

BUCKINGHAMSHIRE EDUCATION STANDARDS REPORT 2014-15



BUCKINGHAMSHIRE EDUCATION STANDARDS REPORT: 2014-2015

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Executive Summary

- Buckinghamshire is a relatively affluent area of the country. The level of poverty is lower than the England average and fewer children are in care. Parts of the county are less affluent and achievement of disadvantaged pupils is an area of concern, as in the South East generally.
- The County Council, in its role as champion for children, continues to build on established relationships with schools to ensure that all Buckinghamshire children and young people have the opportunity to fulfil their potential.

Quality of Buckinghamshire schools

- The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture for all categories of school.
 - 100% of pupils attend **nursery schools** are good or outstanding.
 - 85% of pupils attend good or outstanding **primary schools** (Buckinghamshire is the highest performing authority in the south east region for this measure¹).
 - 75% of pupils attend **secondary schools** which are good or outstanding. This includes 100% of those attending **selective secondary schools**.
 - 96% of pupils attend **special schools** that are good or outstanding (also above national)
 - 100% of pupils attend **Pupil Referral Units** (PRUs) that are good or outstanding.
 - Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.
- Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally
- The DfE has recently expressed concern that the percentage of looked after children in good or outstanding schools had been lower than for other pupils in the authority. However, recent figures show improvement. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

Achievement of Buckinghamshire children and young people

Overall attainment in Buckinghamshire is above average in most measures with end of Key Stage results generally above national and similar authorities².

- Early years
 - In 2014 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally
- Primary Schools
 - At Key Stage 1, results have been significantly higher than national for the last three years
 - At Key Stage 2, 80% of pupils achieved or exceeded Level 4 in reading, writing and maths which remains significantly higher than national.

¹ 2014 Ofsted South East Region Annual Report, published in December 2014

² Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

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- The progress made by disadvantaged pupils from KS1 to KS2 has increased in all three subjects and the achievement gap between disadvantaged and other pupils for level 4+ reading, writing and maths was narrower than in 2013
- Secondary Schools
 - In terms of the key indicator at Key Stage 4 (the percentage of pupils achieving 5+ A*-C grades including English and Maths), the results of secondary schools in Buckinghamshire are consistently above national.
 - Results for selective (grammar) schools were above the national average for grammar schools (98.6%, national 96.8%),
 - Results for our non-selective (upper) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

Focus

Whilst the progress and attainment of Buckinghamshire pupils overall continues to exceed national comparisons, the report nevertheless identifies that there are still specific groups of children where further improvements need to be made.

The Council will therefore continue to focus on driving improvements in the progress and attainment of certain groups of pupils, such as disadvantaged pupils and those from Pakistani and Mixed White-Black Caribbean backgrounds. Priorities will include:

- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school
- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check and making expected progress in writing from Key Stage 1.

Context

Buckinghamshire is a relatively affluent area of the country, as is the South East region generally. As noted in the Buckinghamshire 2014 Children and Young People's Plan, the level of poverty is lower than the England average and fewer children are in care. Health and well-being of children is generally better than the England average. However, parts of the county are less affluent and achievement of disadvantaged pupils is an area of concern as in the South East generally.

Figures from the 2011 National Census show that 25.1% of the population of Buckinghamshire is under the age of twenty, a 7% increase since 2001 and generally in line with the South East figure. Based on the Office of National Statistics sub-national population projections this is expected to rise so that there will be 135,892 people under the age of twenty by 2020, which would be 25.9% of the population. Currently 25.9% of school children are from a black or minority ethnic group.

A highly regarded education system

The Buckinghamshire education system is highly regarded. Buckinghamshire has a large number of schools: there are two maintained nursery schools, 181 primary schools, 35 secondary schools (of which 13 are selective and 2 are Free Schools), 2 all age schools (taking pupils from age 3 to age 18), 1 University Technical College, 12 special schools and 4 Pupil Referral Units. Buckinghamshire is one of a small number of Local Authorities which has a selective system of secondary education.

Significant changes to the education system nationally are reflected locally. For example, most secondary schools and a small number of primary schools are now Academies, free to set their own admission criteria and funded directly from Central Government. The County Council, in its role as champion for children, continues to build on established relationships with schools and other education providers to make sure that as changes happen, all Buckinghamshire children and young people have the opportunity to reach their potential.

All school improvement partners are committed to working towards delivering the priorities laid down in **Buckinghamshire's Educational Principles**:

- Every child to be educated in a school which is good or better
- Every child to make at least good progress
- Every child to benefit from being part of a community of schools and partners which is committed to providing outstanding care and support to the child

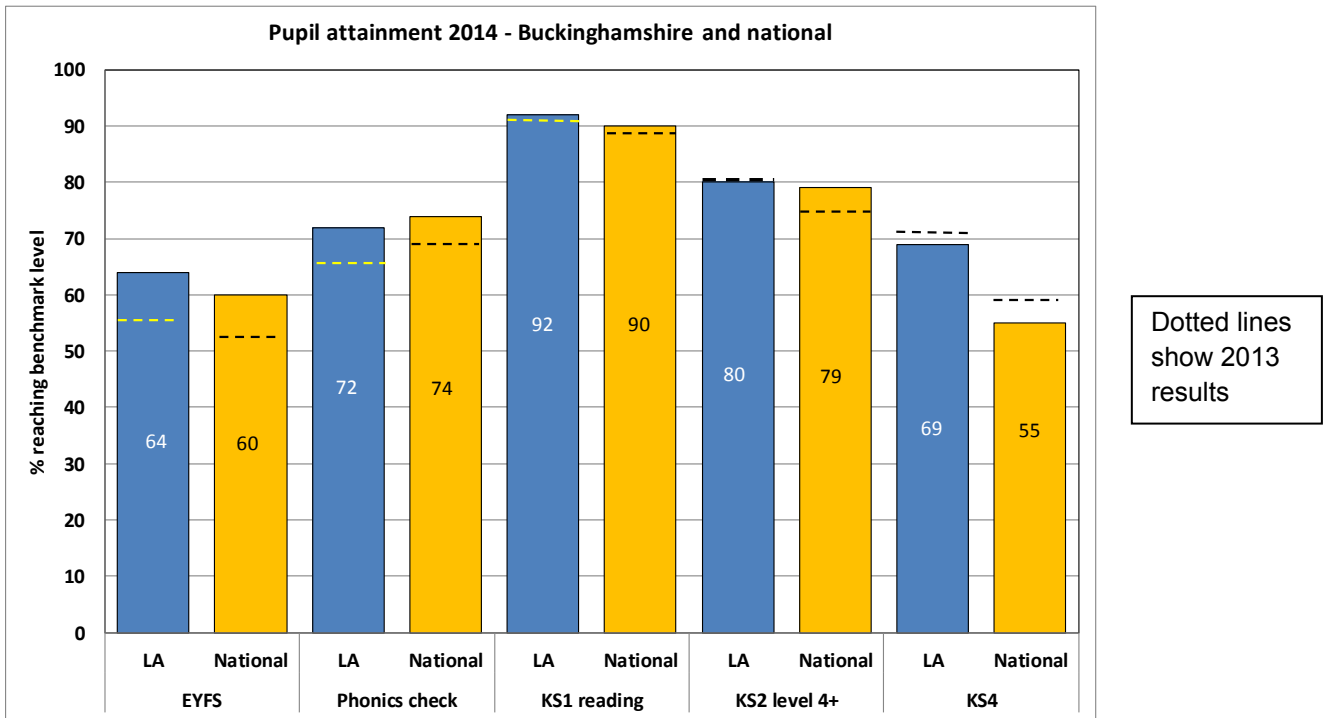
As a result pupils do particularly well, and overall attainment in Buckinghamshire is above average in most measures with end of Key Stage results generally above national and similar authorities (Statistical Neighbours), especially at Key Stage 4. More detail is given in the specific Key Stage sections.

The table below shows the percentage reaching the benchmark level at each Key Stage in 2014, compared to national.

The benchmark levels are:

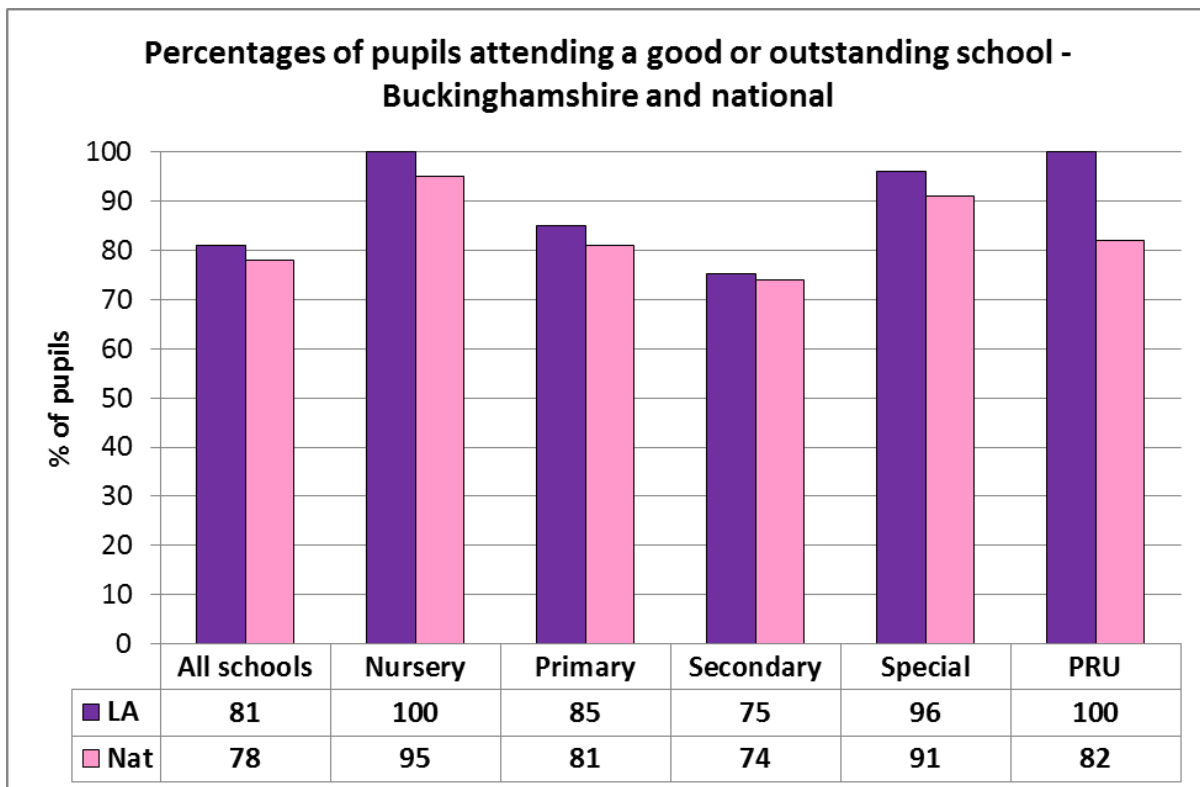
- Good level of development in the Early Years Foundation Stage
- Expected level in the Y1 Phonics check
- Level 2+ reading at KS1
- Level 4+ reading, writing and maths at KS2
- 5+ A*-C including English and maths at KS4

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Every child to be educated in a school which is good or better

The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture. Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally.



LA data 10/02/15 from SMST. National data 31/08/14 from Ofsted

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- There are currently no inadequate **Early Years Non-Domestic Premises** settings (although a small number still require improvement).
- 100% of **nursery schools** are good or outstanding.
- The percentage of pupils in good or outstanding **primary schools** has increased to 85% which is above national. In the 2014 Ofsted South East Region Annual Report, published in December 2014, it was noted that Buckinghamshire was the highest performing authority in the south east region for this measure.
- 75% of pupils attend **secondary schools** which are good or outstanding (also above national). This includes 100% of those attending **selective secondary schools**. The performance of a number of our non-selective secondary schools is an area of focus.
- The percentage of pupils attending **special schools** that are good or outstanding has increased and in February was 96% compared to 91% nationally.
- 100% of **Pupil Referral Units** (PRUs) are good or outstanding.
- Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.

Early Years

Education providers in Buckinghamshire are committed to providing all children with the best start in life. Evidence shows that the earliest years in a child’s life have a significant and long-lasting impact. All children should be at a point where they are ready to learn by the time they start school and improving the advice, help and support available to parents and early years providers has made a real difference.

Non-Domestic Premises settings

Currently there are no inadequate Non-Domestic Premises settings in Buckinghamshire. The percentage of providers in Buckinghamshire judged to be good or better has always been significantly above national and on a par with statistical neighbours.

The small sample of inspections between December 2014 and February 2015 shows a slight decline in Buckinghamshire’s Ofsted judgements for these settings. There is also a pattern over the last year that shows that Buckinghamshire is achieving fewer outstanding judgements than our statistical neighbours.

Early Years Foundation Stage Profile

The key measure is the **percentage reaching a good level of development**, which means reaching at least the expected level in all aspects of Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy and Mathematics. Assessment changed in 2013, so earlier data is not comparable. Overall standards are high. **In 2014 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally.** This placed Buckinghamshire 5th when ranked against statistical neighbours, and 30th against all local authorities nationally.

All pupils – all schools and settings	2014	National 2014	Diff from nat 2014	SN position
% reaching a good level of development	64 (+9)	60 (+8)	4 (+1)	5 th (as 2013)

Statistical significance is not available for Early Years Foundation Stage Profile results

2014 data from SFR 39/2014. Results in brackets show change from 2013

Percentages reaching a good level of development were above national for both boys and girls. The gender gap was the same as national, but wider than at later Key Stages.

The gap between the overall median and the average score of the lowest 20% was smaller than national, because the score of the lowest 20% was higher than national. The gap compared to statistical neighbours was the 7th smallest. This is an improvement on 2013 when it was the 9th smallest. The gap was the 30th smallest nationally.

Closing the gap between the median and the average of the lowest 20%

All pupils – all schools and settings	2014	National 2014	Diff from nat 2014	SN position
Median point score of all pupils	34	34	0	
Average score of lowest 20%	24.3	22.5	1.8	

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% gap (median of all pupils – average of lowest 20%, as % of the median of all).	28.7	33.9	-5.2	7th
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2014 data from SFR 39/2014, SN = Statistical Neighbours, nat = national

EYFSP - Disadvantaged Pupils

These figures are for pupils currently eligible for Free School Meals only, not the wider “pupil premium” group normally used when looking at disadvantaged pupils. As these pupils reached statutory school age only in 2013-14, there is unlikely to be a difference between FSM and Pupil Premium data.

There is further work to be done to improve the performance of disadvantaged pupils in the Early Years Foundation Stage because they do less well than their peers nationally. The gap in Buckinghamshire is larger than national, and 1% wider than in 2013.

Early Years Foundation Stage - % reaching a good level of development	No. of Pupils	LA	Nat
FSM	453	40	45
Not FSM	5641	66	64
2014 Gap		-26	-19
<i>2013 Gap</i>		<i>-25</i>	<i>-19</i>

Data is for FSM (from SFR46/2014), not Disadvantaged pupils, but as explained above these are likely to be the same for this year group.

EYFSP – Ethnicity

White British pupils and Mixed White-Black Caribbean children perform particularly well and the percentage reaching a good level of development is above national averages for these groups. Other groups perform less well, and this remains an area of focus.

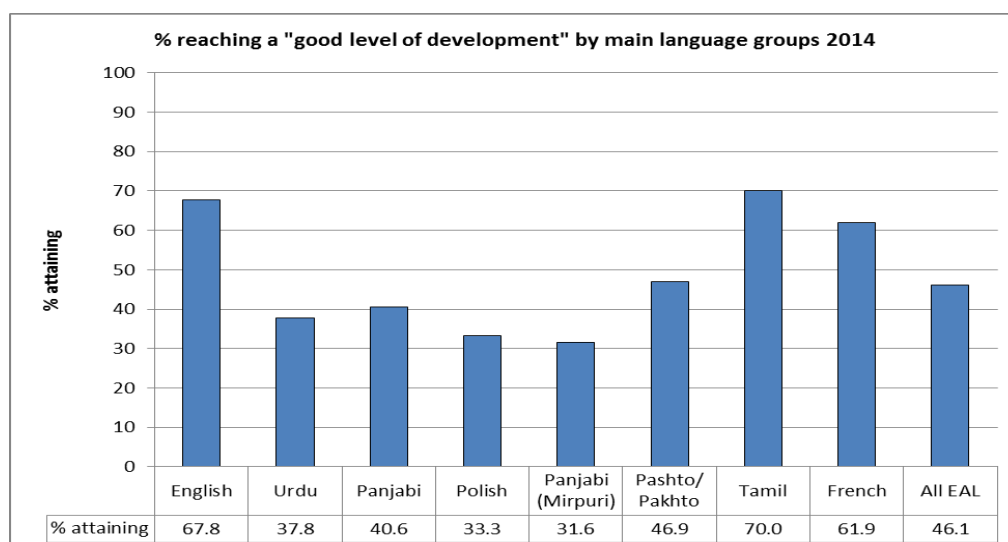
% Good level of development	Cohort 2014	LA	Nat	Diff from nat
White British	4102	69	63	+6
Pakistani	559	42	50	-8
Black Caribbean	36	53	58	-5
Mixed White and Black Caribbean	142	61	58	+3

LA data from SMST. National (Nat) data from DfE SFR 46/2014

EYFSP - Language

Although the percentage of children reaching a good level of development is high overall, as at other Key Stages Tamil speakers have higher results than those whose first language is English. Results by language group show that, as in 2013, gaps are wider in the Early Years foundation stage than at KS2.

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Numbers in each group - EYFS (data from January 2013 census)

English	Urdu	Panjabi	Polish	Panjabi (Mirpuri)	Pashto/Pakhto	Tamil	French	All EAL	All pupils
4906	196	128	105	57	32	30	21	925	6089

Only pupils in maintained schools are included.

All language data is from the Schools Management Support Team (SMST).

EARLY YEARS - Key areas of focus

- Improve the performance of disadvantaged children so that increasing numbers reach a good level of development by the end of the Foundation Stage
- Improve the performance of children who have English as an additional language so that an increasing number reach a good level of development
- Support schools to select a suitable Reception Baseline product from those offered nationally, ready for implementation in September 2015. Ensure that Reception Baseline assessment is applied consistently so that it can be used to measure children’s starting points across the county

Primary Schools

Phonics Screening Check

Overall, 72% of Year 1 children taking the check achieved the expected standard, up from 66% in 2013. However results were 2% below national (3% below national in 2013), placing Buckinghamshire 9th when compared to Statistical Neighbours. As last year, three other Statistical Neighbours were also below national – this was not the case at other Key Stages.

Pupils who do not reach the expected standard in Year 1 have to take the check again in Year 2. By the end of Y2, improvements are seen as 89% of children reached the expected standard (Y1 and Y2 results combined), **which is 1% above national**.

Phonics - Gender

In Year 1 results for boys (69%) were 3% below national and results for girls (75%) were 1% below. Both boys and girls who re-took the check in Y2 were above national (boys 66%, girls 73%)

Phonics check - % reaching expected standard	2012	2013	2014	Nat 2014	Diff. from nat 2014	SN position 2014
Year 1	55	66 (+11)	72 (+6)	74(+3)	-2	9th
By the end of Year 2	n/a	86	89(+3)	88 (+3)	+1	4th

Data from Data from SFR 34/2014 and LA RAISE March 2014

Phonics – Disadvantaged Pupils

The percentage of disadvantaged pupils achieving the expected standard in Year 1 was 8% below national. The gap between disadvantaged and other pupils was larger than national, and has increased since 2013. This improved by Year 2 where 62% of disadvantaged children retaking the check achieved the expected standard, which was 2% above national (an increase on 2013 when it was 5% below national.)

Year 1 phonics check - percentage reaching expected standard	No. of Pupils	LA	Nat
Disadvantaged pupils	646	51	63
Other	5612	74	78
2014 Gap		-23	-15
2013 Gap		-20	-16

Data from LA RAISE March 2014 and SFR 34/2014

Phonics – Ethnicity

All groups performed below national in the Year 1 check, with key minority ethnic groups performing less well than White British pupils

- White British pupils (74%) were 5% below national
- Pakistani pupils, (60% of 584 pupils), were 13% below national
- Black Caribbean (55% of 55 pupils) were 17% below national
- Mixed White-Black Caribbean (64% of 161 pupils) were 7% below national.

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By Year 2, all groups performed well and were above or equal to national results. Numbers were lower than in previous years as more pupils had reached the qualifying mark in Year 1.

Key Stage 1

Results at Key Stage 1 have been significantly higher than national for the last three years, and 2014 results in reading and writing showed improvements. Percentages reaching or exceeding level 2+, 2B+ and level 3+ were all significantly above national in reading, writing and maths.

In reading and writing, both LA and national figures increased by 1% from 2013. In maths, the national figures also went up by 1% but the LA figures stayed the same.

At the higher level 3, all results were also significantly high and the difference from national was greater. 38% reached level 3 in reading (31% nationally), 18% in writing (16% nationally) and 30% in maths (24% nationally)

% attaining	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	Nat position 2014
Reading level 2+	91	91 (+0)	92 (+1)	90	+2	5th	12th
Writing level 2+	87	87 (+0)	88 (+1)	86	+2	7th	25th
Maths level 2+	93	93 (+0)	93 (+0)	92	+1	7th	34th

Data from SFR 34/2014 ³

KS1 - Gender

At all measures at Level 2+ and above, both boys and girls were significantly above national.

KS1 - Disadvantaged Pupils

Results of disadvantaged pupils in Buckinghamshire increased more than for other pupils, although results for this group remain below those of other pupils in Buckinghamshire in reading, writing and maths, and are also below results of disadvantaged pupils nationally. The gaps between disadvantaged pupils and other pupils were narrower than in 2013, but were still wider than national.

The performance of disadvantaged pupils remains an area of focus.

Key Stage 1	No. of Pupils	% L2+ Reading		% L2+ Writing		% L2+ Maths	
		LA	Nat	LA	Nat	LA	Nat
Disadvantaged	750	81	82	75	77	85	86
Other	5318	93	92	90	89	95	94
2014 Gap		-12	-10	-15	-12	-10	-8
<i>2013 Gap</i>		<i>-18</i>	<i>-12</i>	<i>-19</i>	<i>-14</i>	<i>-11</i>	<i>-9</i>

Data from LA RAISE March 2014

KS1 – Ethnicity

³ Green and blue shading is used to indicate statistically significantly high or low results. See the notes section for more details.

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The performance of White British pupils is significantly above national in all subjects. Whilst Pakistani pupils performed less well at level 2+ in all subjects, their performance is above national at level 3 in reading and maths. Mixed White-Black Caribbean (MWBC) pupils were above national in reading and writing, and below in maths. Black Caribbean pupils were below national in all subjects.

KS2: % achieving by ethnic group	Cohort 2014	Reading level 2+			Writing level 2+			Maths level 2+		
		LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	4156	93	91	+2	90	87	+3	95	93	+2
Pakistani	555	85	88	-3	79	84	-5	85	89	-4
Black Caribbean	46	83	89	-6	80	85	-5	89	90	-1
MWBC	133	92	89	+3	86	84	+2	90	91	-1

Data from LA RAISE March 2014, nat = national

Key Stage 2

The key measure at KS2 is the percentage of children achieving or exceeding Level 4 in all three of reading, writing and maths. 80% of pupils in Buckinghamshire reached this level in 2014. The gap between Buckinghamshire results and national results is closing, as Buckinghamshire results increased by 1% while national results increased by 4%. However the Buckinghamshire result remains significantly above national.

The percentage of pupils attaining level 4+ in the English Grammar, Punctuation and Spelling test (79%) was also significantly high.

Overall percentages making at least expected progress (i.e. 2 or more levels) from KS1 have improved from 2013, and were significantly above national in reading and maths. Progress in writing was significantly below national, and is a key area of focus.

Percentages making more than expected progress were above national in maths, but below national in reading and writing. Again, this shows improvement in maths – in 2013 this figure was below national.

% attaining	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	Nat position 2014
Reading, writing and maths level 4+	79	80 (+1)	80 (+0)	79 (+4)	+1	7th	50th
2 levels progress reading	91	90 (-1)	93 (+3)	91 (+3)	+2	1st	21st
2 levels progress writing	90	90 (+0)	92 (+2)	93 (+2)	-1	7th	115th
2 levels progress maths	88	88 (+0)	90 (+2)	89 (+1)	+1	3rd	72nd

Data from DfE SFR 50/2014. Nat = National. Significance not available for 2012

KS2 - Floor Targets

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The government's KS2 "floor target" identifies schools which have below 65% achieving L4+ in reading, writing and maths, and are also below the national median (not the mean, as used in other measures) for 2 levels progress in all of reading, writing and maths from KS1. The attainment aspect of this target has been raised: in 2013, it was 60%.

Despite this, there were fewer schools below the floor. In 2014, four schools were below the floor target, compared to five in 2013. In 2007 when the target was much lower, there were 16 schools below the floor.

KS2 - Gender

At level 5+, all results were significantly high for both boys and girls. Boys' results at level 4+ were significantly high for reading, writing and maths combined (78%) and for all subjects except writing. Writing results however were still 1% above national.

However, analysis shows that girls did less well in 2014. Girls' results for 4+ reading, writing and maths combined (82%) were the same as national. Girls' results at 4+ in writing were 1% below national.

For both boys and girls, progress was in line with national in maths and significantly high for reading. In writing, progress for boys was the same as national but for girls was significantly low.

KS2 - Disadvantaged Pupils

The progress made by disadvantaged pupils from KS1 to KS2 has increased in all three subjects. While results of disadvantaged pupils were below those of other pupils in Buckinghamshire, the achievement gaps between disadvantaged and other pupils for the level 4+ reading, writing and maths measure and for progress in reading and writing were narrower than in 2013. Gaps in reading and writing progress have narrowed by more than national. Progress of disadvantaged pupils was above similar pupils nationally in reading, the same as national for writing and below in maths.

Overall results of disadvantaged pupils at level 4+ were significantly low, 3% below similar pupils nationally, when in 2013 they were the same as disadvantaged pupils nationally. Non-disadvantaged pupils' results at level 4+ overall stayed the same as 2013 while national results increased.

Key Stage 2	No. of Pupils	%L4+ Reading/ Writing/ Maths		% achieving expected progress KS1-2 reading		% achieving expected progress KS1-2 writing		% achieving expected progress KS1-2 maths	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat
Disadvantaged	821	64	67	89	88	90	90	84	85
Other	4598	83	83	94	92	93	94	92	91
2014 Gap		-19	-16	-5	-4	-3	-4	-8	-6
2013 Gap		-20	-18	-9	-5	-7	-4	-8	-6

Data from LA RAISE March 2014

KS2 - Ethnicity

Attainment of White British pupils was significantly above national at level 4+ and 5+ in all subjects. Progress was significantly high in reading and maths but significantly low in writing.

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At level 4+, the attainment of Pakistani pupils was significantly low overall and for all subjects. However, progress was slightly above national in maths, and slightly below national in reading and writing. This is because of low starting points and an increase in pupils reaching the higher level 5.

Results for Black Caribbean pupils at level 4+ were 11% below national. Progress was significantly low in reading, and below national but not significantly low in writing and maths.

Mixed White-Black Caribbean (MWBC) pupils' overall attainment at level 4+ was in line with national. Progress has improved and was higher than last year. Progress was the same as national in reading, above national in writing and 2% below national in maths.

KS2: % achieving by ethnic group	Cohort 2014	L4+ Reading/ Writing/ Maths			Expected progress KS1-2 reading			Expected progress KS1-2 writing			Expected progress KS1-2 maths		
		LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	3859	82	79	3	94	91	3	92	93	-1	90	89	1
Pakistani	555	69	75	-6	89	90	-1	91	93	-2	90	89	1
Black Caribbean	47	62	73	-11	78	89	-11	87	92	-5	78	87	-9
MWBC	115	75	75	0	90	90	0	96	93	3	85	87	-2

Data from LA RAISE March 2014, nat = national

KS2 – Ethnicity and Disadvantage

The gap between disadvantaged and other pupils was greatest for White British pupils, as last year. White British disadvantaged pupils had lower results than those of Pakistani origin, though the difference was not large.

Results of other pupils were much more varied, and were higher for White British and MWBC pupils than the other two groups.

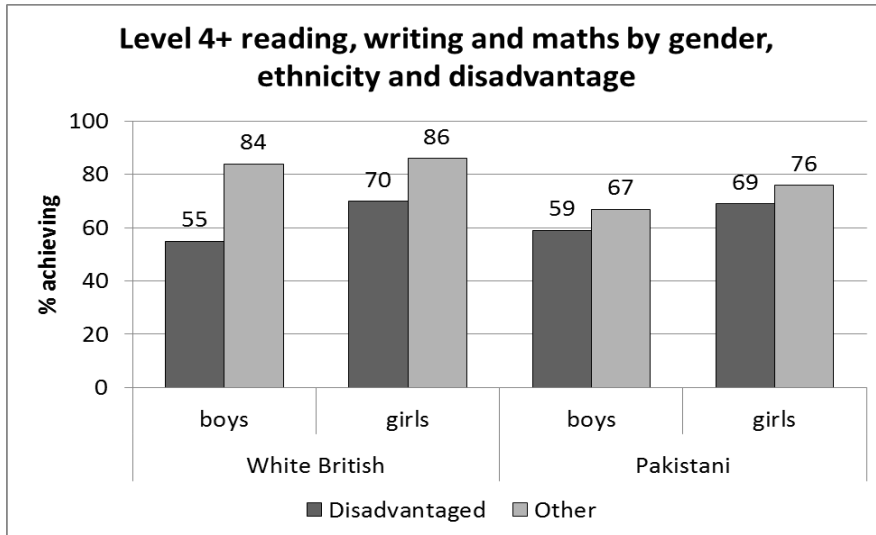
There were more Black Caribbean pupils with FSM Pupil Premium than without. The gap at level 4+ in reading, writing and maths for Black Caribbean pupils was much smaller than in 2013, while the gap for Mixed White-Black Caribbean (MWBC) pupils was larger.

KS2- Buckinghamshire	White British		Pakistani		Black Caribbean		MWBC	
	No. of Pupils	R,W,M	No. of Pupils	R,W,M	No. of Pupils	R,W,M	No. of Pupils	R,W,M
		% L4+		% L4+		% L4+		% L4+
Disadvantaged	456	63	161	65	25	60	46	63
Other	3401	85	394	71	22	64	69	83
2014 Gap		-22		-6		-4		-20
2013 Gap		-23		-7		-18		-6

Data from LA RAISE March 2014

KS2 - Gender, Ethnicity and Disadvantage

Because of pupil numbers, it is only possible to analyse results by all three factors for White British and Pakistani pupils only. When gender is taken into account, results are lower for disadvantaged White British boys than for girls or for disadvantaged Pakistani pupils of either gender.



Data from LA RAISE March 2014

KS2 - Language

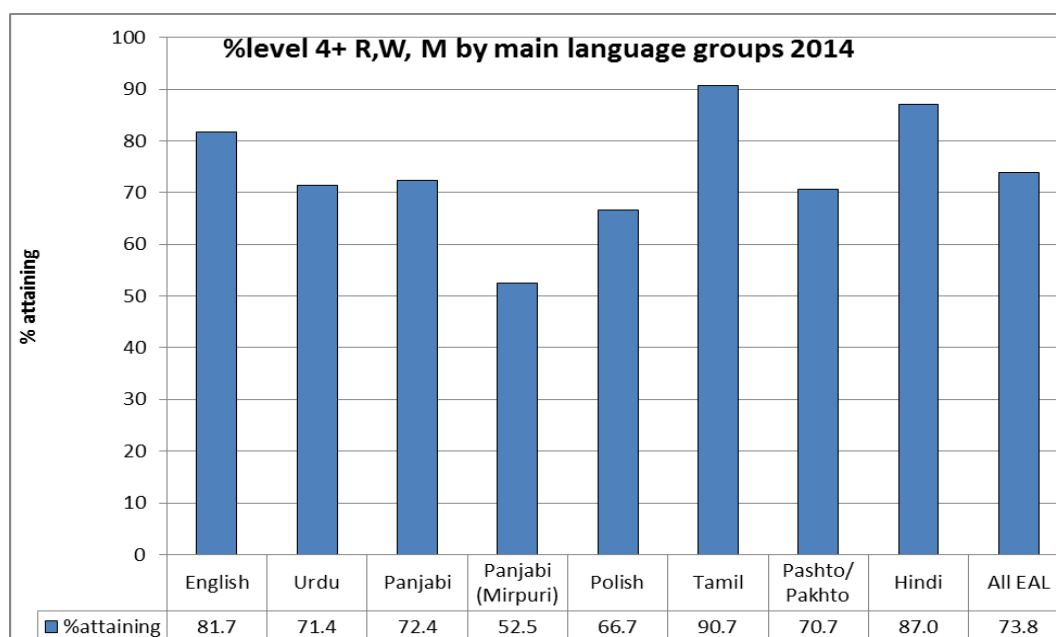
Progress data can be provided only when pupils were in the school system for the previous Key Stage. At KS2, figures showed that most pupils had been in the system at KS1; the greatest difference was for Polish pupils, where ten out of the 48 pupils had no KS1 results.

In reading, those speaking Tamil and Hindi made greater progress than those whose first language was English. In writing those speaking Pashto/Pakhto performed particularly well compared those whose first language was English.

In maths, all groups except those speaking Urdu made more progress than those whose first language was English.

Schools have narrowed the gaps at KS2 in performance between speakers of different languages when compared to the gaps seen in the Early Years Foundation Stage.

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Numbers in each group -KS2

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Tamil	Pashto/Pakhto	Hindi	All EAL	All pupils
4547	192	170	80	48	43	41	23	858	5419

All data in this section is from the Schools Management Support Team (SMST).

KS2 - Looked After Children (CLA)

In Buckinghamshire in KS2, according to DfE data there were 16 children (CLA) in Year 6 who had been in care for a year. This was 0.3% of the yeargroup. With individual needs and such small numbers, data needs to be interpreted with great care: one pupil represents over 6% of the total. At Key Stage 2, 12 pupils attended mainstream school in June 2014.

KS2 - % of CLA achieving level 4+ Reading, Writing and Maths	Buckinghamshire	South East	England
	43	45	48

Data from DfE SFR 49/2014

Results were in line with national and with the SE region.

PRIMARY SCHOOLS - Key areas of focus

- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check
- Continue to increase the percentage of pupils making expected progress in writing from Key Stage 1
- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school. It is evident that some schools in Ofsted categories of Requires Improvement or Inadequate have significant number of pupils from BME backgrounds and this is impacting on overall figures for Black Caribbean, Mixed White-Black Caribbean and Pakistani pupil attainment across all key stages.

Secondary Schools

The results and progress of secondary schools in Buckinghamshire are consistently above national. Although results of non-selective schools are below the overall national average, they are above those of non-selective schools nationally

There are some significant changes to the way results are calculated at KS4 this year and therefore 2014 results are not directly comparable to previous years. Results in Buckinghamshire are generally lower than in 2013, but the decline in national results is greater. Please see notes section for further details.

Overall the percentage of pupils achieving 5+ A*-C grades including English and maths (69.5%) was significantly high. Results were 1.8% below last year, while national results were down 5.8%.

33% attained the EBacc. (English Baccalaureate: A*-C in English, Maths, Sciences, a language and a humanities subject). This was significantly above national (24%).

In English and maths, the percentages making expected progress were significantly high overall. In Buckinghamshire and nationally, progress in maths was lower than in 2013, because of new rules counting a pupil’s first entry only.

Percentages making more than expected progress were well above national.

As in 2013, both boys and girls were significantly high at all measures. Girls did better than boys but the gap is not as wide as the national difference.

<i>% attaining</i>	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	National position 2014
5+A*-C inc E&M	69.7	71.3	69.5	53.4	+16.1	2nd	6th
Expected progress English	74.6	78.1	78.7	71.6	+7.1	2nd	27th
Expected progress maths	79.6	81	76.9	65.5	+11.4	1st	8th

Data from DfE SFR 02/2015 and School Performance Tables. Data includes all schools.

KS4 - Floor Targets

The government’s KS4 “floor target” currently identifies schools which have below 40% attaining 5+ A*-C including English and maths, and are below the national median for progress from KS2 in English and in maths.

Three schools were below these figures in 2014, as against two in 2013. As at KS2, the numbers of schools below the floor have fallen over the longer term. In 2007, eight schools were below the floor which at that time was 30% 5+ A*-C including English and maths.

KS4 - Selective and Non-Selective Schools

Both types of school did better than similar schools nationally. Results for selective (grammar) schools were above the national average for grammar schools (98.6%, national 96.8%), while the results for our non-selective (upper) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

Results in selective schools were very similar to previous years. The changes in methodology have had greater impact on non-selective schools, where results fell by 4% (as did national results).

Buckinghamshire - % attaining	Selective			Non-Selective		
	2012	2013	2014	2012	2013	2014
5+A*-C inc English and maths	98.4	98.5	98.6	53.1	56.2	52.2

Data from SMST. 2014 data is provisional

KS4 - Disadvantaged Pupils

As in other Key Stages, results were lower for disadvantaged pupils than for non-disadvantaged pupils in Buckinghamshire and gaps were wider than national. Changes to measures have had a greater impact on disadvantaged pupils, and a greater effect on these pupils in Buckinghamshire than nationally.

33% of disadvantaged pupils attained 5+ A*-C including English and maths at GCSE and equivalent, which was 3% below national. In 2013, Buckinghamshire was 1% above national. 74% of other pupils reached 5+ A*-C including English and maths, which was significantly above national as in 2013. Thus the gap was 41%, (35% in 2013) against a national gap of 26% (27% in 2013).

Percentages of disadvantaged pupils making expected progress were close to national, but this contrasts with the percentages of other pupils making expected progress, which were well above national. As nationally, the gap in progress was larger than at KS2.

9% of disadvantaged pupils attained the EBacc, which was 2% below national. In 2013, before the methodology changes, Buckinghamshire results were 2% above national. 37% of non-disadvantaged pupils attained the EBacc.

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KS4 -Bucks	No. of Pupils	%5+ A*-C inc. E/M		% achieving expected progress KS2-4 English		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat
Disadvantaged	739	33	36	57	58	49	48
Other	4950	74	62	81	75	81	71
Gap		-41	-26	-24	-17	-32	-23
2013 gap		-35	-27	-23	-18	-27	-22

Data from LA RAISE March 2014

KS4 – Ethnicity

As in 2013, results of White British pupils were significantly high at 5+ A*-C inc E/M and also the EBacc. Percentages making expected progress were significantly high.

Maths progress of all groups was above national.

51% of Pakistani pupils attained 5+ A*-C inc E/M, which was the same as national. In 2013, results were below national. Percentages making expected progress were 3% below national in English and 4% above national in maths. English progress has dropped from 2013 and maths progress increased.

Results of Black Caribbean pupils were significantly low at 5+ A*-C inc. E/M. Percentages making expected progress were, however, above national, which suggests that these pupils started with low KS2 results. In 2013, progress in both subjects was below national.

48% of Mixed White-Black Caribbean pupils attained 5+ A*-C inc. E/M, which was the same as national; in 2013, results were significantly low. Progress in English was 1% below national whereas in 2013 it was further below. Progress in maths was above national, as in 2013.

KS4: % achieving by ethnic group		5+ A*-C inc. E/M			Expected progress KS2-4 English			Expected progress KS2-4 Maths		
	Cohort 2014	LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	4199	70	56	+14	78	69	+9	76	64	+12
Pakistani	427	51	51	0	68	71	-3	69	65	+4
Black Caribbean	55	33	46	-13	56	51	+5	69	60	+9
MWBC	106	48	48	0	66	67	-1	60	56	+4

Data from LA RAISE March 2014

KS4 - Ethnicity and Disadvantage

As at KS2, the gap between disadvantaged and other pupils was greatest for White British pupils. Results of disadvantaged pupils from Pakistani and Mixed White-Black Caribbean backgrounds were both higher than those of disadvantaged White British pupils.

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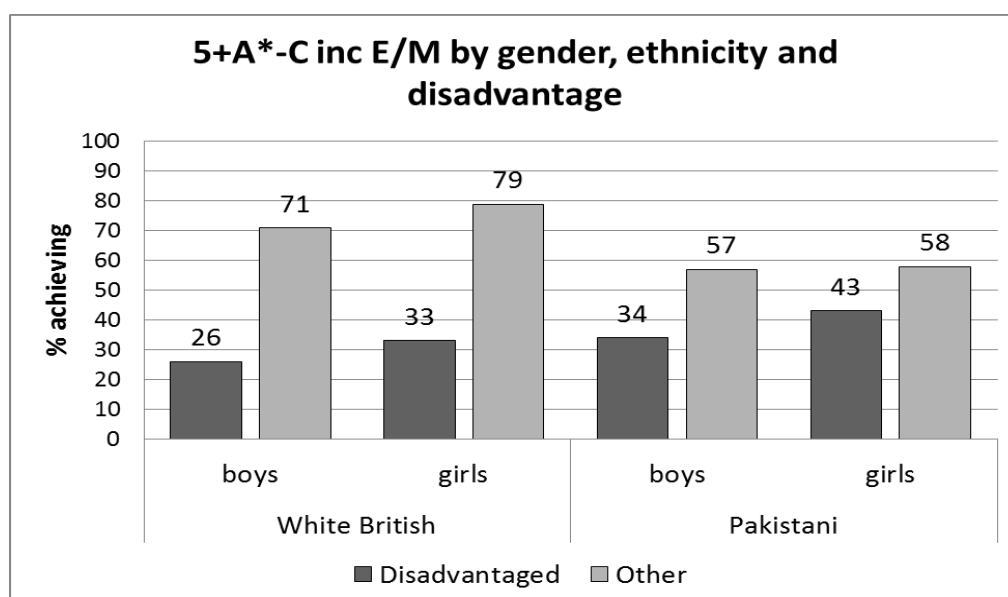
The gap between disadvantaged and other pupils from a Mixed White-Black Caribbean (MWBC) background narrowed from 29% in 2013 to 24% in 2014. However gaps for other ethnic groups widened.

KS4 - Buckinghamshire	White British		Pakistani		Black Caribbean		MWBC	
	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M
Disadvantaged	428	30	143	38	27	15	39	33
Other	3771	75	284	58	28	50	67	57
2014 Gap		-45		-20		-35		-24
2013 Gap		-38		-13		8		-29

Data from LA RAISE March 2014.

KS4 - Gender, Ethnicity and Disadvantage

When gender is taken into account, results at both Key Stage 2 and Key Stage 4 are lower for disadvantaged White British boys than for girls or for disadvantaged Pakistani pupils of either gender.

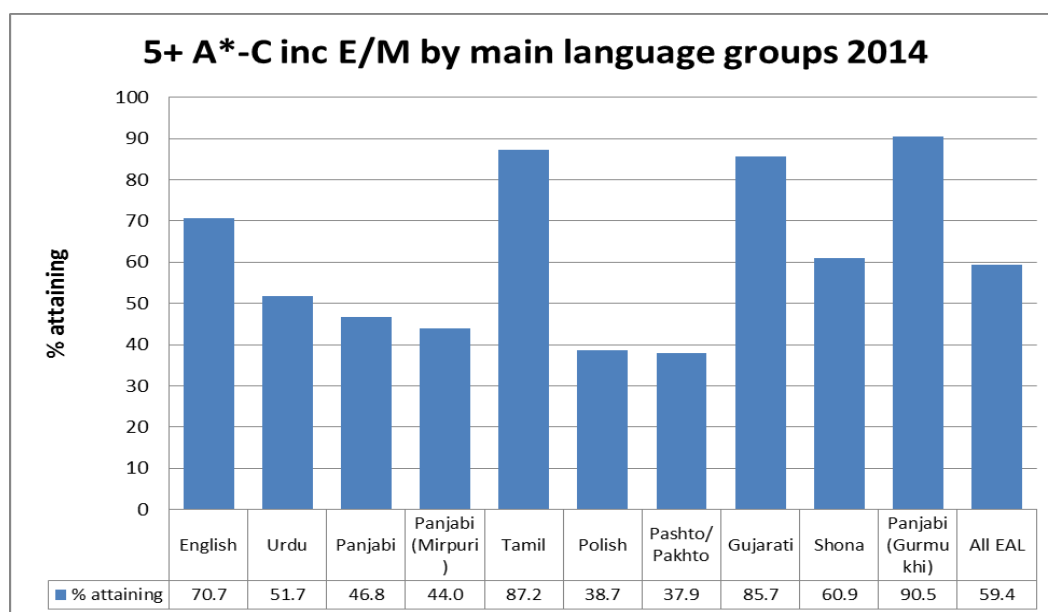


Data from LA RAISE March 2014

KS4 – Language

Most minority language groups were relatively stable with prior attainment results, expect for Polish pupils (12 of the 31 had no KS2 results).

Pupils speaking Tamil and Panjabi (Gurmukhi) made more progress in both English and maths than those speaking English as a first language. Additionally, more of those speaking Polish and Gujarati as a first language made expected progress in maths than pupils with English as a first language.



Numbers in each group - KS4

English	Urdu	Panjabi	Panjabi (Mirpuri)	Tamil	Polish	Pashto/Pakhto	Gujarati	Shona	Panjabi (Gurmukhi)	All EAL	All pupils
4926	147	139	50	39	31	29	28	23	21	739	5680

Key Stage 4 - Looked after children (CLA)

At the end of KS4, DfE data identified 31 pupils who had been in care for a year. This was 0.6% of the yeargroup.

Results at KS4 were above national and above the regional average. They were an improvement on 2013, when 6% of pupils reached 5+ A*-C inc. E/M.

KS4 - % of CLA achieving 5+ A*-C inc. E/M	Buckinghamshire	South East	England
	20.6	11.7	12.0

Data from DfE SFR 49/2014

Data from RAISEonline shows that 50% of CLA made expected progress or better in English, as against 39% nationally, and 41% made expected progress or better in maths, as against 29% nationally.

Of all CLA in all age groups, 99.7% have a current Personal Education Plan. 100% of new entrants into care have had contact made with school within 10 days.

The DfE has recently expressed concern that in 2012-14 only 66.4% of looked after children were in good or outstanding schools compared to 78.8% of all pupils in the authority.

However, figures have improved since then. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

6 students entered Higher Education in September 2014.

SECONDARY SCHOOLS - Key areas of focus

- Increase the percentage of pupils who attend a good or outstanding non-selective school
- Increase the percentage of Disadvantaged (Pupil Premium) pupils achieving 5+A*-C including English and maths at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in English at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in maths at KS4
- Increase the percentage of Looked-After Children in good or outstanding schools.

Post-16

Pupils in Post-16 education in Buckinghamshire do well. KS5 results are well above national.

The percentages of young people who are NEET (Not in Education, Employment or Training) or whose destination is not known are below national averages.

Key Stage 5

As in previous years, overall results for students at Level 3 qualifications (A level and equivalent) were well above national and highest when compared to our Statistical Neighbours.

From 2013, there was a national focus on facilitating subjects (biology, chemistry, physics, maths, further maths, geography, history, English Literature, modern and classical languages), and some measures split vocational from academic subjects. The percentage of candidates gaining AAB in A levels was much greater than national, and the same was true when two facilitating subjects are included in the measure.

Average points scores per candidate fell for the second year running, and the gap with national is narrowing. Average points scores per entry also fell slightly after a slight increase in 2013, while national results increased in both years.

The gender gaps were smaller than national. As in previous years, boys had slightly higher scores at APS per candidate (though nationally girls do better). Girls had higher results at APS per entry.

Buckinghamshire: All state funded schools	2012	2013	2014	Nat 2014	Diff from nat 2014	SN rank	National rank
Average Points per Candidate- all level 3 qualifications	855.7	845.4	823.5	775.3	48.2	1	17
Average Points per Entry - all level 3 qualifications	228.4	230	228.7	214.8	13.9	1	5
% of candidates gaining AAB or better (A levels)	32.1	32.6	30.5	17.4	13.1	1	5
% of candidates gaining AAB or better (A levels), at least two in facilitating subjects	n/a	25.2	25.2	13.5	11.7	1	5

National data includes state funded schools only

2014 data from SFR 03/2015

Statistical significance is not available for post-16 data

Post-16 Education – Ofsted Inspections

The quality of Sixth Form Provision, from September 2014, is measured by the OFSTED inspection framework with Sixth Forms now receiving an independent judgement. This is a significant change for Buckinghamshire as 64% of students undertake post-16 education in sixth forms, compared to 37% nationally. Since the implementation of the new framework, 4 institutions have received inspections with 100% of sixth forms receiving good or outstanding judgements.

Further Education (FE) Provision

With school sixth forms providing the majority of post-16 provision, Further Education Colleges deliver to only 21% of Buckinghamshire students, compared to 34% nationally. Buckinghamshire does not have any sixth form colleges, although 3% of student’s access provision in sixth form colleges in neighbouring authorities.

Currently, three Buckinghamshire post-16 providers are graded as Good and one is graded as Requires Improvement. Review of OFSTED inspection reports identified issues with the delivery of English and Maths tuition and inconsistencies in the quality of teaching and learning in these institutions.

Raising the Participation Age (RPA)

The percentage of young people achieving RPA compliance in Year 12 has consistently increased over the past year. Buckinghamshire is well ahead of national and statistical neighbour performance averages.

Promoting the effective participation of all 16 to 18 year olds

The local authority promotes the effective participation of all 16 to 18 year olds in education, training or an apprenticeship and works diligently to identify young people who are not participating. The Council’s Cabinet has agreed to provide funding for a targeted advice, guidance and support service to support young people who are at risk of not participating. This service is provided by Connexions Buckinghamshire.

The impact of activity to raise the participation age and to support participation can be clearly seen in the data below, which shows the percentage of students becoming NEET at the end of Year 11. For the past 4 years this percentage has consistently fallen in upper schools where the vast majority of NEET prevention and support work is focused.

Table 1	% NEET of the Year 11 Leavers from Academic Years:			
Type of School	2010-11	2011-12	2012-13	2013-14
All Bucks Schools	2.8%	2.5%	1.7%	1.3%
Bucks Grammar Schools	0.1%	0.1%	0.1%	0.0%
Bucks Upper Schools	4.0%	3.5%	2.6%	1.8%

Table 2 shows NEET and Unknowns (those whose destination after leaving school is not known) against national averages. Buckinghamshire has consistently low levels of NEET and Unknowns when compared with national, regional, and statistical neighbour averages.

Table 2	% Year 12-14 NEET	National Average % NEET	% Year 12-14 Not Known	National Average % Year 12-14 Not Known
December 2014	3.2	4.7	2.5	8.8

POST-16 - Key areas of focus

- Broker support for one Further Education establishment to improve its Ofsted Judgement to Good
- Engage hard to reach parents in the RPA events to increase participation amongst underrepresented groups
- Continued growth in high quality apprenticeship and traineeship opportunities, with particular focus on the most vulnerable
- Improve young people's employability skills and access to work inspiring opportunities
- Bring together Youth Support Services in Buckinghamshire to reduce duplication, increase the range of services offered and improve outcomes for vulnerable young people
- Utilise the expertise of Teaching Schools to improve the quality of English and maths in sixth forms and other post-16 settings

Notes

Statistical Neighbours

The Statistical Neighbours [SNs] noted in this report are a group of Local Authorities that, by a basket of measures, are deemed by OFSTED to be similar in context to Buckinghamshire. There are eleven in the group, counting Buckinghamshire. The others are: Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

Statistical Significance

Where this is available (from the Local Authority RAISE document), green and blue highlighting is used to demonstrate a statistically significant difference between the local authority data for a particular group and national data for the same group. Green signifies significantly high results compared to national and dark blue significantly low results. The smaller the group, the greater the difference has to be before it is shown to be statistically significant.

Results by ethnicity

In all year groups the numbers of Black Caribbean and Mixed White-Black Caribbean pupils are small and some year-on-year variation is to be expected.

Key Stage 4

There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years.

- **Reform of vocational qualifications**
 - The recommendations adopted from Professor Alison Wolf's Review of Vocational Education take effect for the first time in the calculation of the 2014 results:
 - Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14.
 - Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
 - Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.
- **Introduction of early entry policy**
 - In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.
 - In September 2013, to address the significant increase in early entries, the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Disadvantaged and Free School Meal Pupils – Narrowing the Gap

When looking at the "gap" we normally look at "disadvantaged pupils" – those pupils in receipt of pupil premium funding because they have either been eligible for Free School Meals (FSM) at some point in the past 6 years or are looked after. In some cases comparative data for this group is not available, and in these cases the group definition is given in the report.

Data Sources

Sources of information are shown on each table. Wherever possible, data is sourced from DfE Statistical First Releases (SFRs), found at <https://www.gov.uk/government/statistics>

Other sources mentioned are:

- LA RAISEonline, produced by OfSTED for internal evaluation. This is updated throughout the year; the version used was March 2014.
- for some pupil group and school group data e.g. language, the Buckinghamshire School Management Support Team (SMST)