

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

www.rbwm.gov.uk



REPORT SUMMARY

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

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

1. DETAILS OF RECOMMENDATION(S)

RECOMMENDATION: That Cabinet notes the report and:

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

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

Background

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

2.2 This report highlights several areas:

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

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

Ofsted judgements of school quality

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

Early Years

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

Disadvantaged pupils

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

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

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

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

Table 1: Educational attainment by Key Stage

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

Source DfE LAIT tool 2023

- 2.20 The attainment of pupils in the EYFS this year was similar to national at 67%. This result placed us joint 96th in the LA rankings for England.
- 2.21 Phonics attainment - 80% of pupils reached the required standard in phonic decoding, which was just above the national result of 79% and placed us 42nd. Nationally the number of pupils meeting the standard is still three percentage points down since 2019 and for RBWM it has also fallen by three percentage points.
- 2.22 The attainment for KS1 in the Borough continues to be above the national average at KS1 in the core subjects of Reading - 70% vs National 68% (2019 was 79% vs 75%), and Maths, 71% vs National 70% (2019 was 80% vs 76%). In Writing RBWM was 59% below the National 60% (2019 was 71% vs 69%) Nationally and RBWM results have increased on average by two percentage points since the 2022 low, the first year after the pandemic. This placed RBWM joint 36th for Reading, joint 89th for writing and joint 59th for Maths respectively.
- 2.23 The attainment in Key Stage 2 (KS2). The percentage of pupils achieving above the expected standard in reading, writing and maths was only 8% nationally. RBWM achieved 11%, placing the Royal Borough equal 25th nationally.
- Key Stage 4 attainment
- 2.24 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic.
- 2.25 Overall, 53% of pupils in the borough achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 45.3%. The Royal Borough is ranked 27th LA on this measure. The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 73.2%. This is well above the state funded national figure of 65.1%.

School Centred Initial Teacher Training (SCITT)

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

Absence data

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

Persistent Absentee

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

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

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

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

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

Permanent exclusions

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

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

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

Source: Exclusions SFR

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

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

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

Pupil destination

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

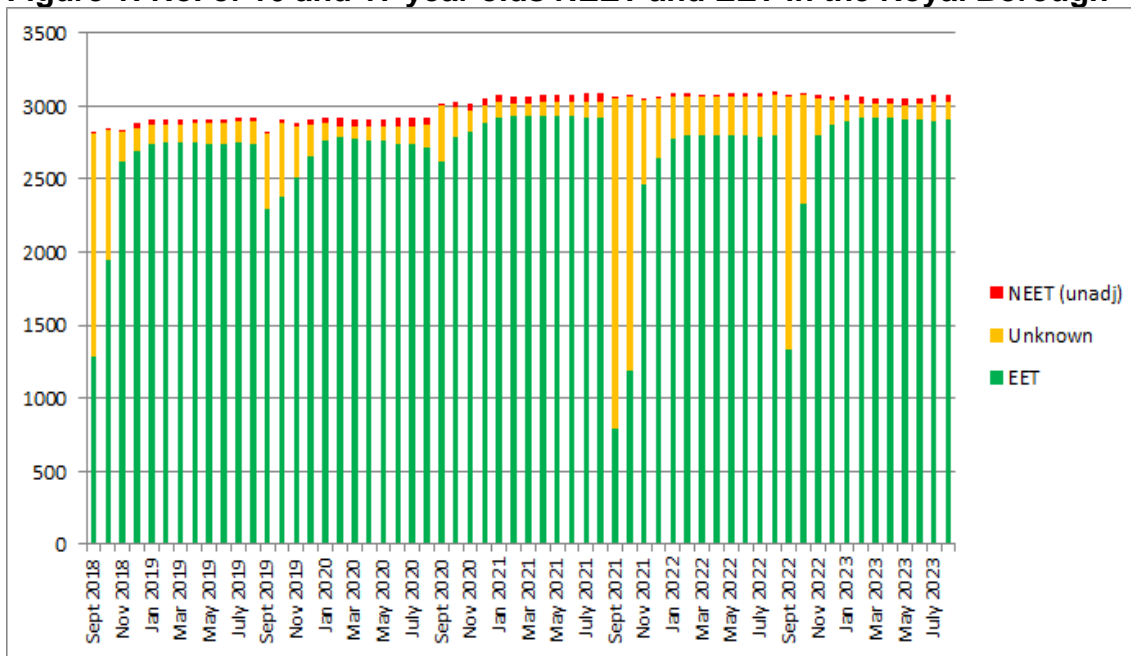
and employment in 2021/22. The increase is mainly due to a change in the underlying cohort as well as the impacts of the coronavirus pandemic.

- **Selective Institutes – at the end of Key Stage 5.** RBWM has a far higher proportion of pupils in school sixth forms than nationally. National data shows that students at colleges are much less likely to go to selective institutions. The combined figure for schools and colleges shows RBWM has higher percentages than national going to selective institutions.
- **Disadvantaged pupils – at the end of Key Stage 5.** The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 74% just above the national figure.

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

2.49 Figure 1 shows the numbers of RBWM 16–17-year-olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2016.

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



2.50 The key findings were as follows:

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

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

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

Social Emotional Mental Health Service (SEMH)

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

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

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

SEND Services

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

Table 3: Primary EHCP need in the Royal Borough

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

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

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

Resource Base Investments

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

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

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

Update of Statement of Action (SEND)

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

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

Area SENCo and SEND Strategy

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

These include:

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

Summary of key priorities

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

Table 4: Key priorities for raising educational attainment.

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

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

Options

Table 5: Options arising from this report

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

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

3. KEY IMPLICATIONS

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

4. FINANCIAL DETAILS / VALUE FOR MONEY

Capital Funding

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

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

5. LEGAL IMPLICATIONS

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

6. RISK MANAGEMENT

Table 6: Impact of risk and mitigation

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

7. POTENTIAL IMPACTS

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

8. CONSULTATION

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

9. TIMETABLE FOR IMPLEMENTATION

- 9.1 No implementations arising from this report.

10. APPENDICES

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

11. BACKGROUND DOCUMENTS

- 11.1 This report is supported by no background documents:

12. CONSULTATION

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

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

REPORT HISTORY

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

Forward Plan: 10/10/2023		
-----------------------------	--	--

Report Author: Clive Haines, Deputy Director of Education

Appendix A - Equality Impact Assessment

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

www.rbwm.gov.uk



1. Background Information

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

Provide a brief explanation of the proposal:

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

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

2. Relevance Check

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

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

Future actions plans may result in EQIA

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

3. Evidence Gathering and Stakeholder Engagement

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

4. Equality Analysis

Please detail, **using supporting evidence**:

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

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

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

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

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

5. Impact Assessment and Monitoring

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

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

6. Sign Off

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

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

Reviewed by:

Date:

RBWM

Education Data Pack

Academic Year 2022 – 2023

Academic Year 2022/23 January 2024



RBWM

Education Data Pack

Academic Year 2022 – 2023

Academic Year 2022/23 January 2024



GLOSSARY

KEY STAGES OF THE CURRICULUM

1. The curriculum is split into stages according to the age of the pupils, see Table A.

Table A – Key Stage and Age Summary

Stage	Age range	School year	National exam or test at end of Key Stage
Foundation Stage	3-5	Nursery and Reception	Assessment
Key Stage 1	5-7	1-2	Assessment
Key Stage 2	7-11	3-6	SATS
Key Stage 3	11-14	7-9	
Key Stage 4	14-16	10-11	GCSE
Key Stage 5	Post 16	12+	A /Level 3

2. Pupil assessment is:
 - At Foundation stage pupils is assessed against a profile which has a strong emphasis on the three prime areas of communication and language; physical; and personal, social and emotional development. Practitioners make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 early learning goals. The percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics are defined as having reached a ‘Good Level of Development’ (GLD).
 - At the end of Year 1 pupils take a phonics screening test.
 - Pupils are assessed by teachers in the core subjects of Reading, Writing and Mathematics at the end of Key Stage 1.
 - At the end of Key Stage 2, tests take place in Reading, Mathematics and Grammar, Punctuation and Spelling and teacher assessments are carried out in Reading, Writing, Mathematics and Science. Pupils are required to reach the expected standard in Reading test, Writing assessment and Maths test.
 - At the end of Key Stage 3 there are no statutory assessment requirements.
 - At Key Stage 4 and 5, pupils undertake external examinations, most commonly GCSEs and A levels.

STATISTICAL NEIGHBOURS

The tables and charts in the report compare schools in the Royal Borough with those nationally and those in statistically similar authorities, known as our ‘Statistical Neighbours’. The Royal Borough’s current statistical neighbours are: Surrey, Buckinghamshire, Bracknell Forest, Hertfordshire, Wokingham, West Berkshire, Oxfordshire, Cambridgeshire, Hampshire and Trafford. They were last changed in October 2015 with the introduction of Trafford and the loss of Cheshire East.

RUSSELL GROUP UNIVERSITIES

The Russell Group represents 24 leading UK universities which are 'committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector':

University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary University of London, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick, University of York.

ACRONYMS

DfE	Department for Education
SFR	Statistical First Release
KS1-5	Key Stage 1-5
OFSTED	Office for Standards in Education
CiC	Child(ren) in care, Looked-after child(ren)
FSM	(Pupils eligible for) Free School Meals
FSM6	Pupils eligible for Free School meals anytime in the last 6 years
SEN	Special Educational Needs
SEN-EHC	SEN pupils with Education Healthcare Plan (previously statemented pupils) Pupils with statutory assessment of severe and complex needs
NOE/NOR	Number of entries/Number on Roll
ALPS	A Level Performance System
EYFS	Early Years Foundation Stage
LA	Local Authority
SUPP	Information suppressed (by DfE) because the underlying numbers are too small
Facilitating Subjects	The A level subjects most commonly required by top universities: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Languages (modern and classic).
TA	Teacher Assessment
PRU	Pupil Referral Unit
EPAS	Educational Performance Analysis System
KEYPAS	Key Stage Performance Analysis System
NOVA	Replacement for EPAS system

GLOSSARY

KEY STAGES OF THE CURRICULUM

1. The curriculum is split into stages according to the age of the pupils, see Table A.

Table A – Key Stage and Age Summary

Stage	Age range	School year	National exam or test at end of Key Stage
Foundation Stage	3-5	Nursery and Reception	Assessment
Key Stage 1	5-7	1-2	Assessment
Key Stage 2	7-11	3-6	SATS
Key Stage 3	11-14	7-9	
Key Stage 4	14-16	10-11	GCSE
Key Stage 5	Post 16	12+	A /Level 3

2. Pupil assessment is:
 - At Foundation stage pupils is assessed against a profile which has a strong emphasis on the three prime areas of communication and language; physical; and personal, social and emotional development. Practitioners make a best-fit assessment of whether children are emerging, expected or exceeding against each of the 17 early learning goals. The percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics are defined as having reached a ‘Good Level of Development’ (GLD).
 - At the end of Year 1 pupils take a phonics screening test.
 - Pupils are assessed by teachers in the core subjects of Reading, Writing and Mathematics at the end of Key Stage 1.
 - At the end of Key Stage 2, tests take place in Reading, Mathematics and Grammar, Punctuation and Spelling and teacher assessments are carried out in Reading, Writing, Mathematics and Science. Pupils are required to reach the expected standard in Reading test, Writing assessment and Maths test.
 - At the end of Key Stage 3 there are no statutory assessment requirements.
 - At Key Stage 4 and 5, pupils undertake external examinations, most commonly GCSEs and A levels.

STATISTICAL NEIGHBOURS

The tables and charts in the report compare schools in the Royal Borough with those nationally and those in statistically similar authorities, known as our ‘Statistical Neighbours’. The Royal Borough’s current statistical neighbours are: Surrey, Buckinghamshire, Bracknell Forest, Hertfordshire, Wokingham, West Berkshire, Oxfordshire, Cambridgeshire, Hampshire and Trafford. They were last changed in October 2015 with the introduction of Trafford and the loss of Cheshire East.

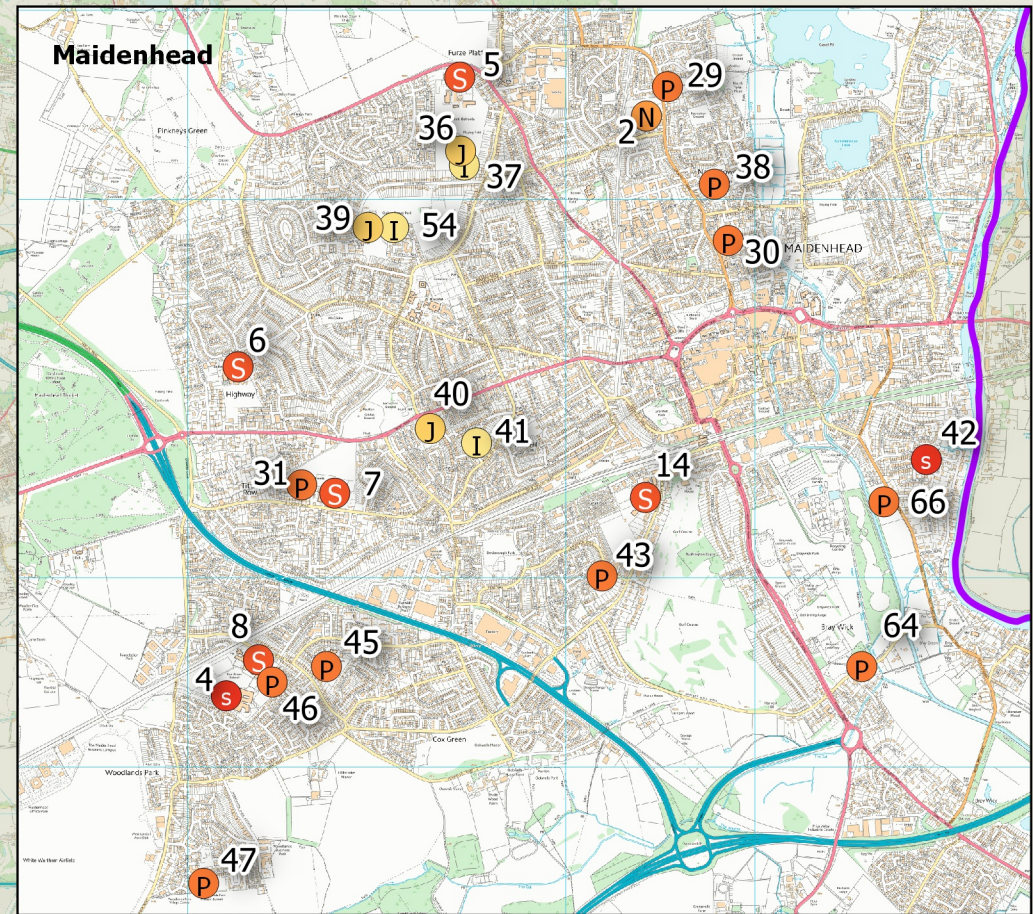
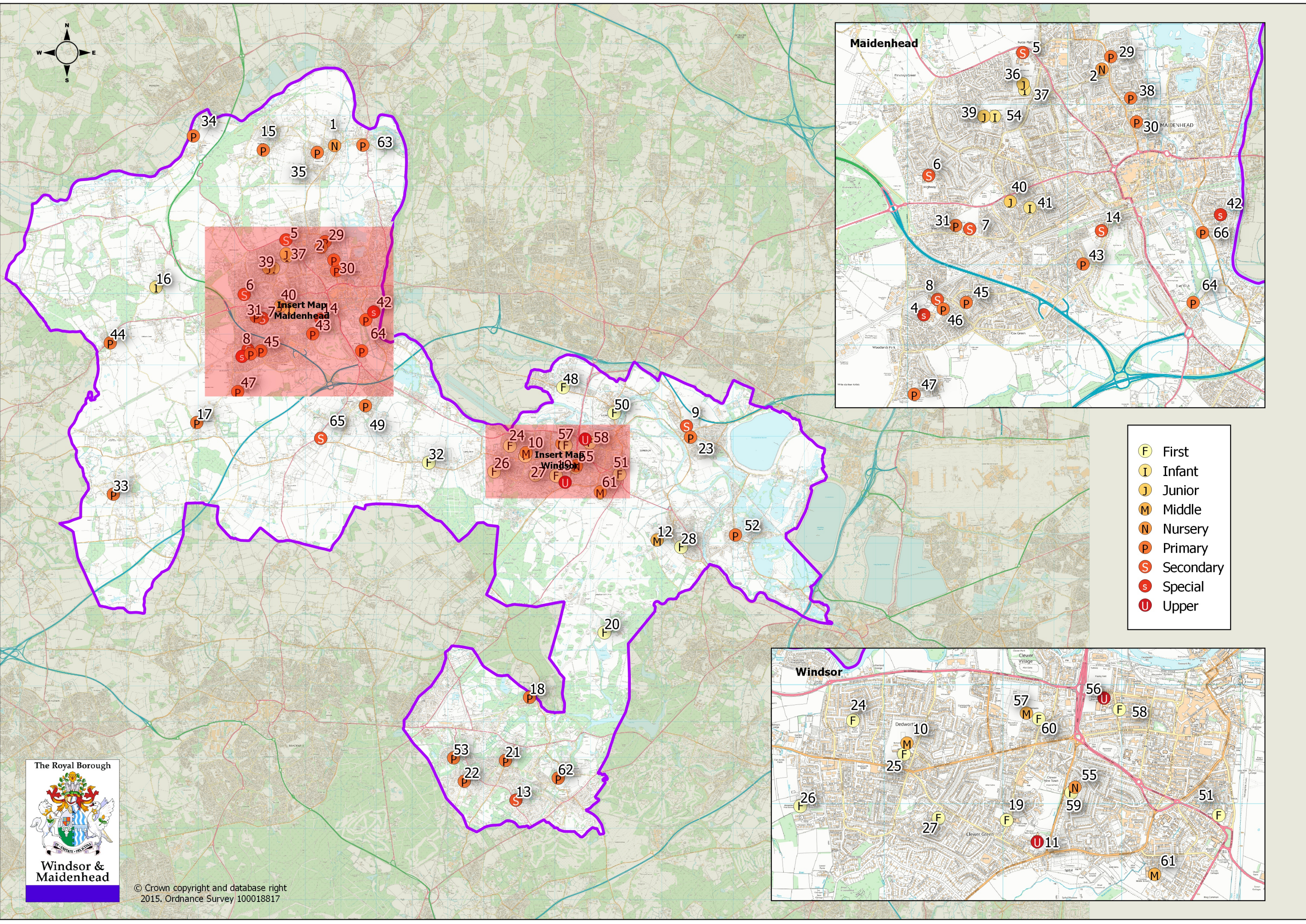
RUSSELL GROUP UNIVERSITIES

The Russell Group represents 24 leading UK universities which are 'committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector':

University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, Durham University, University of Edinburgh, University of Exeter, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, University of Oxford, Queen Mary University of London, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick, University of York.

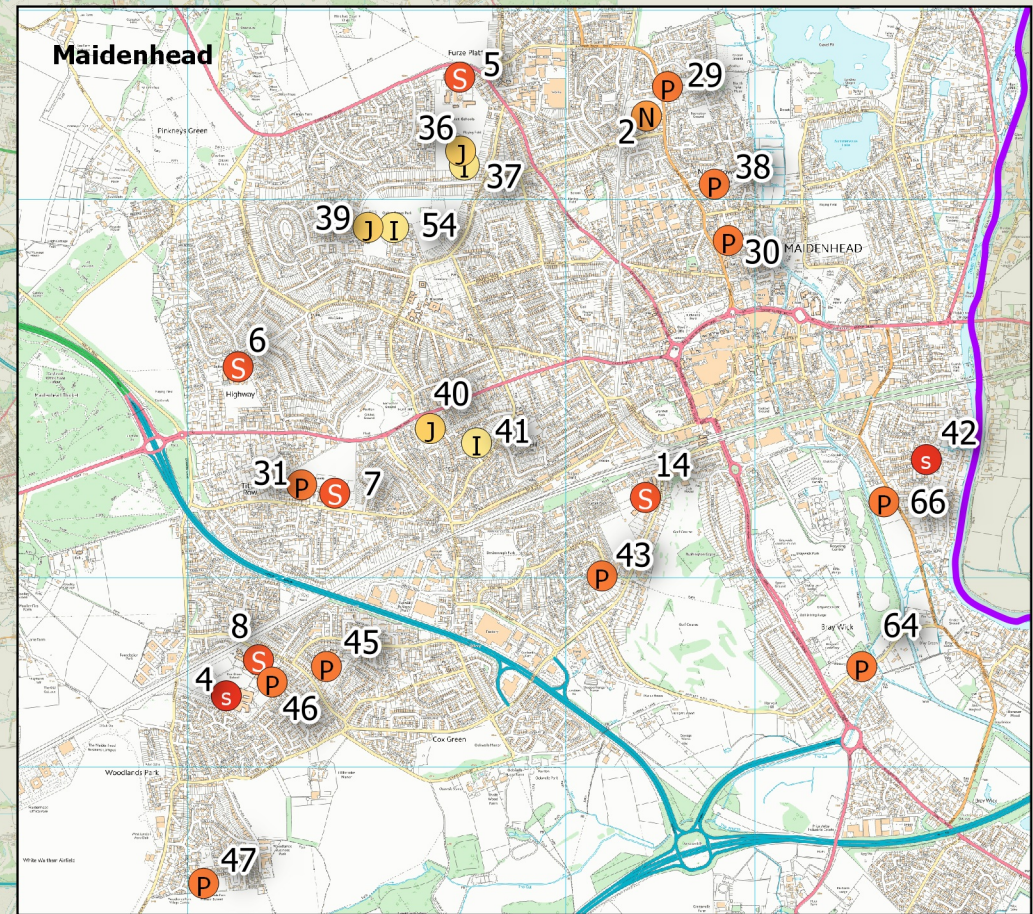
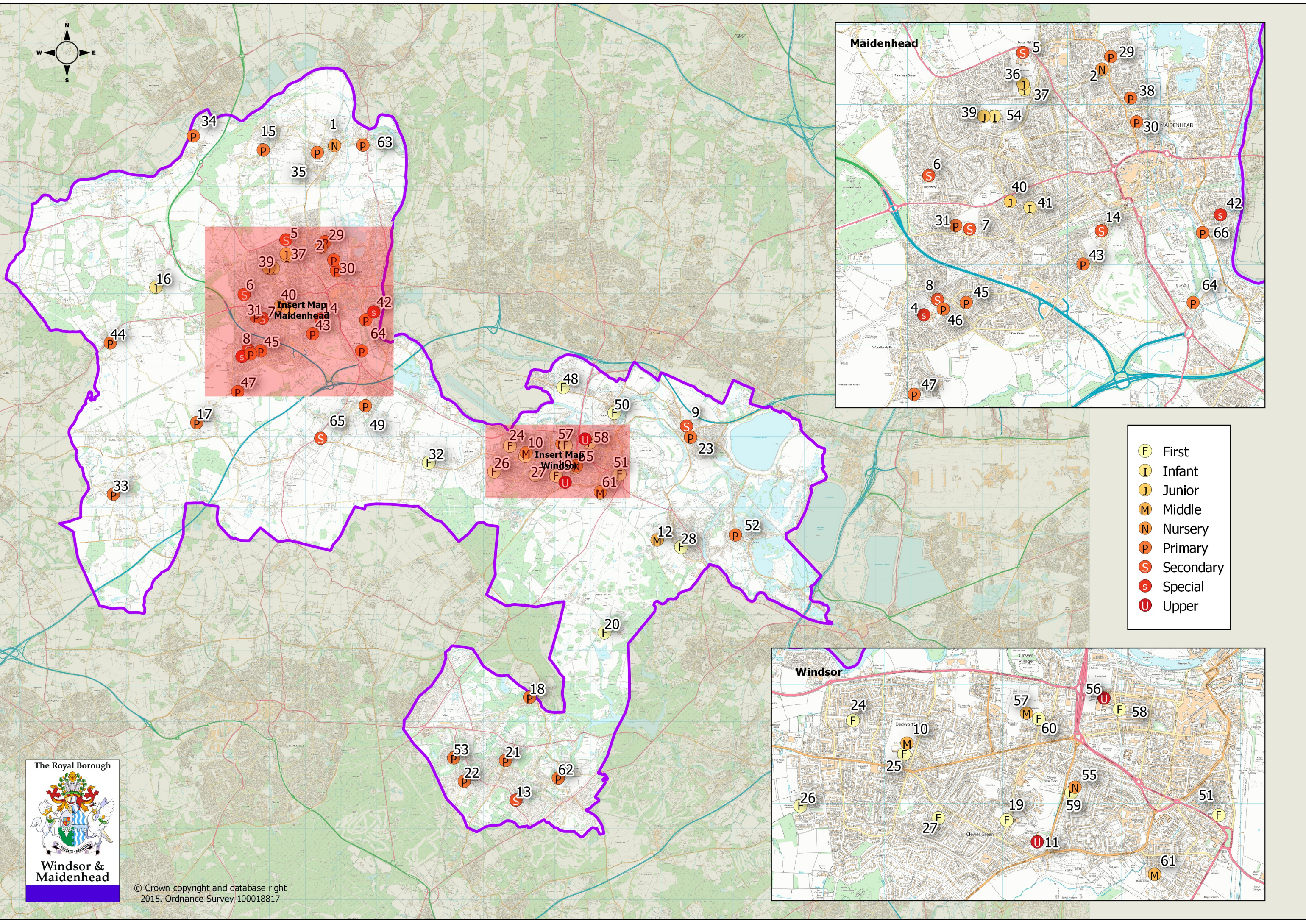
ACRONYMS

DfE	Department for Education
SFR	Statistical First Release
KS1-5	Key Stage 1-5
OFSTED	Office for Standards in Education
CiC	Child(ren) in care, Looked-after child(ren)
FSM	(Pupils eligible for) Free School Meals
FSM6	Pupils eligible for Free School meals anytime in the last 6 years
SEN	Special Educational Needs
SEN-EHC	SEN pupils with Education Healthcare Plan (previously statemented pupils) Pupils with statutory assessment of severe and complex needs
NOE/NOR	Number of entries/Number on Roll
ALPS	A Level Performance System
EYFS	Early Years Foundation Stage
LA	Local Authority
SUPP	Information suppressed (by DfE) because the underlying numbers are too small
Facilitating Subjects	The A level subjects most commonly required by top universities: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Languages (modern and classic).
TA	Teacher Assessment
PRU	Pupil Referral Unit
EPAS	Educational Performance Analysis System
KEYPAS	Key Stage Performance Analysis System
NOVA	Replacement for EPAS system



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





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



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

	Page
Executive Summary	1
Section 1: School Ofsted Inspections	4
Section 2: Overall Educational Attainment	9
Section 3: Primary Attainment and Progress	11
Section 4: Secondary Attainment, Progress and Projections	20
Section 5: Post 16 Attainment	25
Section 6: Performance of Pupil Groups	27
Section 7: Absence	35
Section 8: Exclusions	40
Section 9: Pupil Destinations	44
Section 10: NEET Data	48
Appendix	

EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

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

2. Attainment and progress

- 2.1 These are the second attainment statistics since 2019, after assessments and exams were cancelled in 2020 and 2021 due to the pandemic. These pupils experienced disruption to their learning and caution should be exercised when comparing to previous years. There was a marked fall in national and RBWM results in 2022 but these increased for primary key stage assessments in 2023. For GCSE and A levels grades awarded were similar to 2019 exams and are lower than the teacher assessment grades awarded in 2020 and 2021 and the 2022 mid point grading as exams returned.
- 2.2 Standards in RBWM for 2022/23 were similar to national at Early Years and above national all Key Stages except for Key Stage 1 writing:
 - At Early Years Foundation Stage 67% of children in RBWM attained “a good level of development”. It places the Royal Borough just below the national result. (Section 3.1)
 - 80% of Year 1 children reached the required standard in the phonic screening test. RBWM ranked 42nd on this measure. (Section 3.2)
 - Children at the end of Key Stage 1, age 7, achieve well. There continues to be an above average performance at KS1 in the core subjects of Reading (70%) and Maths (71%). Writing remained flat in RBWM while nationally it increased by 3 percentage points This placed RBWM joint 36th for Reading, 89th for writing and 59th for Maths. (Section 3.3)
 - The multiplication tables check became statutory in 2022 at the end of year 4. 27% of children in the borough achieved full marks in 2023. (section 3.4)
 - Children at the end of Key Stage 2, aged 11, achieve well. There continues to be an above average performance at KS2 in the combined core subjects of Reading Writing and Maths (61%), with RBWM remaining above the national result by one percentage point. This placed RBWM joint 59th in the country. (Section 3.5)
 - In 2022, Pupils in RBWM have made average progress at KS2 compared to national in Reading and Maths, while progress in Writing was below national.
 - At Key Stage 4, age 16, the percentage of pupils attaining a strong pass (i.e., 5 or higher) in both English and Mathematics GCSE was 53%, well above the national average of 45% for state schools. The LA was 27th on this measure. (Section 4.4)

- On the Progress 8 measure, RBWM achieved +0.11 in 2023. (Section 4.9)
- At Key Stage 5, age 18, the average point score per A level student in their three best subjects, expressed as a grade was C+. the same as the state funded national average. The Borough ranked 59th on this measure (Section 5.2 Table 5a)
- The proportion of RBWM A level students achieving grades AAB or better, including two or more facilitating subjects was 17.3%, well above the 15.6% national figure for state-funded schools/colleges. The borough ranked 35th on this measure (Section 5.3)

3. Performance of pupil groups

- 3.1 At Key Stage 2, the proportion of pupils achieving 'expected standard' in the headline measure of reading, writing and maths combined at Key Stage 2 is above national overall, but below national for some vulnerable sub-groups including FSM and Disadvantaged. (Section 6.2)
- 3.2 At Key Stage 4, Progress 8 results for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils, and those whose first language is not English. However, for pupils in two of these groups the actual Progress 8 score was positive – i.e., these pupils made more progress than the average for all pupils with the same prior attainment (Section 6.3)
- 3.3 FSM pupils underperform at each key-stage compared to non-FSM pupils in RBWM, statistical neighbours and nationally every year from 2016 to 2023. (Table 6d). FSM pupils have been disproportionately affected by the pandemic.
- 3.4 With ten or fewer children in care for each Key Stage, most published data will suppress RBWM figures and hence comparisons with national figures, when available, will be very difficult to assess. Whilst based on a very small cohort, we should aim to raise performance at all Key Stages. (Section 6 Table 6e)

4. Pupil absence

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

5. Pupil exclusions

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

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

The analysis of pupil destinations shows:

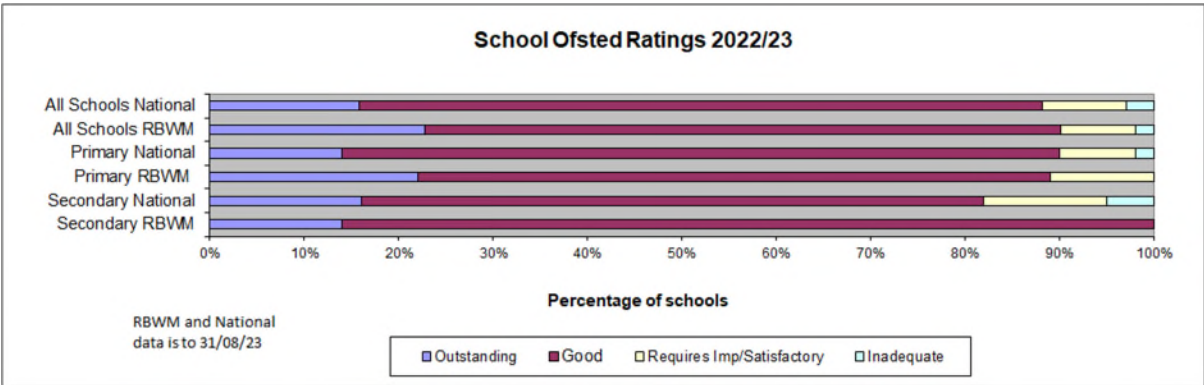
- 6.1 At the end of Key Stage 4, 94% of RBWM students went on to, or remained in, education or employment, similar to national. (Section 9.1).
- 6.2 At the end of Key Stage 5, 63% of RBWM school pupils progressed to UK Higher Education Institutions. (Section 9 Table 9c)
- 6.3 The average number of young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

SECTION 1 - SCHOOL OFSTED INSPECTIONS

ALL SCHOOLS

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

Table 1a School Ofsted Ratings 2022/23



SPECIAL SCHOOLS

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

PRIMARY AGE SCHOOLS

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

SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)

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

OFSTED CHARTS

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

Data Pack Figure 1a - Ofsted Ratings

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

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

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

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

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

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

Data Pack Figure 1b Ofsted Status -

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

National as at 31/8/2023

Improved:

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

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

Total Schools

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

Grey cells give national data by school type

South East comprises of 19 LAs

We have 66 schools

Key Headlines

There have been eighteen inspections this academic year.

RBWM Schools (31/08/2023)

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

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

Schools Good/Out	60
Schools RI/Inadeq	6

West Berks and Wokingham



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

91%
9%

Data Pack Figure 1b Ofsted S

Currently Inspected schools

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

National as at 31/8/2023

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

Grey cells give national data by school type

We have 66 schools

Key Headlines

There have been four inspections this academic year.

Status - RBWM Schools (12/12/2023)

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

	1
	3
	4

Schools Good/Out	61
Schools RI/Inadeq	5

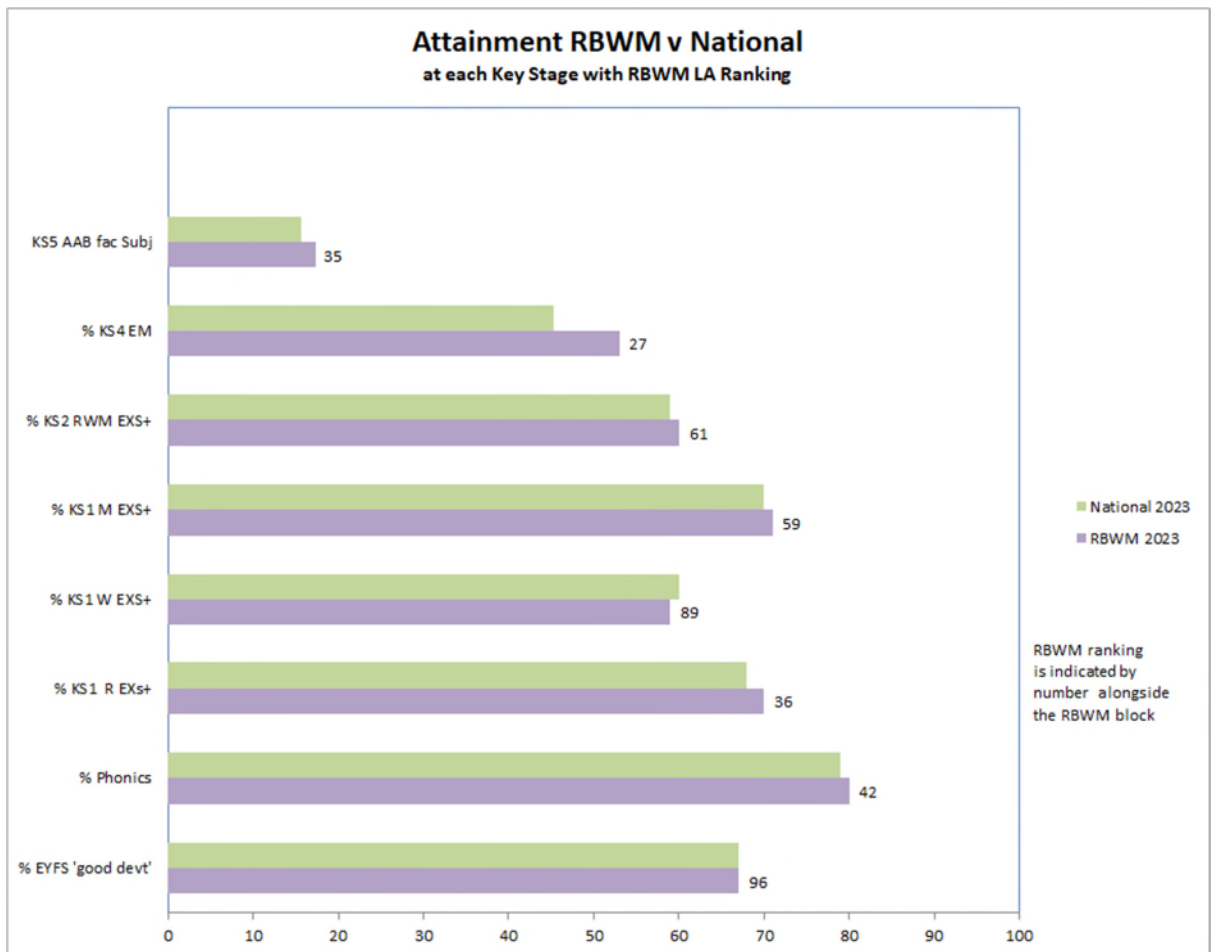
<i>Inspections this Academic Year 2022/2023 (published reports)</i>	
Autumn Term	4
Spring Term	
Summer Term	

SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

SUMMARY

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

Chart 2a



Source DfE LAIT tool 2023

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

Section 3 - Primary attainment and progress

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

Early Years

- 3.1 These statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The assessment framework, or EYFS profile, consists of 17 early learning goals (ELGs) across 7 areas of learning. In 2021/22 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. **It is therefore not possible to directly compare assessments outcomes after 2021/2 with earlier years.** In 2019/20 and 2020/21 data collections were cancelled due to coronavirus. Children have been deemed to have reached a good level of development (GLD) in the new profile if they achieve at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.
- DFE statistics for the Early Years Foundation Stage (EYFS) show the proportion of pupils attaining the DFE's definition of 'a good level of development' in RBWM for 2023 was 67%.
 - The attainment of pupils in the EYFS this year was similar to national at 67%
 - This result placed us joint 96th in the LA rankings for England.
 - Pupils may be aged anything between still 4 and nearly 6 when assessed at the end of reception. The differing age of pupils can have a marked effect on their level of development.

Phonics

- 3.2 In 2012, the government introduced a statutory phonics screening check for all children in Year 1. The purpose of the check is 'to confirm whether each child has learnt phonic decoding to an age-appropriate standard'. The test is repeated in Year 2 for those that did not meet the required standard in Year 1.
- In RBWM for 2023, 80% of pupils reached the required standard in phonic decoding, which was just above the national result of 79% and placed us 42nd. Nationally the number of pupils meeting the standard is still three percentage points down since 2019 and for RBWM it has also fallen by three percentage points.
 - The RBWM result for those gaining the required standard in phonic decoding by the end of year 2 was 89% (down from 93% in 2019), whilst the national average was also 87% (previously 91%).

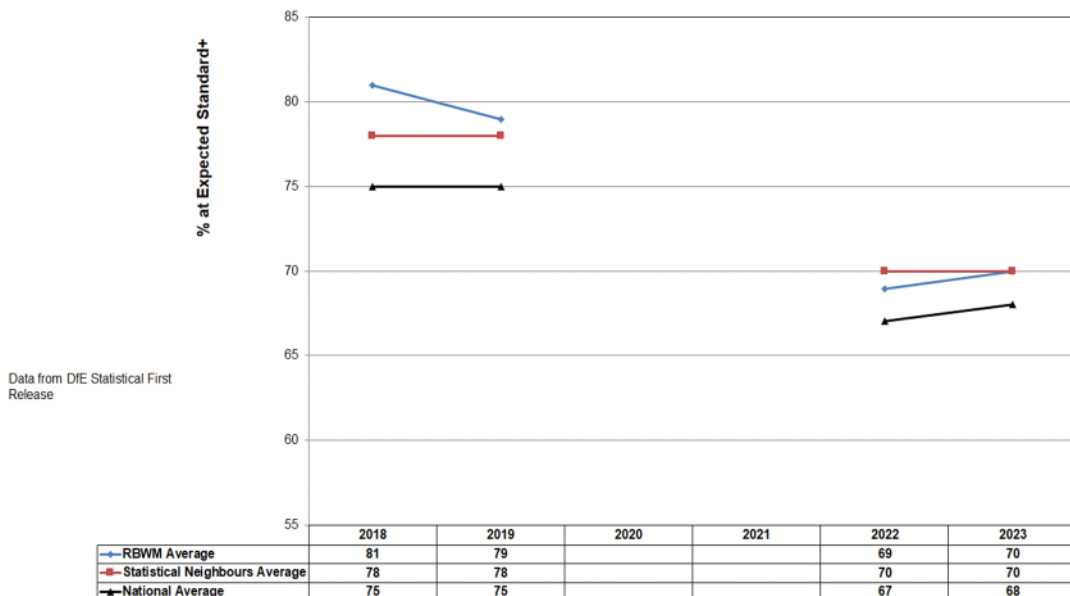
Key Stage 1 (KS1)

3.3 KS1 pupils are those aged 5 – 7 in years 1 and 2. The judgement of expected standard or greater depth is arrived at through a combination of reading, maths and grammar, punctuation and spelling tests and the teacher’s own assessment of how well the child is operating. These are the second Key Stage 1 assessments since 2019 after assessments were cancelled in 2020 and 2021 due to the pandemic. There has been a marked fall in national and RBWM results since the pandemic

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

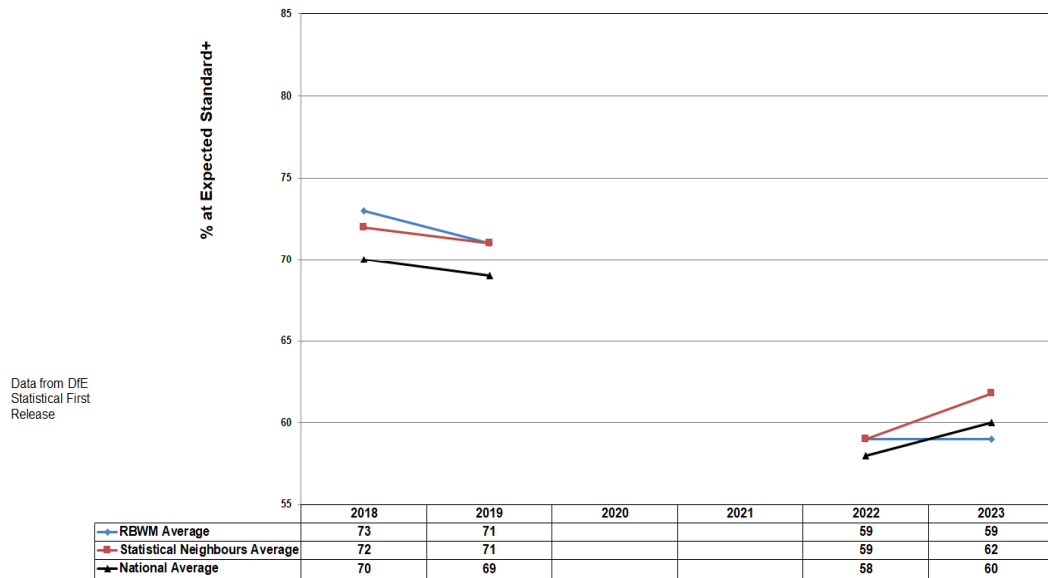
KS1 Reading

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



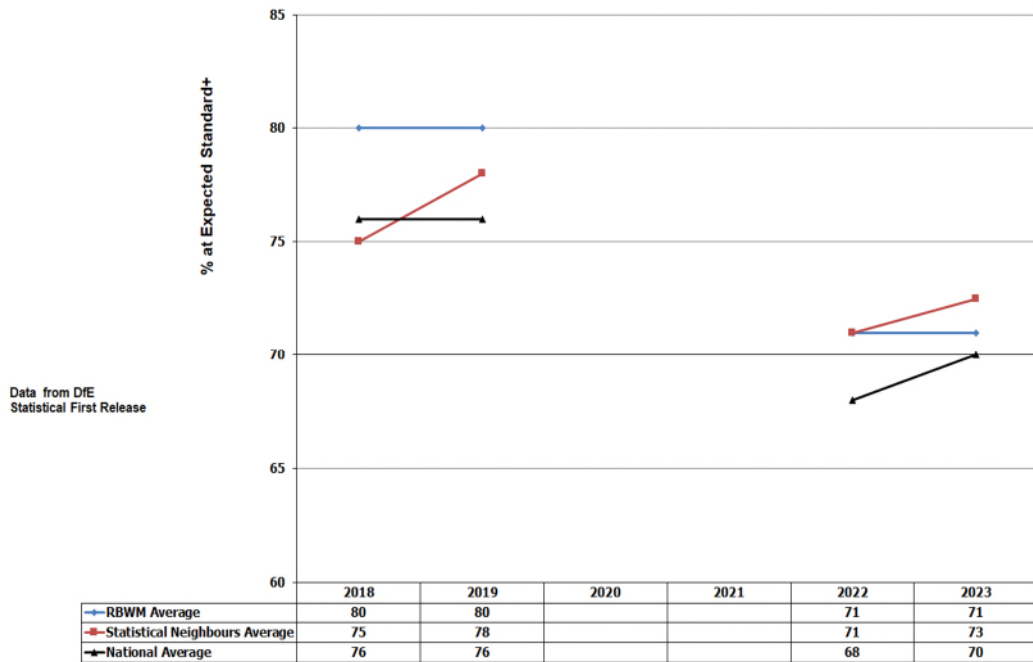
KS1 Writing

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



KS1 Mathematics

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



Multiplication Tables Check

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

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

Key Stage 2 (KS2)

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

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

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

KS2 Reading Writing and Mathematics

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

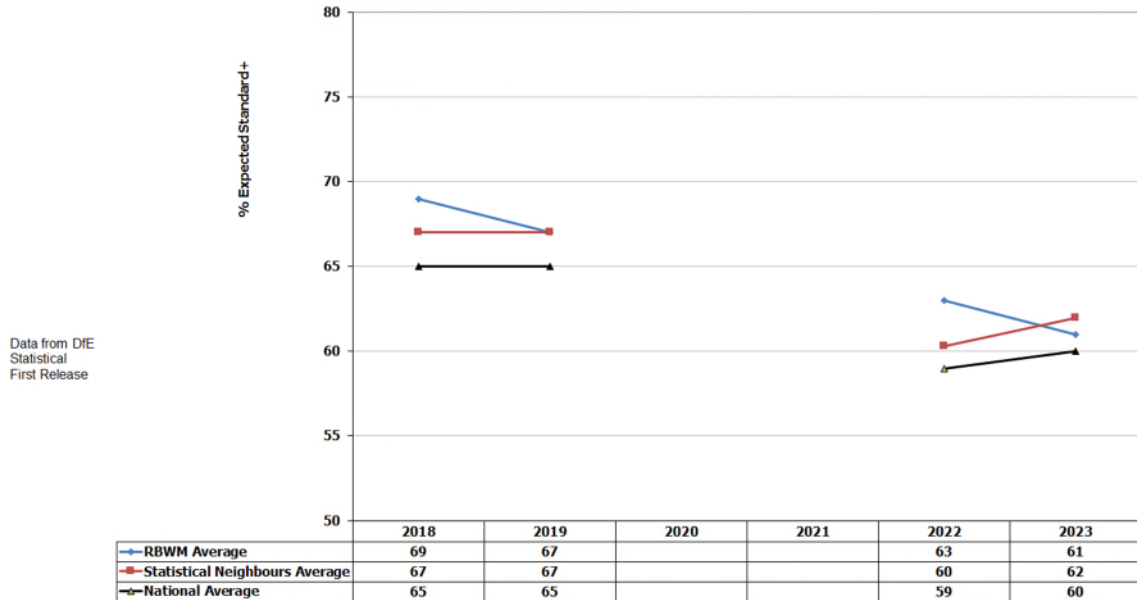
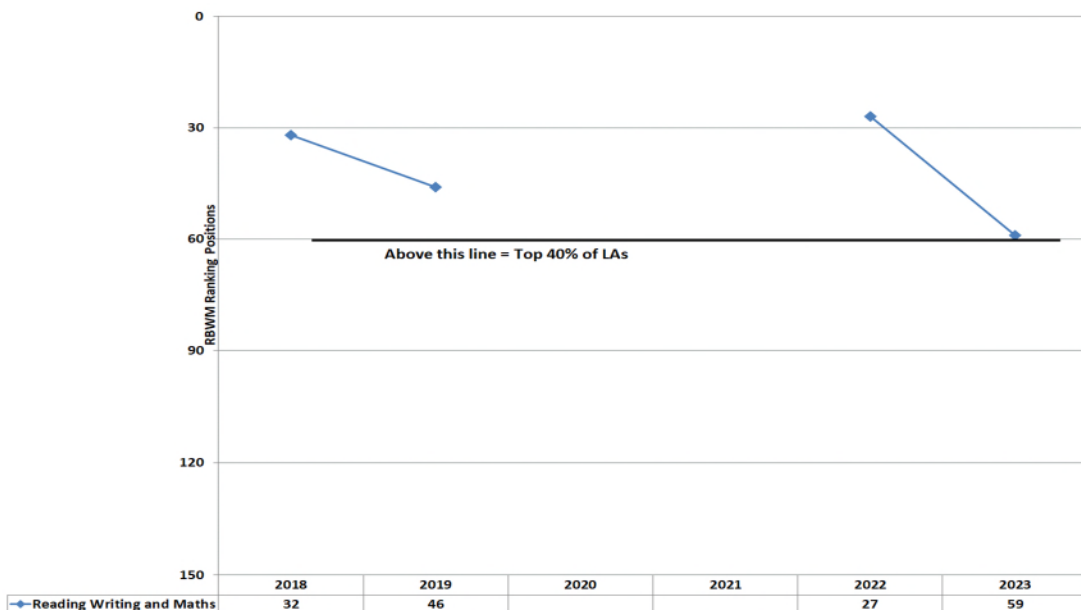


Chart 3e – KS2 Attainment rankings for Reading, Writing and Maths combined measure (out of 150 Local Authorities)



KS1- 2 Progress

- 3.6 Each child's exam mark is given a scaled score and these are compared with the average scaled score for their own KS1 prior attainment group. If a child has performed better than their group's average, they will gain a POSITIVE score – if they do less well than the average, they gain a NEGATIVE score.

The national average rate of progress is deemed to be zero and therefore a positive score indicates that the pupils concerned have made better progress than the national average. Typically, most schools and almost all LAs will score between +5 and -5 in each of the 3 main subjects.

The Confidence Interval measures how much variation there could have been to the result on another occasion. If, when the CI is both subtracted and added, the progress range remains greater than zero, the score is deemed to be statistically significantly HIGHER than the national. However, if, when the CI is both subtracted and added, the progress range remains less than zero, the score is deemed to be statistically significantly LOWER than the national.

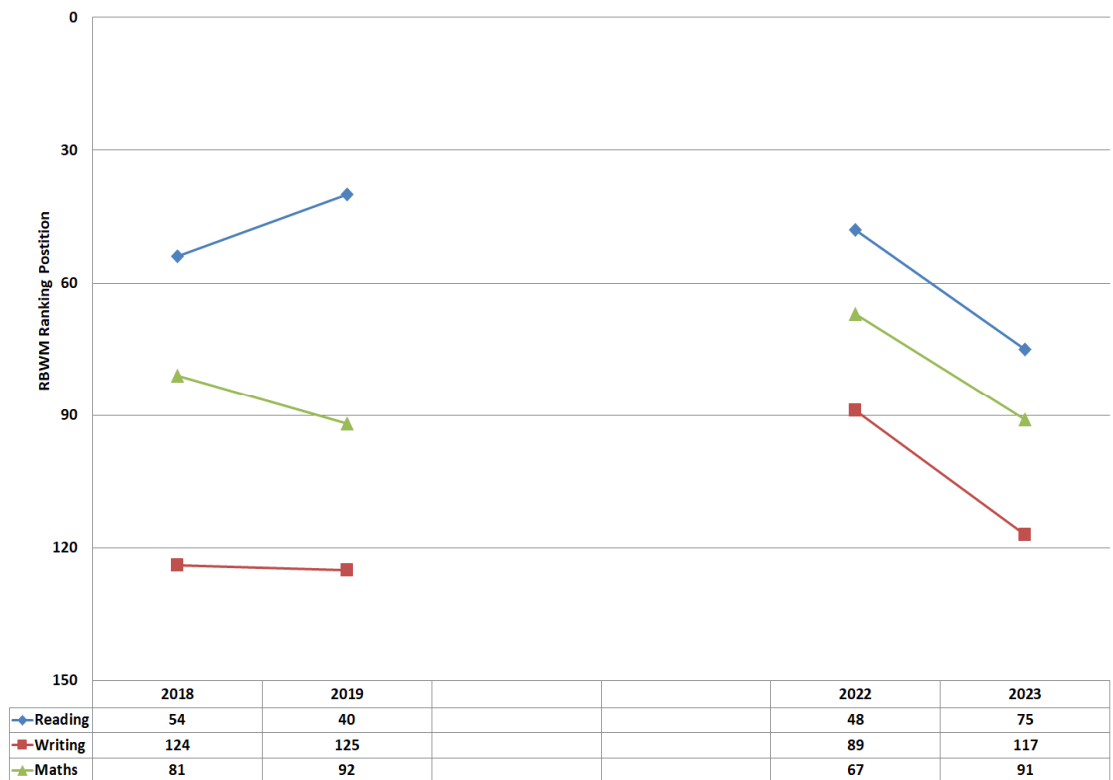
Therefore, for 2023, in reading and maths RBWM has made similar progress to national and significantly lower progress in reading (See Table 3a below).

Table 3a - KS1 to KS2 Progress

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

Source DfE SFR 2023

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



SECTION 4 - SECONDARY ATTAINMENT AND PROGRESS

KEY STAGE 4 (KS4) – GCSEs and equivalent

- 4.1 KS4 pupils are ages 14 – 16 in Years 10 and 11. At the end of this Key Stage pupils sit GCSE and vocational examinations.
- 4.2 This academic year saw the return to pre-pandemic grading with some protections. The ongoing uneven impacts of the pandemic on different schools and colleges and pupils is still a factor in the exam gradings.
- The KS4 performance measures reported are compared with 2022 and with 2019. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic. In 2020 and 2021 teacher assessment grades were awarded. In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach. It is expected that performance in 2023 will generally be lower than in 2022. For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- 4.3 The top-line attainment measures for KS4 are
- the percentage of pupils achieving a grade 5 or above (strong pass) in English (language or literature) and mathematics.
 - the percentage of pupils entering the English Baccalaureate, which is English and mathematics, two sciences, a humanity (specifically history or geography) and a language.
 - The EBacc average point score measure (APS) across the five pillars of the Ebacc using the pupil's best grades. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
 - the Attainment 8 measure, which looks at attainment across 8 subjects including English and Maths (both double counted), three Ebacc subjects and 3 other subjects (which can include additional Ebacc subjects or approved non-GCSEs).
 - The Progress 8 which measures progress from KS2

English and Maths GCSE

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

Attainment 8

- 4.5 Attainment 8 is based on students' attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. The numerical grades are used for reformed GCSEs. See Appendix A for a detailed description of how this is calculated for other qualifications.
- 4.6 The average Attainment 8 score across RBWM was 49.4. This compares to 46.2 for state-schools nationally.

English Baccalaureate

- 4.7 The English Baccalaureate (EBacc) requires pupils to enter English, maths, two sciences, a humanity (specifically history or geography) and a language. The EBacc average point score measure (APS) across the five pillars of the Ebacc using the pupils best 9 – 1 scores.
- 40.8% of RBWM pupils were entered for all elements of the Ebacc in 2022, above the national state school figure of 39.4%.
 - The England state-maintained APS for the Ebacc was 4.05, and for RBWM 4.42. RBWM was ranked 30th best LA on this measure.

KEY STAGE 2 - 4 PROGRESS

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

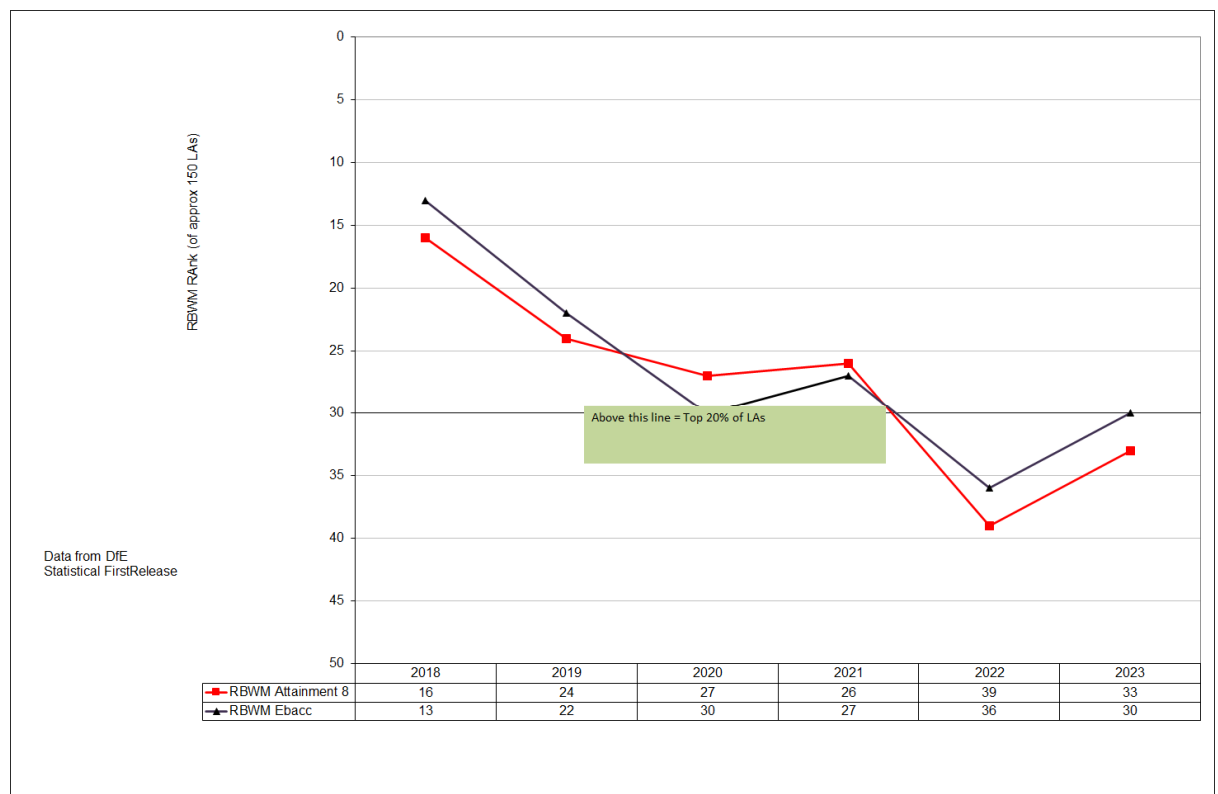
inspection for a year and means that, on average, every pupil in the school got one grade higher in each of the Attainment 8 subjects than the national average for pupils with the same prior attainment.

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

RANKINGS

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

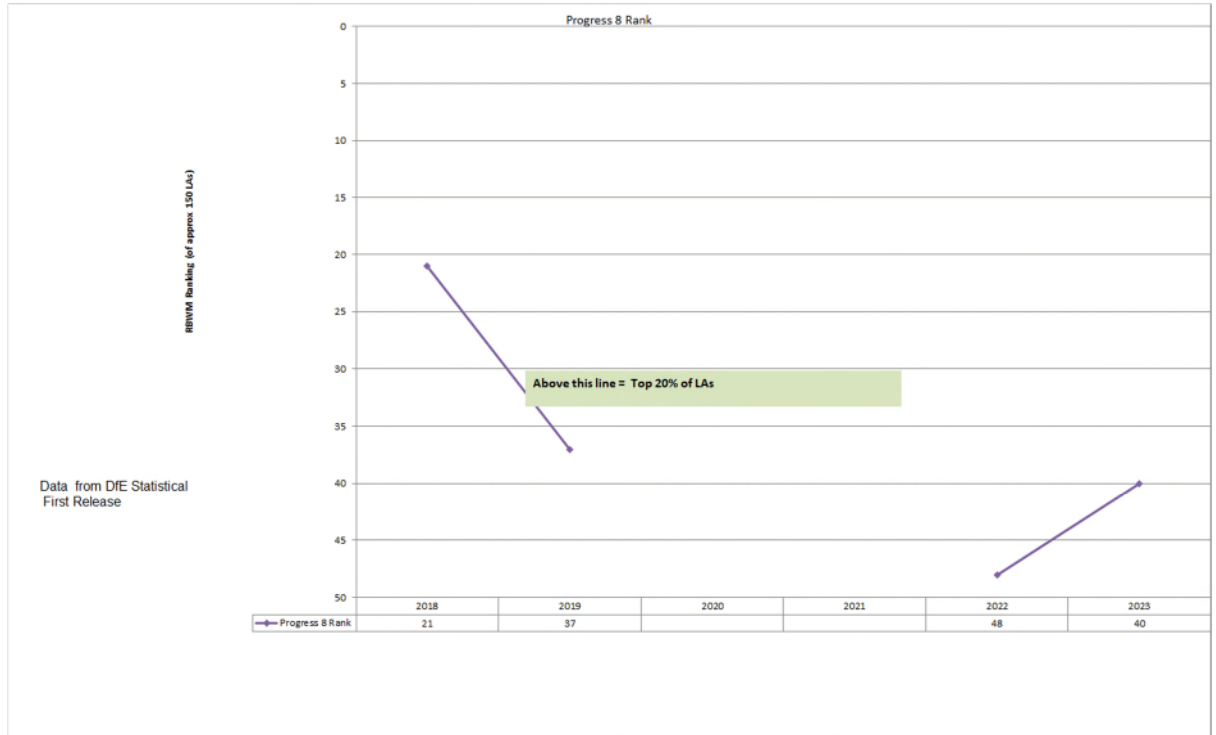
Chart 4a Attainment Rankings



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

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

Chart 4b Progress Rankings



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

SECONDARY SCHOOL PERFORMANCE TABLES

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

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.
- There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges, and pupils differently.

SECTION 4 - SECONDARY ATTAINMENT AND PROGRESS

KEY STAGE 4 (KS4) – GCSEs and equivalent

- 4.1 KS4 pupils are ages 14 – 16 in Years 10 and 11. At the end of this Key Stage pupils sit GCSE and vocational examinations.
- 4.2 This academic year saw the return to pre-pandemic grading with some protections. The ongoing uneven impacts of the pandemic on different schools and colleges and pupils is still a factor in the exam gradings.
- The KS4 performance measures reported are compared with 2022 and with 2019. The more meaningful comparison is with 2019, the last year that summer exams were taken before the pandemic. In 2020 and 2021 teacher assessment grades were awarded. In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach. It is expected that performance in 2023 will generally be lower than in 2022. For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- 4.3 The top-line attainment measures for KS4 are
- the percentage of pupils achieving a grade 5 or above (strong pass) in English (language or literature) and mathematics.
 - the percentage of pupils entering the English Baccalaureate, which is English and mathematics, two sciences, a humanity (specifically history or geography) and a language.
 - The Ebacc average point score measure (APS) across the five pillars of the Ebacc using the pupil's best grades. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
 - the Attainment 8 measure, which looks at attainment across 8 subjects including English and Maths (both double counted), three Ebacc subjects and 3 other subjects (which can include additional Ebacc subjects or approved non-GCSEs).
 - The Progress 8 which measures progress from KS2

English and Maths GCSE

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

Attainment 8

- 4.5 Attainment 8 is based on students' attainment measured across eight subjects: English and Maths (both double-weighted), three other English Baccalaureate subjects and three further approved subjects which can include vocational qualifications. The numerical grades are used for reformed GCSEs. See Appendix A for a detailed description of how this is calculated for other qualifications.
- 4.6 The average Attainment 8 score across RBWM was 49.4. This compares to 46.2 for state-schools nationally.

English Baccalaureate

- 4.7 The English Baccalaureate (EBacc) requires pupils to enter English, maths, two sciences, a humanity (specifically history or geography) and a language. The EBacc average point score measure (APS) across the five pillars of the Ebacc using the pupils best 9 – 1 scores.
- 40.8% of RBWM pupils were entered for all elements of the Ebacc in 2022, above the national state school figure of 39.4%.
 - The England state-maintained APS for the Ebacc was 4.05, and for RBWM 4.42. RBWM was ranked 30th best LA on this measure.

KEY STAGE 2 - 4 PROGRESS

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

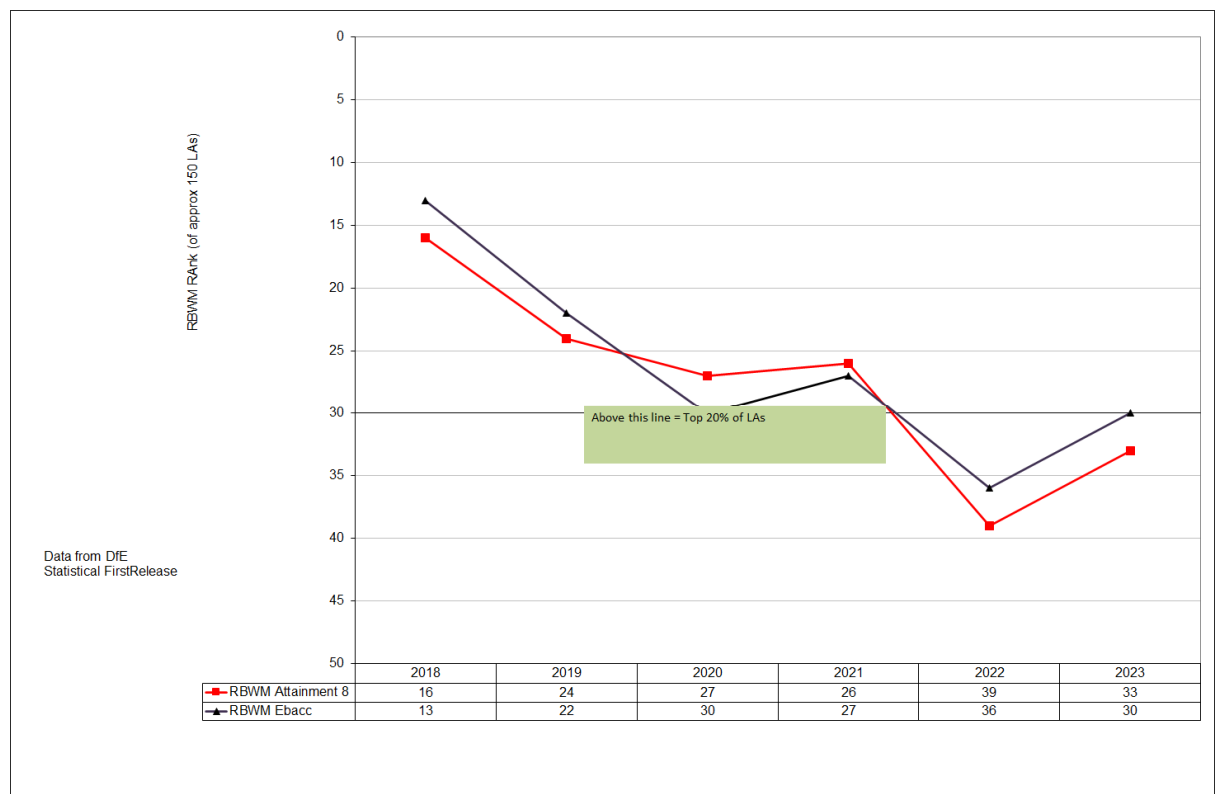
inspection for a year and means that, on average, every pupil in the school got one grade higher in each of the Attainment 8 subjects than the national average for pupils with the same prior attainment.

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

RANKINGS

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

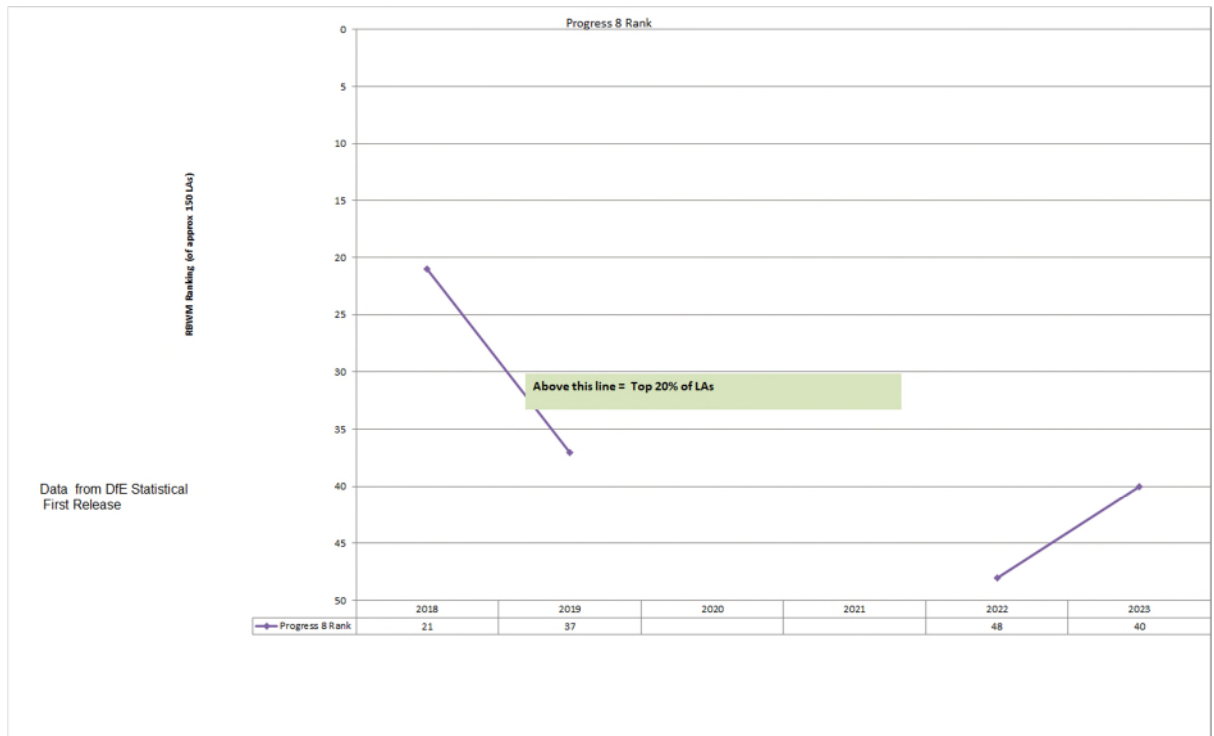
Chart 4a Attainment Rankings



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

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

Chart 4b Progress Rankings



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

SECONDARY SCHOOL PERFORMANCE TABLES

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

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.
- There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges, and pupils differently.

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2023

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

Source: Performance Tables 2023

Data Pack Figure 4a

Key Stage 4 School Performance Table Summary 2023

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

Source: Performance Tables 2023

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

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

A LEVEL RESULTS

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

Table 5a - Key measures: A level cohort

	A level students								
	Number of students	APS per entry	APS per entry as a grade	Number of students entered for one or more A level or applied A level	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
	A level students			Students entered for at least 1 A level or applied A level					
England	293211	35.16	B-	222424	35.63	B-	15.7	25.2	18.1
England State-funded schools	256828	34.05	C+	191930	34.55	C+	13.3	22.0	15.6
Windsor and Maidenhead	794	33.69	C+	637	34.35	C+	13.3	21.4	17.3

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

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

VOCATIONAL RESULTS

5.5. Attainment for students studying applied general and technical qualifications are reported separately. Applied general qualifications are level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science. Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation e.g. a level 3 diploma in construction or bricklaying

5.6. Table 5b - Key measures: Vocational cohort

	Tech level students			Applied General students		
	Students entered for at least 1 tech level qualification			Students entered for at least 1 Applied General level qualification		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
England	27,976	28.51	Merit+	123317	29.56	Merit+
England State-funded Schools	27,822	28.49	Merit+	120984	29.51	Merit+
Windsor and Maidenhead	112	26.58	Merit	276	26.79	Merit+

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

SECTION 5 – PROVISIONAL POST 16 ATTAINMENT

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

A LEVEL RESULTS

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

Table 5a - Key measures: A level cohort

	A level students								
	Number of students	APS per entry	APS per entry as a grade	Number of students entered for one or more A level or applied A level	APS per entry, best 3	APS per entry, best 3 as a grade	Percentage of students achieving 3 A*-A grades or better at A level	Percentage of students achieving grades AAB or better at A level	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
	A level students			Students entered for at least 1 A level or applied A level					
England	293211	35.16	B-	222424	35.63	B-	15.7	25.2	18.1
England State-funded schools	256828	34.05	C+	191930	34.55	C+	13.3	22.0	15.6
Windsor and Maidenhead	794	33.69	C+	637	34.35	C+	13.3	21.4	17.3

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

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

VOCATIONAL RESULTS

5.5. Attainment for students studying applied general and technical qualifications are reported separately. Applied general qualifications are level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science. Tech level qualifications are level 3 qualifications for students wishing to specialise in a technical occupation e.g. a level 3 diploma in construction or bricklaying

5.6. Table 5b - Key measures: Vocational cohort

	Tech level students			Applied General students		
	Students entered for at least 1 tech level qualification			Students entered for at least 1 Applied General level qualification		
	Number of students	APS per entry	APS per entry as a grade	Number of students	APS per entry	APS per entry as a grade
England	27,976	28.51	Merit+	123317	29.56	Merit+
England State-funded Schools	27,822	28.49	Merit+	120984	29.51	Merit+
Windsor and Maidenhead	112	26.58	Merit	276	26.79	Merit+

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

SECTION 6 - PERFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

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

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

KEY STAGE 2

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

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

Source: DfE SFR

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

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

KEY STAGE 4

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

- Given the covid pandemic and the change to grade boundaries for 2021/22, caution needs to be applied when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- The Progress 8 result for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils and pupils whose first language is not English. However, for pupils in both groups, the actual Progress 8 score was positive – i.e., these pupils made more progress than the average for all pupils with the same prior attainment.

Table 6b Key Stage 4: Progress 8

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

Source: DfE LAIT/KS4 SFR

- There continues to be a marked gap between the progress of boys and girls both nationally and in the Royal Borough. However, the gap is similar in both groups, resulting in similar rankings.
- Progress for pupils with Special Educational needs (SEN) and SEN with an Educational Healthcare Plan (EHC) or statement is below that for pupils without SEN. However, in all SEN groups, the RBWM groups make better progress than their national counterparts.
- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for disadvantaged groups were above average.
- The Progress 8 for the Asian pupils was brought down by the relatively poor results of the Pakistani subgroup. Results for the other main Asian groups (Indian, Bangladeshi and other Pakistani) were comparable to the high Progress 8 results achieved nationally.

ACHIEVEMENT BY 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

Key Stage & measures		Ethnicity															
		White		Mixed		Asian All		Indian		Pakistani		Chinese		Black		All	
		Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result
Early Years		1136	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74
	% achieving good level of development 2018																
	% 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	1087	69	175	65	267	66	136	76	106	54	6	67	13	64	1612	67
	% achieving good level of development 2023	1024	67	190	75	270	63	130	70	104	56	7	57	31	55	1598	67
Key Stage 1																	
	% 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	n/a	29	62	1577	69
	% achieving expected standard Reading 2023	1058	70	173	69	282	75	143	79	110	70	12	67	25	52	1611	70
	% 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	n/a	29	48	1577	59
	% achieving expected standard Writing 2023	1058	59	173	59	282	63	143	71	110	53	12	58	25	40	1611	59
Key Stage 2																	
	% 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	n/a	29	62	1577	71
	% achieving Expected standard Maths 2023	1058	71	173	71	282	72	143	79	110	61	12	92	25	44	1611	71
Key Stage 4																	
	% achieving grade 5+ E+M GCSE 2018	1100	69	126	64	232	69	94	92	111	67	7	86	14	64	1517	69
	% achieving grade 5+ E+M GCSE 2019	1122	69	138	67	255	63	98	81	139	49	6	100	22	36	1591	67
	% achieving grade 5+ E+M GCSE 2022	1117	63	144	74	285	63	126	77	122	51	17	41	21	57	1631	63
	% achieving grade 5+ E+M GCSE 2023	1131	59	138	64	322	66	144	78	135	57	10	60	26	40	1683	61
	% 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
	% achieving grade 5+ E+M GCSE 2023	1212	53	161	53	270	54	101	65	133	42	n/a	n/a	37	41	1737	53

2022 Data from DFE SFRs and Nexus
Data suppressed (small cohort size)

No SFR by ethnicity produced for KSS

ACHIEVEMENT BY DISADVANTAGED PUPILS

- 6.5 Data comes from SFRs. The Disadvantaged cohort is given where published (Key Stage 2 and Key Stage 4); for other Key Stages FSM eligibility is used as it is published at an LA level allowing comparisons to be made.
- 6.6 Disadvantaged pupils attract Pupil Premium (additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers).
- 6.7 Disadvantaged pupils comprise looked-after children, those eligible for Free School Meals (FSM) and those who had previously been eligible for Free School Meals any time in the preceding 6 years ('Ever 6 FSM' or FSM6).
- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 34 percentage points, much wider than the National gap of 23 percentage points. Nationally the disadvantage gap has reduced between 2011 and 2018 before remaining at a similar level between 2018 and 2019. The gap has increased in 2022 to the highest level since 2012. It remains high in 2023 suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. For RBWM we are in the bottom quintile nationally meaning our disadvantaged pupils have performed well below national.
 - At Key Stage 4, RBWM disadvantaged pupils make similar progress to national. The disadvantaged gap nationally is at its highest level since 2011. This may reflect the difficult circumstances that many pupils will have experienced over the last few academic years which saw various restrictions put in place in response to the COVID-19 pandemic (e.g., periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning.

FREE SCHOOL MEALS (FSM)

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

Table 6d - Key Stage Performance by Free School Meals

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

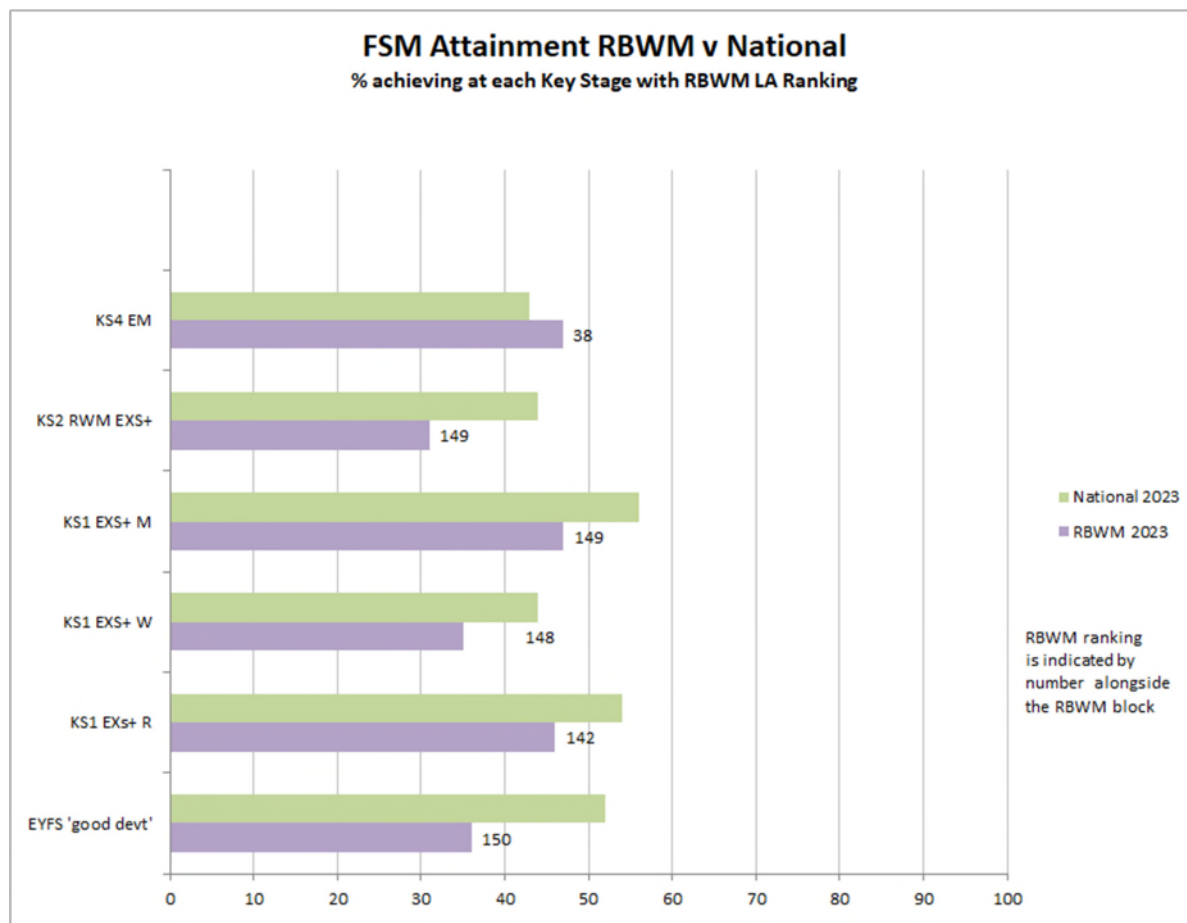
All data is FSM Eligibility (not FSM6) in line with DfE historical published SFRs

6.9 The FSM data in Table 6d shows that:

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

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

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



CHILDREN IN CARE (CiC) ACHIEVEMENT

6.11 While data for Children in care is published by DfE at Local Authority level (excluding Key Stage 5 results), in the case of RBWM, the data is suppressed because of the small numbers of pupils. The RBWM CiC results have therefore been obtained directly from the RBWM virtual school.

6.12 The data in columns 1 and 3 of Table 6g relates to children who have been in the care of the Royal Borough for 12 months or more and were in RBWM schools at the time of the relevant Key Stage testing. The data relates to pupils in main stream schools, with the figures in brackets including those at the Special school. Italics indicate that previous years cannot be directly compared due to change in top-line measure for that key stage or significant change in methodology.

Table 6e - Key stage Performance by Children in Care

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

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

SECTION 6 - PERFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

	Top Quintile
	Second Quintile
	Middle Quintile
	Fourth Quintile
	Bottom Quintile

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

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

KEY STAGE 2

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

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

Source: DfE SFR

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

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

KEY STAGE 4

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

- Given the covid pandemic and the change to grade boundaries for 2021/22, caution needs to be applied when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- The Progress 8 result for the Royal Borough is above average national progress ranking for all pupils group except Asian pupils and pupils whose first language is not English. However, for pupils in both groups, the actual Progress 8 score was positive – i.e., these pupils made more progress than the average for all pupils with the same prior attainment.

Table 6b Key Stage 4: Progress 8

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

Source: DfE LAIT/KS4 SFR

- There continues to be a marked gap between the progress of boys and girls both nationally and in the Royal Borough. However, the gap is similar in both groups, resulting in similar rankings.
- Progress for pupils with Special Educational needs (SEN) and SEN with an Educational Healthcare Plan (EHC) or statement is below that for pupils without SEN. However, in all SEN groups, the RBWM groups make better progress than their national counterparts.
- FSM and Disadvantaged pupils made less progress than their non-FSM/non-Disadvantaged counterparts. However, the LA rankings for disadvantaged groups were above average.
- The Progress 8 for the Asian pupils was brought down by the relatively poor results of the Pakistani subgroup. Results for the other main Asian groups (Indian, Bangladeshi and other Pakistani) were comparable to the high Progress 8 results achieved nationally.

ACHIEVEMENT BY 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

Key Stage & measures		Ethnicity														All Cohort Result	
		RBWM															
		White		Mixed		Asian All		Indian		Pakistani		Chinese		Black			
Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result	Cohort	Result		
Early Years																	
% achieving good level of development 2018	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74		
% achieving good level of development 2019	1060	77	154	241	69	102	85	117	56	3	67	13	86	1631	74		
% achieving good level of development 2022	1087	69	175	267	66	136	76	106	54	6	67	13	64	1612	67		
% achieving good level of development 2023	1024	67	190	270	63	130	70	104	56	7	57	31	55	1598	67		
Key Stage 1																	
% 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	29	62	1577	69		
% achieving expected standard Reading 2023	1058	70	173	69	282	75	143	79	110	70	12	67	25	52	1611	70	
% 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	29	48	1577	59		
% achieving expected standard Writing 2023	1058	59	173	59	282	63	143	71	110	53	12	58	25	40	1611	59	
% 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	29	62	1577	71		
% achieving Expected Standard Maths 2023	1058	71	173	71	282	72	143	79	110	61	12	92	25	44	1611	71	
Key Stage 2																	
% 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	17	41	21	57	1631	63	
% achieving Expected standard R+W+M 2023	1131	59	138	64	322	66	144	78	135	57	10	60	26	40	1683	61	
Key Stage 4																	
% 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	
% achieving grade 5+ E+M GCSE 2023	1212	53	161	53	270	54	101	65	133	42	n/a	n/a	37	41	1737	53	

2022 Data from DFE SFRs and Nexus
Data suppressed (small cohort size)

No SFR by ethnicity produced for KSS

ACHIEVEMENT BY DISADVANTAGED PUPILS

- 6.5 Data comes from SFRs. The Disadvantaged cohort is given where published (Key Stage 2 and Key Stage 4); for other Key Stages FSM eligibility is used as it is published at an LA level allowing comparisons to be made.
- 6.6 Disadvantaged pupils attract Pupil Premium (additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers).
- 6.7 Disadvantaged pupils comprise looked-after children, those eligible for Free School Meals (FSM) and those who had previously been eligible for Free School Meals any time in the preceding 6 years ('Ever 6 FSM' or FSM6).
- At Key Stage 2, the gap between RBWM disadvantaged pupils and other pupils is 34 percentage points, much wider than the National gap of 23 percentage points. Nationally the disadvantage gap has reduced between 2011 and 2018 before remaining at a similar level between 2018 and 2019. The gap has increased in 2022 to the highest level since 2012. It remains high in 2023 suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. For RBWM we are in the bottom quintile nationally meaning our disadvantaged pupils have performed well below national.
 - At Key Stage 4, RBWM disadvantaged pupils make similar progress to national. The disadvantaged gap nationally is at its highest level since 2011. This may reflect the difficult circumstances that many pupils will have experienced over the last few academic years which saw various restrictions put in place in response to the COVID-19 pandemic (e.g., periods of lockdowns and tiers) that resulted in restricted attendance to schools and periods of home learning.

FREE SCHOOL MEALS (FSM)

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

Table 6d - Key Stage Performance by Free School Meals

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

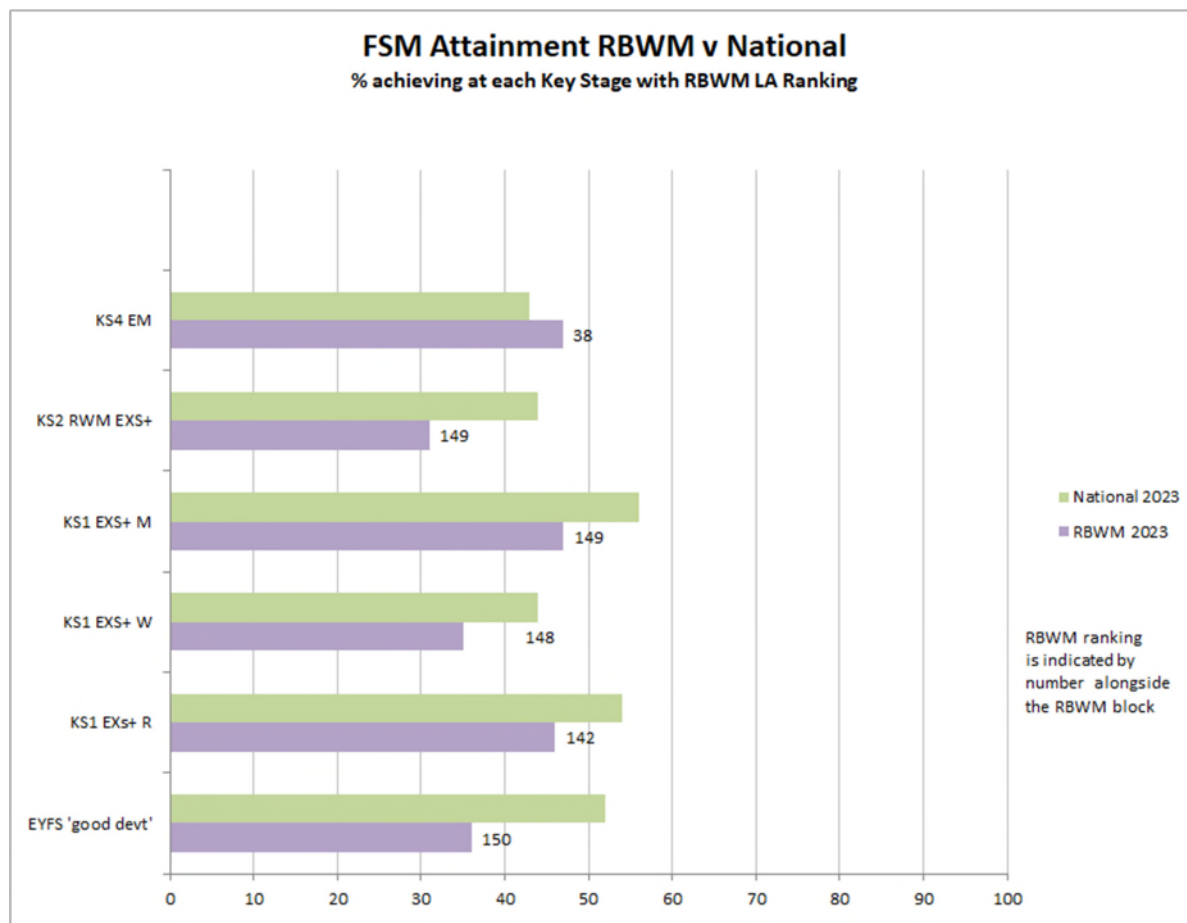
All data is FSM Eligibility (not FSM6) in line with DfE historical published SFRs

6.9 The FSM data in Table 6d shows that:

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

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

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



CHILDREN IN CARE (CiC) ACHIEVEMENT

6.11 While data for Children in care is published by DfE at Local Authority level (excluding Key Stage 5 results), in the case of RBWM, the data is suppressed because of the small numbers of pupils. The RBWM CiC results have therefore been obtained directly from the RBWM virtual school.

6.12 The data in columns 1 and 3 of Table 6g relates to children who have been in the care of the Royal Borough for 12 months or more and were in RBWM schools at the time of the relevant Key Stage testing. The data relates to pupils in main stream schools, with the figures in brackets including those at the Special school. Italics indicate that previous years cannot be directly compared due to change in top-line measure for that key stage or significant change in methodology.

Table 6e - Key stage Performance by Children in Care

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

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

SECTION 7 - ABSENCE DATA

BACKGROUND AND SUMMARY

- 7.1 Absence data for the Borough, Statistical Neighbours and National level data is taken from the DfE SFR and is summarised in Table 7a. It is for the 2021/22 year which is the latest data set available. There was no data set for 2019/20 due to the pandemic. For 2020/21 data is given on pupil absences as well as where a pupil could not attend school due to COVID-19. This includes pupils who were ineligible to attend school during the lockdown period because attendance was restricted. This category was also used to record where pupils did not attend because they: were self-isolating because of COVID-19, were advised to shield, were quarantining after returning from abroad, or were in class bubbles advised to isolate. Schools were advised to record pupils with a confirmed case of COVID-19 as absent due to illness. The Covid absence figures are given in brackets for the year 2020/21 after the absence figure. From April 2022 schools were no longer advised to record pupils who did not attend due to COVID-19 in line with the transition to living with covid.

Table 7a - Overall and persistent absence

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

Source DfE SFR

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

OVERALL ABSENCE

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

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

PERSISTENT ABSENCE

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

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

ABSENCE DATA FOR 2022/23

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

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

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for 2021/22 and is from ASP. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. No data for 2020/21 has been published at a school level in accordance with the DfE accountability measures and the impact of the Covid pandemic.

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

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

Source : ASP

Table 7c - Absence in RBWM schools (First)

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

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

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

Source : ASP

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

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

Source : ASP

SECTION 7 - ABSENCE DATA

BACKGROUND AND SUMMARY

- 7.1 Absence data for the Borough, Statistical Neighbours and National level data is taken from the DfE SFR and is summarised in Table 7a. It is for the 2021/22 year which is the latest data set available. There was no data set for 2019/20 due to the pandemic. For 2020/21 data is given on pupil absences as well as where a pupil could not attend school due to COVID-19. This includes pupils who were ineligible to attend school during the lockdown period because attendance was restricted. This category was also used to record where pupils did not attend because they: were self-isolating because of COVID-19, were advised to shield, were quarantining after returning from abroad, or were in class bubbles advised to isolate. Schools were advised to record pupils with a confirmed case of COVID-19 as absent due to illness. The Covid absence figures are given in brackets for the year 2020/21 after the absence figure. From April 2022 schools were no longer advised to record pupils who did not attend due to COVID-19 in line with the transition to living with covid.

Table 7a - Overall and persistent absence

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

Source DfE SFR

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

OVERALL ABSENCE

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

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

PERSISTENT ABSENCE

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

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

ABSENCE DATA FOR 2022/23

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

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

SCHOOL LEVEL ABSENCE DATA

7.5 The most recently published school level absence data is for 2021/22 and is from ASP. Pupil enrolments missing 10 percent or more of their own possible sessions (due to authorised or unauthorised absence) are classified as persistent absentees. No data for 2020/21 has been published at a school level in accordance with the DfE accountability measures and the impact of the Covid pandemic.

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

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

Source : ASP

Table 7c - Absence in RBWM schools (First)

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

Source : ASP

Table 7d - Absence in RBWM schools (Middle)

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

Source : ASP

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

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

Source : ASP

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

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

PERMANENT EXCLUSIONS

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

Table 8a - Permanent Exclusions

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

Source: RBWM Inclusion service

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

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

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

Academic Year 2017/2018		
School	No. of Permanent Exclusions	Reason
Altwood	2	2 PDB
Charters	1	PDB
Churchmead	1	PAC
Cox Green	4	2x Drugs, 1x PDB, 1xPAC
Desborough	4	1x Drugs, 2x Damage to property, 1x Weapon
Furze Platt Senior	2	1x PAC, 1x PDB
Holyport College	1	Drugs
Newlands Girls School	1	Repeated setting off fire alarm
The Royal Grammar	1	Drugs
Trevelyan Middle School	2	Drugs
Windsor Boys' School	1	PAC
Furze Platt Junior	1	PDB
Total	21	
Academic Year 2018/2019		
School	No. of Permanent Exclusions	Reason
Altwood	0	-
Desborough	3	1 assault on a child, 1 DR, 1 WR - taking a knife to school
Churchmead	0	-
Cox Green School	8	5 PDB, 2 DR, 1 WR (knife into school)
Windsor Girls	0	-
Charters	1	VA on an adult
Holyport College	2	1 PDB, 1 PAA
Furze Platt Senior School	8	4 x DR, 1 PAC, 3 PDB
Furze Platt Junior school	1	PDB
Furze Platt Infant School	1	PDB
Riverside primary School	1	PAC
Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
The Royal First School	1	PDB
Total	31	
Academic Year 2019/20		
School	No. of Permanent Exclusions	Reason
Bisham	1	PA
Charters	2	PA,OT
Courthouse	1	PA
Cox Green	4	OT
Desborough	2	OT
Furze Platt Senior	5	PDB,VA
Holyport College	4	DA,PDB,BUx2
Larchfield	1	PA
Total	20	

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

Key:

PDB, DB – Persistent Disruptive Behaviour

VA – Verbal Assault

PA – Physical Assault

PP- Physical Assault against pupil

PAC – Physical Assault on child

H & S – Health and Safety

PA A&C – Physical Assault on Adult and Child

WR – Carrying knife.

MT Inappropriate use of social media or online technology

DA – Drug and Alcohol

SM – Sexual misconduct

SUSPENSIONS (FTES)

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

8.4 Table 8c Suspensions

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

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

SECTION 8 - EXCLUSIONS DATA

BACKGROUND

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

PERMANENT EXCLUSIONS

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

Table 8a - Permanent Exclusions

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

Source: RBWM Inclusion service

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

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

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

Academic Year 2017/2018		
School	No. of Permanent Exclusions	Reason
Altwood	2	2 PDB
Charters	1	PDB
Churchmead	1	PAC
Cox Green	4	2x Drugs, 1x PDB, 1xPAC
Desborough	4	1x Drugs, 2x Damage to property, 1x Weapon
Furze Platt Senior	2	1x PAC, 1x PDB
Holyport College	1	Drugs
Newlands Girls School	1	Repeated setting off fire alarm
The Royal Grammar	1	Drugs
Trevelyan Middle School	2	Drugs
Windsor Boys' School	1	PAC
Furze Platt Junior	1	PDB
Total	21	
Academic Year 2018/2019		
School	No. of Permanent Exclusions	Reason
Altwood	0	-
Desborough	3	1 assault on a child, 1 DR, 1 WR - taking a knife to school
Churchmead	0	-
Cox Green School	8	5 PDB, 2 DR, 1 WR (knife into school)
Windsor Girls	0	-
Charters	1	VA on an adult
Holyport College	2	1 PDB, 1 PAA
Furze Platt Senior School	8	4 x DR, 1 PAC, 3 PDB
Furze Platt Junior school	1	PDB
Furze Platt Infant School	1	PDB
Riverside primary School	1	PAC
Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
The Royal First School	1	PDB
Total	31	
Academic Year 2019/20		
School	No. of Permanent Exclusions	Reason
Bisham	1	PA
Charters	2	PA,OT
Courthouse	1	PA
Cox Green	4	OT
Desborough	2	OT
Furze Platt Senior	5	PDB,VA
Holyport College	4	DA,PDB,BUx2
Larchfield	1	PA
Total	20	

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

Key:

PDB, DB – Persistent Disruptive Behaviour

VA – Verbal Assault

PA – Physical Assault

PP- Physical Assault against pupil

PAC – Physical Assault on child

H & S – Health and Safety

PA A&C – Physical Assault on Adult and Child

WR – Carrying knife.

MT Inappropriate use of social media or online technology

DA – Drug and Alcohol

SM – Sexual misconduct

SUSPENSIONS (FTES)

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

8.4 Table 8c Suspensions

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

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

SECTION 9 - PUPIL DESTINATIONS

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

The pupil destinations for 2021/22 are taken from the Department of Education Statistical First Release.

DESTINATIONS IN THE YEAR AFTER KEY STAGE 4

9.1 Education and employment

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

9.2 Types of institutions

The proportion of RBWM pupils in school sixth forms (55%) continues to be well above national and South East (37% and 38%).

9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to South East and national (87% and 88%).

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

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
England	576305	94%	35%	37%	13%	3%	1%
SE	90799	94%	30%	38%	17%	5%	1%
RBWM	1595	94%	24%	55%	8%	3%	3%
England disadv	152219	88%	43%	24%	10%	11%	2%
SE disadv	17790	87%	44%	23%	10%	12%	2%
RBWM disadv	235	87%	35%	32%	4%	9%	4%
England non-disadv	424086	96%	32%	42%	14%	3%	1%
SE non-disadv	73010	96%	28%	42%	19%	3%	1%
RBWM non-disadv	1360	95%	22%	59%	8%	2%	3%

Source DfE SFR

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

	No. of students	Overall Education or Employ't /Training Destination	% in Education	% in apprenticeships	% in employment	Destinat'n not sustained	Activity not captured in data
Altwood	53	92%	92%	0%	0%	8%	0%
Charters	240	95%	91%	2%	2%	3%	3%
Churchmead	53	91%	81%	4%	6%	6%	2%
Cox Green	183	98%	89%	4%	5%	2%	1%
Desborough	153	97%	92%	3%	2%	0%	3%
Furze Platt	202	94%	88%	1%	4%	4%	2%
Holyport College	87	82%	79%	0%	2%	9%	9%
Newlands	191	95%	94%	1%	0%	0%	4%
The Windsor Boys	218	91%	85%	3%	3%	6%	4%
Windsor Girls	178	96%	89%	4%	2%	2%	3%

Source DfE Performance Tables

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

9.4 Education and employment

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

9.5 Selective institutions

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

9.6 Disadvantaged Pupils

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

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

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

Source DfE SFR

Table 9d - Destinations in the year after Key Stage 5 – School level data

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

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

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

BACKGROUND AND TECHNICAL NOTES

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

The Key Stage 4 Measure is based on activity at academic age 16 (i.e., the year after the young person took their GCSEs)

The Key Stage 5 Measure is based on activity in the year after the young person took their A Level or other qualifications.

The data relates to young people completing KS4 or KS5 in 2020/21 and identifies their destinations in 2021/22. There is therefore a time-lag before DfE publish this data. To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed KS4 or took A level or other qualifications. The first two terms are defined as October to March.

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

In all tables, DfE have applied the following:

- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros are shown as zeros.
- All remaining breakdowns have been rounded to the nearest 5. This includes cohort numbers.
- Suppression of small numbers is reflected in the associated percentages.

SECTION 9 - PUPIL DESTINATIONS

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

The pupil destinations for 2021/22 are taken from the Department of Education Statistical First Release.

DESTINATIONS IN THE YEAR AFTER KEY STAGE 4

9.1 Education and employment

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

9.2 Types of institutions

The proportion of RBWM pupils in school sixth forms (55%) continues to be well above national and South East (37% and 38%).

9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to South East and national (87% and 88%).

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

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6 th form	% in 6 th form College	Destinat'n not sustained	Activity not captured in data
England	576305	94%	35%	37%	13%	3%	1%
SE	90799	94%	30%	38%	17%	5%	1%
RBWM	1595	94%	24%	55%	8%	3%	3%
England disadv	152219	88%	43%	24%	10%	11%	2%
SE disadv	17790	87%	44%	23%	10%	12%	2%
RBWM disadv	235	87%	35%	32%	4%	9%	4%
England non-disadv	424086	96%	32%	42%	14%	3%	1%
SE non-disadv	73010	96%	28%	42%	19%	3%	1%
RBWM non-disadv	1360	95%	22%	59%	8%	2%	3%

Source DfE SFR

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

	No. of students	Overall Education or Employ't /Training Destination	% in Education	% in apprenticeships	% in employment	Destinat'n not sustained	Activity not captured in data
Altwood	53	92%	92%	0%	0%	8%	0%
Charters	240	95%	91%	2%	2%	3%	3%
Churchmead	53	91%	81%	4%	6%	6%	2%
Cox Green	183	98%	89%	4%	5%	2%	1%
Desborough	153	97%	92%	3%	2%	0%	3%
Furze Platt	202	94%	88%	1%	4%	4%	2%
Holyport College	87	82%	79%	0%	2%	9%	9%
Newlands	191	95%	94%	1%	0%	0%	4%
The Windsor Boys	218	91%	85%	3%	3%	6%	4%
Windsor Girls	178	96%	89%	4%	2%	2%	3%

Source DfE Performance Tables

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

9.4 Education and employment

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

9.5 Selective institutions

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

9.6 Disadvantaged Pupils

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

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

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

Source DfE SFR

Table 9d - Destinations in the year after Key Stage 5 – School level data

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

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

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

BACKGROUND AND TECHNICAL NOTES

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

The Key Stage 4 Measure is based on activity at academic age 16 (i.e., the year after the young person took their GCSEs)

The Key Stage 5 Measure is based on activity in the year after the young person took their A Level or other qualifications.

The data relates to young people completing KS4 or KS5 in 2020/21 and identifies their destinations in 2021/22. There is therefore a time-lag before DfE publish this data. To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed KS4 or took A level or other qualifications. The first two terms are defined as October to March.

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

In all tables, DfE have applied the following:

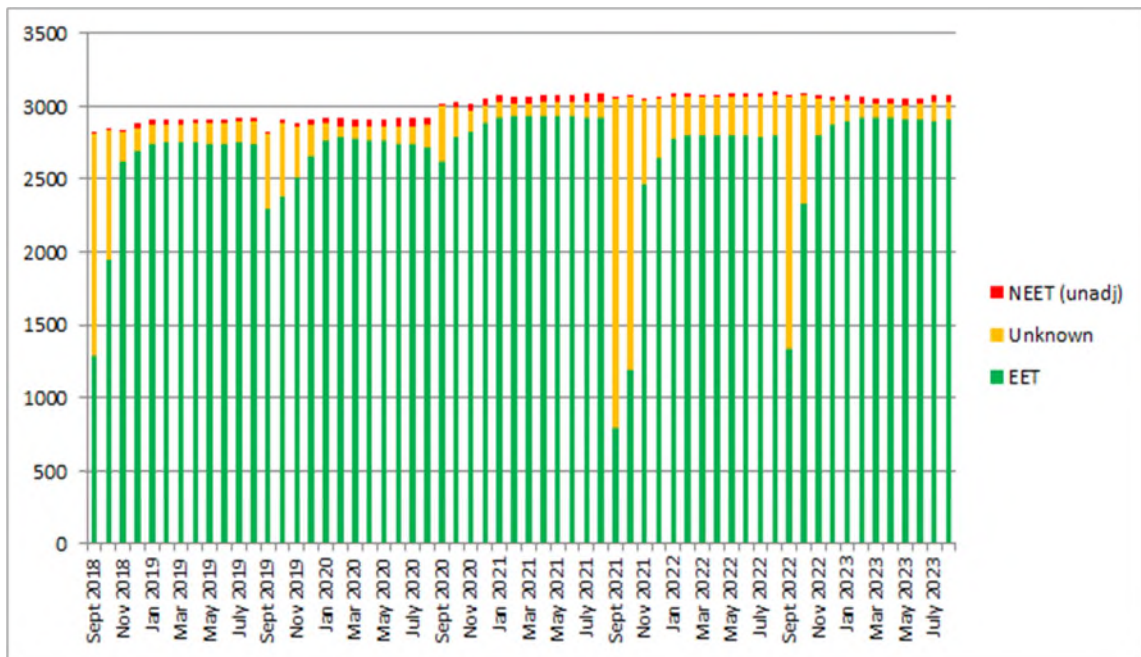
- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros are shown as zeros.
- All remaining breakdowns have been rounded to the nearest 5. This includes cohort numbers.
- Suppression of small numbers is reflected in the associated percentages.

SECTION 10 – YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

NEET DATA

- 10.1 NEET data is held on DfE’s NCCIS (National Client Caseload Information System).
- 10.2 Data relates to young people aged 16-17.
- 10.3 The headline measure combines the LA’s NEET rate with their ‘not known’ rate. DfE believe this gives an accurate and well-rounded impression of how well LAs are fulfilling their duty to track young people and encourage them to participate. In addition some LAs statistics were significantly underestimating the number of young people in their area who were NEET because of the high number of ‘not knows’ in their data (NCCIS website).
- 10.4 Table 10a shows the numbers of RBWM 16–17-year-olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2016.

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



10.5 The key findings were as follows:

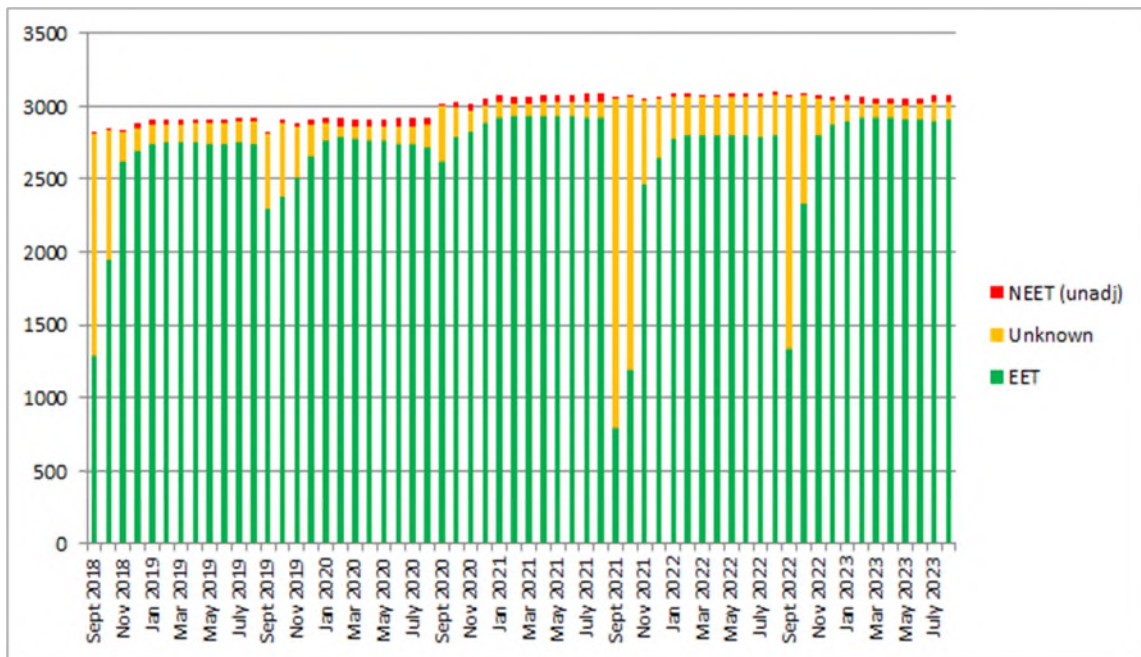
- The average number of 16–17-year-olds identified as NEET in RBWM was 43 over the 3 months to August 2023.
- The average % NEET for August 2022 was 1.4%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is the less than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

SECTION 10 – YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

NEET DATA

- 10.1 NEET data is held on DfE’s NCCIS (National Client Caseload Information System).
- 10.2 Data relates to young people aged 16-17.
- 10.3 The headline measure combines the LA’s NEET rate with their ‘not known’ rate. DfE believe this gives an accurate and well-rounded impression of how well LAs are fulfilling their duty to track young people and encourage them to participate. In addition some LAs statistics were significantly underestimating the number of young people in their area who were NEET because of the high number of ‘not knows’ in their data (NCCIS website).
- 10.4 Table 10a shows the numbers of RBWM 16–17-year-olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2016.

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



10.5 The key findings were as follows:

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



Progress 8

How Progress 8 and Attainment 8
measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

Appendix A



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)

Like us on Facebook:
facebook.com/educationgovuk

Appendix A

Reference: DFE-00252-2016



Progress 8

How Progress 8 and Attainment 8
measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

Appendix A



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)

Like us on Facebook:
facebook.com/educationgovuk

Appendix A

Reference: DFE-00252-2016

Service:	Education Welfare	Name:	Alasdair Whitelaw
-----------------	-------------------	--------------	-------------------

Appendix Heading	Education Welfare Service
------------------	---------------------------

Brief Description of Service:

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

Data Outputs:

Statutory duties to provided for all schools

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

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

- Tracking of Children Missing from Education

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

- Monitoring of Elective Home Education

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

*(this figure includes 1 CME) Services.

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

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

Impact:

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

Next Steps:

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

Permanent Exclusions 2022/23

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

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

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

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

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

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

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

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

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

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

- **Governing hearing meeting outcomes**

Governor hearing outcomes	Count
Reinstated	1
Upheld	16

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

- **Independent review panel requests and outcomes**

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

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

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

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

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

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

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

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

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

Fair Access Allocations 2022/23

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

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

Wessex	1
--------	---

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

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

Managed move allocations:

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

7/11 managed moves were successful.

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

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

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

Impact:

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

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

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

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

Next Steps:

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

Service:	SEMH Service	Name:	Alasdair Whitelaw
-----------------	--------------	--------------	-------------------

Appendix Heading | Social Emotional and Mental Health Intervention Service

Brief Description of Service:

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

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

Data Outputs:

SEMH Intervention Project (2019 - 2022)

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

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

SEMH Service (Academic year 2022/2023)

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

Combined support.

SEMH Training – Creating a Climate for Learning

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

SEMH Updated Training

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

Bespoke Training

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

Online Boxall Profile - Launched Sept '21

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

SEMH Network Meetings – Launched Sept '21

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

Impact:

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

Next Steps:

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

Appendix 2: Area SENco – SEND Improvement

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

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

Next Steps:

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

Service:	Special Educational Needs	Name:	David Griffiths
-----------------	---------------------------	--------------	-----------------

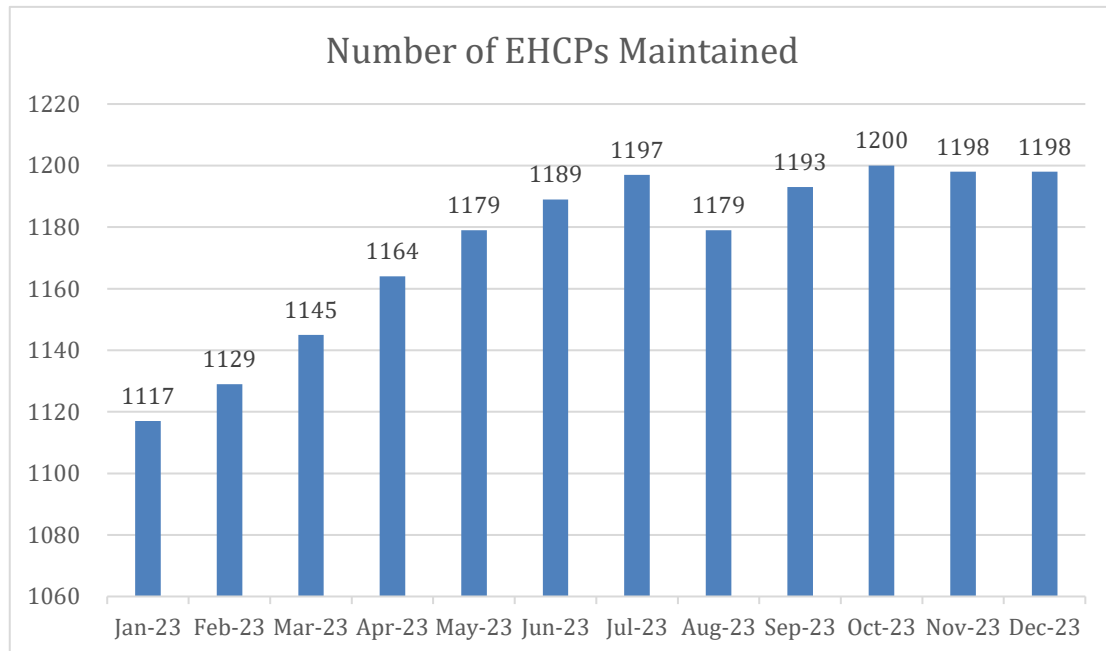
Appendix Heading	Education, Health and Care Plans
------------------	----------------------------------

Brief Description of Service:

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

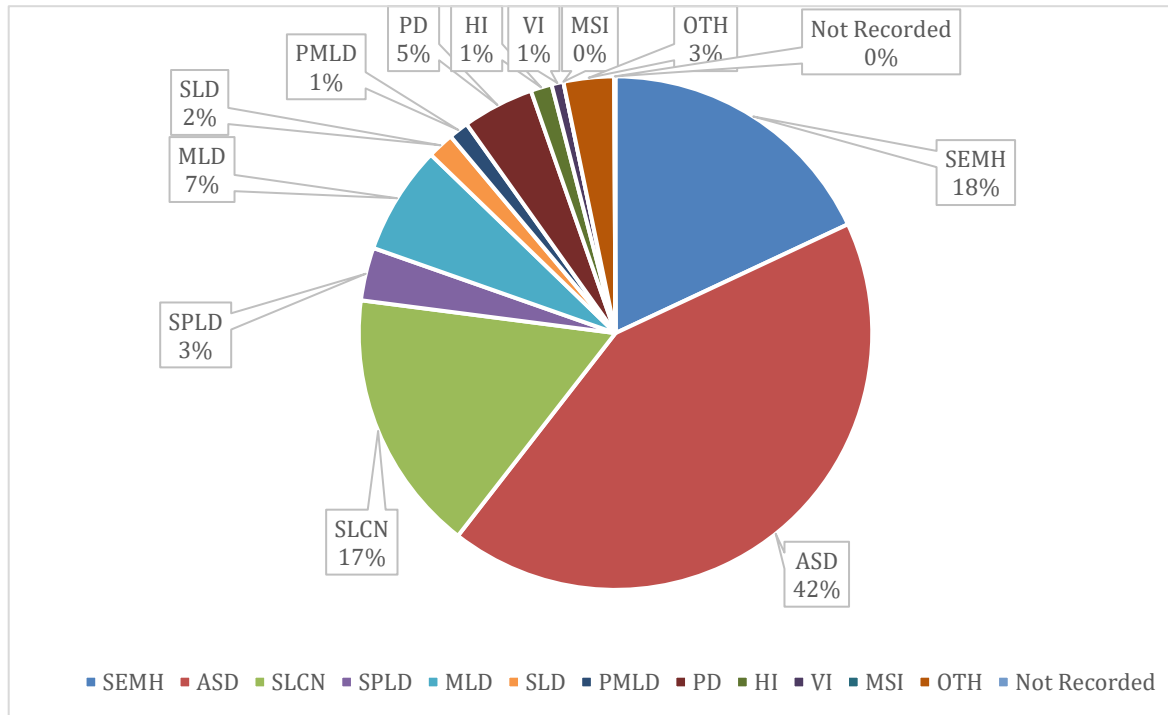
Data Outputs:

Total Number of EHCPs maintained:



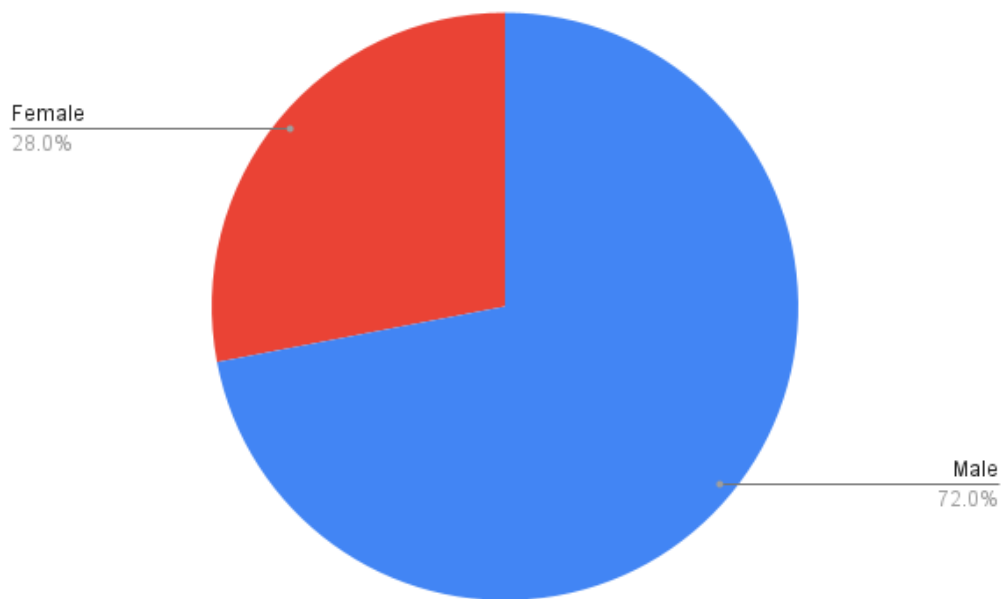
The number of EHC Plans continues to increase significantly, although RBWM is working hard to ensure that the rate of increase remains below the national trend.

Pupil Primary Needs (Dec 2023)



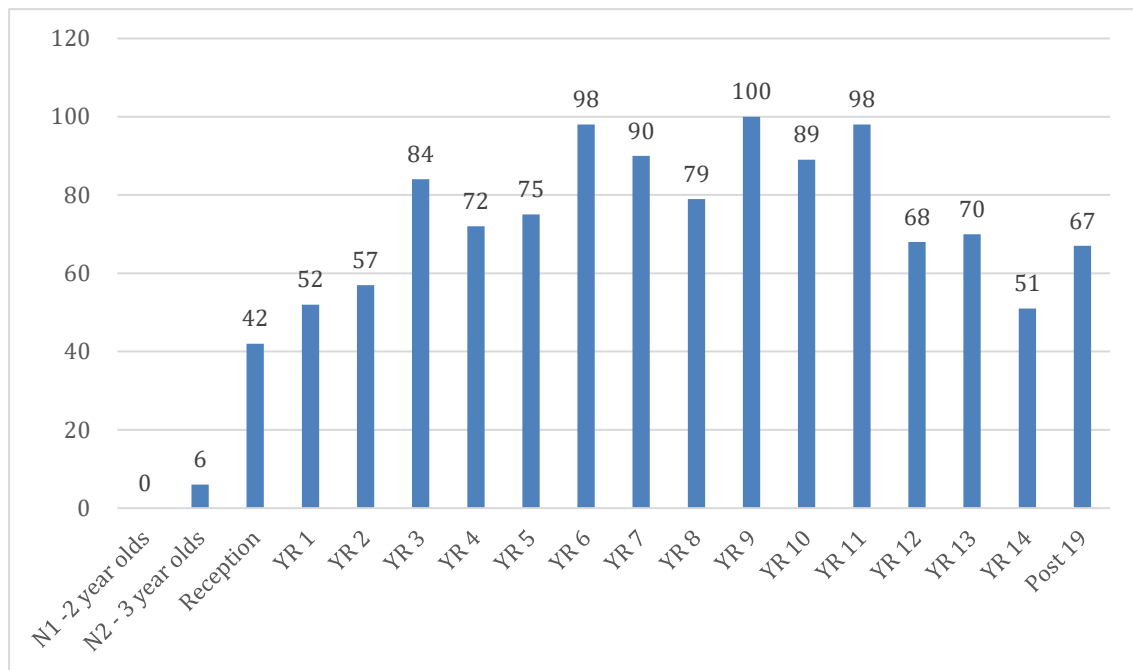
The highest frequency primary need by some distance is Autism, followed by Social, Emotional and Mental Health Difficulties and Speech & Language Needs.

EHCPs by gender:



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

EHCPs by School Year



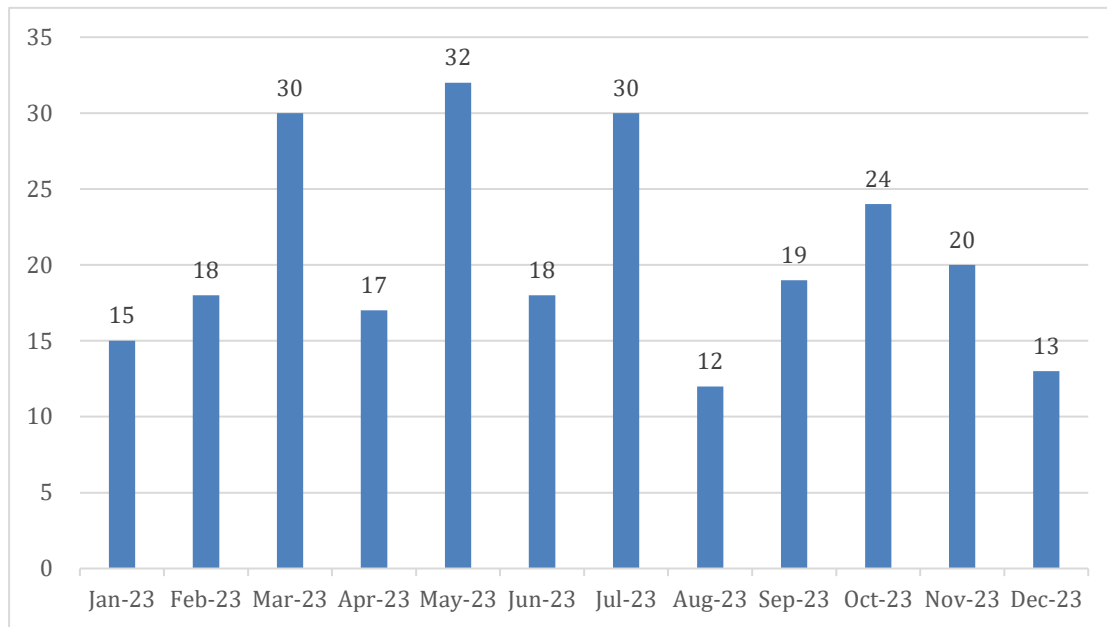
EHCP numbers increase through primary phase, remain more constant during secondary and reduce after age 16 as young people start to move on from education into adulthood.

Placement Type

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

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

EHC Assessment Requests Received



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

Other issues and next steps

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

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