Should we consider legislation to allow the Charity Commission to revise its guidance, and to remove the benefits associated with charitable status from those independent schools which do not comply?

Yes, providing that it is recognised that any closure as a result might add to the school place pressures in a given area.

14 Q: Are any other changes necessary to secure the Government's objectives?

It is not uncommon for the pupils targeted by this policy to have 'additional needs'. The guidance needs to be explicit that independent schools are expected to meet those needs without increasing the demand on High Needs funding. This will need to be carefully handled so that costs are not comparable to independent special schools but the normal fees for state-funded mainstream schools.

Universities

11 Q: How can the academic expertise of universities be brought to bear on our schools system, to improve school-level attainment and in doing so widen access?

The University Technical College model is one that works well in the case where an employer or University has some relevant expertise about which an 'upper' school can be created and embraced by local industry. These should compliment the range of high quality broad-based provision available for the community. Some Universities would be excellent sponsors of schools, however the assessment of teaching in others does not create a strong sense of capability to deliver the desired Good or Outstanding state-funded schools.

11 Q: Are there other ways in which universities could be asked to contribute to raising school-level attainment?

*The most common criticism of schools that are **not** Good or Outstanding is that their staff do not have either the requisite subject knowledge or passion for their subject which transmits itself to the students. Universities should be asked to work within their local area to lead and inspire subject teachers of all phases to improve the quality of what goes on in the classroom. Measuring the number of teachers who take part and the coverage of schools will be important along with overall improvements in the success of students in those subjects. Further, Universities can do more to raise the understanding of the role of qualifications – GCSE, A Level, BTEC, Degree, professional body exams etc – with young people in their local area to improve the quality of careers advice and inspiration beyond the statutory duty that sits with schools.*

15 Q: Is the DFA guidance the most effective way of delivering these new requirements?

We are not in a position to comment on this question as local authorities are not familiar with the workings of the DFA guidance to Universities.

16 Q: What is the best way to ensure that all universities sponsor schools as a condition of higher fees?

We are not in a position to comment on the best way to influence Universities.

18 Q: Should we encourage universities to take specific factors into account when deciding how and where to support school attainment?

Universities should be required to support all of their local area schools to prevent the direction of support only to those schools likely to feed them students directly. The success of the University should be tied to a local area measure which rewards partnership working to improve outcomes for disadvantaged pupils; reduces the NEET rate and grows employment.

Selective Schools

15 Q: How should we best support existing grammars to expand?

Existing selective schools face the threat of legal challenge when attempting to meet the "single integrated school" definition. We can reduce these hurdles by enabling existing selective schools to expand without fear that the status of "single integrated school" can be challenged. The funding of "expansion of places upfront on the basis of estimates" must relate to revenue and reflects a common battleground between schools of all types. Such

funding would be welcome but should apply to all expansions not just selective schools if a balanced provision to meet the needs of the local residents is to be maintained.

15 Q: What can we do to support the creation of either wholly or partially new selective schools?

We should not try to go backwards. In our area we have a great deal of choice. We have both two- and three- tier admission arrangements, faith and community, mixed and single gender schools. This range gives real choice over type of school and timing of entry however 16% of our families sought an out of borough selective school in 2015 and such provision will further develop that choice. Selective entry must fit into that model by offering a range of pathways in including different age entry points and academic thresholds to match the demographic demands of the community they serve. It must also play it's part in a high quality system: 76% of pupils in our Borough attend a Good or Outstanding secondary school and in 2016, 72.2% of students achieved A-C GCSE grades in maths and English, the 9th highest ranking for an English local authority.*

It is likely that a selective school will have a wider catchment area and therefore a requirement for travel support. In areas which do not run entrance testing for all pupils, access to a selective school is currently treated as parental choice and this could be a real barrier for those families who are just about managing. We would recommend that the local authority could be supported to provide transport assistance, with end of day flexibility, for such schools.

15 Q: How can we support existing non-selective schools to become selective?

The issues with changing admissions criteria are manifold and last for many years. It will be important to allow some flexibility in the admission arrangements for siblings and those who will have selected a location because of the ability to access a particular school. It is possible that schools making the transition will need to upskill the level of teacher they have (e.g. 3 top sets vs 3 tiers) so an investment and training programme to grow the appropriate staff could be required.

17 Q: Are these the right conditions to ensure that selective schools improve the quality of non-selective places?

Running an outstanding school is hard; running a group of outstanding schools with similar ethos and approach is harder; running outstanding schools with very different characteristics is the hardest of all. It should not be required that a selective school runs other schools, instead they should have targets to increase the proportion of lower income households attending and achieving in their schools. We would welcome proposals which support differential thresholds to support this ambition. They should similarly be asked to lead on the generation of aspiration in primary years so more of these families opt for selective education regardless of where it is delivered. We also believe that disadvantaged families don't believe the entrance tests are fair to their children. Selective schools should be

required to promote the fairness and resistance to “test coaching” of their admission arrangements.

17 Q: Are there other conditions that we should consider as requirements for new or expanding selective schools, and existing non-selective schools becoming selective?

There are relatively few children with additional needs in selective schools (often because taking a test is challenging) and it will be important that selective schools support those with strong mainstream ability wrapped up with complex needs. The planning of a coherent education offer is crucial to the overall standards in an area so that non-selective schools can maintain a mixed intake. It will matter therefore how the places are distributed and the overall balance of the areas school mix.

17 Q: What is the right proportion of children from lower income households for new selective schools to admit?

Selective schools should be expected to serve the wider community area they serve and their intake should mirror the demographic mix of that community. It is important that this is not just catchment area as we know that over time the financially advantaged secure property near the best schools. Where appropriate we would welcome a selective school which overtly seeks to take a high proportion of disadvantaged pupils and therefore would not support a ceiling.

19 Q: Are these sanctions the right ones to apply to schools that fail to meet the requirements?

The proposed financial sanctions can work, however we would like to see more.

19 Q: If not, what other sanctions might be effective in ensuring selective schools contribute to the number of good non-selective places locally?

Sanctions have to be financial otherwise they have no impact on the school, however we also believe that in state education, the judgement of the regulator is a crucial indicator to parents and for the reputation of the school. We would welcome the ability for Ofsted to inspect any school that falls short of its commitment, with a particular focus on the arrangements for that group of pupils.

20 Q: How can we best ensure that new and expanding selective schools and existing non-selective schools becoming selective are located in the areas that need good school places the most?

We need to build on the existing SCAP data system and ensure that there is joined up school place planning between LAs and the DFE / EFA so that every school offers a real choice to families.

21 Q: How can we best ensure that the benefits of existing selective schools are brought to bear on local non-selective schools?

All schools need to collaborate to secure the best outcomes for local pupils. In our role as the champion for children local authorities should be responsible for building effective local partnerships (as this is beyond the statutory role of Multi Academy Trusts) so that parents and pupils have access to the best that all schools have to offer.

21 Q: Are there other things we should ask of existing selective schools to ensure they support non-selective education in their areas?

The network of selective schools typically has access to a wider range of extra-curricula activities and individuals who are passionate about raising aspiration. We should expect selective schools to enable others to access such experiences through increased local sharing.

21 Q: Should the conditions we intend to apply to new or expanding selective schools also apply to existing selective schools?

Yes, in order for selective education to support the overall ambition the playing field must be level for all selective schools.

Faith schools

13 Q: Are these the right alternative requirements to replace the 50% rule?

Unlike many of the free schools listed in the consultation, the 7000 Christian faith schools in England are a crucial part of local place planning. Local Authorities would like to see admission requirements which ensure local families have priority access to some places at any oversubscribed school with a religious character ahead of out of area families of faith.

13 Q: How else might we ensure that faith schools espouse and deliver a diverse, multi-faith offer to parents within a faith school environment?

We support the proposal for an Independent governor with a specific duty to ensure a diverse, multi-faith offer. Further we would recommend that these issues are monitored by Ofsted inspection to ensure faith teachings do not block crucial safeguarding education for all young people.

16 Q: Are there other ways in which we can effectively monitor faith schools for integration and hold them to account for performance?

Local Authorities already have to invest several thousand pounds a year in SACRE, for the teaching of religion. This body could be asked, through expanding statutory reach, to be accountable for integration and the cross-faith teaching needed to improve integration.

16 Q: Are there other sanctions we could apply to faith schools that do not meet this requirement?

Sanctions have to be financial otherwise they have no impact on the school, however we also believe that in state education, the judgement of the regulator is a crucial indicator to parents and for the reputation of the school. We would welcome the ability for Ofsted to inspect any school that falls short of its commitment, with a particular focus on the arrangements for that group of pupils.

1st preference applications for grammar school places from RBWM residents

Data excludes Late Applications

	2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16			

Slough gives result of 11+ to parents before applications deadline
 Bucks follows suit
 Holyport College opens

1st preference analysis

A		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
1st preference applications for Grammar schools, by area of residence	Ascot	8	8	7	6	6	9	1	4	4		6	5
	Maidenhead	144	171	165	151	171	177	201	126	106		157	126
	Windsor	33	34	54	41	46	37	39	32	30		38	33
	Datchet & Wraysbury	39	38	37	39	29	37	27	35	22		34	28
	RBWM	224	251	263	237	252	260	268	197	162		235	192
B		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
Total No. On Roll in Year 6 (in RBWM school) by area of residence <small>(rbwm school means any state maintained school in the borough, incl. free schools and academies) (January School CENSUS)</small>	Ascot	117	112	113	119	103	117	117	119	122		115	119
	Maidenhead	671	719	704	730	653	693	669	730	699		696	703
	Windsor	296	341	321	335	323	322	330	305	369		327	344
	Datchet & Wraysbury	73	73	78	88	65	77	64	87	87		77	84
	RBWM	1157	1245	1216	1272	1144	1209	1180	1241	1277		1216	1251
C		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
All 1st preference applications for Year 7, by area of residence <small>(incl. those made for non-selective schools)</small>	Ascot	148	161	179	175	176	190	191	195	211		181	198
	Maidenhead	553	678	673	706	701	739	724	801	780		706	759
	Windsor	50	60	63	58	62	50	61	70	81		62	73
	Datchet & Wraysbury	76	70	67	63	62	66	71	90	74		71	76
	RBWM	827	969	982	1002	1001	1045	1047	1156	1146		1019	1105
D		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
1st preference applications for Grammar schools, as a % of the 1st preference applications made (i.e. A ÷ C)	Ascot	5%	5%	4%	3%	3%	5%	1%	2%	2%		3%	2%
	Maidenhead	26%	25%	25%	21%	24%	24%	28%	16%	14%		23%	17%
	Windsor	66%	57%	86%	71%	74%	74%	64%	46%	37%		64%	47%
	Datchet & Wraysbury	51%	54%	55%	62%	47%	56%	38%	39%	30%		48%	37%
	RBWM	27%	26%	27%	24%	25%	25%	26%	17%	14%		23%	18%
E		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
Successful 1st preference applications for Grammar Schools as at National Offer Day <small>(The green bars represent the proportion of successful 1st preference applications)</small>	Ascot	2	3	4	0	1	4	0	1	0		2	1
	%	25%	38%	57%	0%	17%	44%	0%	25%	0%		26%	13%
	Maidenhead	44	64	61	49	52	74	90	94	86		68	81
	%	31%	37%	37%	32%	30%	42%	45%	48%	38%		41%	67%
	Windsor	13	17	17	13	18	11	13	17	18		15	17
%	39%	50%	31%	32%	39%	30%	33%	53%	60%		38%	52%	
Datchet & Wraysbury	24	11	16	20	6	14	8	13	11		14	12	
%	52%	29%	43%	51%	21%	38%	30%	37%	50%		39%	44%	
RBWM	83	95	98	82	77	103	111	125	115		99	111	
%	37%	38%	37%	35%	31%	40%	41%	63%	61%		40%	59%	

Average = average (mean) of all years, 2007 to 2014
 Weighted Average = average calculated on years 2007 to 2014, but with more weight given to later years. It reflects more recent trends, whilst taking account of the overall average.

1st preference applications made, by school and selected years	2010				2014				2015			
	Applications	Allocated	No Offer	% allocated	Applications	Allocated	No Offer	% allocated	Applications	Allocated	No Offer	% allocated
Sir William Borlase's Grammar S	46	19	27	41%	60	46	14	77%	38	34	4	89%
St Bernard's Catholic Grammar S	45	19	26	42%	30	11	19	37%	22	14	8	64%
John Hampden Grammar Schoo	46	2	44	4%	25	21	4	84%	16	13	3	81%
Upton Court Grammar School	6	4	2	67%	17	5	12	29%	11	4	7	36%
Wycombe High School	18	9	9	50%	15	11	4	73%	12	10	2	83%
Burnham Grammar School	17	7	10	41%	13	10	3	77%	9	8	1	89%
Beaconsfield High School	3	1	2	33%	10	5	5	50%	5	1	4	20%
Kendrick Girls Grammar School	21	6	15	29%	8	4	4	50%	13	9	4	69%
Reading School	9	5	4	56%	6	5	1	83%	18	13	5	72%
Langley Grammar School	12	5	7	42%	5	3	2	60%	12	5	7	42%
The Royal Grammar School	2	2	0	100%	3	1	2	33%	2	2	0	100%
Herschel Grammar School	11	3	8	27%	2	2	0	100%	2	1	1	50%
Tiffin School	1	0	1	0%	2	1	1	50%	1	0	1	0%
The Tiffin Girls' School	0	0	0	0%	1	0	1	0%	0	0	0	0%
Dr Challoner's High School	0	0	0	0%	0	0	0	0%	1	1	0	100%
TOTAL	237	82	155	35%	197	125	72	63%	162	115	47	64%

Breakdown of the data in Table E into 'subareas'

		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16			
Ascot	Ascot	2	3	4	0	1	4	0	1	0		2	1
	%	25%	38%	57%	0%	17%	44%	0%	25%	0%		23%	12%
Maidenhead	Bisham and Cookham	17	17	20	10	21	19	18	14	10		16	13
	%	52%	44%	65%	50%	49%	50%	46%	78%	67%		55%	65%
	Central Maidenhead	5	3	7	7	9	5	12	7	10		7	9
	%	31%	13%	33%	30%	38%	25%	55%	70%	67%		40%	58%
	Maidenhead Villages	2	3	3	0	0	2	0	4	2		2	2
	%	33%	30%	27%	0%	0%	18%	0%	80%	100%		32%	74%
	North East Maidenhead	6	6	10	5	3	11	17	11	14		9	12
	%	32%	25%	38%	21%	10%	38%	45%	55%	68%		39%	66%
North West Maidenhead	9	26	13	19	11	21	30	36	30		22	28	
%	18%	59%	29%	40%	30%	48%	54%	82%	67%		51%	79%	
South East Maidenhead	3	5	4	7	6	11	8	14	9		7	9	
%	17%	28%	19%	32%	38%	46%	29%	82%	60%		42%	73%	
South West Maidenhead	2	4	4	1	2	5	5	8	11		5	8	
%	67%	33%	40%	14%	20%	45%	31%	67%	72%		45%	72%	
Windsor	East Windsor	4	4	3	4	3	3	8	3	6		4	5
	%	57%	44%	21%	50%	30%	33%	67%	50%	67%		47%	57%
	Eton	2	1	1	1	0	0	0	3	1		1	1
	%	40%	33%	20%	20%	0%	0%	0%	75%	50%		26%	46%
	Windsor North	2	3	8	0	4	0	2	4	3		3	3
	%	50%	60%	42%	0%	33%	0%	22%	67%	60%		37%	53%
Windsor South	2	6	1	4	10	2	1	3	4		4	4	
%	22%	67%	10%	33%	71%	22%	20%	38%	57%		38%	47%	
Windsor Villages	3	3	4	4	1	6	2	4	4		3	4	
%	38%	38%	47%	50%	13%	55%	20%	50%	57%		43%	51%	
Datchet & Wraysbury	Datchet and Wraysbury	24	11	16	20	6	14	8	13	11		14	12
	%	62%	29%	43%	51%	21%	38%	30%	37%	50%		40%	45%

H		2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
1st preference applications for Grammar schools, as a % of the Year 6 numbers on roll (i.e. A ÷ B)	Ascot	7%	7%	6%	5%	6%	8%	1%	3%	3%		5%	4%
	Maidenhead	21%	24%	23%	21%	26%	26%	30%	17%	15%		23%	18%
	Windsor	11%	10%	17%	12%	14%	11%	12%	10%	8%		12%	10%
	Datchet & Wraysbury	53%	52%	47%	44%	45%	48%	42%	40%	25%		44%	34%
	RBWM	19%	20%	22%	19%	22%	22%	23%	16%	13%		19%	15%

All applications for grammar school places from RBWM residents

Data excludes Late Applications

2007	2008	2009	2010	2011	2012	2013	2014	2015	Trend	Average	Weighted Average
2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16			

Analysis of all preferences made

This analysis looks at the number of applicants - not the number of preferences.

Slough gives result of 11+ to parents before applications deadline

Bucks follows suit

Holyport College opens

	Ascot	Maidenhead	Windsor	Datchet & Wrayisbury	RBWM
A Count of applicants who indicated any pref. for one (or more) grammar schools <small>(i.e. applicants with 2 or more prefs. for a grammar are only counted once)</small>	13	12	10	6	8
B On Roll in Year 6 (in RBWM school) by area of residence <small>(rbwm school means any state maintained school in the borough, incl. free schools and academies) (January School CENSUS)</small>	117	112	113	119	103
C Count of all applicants for Year 7 places, by area of residence	148	160	180	175	176
D % of applicants putting a grammar school down as any preference <small>(i.e. A ÷ C)</small>	9%	8%	6%	3%	5%
E All successful applicants for a place at a Grammar School, as at National Offer Day <small>(The green bars represent the proportion of successful applications)</small>	2	3	4	0	1

Average = average (mean) of all years, 2007 to 2014. Weighted Average = average calculated on years 2007 to 2014, but with more weight given to later years. It reflects more recent trends, whilst taking account of the overall average.

All applications made (all preferences), by school and selected years	2010					2014					2015				
	Applicants	Allocated	Not Req'd	No Offer excl. not req'd	% allocated /not req'd	Applicants	Allocated	Not Req'd	No Offer excl. not req'd	% allocated /not req'd	Applicants	Allocated	Not Req'd	No Offer excl. not req'd	% allocated /not req'd
Sir William Borlase's Grammar S	84	26	19	39	54%	130	46	62	22	53%	107	35	57	15	59%
St Bernard's Catholic Grammar S	54	23	4	27	50%	62	13	20	29	53%	47	14	19	14	53%
John Hampden Grammar Schoo	71	2	15	54	24%	62	25	27	10	34%	47	13	27	7	32%
Upton Court Grammar School	23	4	13	6	26%	39	6	15	18	38%	36	5	21	10	28%
Wycombe High School	29	12	4	13	55%	43	13	26	4	58%	33	10	17	6	52%
Burnham Grammar School	74	17	26	31	58%	82	16	53	13	60%	56	12	39	5	57%
Beaconsfield High School	13	1	4	8	38%	32	7	19	6	47%	33	1	26	6	52%
Kendrick Girls Grammar School	24	6	1	17	29%	16	4	6	6	43%	20	9	7	4	50%
Reading School	14	6	1	7	50%	13	7	4	2	69%	31	13	12	6	61%
Langley Grammar School	27	7	4	16	41%	38	4	28	6	34%	50	6	33	11	38%
The Royal Grammar School	7	2	2	3	57%	28	1	24	3	67%	28	5	18	5	62%
Herschel Grammar School	30	3	8	19	37%	34	4	23	7	47%	40	4	28	8	50%
Tiffin School	2	0	0	2	0%	6	1	2	3	50%	1	0	0	1	0%
Dr Challoner's Grammar School	0	0	0	0	0%	4	0	4	0	100%	1	0	1	0	100%
Chesham Grammar School	0	0	0	0	0%	3	0	3	0	100%	0	0	0	0	0%
The Tiffin Girls' School	0	0	0	0	0%	2	0	0	2	0%	0	0	0	0	0%
Dr Challoner's High School	0	0	0	0	0%	1	0	1	0	100%	1	1	0	0	100%
Sir Henry Floyd Grammar Schoo	0	0	0	0	0%	1	0	0	1	0%	0	0	0	0	0%
Aylesbury Grammar School	0	0	0	0	0%	0	0	0	0	0%	1	0	1	0	100%
King Edward VI Grammar Schoc	0	0	0	0	0%	1	0	1	0	100%	0	0	0	0	0%
TOTAL	452	109	101	242	46%	597	147	318	132	53%	532	128	306	98	52%

Table F Note: This table does include all preferences made, so that a complete picture is given for each school. 'Not Required' means that the applicant obtained a place at a higher ranked school.

G Breakdown of the data in Table E into 'subareas'

	Ascot	Maidenhead	Windsor	Datchet & Wrayisbury	RBWM
H All preference applications for Grammar schools, as a % of the Year 6 numbers on roll <small>(i.e. A ÷ B)</small>	11%	11%	9%	5%	8%
I Applicants who chose a grammar, but not as a 1st preference	22	17	21	12	16

Grammar, but not 1st pref.	22	17	21	12	16	16	17	21	19
Altwood Church of England	1	1	1	-	2	-	-	-	-
Charters School	8	5	3	-	2	-	2	3	2
Churchmead Church of Eng	-	-	-	-	-	1	-	-	-
Colchester County High Sch	1	-	-	-	-	-	-	-	-
Cox Green School	-	-	-	-	1	2	1	-	-
Denefield School	-	-	-	-	-	-	1	-	-
Desborough College	1	1	2	1	-	-	-	1	4
Furze Platt Senior School	3	1	3	1	3	2	2	3	3
Guru Nanak Sikh Secondary	-	-	-	-	1	-	-	-	-
Holyport College	-	-	-	-	-	-	-	2	4
Magna Carta School	2	2	1	-	1	1	1	-	1
Newlands Girls' School	5	2	6	6	5	5	6	6	2
Piggott CE Controlled Seco	-	2	-	-	-	1	-	1	-
Queen Elizabeth's School, B	-	-	-	-	-	-	1	3	1
Ranelagh Church of Englan	-	-	1	-	-	-	1	-	-
Salesian School, Chertsey	-	3	-	-	-	-	-	-	2
St Joseph's Catholic High Sc	-	-	1	-	-	-	-	-	-
The Langley Academy	-	-	-	-	-	1	-	1	-
The Matthew Arnold School	-	-	-	1	-	-	-	-	-
No 1st preference school	1	0	3	3	1	3	2	1	0