RBWM

Education Data Pack

Academic Year 2022 – 2023

Academic Year 2022/23 January 2024

The Royal Borough
Windsor & Maidenhead

RBWM

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The Royal Borough
Windsor & Maidenhead

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

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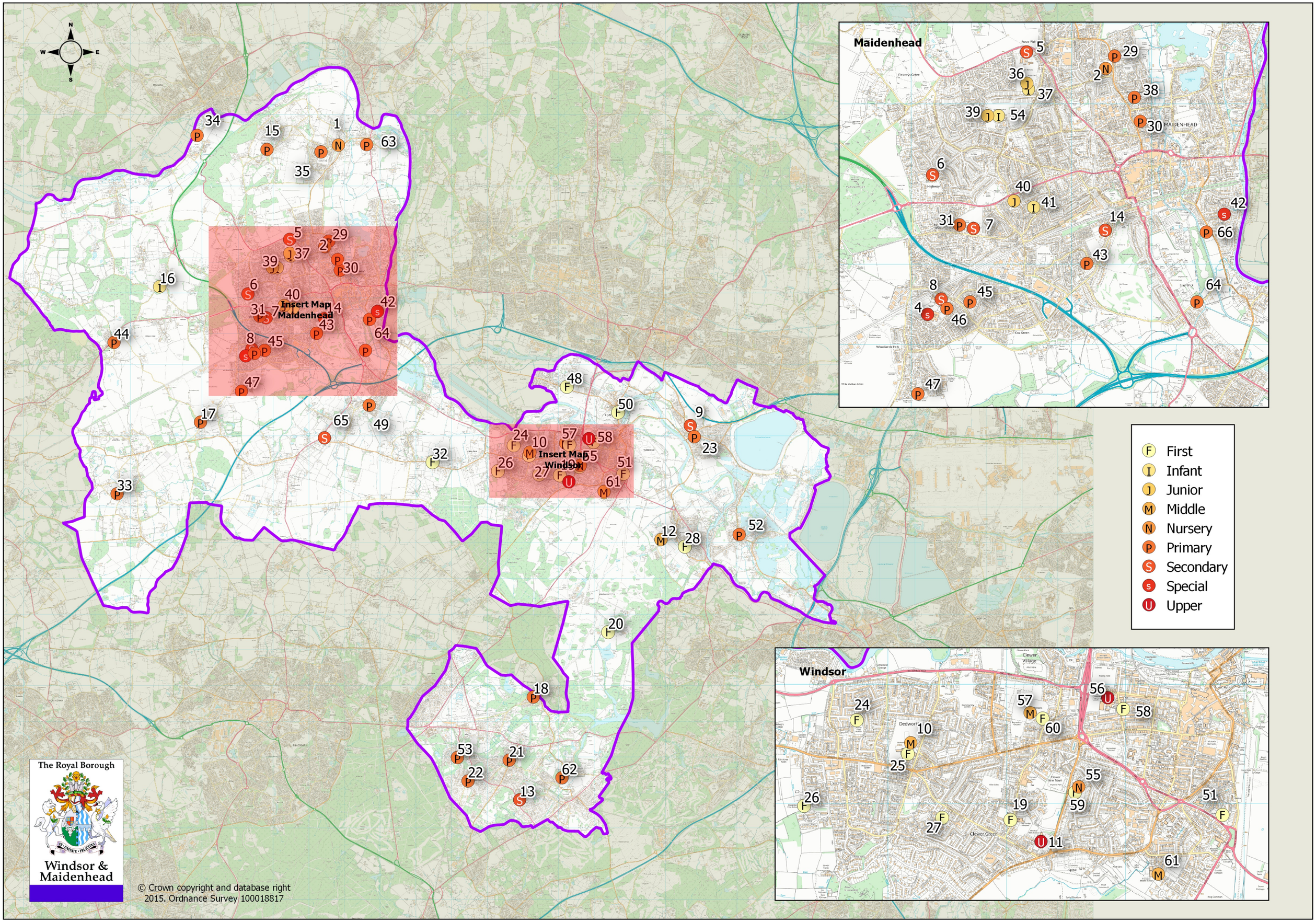
EPAS	Educational Performance Analysis System
KEYPAS	Key Stage Performance Analysis System
NOVA	Replacement for EPAS system



Maidenhead
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Windsor
First
Infant
Junior
Middle
Nursery
Primary
Secondary
Special
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The Royal Borough
Windsor & Maidenhead
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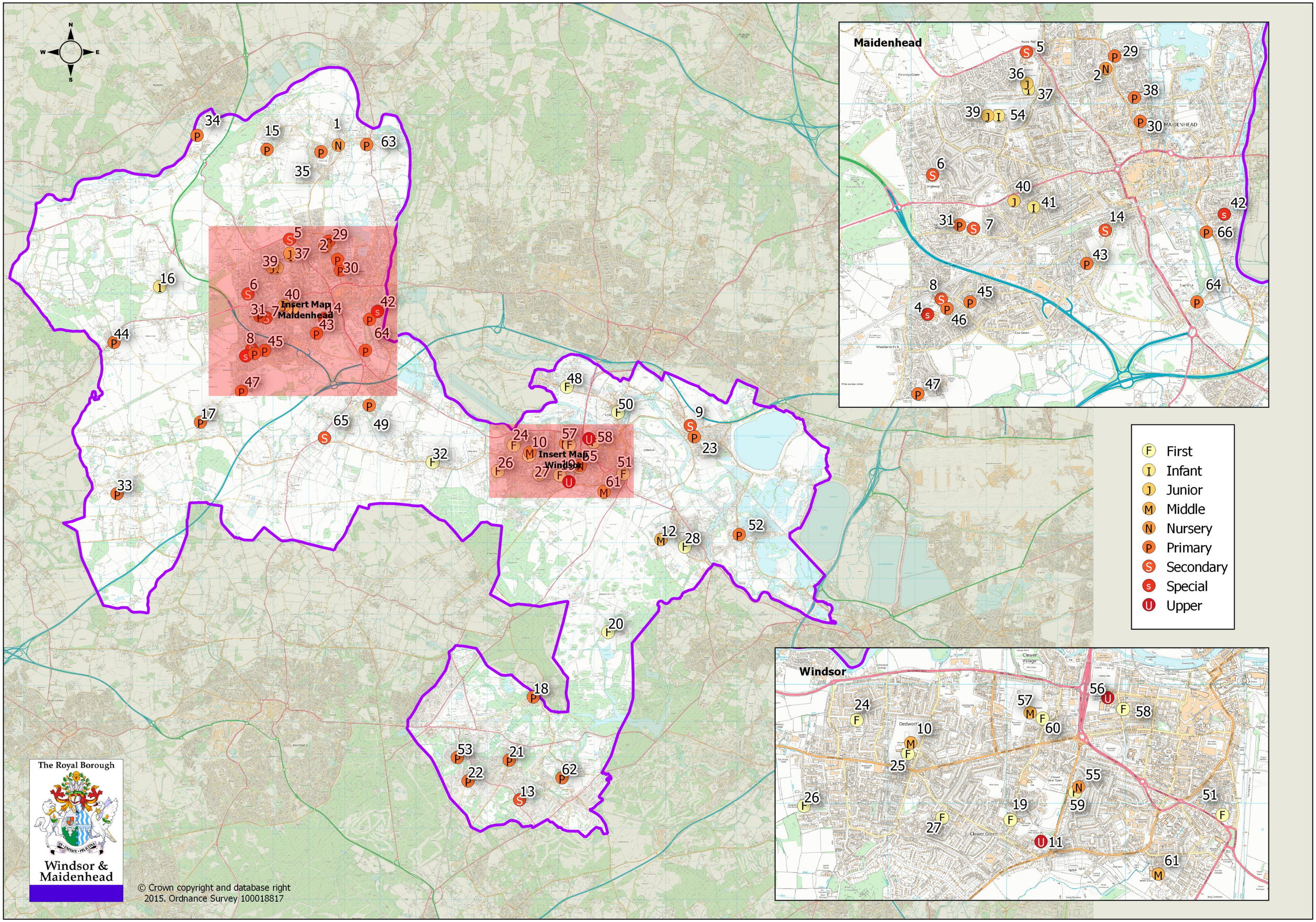

Maidenhead
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Windsor
First
Infant
Junior
Middle
Nursery
Primary
Secondary
Special
Upper
The Royal Borough
Windsor & Maidenhead
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1	Cookham Nursery School
2	Maidenhead Nursery School
3	RISE (not shown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

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EXECUTIVE SUMMARY

SUMMARY OF KEY DATA

1. School Ofsted Inspections

1.1 The number of RBWM schools given an Ofsted judgement of good or outstanding has decreased in the 2022/23 academic year to 91% (from 97%) while nationally it has increased from 88% to 89%.

1.2 89% of primary schools and all secondary schools are rated good or outstanding (higher than the secondary national figure of 82%).

2. Attainment and progress

2.1 These are the second attainment statistics since 2019, after assessments and exams were cancelled in 2020 and 2021 due to the pandemic. These pupils experienced disruption to their learning and caution should be exercised when comparing to previous years. There was a marked fall in national and RBWM results in 2022 but these increased for primary key stage assessments in 2023. For GSCE 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 disproportionally affected by the pandemic.

3.4 With ten or fewer children in care for each Key Stage, most published data will suppress RBWM figures and hence comparisons with national figures, when available, will be very difficult to assess. Whilst based on a very small cohort, we should aim to raise performance at all Key Stages. (Section 6 Table 6e)

4. Pupil absence

RBWM absences for primary for 2021/22 were 5.9% and for secondary 8.3% Corresponding national figures for 202122 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)

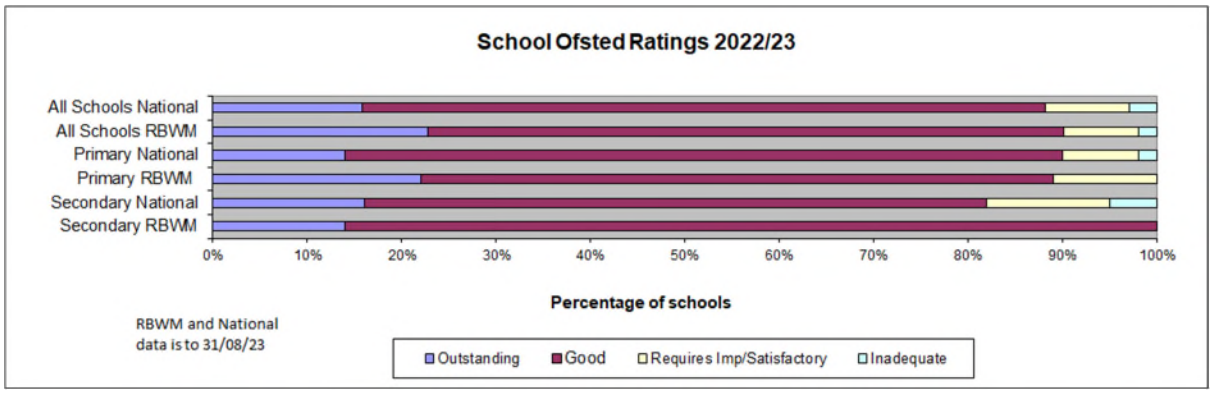
SECTION 1 - SCHOOL OFSTED INSPECTIONS

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 Janaury 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 Janaury 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 -

Currently Inspected schools

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)

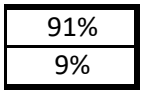
Good		Requires Improvement			Inadequate		
	National	**RBWM**		**National**	**RBWM**		**National**
0%	35%	0	0%	2%	0	0%	1%
71%	78%	3	11%	7%	0	0%	1%
100%	75%	0	0%	11%	0	0%	1%
100%		0	0%		0	0%	
100%	57%	0	0%	4%	0	0%	1%
100%	76%	0	0%	5%	0	0%	2%
Good		Requires Improvement			Inadequate		
55%	74%	2	18%	8%	0	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

Inspections this Academic Year 2022/2023 (published reports)	
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

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

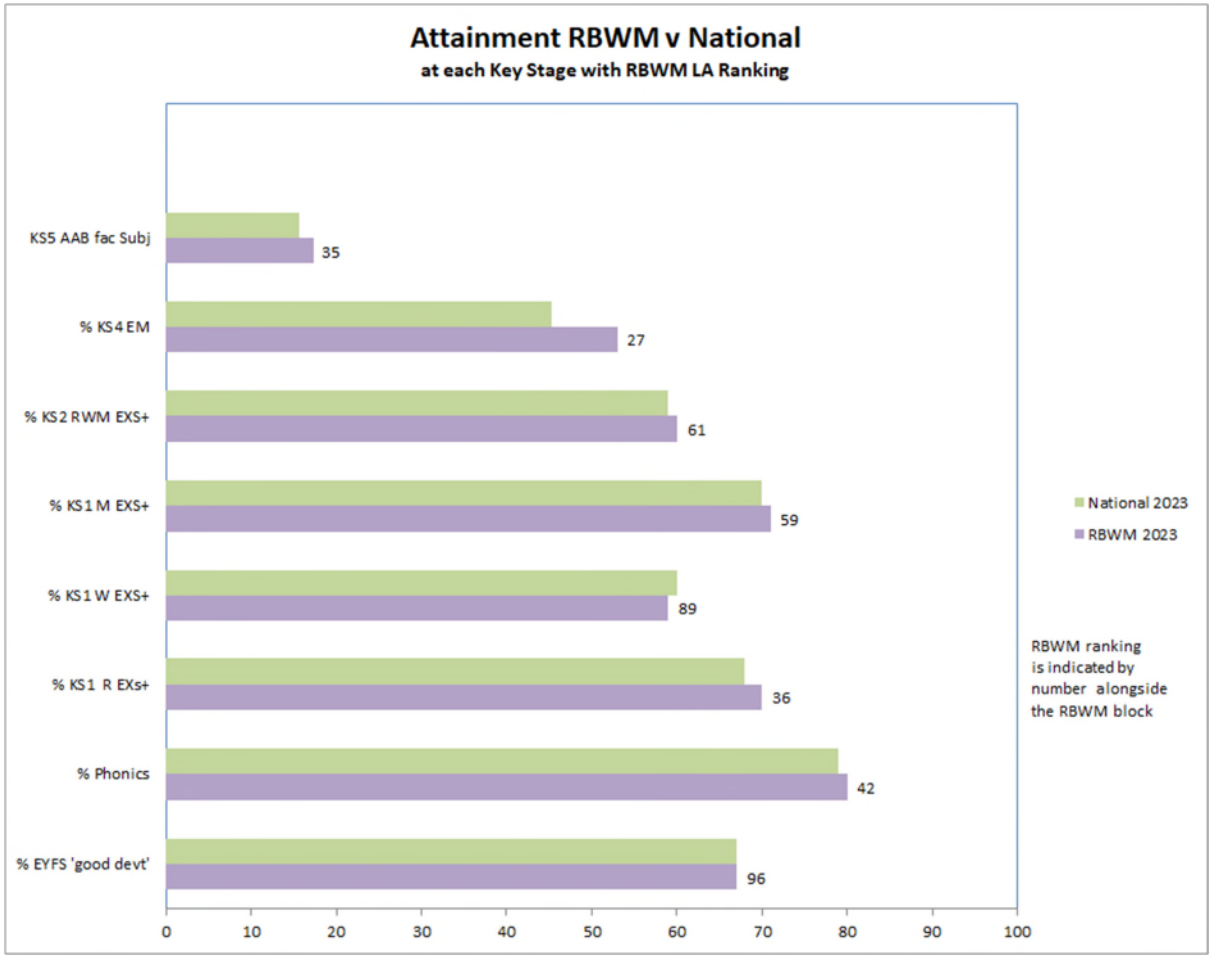
SECTION 2 - OVERALL EDUCATIONAL ATTAINMENT

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.

Data Pack Figure 2a

Educational Attainment by Key Stage and School

			EYFS (ages 4 - 5)				PHONICS Y1 (ages 5 - 6)				KS1 % meeting age related expectations										KS2 % meeting expected standard				KS4 (ages 11 16)	% E+M GCSE 9 -5			KS5 (ages 16 18)	Average point score in best 3 A level entries (expressed as a grade)		
School Name	OFSTED Inspection as at 31.08.22	OFSTED Inspection as at 31.08.23	2023 NOR	2019 % Good Level of Dev't	2022 % Good Level of Dev't	2023 % Good Level of Dev't	2023 NOR	2019 % Wkg At Standard	2022 % Wkg At Standard	2023 % Wkg At Standard	2023 NOR	2019 Rdg	2019 Wtg	2019 Ma	2022 Rdg	2022 Wtg	2022 Ma	2023 Rdg	2023 Wtg	2023 Ma	2023 NOR	2019 RWM	2022 RWM	2023 RWM	2022 NOR	2018	2019	2022	2023 A level students	2019	2022	2023
Alexander First	Good	Good	12	53	62	75	16	60	70	75	19	65	53	77	71	52	71	74	63	58												
All Saints CE Junior	Inadequate	Inadequate																			59	59	52	49								
Alwyn Infants	Good	Good	74	73	66	69	80	86	43	79	82	85	79	88	81	61	75	68	44	74												
Bisham CE Primary	Good	Good	11	82	88	73	13	100	70	54	12	77	77	85	80	60	90	75	42	75	10	n/a	89	40								
Boyne Hill CE Infant and Nursery	Outstanding	Outstanding	59	72	48	66	60	80	61	72	54	83	72	83	71	56	67	69	63	69												
Braywick Court Free School	Outstanding	Outstanding	30	80	84	80	30	93	94	97	30	83	77	83	83	83	93	97	83	90	31		66	74								
Braywood CE First	Outstanding	Outstanding	26	84	91	85	25	96	88	92	27	97	86	100	80	72	80	82	74	82												
Burchetts Green CE Infants	Outstanding	Outstanding	15	84	83	100	19	80	82	95	14	86	73	86	80	73	80	93	86	93												
Cheapside CE Primary	Good	Good	23	83	48	65	26	76	75	85	24	71	71	71	77	77	80	67	50	63	30	89	53	77								
Clewer Green CE Aided First	Good	Good	46	75	85	54	50	80	55	88	59	87	75	90	81	77	72	71	46	78												
Cookham Dean CE Primary	Good	Good	28	85	78	86	27	100	64	78	28	93	85	93	79	68	79	79	68	79	27	85	85	78								
Cookham Rise Primary	Good	Good	30	80	84	70	30	80	90	90	30	77	74	73	76	62	72	73	63	80	30	77	63	67								
Courthouse Junior	Good	Good																			117	50	65	62								
Datchet St Mary's Primary	Good	Good	28	73	60	71	30	100	79	80	29	80	70	80	60	57	63	66	66	69	29	59	64	59								
Dedworth Green First	Good	Good	28	72	13	43	30	52	34	67	30	60	53	73	52	33	59	37	30	47												
Dedworth Middle	Good	Good																			129	50	58	47								
Eton Porny CE First	Good	Good	29	83	80	76	30	95	89	90	30	84	79	79	82	68	82	77	67	83												
Eton Wick CE First	Good	Good	21	53	50	52	17	82	75	65	13	64	54	64	67	42	58	77	62	77												
Furze Platt Infants	Good	Good	91	73	72	73	90	94	82	89	90	81	75	82	76	71	83	77	71	82												
Furze Platt Junior	Outstanding	Outstanding																			90	74	68	62								
Hilltop First	Outstanding	Good	45	82	65	71	37	86	84	78	42	87	67	76	77	46	62	83	64	71												
Holy Trinity CE Primary Cookham	Outstanding	Good	30	83	90	93	30	87	93	93	30	90	97	90	79	62	93	80	70	83	29	97	61	79								
Holy Trinity CE Primary Sunningdale	Good	Good	30	86	80	73	30	93	80	93	31	90	72	90	73	50	83	65	61	77	30	90	78	73								
Holyport CE Primary	Good	Good	30	75	79	67	29	83	87	72	30	88	82	88	63	63	70	80	77	77	45	76	69	71								
Homer First	Good	Good	30	78	65	72	31	87	68	55	41	82	76	76	62	55	57	85	61	51												
King's Court First	Good	Good	29	79	74	79	32	84	83	81	24	93	72	86	67	61	85	75	63	79												
Knowl Hill CE Primary	Outstanding	Outstanding	12	80	82	67	11	90	80	64	17	77	77	77	70	65	75	59	47	78	24	74	55	58								
Larchfield Primary and Nursery	Good	Good	29	83	69	72	30	77	57	77	29	74	77	63	54	29	39	59	45	55	30	57	52	60								
Lowbrook Primary	Outstanding	Good	60	93	92	90	61	100	97	99	59	98	93	95	97	97	100	93	93	98	60	97	100	98								
Oakfield First	Good	Good	60	78	70	68	57	81	85	86	59	88	71	86	77	64	74	83	75	68												
Oldfield Primary	Outstanding	Outstanding	60	81	78	70	60	92	80	85	60	83	78	87	70	55	72	78	68	88	60	87	85	85								
Riverside Primary	Requires Imp.	Requires Imp.	43	47	39	44	42	53	77	86	55	46	39	44	40	23	49	47	38	62	59	23	51	47								
South Ascot Village School	Good	Good	16	71	85	69	19	70	62	79	22	64	61	71	40	30	50	73	59	55	29	83	81	66								
St Edmund Campion Catholic Primary	Outstanding	Requires Imp.	60	78	75	78	60	95	100	93	60	83	75	83	78	68	78	82	75	87	60	88	85	82								
St Edward's Catholic First	Outstanding	Good	46	72	76	70	60	90	65	63	60	88	85	90	82	72	76	63	52	60												
St Edward's Royal Free Ecumenical Middle	Good	Good																			119	80	67	67								
St Francis Catholic Primary	Outstanding	Outstanding	30	90	77	83	30	83	87	70	30	80	70	90	90	80	80	83	83	83	30	87	93	70								
St Luke's CE Primary	Outstanding	Outstanding	43	36	25	23	41	71	60	78	42	55	55	66	42	31	40	31	26	36	39	49	61	62								
St Mary's Catholic Primary	Good	Requires Imp.	43	73	56	35	39	84	79	69	44	44	71	57	52	48	68	62	52	57	45	63	38	44								
St Michael's CE Primary	Good	Good	26	86	79	65	23	90	83	83	30	77	70	73	50	67	70	73	53	67	30	70	67	63								
St Peter's CE Middle	Good	Good																			90	66	51	52								
The Queen Anne Royal Free CE First	Good	Good	30	67	63	60	30	90	58	77	30	86	71	75	80	57	63	57	53	60												
The Royal (Crown Aided)	Good	Good	19	90	80	90	24	70	60	92	18	95	91	100	65	39	46	67	61	83												
Trevelyan Middle	Good	Good																			146	82	58	66								
Trinity St Stephen CE Aided First	Good	Good	25	73	73	60	28	97	80	86	30	86	77	79	86	79	79	70	67	73												
Waltham St Lawrence Primary	Outstanding	Outstanding	21	86	56	62	21	90	91	81	23	74	63	74	67	71	76	83	70	87	18	78	58	56								
Wessex Primary School	Good	Requires Imp.	51	82	50	53	61	70	86	80	49	74	66	74	57	46	73	76	51	65	60	69	38	42								
White Waltham CE	Good	Good	30	79	83	80	30	93	65	80	24	83	83	90	79	83	100	71	50	75	29	60	75	55								
Woodlands Park Primary	Good	Good	19	58	53	58	24	90	65	50	24	81	77	81	50	45	50	42	38	42	30	39	9	37								
Wraysbury Primary	Good	Requires Imp.	46	66	55	57	55	84	60	69	54	64	50	69	63	50	63	69	44	61	45	50	45	18								
Altwood CE	Good	Good																							58	33	36	26	29	D+	C+	
Charters	Outstanding	Good																							266	54	64	67	186	B-	B-	
Churchmead CE (VA)	Good	Good																							88	26	38	32				
Cox Green	Good	Good																							205	40	44	46	53	B-	C+	
Desborough College	Good	Good																							184	43	62	53	51	C+	C	
Furze Platt	Good	Good																							216	53	57	46	128	B-	B-	
Holyport College	Outstanding	Good																							86	54	59	60				
Newlands Girls	Outstanding	Outstanding																							192	62	69	65	118	B-	B	
The Windsor Boys	Good	Good																							224	46	53	53	91	C+	B	
Windsor Girls	Outstanding	Outstanding																							196	52	50	58	74	C+	C+	
RBWM			1598	74	67	67	1,588	83	74	80	1611	79	71	80	69	59	71	70	59	71	1683	69	63	61	1737	48	55	53	794	C+	B-	
National				72	65	67		82	75	79		75	69	76	67	58	68	67	60	70		64	59	60		43	50	45		C+	B	

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

Key for KS5

	Two thirds of grade above national
	One third of grade above national
	Same grade as national
	One third of grade below national
	Two thirds of grade below national

Section 3 - Primary attainment and progress

This section summarises the attainment of Borough pupils in primary education for each national curriculum assessment stage. These are the 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.

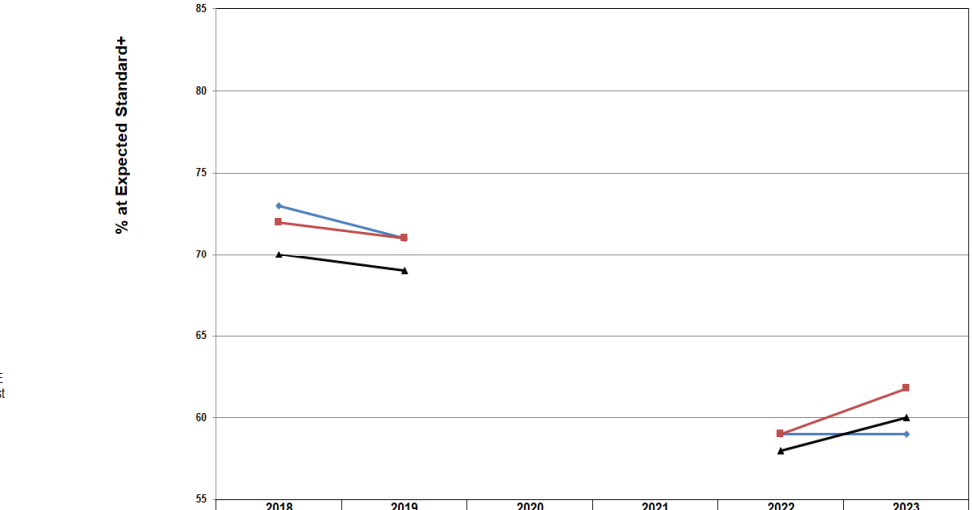
KS1 Reading

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

	2018	2019	2020	2021	2022	2023
RBWM Average	81	79			69	70
Statistical Neighbours Average	78	78			70	70
National Average	75	75			67	68

KS1 Writing

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

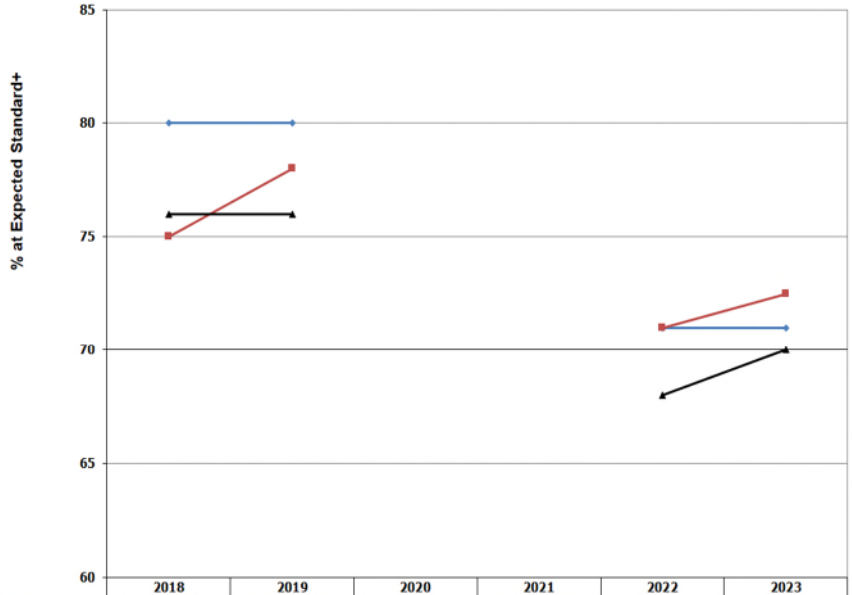


Data from DfE Statistical First Release

	2018	2019	2020	2021	2022	2023
RBWM Average	73	71			59	59
Statistical Neighbours Average	72	71			59	62
National Average	70	69			58	60

KS1 Mathematics

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



Data from DfE Statistical First Release

	2018	2019	2020	2021	2022	2023
RBWM Average	80	80			71	71
Statistical Neighbours Average	75	78			71	73
National Average	76	76			68	70

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)

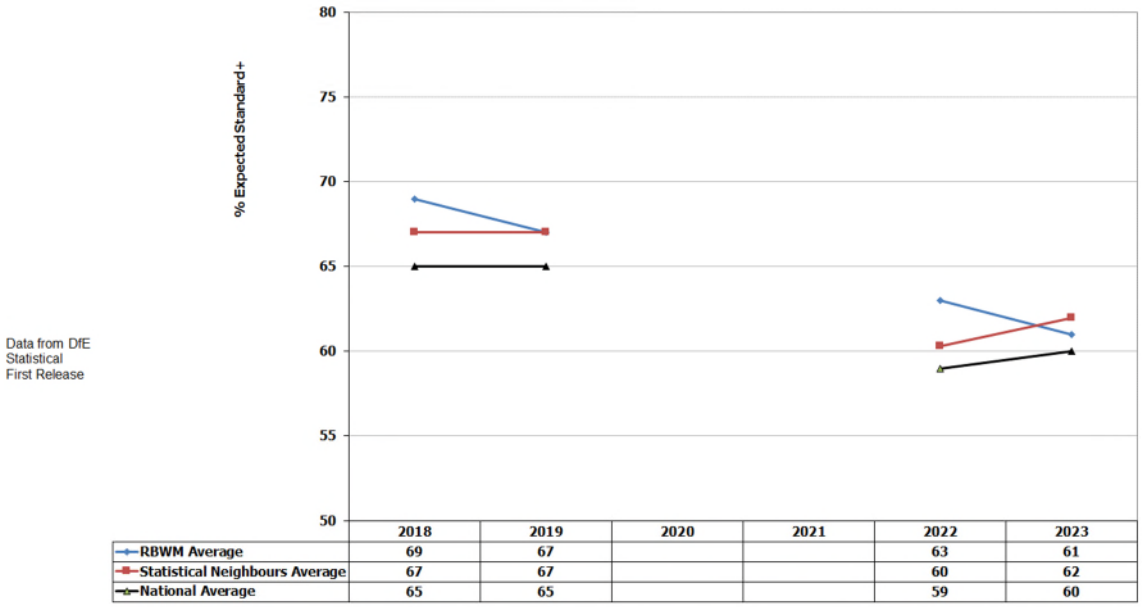
3.5 KS2 pupils are ages 7 – 11 in Years 3 - 6. These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4. Attainment in reading, writing and maths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

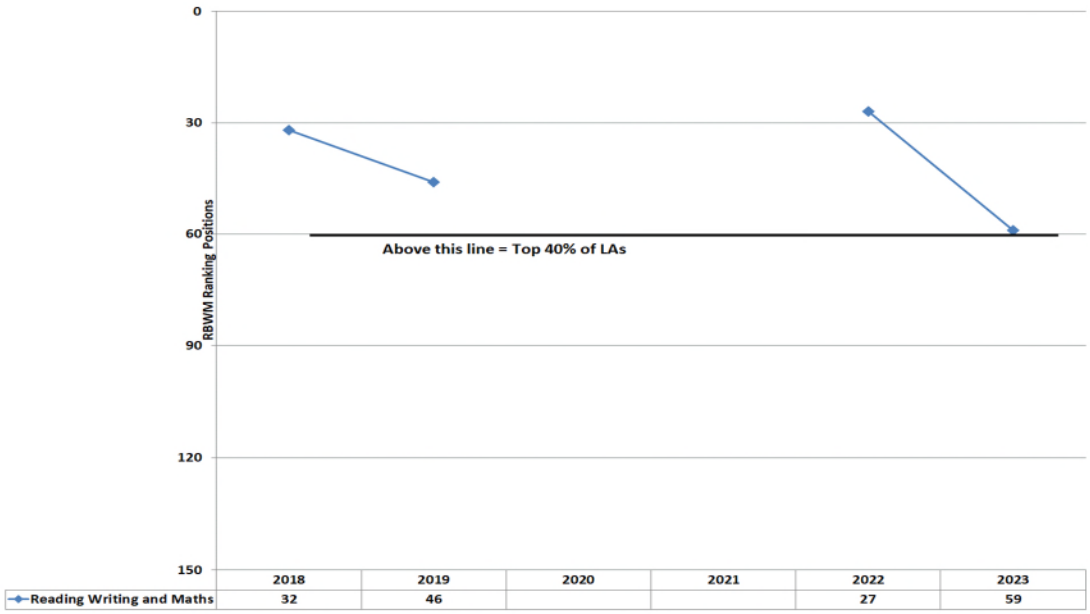
KS2 Reading Writing and Mathematics

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



	2018	2019	2020	2021	2022	2023
RBWM Average	69	67			63	61
Statistical Neighbours Average	67	67			60	62
National Average	65	65			59	60

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



	2018	2019	2020	2021	2022	2023
Reading Writing and Maths	32	46			27	59

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.

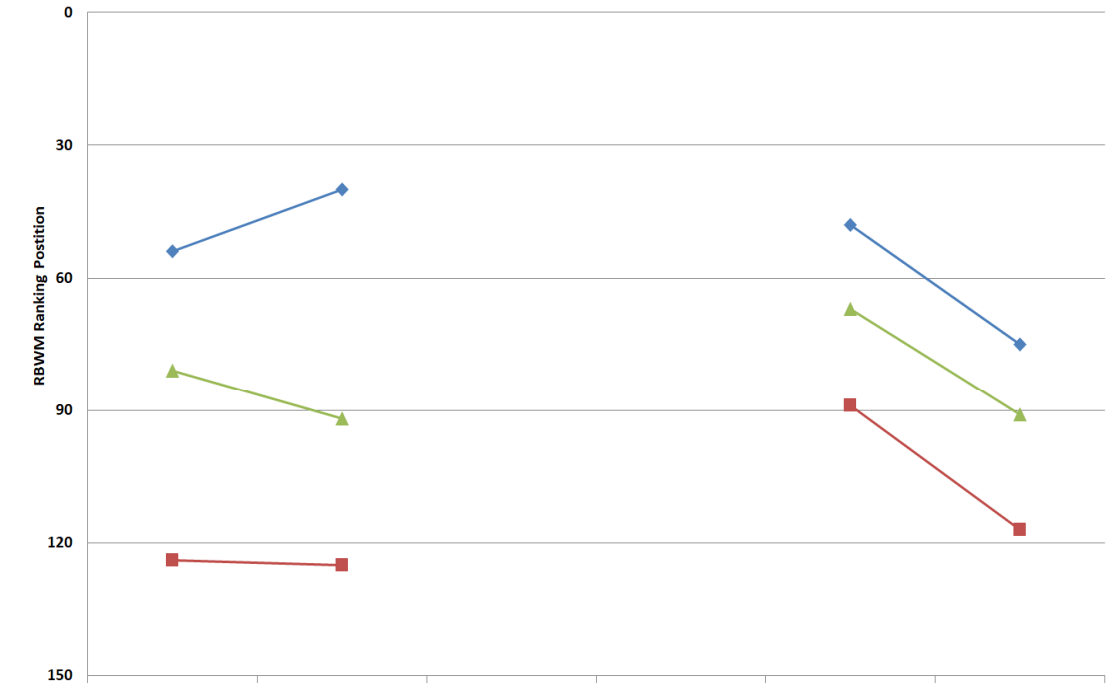
Therefore, for 2023, in reading and maths RBWM has made similar progress to national and significantly lower progress in reading (See Table 3a below).

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)



	2018	2019			2022	2023
Reading	54	40			48	75
Writing	124	125			89	117
Maths	81	92			67	91

Data Pack Figure 3a

Educational Attainment by Key Stage and School

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

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

Data Pack Figure 3a

Educational Attainment by Key Stage and School

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

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

Primary Progress by School

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

READING Progress KS1 to KS2 | WRITING Progress KS1 to KS2 | MATHS Progress KS1 to KS2

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

NOTE

Progress from KS1 to KS2 is measured by comparing the Scaled Scores of every pupil according to their KS1 Grouping's Average KS2 Scaled Score

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

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

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

KEY to 2019 Progress Measure

- Progress within the Top 10% of Schools
- Progress within the Top 20% of Schools
- Progress within the middle 63% of Schools
- Progress within the Bottom 17% of Schools
- Progress within the Bottom 10% of Schools

KEY to 2023 Progress Measure - DfE definition

- Well above average
- Above Average
- Average
- Below average
- Well below average

Primary Progress by School

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

READING Progress KS1 to KS2 | WRITING Progress KS1 to KS2 | MATHS Progress KS1 to KS2

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

NOTE

Progress from KS1 to KS2 is measured by comparing the Scaled Scores of every pupil according to their KS1 Grouping's Average KS2 Scaled Score

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

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

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

KEY to 2019 Progress Measure

- Progress within the Top 10% of Schools
- Progress within the Top 20% of Schools
- Progress within the middle 63% of Schools
- Progress within the Bottom 17% of Schools
- Progress within the Bottom 10% of Schools

KEY to 2023 Progress Measure - DfE definition

- Well above average
- Above Average
- Average
- Below average
- Well below average

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.

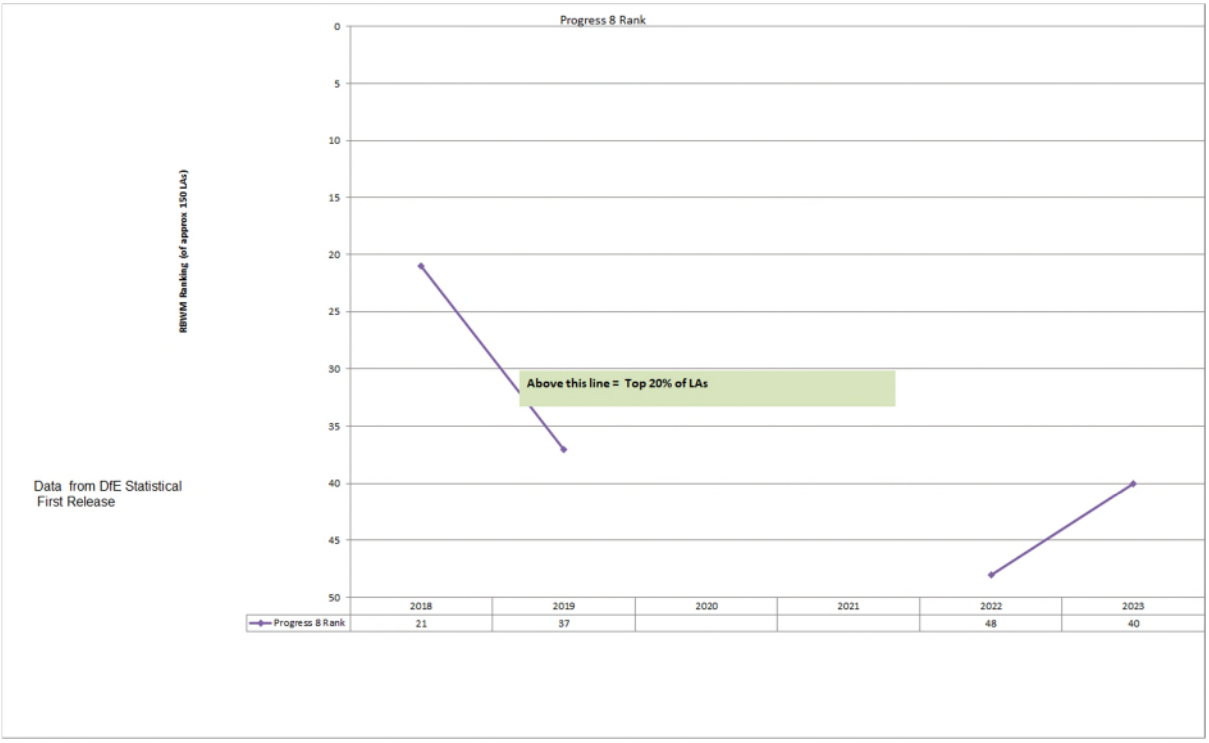
Chart 4a Attainment Rankings

	2018	2019	2020	2021	2022	2023
RBWM Attainment 8	16	24	27	26	39	33
RBWM Ebacc	13	22	30	27	36	30

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

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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.

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- 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.

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- the percentage of pupils achieving a grade 5 or above (strong pass) in English (language or literature) and mathematics.
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KEY STAGE 2 - 4 PROGRESS

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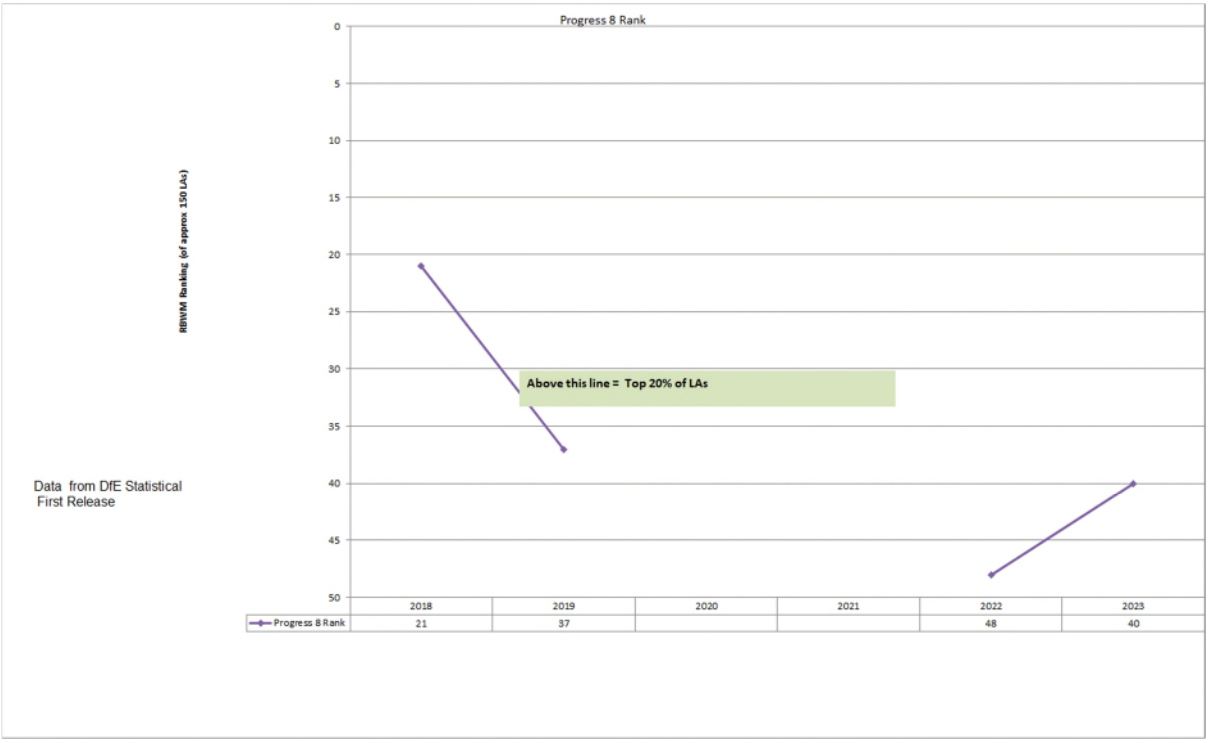
4.12 Data Pack Chart 4b shows RBWM's ranking on the top-line progress measure against other LAs. There was no progress measure calculation for 2020 and 2021.

Chart 4b Progress Rankings



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- 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

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

Source: Performance Tables 2023

Data Pack Figure 4a

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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.

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SECTION 6 - PEFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

- Top Quintile
- Second Quintile
- Middle Quintile
- Fourth Quintile
- Bottom Quintile

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

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

KEY STAGE 2

Table 6a Key Stage 2: Reading, Writing 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 1st 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 1st 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

Data Pack Table 6c — Ethnicity — RBWM

Key Stage & measures	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																
% achieving good level of development 2018	1136	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74
% achieving good level of development 2019	1060	77	154	74	241	69	102	85	117	56	3	67	13	86	1631	74
% achieving good level of development 2022	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
% 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 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

n/a Data suppressed (small cohort size)

No SFR by ethnicity produced for KS5

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

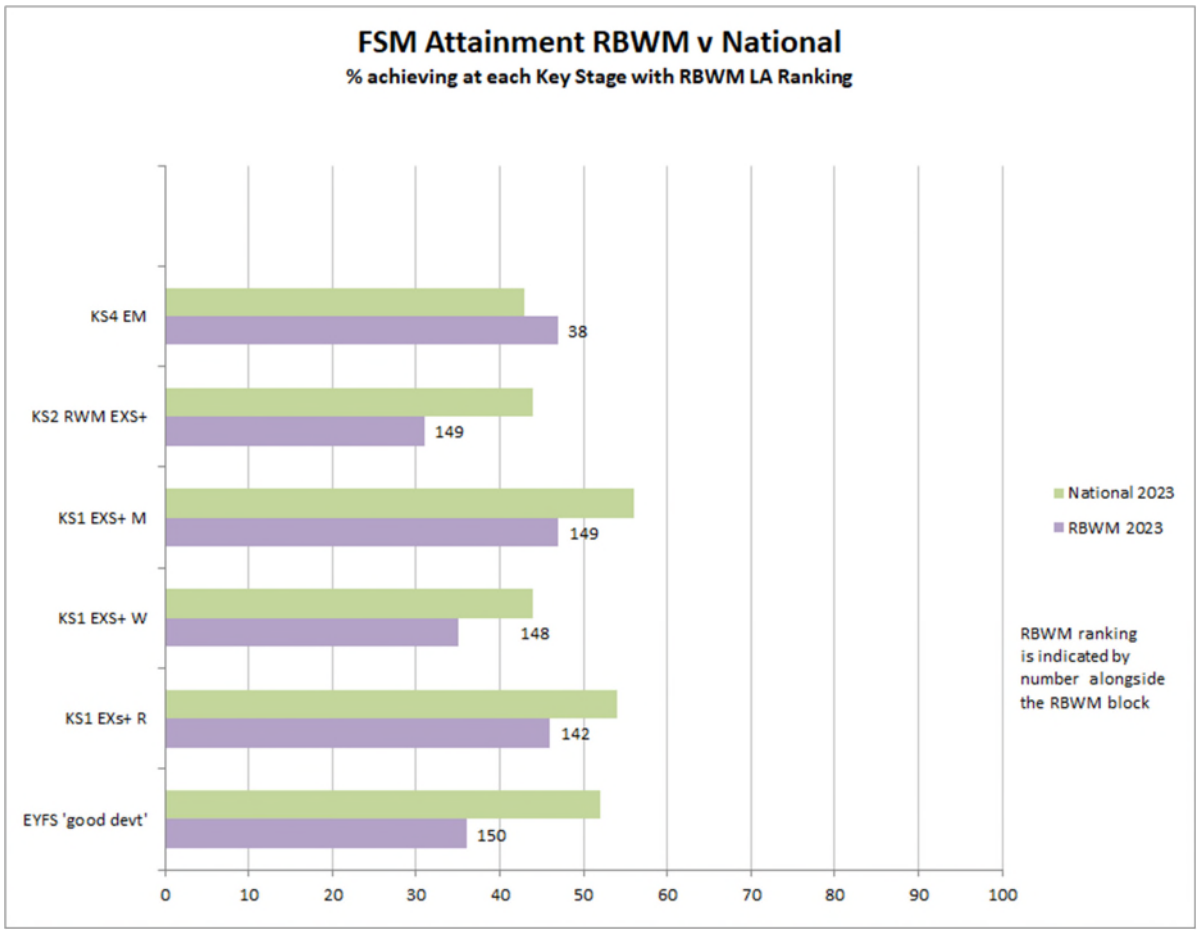
Table 6d	Free School Meals - attainment gap over time															
	EYFS: Good Level of Dev't															
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size 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	1682	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 disproportionally affected by the Covid pandemic.

- Chart 6a shows how RBWM ranks for the FSM group compared to other LAs. RBWM ranks in the bottom quintile for all primary key stages. It is in the 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	
Figures in brackets include Special School		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 - PEFORMANCE OF PUPIL GROUPS

KEY

6.1 The following key is used in this section:

- Top Quintile
- Second Quintile
- Middle Quintile
- Fourth Quintile
- Bottom Quintile

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

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

KEY STAGE 2

Table 6a Key Stage 2: Reading, Writing 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 1st 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 1st 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

Data Pack Table 6c — Ethnicity — RBWM

Key Stage & measures	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																
% achieving good level of development 2018	1136	76	158	72	258	74	109	86	124	63	6	100	17	65	1694	74
% achieving good level of development 2019	1060	77	154	74	241	69	102	85	117	56	3	67	13	86	1631	74
% achieving good level of development 2022	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
% 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 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

n/a Data suppressed (small cohort size)

No SFR by ethnicity produced for KS5

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

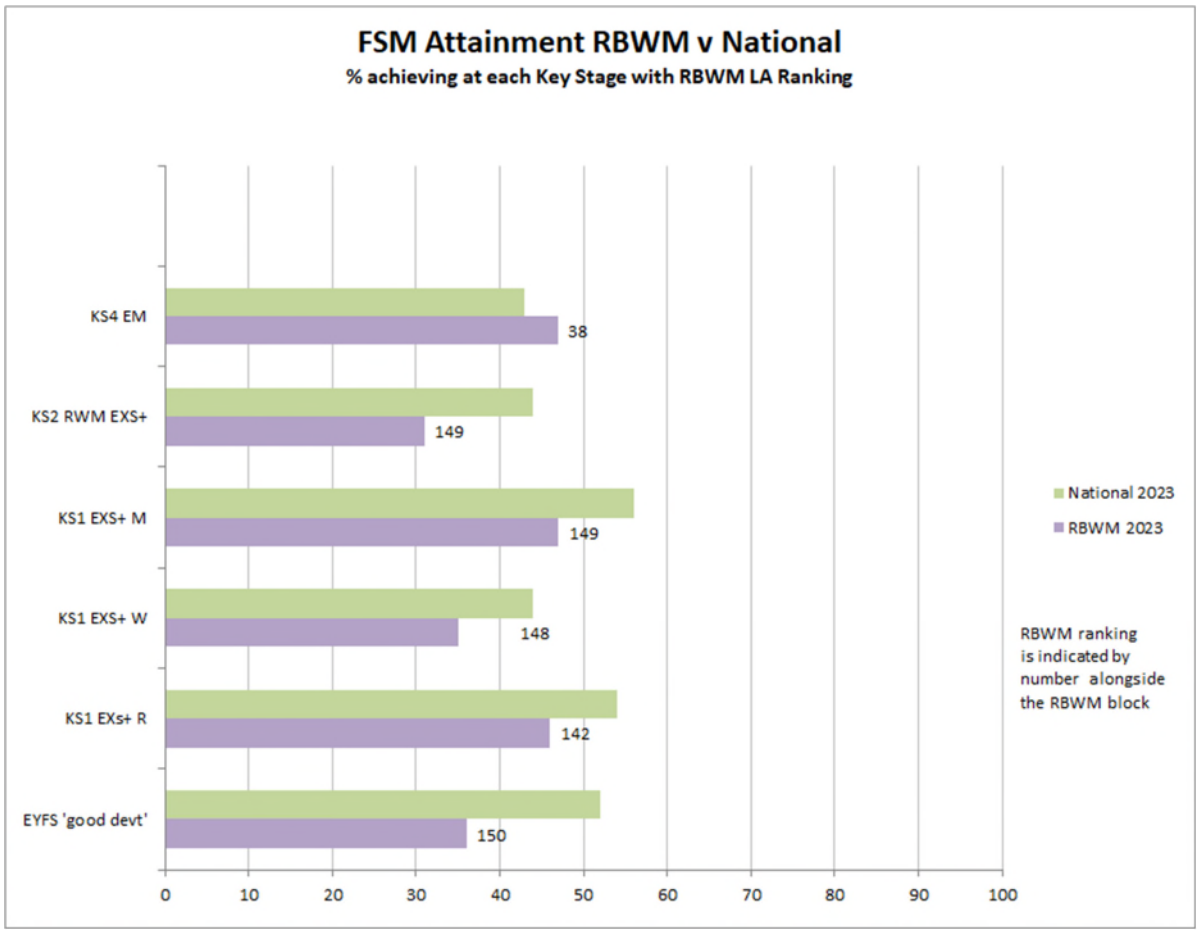
Table 6d	Free School Meals - attainment gap over time															
	EYFS: Good Level of Dev't															
	2018			2019			2022			2023			2017	2018	2019	2023
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM	Gap non FSM-FSM
Cohort size 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	1682	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 disproportionally affected by the Covid pandemic.

- Chart 6a shows how RBWM ranks for the FSM group compared to other LAs. RBWM ranks in the bottom quintile for all primary key stages. It is in the 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	
Figures in brackets include Special School		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
West Twyford Primary	1	PAA&C
Total	20	
Academic Year 2021/22		
School	**No. of Permanent Exclusions**	**Reason**
Alec Reed Academy, Ealing	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.

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

Source: RBWM Inclusion service

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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
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Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
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Bisham	1	PA
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Holyport College	4	DA,PDB,BUx2
Larchfield	1	PA
Total	**20**	

Academic Year 2020/21		
School	**No. of Permanent Exclusions**	**Reason**
Altwood	2	PPx1, PAACx1
Charters	4	DB, PPx3
Couthouse	1	PPx1
Cox Green	1	PDBx1
Desborough	4	DAx2, MT, SM
Furze Platt Senior	5	PDBx2, PAA&Cx2, PPx2
The Windsor Boys' school	2	PPx2
West Twyford Primary	1	PAA&C
Total	20	
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School	**No. of Permanent Exclusions**	**Reason**
Alec Reed Academy, Ealing	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	

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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 6th form	% in 6th 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 Destinat'n	% 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 6th form	% in 6th 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 Destinat'n	% 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

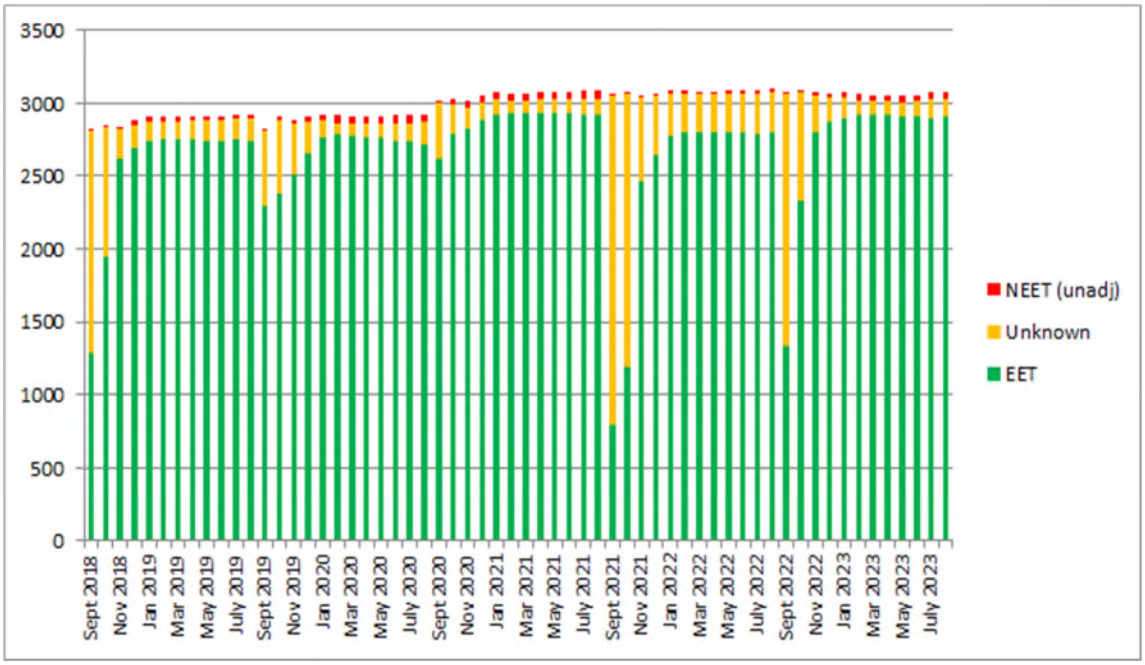
10.1 NEET data is held on DfE's NCCIS (National Client Caseload Information System).

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 knowns' in their data (NCCIS website).

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

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



10.5 The key findings were as follows:

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

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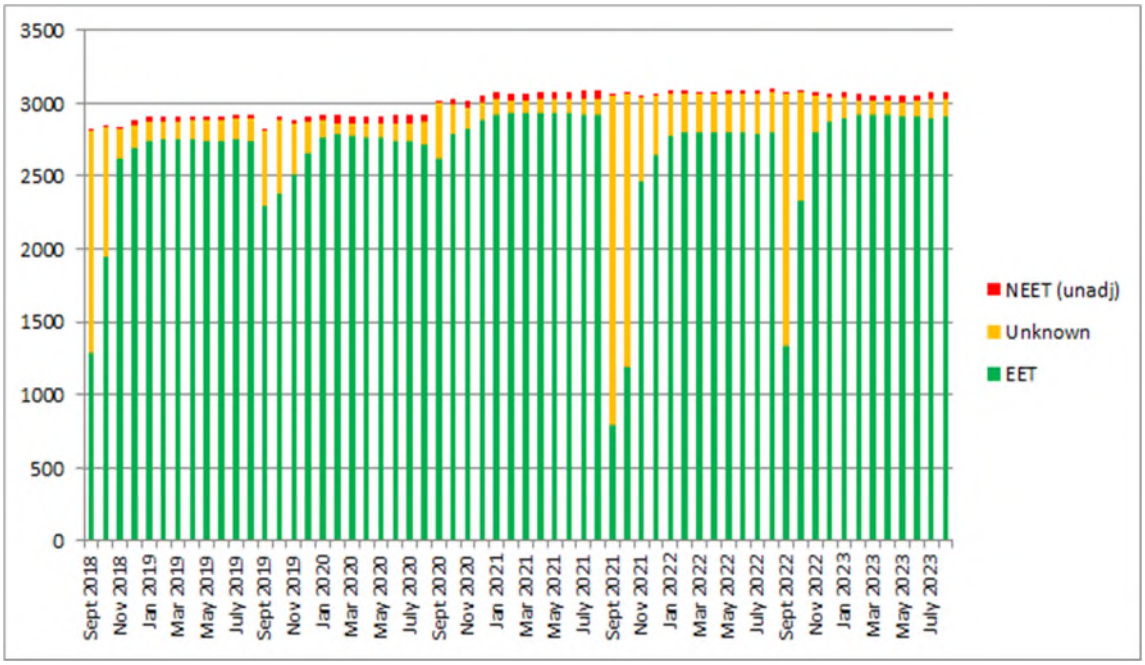

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Appendix A

Department for Education

Progress 8

How Progress 8 and Attainment 8 measures are calculated

Appendix A

Summary of Progress 8 and Attainment 8

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

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

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

How we calculate Progress 8

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

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

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

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

Appendix A

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

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

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

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

The calculation is as follows:

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

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

Appendix A

Interpreting a school's Progress 8 score

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

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

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

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

Confidence intervals

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

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

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

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Department for Education

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Appendix A

Reference: DFE-00252-2016

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