

Education Standards Report Summary

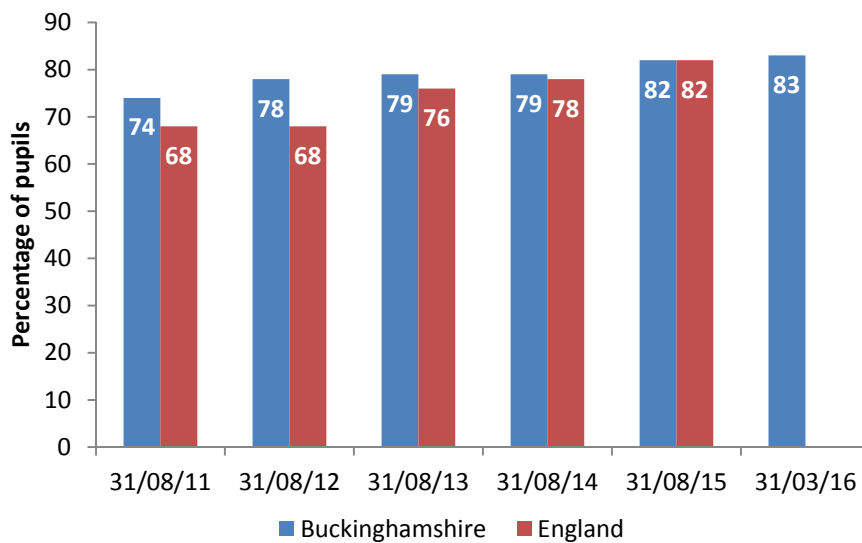
Information about 2015 results attained by pupils in Buckinghamshire schools in the Early Years Foundation Stage, Key Stages 1, 2, 4 and post-16, and of Ofsted inspections in education settings. This report includes analysis of results of underachieving groups as well as the overall picture on standards and achievement.

Section	Title	Page
1	Ofsted Inspections in Buckinghamshire, 2015	1
2	Early Years Foundation Stage Profile (EYFSP) Results at the end of Reception in Buckinghamshire, 2015	3
3	Phonics Check in Buckinghamshire, 2015	5
4	National curriculum assessments at key stage 1 in Buckinghamshire, 2015	7
5	National curriculum assessments at key stage 2 in Buckinghamshire, 2015	9
6	Key stage 4 (GCSE and equivalent) in Buckinghamshire, 2015	11
7	Post 16 Education in Buckinghamshire, 2015	13

PLEASE NOTE: In 2015, disadvantaged pupils are defined as: those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census; children looked after by the local authority for at least 1 day; or children who have been adopted from care. Schools receive Pupil Premium funding for their disadvantaged pupils.

1. Ofsted Inspections in Buckinghamshire

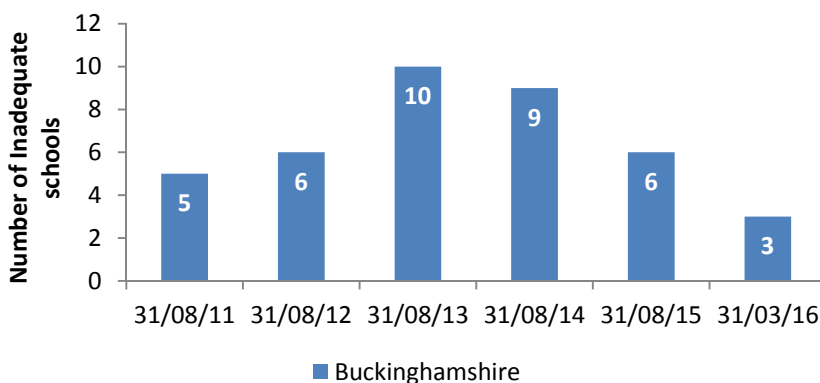
The percentage of pupils attending a school rated as good or outstanding by Ofsted is increasing



Schools are graded on a 4 point scale by Ofsted – Outstanding, Good, Requires Improvement or Inadequate.

The percentage of pupils attending good or outstanding schools in Buckinghamshire has increased by 1 percentage point since the start of the academic year.

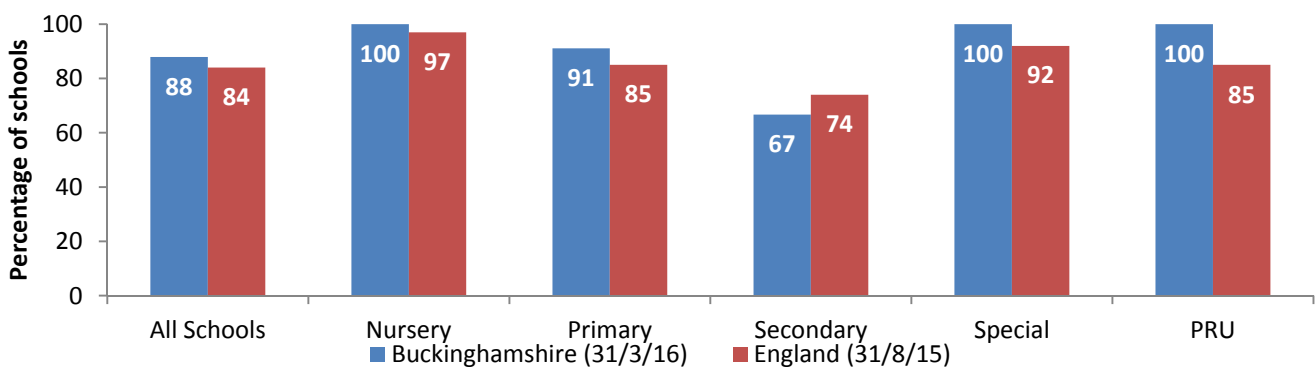
Fewer Buckinghamshire schools than ever are judged as inadequate



Currently there are only 3 schools in Buckinghamshire that are judged as Inadequate by Ofsted. This equates to 1.3% of schools in Buckinghamshire. These inadequate schools are primary schools.

As at 31st August 2015, 2% of schools nationally were judged inadequate.

Every nursery and special school, as well as all pupil referral units, have been judged as good or outstanding



For all types of school apart from secondary schools, a greater percentage of Buckinghamshire schools have been judged as good or outstanding by Ofsted compared to national results. A lower proportion of secondary schools have been judged as good or outstanding compared to national.

Early Years providers on Non-Domestic Premises

Ofsted published results for Buckinghamshire in June 2015 show Buckinghamshire is achieving slightly better Ofsted judgements than both our statistical neighbours and nationally.

At August 2015 88% of our early years providers were judged to be good or better, increasing to 89.5% in February 2016. The February results are particularly pleasing as they follow the introduction of the new inspection framework in September which brought inspections across schools, early years providers and post 16 education into one framework.

Key areas of focus from the 2014 Education Standards Report

- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school.
- Increase the percentage of pupils who attend a good or outstanding non-selective school

Key actions taken since the 2014 Education Standards Report

Support was given to targeted schools where data had dipped, or where inspection had identified the need for improvement. To support schools in categories we:

- Allocated 6 days of support to RI schools and support in line with a Statement of Action to Special Measures Schools
- Gave them access to the Red Amber Yellow (RAY) conferences to enable them to work as a group to develop monitoring and intervention to accelerate their improvement
- Funded half-termly focus meetings to monitor their progress towards becoming good and challenge where progress wasn't rapid enough
- Gave extensive support in preparing for re-inspection

Impact made on the key areas of focus from the 2014 Education Standards Report

The percentage of pupils attending a good or outstanding school has increased from 79% in August 2014 to 88% in March 2016.

By the end of the 2014/15 academic year 90% of primary pupils attended a good or outstanding school in Buckinghamshire. This was 7 percentage points above national averages, and Buckinghamshire was the highest performing authority in the south east region for this measure.

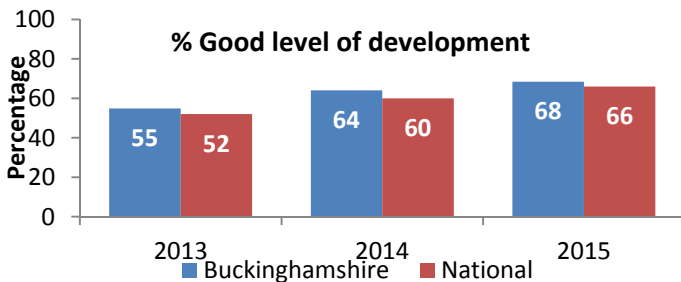
The percentage of pupils attending a good or outstanding non-selective school has improved from 48% in August 2014 to 52% in March 2016.

Key areas of focus for Buckinghamshire schools arising from this report

- Increase the proportion of schools in Buckinghamshire judged to be good or outstanding by Ofsted
- Increase the proportion of pupils in Buckinghamshire attending a good or outstanding school

2. Early Years Foundation Stage Profile (EYFSP) Results at the end of Reception in Buckinghamshire, 2015

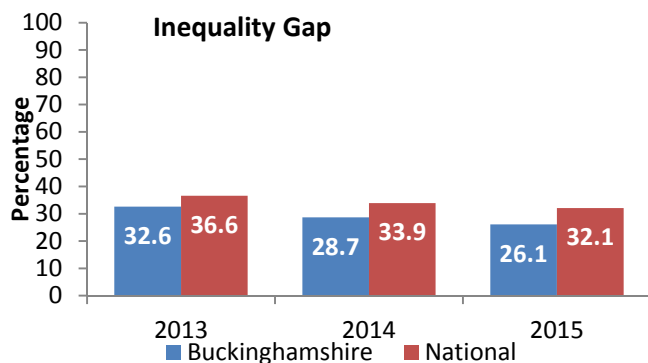
Attainment of a “Good Level of Development” has continued to increase and is above national



Children are defined as having reached a good level of development if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.

Buckinghamshire results increased from 64% in 2014 to 68% in 2015. Nationally results increased at a faster rate, improving by 6 percentage points. However Buckinghamshire results are still above national.

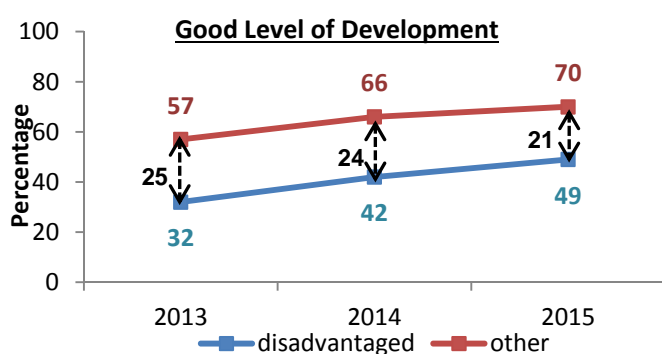
The EYFSP Inequality Gap has improved, and is smaller (better) than national



The DfE use an Inequality Gap measure at EYFSP, which measures the percentage gap in achievement between the lowest 20 per cent of achieving children (mean score), and the score of the median of all pupils.

The inequality gap in Buckinghamshire has been improving steadily and is now 26 percentage points. This is smaller (better) than national.

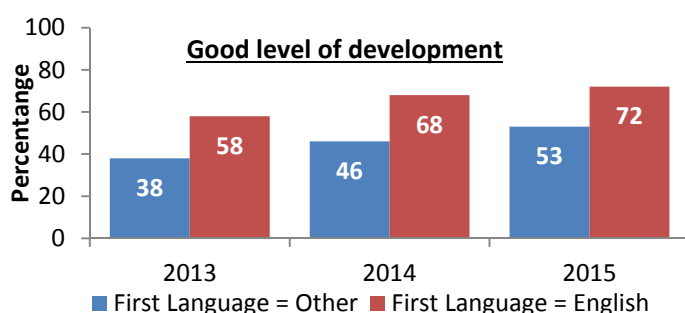
The gap between disadvantaged pupils and others has narrowed (improved) but it is still wide



The gap between the attainment of disadvantaged pupils and others in Buckinghamshire has improved, decreasing from 24 percentage points in 2014 to 21 percentage points in 2015.

Data is currently not available for the performance of disadvantaged pupils nationally.

The performance of children with a first language other than English has improved



Results for children whose first language is not English have improved, from 38% in 2013 to 46% in 2014 and 53% in 2015.

Some ethnic groups continue to achieve less well than others

Results for a number of ethnic groups are below national results for similar pupils – Mixed White & Black Caribbean, Mixed White & Asian, Pakistani, other Asian, Black Caribbean and Black African. Looking at 3 groups that have been a particular focus within Buckinghamshire, results for Pakistani pupils have improved, but results for Mixed White & Black Caribbean and Black Caribbean pupils have fallen slightly.

Key areas of focus from the 2014 Education Standards Report

- 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

Key actions taken since the 2014 Education Standards Report

During the last year the Early Years' Service at the Buckinghamshire Learning Trust (BLT) has been providing information, advice and training with a clear focus on improving the outcomes for underperforming groups and individuals. Training has been provided on a range of topics, and 100% of these training sessions were rated Good or Excellent by all practitioners

Visits to settings have focused on supporting with setting up and embedding effective cohort tracking systems.

25 schools, settings and children's centres with the greatest number of disadvantaged 2 year olds have been participating in the Home Learning Matters project.

In March 2015, 6 briefing sessions were held for head teachers and early years lead teachers looking at the new reception baseline assessments. The Buckinghamshire Early Years Assessment Guidance for Schools has been updated to incorporate information and guidance about the reception baseline assessment. Schools have received follow up support and moderation from their chosen scheme provider.

Impact made on the key areas of focus from the 2014 Education Standards Report

In 2015 the percentage of disadvantaged pupils in Buckinghamshire achieving a good level of development has increased by 7 percentage points to 49%. The gap between the attainment of disadvantaged pupils and others in Buckinghamshire has improved, decreasing from 24 percentage points in 2014 to 21 percentage points in 2015.

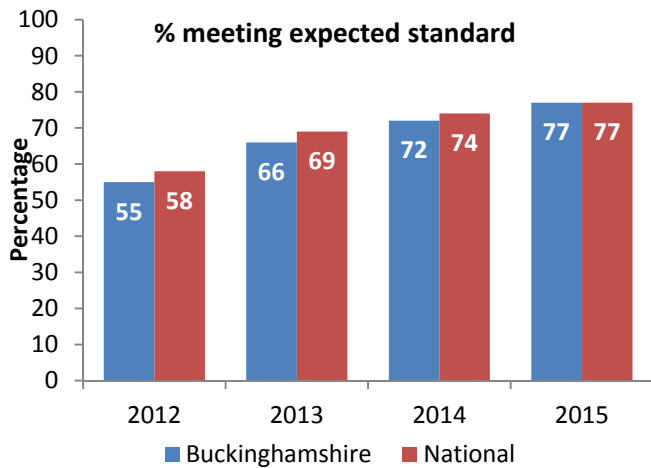
Results for children whose first language is not English have improved, from 38% in 2013 to 46% in 2014 and 53% in 2015.

Key areas of focus for Buckinghamshire schools arising from this report

- Continue to improve the performance of disadvantaged children so that increasing numbers reach a good level of development by the end of the Foundation Stage
- Continue to improve the performance of children who have a first language other than English so that an increasing number reach a good level of development
- Continue to raise standards of underachieving groups

3. Phonics Check in Buckinghamshire, 2015

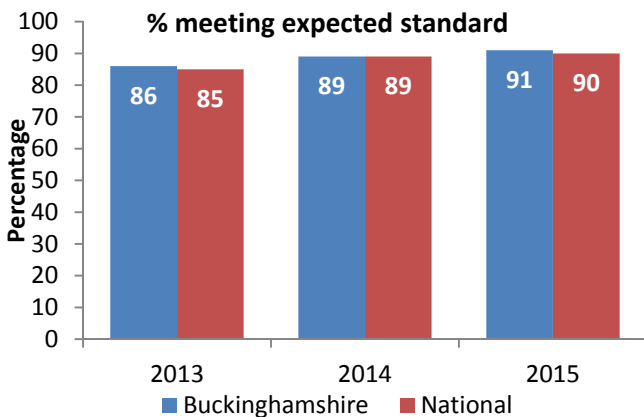
Attainment in the year 1 check has increased, and is now in line with national



The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It helps to identify pupils who need extra help to improve their decoding skills, but does not test other aspects of reading. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. All children have to take the Phonics Screening Check at the end of year 1.

Buckinghamshire results increased by 5 percentage points between 2014 and 2015, bringing Buckinghamshire results up to the same level as national results for the first time.

Results for pupils by the end of year 2 have also increased

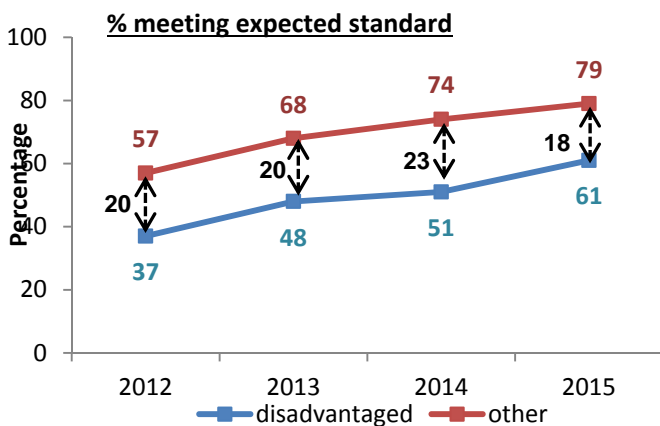


Children in year 2 must also take the check if they did not meet the required standard in year 1 - this includes children who did not take the check in year 1 for any reason.

By the time pupils reached the end of year 2 91% had met the expected standard in phonics, either through the year 1 check or the year 2 re-check.

Buckinghamshire results increased by 2 percentage points from 2014, while nationally results increased by 1 percentage point.

The gap between disadvantaged pupils and others has narrowed (improved), but is still wider than national



The gap between the attainment of disadvantaged pupils and others in year 1 in Buckinghamshire has improved, decreasing from 23 percentage points in 2014 to 18 percentage points in 2015.

Nationally the gap between the attainment of disadvantaged pupils and others is smaller than in Buckinghamshire, and has decreased by 1 percentage point from 2014 to 2015. The current national gap is 14 percentage points.

Some ethnic groups continue to achieve less well than others

Results for some ethnic groups are below national results for similar pupils – Mixed White & Black Asian, Indian, Pakistani and Other Asian. Results for 2 focus groups, Mixed White & Black Caribbean and Black Caribbean, have improved so that results are in line or above similar pupils nationally.

Key areas of focus from the 2014 Education Standards Report

- Continue to increase the percentage of children reaching the expected standard in the year 1 phonics screening check.
- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils at all key stages.

Key actions taken since the 2014 Education Standards Report

As a result of outcomes in 2014, the teaching of phonics was identified as a priority for the Buckinghamshire Learning Trust (BLT) and Buckinghamshire County Council (BCC). BCC commissioned a project from the BLT to improve outcomes and support leaders with the challenges they faced.

In September 2014 29 schools were identified where year 1 phonics results were 10 percentage points or more below national results. These schools were invited to participate in a project with the BLT to improve standards.

In 2015, 25 of the schools in the project increased their results, with results for 1 school declining. Schools engaging with the project increased their results by ten times more than non-project schools.

Impact made on the key areas of focus from the 2014 Education Standards Report

Buckinghamshire results for the percentage of children reaching the expected standard in the year 1 phonics screening check increased by 5 percentage points between 2014 and 2015, bringing Buckinghamshire results up to the same level as national results for the first time.

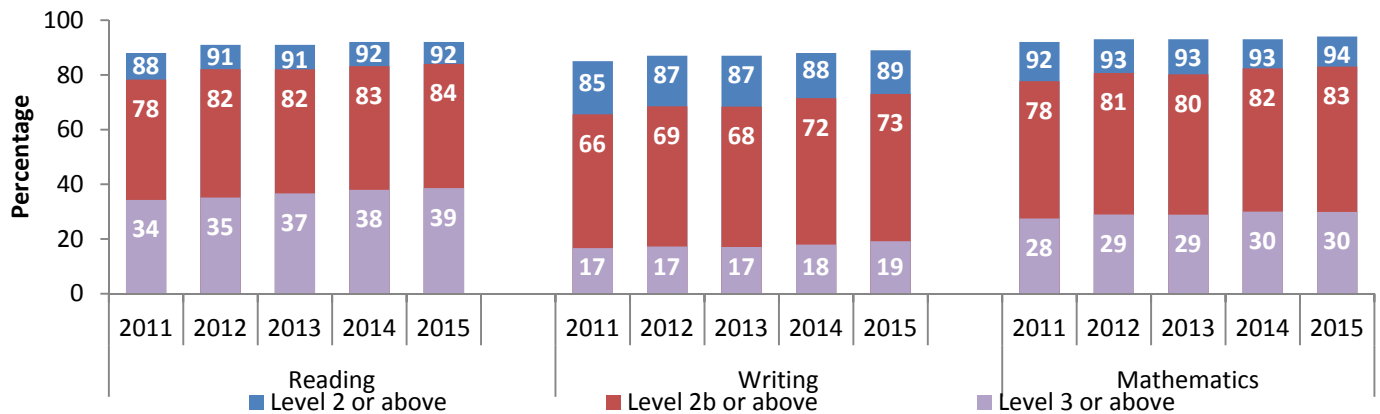
Between 2014 and 2015 the percentage of disadvantaged pupils in Buckinghamshire meeting the expected standard in phonics decoding in year 1 has increased by 10 percentage points to 61%. The gap between disadvantaged pupils and others has narrowed to 18 percentage points.

Key areas of focus for Buckinghamshire schools arising from this report

- Continue to increase the percentage of children reaching the expected standard in the year 1 phonics screening check so that Buckinghamshire results are higher than national.
- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils.
- Continue to raise standards of underachieving groups.

4. National curriculum assessments at key stage 1 in Buckinghamshire, 2015

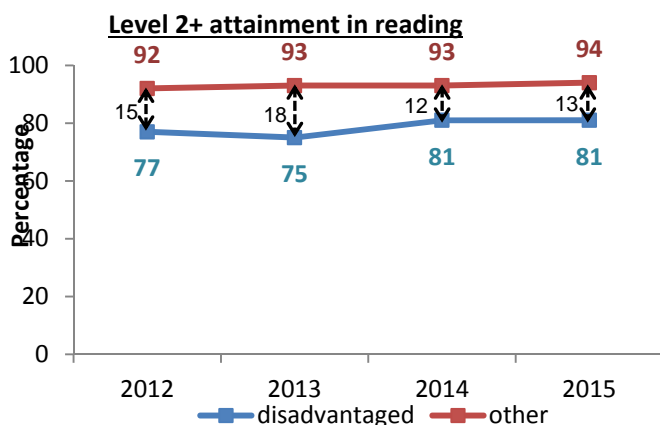
Attainment is increasing and is above national



In Buckinghamshire results for all subjects and levels have increased by 1 percentage point since 2014, except for level 2 and above in reading and level 3 or above in mathematics which have remained unchanged.

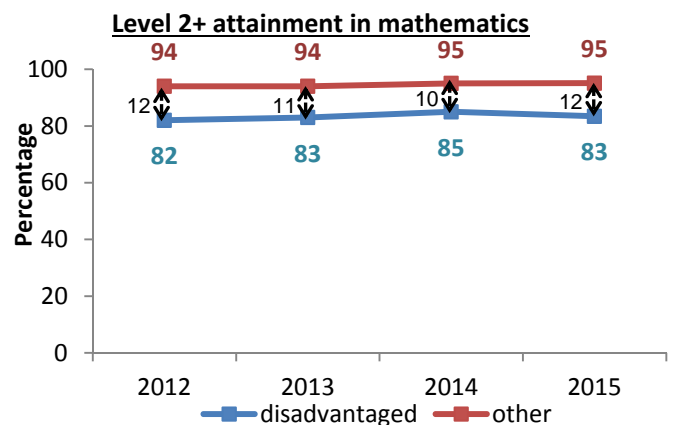
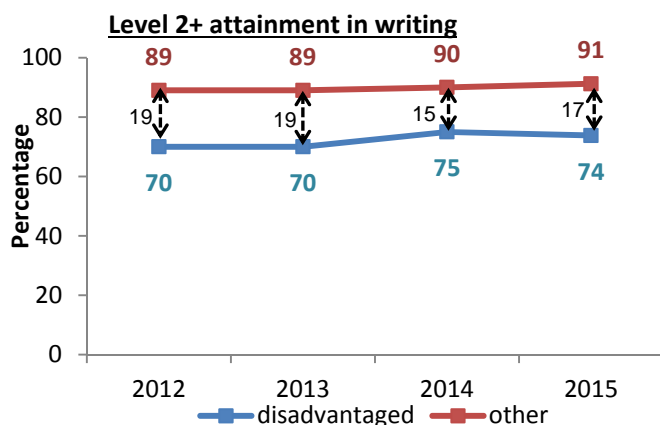
Attainment at all levels in all 3 subjects is higher than national results.

The gap between disadvantaged pupils and others has increased



The gap between the attainment at level 2 or above of disadvantaged pupils and others in Buckinghamshire decreased in 2014 but has increased again in 2015. The gap for reading has increased by 1 percentage point to 13 percentage points. The gaps for writing and mathematics have both increased by 2 percentage points, to 17 percentage points and 12 percentage points respectively.

Nationally the gap between the attainment of disadvantaged pupils and others is smaller than in Buckinghamshire for all 3 subjects, although there has only been improvement in the reading gap, with gaps for writing and mathematics staying static. National gaps are currently 9 percentage points for reading, 12 percentage points for writing and 8 percentage points for mathematics.



Some ethnic groups continue to achieve less well than others

In most cases Buckinghamshire pupils are outperforming similar pupils nationally. Pakistani pupils perform less well than similar pupils nationally in all 3 subjects, while Black Caribbean Mixed White & Black Caribbean, Black African and Indian pupils perform less well than similar pupils nationally in 1 or more subjects.

Key areas of focus from the 2014 Education Standards Report

- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils at all key stages.

Key actions taken since the 2014 Education Standards Report

- Support was given to targeted schools where data had dipped, where inspection had identified the need for improvement.
- Targeted schools were asked to take part in a project to address the underachievement of disadvantaged students.
- The Wycombe Standards Project focused on targeted support for schools in High Wycombe

Impact made on the key areas of focus from the 2014 Education Standards Report

As noted earlier, the gap between the attainment at level 2 or above of disadvantaged pupils and others in Buckinghamshire decreased in 2014 but has increased again in 2015. The gap for reading has increased by 1 percentage point to 13 percentage points. The gaps for writing and mathematics have both increased by 2 percentage points, to 17 percentage points and 12 percentage points respectively.

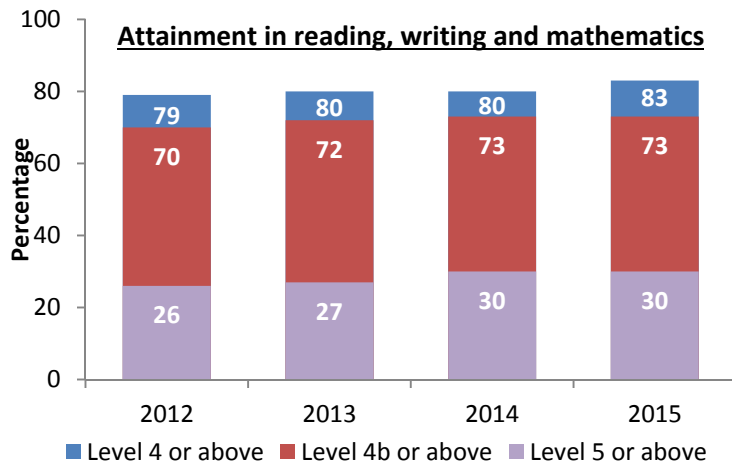
Results for disadvantaged pupils in Buckinghamshire have remained the same since 2014 in reading at 81%, while results for other pupils has increased by 1 percentage point. In writing the results for disadvantaged pupils fell by 1 percentage point, whereas results for other pupils increased by the same amount. In mathematics the results for disadvantaged pupils fell by 2 percentage points, while results for other pupils remained static.

Key areas of focus for Buckinghamshire schools arising from this report

- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils.
- Continue to raise standards of underachieving groups.

5. National curriculum assessments at key stage 2 in Buckinghamshire, 2015

Attainment is increasing and is above national

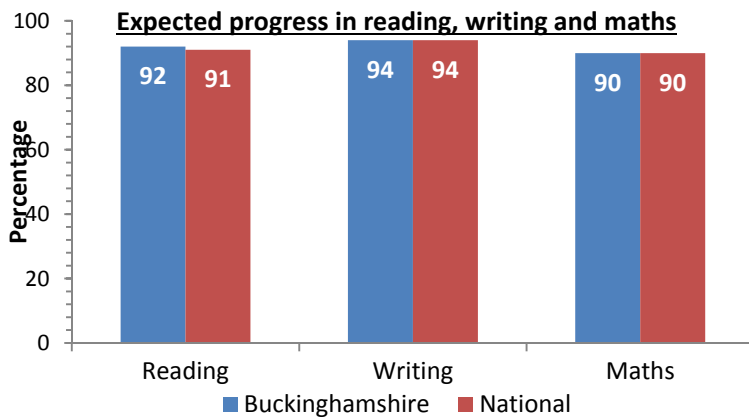


In Buckinghamshire 83% of pupils achieved level 4 or above in all of reading, writing and mathematics, compared with 80% in 2014.

In more detail, attainment at level 4 or above increased in grammar, punctuation and spelling (83%) and writing (88%). There was no change in reading (91%) and mathematics (88%).

Buckinghamshire results were above national results for each individual subject and for reading, writing and mathematics combined.

Progress is in line with or above national



Buckinghamshire 2015 results for the percentage of pupils making expected progress were above national in reading, and equal to national in writing and mathematics.

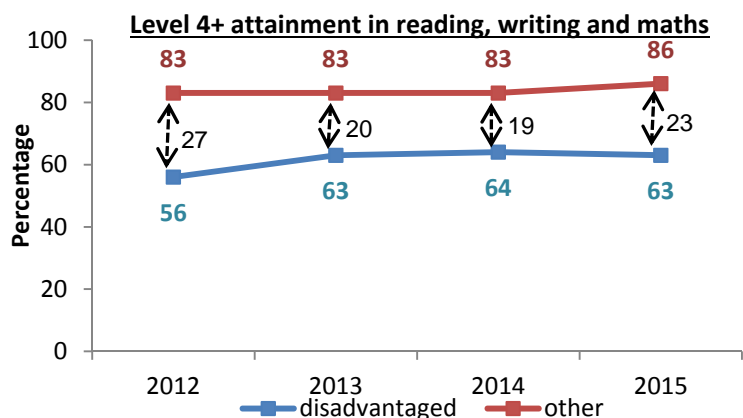
In Buckinghamshire the percentage of pupils making expected progress in writing has increased by 2 percentage points to 94%. The percentage of pupils making expected progress in reading has decreased by 1 percentage point to 92%. There was no change in the figure for mathematics.

There has been a fall in the number of schools below the primary school floor standard

3 Buckinghamshire schools are below the primary school floor standard (see section 4 for definition). This represents 2% of state-funded mainstream schools included in the floor calculations. It is an improvement from the 2014 figure of 4 schools (3% of state-funded mainstream schools).

Nationally there are 676 schools below the primary school floor standard (5% of state-funded mainstream schools).

The gap between disadvantaged pupils and others has increased



The gap between the attainment of disadvantaged pupils and others in Buckinghamshire decreased each year up until 2014, but has increased again in 2015. The gap is 23 percentage points.

Nationally the gap between the attainment of disadvantaged pupils and others is smaller than in Buckinghamshire, and has decreased in each of the last four years. The current national gap is 15 percentage points.

Some ethnic groups continue to perform less well than others.

In most cases Buckinghamshire pupils are outperforming similar pupils nationally, although Pakistani pupils, Mixed White & Black Caribbean and other mixed background pupils perform less well than their peers.

Key areas of focus from the 2014 Education Standards Report

- Continue to increase the percentage of pupils making expected progress in writing from Key Stage 1.
- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils at all key stages.

Key actions taken since the 2014 Education Standards Report

- Support was given to targeted schools where data had dipped and where inspection had identified the need for improvement.
- The RAY (Red, Amber Yellow) conferences for schools in Ofsted categories or at risk of dropping an Ofsted grade provided targeted support to develop strategic leadership.
- The Wycombe Standards Project focused on targeted support for schools in High Wycombe
- The Trust prioritized work on pupil progress in writing from KS1-2 in 2015, as results for Buckinghamshire were below national. The Trust engaged a number of schools in the Write Project as a strategy to improve and accelerate writing progress.
- The Bucks Write Project ran throughout the school year 2014-5 working with Buckinghamshire Primary schools. The Project's aims were to develop teachers' subject knowledge and skills so that they could create classrooms where rigorous and precise instruction sat beside freedom, creativity and imagination.

Impact made on the key areas of focus from the 2014 Education Standards Report

Buckinghamshire results for the percentage of pupils making expected progress in writing improved by 2 percentage points between 2014 and 2015. This increase was larger than that seen nationally, and means that Buckinghamshire results are no longer below national results.

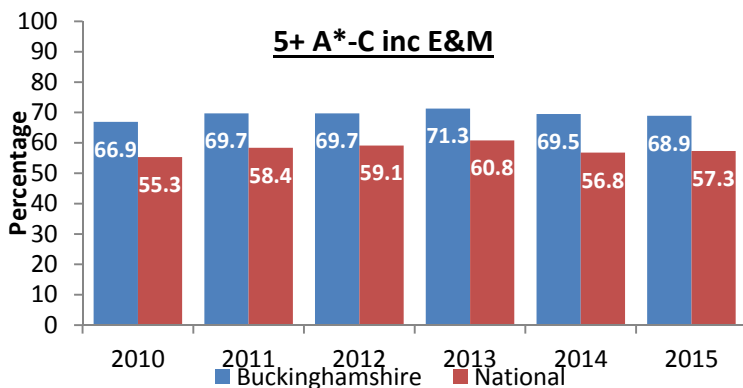
In 2015 attainment in Buckinghamshire at level 4 or above in reading, writing and mathematics combined for disadvantaged pupils has fallen slightly by 1 percentage point. At the same time attainment for other pupils increased by 3 percentage points, meaning that the attainment gap has increased by 4 percentage points; 63% of pupils known to be disadvantaged achieved level 4 or above in all of reading, writing and mathematics compared with 86% of all other pupils, making a gap of 23 percentage points.

Key areas of focus for Buckinghamshire schools arising from this report

- Improve progress of pupils from KS1 in Reading, Writing and Mathematics so that it is above national.
- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils.
- Continue to raise standards of underachieving groups.
- Decrease the number of schools judged to be below the Government's floor standards or in danger of being below the three-year coasting standard

6. Key stage 4 (GCSE and equivalent) in Buckinghamshire, 2015

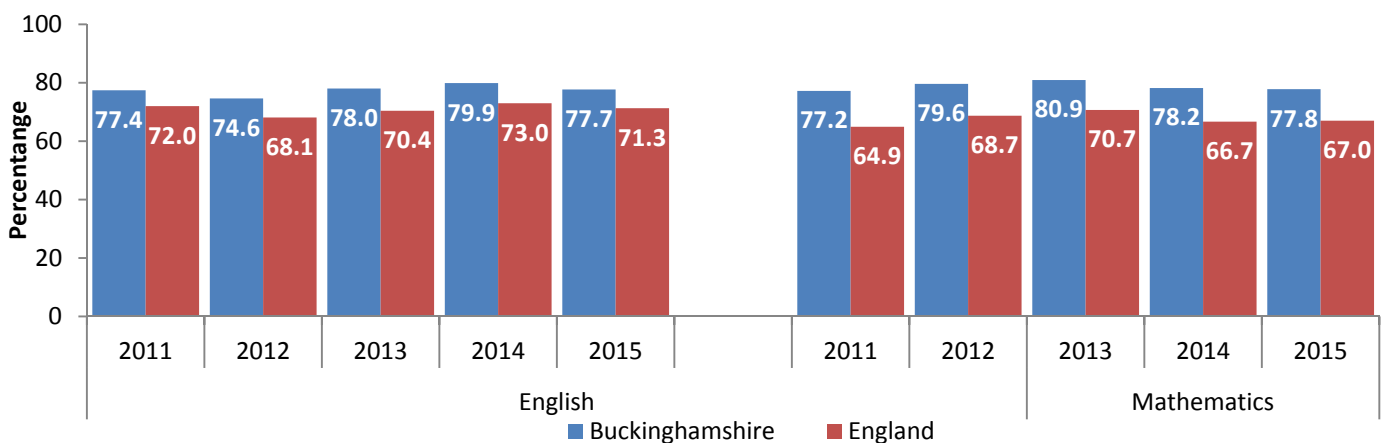
Attainment has decreased, but continues to be above national



In Buckinghamshire 68.9% of pupils achieved 5 or more A*-C grades including English and mathematics GCSEs, compared with 69.5% in 2014.

Nationally results have increased slightly, from 56.8% in 2014 (for state-funded schools) to 57.3% in 2015.

The proportion of pupils making expected progress is above national but has fallen since 2014

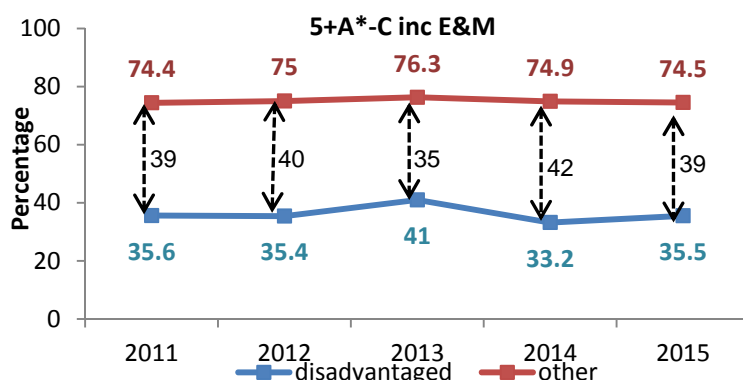


Buckinghamshire 2015 results for the percentage of pupils making expected progress were above national for both English and mathematics. Results were lower than in 2014, with English decreasing from 79.9% to 77.7% and mathematics from 80.9% to 77.8%. Nationally results (for state-funded mainstream schools) have also fallen slightly in English from 73% in 2014 to 71.3% in 2015, but have risen slightly in mathematics from 66.7% to 67.0%.

The number of schools below the secondary school floor standard remains unchanged

3 Buckinghamshire schools are below the secondary school floor standard (see section 4 for definition). This represents 8.6% of state-funded mainstream schools included in the floor calculations. Nationally there are 329 schools below the secondary school floor standard (11%).

The gap between disadvantaged pupils and others has narrowed (improved) but is still wider than national



The gap between the attainment of disadvantaged pupils and others in Buckinghamshire has improved, decreasing from 42 percentage points in 2014 to 39 percentage points in 2015.

Nationally the gap between the attainment of disadvantaged pupils and others is smaller than in Buckinghamshire. The current national gap is 28 percentage points.

Two ethnic groups perform less well than similar pupils nationally

In most cases Buckinghamshire pupils are outperforming similar pupils nationally, although Mixed White & Black Caribbean pupils and Black Caribbean pupils perform less well than their peers.

Key areas of focus from the 2014 Education Standards Report

- Increase the percentage of disadvantaged 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.

Key actions taken since the 2014 Education Standards Report

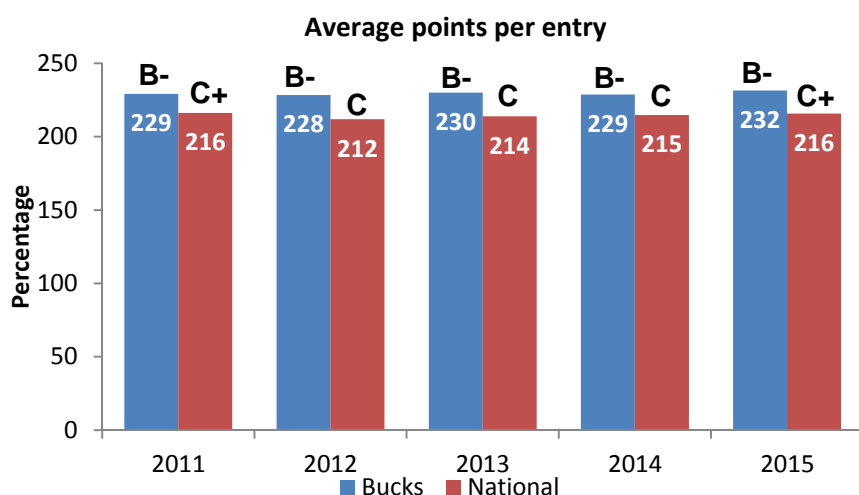
The secondary improvement project aims to raise the achievements and outcomes of students attending non-selective secondary schools through targeted support and the sharing of best and most effective practice both from within Buckinghamshire schools and nationally. Key to this is the strategic use made of data by consultants and leaders to personalize interventions and to robustly support the evaluation of outcomes.

Key areas of focus for Buckinghamshire schools arising from this report

- Improve the performance of disadvantaged pupils in the new headline Progress 8 measure so that they do as well as other pupils.
- Improve the performance of underachieving groups in the new headline Progress 8 measure.
- Decrease the number of schools judged to be below the Government's floor standards or in danger of being below the three-year coasting standard.

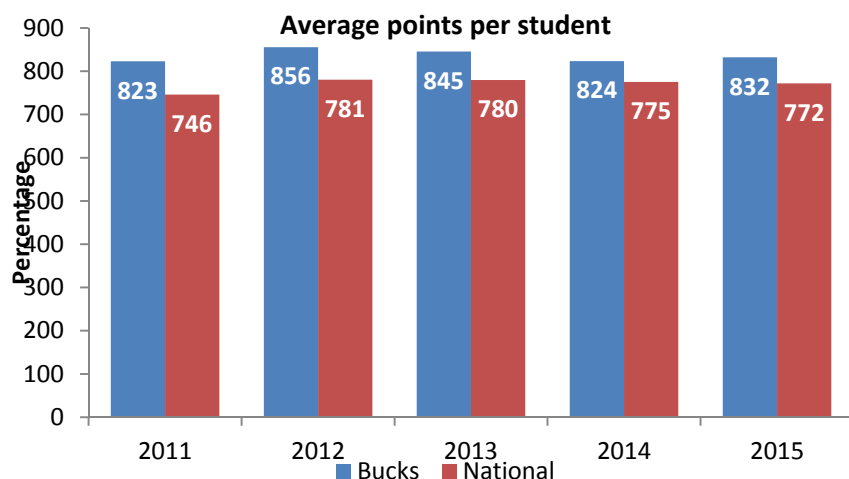
7. Post 16 Education in Buckinghamshire, 2015

KS5 (A Level and equivalent) results are higher than national and are increasing



The average point score (APS) per A level entry, expressed as a grade, has been stable for the past five years. It is higher than national at B-, while nationally it has fluctuated between a C and C+ over this period.

The underlying point score in Buckinghamshire has increased by 3 points since 2014, compared to 1 point nationally.



The average point score per student in Buckinghamshire has increased since 2014, whereas national results fell slightly.

75% of inspected school Sixth Forms have been judged as good or outstanding by Ofsted

The majority of students in Buckinghamshire undertake post-16 education in sixth forms. The quality of Sixth Form Provision, from September 2014, is measured by the OFSTED inspection framework with Sixth Forms now receiving an independent judgement. Since the implementation of the new framework, 8 secondary schools have received inspections with 75% of sixth forms receiving good or outstanding judgements, and the remainder (2 schools) judged as requiring improvement.

Further Education (FE) Provision

With school sixth forms providing the majority of post-16 provision, Further Education Colleges deliver to only 25% of Buckinghamshire students, compared to 34% nationally. Buckinghamshire does not have any sixth form colleges, although 3% of students' 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.

A national provider delivering in Buckinghamshire received an inadequate Ofsted inspection in November 2015 and therefore had their contract with the Education Funding Agency (EFA) terminated, with a resulting in a gap in provision for 60 learners. BCC has been working with the EFA and providers to replace this provision for the start of the 2016/17 academic year.

Raising the Participation Age (RPA)

Raising of the Participation Age requires students completing statutory schooling to continue in education or training until they are aged 18. Education and training is defined as full time Apprenticeship, College courses, School Sixth Form courses and Training Provision. Young people also have the option to become employed, self-employed or undertake voluntary work for 20 hours or more a week, this needs to be combined with part-time education or training for the equivalent of one day per week.

The percentage of young people achieving Raising the Participation Age (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 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 (Not in Education, Employment or Training) at the end of Year 11. For the past 3 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 by academic year and school type

	2011-12	2012-13	2013-14	2014-15
All Bucks Schools	2.5%	1.7%	1.3%	1.3%
Bucks Grammar Schools	0.1%	0.1%	0.0%	0.2%
Bucks Upper Schools	3.5%	2.6%	1.8%	1.5%

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: % NEET and Unknowns, Buckinghamshire and England

	% Year 12-14 NEET	National Average % NEET	% Year 12-14 Not Known	National Average % Year 12-14 Not Known
December 2015	2.8	4.2%	2.4%	8.3%

Key areas of focus from the 2014 Education Standards Report

- 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

Key actions taken since the 2014 Education Standards Report

- BCC have participated in the Area Based Review of FE Colleges to facilitate change in the FE sector. The recommendations of this work will be published by the FE Commissioner in May 2016,

which are likely to recommend that the college with a 'requires improvement' judgement is merged with a 'good' or 'outstanding' college.

- BCC delivered 9 local events to parents, carers and young people to promote all post-16 learning options and increase post-16 participation. Attendance at events was up by 5% compared to the previous year and BME attendance improved by 48%.
- BCC have invested £70k into the Buckinghamshire Thames Valley Local Enterprise Partnership (BTVLEP) to develop a Skills Hub. This has enabled the BTVLEP to lever £150k of external funding to broker work inspiring opportunities to young people in schools in order to improve their employability skills.
- BCC have combined its Youth Service with Connexions Buckinghamshire and a number of Voluntary Sector Providers to develop one integrated Youth Support Service. This has created a single point of access to youth support services in Buckinghamshire in order to reduce duplication and improve educational and social outcomes for young people.

Key areas of focus arising from this report

- Work to ensure that every sixth form in Buckinghamshire is judged as good or outstanding.
- Support the Area Based Review process and its outcomes to ensure Buckinghamshire residents have access to high quality and sustainable Further Education College provision
- Continue to engage hard to reach parents in Careers, Skills and Participation events to improve outcomes amongst vulnerable and 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
- Embed the new Buckinghamshire Youth Support Services model to reduce duplication and improve outcomes for vulnerable young people
- Work with EFA/SFA to replace and develop alternative post-16 education provision and ensure that the places offered are maintained.