RBWM

Education Data Pack

Academic Year 2021 – 2022

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.
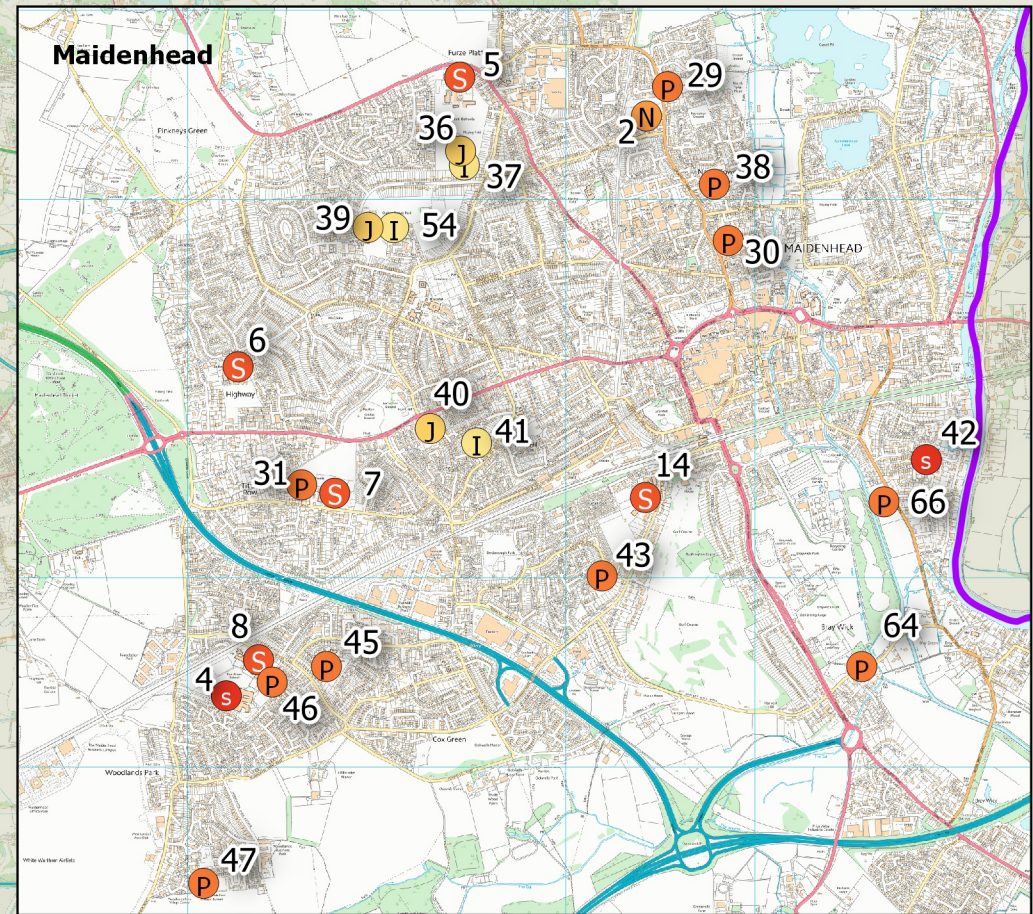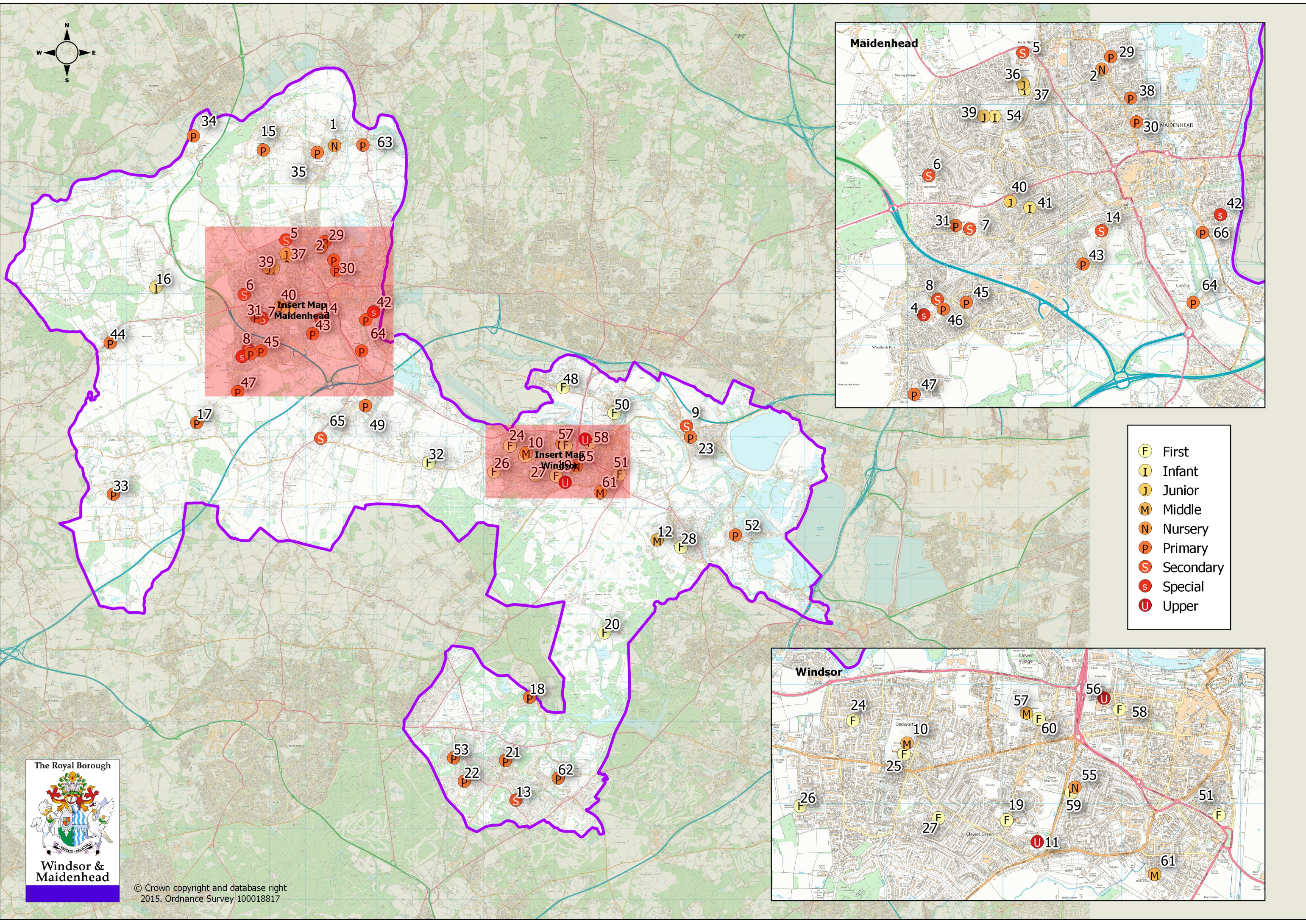
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University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University,University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds,University 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

The Royal Borough Windsor & Maidenhead

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2015. Ordnance Survey 100018817

Maidenhead

Windsor

Insert Map Maidenhead

Insert Map Windsor

Legend:
- 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 Campion Catholic Primary School	64	Braywick Court School
32	Braywood C of E First School	65	Holyport College
33	Waltham St Lawrence Primary School	66	Oldfield Primary School

CONTENTS

EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

1.1 The number of RBWM schools given an Ofsted judgement of good or outstanding has increased in the 2021/22 academic year to 97% (from 94%) while nationally it has increased from 86% to 88%.

1.2 96% of primary schools and all secondary schools are rated good or outstanding (higher than the secondary national figure of 78%).

2. Attainment and progress

2.1 These are the first 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 has been a marked fall in national and RBWM results since the pandemic for primary key stage assessments. The summer GSCE and A levels saw adaptions made to the exams (including advance information) and the approach to grading. Grades awarded were a midpoint between the 2019 exams and the higher teacher assessment grades awarded in 2021.

2.2 Standards in RBWM for 2021/22 were above national at Early Years and for all Key Stages except for phonics and some measures at Key Stage 5:

- At Early Years Foundation Stage 67% of children in RBWM attained "a good level of development". It places the Royal Borough as joint 42nd LA in England.

- 74% of Year 1 children reached the required standard in the phonic screening test. This was a decrease on the prepandemic standard and placed RBWM just below the national result of 75%. (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 (69%), Writing (59%) and Maths (71%), with RBWM remaining above national results by approximately two percentage points in each case. This placed RBWM joint 37th, 48th and 24th respectively. (Section 3.3)

- Children at the end of Key Stage 2, aged 11, achieve well. There continues to be an above average performance at KS2 in the combined core subjects of Reading Writing and Maths (63%), with RBWM remaining above the national result by approximately four percentage points. This placed RBWM joint 27th in the country. (Section 3.5)

- In 2022, Pupils in RBWM have made above average progress at KS2 compared to national in Reading, while progress in Writing and Maths, was in line with the 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 55%, well above the national average of 50% for state schools. The LA was 35th on this measure. (Section 4.4)

- On the Progress 8 measure, RBWM achieved +0.06 in 2022, Due to the uneven impact of the pandemic the DfE recommends not making any direct comparisons with data between schools or with previous years.

- At Key Stage 5, age 18, the average point score per A level student in their three best subjects, expressed as a grade was B-. This is the just below the state funded national average of B. 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 19.9%, just below the 20.6% national figure for state-funded schools/colleges. (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, Black pupils and pupils who have an EHCP. However, for pupils in two of these groups (Asian and black 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 2019. (Table 6d). FSM pupils have been disproportionally 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 6g)

4.   Pupil absence
RBWM absences for primary for 2020/21 were 3.1% (18.3% including Covid absences) and for secondary 4.9% (22.0% including Covid absences). Corresponding national figures for 2020/21 were 3.6% (21.3% including Covid absences) for primary and 5.5% (25.0% including Covid absences) for secondary (Section 7.1).

5. Pupil exclusions

The number of permanent exclusions in RBWM has fallen in the first Covid academic year 2020/21 to 18 pupils (0.08% of total pupils). The latest national comparisons are for 2019/20, when 5 students in every 10,000 (0.05%) were excluded. (Section 8.2 Table 8a)

6. Pupil destinations and not in education employment or training (2020/21)

6.1 The analysis of pupil destinations shows:

6.2 At the end of Key Stage 4, 95% of RBWM students went on to, or remained in, education or employment, similar to the national level of 94% (Section 9.1).

6.3 At the end of Key Stage 5, 66% of RBWM school pupils progressed to UK Higher Education Institutions. (Section 9 Table 9c)

6.4 The average number of young people who were known to be not in education employment or training (NEET) during the 3 months to August 2022 was 20; this represents 0.6% of the cohort. The % unknown is 9.1 which has come down from 19.7 in the 2017 but is two percentage points 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 2021/22 Ofsted fully restarted all types of inspection. Ofsted resumed routine inspections of all outstanding schools and increased the proportion of good schools that receive a graded inspection. This means that the length of time since each school's last full graded inspection will gradually decrease. In the academic year 2021/22, ten Royal Borough schools were inspected by Ofsted; these consisted of three first schools, four primary schools, one junior school, one middle school, and one secondary age school.

1.2 The number of RBWM schools given an Ofsted judgement of good or better has increased in the 2021/22 academic year to 97% (from 94%) while nationally it increased from 86% to 88%.

Table 1a School Ofsted Ratings 2021/22
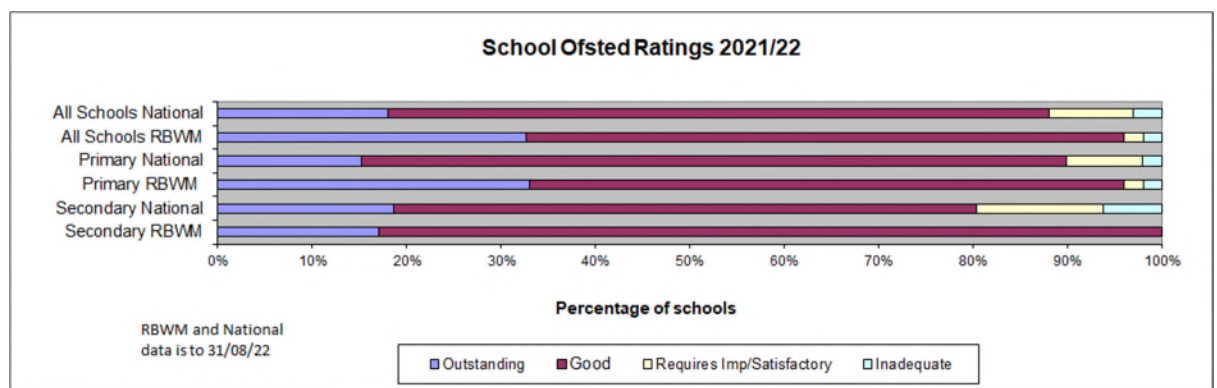
NURSERY SCHOOLS

1.3 No nursery schools have been inspected.

PRIMARY AGE SCHOOLS

1.4 Overall, 96% of RBWM primaries were rated good or outstanding at the end of academic year 2021/22.

1.5 Eight RBWM primary age schools were inspected in the academic year 2021/22, of which two improved their rating to good, five remained the same and one 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 2021/22. RBWM is well above the national figure of 80% at the end of the academic year.

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 current ratings – RBWM schools (Data Pack Figure 1a) shows the schools and their ratings as at 31.08.22.

1.9 The Ofsted status table (Data Pack Figure 1b) shows percentage of schools by category and type for the academic year 2021/22.

1.10 Data Pack Figure 1c is the same as Figure 1a but gives the latest information as at 14/02/20. In the academic year 2022/2023, one middle school has been inspected to date and it remained good.

Data Pack Figure 1a - RBWM Schools (31/08/2022)

KEY STATISTICS (ofsted format)		Outstanding			Good			Requires Improvement			Inadequate		
Count	Maintained Schools	RBWM		National	RBWM		National	RBWM		National	RBWM		National
3	Nursery Schools	3	100%	62%	0	0%	36%	0	0%	2%	0	0%	1%
30	Primary Schools	8	27%	15%	20	67%	78%	1	3%	7%	1	3%	1%
1	Middle	0	0%	15%	1	100%	71%	0	0%	13%	0	0%	2%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	37%	1	100%	56%	0	0%	4%	0	0%	2%
1	Pupil Referral Units	0	0%	15%	1	100%	79%	0	0%	5%	0	0%	0%
Count	Academies		Outstanding			Good			Requires Improvement			Inadequate	
8	Primary Phase(Converters)	2	25%	19%	6	75%	72%	0	0%	9%	0	0%	0%
6	Secondary Phase(Converters)	1	17%	24%	5	83%	61%	0	0%	11%	0	0%	4%
1	Primary (Sponsor-led)	0	0%	7%	1	100%	75%	0	0%	15%	0	0%	2%
3	Middle	0	0%	24%	3	100%	61%	0	0%	11%	0	0%	4%
Count	Free Schools		Outstanding			Good			Requires Improvement			Inadequate	
1	Primary	1	100%	35%	0	0%	58%	0	0%	7%	0	0%	0%
1	Secondary	1	100%	25%	0	0%	60%	0	0%	11%	0	0%	3%
1	Special	0	0%	14%	1	100%	65%	0	0%	17%	0	0%	3%
Count	Academies Historic Inspections only		Outstanding			Good			Requires Improvement			Inadequate	
6	Primary (Converters)	4	67%		2	33%		0	0%		0	0%	
2	Secondary Phase (Converters)	2	100%		0	0%		0	0%		0	0%	
Count			Outstanding			Good			Requires Improvement			Inadequate	
		RBWM		National	RBWM		National	RBWM		National	RBWM		National
37	Maintained schools 31 Aug 2022	11	30%		24	65%		1	3%		1	3%	
58	Current inspected schools 31 Aug 2022	16	28%		40	69%		1	2%		1	2%	
66	All Inspected Schools 31 Aug 2022	22	33%	18%	42	64%	70%	1	2%	9%	1	2%	3%
66	All Inspected Schools 31 Aug 2020	22	33%	19%	40	61%	67%	4	6%	10%	0	0%	3%
	Change (since inspections started)		↑			↑			↓			↑		

National as at 31/8/2022

Improved: Eton Wick, Bisham, Dedworth Middle		3
Same: Homer, The Royal, Furze Platt SS, Holy Trinity Cookham, Cookham Rise, Cookham Dean		6
Declined: All Saints		1
Total Schools		**10**

Schools Good/Out	64	97%
Schools RI/Inadeq	2	3%

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

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

We have 66 schools

Key Headlines

97% of RBWM pupils attend Good/Outstanding Schools

There have been ten inspections this academic year.

RBWM has a higher percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (88% on 31.08.22)

Inspections this Academic Year 2021/2022 (published reports)	
Autumn Term	4
Spring Term	2
Summer Term	4

Data Pack Figure 1b

School Type	School	Overall effectiveness	Inspection Date	Report Date	Type of Establishment	Academy Conversion date	Inspection
Nursery	Cookham Nursery	Outstanding	23rd January 2018	22nd February 2018	LA Maintained		Current
	Maidenhead Nursery	Outstanding	12th June 2018	29th June 2018	LA Maintained		Current
	The Lawns Nursery	Outstanding	14th February 2019	12th March 2019	LA Maintained		Current
Infant	Alwyn Infants	Good	27th March 2018	27th April 2018	LA Maintained		Current
	Boyne Hill CE Infant and Nursery	Outstanding	6th June 2013	27th June 2013	LA Maintained		Current
	Burchetts Green CE Infants	Outstanding	3rd June 2009	19th June 2009	Academy Converter	1st December 2014	Historic Academy
	Furze Platt Infants	Good	25th September 2014	17th October 2014	LA Maintained		Current
Junior	All Saints CE Junior	Inadequate	9th February 2022	4th April 2022	LA Maintained		Current
	Courthouse Junior	Good	1st October 2019	11th November 2019	LA Maintained		Current
	Furze Platt Junior	Outstanding	4th December 2018	9th January 2019	LA Maintained		Current
Primary	Bisham CE Primary	Good	4th November 2021	6th December 2021	Academy Converter	6th September 2017	Current Academy
	Braywick Court	Outstanding	7th June 2017	11th July 2017	Free		Current Free
	Cheapside CE Primary	Good	10th December 2019	22nd Janaury 2020	LA Maintained		Current
	Cookham Dean CE Primary	Good	8th June 2022	25th July 2022	LA Maintained		Current
	Cookham Rise Primary	Good	26 April 2022	1st July 2022	LA Maintained		Current
	Datchet St Mary's Primary	Good	11th September 2018	3rd October 2018	Academy Converter	1st January 2012	Current Academy
	Holy Trinity CE Primary Cookham	Outstanding	2nd March 2022	11th May 2022	LA Maintained		Current
	Holy Trinity CE Primary Sunningdale	Good	19th June 2018	10th July 2018	LA Maintained		Current
	Holyport CE Primary	Good	30th April 2019	17th May 2019	Academy Converter	1st June 2016	Current Academy
	Knowl Hill CE Primary	Outstanding	21st March 2017	3rd May 2017	Academy Converter	1st September 2014	Current Academy
	Larchfield Primary and Nursery	Good	10th June 2015	3rd July 2015	LA Maintained		Current
	Lowbrook Primary	Outstanding	29th January 2008	February 2008	Academy Converter	1st April 2011	Historic Academy
	Oldfield Primary	Outstanding	30th September 2014	22nd October 2014	LA Maintained		Current
	Riverside Primary	Requires Improvement	12th November 2019	12th December 2019	LA Maintained		Current
	South Ascot Village School	Good	11th July 2019	29th July 2019	LA Maintained		Current
	St Edmund Campion Catholic Primary	Outstanding	23rd September 2009	15th October 2009	Academy Converter	6th July 2017	Historic Academy
	St Francis Catholic Primary	Outstanding	15th January 2013	1st February 2013	Academy Converter	1st September 2015	Historic Academy
	St Luke's CE Primary	Outstanding	11th October 2017	20th November 2017	Academy Converter	1st December 2014	Current Academy
	St Mary's Catholic Primary	Good	10th December 2019	13th January 2020	Academy Converter	1st July 2013	Current Academy
	St Michael's CE Primary	Good	3rd March 2020	12th May 2020	LA Maintained		Current
	Waltham St Lawrence Primary	Outstanding	31st January 2017	2nd March 2017	LA Maintained		Current
	Wessex Primary School	Good	25th February 2020	18th March 2020	LA Maintained		Current
	White Waltham CE	Good	26th February 2019	18th March 2019	Academy Converter	1st September 2012	Current Academy
	Woodlands Park Primary	Good	8th November 2017	12th December 2017	LA Maintained		Current
	Wraysbury Primary	Good	27th September 2017	19th October 2017	LA Maintained		Current
First	Alexander First	Good	3rd October 2017	24th October 2017	LA Maintained		Current
	Braywood CE First	Outstanding	15th February 2011	15th March 2011	LA Maintained		Current
	Clewer Green CE Aided First	Good	12th February 2019	11th March 2019	Academy Converter	1st April 2020	Historic Academy
	Dedworth Green First	Good	6th November 2018	27th November 2018	Academy Converter	1st May 2016	Current Academy
	Eton Porny CE First	Good	3rd October 2018	31st October 2018	Sponsored Academy	1st February 2016	Current Academy
	Eton Wick CE First	Good	28th September 2021	17th November 2021	LA Maintained		Current
	Hilltop First	Outstanding	27th May 2010	21st June 2010	LA Maintained		Current
	Homer First	Good	6th October 2021	23rd November 2021	LA Maintained		Current
	King's Court First	Good	3rd March 2020	24th June 2020	LA Maintained		Current
	Oakfield First	Good	6th November 2018	27th November 2018	Academy Converter	1st October 2021	Historic Academy
	St Edward's Catholic First	Outstanding	26th February 2009	16th March 2009	LA Maintained		Current
	The Queen Anne Royal Free CE Controlled First	Good	24th September 2019	18th October 2019	LA Maintained		Current
	The Royal (Crown Aided)	Good	21st October 2021	6th December 2021	LA Maintained		Current
	Trinity St Stephen CE Aided First	Good	22nd November 2017	3rd January 2018	LA Maintained		Current
Middle (deemed secondary) Schools	Dedworth Middle	Good	22nd June 2022	tbc	Academy Converter	1st May 2016	Current Academy
	St Edward's Royal Free Ecumenical Middle	Good	6th June 2017	11th July 2017	LA Maintained		Current
	St Peter's CE Middle	Good	13th September 2017	12th October 2017	Academy Converter	1st November 2014	Current Academy
	Trevelyan Middle	Good	1st October 2019	11th November 2019	Academy Converter	1st November 2016	Current Academy
Secondary School	Altwood Church of England	Good	11th October 2017	22nd November 2017	Academy Converter	1st July 2012	Current Academy
	Charters	Outstanding	4th November 2009	December 2009	Academy Converter	1st October 2012	Historic Academy
	Churchmead CE (VA) School	Good	2nd July 2019	19th July 2019	LA Maintained		Current
	Cox Green	Good	20th September 2018	6th November 2018	Academy Converter	1st December 2011	Current Academy
	Desborough College	Good	12th February 2019	7th March 2019	Academy Converter	1st December 2012	Current Academy
	Furze Platt	Good	17th November 2021	14th January 2022	Academy Converter	1st December 2011	Current Academy
	Holyport College	Outstanding	17th May 2017	26th June2017	Free		Current Free
	Newlands Girls	Outstanding	9th October 2018	19th November 2018	Academy Converter	1st October 2015	Current Academy
	The Windsor Boys'	Good	27th February 2018	18th April 2018	Academy Converter	1st April 2018	Current Academy
	Windsor Girls'	Outstanding	9th May 2013	7th June 2013	Academy Converter	1st March 2015	Historic Academy
Special	Manor Green	Good	2nd November 2017	23rd November 2017	LA Maintained		Current
	Forest Bridge	Good	13th June 2018	17th July 2018	Free		Current Free
AP	RBWM Alternative Learning Provision (RISE)	Good	19th November 2019	5th December 2019	LA Maintained		Current

Figure 1c - Current Ofsted Status - RBWM Schools (06/12/2022)

Currently Inspected schools

KEY STATISTICS (ofsted format)		Outstanding			Good			Requires Improvement			Inadequate		
Count	**Maintained Schools**	RBWM		National	RBWM		National	RBWM		National	RBWM		National
3	Nursery Schools	3	100%	62%	0	0%	36%	0	0%	2%	0	0%	1%
30	Primary Schools	8	27%	15%	20	67%	78%	1	3%	7%	1	3%	1%
1	Middle	0	0%	15%	1	100%	71%	0	0%	13%	0	0%	2%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	37%	1	100%	56%	0	0%	4%	0	0%	2%
1	Pupil Referral Units	0	0%	15%	1	100%	79%	0	0%	5%	0	0%	0%
Count	**Academies**		Outstanding			Good			Requires Improvement			Inadequate	
8	Primary Phase(Converters)	2	25%	19%	6	75%	72%	0	0%	9%	0	0%	0%
6	Secondary Phase(Converters)	1	17%	24%	5	83%	61%	0	0%	11%	0	0%	4%
1	Primary (Sponsor-led)	0	0%	7%	1	100%	75%	0	0%	15%	0	0%	2%
3	Middle	0	0%	24%	3	100%	61%	0	0%	11%	0	0%	4%
Count	**Free Schools**		Outstanding			Good			Requires Improvement			Inadequate	
1	Primary	1	100%	35%	0	0%	58%	0	0%	7%	0	0%	0%
1	Secondary	1	100%	25%	0	0%	60%	0	0%	11%	0	0%	3%
1	Special	0	0%	14%	1	100%	65%	0	0%	17%	0	0%	3%
Count	**Academies Historic Inspections only**		Outstanding			Good			Requires Improvement			Inadequate	
6	Primary (Converters)	4	67%		2	33%		0	0%		0	0%	
2	Secondary Phase (Converters)	2	100%		0	0%		0	0%		0	0%	
Count			Outstanding			Good			Requires Improvement			Inadequate	
		RBWM		National	RBWM		National	RBWM		National	RBWM		National
37	Maintained schools 31 Aug 2022	11	**30%**		24	**65%**		1	**3%**		1	**3%**	
58	Current inspected schools 31 Aug 2022	16	**28%**		40	**69%**		1	**2%**		1	**2%**	
66	**All Inspected Schools 31 Aug 2022**	**22**	**33%**	18%	**42**	**64%**	70%	**1**	**2%**	9%	**1**	**2%**	3%
66	**All Inspected Schools 31 Aug 2020**	**22**	**33%**	19%	**40**	**61%**	67%	**4**	**6%**	10%	**0**	**0%**	3%
	Change (since inspections started)		→		↑			↓			↑		

National as at 31/8/2022

Improved:		0
Same: St Edwards Middle		1
Declined:		0
Total Schools		**0**

Schools Good/Out	64	97%
Schools RI/Inadeq	2	3%

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

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

We have 66 schools

Key Headlines

97% of RBWM pupils attend Good/Outstanding Schools

There has been one inspection this academic year.

Inspections this Academic Year 2022/2023 (published reports)	
Autumn Term	1
Spring Term	0
Summer Term	0

SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

SUMMARY

2.1 This year saw the return of the summer exams and assessments after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic. 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 phonics and some KS5 measures. The figures by the RBWM blocks give our rankings out of the 150 LAs which have educational data.

Chart 2a

Source DfE LAIT tool 2022

Data Pack Figure 2a summarises Educational Attainment by Key Stage and School. It also includes the Ofsted rating as at 31 August 2022.

Data Pack Figure 2a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.19	OFSTED Inspection as at 01.06.22	EYFS 2022 NOR	EYFS 2018 % GLD	EYFS 2019 % GLD	EYFS 2022 % GLD	Phonics 2022 NOR	Phonics 2018 % Wkg	Phonics 2019 % Wkg	Phonics 2022 % Wkg	KS1 2022 NOR	KS1 2018 Rdg	KS1 2018 Wtg	KS1 2018 Ma	KS1 2019 Rdg	KS1 2019 Wtg	KS1 2019 Ma	KS1 2022 Rdg	KS1 2022 Wtg	KS1 2022 Ma	KS2 2022 NOR	KS2 2018 RWM	KS2 2019 RWM	KS2 2022 RWM	KS4 2022 NOR	GCSE 2018	GCSE 2019	GCSE 2022	KS5 2019 A level students	APS 2018	APS 2019	APS 2022
Alexander First	Good	Good	21	71	53	62	23	78	60	70	21	75	60	75	65	53	77	71	52	71												
All Saints CE Junior	Good	Inadequate																			66	64	59	52								
Alwyn Infants	Good	Good	74	78	73	66	84	93	86	43	87	88	80	88	85	79	88	81	61	75												
Bisham CE Primary	Requires Imp.	Good	17	71	82	88	10	90	100	70	10	100	100	100	77	77	85	80	60	90	9	n/a	n/a	89								
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	59	85	72	48	56	80	80	61	55	76	72	74	83	72	83	71	56	67	29			66								
Braywick Court Free School	Outstanding	Outstanding	31	87	80	84	30	93	93	94	30	84	77	81	83	77	83	83	83	93												
Braywood CE First	Outstanding	Outstanding	21	82	84	91	25	93	96	88	25	90	83	90	97	86	100	80	72	80												
Burchetts Green CE Infants	Outstanding	Outstanding	18	79	84	83	17	90	80	82	15	100	100	100	86	73	86	80	73	80												
Cheapside CE Primary	Outstanding	Good	25	63	83	48	28	57	76	75	30	92	67	79	71	71	71	77	77	80	30	80	89	53								
Clewer Green CE Aided First	Good	Good	53	70	75	85	60	93	80	55	47	89	84	89	87	75	90	81	77	72												
Cookham Dean CE Primary	Good	Good	27	78	85	78	28	93	100	64	28	93	85	89	93	85	93	79	68	79	27	73	85	85								
Cookham Rise Primary	Good	Good	31	87	80	84	30	93	80	90	29	87	77	77	77	74	73	76	62	72	30	67	77	63								
Courthouse Junior	Requires Imp.	Good																			77	64	50	65								
Datchet St Mary's Primary	Good	Good	30	77	73	60	28	93	100	79	30	80	77	83	80	70	80	60	57	63	28	65	59	64								
Dedworth Green First	Good	Good	23	76	72	13	29	93	52	34	27	67	27	63	60	53	73	52	33	59												
Dedworth Middle	Requires Imp.	Good																			125	50	50	58								
Eton Porny CE First	Good	Good	30	76	83	80	28	95	95	89	28	88	83	92	84	79	79	82	68	82												
Eton Wick CE First	Requires Imp.	Good	18	79	53	50	12	79	82	75	12	82	74	85	64	54	64	67	42	58												
Furze Platt Infants	Good	Good	87	83	73	72	88	86	94	82	89	84	74	80	81	75	82	76	71	83												
Furze Platt Junior	Outstanding	Outstanding																			91	82	74	68								
Hilltop First	Outstanding	Outstanding	37	65	82	65	45	81	86	84	39	91	82	93	87	67	76	77	46	62												
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	30	77	83	90	29	97	87	93	29	97	90	97	90	97	90	79	62	93	28	93	97	61								
Holy Trinity CE Primary Sunningdale	Good	Good	30	83	86	80	30	86	93	80	30	82	82	82	90	72	90	73	50	83	58	77	90	78								
Holyport CE Primary	Good	Good	28	76	75	79	30	97	83	87	30	83	74	70	88	82	88	63	63	70	45	45	76	69								
Homer First	Good	Good	34	73	78	65	40	87	87	68	42	88	84	79	82	76	76	62	55	57												
King's Court First	Good	Good	34	79	79	74	24	86	84	83	33	84	42	84	93	72	86	67	61	85												
Knowl Hill CE Primary	Outstanding	Outstanding	11	81	80	82	15	100	90	80	20	86	82	86	77	77	77	70	65	75	20	50	74	55								
Larchfield Primary and Nursery	Good	Good	29	67	83	69	30	89	77	57	28	68	65	81	74	77	63	54	29	39	27	72	57	52								
Lowbrook Primary	Outstanding	Outstanding	60	83	93	92	61	100	100	97	30	93	92	97	98	93	95	97	100	100	60	96	97	100								
Oakfield First	Good	Good	59	72	78	70	60	83	81	85	53	85	68	75	88	71	86	77	64	74												
Oldfield Primary	Outstanding	Outstanding	59	88	81	78	60	87	92	80	60	88	83	92	83	78	87	70	55	72	59	94	87	85								
Riverside Primary	Good	Requires Imp.	36	60	47	39	51	78	53	77	43	57	60	58	46	39	44	40	23	49	49	19	23	51								
South Ascot Village School	Good	Good	20	84	71	85	21	62	70	62	20	81	77	81	64	61	71	40	30	50	31	63	83	81								
St Edmund Campion Catholic Primary	Outstanding	Outstanding	61	74	78	75	60	95	95	100	60	88	80	85	83	75	83	78	68	78	60	83	88	85								
St Edward's Catholic First	Outstanding	Outstanding	53	80	72	76	60	88	90	65	54	75	77	78	88	85	90	82	72	76												
St Edward's Royal Free Ecumenical Middle	Good	Good																			121	73	80	67								
St Francis Catholic Primary	Outstanding	Outstanding	30	83	90	77	30	86	83	87	30	87	67	77	80	70	90	90	80	80	30	87	87	93								
St Luke's CE Primary	Outstanding	Outstanding	44	27	36	25	45	74	71	60	45	63	58	65	55	55	66	42	31	40	38	58	49	61								
St Mary's Catholic Primary	Good	Good	45	73	73	56	43	80	84	79	44	76	55	74	71	57	52	48	68	38	37	79	63	38								
St Michael's CE Primary	Good	Good	19	79	86	79	30	90	90	83	30	80	77	80	77	70	73	50	67	70	30	81	70	67								
St Peter's CE Middle	Good	Good																			81	63	66	51								
The Queen Anne Royal Free CE First	Good	Good	30	71	67	63	31	80	90	58	30	86	86	90	86	71	75	80	57	63												
The Royal (Crown Aided)	Good	Good	20	80	90	80	20	91	70	60	26	94	94	100	95	91	100	65	39	46												
Trevelyan Middle	Requires Imp.	Good																			148	70	82	58								
Trinity St Stephen CE Aided First	Good	Good	22	78	73	73	30	90	97	80	28	90	83	90	86	77	79	86	79	79												
Waltham St Lawrence Primary	Outstanding	Outstanding	18	85	86	56	22	83	90	91	21	84	74	79	74	63	74	67	71	76	21	63	78	58								
Wessex Primary School	Good	Good	58	78	82	50	44	81	70	86	58	61	59	61	74	66	74	57	46	73	56	61	69	38								
White Waltham CE	Good	Good	30	73	79	83	23	97	93	65	29	90	93	97	83	83	90	79	83	100	28	79	60	75								
Woodlands Park Primary	Good	Good	19	52	58	53	23	89	90	65	22	63	63	63	81	77	81	50	45	50	11	56	39	9								
Wraysbury Primary	Good	Good	55	72	66	55	53	57	84	60	60	65	63	77	64	50	69	63	50	63	49	42	50	45								
Altwood CE	Good	Good																							42	47	33	36	33	C	D+	
Charters	Outstanding	Outstanding																							269	68	54	64	168	B-	B-	
Churchmead CE (VA)	Good	Good																							52	30	26	33	1			
Cox Green	Good	Good																							189	38	40	44	52	C+	B-	
Desborough College	Good	Good																							178	47	43	62	54	C+	C+	
Furze Platt	Good	Good																							195	47	53	57	86	B-	B-	
Holyport College	Outstanding	Outstanding																							80	56	54	59	82			
Newlands Girls	Outstanding	Outstanding																							183	61	62	69	83	C+	B-	
The Windsor Boys	Good	Good																							225	49	46	53	89	B-	C+	
Windsor Girls	Outstanding	Outstanding																							184	50	52	50	66	C+	C+	
RBWM			1612	77	74	67	1,604	86	83	74	1578	81	73	80	79	71	80	69	59	71	1630	66	69	63	1632	51	48	55	715	B-	C+	B-
National				71	72	65		82	82	75		75	70	76	75	69	76	67	58	68		61	64	59		43	43	50		C+	C+	B

Column group headers: EYFS (ages 4 - 5); PHONICS Y1 (ages 5 - 6); KS1 % meeting age related expectations; KS2 % meeting expected standard; KS4 (ages 11 - 16) % E+M GCSE 9 -5; KS5 (ages 16 - 18) Average point score in best 3 A level entries (expressed as a grade)

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

Key for KS5:
- Two thirds of grade above national
- One third of grade above national
- Same grade as national
- One third of grade below national
- Two thirds of grade below national

Section 3 - Primary attainment and progress

This section summarises the attainment of Borough pupils in primary education for each national curriculum assessment stage. These are the first primary attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic.

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 2021/22 assessment outcomes with earlier years**. It is also the first release since the publication of the 2018/19 statistics, as the 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 2022 was 67%.

- The attainment of pupils in the EYFS this year outperformed pupils nationally by two percentage points (67 v 65).

- This result placed us joint 42nd in the LA rankings for England.

- Pupils may be aged anything between still 4 and nearly 6 when assessed at the end of the reception year. The differing age of pupils can have a marked effect on their level of development.
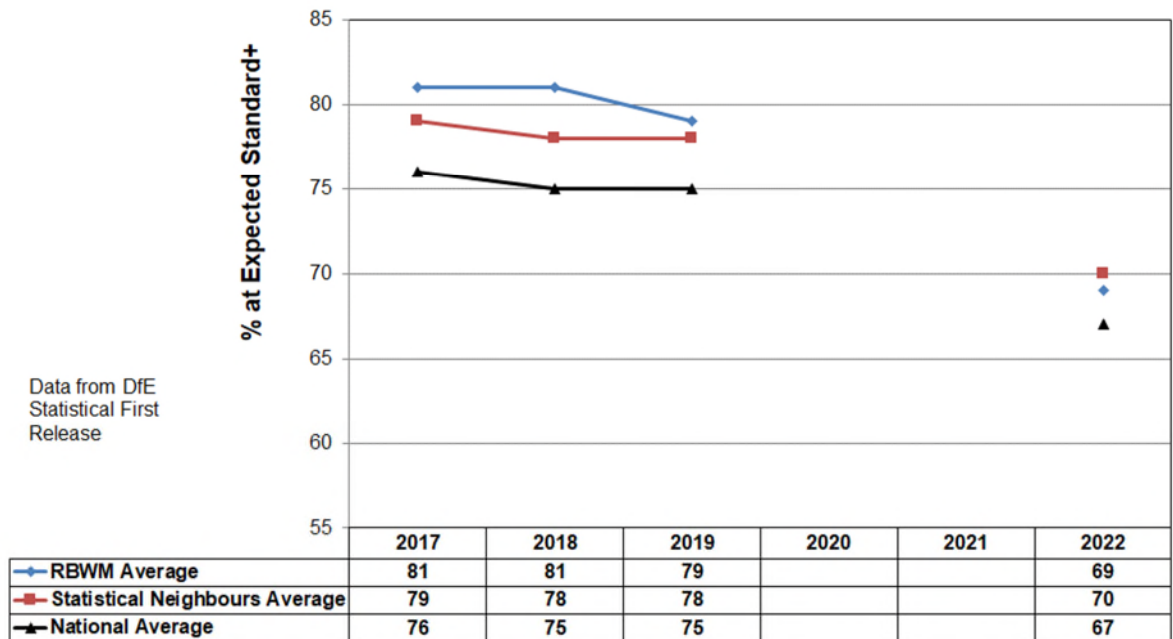
Phonics

3.2 In 2012, the government introduced a new statutory phonics screening check for all children in Year 1. The purpose of the check is 'to confirm whether each child has learnt phonic decoding to an age-appropriate standard'. The test is repeated in Year 2 for those that did not meet the required standard in Year 1.

- In RBWM for 2022, 74% of pupils reached the required standard in phonic decoding, which was just below the national result of 75% and placed us 99th. Nationally the number of pupils meeting the standard has decreased by seven percentage points since 2019 and for RBWM it has fallen by nine percentage points.
- The RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was 88% (down from 93% in 2019), whilst the national average was 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 first 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
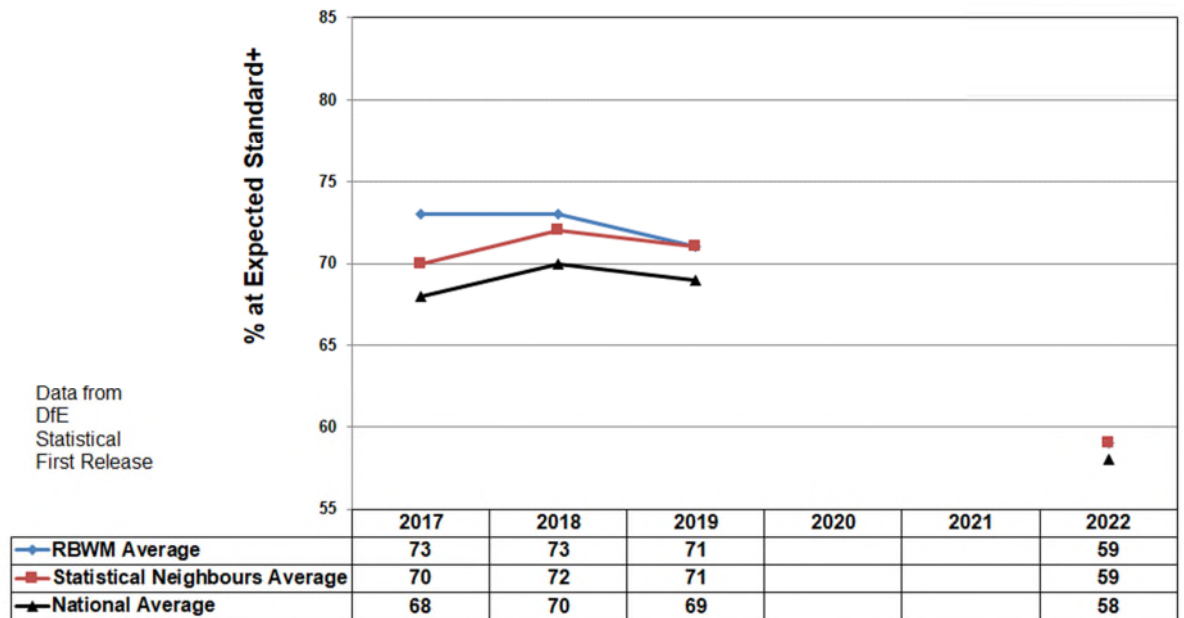
- There continues to be an above average performance at KS1 in the core subjects of Reading - 69% vs National 67% (2019 was 79% vs 75%), Writing – 59% vs National 58% (2019 was 71% vs 69%) and Maths, where 71% vs National 68% (2019 was 80% vs 76%). RBWM remained above national results by an average of two percentage points but nationally and at Borough level results decreased by over eight percentage points. This placed RBWM joint 37th, joint 48th and joint 24th respectively.

- Looking at those pupils achieving higher than the expected standard, RBWM is a top quartile local authority nationally, being placed joint 21st (22%), joint 29th (10%) and joint 30th (18%) in Reading, Writing and Maths respectively

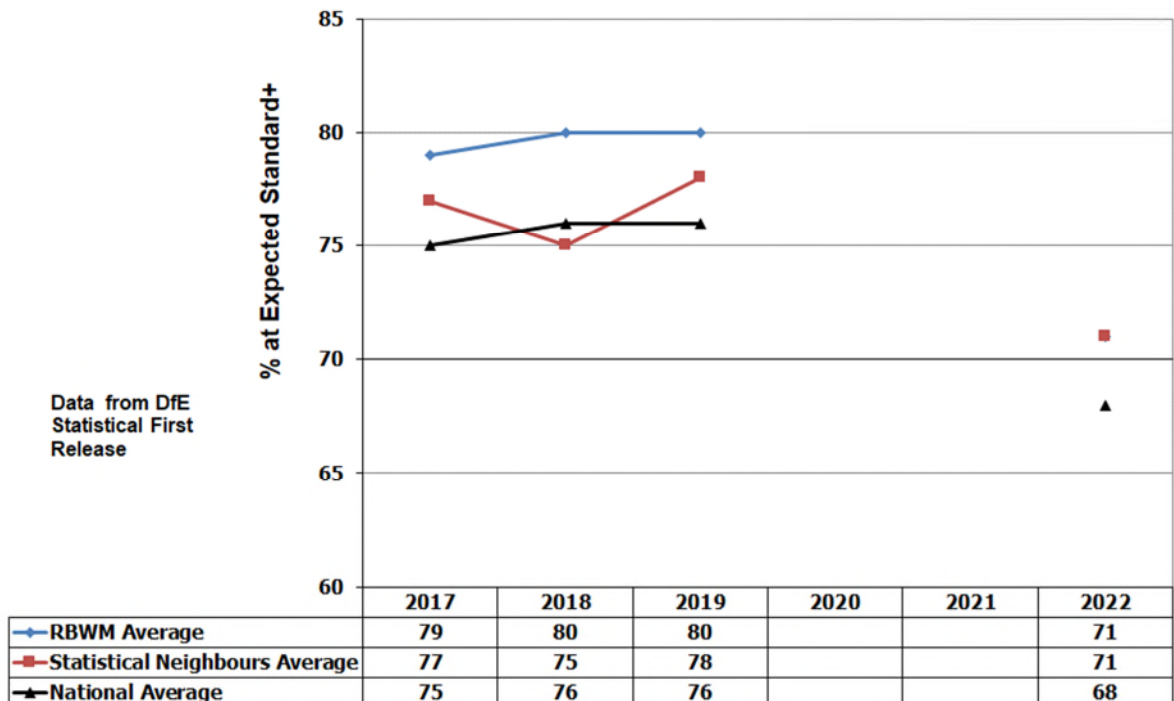**Chart 3a - Percentage of pupils attaining the expected standard or above in KS1 Reading**

	2017	2018	2019	2020	2021	2022
RBWM Average	81	81	79			69
Statistical Neighbours Average	79	78	78			70
National Average	76	75	75			67

Data from DfE Statistical First Release

3.4 KS1 Writing

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

	2017	2018	2019	2020	2021	2022
RBWM Average	73	73	71			59
Statistical Neighbours Average	70	72	71			59
National Average	68	70	69			58

KS1 Mathematics

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

	2017	2018	2019	2020	2021	2022
RBWM Average	79	80	80			71
Statistical Neighbours Average	77	75	78			71
National Average	75	76	76			68

Key Stage 2 (KS2)

3.5 KS2 pupils are ages 7 – 11 in Years 3 - 6. These are the first key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5. Attainment in reading, writing and maths has decreased compared to 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 (63%), with RBWM above the national result by approximately four percentage points. This placed RBWM joint 27th in the country and means that we are top 20% attaining authority (see Chart 3e below).

The percentage of pupils achieving above the expected standard in reading, writing and maths was only 7% nationally. RBWM achieved 12%, placing the Royal Borough equal 10th 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
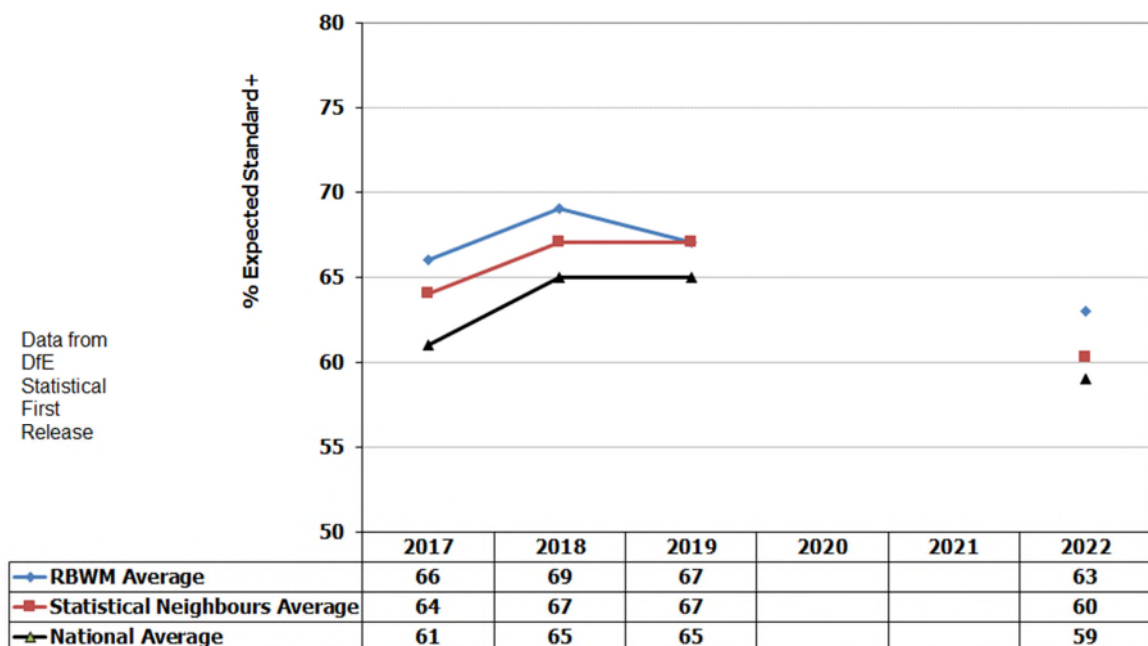
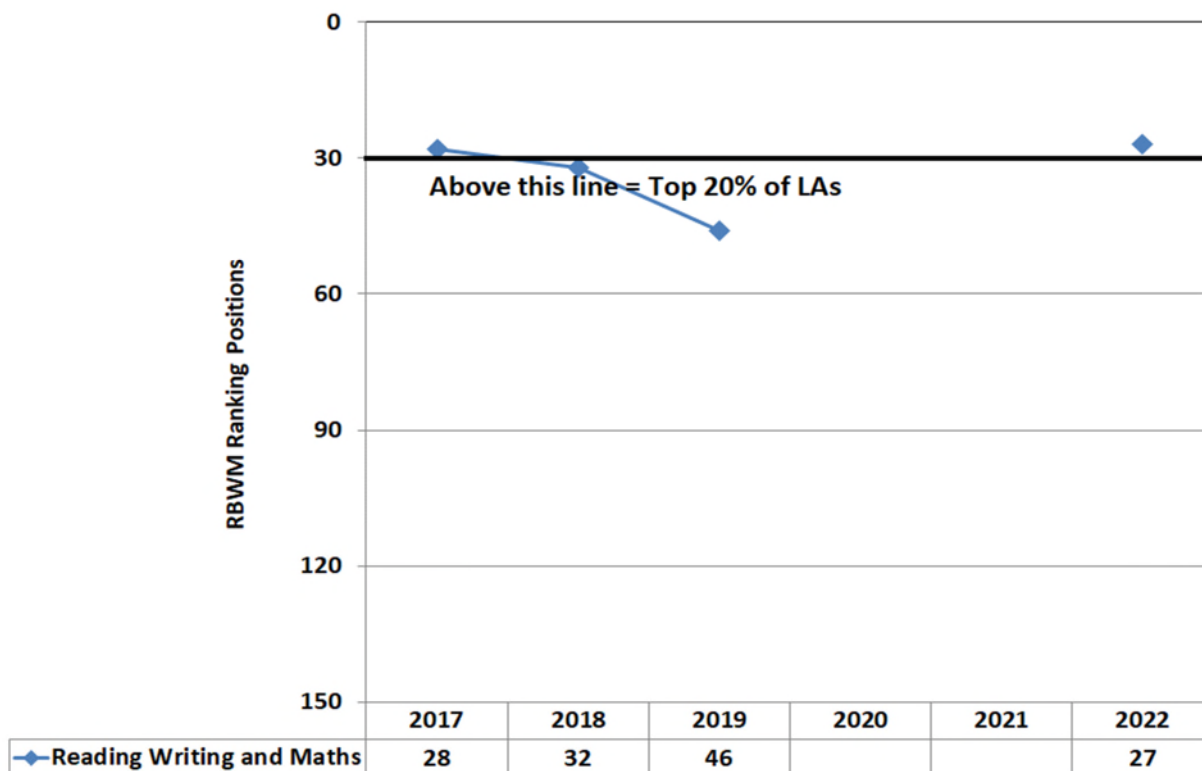Data from DfE Statistical First Release

	2017	2018	2019	2020	2021	2022
RBWM Average	66	69	67			63
Statistical Neighbours Average	64	67	67			60
National Average	61	65	65			59

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

	2017	2018	2019	2020	2021	2022
Reading Writing and Maths	28	32	46			27

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.
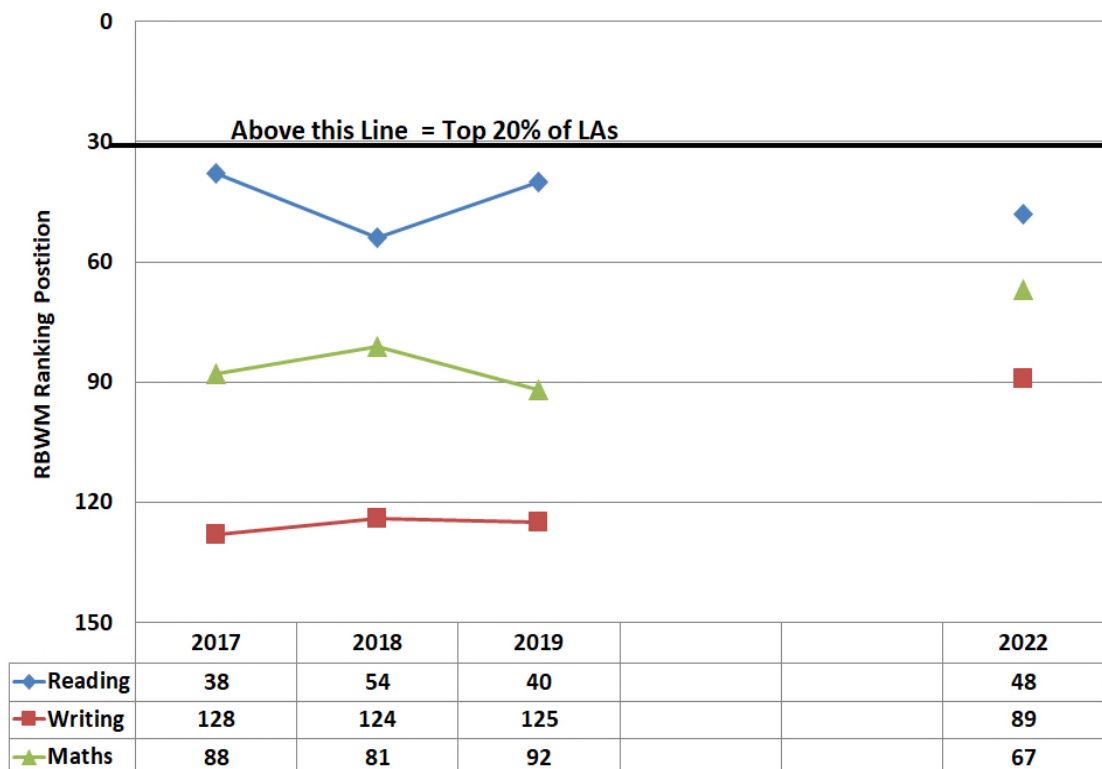
Therefore, for 2022, in writing and maths RBWM has made similar progress to national and significantly higher progress in reading (See Table 3a below).

Table 3a - KS1 to KS2 Progress

Pupils progress score vs national average progress	Reading	Writing	Maths
2017	0.4 Range 0.7 to 0.1 Sig. +	0.8 Range -0.5 to -1.1 Sig. -	-0.1 Range 0.2 to -0.4 not sig
2018	0.6 Range 0.9 to 0.3 Sig. +	-0.7 Range-0.4 to -1.0 Sig. -	-0.2 Range 0.1 to -0.5 not sig
2019	0.5 Range 0.2 to 0.8 Sig. +	-0.6 Range -0.3 to -0.9 Sig. -	-0.2 Range -0.5 to 0.1 not sig
2022	0.5 Range 0.2 to 0.8 Sig. +	-0.1 Range -0.4 to 0.2 not sig	0.2 Range -0.1 to 0.5 not sig

Source DfE SFR 2022

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

	2017	2018	2019			2022
Reading	38	54	40			48
Writing	128	124	125			89
Maths	88	81	92			67

Data Pack Figure 3a

Educational Attainment by Key Stage and School

School Name	OFSTED Inspection as at 31.08.19	OFSTED Inspection as at 01.06.22	EYFS (ages 4-5) 2022 NOR	2018 % Good Level of Dev't	2019 % Good Level of Dev't	2022 % Good Level of Dev't	PHONICS Y1 (ages 5-6) 2022 NOR	2018 % Wkg At Standard	2019 % Wkg At Standard	2022 % Wkg At Standard	KS1 2022 NOR	2018 Rdg	2018 Wtg	2018 Ma	2019 Rdg	2019 Wtg	2019 Ma	2022 Rdg	2022 Wtg	2022 Ma	KS2 2022 NOR	2018 RWM	2019 RWM	2022 RWM
Alexander First	Good	Good	21	71	53	62	23	78	60	70	21	75	60	75	65	53	77	71	52	71				
All Saints CE Junior	Good	Inadequate																			66	64	59	52
Alwyn Infants	Good	Good	74	78	73	66	84	93	86	43	87	88	80	88	85	79	88	81	61	75				
Bisham CE Primary	Requires Imp.	Good	17	71	82	88	10	90	100	70	10	100	100	100	77	77	85	80	60	90	9	n/a	n/a	89
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	59	85	72	48	56	80	80	61	55	76	72	74	83	72	83	71	56	67				
Braywick Court Free School	Outstanding	Outstanding	31	87	80	84	30	93	93	94	30	84	77	81	83	77	83	83	83	93				
Braywood CE First	Outstanding	Outstanding	21	82	84	91	25	93	96	88	25	90	83	90	97	86	100	80	72	80				
Burchetts Green CE Infants	Outstanding	Outstanding	18	79	84	83	17	90	80	82	15	100	100	100	86	73	86	80	73	80				
Cheapside CE Primary	Outstanding	Good	25	63	83	48	28	57	76	75	30	92	67	79	71	71	71	77	77	80	30	80	89	53
Clewer Green CE Aided First	Good	Good	53	70	75	85	60	93	80	55	47	89	84	89	87	75	90	81	77	72				
Cookham Dean CE Primary	Good	Good	27	78	85	78	28	93	100	64	28	93	85	89	93	85	93	79	68	79	27	73	85	85
Cookham Rise Primary	Good	Good	31	87	80	84	30	93	80	90	29	87	77	77	77	74	73	76	62	72	30	67	77	63
Courthouse Junior	Requires Imp.	Good																			77	64	50	65
Datchet St Mary's Primary	Good	Good	30	77	73	60	28	93	100	79	30	80	77	83	80	70	80	60	57	63	28	65	59	64
Dedworth Green First	Good	Good	23	76	72	13	29	93	52	34	27	67	27	63	60	53	73	52	33	59				
Dedworth Middle	Requires Imp.	Good																			125	50	50	58
Eton Porny CE First	Good	Good	30	76	83	80	28	86	95	89	28	88	83	92	84	79	79	82	68	82				
Eton Wick CE First	Requires Imp.	Good	18	79	53	50	12	79	82	75	12	82	74	85	64	54	64	67	42	58				
Furze Platt Infants	Good	Good	87	83	73	72	88	86	94	82	89	84	74	80	81	75	82	76	71	83				
Furze Platt Junior	Outstanding	Outstanding																			91	82	74	68
Hilltop First	Outstanding	Outstanding	37	65	82	65	45	81	86	84	39	91	82	93	87	67	76	77	46	62				
Holy Trinity CE Primary Cookham	Outstanding	Outstanding	30	77	83	90	29	97	87	93	29	97	90	97	90	97	90	79	62	93	28	93	97	61
Holy Trinity CE Primary Sunningdale	Good	Good	30	83	86	80	30	86	93	80	30	82	82	82	90	72	90	73	50	83	58	77	90	78
Holyport CE Primary	Good	Good	28	76	75	79	30	97	83	87	30	83	74	82	88	82	88	63	63	70	45	45	76	69
Homer First	Good	Good	34	73	78	65	40	87	87	68	42	88	84	79	82	76	76	62	55	57				
King's Court First	Good	Good	34	79	79	74	24	86	84	83	33	84	42	84	93	72	86	67	61	85				
Knowl Hill CE Primary	Outstanding	Outstanding	11	81	80	82	15	100	90	80	20	86	82	86	77	77	77	70	65	75	20	50	74	55
Larchfield Primary and Nursery	Good	Good	29	67	83	69	30	89	77	57	28	68	65	81	74	77	63	54	29	39	27	72	57	52
Lowbrook Primary	Outstanding	Outstanding	60	83	93	92	61	100	100	97	30	93	92	98	93	95	97	97	97	100	60	96	97	100
Oakfield First	Good	Good	59	72	78	70	60	83	81	85	53	85	68	75	88	71	86	77	64	74				
Oldfield Primary	Outstanding	Outstanding	59	88	81	78	60	87	92	80	60	88	83	92	83	78	87	70	55	72	59	94	87	85
Riverside Primary	Good	Requires Imp.	36	60	47	39	51	78	53	77	43	57	60	58	46	39	44	40	23	49	49	19	23	51
South Ascot Village School	Good	Good	20	84	71	85	21	62	70	62	20	81	77	81	64	61	71	40	30	50	31	63	83	81
St Edmund Campion Catholic Primary	Outstanding	Outstanding	61	74	78	75	60	95	95	100	60	88	80	85	83	75	83	78	68	78	60	83	88	85
St Edward's Catholic First	Outstanding	Outstanding	53	80	72	76	60	88	90	65	54	75	77	78	88	85	90	82	72	76				
St Edward's Royal Free Ecumenical Middle	Good	Good																			121	73	80	67
St Francis Catholic Primary	Outstanding	Outstanding	30	83	90	77	30	86	83	87	30	87	67	77	80	70	90	90	80	80	30	87	87	93
St Luke's CE Primary	Outstanding	Outstanding	44	27	36	25	45	74	71	60	45	63	58	85	55	55	66	42	31	40	38	58	49	61
St Mary's Catholic Primary	Good	Good	45	73	73	56	43	80	84	79	44	76	55	74	44	71	57	52	48	68	37	79	63	38
St Michael's CE Primary	Good	Good	19	79	86	79	30	90	90	83	30	80	77	80	77	70	73	50	67	70	30	81	70	67
St Peter's CE Middle	Good	Good																			81	63	66	51
The Queen Anne Royal Free CE First	Good	Good	30	71	67	63	31	80	90	58	30	86	86	90	86	71	75	80	57	63				
The Royal (Crown Aided)	Good	Good	20	80	90	80	20	91	70	60	26	94	94	100	95	91	100	65	39	46				
Trevelyan Middle	Requires Imp.	Good																			148	70	82	58
Trinity St Stephen CE Aided First	Good	Good	22	78	73	73	30	90	97	80	28	90	83	90	86	77	79	86	79	79				
Waltham St Lawrence Primary	Outstanding	Outstanding	18	85	86	56	22	83	90	91	21	84	74	79	74	63	74	67	71	76	21	63	78	58
Wessex Primary School	Good	Good	58	78	82	50	44	81	70	86	58	61	59	61	74	66	74	57	46	73	56	61	69	38
White Waltham CE	Good	Good	30	73	79	83	23	97	93	65	29	90	93	97	83	83	90	79	83	100	28	79	60	75
Woodlands Park Primary	Good	Good	19	52	58	53	23	89	90	65	22	63	63	63	81	77	81	50	45	50	11	56	39	9
Wraysbury Primary	Good	Good	55	72	66	55	53	57	84	60	60	65	63	77	64	50	69	63	50	63	49	42	50	45
RBWM				74	74	77		80	81	84		92	89	94	80	72	78	82	74	80		82	59	66
National				66	69	71		77	81	81		91	88	93	74	65	73	76	68	75		80	52	62

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

Primary Progress by School

READING — Progress KS1 to KS2

School Name	OFSTED Inspection as at 01.06.22	2022 NOR	no K1 data	PROV 2018 Progress Score	Lower Limit	Upper Limit	PROV 2019 Progress Score	Lower Limit	Upper Limit	2022 Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	Inadequate	66		-2.0	-3.4	-0.6	-1.8	-3.2	-0.5	0.3	-1.3	2.0
Bisham CE Primary	Good	9								4.2	0.0	8.5
Braywick Court	Outstanding	29								0.6	-1.7	2.9
Cheapside CE Primary	Good	30		2.1	-0.5	4.7	2.7	-0.1	5.4	1.5	-1.0	4.0
Cookham Dean CE Primary	Good	27		2.1	-0.2	4.4	1.9	-0.5	4.3	1.8	-0.6	4.2
Cookham Rise Primary	Good	30		3.5	1.3	5.7	0.6	-1.6	2.9	-0.2	-2.4	2.1
Courthouse Junior	Good	77		-2.4	-3.6	-1.2	1.3	0.1	2.6	0.1	-1.3	1.6
Datchet St Mary's CE Primary	Good	28		-1.1	-3.3	1.1	2.5	-0.5	5.5	2.3	-0.1	4.7
Dedworth Middle	Good	125		-3.0	-4.1	-1.9	-2.5	-3.6	-1.5	-0.5	-1.6	0.7
Furze Platt Junior	Outstanding	91		-0.3	-1.5	0.9	0.4	-0.9	1.7	-2.3	-3.6	-1.0
Holy Trinity CE Primary Cookham	Outstanding	28		2.2	0.1	4.3	3.8	1.6	6.1	-2.1	-4.6	0.4
Holy Trinity CE Primary Sunningdale	Good	58		2.9	0.7	5.1	0.6	-1.6	2.8	2.0	0.3	3.7
Holyport CE Primary	Good	45		1.7	0.0	3.4	-0.4	-2.1	1.3	0.5	-1.3	2.4
Knowl Hill CE Primary	Outstanding	20		1.2	-1.6	4.0	-2.2	-5.1	0.7	-3.7	-6.5	-0.9
Larchfield Primary and Nursery	Good	27		-0.8	-3.3	1.7	-1.7	-4.1	0.7	1.1	-1.4	3.5
Lowbrook Primary	Outstanding	60		2.3	0.2	4.4	2.2	-0.1	4.5	4.0	2.4	5.6
Oldfield Primary	Outstanding	59		3.3	1.1	5.5	1.3	-0.3	2.9	2.9	1.2	4.5
Riverside Primary	Requires Imp.	49		-2.8	-5.0	-0.6	-1.3	-3.2	0.5	0.8	-1.1	2.6
S Ascot Village Primary	Good	31		2.0	-0.3	4.3	2.4	0.4	4.3	4.2	2.0	6.4
St Edmund Campion Catholic Primary	Outstanding	60		4.3	2.7	5.9	5.2	3.6	6.8	4.2	2.6	5.8
St Edward's Royal Free Middle	Good	121		1.3	0.2	2.4	0.5	-0.6	1.7	1.7	0.6	2.8
St Francis Catholic Primary	Outstanding	30		2.6	0.4	4.8	3.7	1.5	6.0	5.8	3.6	8.1
St Luke's CE Primary	Outstanding	38		-3.3	-5.3	-1.3	1.5	-0.5	3.5	-0.2	-2.2	1.9
St Mary's Catholic Primary	Good	37		2.2	0.3	4.1	2.5	0.6	4.3	1.2	-0.9	3.2
St Michael's CE Primary	Good	30		1.9	-0.2	4.0	0.4	-1.9	2.7	2.7	0.3	5.2
St Peter's CE Middle	Good	81		-1.7	-3.3	-0.1	-1.1	-2.8	0.6	-1.7	-3.1	-0.3
Trevelyan Middle	Good	148		1.3	0.3	2.3	2.2	1.2	3.2	0.5	-0.5	1.6
Waltham St Lawrence Primary	Outstanding	21		1.1	-1.7	3.9	0.3	-3.1	3.6	-1.0	-3.8	1.8
Wessex Primary	Good	56		0.4	-1.1	1.9	-2.5	-4.1	-0.8	0.5	-1.1	2.2
White Waltham CE	Good	28		-1.1	-3.3	1.1	-1.3	-3.6	0.9	0.5	-1.9	2.8
Woodlands Park Primary	Good	11		-1.7	-4.5	1.1	-2.5	-5.1	0.0	-2.9	-7.0	1.3
Wraysbury Primary	Good	49		3.5	1.8	5.2	3.8	2.0	5.5	-1.7	-3.5	0.1
RBWM		1633		0.3	0	0.6	0.5	0.2	0.8	0.5	0.2	0.8
National												

WRITING — Progress KS1 to KS2

School Name	PROV 2018 Progress Score	Lower Limit	Upper Limit	PROV 2019 Progress Score	Lower Limit	Upper Limit	2022 Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	-1.4	-2.7	-0.1	-2.3	-3.6	-1.1	-2.7	-4.3	-1.1
Bisham CE Primary							-1.4	-5.6	2.8
Braywick Court							-0.5	-2.7	1.7
Cheapside CE Primary	-2.6	-5.1	-0.1	1.2	-1.4	3.8	-3.6	-5.9	-1.2
Cookham Dean CE Primary	3.0	0.8	5.2	1.1	-1.1	3.3	1.7	-0.6	4.0
Cookham Rise Primary	0.7	-1.4	2.8	0.8	-1.3	2.9	-2.2	-4.4	0.0
Courthouse Junior	-5.9	-7.0	-4.8	-2.2	-3.3	-1.0	-2.8	-4.1	-1.4
Datchet St Mary's CE Primary	1.1	-1.0	3.2	4.9	2.1	7.7	0.1	-2.3	2.4
Dedworth Middle	-2.6	-3.7	-1.5	-2.8	-3.8	-1.9	0.5	-0.6	1.6
Furze Platt Junior	-0.5	-1.7	0.7	-0.2	-1.4	1.0	-0.6	-1.9	0.7
Holy Trinity CE Primary Cookham	3.5	1.4	5.6	2.4	0.4	4.5	2.0	-0.4	4.5
Holy Trinity CE Primary Sunningdale	-0.1	-2.2	2.0	-2.5	-4.6	-0.5	-0.9	-2.5	0.7
Holyport CE Primary	2.2	0.6	3.8	-2.6	-4.2	-1.1	0.1	-1.7	1.8
Knowl Hill CE Primary	-1.1	-3.7	1.5	-5.4	-8.1	-2.6	-2.1	-4.8	0.6
Larchfield Primary and Nursery	0.6	-1.8	3.0	-2.4	-4.6	-0.2	-1.1	-3.5	1.3
Lowbrook Primary	3.1	1.1	5.1	2.8	0.7	5.0	5.7	4.1	7.2
Oldfield Primary	2.6	0.5	4.7	1.5	0.1	3.0	4.4	2.9	6.0
Riverside Primary	-5.1	-7.2	-3.0	-2.2	-3.9	-0.5	0.5	-1.3	2.3
S Ascot Village Primary	0.3	-1.9	2.5	0.5	-1.2	2.2	1.7	-0.5	3.8
St Edmund Campion Catholic Primary	2.5	1.0	4.0	1.8	0.4	3.3	2.0	0.4	3.5
St Edward's Royal Free Middle	0.4	-0.6	1.4	0.6	-0.5	1.6	0.2	-0.9	1.3
St Francis Catholic Primary	0.9	-1.2	3.0	2.5	0.4	4.6	6.0	3.8	8.2
St Luke's CE Primary	-0.5	-2.5	1.5	3.1	1.3	5.0	-0.1	-2.1	1.8
St Mary's Catholic Primary	2.0	0.2	3.8	-2.5	-4.2	-0.7	-0.4	-2.4	1.5
St Michael's CE Primary	0.3	-1.8	2.4	-1.4	-3.5	0.7	-0.4	-2.8	2.0
St Peter's CE Middle	-1.5	-3.0	0.0	-2.2	-3.8	-0.6	-1.0	-2.3	0.4
Trevelyan Middle	1.0	0.1	1.9	2.5	1.6	3.5	0.3	-0.7	1.3
Waltham St Lawrence Primary	-0.2	-2.8	2.4	0.3	-2.8	3.4	0.0	-2.7	2.7
Wessex Primary	-2.1	-3.6	-0.6	-2.3	-3.8	-0.8	-2.4	-4.0	-0.9
White Waltham CE	-1.7	-3.8	0.4	-2.9	-5.0	-0.8	-1.0	-3.2	1.3
Woodlands Park Primary	1.3	-1.4	4.0	-2.5	-4.9	-0.1	-5.7	-9.7	-1.8
Wraysbury Primary	-4.7	-6.3	-3.1	-2.3	-3.9	-0.7	-1.7	-3.5	0.1
RBWM	-0.6	-0.9	-0.3	-0.6	-0.9	-0.3	-0.1	-0.4	0.2
National									

MATHS — Progress KS1 to KS2

School Name	PROV 2018 Progress Score	Lower Limit	Upper Limit	PROV 2019 Progress Score	Lower Limit	Upper Limit	2022 Progress Score	Lower Limit	Upper Limit
All Saints CE Junior	-0.8	-2.0	0.4	-2.0	-3.2	-0.8	0.3	-1.2	1.9
Bisham CE Primary							2.3	-1.8	6.4
Braywick Court							2.6	0.5	4.7
Cheapside CE Primary	1.2	-1.1	3.5	1.8	-0.6	4.2	1.2	-1.1	3.5
Cookham Dean CE Primary	1.4	-0.7	3.5	-1.1	-3.3	1.0	-0.1	-2.3	2.2
Cookham Rise Primary	4.0	2.0	6.0	3.0	1.1	5.0	-2.1	-4.2	0.0
Courthouse Junior	-3.0	-4.1	-1.9	-0.1	-1.2	1.0	-1.9	-3.3	-0.6
Datchet St Mary's CE Primary	-0.7	-2.7	1.3	3.6	1.0	6.2	2.4	0.2	4.7
Dedworth Middle	-4.1	-5.1	-3.1	-2.6	-3.5	-1.7	-0.9	-2.0	0.1
Furze Platt Junior	-0.6	-1.7	0.5	1.0	-0.1	2.1	0.2	-1.1	1.4
Holy Trinity CE Primary Cookham	3.6	1.7	5.5	3.0	1.0	5.0	-2.6	-4.9	-0.3
Holy Trinity CE Primary Sunningdale	4.1	2.1	6.1	1.0	-0.9	2.9	1.3	-0.3	2.8
Holyport CE Primary	2.0	0.5	3.5	-1.6	-3.1	-0.1	-0.4	-2.1	1.3
Knowl Hill CE Primary	0.0	-2.5	2.5	-5.0	-7.6	-2.4	-2.8	-5.4	-0.2
Larchfield Primary and Nursery	2.3	0.0	4.6	-1.2	-3.2	0.9	2.7	0.4	5.0
Lowbrook Primary	5.8	3.9	7.7	4.8	2.8	6.8	5.0	3.6	6.5
Oldfield Primary	3.4	1.4	5.4	1.7	0.3	3.1	3.1	1.6	4.6
Riverside Primary	-1.1	-3.1	0.9	-0.7	-2.3	0.9	1.8	0.1	3.6
S Ascot Village Primary	3.7	1.6	5.8	2.8	1.1	4.5	3.7	1.6	5.7
St Edmund Campion Catholic Primary	4.8	3.4	6.2	4.4	3.0	5.7	4.3	2.8	5.8
St Edward's Royal Free Middle	-0.2	-1.2	0.8	-2.1	-3.0	-1.1	0.1	-1.0	1.1
St Francis Catholic Primary	3.1	1.1	5.1	4.4	2.4	6.3	3.4	1.5	5.3
St Luke's CE Primary	-2.6	-4.5	-0.7	2.3	0.5	4.0	3.4	1.5	5.3
St Mary's Catholic Primary	3.3	1.6	5.0	1.9	0.3	3.5	-0.2	-2.5	2.1
St Michael's CE Primary	0.0	-1.9	1.9	-0.9	-2.9	1.1	-0.2	-2.5	2.1
St Peter's CE Middle	-2.2	-3.6	-0.8	-2.3	-3.8	-0.8	-3.3	-4.6	-2.0
Trevelyan Middle	0.9	0.0	1.8	0.3	-0.6	1.2	-0.1	-1.1	0.9
Waltham St Lawrence Primary	-0.7	-3.2	1.8	-1.2	-4.1	1.8	2.4	-0.2	5.1
Wessex Primary	1.0	-0.4	2.4	-0.5	-1.9	1.0	0.2	-1.3	1.7
White Waltham CE	-3.4	-5.4	-1.4	-1.5	-3.5	0.5	-2.0	-4.1	0.2
Woodlands Park Primary	-2.2	-4.8	0.4	-1.6	-3.8	0.7	-6.6	-10.5	-2.8
Wraysbury Primary	-0.7	-2.3	0.9	-1.6	-3.1	-0.1	-1.7	-3.4	-0.1
RBWM	0.1	-0.2	0.4	-0.2	-0.4	0.1	0.2	-0.1	0.5
National									

SOURCES:
2018 & 2019 Progress Figures from DFE . 2022 Provisional from ASP

NOTE

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

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

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

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

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

KEY to 2019 Progress Measure
- 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

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 of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

- The KS4 performance measures reported for the 2021/22 academic year have been affected by the DfEs commitment not to include results from qualifications achieved between January 2020 and August 2021 in future performance measures. The methodology has been adjusted and designed to minimise the impact of gaps in data for schools and colleges. Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, caution needs to be exercised 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 55% of pupils in Windsor and Maidenhead achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 49.6%.

- The Royal Borough is 35th LA on this measure.

- The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 76.2%. This is well above the state funded national figure of 68.8%.

Attainment 8

4.5   Attainment 8 is based on students' attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. The numerical grades are used for reformed GCSEs. See Appendix A for a detailed description of how this is calculated for other qualifications.

4.6   The average Attainment 8 score across RBWM was 51.1. This compares to 48.7 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.

- 45.4% of RBWM pupils were entered for all elements of the Ebacc in 2022, above the national figure of 38.8%.

- The England state-maintained APS for the Ebacc was 4.27, and for RBWM 4.57. RBWM was ranked 36th 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 +0.06. This means that on average RBWM pupils attained half 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 -0.02 and +0.13.

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

Data from DfE Statistical FirstRelease

	2017	2018	2019	2020	2021	2022
RBWM Attainment 8	25	16	24	27	26	39
RBWM Ebacc	23	13	22	30	27	36

4.11 RBWM's ranking compared to other Local Authorities has fallen from the top quintile to the second quintile during the covid pandemic.

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

	2017	2018	2019	2020	2021	2022
Progress 8 Rank	29	21	37			48

Progress 8 Rank

RBWM Ranking (of approx 150 LAs)

Above this line = Top 20% of LAs

Data from DfE Statistical First Release
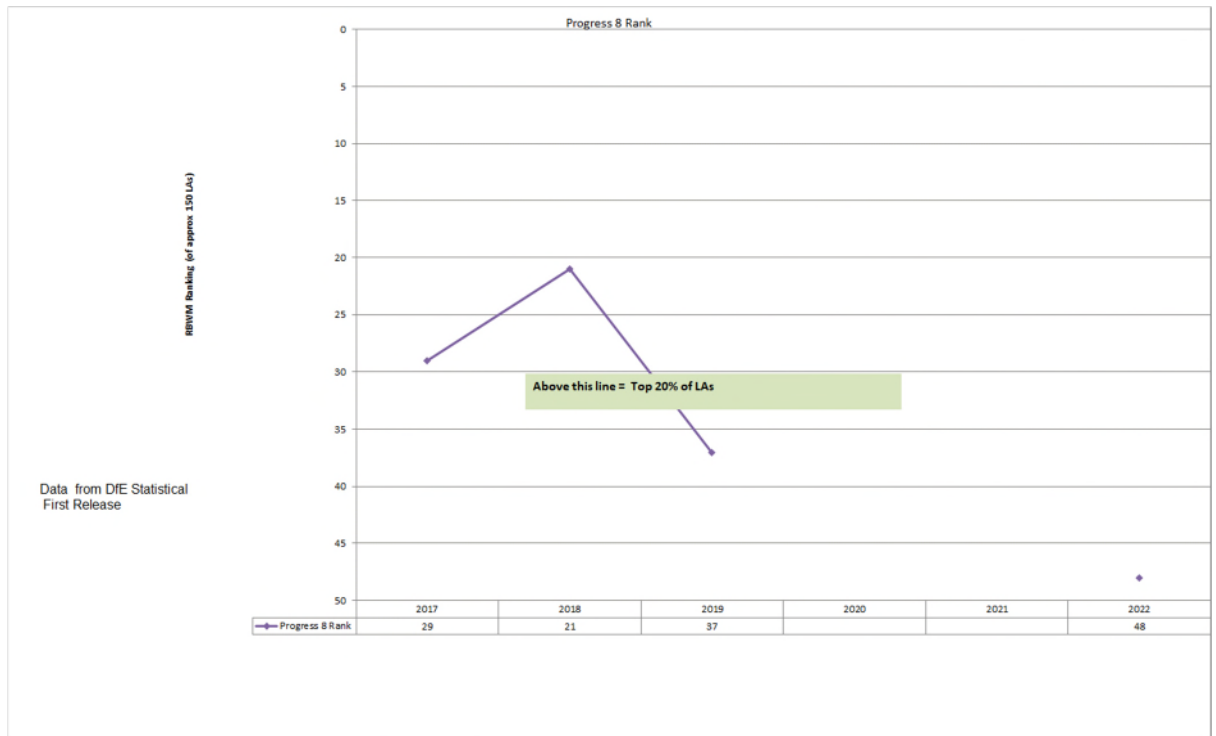
4.13 The Royal Borough's ranking for Progress 8 measure has fallen this year from 21st in 2018 to 48th. The Royal Borough's ranking for Progress 8 is in the second quintile of LAs of Local Authorities.

SECONDARY SCHOOL PERFORMANCE TABLES

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

- Due to the uneven impact of the pandemic on 2021/22 school and college performance data the DfE recommends not making any direct comparisons with data from previous years or between schools.

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2022

School	Ofsted Rating as at 01.12.22	Cohort Number	grade 5 in English + Maths GSCES	English Bacc		Attainment 8	Progress 8			Pupils staying in education or going into employment (2017 leavers)
			Key Stage 4 Attainment				**Key Stage 2-4 Progess**			**Destinations**
			%	% Entered	APS	Score	Score	DfE Description	Range	%
Altwood	Good	42	36%	7	3.89	47.0	0.17	n/a post covid	-0.29 to 0.63	89
Charters	Outstanding	269	64%	27	4.93	57.1	0.33	n/a post covid	0.14 to 0.51	96
Churchmead	Good	52	38%	13	3.49	47.0	0.15	n/a post covid	-0.25 to 0.55	92
Cox Green	Good	189	44%	24	4.01	45.5	-0.36	n/a post covid	-0.56 to- 0.15	95
Desborough	Good	178	62%	46	4.69	52.3	-0.12	n/a post covid	-0.1 to 0.33	95
Furze Platt	Good	195	57%	87	5.03	53.4	0.1	n/a post covid	-0.1 to 0.33	96
Holyport	Outstanding	80	59%	86	5.19	54.9	0.24	n/a post covid	-0.12 to 0.6	96
Newlands	Outstanding	183	69%	78	5.60	59.3	0.61	n/a post covid	0.39 to 0.82	99
Windsor Boys' School	Good	225	53%	38	4.42	49.0	-0.22	n/a post covid	-0.42 to- 0.03	94
Windsor Girls' School	Outstanding	184	50%	38	4.22	48.6	0.09	n/a post covid	0	96
RBWM		1632	45	55	4.57	51.1	0.06	n/a post covid	0.03 to 0.16	95
National 2022 (state funded)			39	50	4.27	48.7	-0.03	n/a post covid		94

Source: Performance Tables 2022

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

5.1. 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, where alternative processes were set up to award grades. As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

5.2. Average point score (APS) per entry for all national level 3 cohorts is lower compared to 2020/21. A level, -2.8 ppts; applied general, -0.9 ppts; tech level, - 1.2 ppts. However, attainment remains higher compared to 2018/19: A level, +5.0ppts; applied general, +3.5 ppts; tech level +2.2 ppts. [An increase of 10 points is equivalent to an increase in one full grade]. This follows Ofqual's announcement in September 2021 that 2022 will be a transition year where the aim was for exam results to broadly reflect a midway point between 2021 (Teacher assessment grades) and 2019 (the last year all students sat exams).

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	284614	38.77	B	216512	39.09	B	20.0	34.1	23.0
England State-funded schools	249906	37.77	B	187928	38.14	B-	22.7	31.0	20.6
Windsor and Maidenhead	835	37.31	B-	680	38.10	B-	16.3	29.6	19.9

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 B-. The LA ranks 59th on this measure. The associated point score of 38.1 is close to the state funded national figure of 39.09.

- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 19.9%, just below the national state funded figure of 20.6%. RBWM ranks 60th on this measure.

- School level performance table data has not been published during the transitional year.

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	27,074	30.61	**Dist-**	118432	31.88	**Dist-**
England State-funded Schools	26,887	30.59	**Dist-**	116234	31.81	**Dist-**
Windsor and Maidenhead	**176**	**28.63**	**Merit+**	**255**	**30.65**	**Dist-**

- The average point score per technical qualification expressed as a grade for the Borough was Merit+, below the national state funded school average of Dist-

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

SECTION 6 - PEFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

🟩	Top Quintile
🟩	Second Quintile
🟨	Middle Quintile
🟧	Fourth Quintile
🟥	Bottom Quintile

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

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

KEY STAGE 2

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

Group	Pupils 2022	RWM % EXp	RWM % Exp	% Attaining expected standard Reading+Writing+Maths			LA Ranking
		2018	2019	2022	National 2022	+/- National	2022
All	1631	69	67	63	59	5	=27
Girls	804	75	76	69	63	6	=24
Boys	827	63	59	58	55	3	=34
FSM	204	32	29	36	42	-6	=119
Non-FSM	1427	71	71	67	64	3	=45
Disadvantaged	258	41	35	38	43	-5	=110
Non-Disadv	1373	73	73	68	66	2	=48
SEN	292	23	29	25	18	7	20
SEN – with EHC	64	10	6	8	7	1	=45
Non-SEN	1339	79	78	72	69	3	=41
Not 1st Lang Eng	289	62	60	63	61	2	=56
First Lang Eng	1342	70	69	64	58	6	=24
Asian	285	69	63	63	66	-3	111
Black	21	64	36	57	59	-2	89
Mixed	144	64	67	74	61	13	=2
White	1117	69	69	63	58	5	=30

Source: LAIT/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 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

- The proportion of pupils achieving the 'expected standard' in the headline measure of Reading & Writing & Maths at Key Stage 2 is in the top 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 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.

- 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 unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment 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, Black pupils and pupils who have an EHCP. However, for pupils in two of these groups (Asian and black 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 2022	2019	2022	National 2022	+/- National	LA Ranking 2022
All	1632	+0.09	+0.06	-0.03	0.09	48
Girls	786	+0.33	0.23	0.15	0.07	=41
Boys	846	-0.12	-0.1	-0.21	0.11	=49
FSM	175	-0.51	-0.58	-0.59	+0.01	=55
Non-FSM	1457	+0.14	+0.14	+0.11	+0.03	63
Disadvantaged	233	-0.37	-0.5	-0.55	+0.05	=47
Non-Disadv	1399	+0.18	+0.15	+0.15	0	73
SEN	256	-0.18	-0.55	-0.47	-0.07	31
SEN – with EHC	67	-0.79	-1.25	-1.33	-0.08	=78
Non-SEN	1376	+0.18	+0.17	0.1	+0.07	=51
Not 1st Lang Eng	176	+0.34	+0.67	0.55	+0.12	=62
First Lang Eng	1453	+0.06	0	-0.12	+0.12	=36
Asian	220	+0.20	0.48	0.54	-0.04	=108
Black	30	0.28	+0.25	+0.18	+0.07	80
Mixed	144	+0.28	+0.06	-0.04	+0.1	=51
White	1185	+0.06	-0.02	-0.14	+0.16	=38

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 similar progress to 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 ETHNICITY

6.4   Information on performance by ethnic main groups for all Key Stages is given in Data Pack Table 6c (at the end of this section).

- The RBWM Asian group is worth looking into since it holds two sub-groups – Indian and Pakistani - who perform quite differently. The Indian subgroup outperform national while the Pakistani subgroup underperform against national and at borough level.

- ## Table 6c - Key Stage Performance by Ethnicity

Ethnicity

Data Pack Table 6c	White		Mixed		Asian All		RBWM Indian		Pakistani		Chinese		Black		All	
Key Stage & measures	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Early Years																
% achieving good level of development 2017	1219	79	132	76	249	73	103	84	113	68	x	x	15	73	1729	77
% achieving good level of development 2018	1136	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74
% achieving good level of development 2019	1060	77	154	74	241	69	102	85	117	56	3	67	13	86	1631	74
% achieving good level of development 2022	1042	69	164	65	246	66	125	79	104	54		n/a	13	64	1612	67
Key Stage 1																
% achieving expected standard Reading 2017	1253	81	144	85	261	82	102	90	98	72	6	84	17	77	1719	82
% achieving expected standard Reading 2018	1201	81	140	90	274	77	123	86	117	66	7	100	20	85	1699	81
% achieving expected standard Reading 2019	1177	80	131	82	269	76	112	82	123	70	5	80	18	72	1726	79
% achieving expected standard Reading 2022	1042	68	161	80	274	72	125	79	110	63		n/a	18	62	1577	69
% achieving expected standard Writing 2017	1253	72	144	79	261	79	102	89	98	69	6	100	17	71	1719	74
% achieving expected standard Writing 2018	1201	73	140	82	274	73	123	82	117	62	7	100	20	75	1699	73
% achieving expected standard Writing 2019	1177	71	131	72	269	69	112	78	123	62	5	100	18	72	1726	71
% achieving expected standard Writing 2022	1042	57	161	70	274	62	125	74	110	50		n/a	18	48	1577	59
% achieving Expected standard Maths 2017	1253	79	144	80	261	80	102	89	98	69	6	100	17	71	1719	80
% achieving Expected standard Maths 2018	1201	81	140	86	274	77	123	88	117	66	7	100	20	75	1699	80
% achieving Expected standard Maths 2019	1177	80	131	80	269	78	112	87	123	72	5	60	18	78	1726	80
% achieving Expected standard Maths 2022	1042	69	161	83	274	73	125	82	110	63		n/a	18	62	1577	71
Key Stage 2																
% achieving Expected standard R+W+M 2017	1076	67	117	64	216	69	98	82	98	52	2	x	24	58	1462	66
% achieving Expected standard R+W+M 2018	1100	69	126	64	232	69	94	92	111	67	7	86	14	64	1517	69
% achieving Expected standard R+W+M 2019	1122	69	138	67	255	63	98	81	139	49	6	100	22	36	1591	67
% achieving Expected standard R+W+M 2022	1117	63	144	74	285	63	126	77	122	51		n/a	21	57	1631	63
Key Stage 4																
% achieving grade 5+ E+M GCSE 2017	1159	51	91	37	212	49	66	62	129	43	9	33	27	56	1547	50
% achieving grade 5+ E+M GCSE 2018	1090	52	121	59	192	45	52	50	120	40	5	60	31	36	1489	51
% achieving grade 5+ E+M GCSE 2019	1076	49	109	46	203	48	56	63	132	42	6	67	28	48	1460	48
% achieving grade 5+ E+M GCSE 2022	1185	54	144	55	220	64	91	73	101	55	4	75	30	54	1632	55

2022 Data from DFE SFRs (except Indian and Pakistani groups - from NCER NEXUS NOVA Reports

Other data from SFRs

No SFR by ethnicity produced for KS5

x   Data suppressed (small cohort size)

ACHIEVEMENT BY DISADVANTAGED PUPILS

6.5 Data comes from SFRs. The Disadvantaged cohort is shown 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 25 percentage points, much wider than the National gap of 16 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, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. For RBWM we are in the fourth quintile nationally meaning our disadvantaged pupils have performed below national.

• At Key Stage 4, RBWM disadvantaged pupils make slightly better progress than national. The disadvantaged gap nationally is at its highest level since 2012. 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 as a result 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

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1729	93	1636	1694	82	1612	1631	100	1531	1612	110	1502				
RBWM	77	52	77	74	44	76	74	53	76	67	42	70	25	32	23	28
National	71	56	73	72	57	74	72	57	74	68	49	69	17	17	17	20
Statistical Neighbour Average	74	53	76	75	51	77	75	52	77	65	45	71	23	26	25	26

KS1: % Achieving Expected Standard in Reading

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1701	100	1601	1699	114	1585	1726	123	1523	1577	1380	197				
RBWM	82	52	84	81	57	83	79	62	80	69	44	73	32	26	18	29
National	76	61	78	75	60	78	75	60	78	67	51	72	17	18	18	21
Statistical Neighbour Average	79	57	80	79	56	81	78	56	80	70	48	74	23	25	24	26

KS1: % Achieving Expected Standard in Writing

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1701	100	1601	1699	114	1585	1726	123	1523	1577	1380	197				
RBWM	74	44	76	73	47	75	71	50	72	59	31	63	32	28	22	32
National	68	52	71	70	53	73	69	53	72	58	41	63	19	20	19	22
Statistical Neighbour Average	70	45	72	74	47	74	71	47	74	59	43	64	27	27	27	21

KS1: % Achieving Expected Standard in Maths

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1701	100	1601	1699	114	1585	1726	123	1523	1577	1380	197				
RBWM	80	54	81	80	52	82	80	54	82	71	46	74	27	30	28	28
National	75	60	78	76	61	79	76	61	78	68	52	73	18	18	17	21
Statistical Neighbour Average	77	55	79	78	55	80	78	55	80	71	46	75	24	25	25	29

KS2: % Achieving Expected Standard in RWM

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1340	95	1245	1462	96	1366	1517	85	1432	1631	204	1427				
RBWM	59	27	62	66	40	68	69	32	71	63	36	67	35	28	39	31
National	54	36	57	61	43	65	64	46	68	60	42	64	21	22	22	22
Statistical Neighbour Average	56	32	60	64	36	67	67	39	69	59	35	66	28	31	30	31

Percentage of Pupils Achieving English and Maths at L4

	2017			2018			2019			2022			Gap non FSM-FSM 2017	Gap non FSM-FSM 2018	Gap non FSM-FSM 2019	Gap non FSM-FSM 2022
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM				
Cohort size RBWM	1547	122	1425	1489	76	1413	1597	103	1494	1579	161	1418				
RBWM	50	23	52	51	26	52	48	25	50	55	26	59	29	29	26	33
National	43	22	46	44	22	47	43	22	47	50	28	55	24	24	25	27
Statistical Neighbour Average	51	21	53	52	22	54	51	21	53	56	25	61	32	32	32	36

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 as Reading and Writing and at KS1 and KS4, the RBWM non-FSM/FSM gaps have increased when compared to 2019. For KS2, however, the RBWM non-FSM/FSM gap has decreased when compared to 2019.

- FSM pupils underperform compared to non-FSM pupils in RBWM, Statistical Neighbours and Nationally in each year from 2017 to 2022. They have been disproportionally 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 middle of the table for KS4.

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

FSM Attainment RBWM v National
% achieving at each Key Stage with RBWM LA Ranking
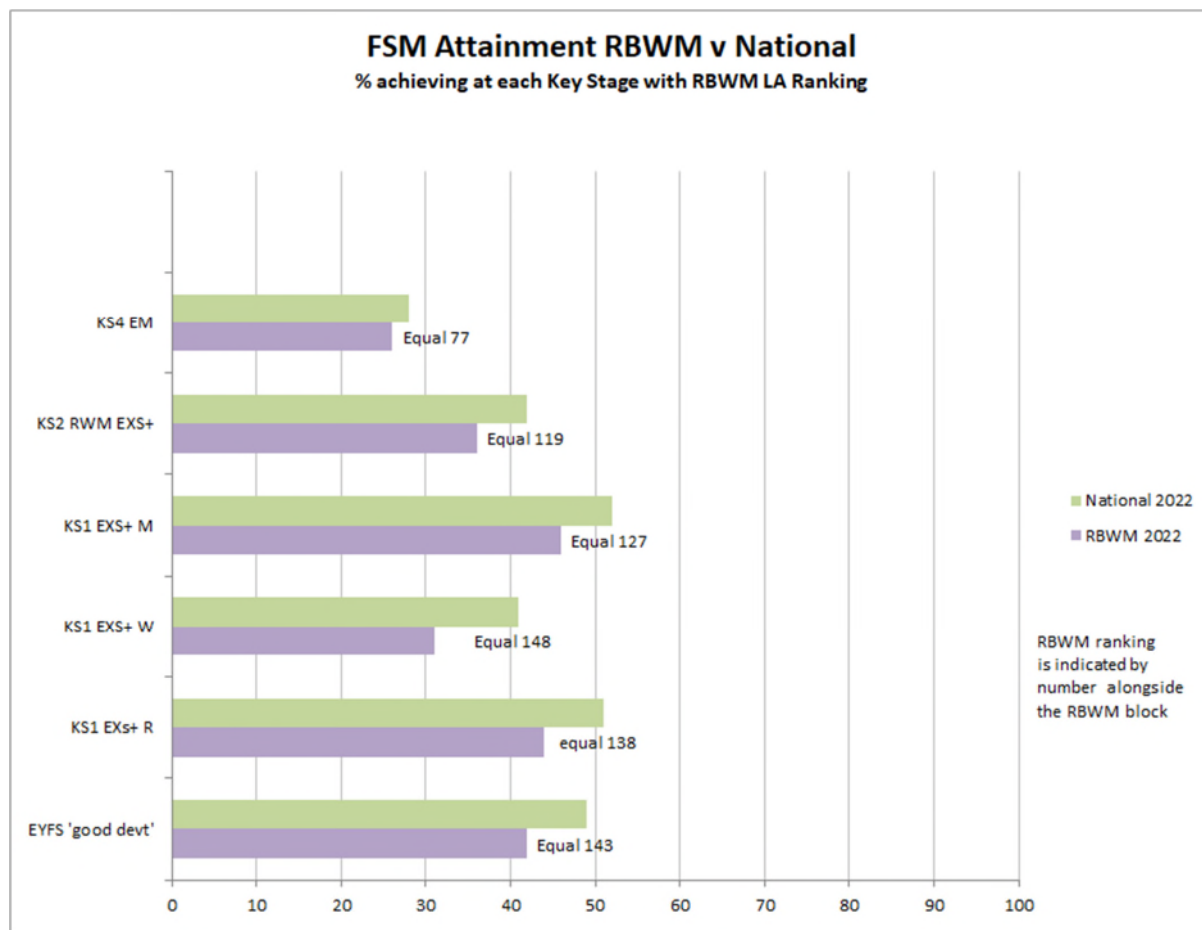
CHILDREN IN CARE (CiC) ACHIEVEMENT

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 6g - Key stage Performance by Children in Care

Number of CiC pupils	KEY Stage & measures	RBWM		National	
Figures in brackets include Special School		CiC (inc special)	All	CiC	All
	Early Years				
1	% Achieving good level of development 2017	100	77	n/a	71
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		65
	Key Stage 1				
2	% Achieving Expected Standard in Reading 2017	50	82	n/a	76
2	% Achieving Expected Standard in Reading 2018	50	81	n/a	75
2	% Achieving Expected Standard in Reading 2019	0	79	53	75
0	% Achieving Expected Standard in Reading 2022	N/A	69		67
2	% Achieving Expected Standard in Writing 2017	50	74	n/a	68
2	% Achieving Expected Standard in Writing 2018	50	73	n/a	70
2	% Achieving Expected Standard in Writing 2019	50	71	44	69
0	% Achieving Expected Standard in Writing 2022	N/A	59		58
2	% Achieving Expected Standard in Maths 2017	50	80	n/a	75
2	% Achieving Expected Standard in Maths 2018	50	80	n/a	76
2	% Achieving Expected Standard in Maths 2019	50	80	52	76
0	% Achieving Expected Standard in Maths 2022	N/A	71		68
	Key Stage 2				
3	% Achieving Expected Standard in Reading 2017	33	78	45	71
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		75
3	% Achieving Expected Standard in Writing 2017	33	77	47	76
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		71
3	% Achieving Expected Standard in Maths 2017	33	76	46	75
2	% Achieving Expected Standard in Maths 2018	0	79	47	76
4	% Achieving Expected Standard in Maths 2019	25	79	52	79
0	% Achieving Expected Standard in Maths 2022	N/A	76		69
	Key Stage 4				
6	% Achieving EM 2017 (Grade 4+)	17	72	18	64
8(10)	% Achieving EM 2018 (Grade 4+)	50(40)	74	18	59
7(13)	% Achieving EM 2019 (Grade 4+)	29(23)	72	n/a	60
3	% Achieving EM 2022 (Grade 4+)	67	76		69
	Key Stage 5				
6	% Achieving Level 3 Qualifications 2017	50	n/a	n/a	n/a
0	% Achieving Level 3 Qualifications 2018	-	n/a	n/a	n/a
na	% Achieving Level 3 Qualifications 2019	-	n/a	n/a	n/a
na	% Achieving Level 3 Qualifications 2022	-	n/a	n/a	n/a

Source DfE SFRs/Performance Tables. RBWM CiC from Virtual school
National CiC data is not published for Early Years or KS5; other Key stages to be published Apr 2022

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 2020/21 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.

Table 7a - Overall and persistent absence

	Overall Absence (%)			% Persistent absentees		
	2017/8	2018/9	2020/1	2017/8	2018/9	2020/1
England Primary	4.2	3.9	3.6 (21.3)	8.7	8.3	8.8
Statistical Neighbours Primary	3.9	3.6	3.0 (17.6)	7.1	6.6	6.7
RBWM Primary	3.8	3.8	3.1 (18.3)	6.6	7.1	6.5
England Secondary	5.5	5.5	5.5 (25.0)	13.9	13.6	14.8
Statistical Neighbours Secondary	5.3	5.2	4.9 (23.7)	12.7	12.0	12.5
RBWM Secondary	5.0	5.0	4.9 (22.0)	10.9	11.0	12.6

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. For most of the 2021 Spring term, only children of critical workers and vulnerable pupils could attend school during the period of lockdown from 4 January 2021. Restrictions were lifted on attendance from 8 March 2021 for all other 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 LA 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 LA in 2019 to equal 21st LA in 2021.

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 20th LA.

- RBWM's Secondary school persistent absence ranking is 21st LA this year.

ABSENCE DATA FOR 2021/22

7.4 The DfE have published national absence data for the autumn and spring terms of the 2021/22 academic year (but not yet LA or Statistical Neighbours data).

- Absence rate in the autumn and spring term combined was 7.4% an increase, having been consistently around 5% in recent years. The majority of the absence in previous years was due to illness but in 2021/22 it includes illness due to covid and is higher.

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for 2018/19 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%+)		
	2016/7	2017/8	2018/9	2016/7	2017/8	2018/9
England Primary	**4.0**	**4.2**	**4.0**	**8.7**	**8.7**	**8.2**
All Saints CofE Junior School	3.6	3.7	3.8	6.1	4.9	7.6
Alwyn Infant and Nursery	2.6	2.9	3.2	4.9	2.6	7.5
Bisham CofE Primary School	3.8	4.5	3.0	8.1	9.5	5.3
Boyne Hill Infant and Nursery	2.8	3.1	3.3	2.4	2.4	6.5
Braywick Court	2.8	3.2	3.1	3.3	2.1	0.8
Burchetts Green CofE Infants'	3.0	3.7	4.3	0.0	4.8	4.0
Cheapside CofE Primary	3.5	4.0	4.5	6.1	7.3	11.2
Cookham Dean CofE Primary	4.5	4.0	3.5	9.8	9.8	6.0
Cookham Rise Primary School	3.8	3.5	2.9	7.1	3.8	2.2
Courthouse Junior School	3.1	3.3	3.4	4.4	4.4	5.5
Datchet St Mary's Primary	5.6	5.1	5.2	18.8	15.2	16.2
Furze Platt Infant School	4.1	4.2	3.6	8.3	8.6	6.0
Furze Platt Junior School	3.2	3.1	3.0	4.9	4.4	3.0
Holy Trinity Primary Cookham	3.6	3.3	3.7	3.9	2.8	3.9
Holy Trinity Sunningdale	3.0	3.5	3.5	6.3	5.8	8.2
Holyport Primary	3.6	3.3	3.6	6.0	4.7	5.9
Knowl Hill CofE Primary School	4.6	5.6	5.0	16.1	17.5	14.5
Larchfield Primary and Nursery	4.9	5.1	4.7	8.2	12.6	11.0
Lowbrook Academy	2.1	2.3	2.1	1.5	1.3	0.7
Oldfield Primary School	3.1	2.8	3.4	6.1	3.3	4.3
Riverside Primary and Nursery	5.4	5.1	6.3	15.3	8.9	16.7
St Edmund Campion	2.5	2.7	2.7	2.5	1.9	1.4
St Francis Catholic Primary	3.1	3.4	3.3	3.3	3.9	5.3
St Luke's CofE Primary School	4.7	4.4	4.0	14.1	8.1	8.7
St Mary's Catholic Primary	4.0	3.8	3.8	8.9	6.1	6.7
St Michael's Sunninghill	3.0	3.1	3.1	2.7	3.3	4.8
South Ascot Village Primary	3.6	5.1	4.0	6.1	6.5	7.8
Waltham St Lawrence Primary	5.5	4.4	4.3	16.3	9.2	10.6
Wessex Primary School	4.9	4.7	4.1	14.5	10.8	8.9
White Waltham CofE Academy	2.5	3.1	2.6	0.6	4.8	3.8
Woodlands Park Primary	5.8	5.8	6.3	20.9	17.4	15.8
Wraysbury Primary School	4.5	4.7	4.7	11.7	10.9	10.3

Source : ASP

Table 7c - Absence in RBWM schools (First)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2016/7	2017/8	2018/19	2016/7	2017/8	2018/9
England Primary	**4.0**	**4.2**	**4.0**	**8.7**	**8.7**	**8.2**
Alexander First School	5.3	3.7	3.9	12.9	10.0	8.9
Braywood CofE First School	2.4	2.5	3.5	0.8	2.5	5.0
Clewer Green CofE First	3.7	4.1	4.3	4.2	5.5	7.1
Dedworth Green First School	4.9	5.2	5.4	9.9	15.9	14.3
Eton Porny CofE First School	5.2	4.5	4.2	10.8	13.5	8.1
Eton Wick CofE First School	3.7	4.2	3.9	8.8	5.4	6.8
Hilltop First School	3.9	4.1	4.1	9.8	9.3	8.9
Homer First School	3.6	3.9	3.6	6.4	6.8	6.7
King's Court First School	4.1	3.9	3.8	8.9	7.9	9.6
Oakfield First School	3.3	3.1	3.2	8.8	5.0	6.3
The Queen Anne Royal Free	4.6	4.0	3.6	15.0	8.9	5.1
The Royal First School	3.5	4.5	5.0	3.8	2.5	9.4
St Edward's Catholic First	3.0	3.1	2.7	3.1	4.1	1.7
Trinity St Stephen First	3.5	3.3	3.5	5.0	3.3	5.0

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2016/7	2017/8	2018/9	2016/7	2017/8	2018/9
England Secondary	**5.2**	**5.5**	**5.5**	**12.8**	**13.9**	**13.7**
Dedworth Middle	4.6	4.2	4.5	9.6	7.3	9.6
St Edward's Royal Middle	3.3	3.4	3.4	4.5	5.5	4.3
St Peter's Middle	4.8	4.9	3.9	13.2	8.8	5.6
Trevelyan Middle	4.6	5.3	4.8	11.8	12.9	11.2

Source : ASP

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

School name	Overall absence (%)			% Persistent absentees (10%+)		
	2016/7	2017/8	2018/9	2016/7	2017/8	2018/9
England Secondary	**5.2**	**5.5**	**5.5**	**12.8**	**13.9**	**13.7**
Altwood Secondary School	6.5	7.2	7.3	17.9	17.4	21.5
Charters Secondary School	4.6	5.3	5.6	9.1	12.2	13.0
Churchmead Secondary	5.3	5.8	5.3	14.5	14.3	13.6
Cox Green Secondary School	5.1	5.3	5.0	11.0	13.8	12.6
Desborough College	4.2	4.5	4.6	7.7	9.3	11.6
Furze Platt Secondary School	4.2	4.3	4.8	7.0	7.5	9.2
Holyport College Secondary	4.9	5.9	5.8	10.8	12.0	13.7
Newlands Secondary School	4.1	4.2	4.1	7.4	7.0	6.0
The Windsor Boys	5.1	5.9	5.5	13.0	14.9	13.1
Windsor Girls	6.2	6.1	5.9	13.4	13.9	12.0

Source : ASP

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

8.1 National comparisons relate to 2020/21 academic year and come from the DfE SFR. National data for 2021/22 is expected to be published in August 2023.

PERMANENT EXCLUSIONS

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

Table 8a - Permanent Exclusions

	RBWM Permanent Exclusions				
	2016/7	**2017/8**	**2018/9**	**2019/20**	**2020/21**
Number of pupils#	20	15	31	21	18
% of Total pupils	0.09%	0.07%	0.14%	0.09%	0.08%

Source: Exclusions SFR

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

- The 2020/21/20 academic year was affected by the COVID-19 pandemic. Schools were open to all pupils in the Autumn term, 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.
- As with 2019/20, 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 has decreased to 18 in 2020/21.
- The national exclusion rate in 2019/20 (the latest year for which data is available) was 0.05% (i.e., on average 5 students in every 10,000 were permanently excluded).
- In 2020/21 all RBWM permanent exclusions 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 2016/17		
School	**No. of Permanent Exclusions**	**Reason**
Altwood	5	Drugs x4, Other (serious breach of behaviour policy) 1
Charters	1	PAC
Cox Green	6	PDB, PAC, Weapon into school, 3x Other (violence, damage to property, violent threats)
Dedworth Middle	2	PDB, PAA
Furze Platt Junior	1	PDB
Furze Platt Senior	2	VA to adults, PDB
St Lukes Primary	1	PDB
St Pirans	*1*	*PDB*
Windsor Boys School	*2*	Weapon in school, drugs
Total	**21**	
Academic Year 2017/2018		
School	**No. of Permanent Exclusions**	**Reason**
Altwood	2	2 PDB
Charters	1	PDB
Churchmead	1	PAC
Cox Green	4	2x Drugs, 1x PDB,1xPAC
Desborough	4	1x Drugs, 2x Damage to property, 1x Weapon
Furze Platt Senior	2	1x PAC, 1x PDB
Holyport College	1	Drugs
Newlands Girls School	1	Repeated setting off fire alarm
The Royal Grammar	1	Drugs
Trevelyan Middle School	2	Drugs
Windsor Boys' School	1	PAC
Furze Platt Junior	1	PDB
Total	**21**	

Table 8b - Permanent Exclusions by reason code

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
West Twyford Primary	1	PAA&C
Total	20	

Key:
PDB – 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 2020/21. As expected, due to school closures, suspensions are substantially lower than in pre-covid years. Previously suspensions had been increasing in number, largely driven by increases in suspensions in secondary schools and to a lesser extent in primary schools. In 2019/20, decreases were seen across all school types.

Table 8c Suspensions (from school census)

Suspensions 20/21		
	Primary	**Secondary**
Total number of Fixed Term Exclusions	94	594
Number of Pupils who received FTE's	55	360
Total Number of days of FTE's	146	1142
Total Fixed Term Exclusions	688	
Total number of Pupils who received a FTE	415	
Total number days of FTE	1288	

8.4 The suspension rate in RBWM was 3 (298 suspensions per 10,000 pupils compared to 4.3 nationally.

SECTION 9 - PUPIL DESTINATIONS

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

The pupil destinations for 2020/21 are taken from the Department of Education Statistical First Release.

DESTINATIONS IN THE YEAR AFTER KEY STAGE 4

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

9.2 Types of institutions
The proportion of RBWM pupils in school sixth forms (56%) continues to be well above national and South East (38% and 39%).

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

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

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6th form	% in 6th form College	Destinat'n not sustained	Activity not captured in data
England	562393	94%	36%	38%	13%	3%	1%
SE	88911	94%	32%	39%	18%	4%	1%
RBWM	1590	95%	28%	56%	7%	3%	2%
England disadv	146424	88%	45%	25%	11%	10%	2%
SE disadv	17485	88%	44%	24%	12%	10%	2%
RBWM disadv	230	92%	43%	35%	5%	6%	2%
England non-disadv	146424	96%	33%	43%	14%	2%	2%
SE non-disadv	71425	96%	29%	43%	19%	3%	1%
RBWM non-disadv	1360	96%	26%	59%	7%	3%	2%

Source DfE SFR

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

	No. of stude nts	Overall Educatio n or Employ't /Training Destinat' n	% in Education	% in apprenti ceships	% in employ ment	Destinat'n not sustained	Activity not captured in data
Altwood	98	89%	88%	0%	1%	5%	6%
Charters	241	96%	94%	1%	x	4%	x
Churchmead	39	92%	90%	0%	3%	5%	3%
Cox Green	162	95%	91%	2%	1%	2%	2%
Desborough	145	95%	92%	1%	3%	3%	2%
Furze Platt	188	96%	91%	2%	3%	2%	2%
Holyport College	89	96%	93%	0%	2%	2%	2%
Newlands	187	99%	98%	1%	1%	1%	1%
The Windsor Boys	224	94%	90%	2%	2%	5%	x
Windsor Girls	185	96%	92%	1%	3%	3%	1%

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 89% three percentage points above South East and national. Nationally and locally the sustained destination rate declined in 2020/21 with lower numbers going in to apprenticeships and employment likely due to the disruption caused by the coronavirus pandemic. The increase in the proportion of students progressing to further education is mainly due to a change in the underlying cohort.

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 68% just below the national figure. The RBWM disadvantaged cohort at Key Stage 5 is very small, so each student contributes around 1/2% to the figures.

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	320302	86%	57%	4%
South East schools	39651	86%	54%	5%
RBWM schools	853	89%	66%	4%
England colleges	320302	74%	21%	6%
South East colleges	49579	75%	18%	7%
RBWM colleges	725	75%	11%	8%
England schools & colleges	542787	79%	36%	5%
South East schools & colleges	89230	80%	34%	6%
RBWM schools & colleges	1578	82%	40%	6%
England schools & colleges disad	134254	70%	26%	5%
South East schools & colleges disad	16135	69%	19%	6%
RBWM schools disad	195	68%	21%	6%
England schools & colleges non disadv	408533	82%	39%	5%
South East schools & coll non disadv	73095	82%	37%	6%
RBWM schools & coll non disadv	1380	84%	43%	6%

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	697	78%	24%	57%

BACKGROUND AND TECHNICAL NOTES

All data from DfE Statistical Release on Destination Measures, published October 2022.

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 2019/20 and identifies their destinations in 2020/21. 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 knowns' in their data (NCCIS website).

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

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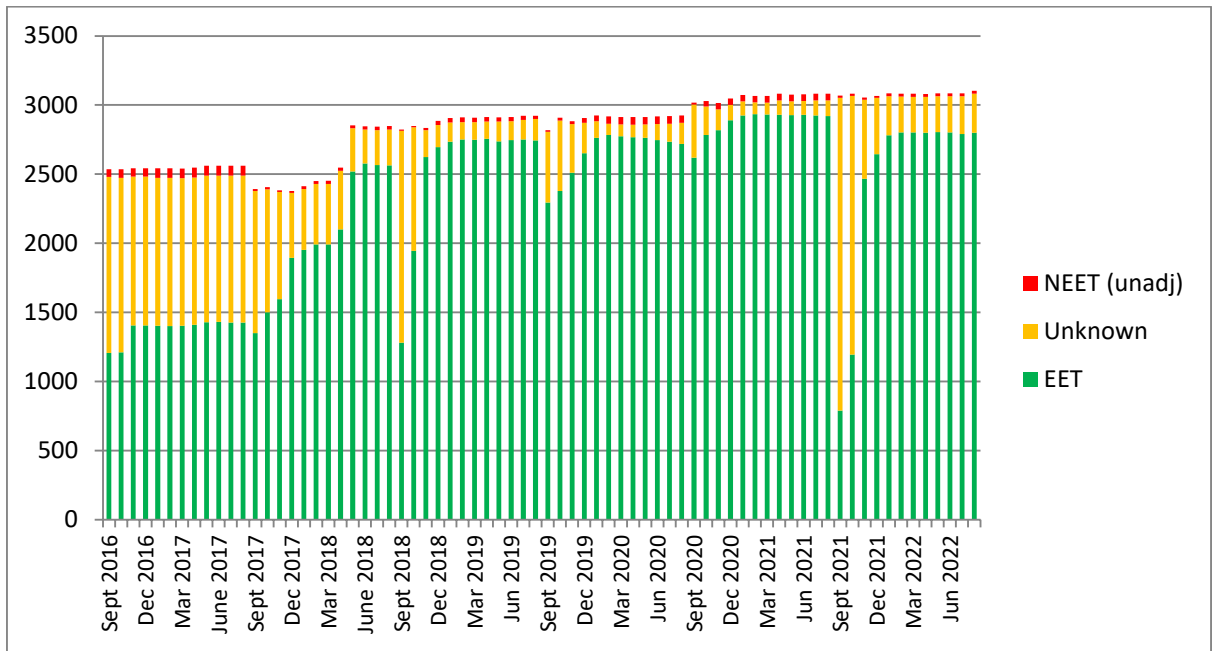
10.5 The key findings were as follows:

- The average number of 16–17-year-olds identified as NEET in RBWM was 20 over the 3 months to August 2022.

- The average % NEET for August 2022 was 0.6%. 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 3.0%.

- The percentage unknown was 9.1% for August 2022 up from 3.7% in August 2021. This is higher than the England average of 7.0% for the same period and places Windsor and Maidenhead in the bottom quintile.

- There was a very high Not Known in year 2022 compared to year 2021. 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.

- In September 2022 there is an improvement. With the help of the Windsor's Business Support Team in the borough the schools' data has been collected.

Appendix A

Department
for Education

Progress 8

How Progress 8 and Attainment 8
measures are calculated

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

Appendix A

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