

Education Standards Report

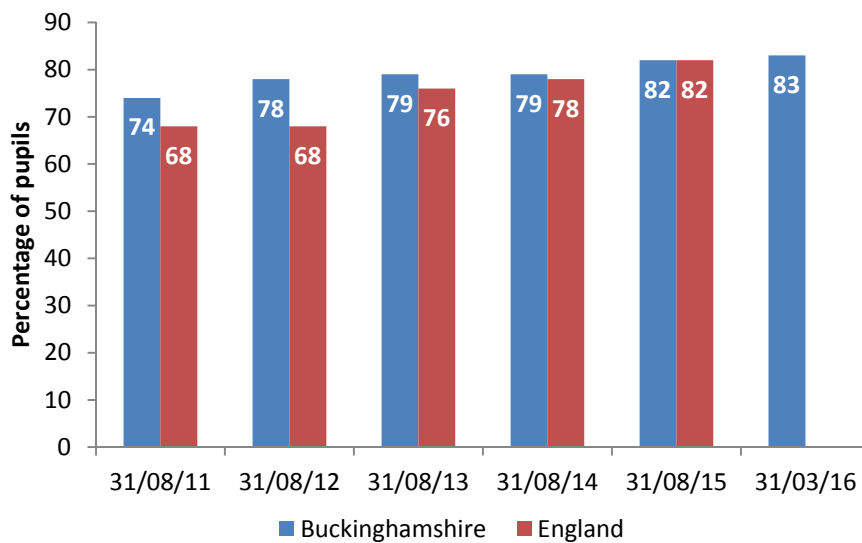
Detail

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.

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1. Ofsted Inspections in Buckinghamshire

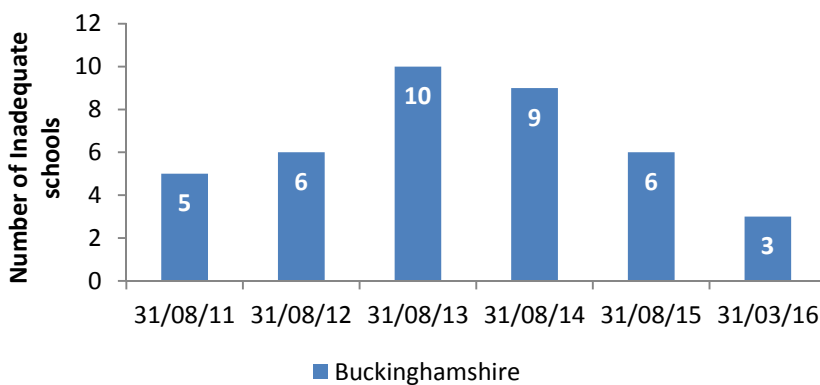
The percentage of pupils attending a school rated as good or outstanding by Ofsted is increasing



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.

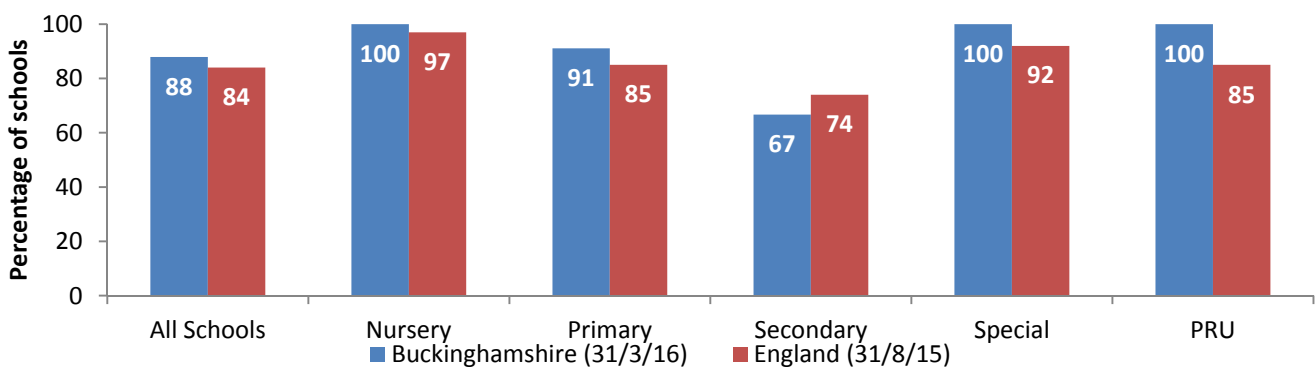
Fewer Buckinghamshire schools than ever are judged as inadequate



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 83% 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.

Bedgrove Junior was removed from Special Measure in June 2015. A comprehensive package of support was put in place during the two years including an IEB and focused school improvement support. However, the aim was to ensure that the school became a highly effective but self-sustained organisation. When it was judged to be good in June 2015 with outstanding behaviour and safety the following comment was made about the Trust by the monitoring HMI:

'BLT has challenged and supported the school very effectively over the past two years. While the monitoring officer keeps a close eye on the school's progress, all support has now stopped since leaders are fully capable of making improvements themselves. Indeed, BLT is already using expertise from within the school to help support other schools.' *Ofsted, June 2015*

Thomas Hickman School has gone from being judged Inadequate in January 2014 to a Good inspection judgement in October 2015. Ofsted's key findings included:

- *"The school's leaders have worked tirelessly to bring about improvements since the last inspection. Pupils, parents, staff and governors comment on how much the school has improved."*
- *"The school has established effective links with other primary schools. Support from the Buckinghamshire Learning Trust has been well-targeted and effective."*

Maplewood School in High Wycombe was judged to be Inadequate after an Ofsted inspection in December 2013. When the school was re-inspected in November 2015 it was judged to be Good.

- *"The Headteacher's excellent leadership has transformed all aspects of the school since the last*

inspection. Senior leaders and members of the interim executive board are highly effective. The school is well placed to improve even more.”

- *“School leaders have made very good use of the effective support offered by the local authority, Buckinghamshire Learning Trust and external consultants. However, because leaders are now fully able to improve the school without additional help, this support has rightly reduced significantly.”*

Buckingham Upper School was judged to be a good school during its most recent Ofsted inspection in February 2016. This ends 14 years of the school being judged to require improvement or be satisfactory.

The Headteacher and Chair of Governors have taken part in half- termly Focus meetings chaired by the Director of Education Standards. The purpose of these meetings has been to review progress and hold all, including Trust staff, to account. The meetings provided the opportunity for bespoke targeted support to be requested and implemented. The Headteacher and other school leaders have also worked closely with the Trust through the Narrowing the Gap project and the Non Selective School Project. The aim was to ensure that the school became a highly effective but self-sustaining organization.

When the school was judged to be good in February 2016 the lead inspector identified many areas where leaders had moved the school forward. ‘A parent’s comment that the school has improved greatly over the past few years is right, Pupils are now learning and making good progress.’ ‘Disadvantaged pupils now achieve as well as other pupils because leaders successfully reflected on the most effective way to support them.’ ‘The Headteacher has appointed senior and middle leaders who have strengthened the effectiveness of leadership and teaching.’ ‘The senior leadership team is now effective and keenly generating improvements.’ ‘The Headteacher motivates the staff well.’ ‘Leaders have been determined to narrow the gaps.’ ‘The school could not do more to engage with parents and those caring for looked after children to ensure that all pupils are safe and well supported.’ ‘The experienced Chair of Governors leads an effective and hardworking team whose members bring much relevant experience and expertise to meetings.’ ‘There is some extremely high-quality marking in several subjects. Pupils are very clear that they find it helpful and learn a great deal from it.’

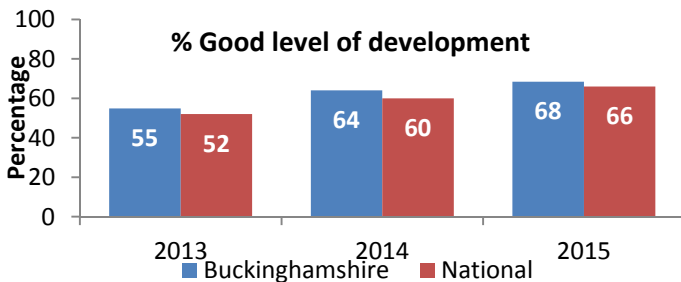
Quotes taken directly from the Ofsted Inspection Report, February 2016

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

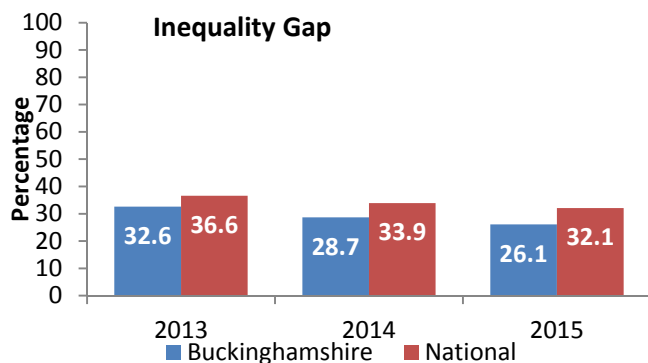
Attainment of a “Good Level of Development” has continued to increase and is above national



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.

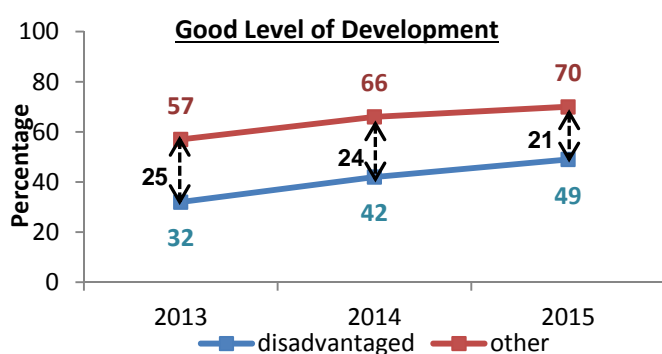
The EYFSP Inequality Gap has improved, and is smaller (better) than national



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.

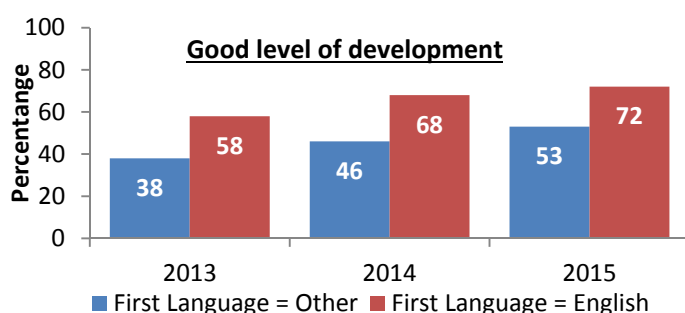
The gap between disadvantaged pupils and others has narrowed (improved) but it is still wide



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

Early Years Foundation Stage Detail

- 2.1 Overall attainment
- 2.2 Pupil characteristics
- 2.3 Comparisons to other Local Authorities
- 2.4 Actions arising from key areas of focus and case studies

About this report

This report is based on the Department of Education (DfE) statistical first release SFR36-2015, which provides revised 2015 Early Years Foundation Stage Profile results for pupils in schools in England at national, regional and local authority level.

All figures used in this report have been taken from the DfE release, from the Ofsted RAISEonline system, or from LA calculations (some pupil group results).

About the Early Years Foundation Stage Profile

A new EYFS Framework was introduced in September 2012, with the first reported results available in 2013. The new profile consists of 17 early learning goals, and children are assessed as either "Emerging", "Expected" or "Exceeding" in each area.

From 2013, children are defined as having reached a good level of development at the end of the EYFS 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.

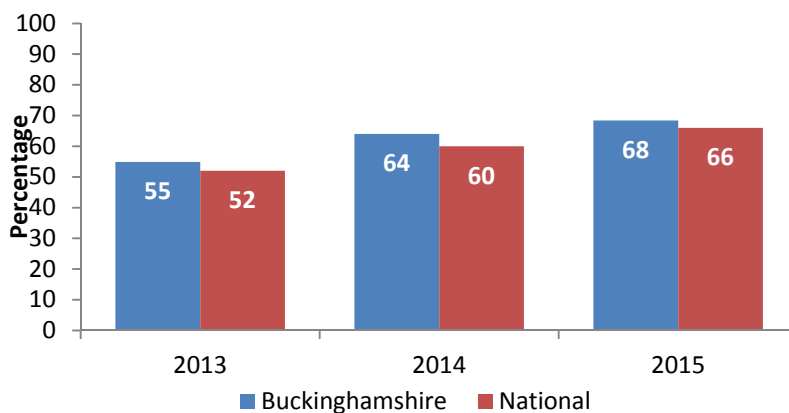
2.1 Overall Attainment

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

Buckinghamshire results have increased by 4 percentage points since 2014, and 13 percentage points since 2013. 68% of Buckinghamshire pupils now reach a good level of development by the end of the Early Years Foundation Stage.

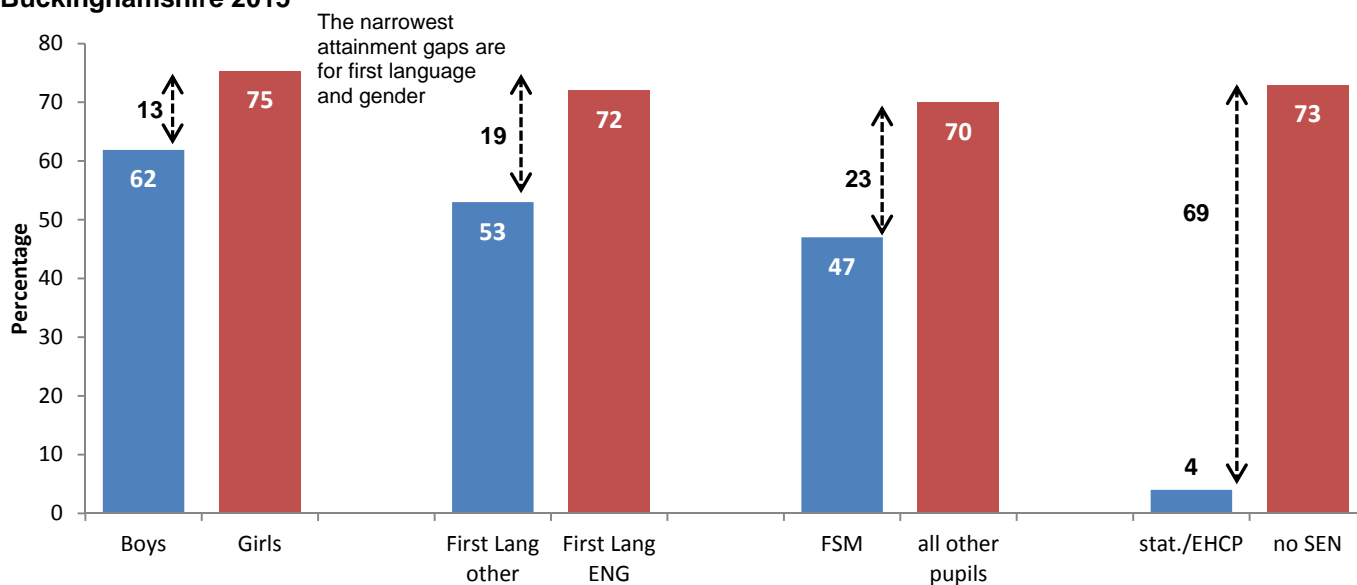
Buckinghamshire results in 2015 are 2 percentage points higher than national. Nationally results have increased at a slightly faster rate than in Buckinghamshire, with results increasing by 6 percentage points in 2014 and 14 percentage points since 2013.

Figure 1: Attainment of a good level of development by the end of the EYFS Buckinghamshire and England 2013-2015



2.2 Pupil characteristics

Figure 2: Attainment of a good level of development by the end of the EYFS for different groups Buckinghamshire 2015



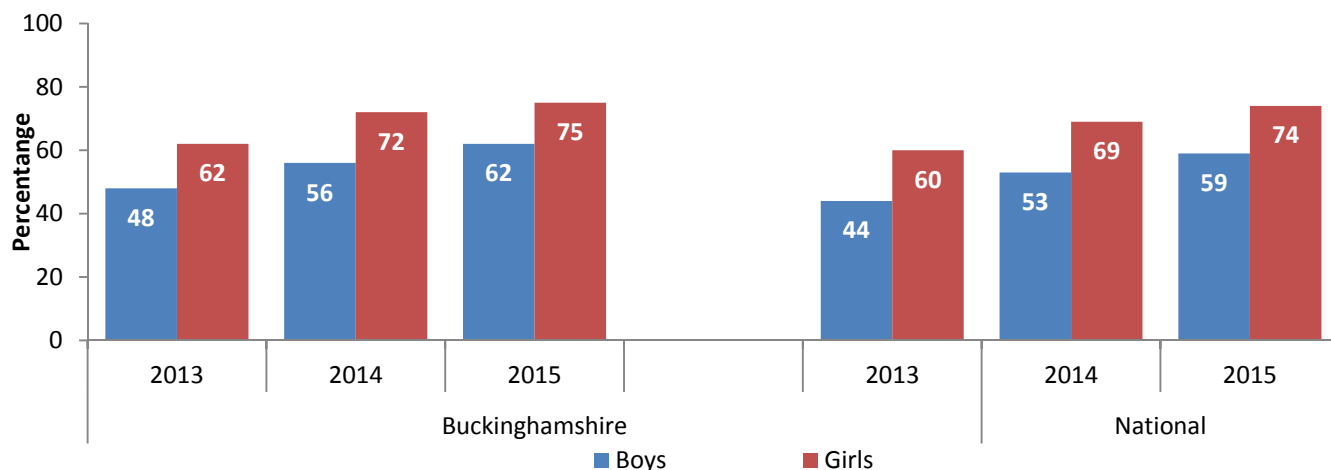
stat./EHCP – statement of SEN or Education, Health and Care Plan

Gender

Results for Buckinghamshire boys are increasing at a faster rate than for girls.

Buckinghamshire girls continue to outperform boys at the end of the Early Years Foundation Stage. Results for boys have however increased at a faster rate than results for girls, with boys' results improving by 6 percentage points compared to a 3 percentage point increase for girls. Nationally results for boys also increased by 6 percentage points, but nationally girls improved at a greater rate than in Buckinghamshire, increasing by 5 percentage points.

Figure 3: Attainment of a good level of development by the end of the EYFS by gender Buckinghamshire and England 2013-2015



Free School Meals (FSM)

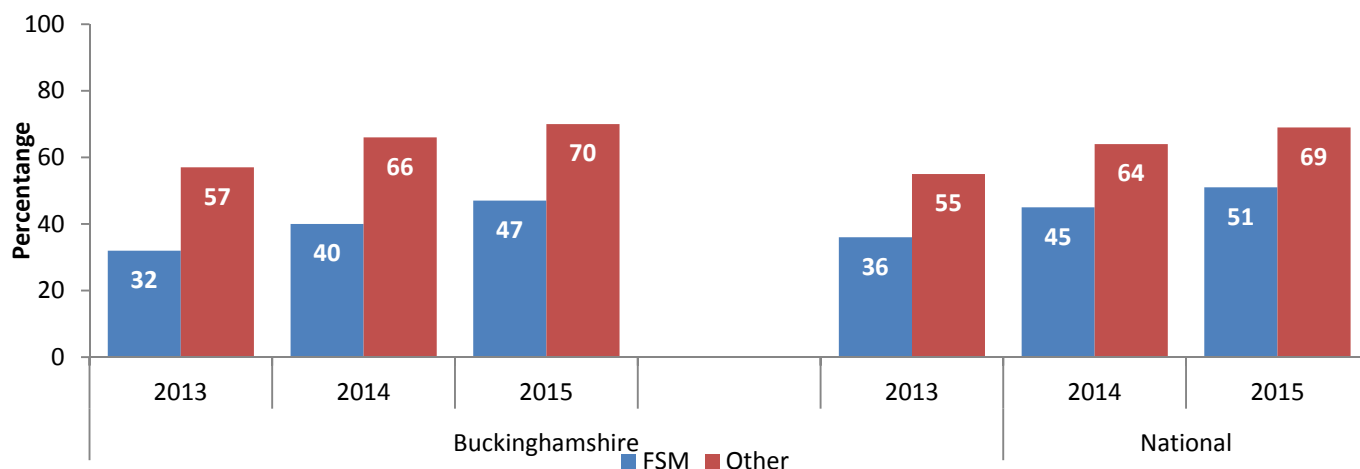
6% of the EYFSP cohort in Buckinghamshire were known to be eligible for free school meals (as at the January 2015 School Census), compared to 15% nationally. FSM is used instead of disadvantage in this section to allow for national comparisons.

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

Buckinghamshire results for FSM pupils have increased by 7 percentage points and the attainment gap has improved by 3 percentage points; 47% of pupils known to be eligible for FSM achieved a good level of development by the end of the Early Years Foundation Stage compared with 70% of all other pupils.

FSM pupils in Buckinghamshire do not perform as well as FSM pupils nationally, and the gap between attainment of FSM pupils and all other pupils is wider in Buckinghamshire than nationally. Nationally, 51% of pupils known to be eligible for FSM achieved a good level of development compared with 69% of all other pupils, a gap of 18 percentage points.

Figure 4: Attainment of a good level of development by the end of the EYFS by FSM Buckinghamshire and England 2013 - 2015



Special Educational Needs (SEN)

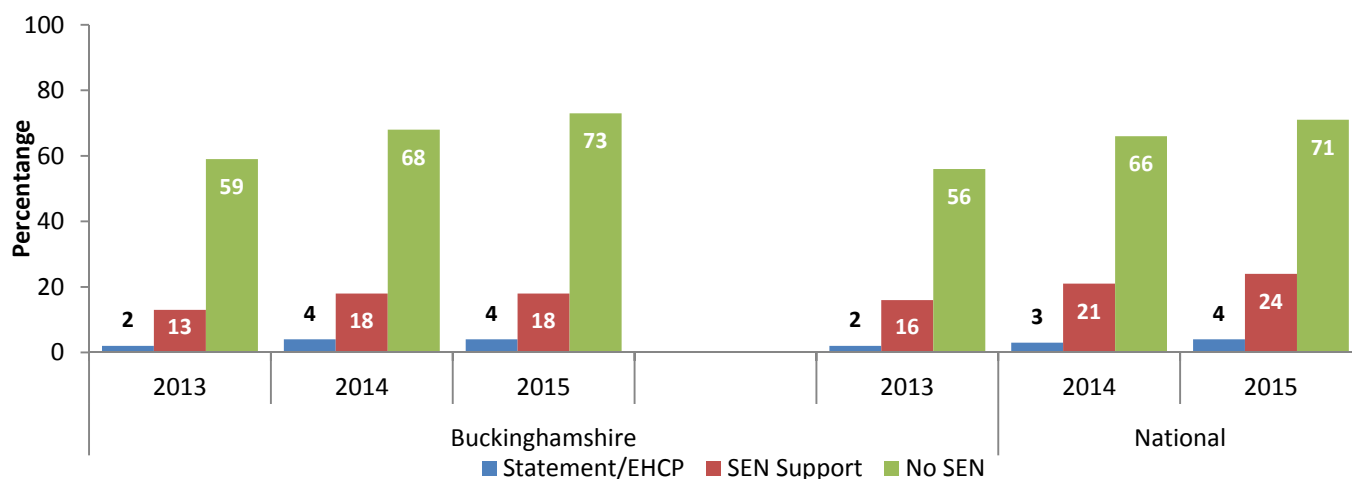
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year.

Children with a statement or EHC Plan achieve as well as their peers nationally, but results of children on SEN Support are below national.

Results for Buckinghamshire pupils with a statement/EHC plan are the same as national. 4% of pupils with a statement/EHC plan achieved a good level of development by the end of the Early Years Foundation Stage in 2015. Results for Buckinghamshire pupils have remained the same since 2014, whereas nationally results have increased by 1 percentage point.

18% of Buckinghamshire pupils with SEN achieved a good level of development, the same as in 2014. Results for similar pupils nationally are higher than in Buckinghamshire and are improving, with 24% of pupils with SEN support nationally achieving a good level of development in 2015 compared to 21% in 2014.

Figure 6: Attainment of a good level of development by the end of the EYFS by SEN Buckinghamshire and England 2013 – 2015



Ethnicity

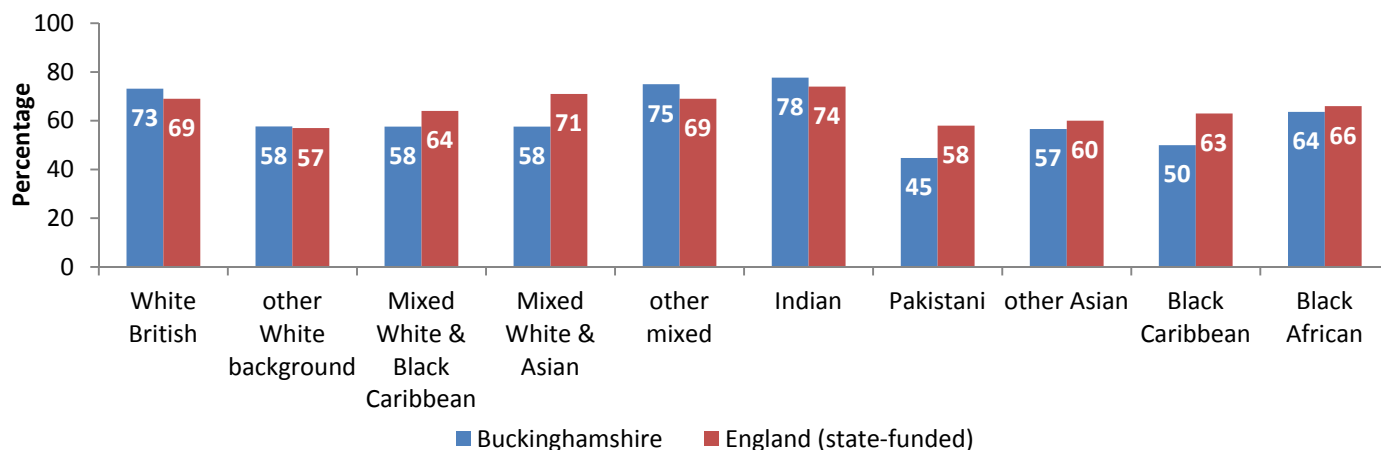
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA.

Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

Some ethnic groups continue to achieve less well than others.

At the detailed ethnic group level, figure 7 shows the results for the largest ethnic groups in Buckinghamshire in 2015. 3 groups are above the Buckinghamshire average for all pupils (White British, other mixed background and Indian pupils), while all other groups are below the Buckinghamshire average.

Figure 7: Attainment of a good level of development by the end of the EYFS by detailed ethnic group Buckinghamshire and England 2015



Three groups in particular have become a focus in Buckinghamshire as they tend to perform less well than their peers across a number of key stages. The table below shows the results for these groups for 2014 and 2015 against the White British cohort. Please note that care needs to be taken when comparing percentages, as some groups are quite small. Results for White British and Pakistani pupils in Buckinghamshire have increased, although results for Pakistani pupils are still below results for Pakistani pupils nationally. Results for Mixed White and Black Caribbean pupils and Black Caribbean pupils have both fallen by 3 percentage points, at the same time as results for similar pupils nationally are increasing.

Table A: Attainment of a good level of development by the end of the EYFS for selected ethnic groups Buckinghamshire and England 2014 - 2015

	Number of pupils (2015)	% achieving a good level of development			
		Buckinghamshire		England	
		2014	2015	2014	2015
White British	4286	69	73	63	69
Mixed White & Black Caribbean	132	61	58	58	64
Pakistani	579	42	45	50	58
Black Caribbean	30	53	50	58	63

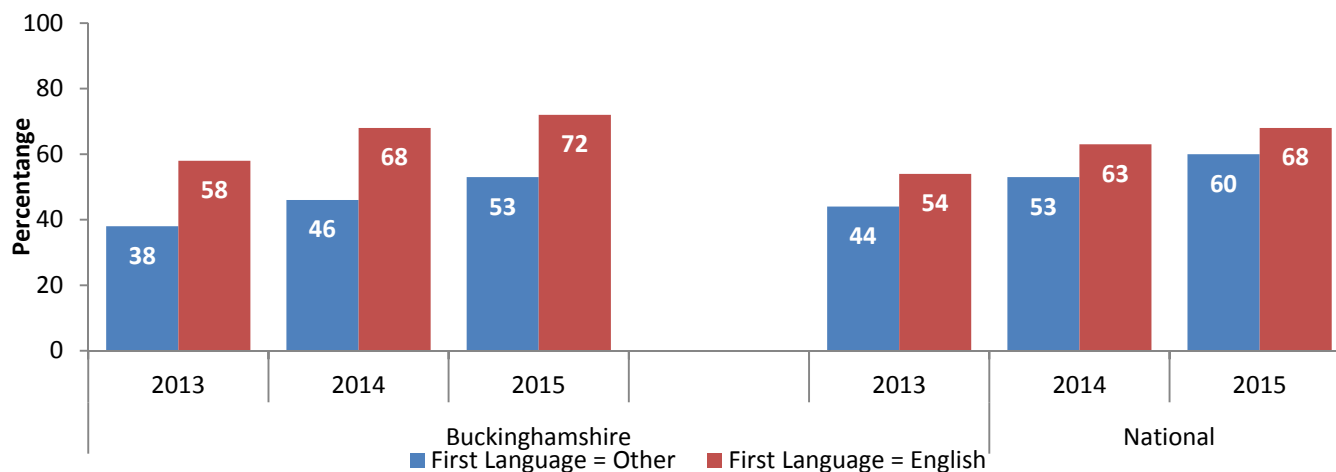
English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

The performance of children who have English as an additional language has improved, but is still below the national average for similar children.

Buckinghamshire pupils with a first language other than English do not perform as well as similar pupils nationally at the end of the Early Years Foundation Stage, and the difference in performance between pupils with a first language other than English and those with English as a first language is bigger than seen nationally – the gap in performance in Buckinghamshire is 19 percentage points compared to 8 percentage points nationally.

Figure 8: Attainment of a good level of development by the end of the EYFS by first language Buckinghamshire and England (state-funded schools) 2012 - 2015



The table below shows the results for the largest first language groups in Buckinghamshire.

Table B: Attainment of a good level of development by the end of the EYFS for selected first language groups, Buckinghamshire 2015

	First Language							
	English	Urdu	Polish	Panjabi	Panjabi (Mirpuri)	Pashto/Pakhto	Hindi	Romanian
Number of pupils	5045	212	150	142	40	39	26	24
% achieving a good level of development	72	49	48	32	43	62	73	25

2.3 Comparisons to other Local Authorities

We compare Buckinghamshire to all Local Authorities nationally as well as to a group of 10 other “similar” Local Authorities known as statistical neighbours. For the early Years Foundation Stage Profile, Buckinghamshire was ranked 8th when compared to statistical neighbours and 44th when compared to all Local Authorities in England.

2.4 Actions arising from the key areas of focus in the 2014 Education Standards Report and case studies

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.

Case Study

In December 2014 a small committee run, village preschool was judged by Ofsted to ‘Require Improvement’ with serious weaknesses in Leadership, Management and meeting the individual needs of the children. An Early Years Advisor provided targeted support over three terms to work with the manager and staff to improve the overall quality and outcomes for the children. Observation, planning and assessment were reviewed and clear links made between the individual needs of each child and their stage of development; this was then reflected in the activities planned each week. An assessment tracking system was introduced which ensured the next steps for the children were specific and accurate. As a result all children made good progress.

In December 2015 the preschool was inspected by an HMI Ofsted inspector, the Head of Early Years,

South East. During this inspection she spoke directly with the Learning Trust Advisor and commented that the improvements made over the last twelve months had been 'significant and rapid' and it was evident that 'throughout all of the staffs work, maximising the learning and development of the children and keeping them safe was core to everything they did'. She noted that if they could have made these many changes in one year what would they be able to achieve in another!

The Ofsted report highlights how the manager has driven swift and positive change, and has worked well with the Learning Trust, responding well to suggestions and seeking the external challenge. The inspector commented that the pre-school's new system for measuring children's progress is well-understood by all staff and ensures that children's learning and development is carefully monitored. Tracking and monitoring systems show that all make good progress from their starting points

The Early Years' Service is aware that whilst the majority of early years providers in schools and settings carry out on-entry and ongoing assessments, the data is not always being used effectively to track progress and implement interventions for targeted groups and individuals. Visits to settings have focused on supporting with setting up and embedding effective cohort tracking systems. Recent Ofsted reports have commented on this improvement.

Quotes from recent Ofsted inspection reports

"New systems enable leaders and managers to carefully track the achievements of individual children and groups. ... They quickly identify gaps in development and put in place excellent support strategies to close the gaps and promote learning. Children who learn English as an additional language are supported extremely well"

"The manager and staff work closely with other professionals, who offer them support and guidance. ... Leaders are skilled at monitoring children's progress ... This ensures all children make good progress in their development from their starting points and any gaps in their learning close quickly"

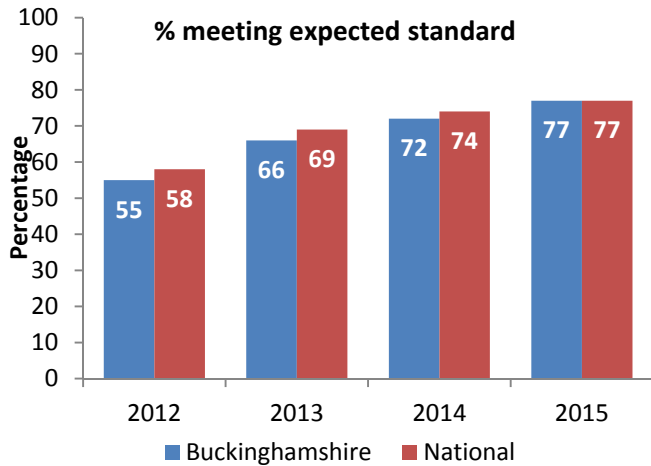
A range of training opportunities have been provided for schools and settings, and 100% of these training sessions were rated Good or Excellent by all practitioners.

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. Analysis of data has shown significant decrease in the number of children under achieving which should impact on achieving a Good Level of Development at the end of the EYFS.

In March 2015, 6 briefing sessions were held for head teachers and early years lead teachers on the new reception baseline assessments. These sessions provided an introduction to each of the 6 accredited models, an opportunity to explore how they fit into effective EYFS assessment practice in school and links to the statutory framework for the EYFS and to Ofsted grade descriptors. 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.

3. Phonics Check in Buckinghamshire, 2015

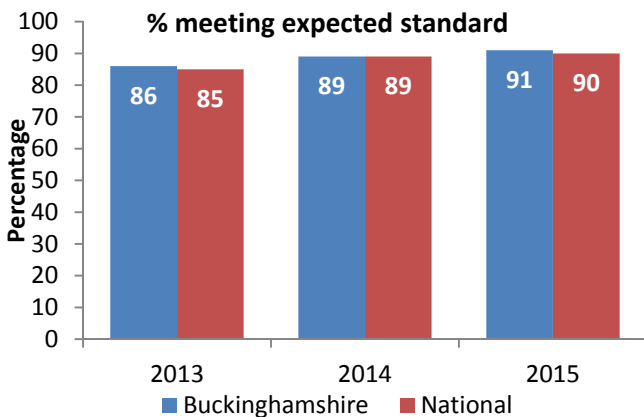
Attainment in the year 1 check has increased, and is now in line with national



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

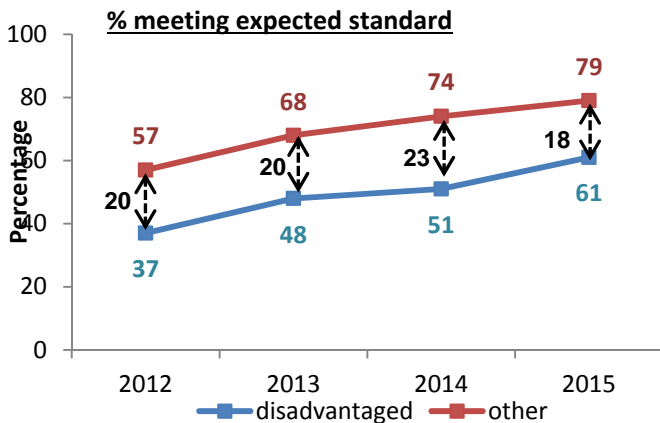


Children in year 2 must also take the check if they did not meet the required standard in year 1 - this includes children who did not take the check in year 1 for any reason.

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.

Phonics Check Detail

- 3.1 Overall attainment
- 3.2 Pupil characteristics
- 3.3 Comparisons to other Local Authorities
- 3.4 Actions arising from key areas of focus and case studies

About this report

This report is based on the Department of Education (DfE) statistical first release SFR32-2015, which provides revised 2015 phonics check results for pupils in schools in England at national, regional and local authority level.

All figures used in this report have been taken from the DfE release or from the Ofsted RAISEonline system.

About the Phonics Check

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. 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. 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.

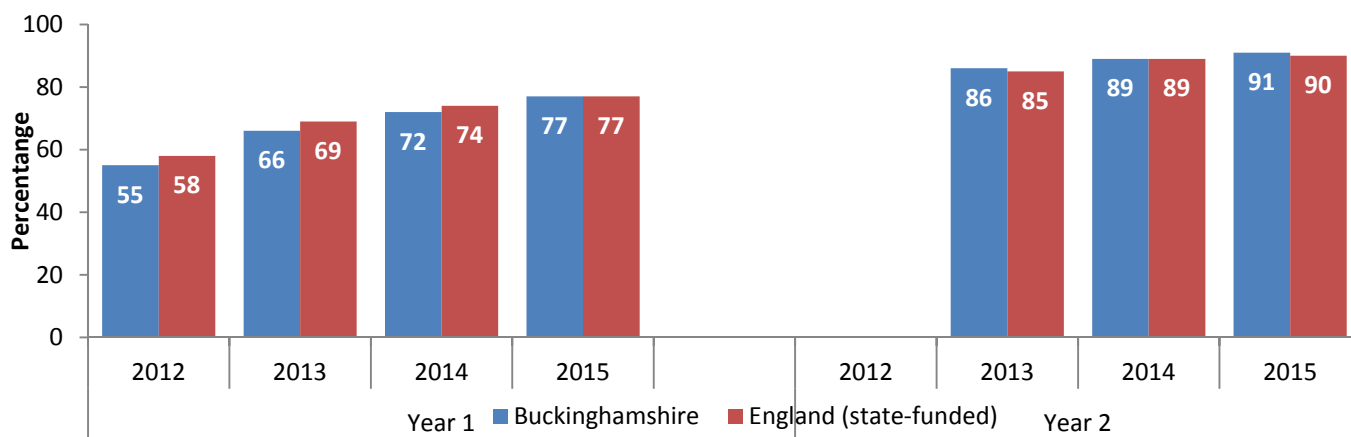
3.1 Overall Attainment

Attainment in the year 1 check has increased, and is now in line with national. Results for pupils by the end of year 2 have also increased.

Buckinghamshire results in the year 1 phonics check have increased by 5 percentage points since 2014. This means that Buckinghamshire results are now in line with national results for the first time, having been below national results since the introduction of the phonics check in 2012.

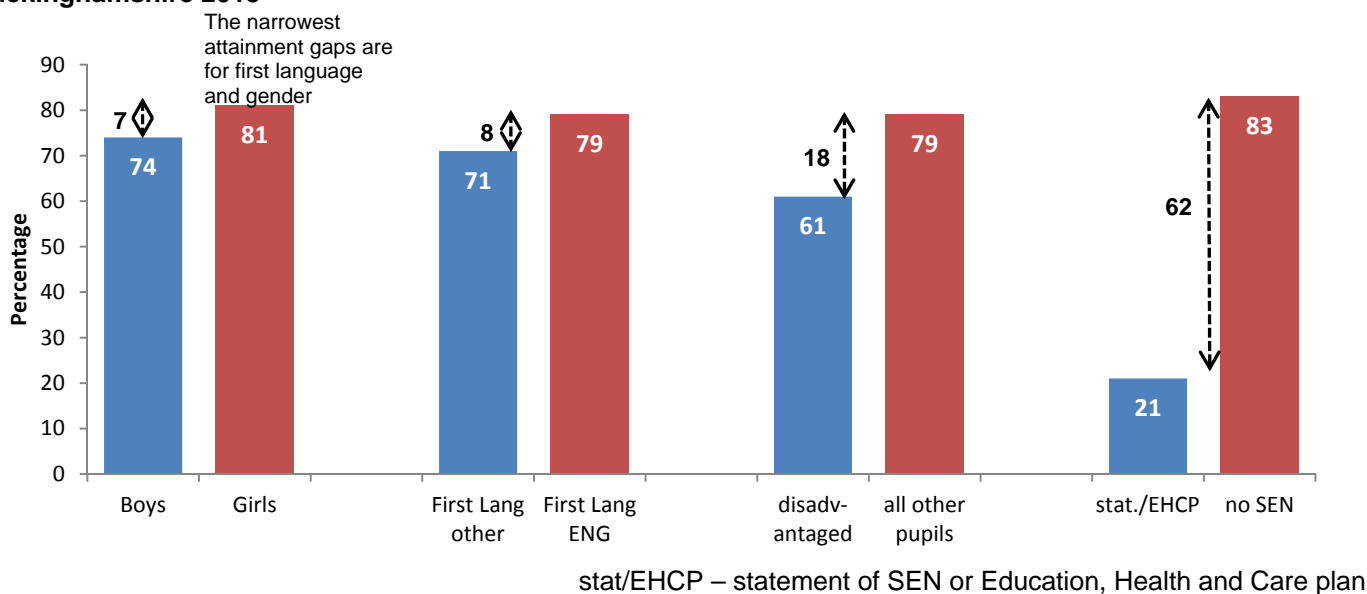
Those children who do not reach the expected standard of phonics decoding in year 1 are retested at the end of year 2. Historically Buckinghamshire results have been in line or above national by the end of year 2, and this trend has continued with Buckinghamshire results being 1 percentage point higher than national.

Figure 1: Attainment of the expected standard in phonics decoding in year 1 and by the end of year 2 Buckinghamshire and England (state-funded schools) 2012-2015



3.2 Pupil characteristics

Figure 2: Attainment of the expected standard in phonics decoding in year 1 for different groups Buckinghamshire 2015



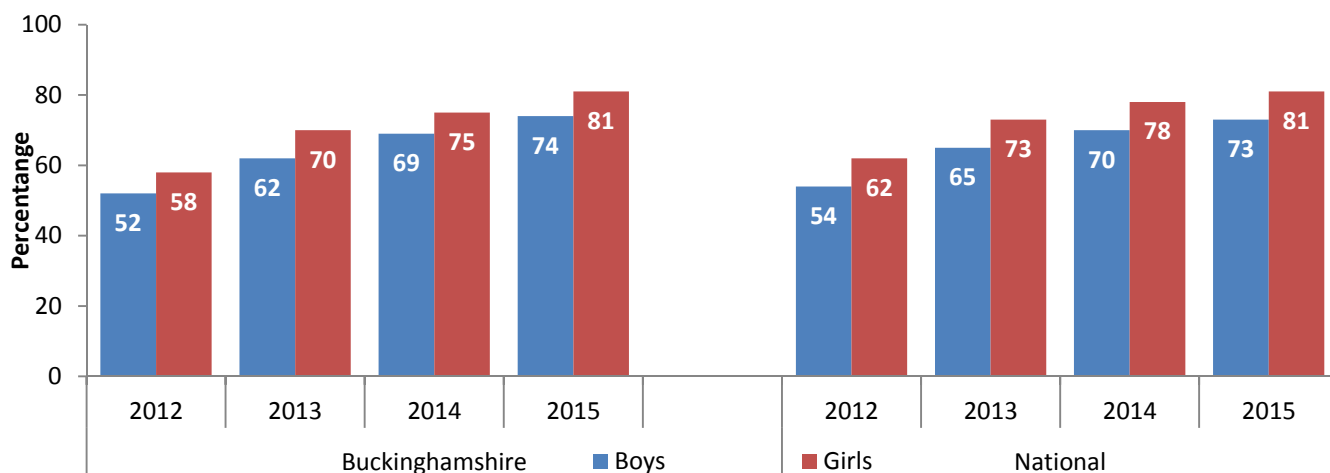
Gender

Buckinghamshire girls continue to outperform boys, and their results are increasing at a greater rate.

Buckinghamshire girls continue to outperform boys for in the year 1 phonics check. Results for girls have also improved more than for boys from 2014, increasing by 6 percentage points to 81%. Nationally results

for girls also increased but by a smaller amount than in Buckinghamshire at 3 percentage points. Results for boys in Buckinghamshire increased by 5 percentage points to 74% in 2015. Boys' results in Buckinghamshire are higher than boys' results nationally (73% in 2015), while girls' results in Buckinghamshire are the same as girls' nationally.

Figure 3: Attainment of the expected standard in phonics decoding in year 1 by gender Buckinghamshire and England (state-funded schools) 2012-2015



Disadvantage

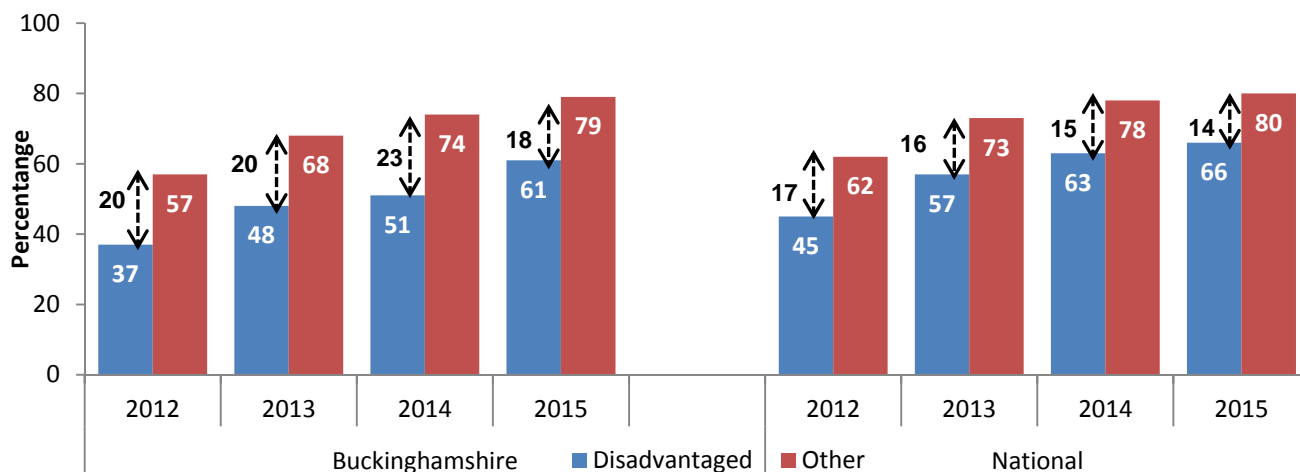
In 2015, disadvantaged pupils are defined as: those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census; children looked after by the local authority for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

11% of the year 1 cohort in Buckinghamshire were classed as disadvantaged, compared to 24% nationally.

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

In 2015 the percentage of disadvantaged pupils in Buckinghamshire meeting the expected standard in phonics decoding has increased by 10 percentage points to 61%. At the same time attainment for other pupils only increased by 5 percentage points, meaning that the attainment gap has improved by 5 percentage points; 61% of pupils known to be disadvantaged met the expected standard compared with 79% of all other pupils, making a gap of 18 percentage points.

Figure 4: Attainment of the expected standard in phonics decoding in year 1 by disadvantage Buckinghamshire and England (state-funded schools) 2012 - 2015



Nationally the attainment of disadvantaged pupils increased by only 3 percentage points, with 66% of disadvantaged meeting the expected standard of phonics decoding in year 1. The national attainment gap decreased by 1 percentage point in 2015. The national gap is narrower than in Buckinghamshire at 14 percentage points.

Special Educational Needs (SEN)

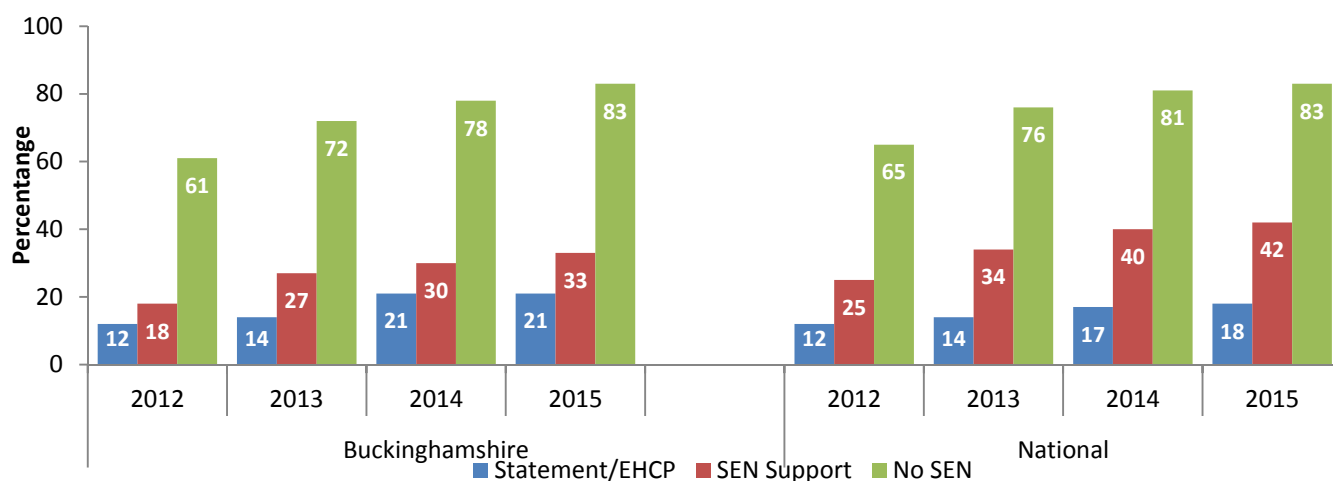
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year.

Children with a statement or EHC Plan achieve better than similar pupils nationally, but children on SEN Support do not do as well.

Buckinghamshire pupils with a statement/EHC plan outperform similar pupils nationally. 21% of pupils with a statement/EHC plan achieved the expected standard in year 1 in 2015 compared to 18% of similar pupils nationally. Results for Buckinghamshire pupils have remained the same since 2014, whereas nationally results have increased by 1 percentage point.

33% of Buckinghamshire pupils with SEN support met the expected standard of phonics decoding in year 1. This is an increase from the 2014 result of 30%. Results for similar pupils nationally are higher than in Buckinghamshire, with 42% of pupils with SEN support meeting the expected standard across England.

Figure 5: Attainment of the expected standard in phonics decoding in year 1 by SEN Buckinghamshire and England (state-funded schools) 2012 - 2015



Ethnicity

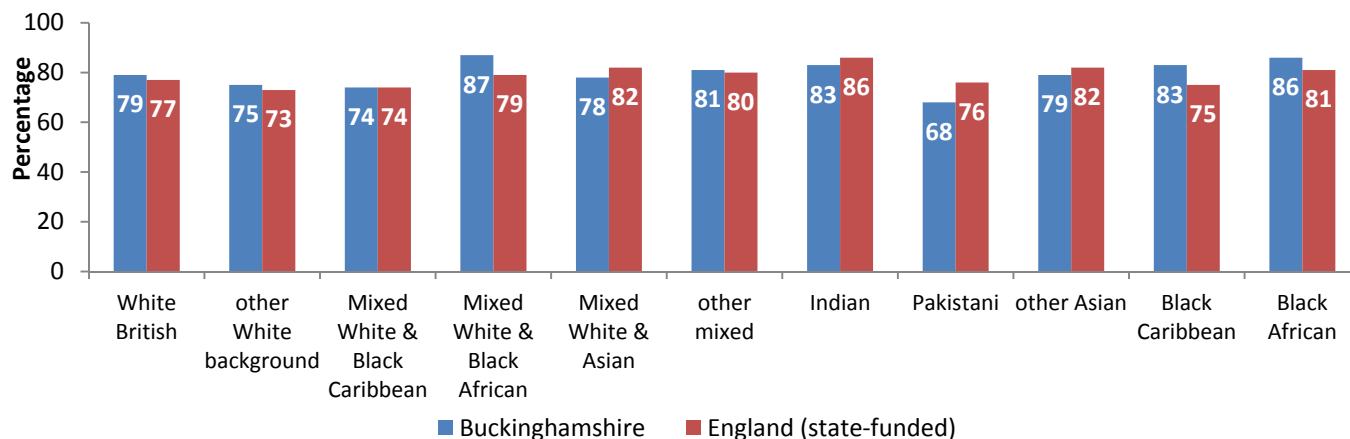
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

Some ethnic groups continue to achieve less well than others.

Looking at the more detailed ethnic group level, figure 6 shows the results for the largest ethnic groups in Buckinghamshire in 2015. In most cases Buckinghamshire pupils are matching or outperforming similar pupils nationally, although Mixed White & Asian pupils, Indian pupils, Pakistani pupils and other Asian pupils perform less well than their peers.

Figure 6: Attainment of the expected standard of phonics decoding in year 1 by detailed ethnic group Buckinghamshire and England (state-funded schools) 2015



Three groups in particular have become a focus in Buckinghamshire as they tend to perform less well than their peers across a number of key stages. The table below shows the results for these groups for 2014 and 2015 against the White British cohort. Please note that care needs to be taken when comparing percentages, as some groups are quite small. Results for all key groups have improved. Results for Mixed White and Black Caribbean pupils are now in line with similar pupils nationally, and results for Black Caribbean pupils are higher than similar pupils nationally. Results for Pakistani pupils are still below the national average for Pakistani pupils, but results have increased by more than national. Results for Pakistani pupils in Buckinghamshire increased by 8 percentage points compared to a national increase of 3 percentage points.

Table A: Attainment of the expected standard of phonics decoding in year 1 for selected ethnic groups Buckinghamshire and England 2014 – 2015

	Number of pupils (2015)	% achieving expected standard in Yr1			
		Buckinghamshire		England	
		2014	2015	2014	2015
White British	4160	74	79	74	77
Mixed White & Black Caribbean	149	64	74	71	74
Pakistani	569	60	68	73	76
Black Caribbean	36	55	83	72	75

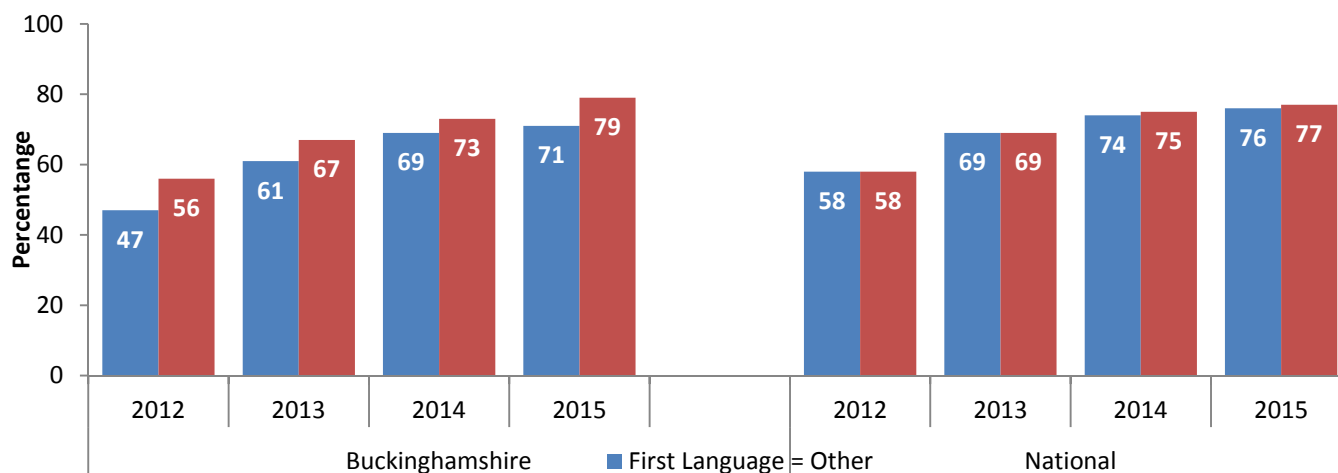
English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

The performance of children who have English as an additional language has improved, but is still below similar pupils nationally.

Buckinghamshire pupils with a first language other than English do not perform as well as similar pupils nationally in the year 1 phonics check, and the difference in performance between pupils with a first language other than English and those with English as a first language is bigger than seen nationally – the gap in performance in Buckinghamshire is 8 percentage points compared to 1 percentage point nationally.

Figure 7: Attainment of the expected standard of phonics decoding in year 1 by first language Buckinghamshire and England (state-funded schools) 2012 - 2015



The table below shows the year 1 results for the largest first language groups in Buckinghamshire.

Table B: Attainment of the expected standard of phonics decoding in year 1 for selected first language groups, Buckinghamshire 2015

	First Language						
	English	Urdu	Panjabi	Polish	Panjabi (Mirpuri)	Pashto/Pakhto	Tamil
Number of pupils	5095	208	132	121	56	34	29
% working at expected standard	79	67	66	67	61	71	90

3.3 Comparisons to other Local Authorities

We compare Buckinghamshire to all Local Authorities nationally as well as to a group of 10 other “similar” Local Authorities known as statistical neighbours. For the year 1 phonics check, Buckinghamshire was ranked 6th when compared to statistical neighbours and 63rd when compared to all Local Authorities in England. Results improve when looking at the performance of children by the end of year 2, and Buckinghamshire was ranked 5th against statistical neighbours and 34th when compared to all Local Authorities in England.

3.4 Actions arising from the key areas of focus

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. 3 schools declined support, with 26 engaging with the project.

In 2015, 25 of the schools in the project increased their results, with results for 1 school declining. Increases in individual schools ranged from 3.2 percentage points to 47.1 percentage points.

In 2014 53.1% of pupils in the project schools reached the expected standard in the year 1 phonics screening check. In 2015 this increased by 19 percentage points to 72.1%. Results for Buckinghamshire schools not involved in the project also increased, but only by 1.9 percentage points from 76.9% to 78.7%. Approximately 1200 Y1 children (about 20% of the cohort) were in schools which engaged with the project. Schools engaging with the project increased their results by ten times more than non-project schools.

In Buckinghamshire, the proportion of disadvantaged pupils meeting the expected standard in the phonics screening check last year was 18% lower than their peers. By working closely with schools and focusing upon the needs and barriers of these pupils, we are aiming to narrow this gap significantly in 2016.

The phonics project will work with a group of schools to secure improved outcomes for disadvantaged and vulnerable pupils in Year 1 developing the teaching and learning of phonic skills as a strategy known to support future reading and writing development.

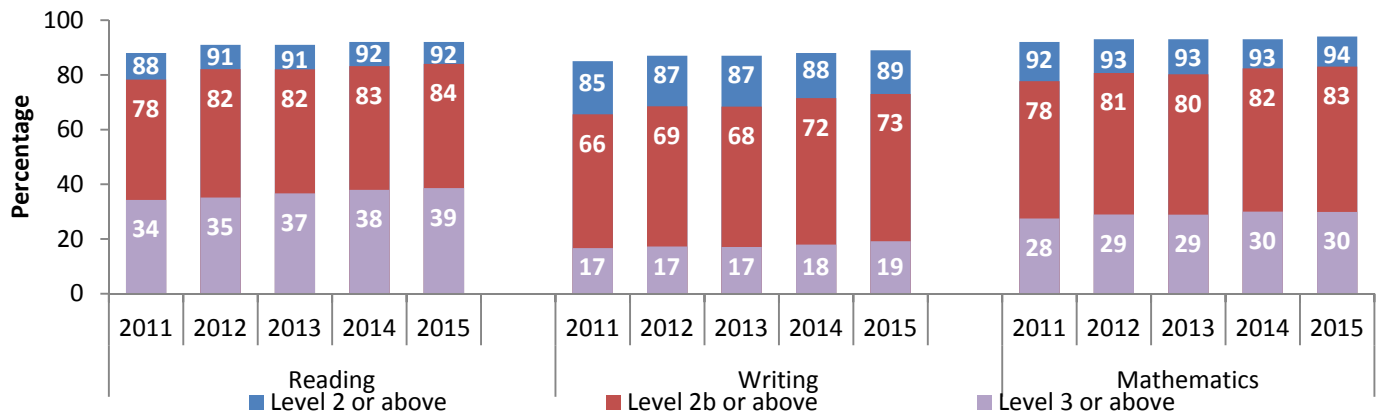
The intentions of the project are:

- To improve identification of needs for phonics development within pupil premium cohorts
- To increase the proportion of disadvantaged pupils meeting age-related expectations (in the phonics screening check) to be in line with disadvantaged pupils nationally
- To build collaborative partnerships between schools
- To secure effective, systematic, synthetic phonics teaching and robust assessment practice

This project aims to put the achievement of disadvantaged pupils at the very centre of classroom practice.

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

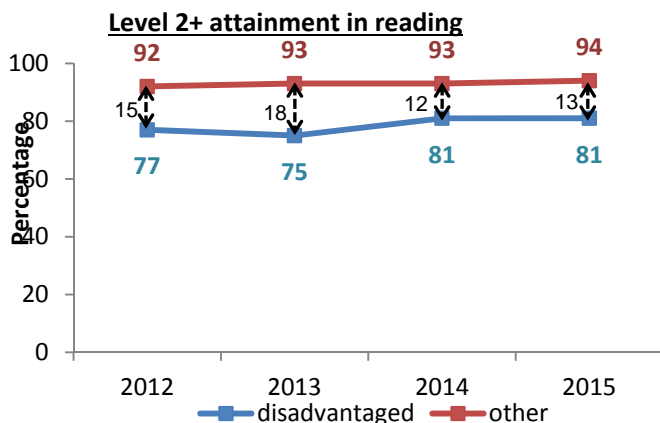
Attainment is increasing and is above national



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.

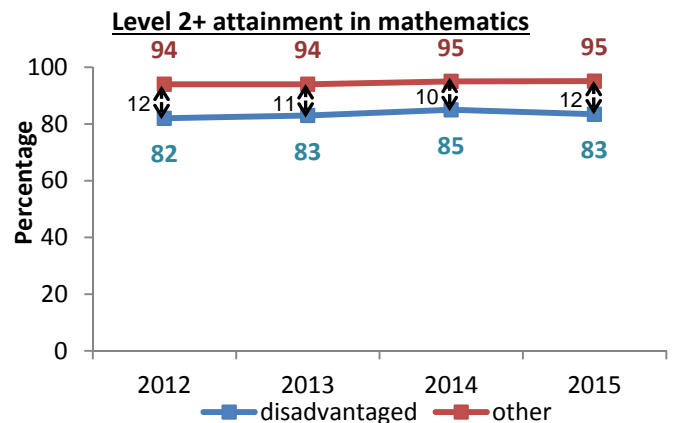
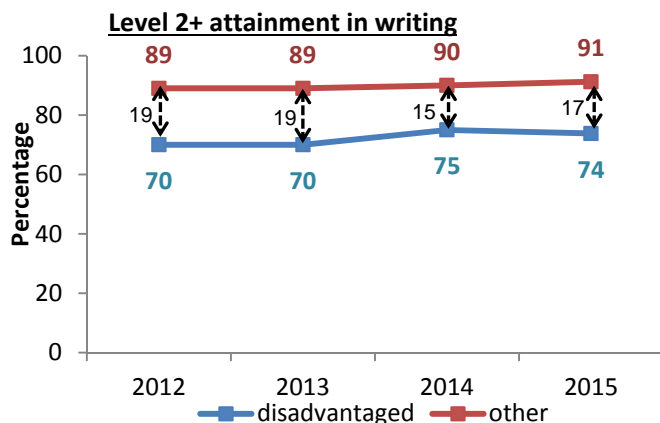
Attainment at all levels in all 3 subjects is higher than national results.

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.

Key Stage 1 Detail

- 4.1 Attainment by subject
- 4.2 Pupil characteristics
- 4.3 Comparisons to other Local Authorities
- 4.4 Actions arising from key areas of focus and case studies

About this report

This report is based on the Department of Education (DfE) statistical first release SFR32-2015, which provides 2015 key stage 1 national curriculum assessment results for pupils in schools in England at national, regional and local authority level

All figures used in this report have been taken from the DfE release or from Ofsted's RAISEonline system.

About Key Stage 1

Children are assessed at the end of year 2 (when they are typically age 7) in reading, writing and mathematics. The expected level for children at this age is Level 2.

Important Changes to Key Stage 1 Accountability Measures from 2016

2015 is the last year that KS1 assessments will be reported in levels.

In 2016, the new 'expected standard' will be higher than the current level 2. There will be teacher assessment at the end of key stage 1 in maths, reading and writing, informed by pupils' scores in tests in maths, reading and the new grammar, punctuation and spelling test.

Pupils will be assessed as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. There are additional descriptors for those working below these. Teacher assessment will be informed by pupils' scores in tests (writing will be partly informed by the new grammar, punctuation and spelling test.) As in earlier years, there will also be teacher assessment of science.

In 2016 we will not be able to report on trends, as 2016 data will not be comparable to 2015. Where possible this report therefore looks at how Buckinghamshire results compare to national. Next year we will need to look at whether our position compared to national has changed, to give an indication of whether results have improved or not.

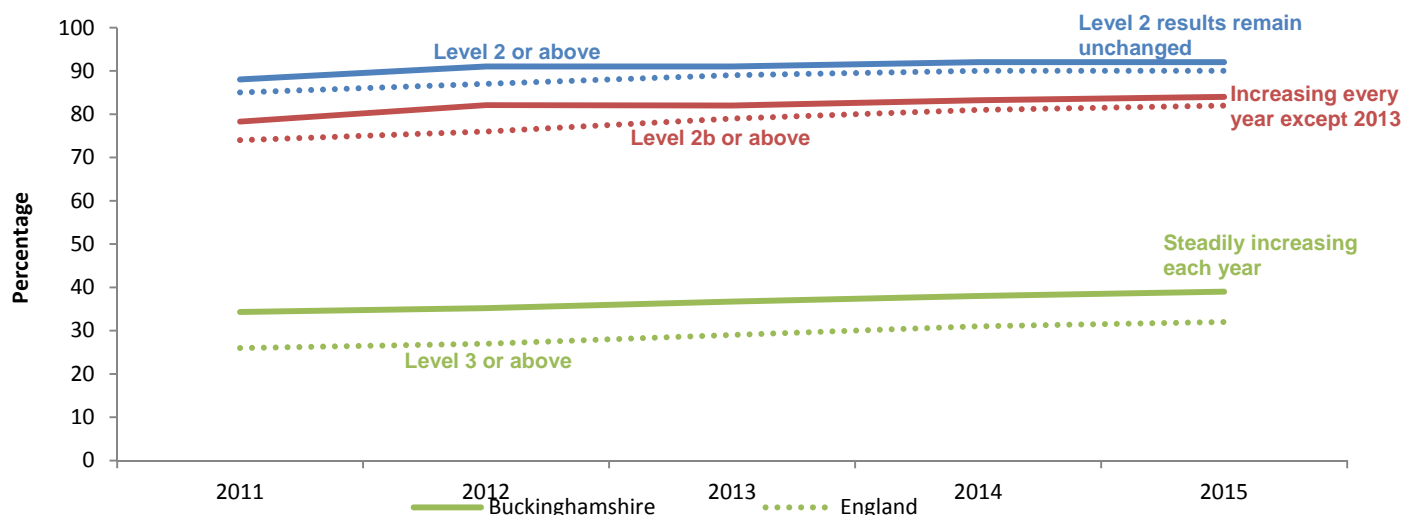
4.1 Attainment by subject

Attainment is increasing and is above national.

Reading

Attainment in reading at level 2 or above in Buckinghamshire is unchanged from 2014 at 92%, compared with 88% in 2011. Attainment at level 2b or above increased by 1 percentage points to 84%. Attainment at level 3 or above also increased by 1 percentage point to 39%. Buckinghamshire results are above national for all levels, and changes are comparable to national. Nationally attainment at level 2 or above was unchanged (90%) and increased by 1 percentage points at level 2b (to 82%) and level 3 (32%).

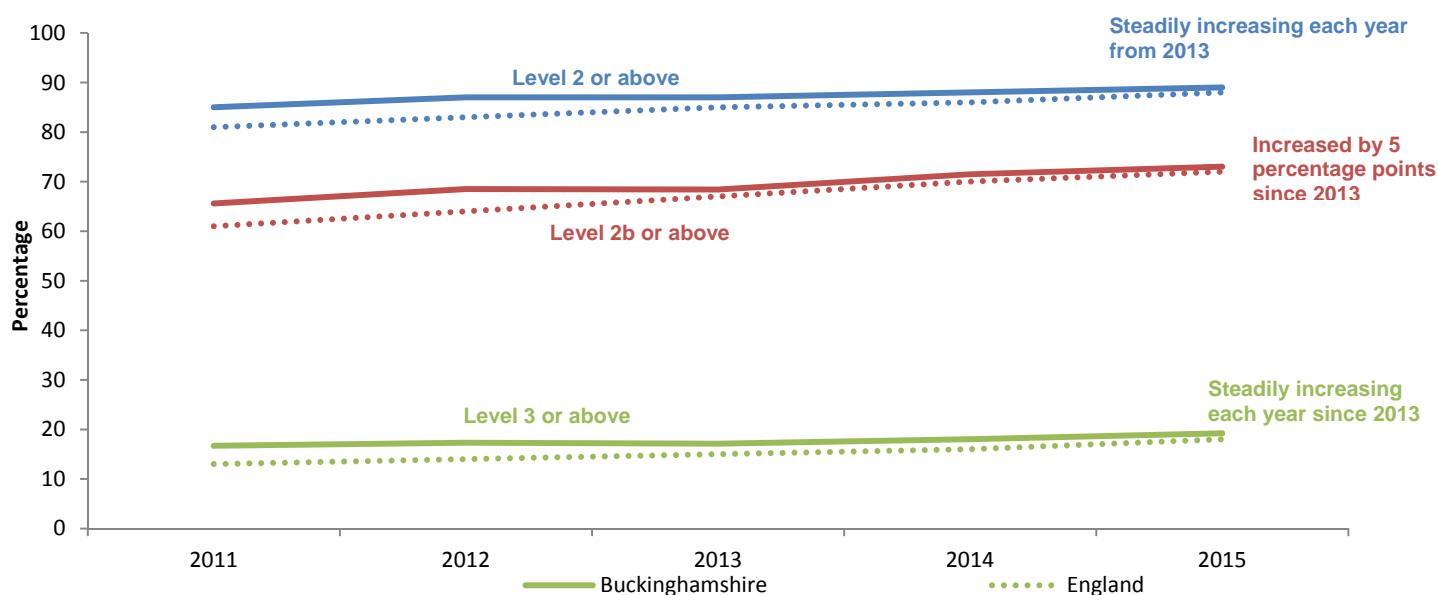
Figure 1: Attainment in reading: Buckinghamshire and England, 2011 - 2015



Writing

Attainment in writing has continued to increase in Buckinghamshire in 2015: 89% of pupils achieved level 2 or above compared to 88% in 2014. Results at level 2b or above and level 3 or above also increased by 1 percentage point, to 73% and 19% respectively. Buckinghamshire results for each level are 1 percentage point higher than national.

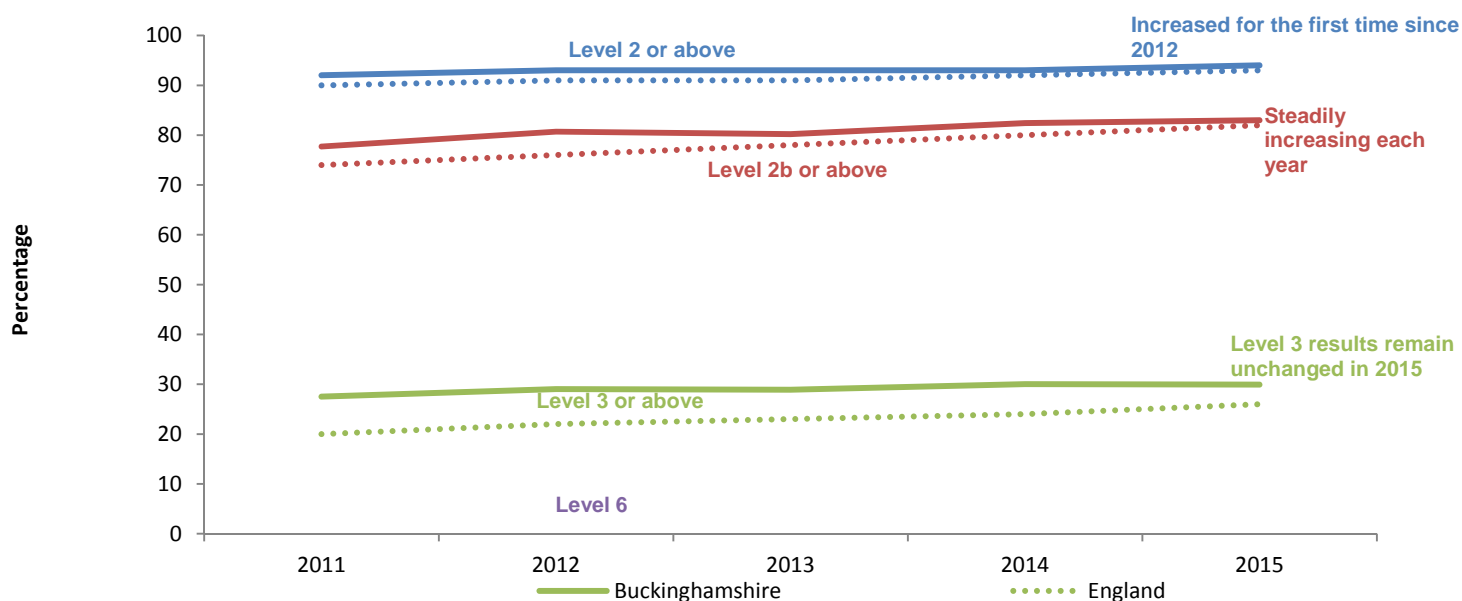
Figure 2: Attainment in writing: Buckinghamshire and England, 2011 – 2015



Mathematics

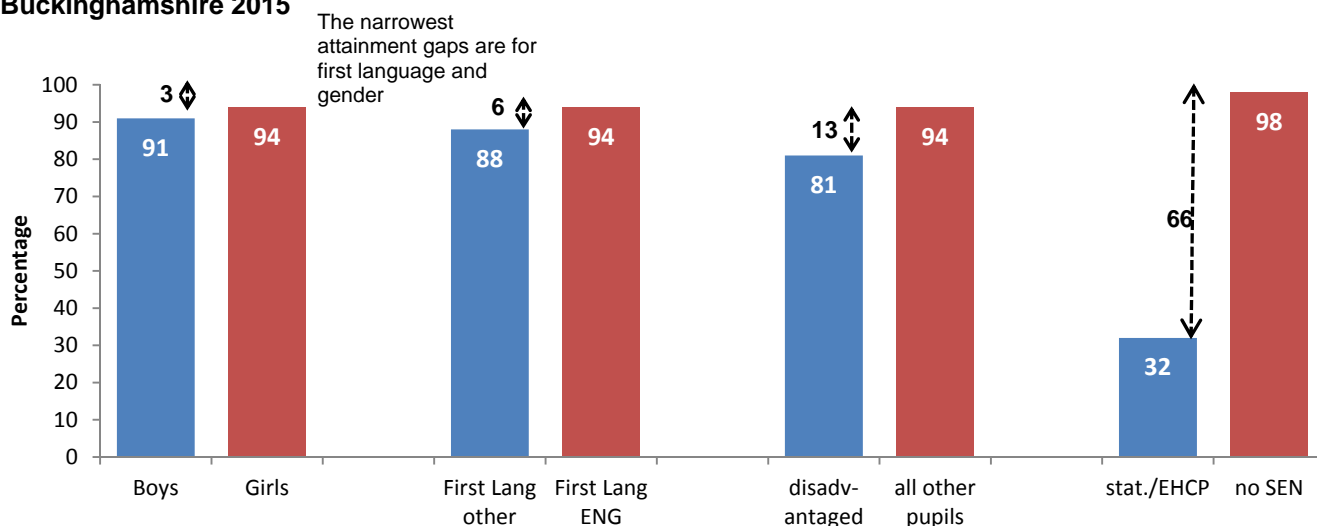
Attainment in Buckinghamshire at level 2 or above (94%) and at level 2b or above (83%) have increased by 1 percentage point, while nationally results increased by 1 percentage point at level 2 or above and by 2 percentage points at level 2b or above (to 93% and 82% respectively). Attainment at level 3 or above in Buckinghamshire has remained at 30%, whereas national results have increase by 2 percentage points to 26%.

**Figure 3: Attainment in mathematics:
Buckinghamshire and England, 2011 – 2015**



1. Pupil characteristics

**Figure 4: Attainment at level 2 or above in reading for different groups
Buckinghamshire 2015**



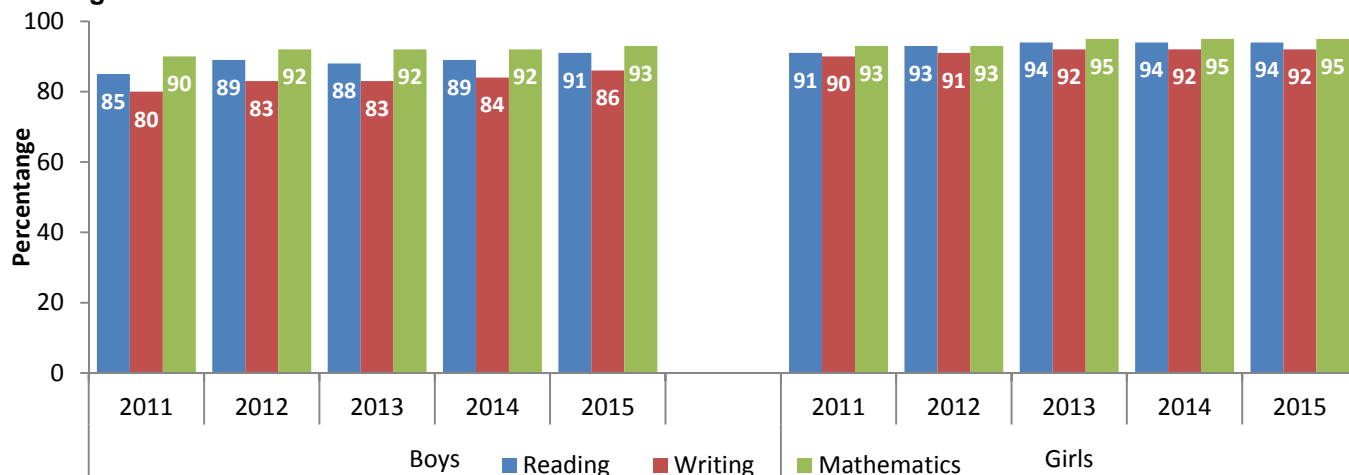
stat./EHCP – statement of SEN or Education, Health and Care Plan

Gender

Results for boys in Buckinghamshire are increasing, while results for girls remain stable.

Attainment at level 2 or above has continued to improve in all subjects for boys in Buckinghamshire. Results for Buckinghamshire girls are higher than for boys, but results have remained unchanged for the past 3 years.

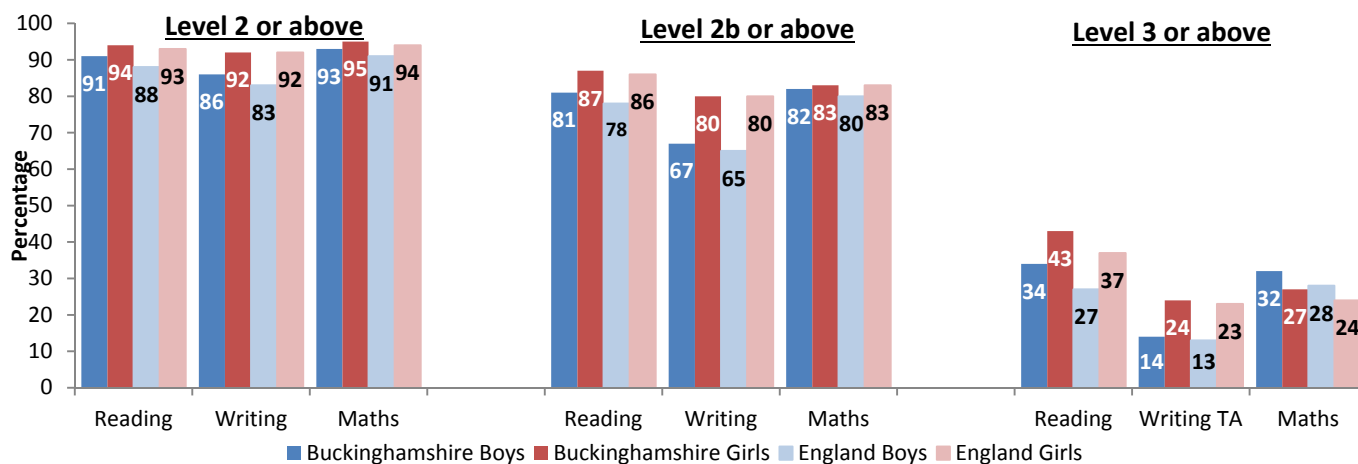
Figure 5: Attainment in reading, writing and mathematics at Level 2 or above by gender Buckinghamshire 2011-2015



Girls continue to outperform boys at level 2 or above and level 2b or above in all subjects. At level 2 or above results for Buckinghamshire girls are higher than national for reading and mathematics and match national in writing. Results for Buckinghamshire boys at level 2 or above are above national in all subjects, by 3 percentage points in reading and writing and by 2 percentage points in mathematics.

Level 3 or above results in Buckinghamshire for both boys and girls are higher than national. At level 3 or above boys perform better than girls in mathematics, with 32% of boys achieving level 3 or above compared to 27% of girls.

Figure 6: Attainment by subject and gender Buckinghamshire and England (state funded schools) 2011 - 2015



Disadvantage

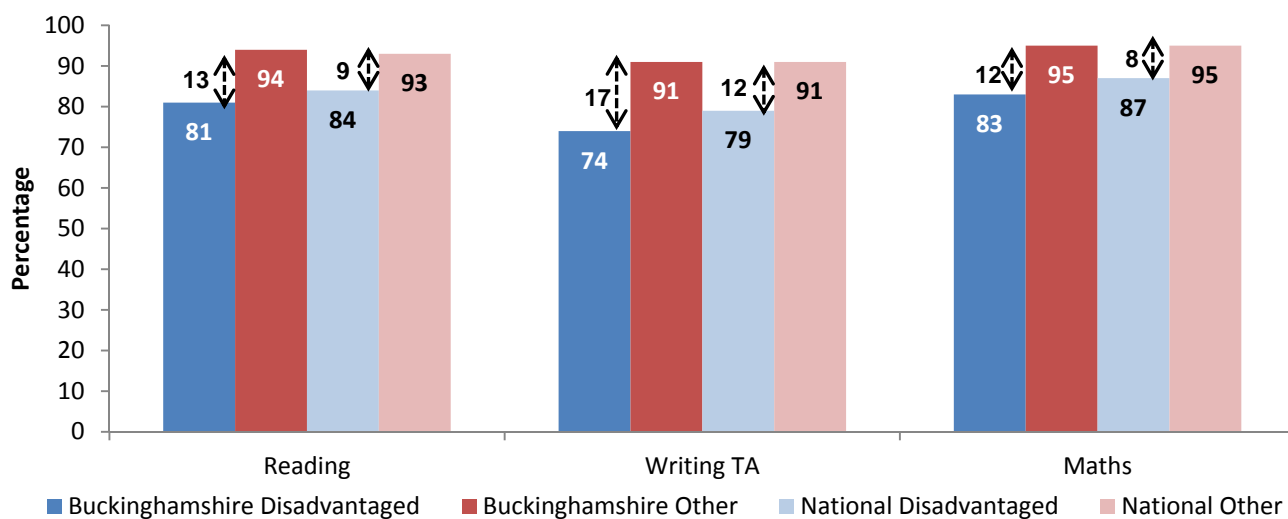
In 2015, disadvantaged pupils are defined as: those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census; children looked after by the local authority for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

12% of the key stage 1 cohort in Buckinghamshire were classed as disadvantaged.

The gap in attainment between disadvantaged pupils and others has increased slightly in each subject.

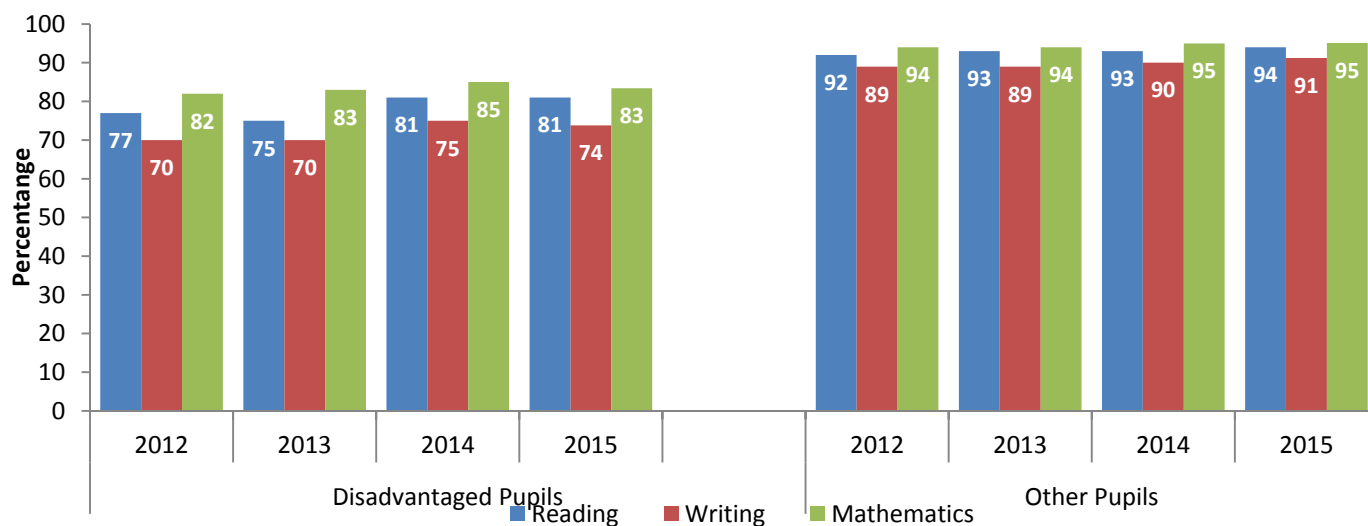
Results of disadvantaged pupils in Buckinghamshire are lower than for similar pupils nationally. Buckinghamshire disadvantaged pupil results at level 2 or above are 3 percentage points below national in reading, 5 percentage points below national for writing and 4 percentage points below national for mathematics.

Figure 7: Attainment at level 2 or above by subject and disadvantage Buckinghamshire and England 2015



Results for disadvantaged pupils in Buckinghamshire have remained the same since 2014 in reading at 81%, while results for other pupils have 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.

Figure 8: Attainment at level 2 or above by subject and disadvantage Buckinghamshire 2012 - 2015



Special Educational Needs (SEN)

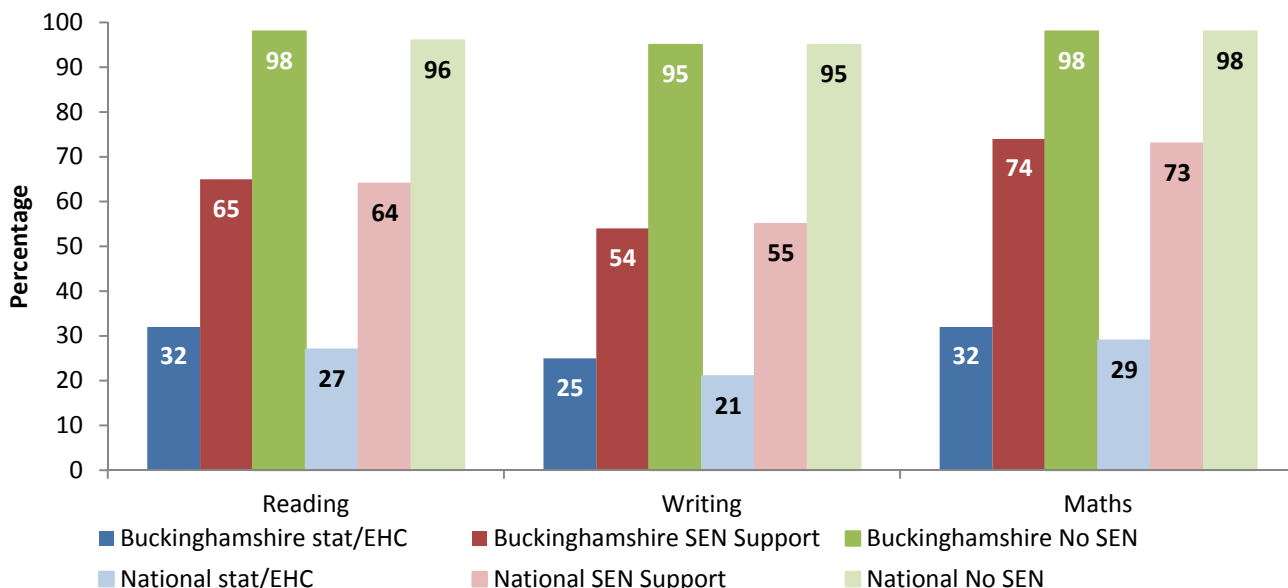
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year.

Results for Buckinghamshire pupils with a statement or EHC plan exceed results for similar pupils nationally, while results for pupils on SEN Support are above national for reading and writing.

Buckinghamshire pupils with a SEN statement/EHC plan outperform similar pupils nationally at Level 2 or above in all 3 subjects. Results for Buckinghamshire pupils are 5 percentage points higher than similar pupils nationally in reading, 4 percentage points higher in writing and 3 percentage points higher in mathematics.

Results for Buckinghamshire pupils with SEN Support are higher than for similar pupils nationally in reading and mathematics (both by 1 percentage point), although writing results are slightly lower than national.

Figure 9: Attainment at Level 2 or above by subject and SEN Buckinghamshire and England 2015



Ethnicity

Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

Some ethnic groups continue to achieve less well than others.

Looking at the more detailed ethnic group level, figures 10-12 shows the results for the largest ethnic groups in Buckinghamshire in 2015. 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 and Black Caribbean, Black African and Indian pupils perform less well than similar pupils nationally in 1 or more subject.

Figure 10: Attainment at Level 2 or above in reading by ethnic group Buckinghamshire and England (state-funded schools) 2015

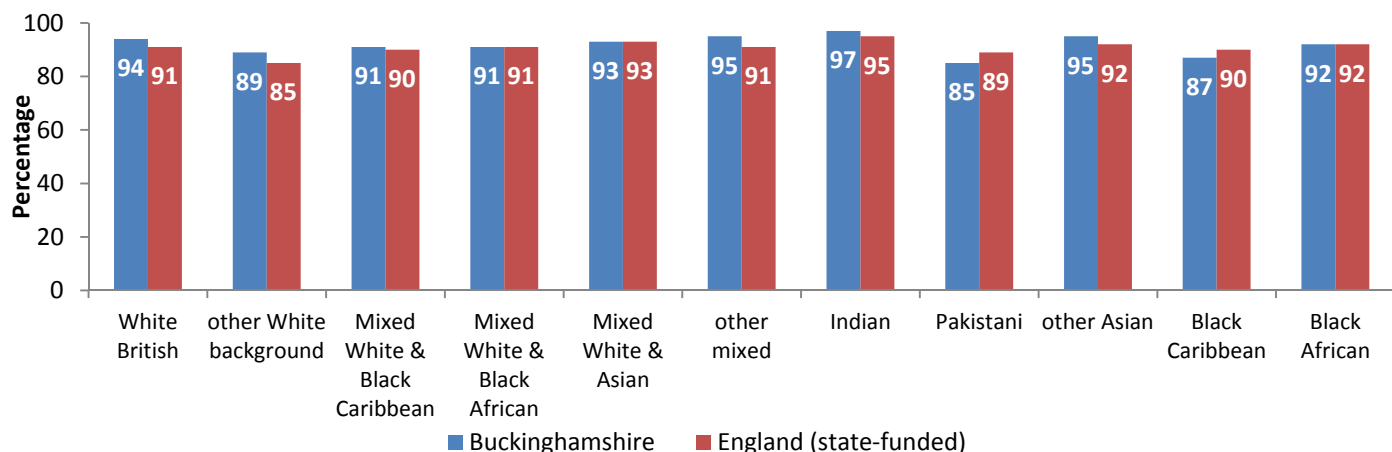


Figure 11: Attainment at Level 2 or above in writing by ethnic group Buckinghamshire and England (state-funded schools) 2015

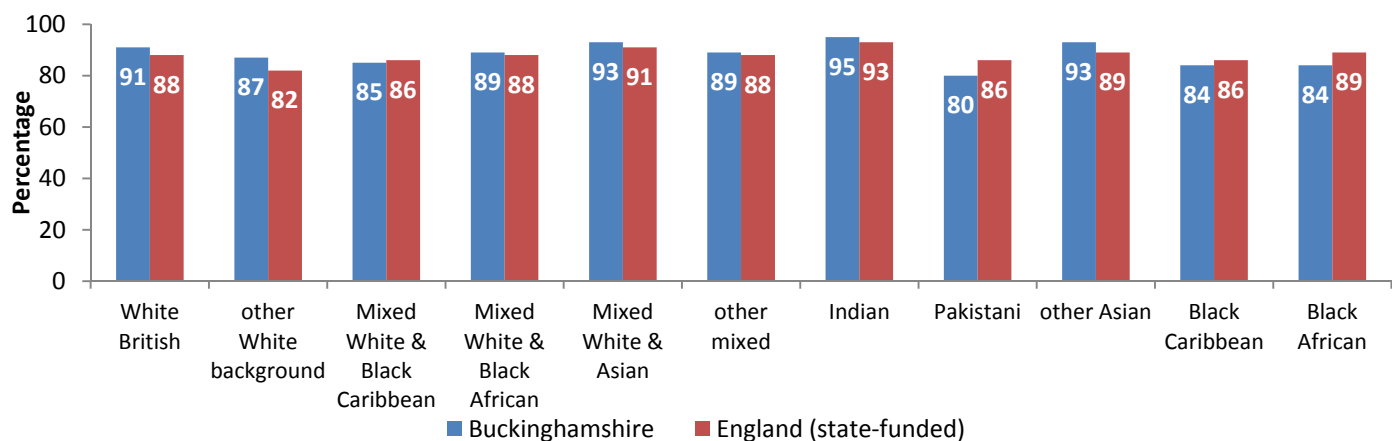
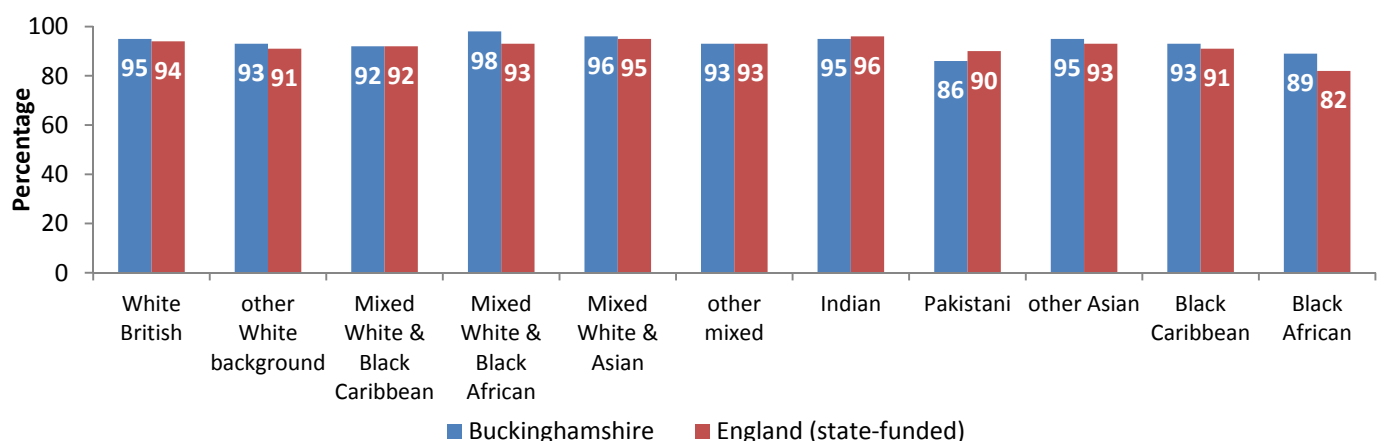


Figure 12: Attainment at Level 2 or above in mathematics by ethnic group Buckinghamshire and England (state-funded schools) 2015



Three groups in particular have become a focus in Buckinghamshire as they tend to perform less well than their peers across a number of key stages. The tables below show the results for these groups for 2014 and 2015 against the White British cohort. Please note that care needs to be taken when comparing percentages, as some groups are quite small. Results for Mixed White and Black Caribbean pupils have fallen slightly in reading and writing, but have increased in mathematics, but are close to national results for similar pupils. Results for Black Caribbean pupils have increased by 4 percentage points in each subject, and are closing the gap to national results for similar pupils. Results for Pakistani pupils have remained the

same in reading and increased by 1 percentage point in writing and mathematics. Results for Buckinghamshire Pakistani pupils are still below results for Pakistani pupils nationally.

**Table A: Attainment of Level 2 or above for selected ethnic groups
Buckinghamshire 2014 – 2015**

	Number of pupils (2015)	% Level 2 or above					
		Reading		Writing		Mathematics	
		2014	2015	2014	2015	2014	2015
White British	4296	93	94	90	91	95	95
Mixed White & Black Caribbean	158	92	91	86	85	90	92
Pakistani	583	85	85	79	80	85	86
Black Caribbean	55	83	87	80	84	89	93

**Table B: Attainment of Level 2 or above for selected ethnic groups
England (state-funded schools) 2014 – 2015**

	Number of pupils (2015)	% Level 2 or above					
		Reading		Writing		Mathematics	
		2014	2015	2014	2015	2014	2015
White British	N/A	91	91	87	88	93	94
Mixed White & Black Caribbean	N/A	89	90	84	86	91	92
Pakistani	N/A	88	89	84	86	89	90
Black Caribbean	N/A	89	90	85	86	90	91

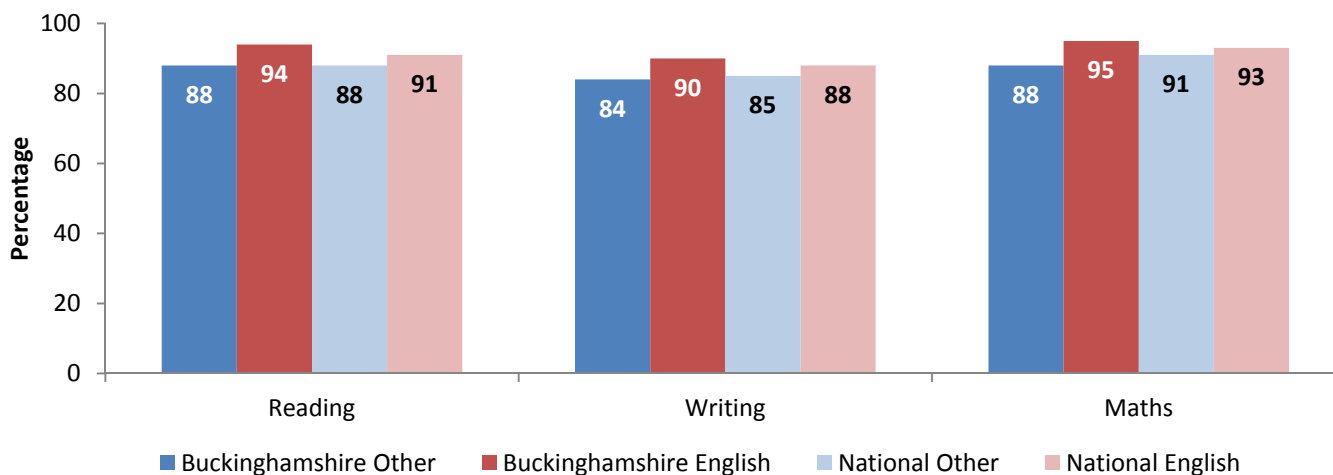
English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

Results for pupils with a first language other than English are similar to national and improving in reading and writing, but have fallen further behind national in mathematics.

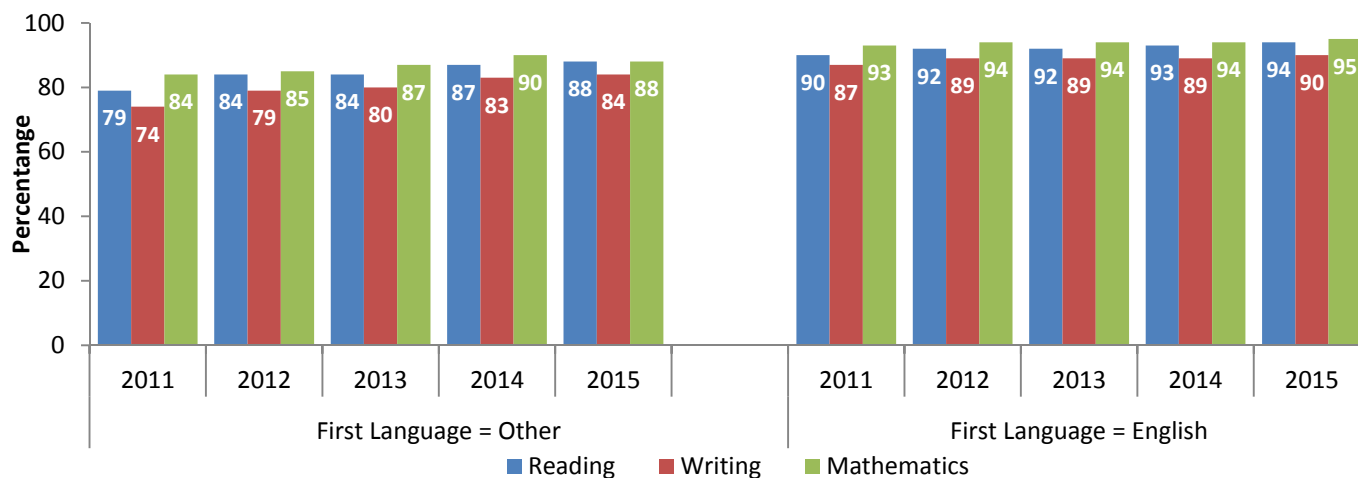
Results at Level 2 or above for Buckinghamshire pupils with a first language other than English are the same as for similar pupils nationally in reading, 1 percentage point below national in writing and 5 percentage points below national in mathematics.

**Figure 13: Attainment at Level 2 or above by subject and first language
Buckinghamshire and England 2015**



Results for Buckinghamshire pupils with a first language other than English have increased by 1 percentage point since 2014 in reading and writing, but have decreased by 2 percentage points in mathematics. Results for pupils with English as their first language have increased by 1 percentage point in each subject.

Figure 14: Attainment at level 2 or above by subject and first language Buckinghamshire 2012 - 2015



The table below shows the key stage 1 results for the largest first language groups in Buckinghamshire.

Table C: Attainment of Level 2 or above for selected first language groups, Buckinghamshire 2015

	First Language								
	English	Urdu	Polish	Punjabi (Mirpuri)	Punjabi	Pashto/Pakhto	Tamil	French	Spanish
Number of pupils	5249	237	100	96	93	51	31	29	26
% Level 2+ Reading	94	89	84	81	83	80	97	97	92
% Level 2+ Writing	90	84	80	75	76	78	97	90	92
% Level 2+ Mathematics	95	89	90	81	83	82	97	93	92

4.3 Comparisons to other Local Authorities

Performance in Buckinghamshire compares favourably to other Local Authorities. We compare Buckinghamshire to all Local Authorities nationally as well as to a group of 10 other “similar” Local Authorities known as statistical neighbours. At Level 2 or above Buckinghamshire was ranked 4th in reading, 6th in writing and 4th in mathematics when compared to statistical neighbours. Buckinghamshire was ranked 16th in reading, 28th in writing and 18th in mathematics when compared to all Local Authorities in England.

4.4 Actions arising from the key areas of focus and case studies

- 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

Case Study: Working with Leaders to Deliver Improvements in Standards

Broughton Infant school was categorised as requires improvement during their inspection in July 2013. The school was re-inspected 23 months later in June 2015 and was judged to be a good school overall with outstanding for behaviour and safety.

From her appointment the Headteacher has worked relentlessly to improve all staff skills and improve pupil's behaviour leading to raising standards across the school.

Effective monitoring and support and the use of clear data targets for subjects raised the quality of teaching. The SENDCo (Special Educational Needs Coordinator) has developed provision for pupils with SEN, those in receipt of pupil premium and pupils with English as an additional language so that intervention has raised achievement for these vulnerable groups. The behaviour for learning of the pupils has been a key focus led by the Headteacher and the Assistant Headteacher.

Support from the Buckinghamshire Learning Trust focused on the Early Years provision, maths, literacy and the introduction of coaching the whole staff.

A mutual understanding across the staff that sets high expectations for all, and coaching across the school has resulted in middle leaders rising to the high expectations, and making a significant impact in their areas of leadership, building the confidence to collaborate with other schools to moderate standards and lead their subject.

The HT and AHT with the EYFS team have secured a three year upward trend for pupils reaching a good level of development by the end of reception, which is now at 73% and is now above National by 13%. Similarly the phonics results show a three year upward trend from 58% in 2013 to 77% in 2015 above the national by 3%. The results in KS1 results show a similar three year upward trend for Writing, Reading and Maths. Disadvantaged pupils are doing well and the data shows that their attainment is above the national figure for reading, writing and maths and that gaps are narrowing, especially for reading.

Case Study: Driving Improvements in Standards

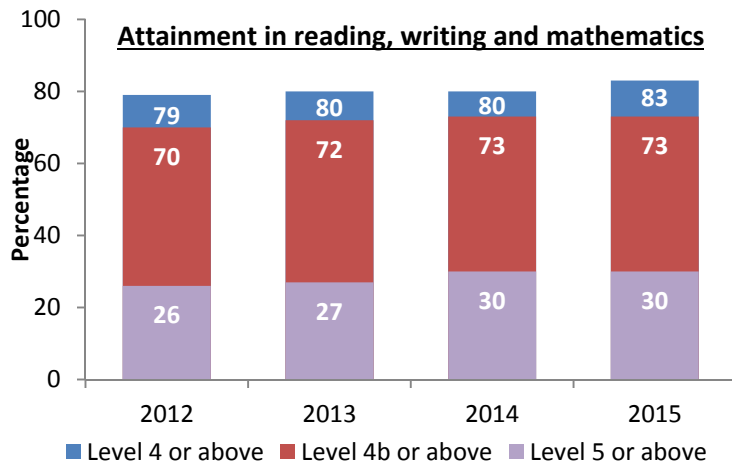
The leaders of St Joseph's Catholic Primary School in Chalfont St Peter have used the school's 'Requires Improvement' judgement of February 2015 as a springboard to whole-school development and innovation. The Headteacher took up the post in September 2013, and during her time at the school has built a strong, coherent leadership team who share clear pedagogical and Catholic values, and continually strive to provide all pupils with the best possible provision.

The quality of teaching at the school has risen dramatically. Not only has inadequate teaching been eradicated and good practice established as the minimum expectation, but the proportion of outstanding provision has also increased. Many teachers started at St Joseph's as NQTs during the last two years, and leaders have concentrated on 'growing' their staff, establishing consistency of approaches throughout the school. Teachers are supported by ongoing professional development, complimented by monitoring and evaluation activities which involve staff, value individuals as professionals and contribute to a strong learning ethos and a culture of continual improvement.

Since the 2015 inspection, achievement has risen across the school. The GLD figure rose by 9% from 2014 to 2015, is above national average, and provision in Early Years is this year stronger than ever. A new EYFS leader has worked alongside colleagues and a BLT adviser to transform the setting. At KS1, overall APS (Average Point Score) rose from 15.3 to 17.3, with percentages of children achieving Level 3 rising in all subjects to above average, including increasing by an impressive 27% in writing.

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

Attainment is increasing and is above national

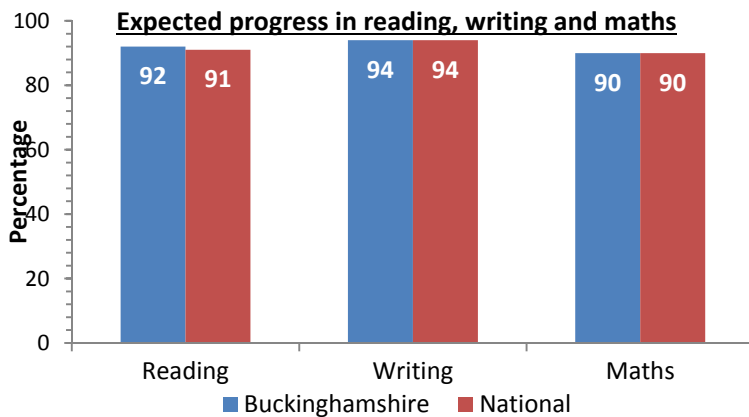


In Buckinghamshire 83% of pupils achieved level 4 or above in all of reading, writing and mathematics, compared with 80% in 2014.

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.

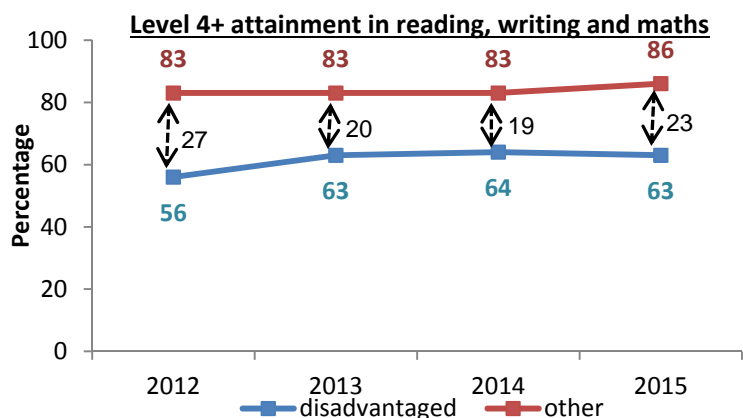
In Buckinghamshire the percentage of pupils making expected progress in writing has increased by 2 percentage points to 94%. The percentage of pupils making expected progress in reading has decreased by 1 percentage point to 92%. There was no change in the figure for mathematics.

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

Key Stage 2 Detail

- 5.1 Overall attainment
- 5.2 Attainment by subject
- 5.3 Progress between age 7 and age 11
- 5.4 School level attainment and progress
- 5.5 Floor standards
- 5.6 Coasting standards
- 5.7 Pupil characteristics
- 5.8 Comparisons to other Local Authorities
- 5.9 Actions arising from key areas of focus and case studies

About this report

This report is based on the Department of Education (DfE) statistical first release SFR47-2015, which provides revised 2015 key stage 2 national curriculum assessment results for pupils in schools in England at national, regional and local authority level. It also provides figures on pupils' expected progress between key stage 1 (typically age 7) and key stage 2 (typically age 11), a summary of the school level results provided in the performance tables and breakdowns by pupil characteristics.

All figures used in this report have been taken from the DfE releases or Ofsted's RAISEonline system.

About Key Stage 2

Children take tests in reading and mathematics at the end of year 6 when they are typically age 11. Children's attainment is also measured using a teacher assessment (TA) in writing and science. A new grammar, punctuation and spelling test was introduced in 2013. The majority of children are expected to reach Level 4 or above by the end of key stage 2. The key performance measure is therefore the percentage of pupils achieving Level 4 or above in all of reading (test), writing (teacher assessment) and mathematics (test).

Important Changes to Key Stage 2 Accountability Measures from 2016

This is the last time that KS2 results will be reported in terms of levels, and will also be the last time that 'expected progress' measures can be reported.

In 2016, the new 'expected standard' will be higher than the current level 4. KS2 test results in reading and mathematics will be reported in terms of scaled scores centred around 100 (the expected standard), rather than levels. Writing will be reported in terms of the percentage meeting the new expected standard for teacher assessment. The interim frameworks for teacher assessment are for 2016 only.

Progress will be shown by a value added measure.

Floor standards will also be more challenging. Not only is the expected standard higher, but the school will be above the floor only if

- results are above the overall attainment threshold or if
- value added is above the threshold in all three of reading, writing and mathematics. The threshold has not yet been defined.

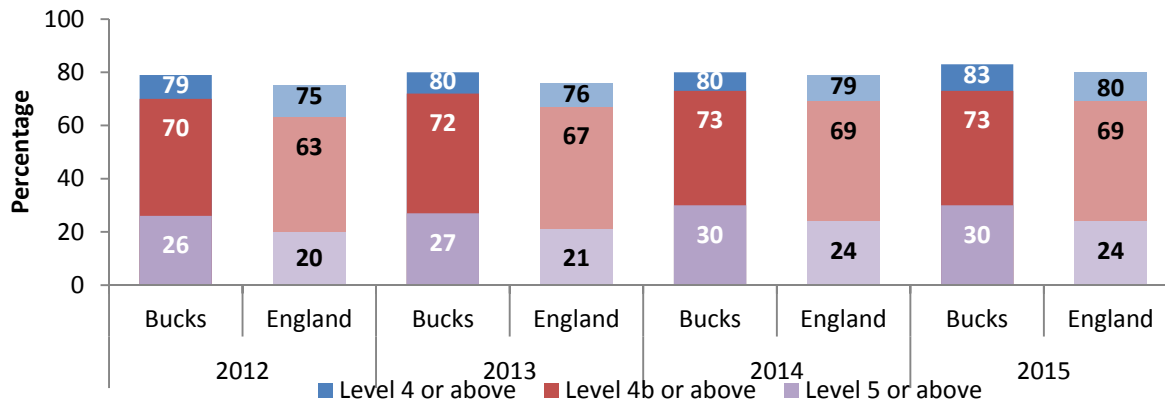
Currently a school needs to meet either the overall attainment threshold, or the progress threshold in only one subject.

In 2016 we will not be able to report on trends, as 2016 data will not be comparable to 2015. Where possible this report therefore looks at how Buckinghamshire results compare to national. Next year we will need to look at whether our position compared to national has changed, to give an indication of whether results have improved or not.

5.1 Overall Attainment

Attainment is increasing and is above national.

Attainment at level 4 or above in reading, writing and mathematics combined increased by 3 percentage points from 2014 to 83% in 2015. Nationally results increased by 1 percentage point to 80%. Results at level 4b or above and level 5 or above remained unchanged in 2015 for both Buckinghamshire and England.



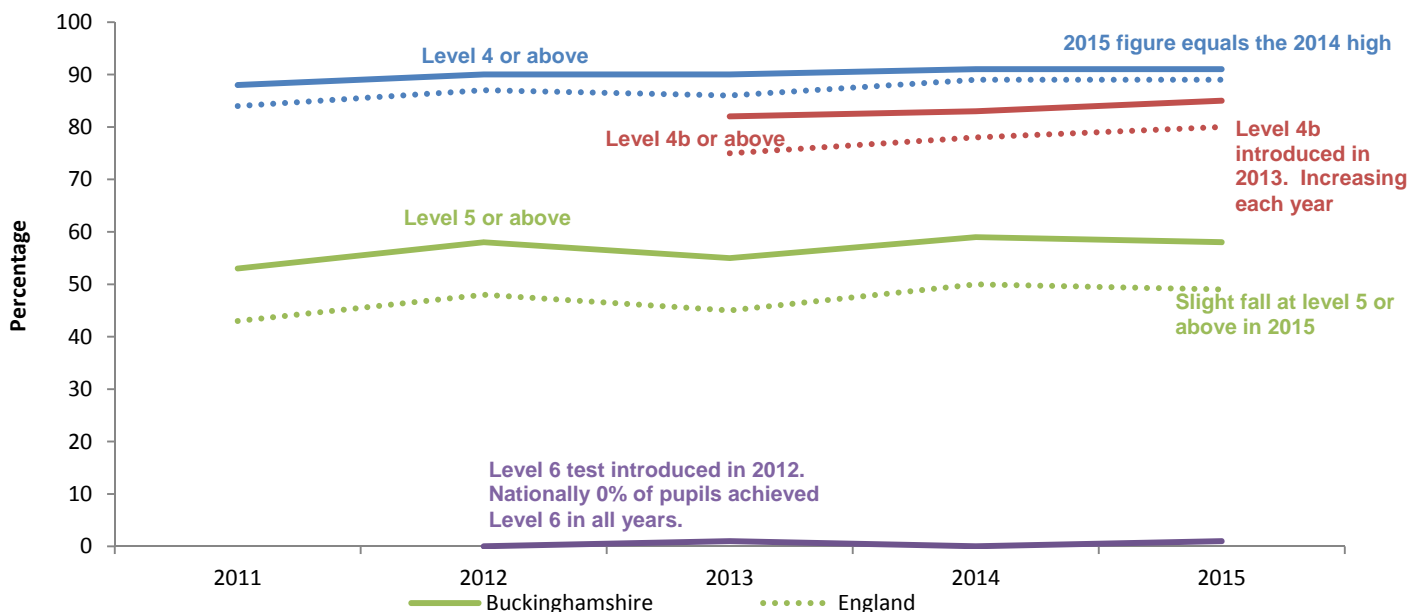
5.2 Attainment by subject

Reading

Attainment in the reading test at level 4 or above in Buckinghamshire is unchanged from 2014 at 91%, compared with 88% in 2011. Attainment at level 4b or above increased by 2 percentage points to 85%. Attainment at level 5 or above fell by 1 percentage point to 58% following a large increase (of 4 percentage points) last year. 1% of pupils attained level 6 in the reading test.

Buckinghamshire results are above national results for all levels, and changes are comparable to national. Nationally attainment at level 4 or above was unchanged (89%), increased by 2 percentage points at level 4b (to 80%), and fell by 1 percentage point (to 49%) at level 5 or above following a large increase (of 5 percentage points) last year. Nationally there was no change in attainment at level 6 in reading, with the national figure remaining at 0%.

Figure 1: Attainment in the reading test: Buckinghamshire and England, 2011 - 2015



Grammar, punctuation and spelling

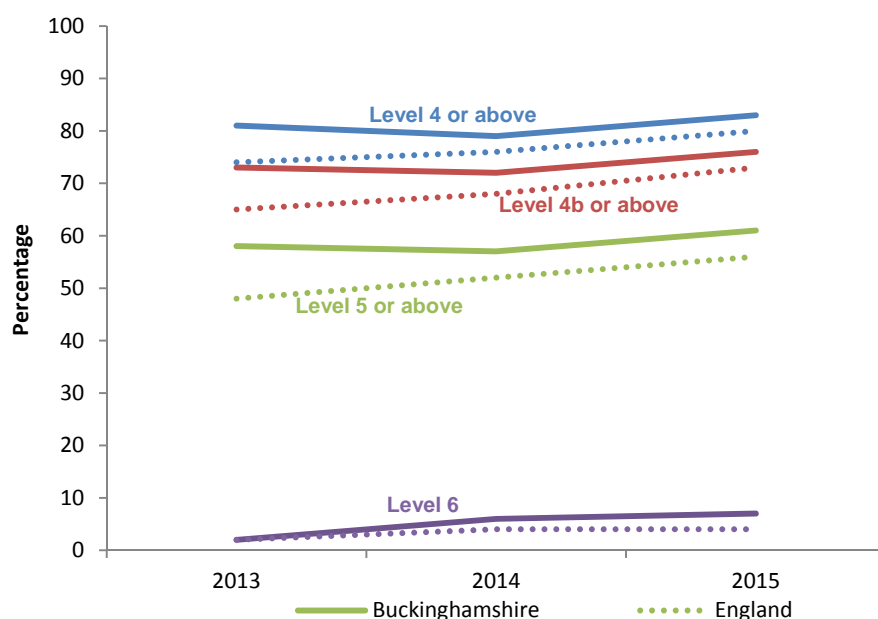
Grammar, punctuation and spelling is reported separately, and does not contribute to any of the overall attainment measures at key stage 2.

Attainment at level 4 or above in the grammar, punctuation and spelling test in Buckinghamshire has increased from 79% in 2014 to 83% in 2015. The percentage of pupils achieving level 4 or above remains below that for other subjects (83% compared to 91% in reading, 88% in writing and mathematics). One reason may be that pupils and teachers are still adjusting to the requirements of the new test since it was introduced in 2013.

Conversely, compared to other subjects, attainment at level 5 or above in Buckinghamshire is already high in grammar, punctuation and spelling: 61% of pupils achieving level 5 or above in grammar, punctuation and spelling compared to 58% in reading, 39% in writing and 50% in mathematics.

This pattern of attainment is also seen nationally. According to the Department of Education, the old national curriculum that was assessed in the 2013 to 2015 tests was not as explicit about the grammar, punctuation and spelling that needed to be taught in key stage 2 as the new national curriculum that will start to be assessed from 2016. Currently at level 4, pupils are expected to know and be using the curriculum content while at level 5 they need to show that they can apply it accurately and consistently. It appears that once children have secured the level 4 content and meta-language, their ability to apply it accurately and consistently progresses rapidly. The difference between level 4 and level 5 are more significant in the other subjects.

Figure 2: Attainment in the grammar, punctuation and spelling test: Buckinghamshire and England, 2013 – 2015

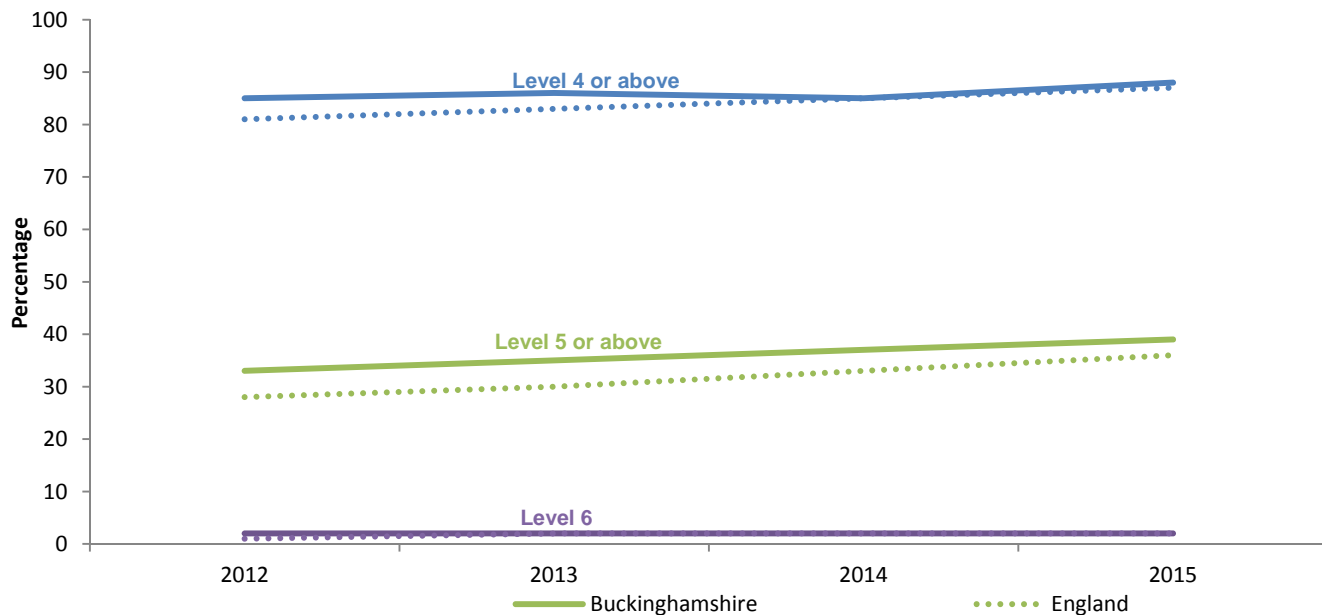


Writing

From 2012 onwards attainment in writing is measured using a teacher assessment rather than a test.

Attainment in writing teacher assessment has continued to increase in Buckinghamshire in 2015: 88% of pupils achieved level 4 or above compared to 85% in 2014. 39% of pupils achieved level 5 or above, compared to 37% in 2014. Buckinghamshire results for level 4 or above and level 5 or above were higher than national (87% level 4 or above and 36% level 5 or above). Level 6 results were the same as national at 2%, and have remained constant since the introduction of level 6 in 2012.

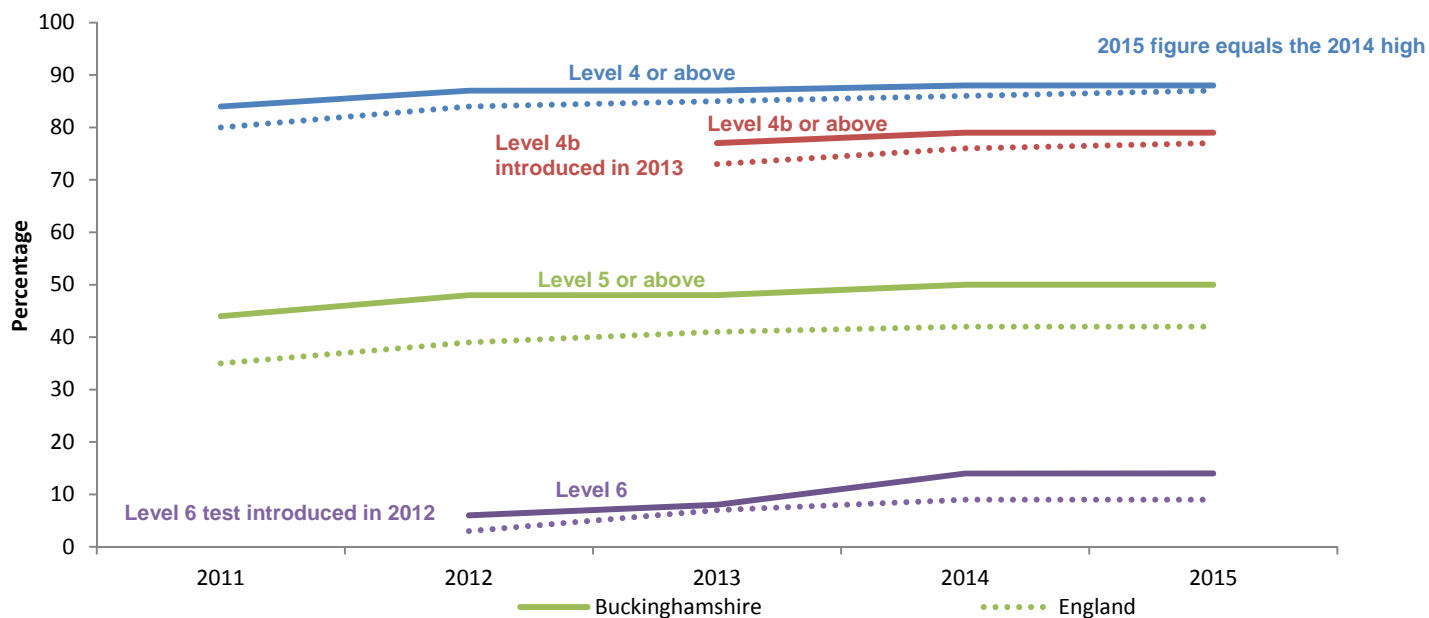
Figure 3: Attainment in writing teacher assessment: Buckinghamshire and England, 2012 – 2015



Mathematics

Attainment in Buckinghamshire at level 4 or above (88%) and at level 4b or above (79%) have remained unchanged from 2014, while nationally results increased by 1 percentage point at both levels (to 87% at level 4 or above and 77% at level 4 b or above). Attainment at level 5 or above (50%) and level 6 (14%) have also remained unchanged, in line with national (42% at level 5 or above and 9% at level 6).

Figure 4: Attainment in the mathematics test: Buckinghamshire and England, 2011 – 2015



5.3 Progress between age 7 and age 11

Pupils are expected to make at least 2 levels of progress between age 7 and age 11

Progress is in line with or above national.

The proportion of children making expected progress in writing increased by 2 percentage points to 94%, bringing Buckinghamshire in line with national figures. The proportion of children making expected progress in mathematics remained unchanged (90%), while the proportion of children making expected progress in reading fell by 1 percentage point (92%).

Nationally, since 2012 the proportion of children making expected progress in each subject has increased. However there has been little change between 2014 and 2015, with writing the only subject to increase by 1 percentage point.

Table A: Percentage of pupils making at least two levels of progress: Buckinghamshire 2012-2015

	Buckinghamshire		
	Reading	Writing	Mathematics
2015	92%	94%	90%
2014	93%	92%	90%
2013	90%	90%	88%
2012	91%	90%	88%

Table B: Percentage of pupils making at least two levels of progress England 2012-2015

	England		
	Reading	Writing	Mathematics
2015	91%	94%	90%
2014	91%	93%	90%
2013	88%	92%	88%
2012	90%	90%	87%

5.4 School level attainment and progress

School level attainment is published by the Department of Education in [performance tables](#).

5.5 Floor standards

In 2015, schools are deemed to be underperforming if their performance is below the 'floor standard'. A school is below this minimum expected level if:

- fewer than 65% of pupils at the end of key stage 2 achieved level 4 or above in all of reading, writing and mathematics; and
- the proportion of pupils making two levels of progress in reading, writing and mathematics are each below the median level for all state-funded mainstream schools.

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

In 2015, the national median levels (middle point of the distribution) for the percentage of pupils making expected progress in reading, writing and mathematics were 94%, 97% and 93% respectively. The medians for reading and mathematics are unchanged from last year. The median for writing has increased by 1 percentage point.

3 Buckinghamshire schools are below the 2015 primary school floor standard. 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).

Closed schools, including those which closed during the 2014/15 academic year and reopened as a different type of school (for example, a sponsored academy) are excluded from the floor target. There were 2 closed schools in 2015 that would otherwise have been included in the floor target calculation – 1 of these would have been below the floor.

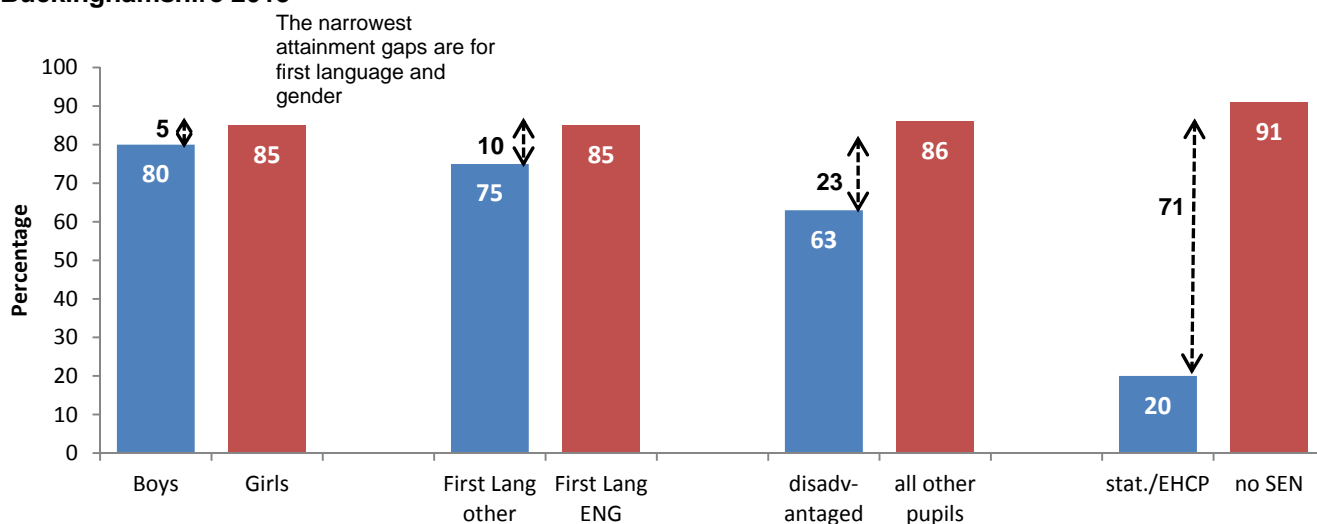
5.6 Coasting standards

A new 'coasting standard' will be introduced in 2016. A primary school must fall below the coasting level for all three of the years 2014, 2015 and 2016 before it will be defined as coasting. For 2014 and 2015 a school will fall below the coasting level if fewer than 85% of its pupils achieve level 4 or above in reading, writing and mathematics and below the median percentage of pupils make expected progress. It is proposed that a school will fall below the coasting standard in 2016 where fewer than 85% of pupils achieve the expected standard across reading, writing and mathematics and pupils do not make sufficient progress. The precise level of 'sufficient progress' will not be set until the first new KS2 tests have been sat in summer 2016, but it will be higher than the progress required for the floor standard.

We have identified schools at risk of being below the coasting standard (i.e. those schools that have failed to meet the required standards in 2014 and 2015), and will be monitoring their progress.

5.7 Pupil characteristics

Figure 5: Attainment at level 4 or above in reading, writing and mathematics for different groups Buckinghamshire 2015



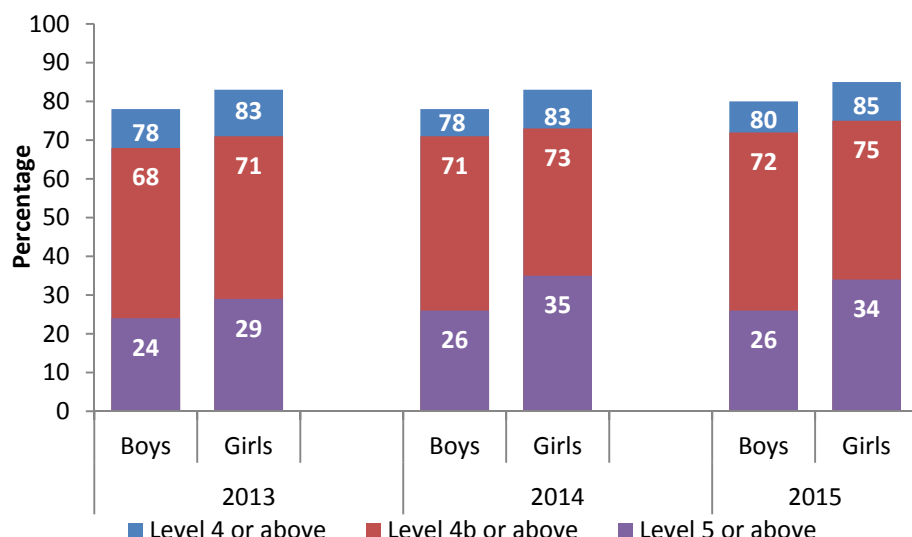
stat/EHCP – statement of SEN or Education, Health and Care plan

Gender

Results for Buckinghamshire girls continue to be higher than for boys.

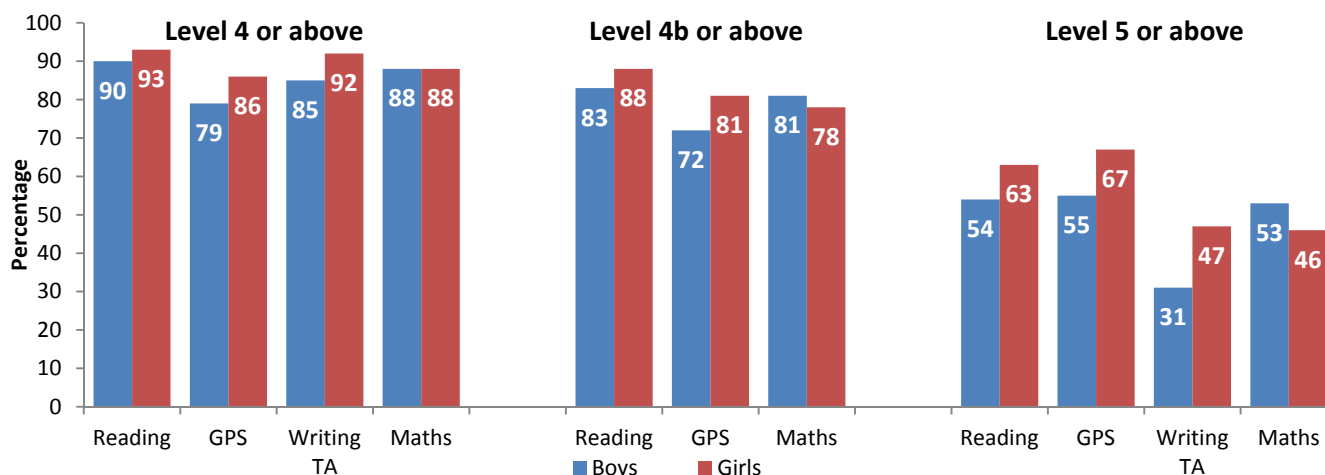
Attainment in reading, writing and mathematics combined at both level 4 or above and level 4b or above has improved for both boys and girls. At level 5 or above results for boys have remained unchanged, and have decreased by 1 percentage point for girls. However, girls continue to outperform boys at all levels. The gender gap at level 4 or above has remained at 5 percentage points, compared to a national gap of 6 percentage points. The gap at level 4b or above is in line with national (3 percentage points), but is higher than national at level 5 or above (8 percentage points compared to 5 percentage points nationally).

Figure 6: Attainment in reading, writing and mathematics combined by gender Buckinghamshire 2013-2015



Girls have continued to outperform boys in the reading and grammar, punctuation and spelling tests. Girls also performed better than boys in the writing teacher assessment. As in previous years, boys and girls have similar levels of attainment at level 4 or above in the mathematics tests, but boys outperform girls at the higher levels of level 4b or above and level 5 or above.

Figure 7: Attainment by subject and gender Buckinghamshire 2015



Disadvantage

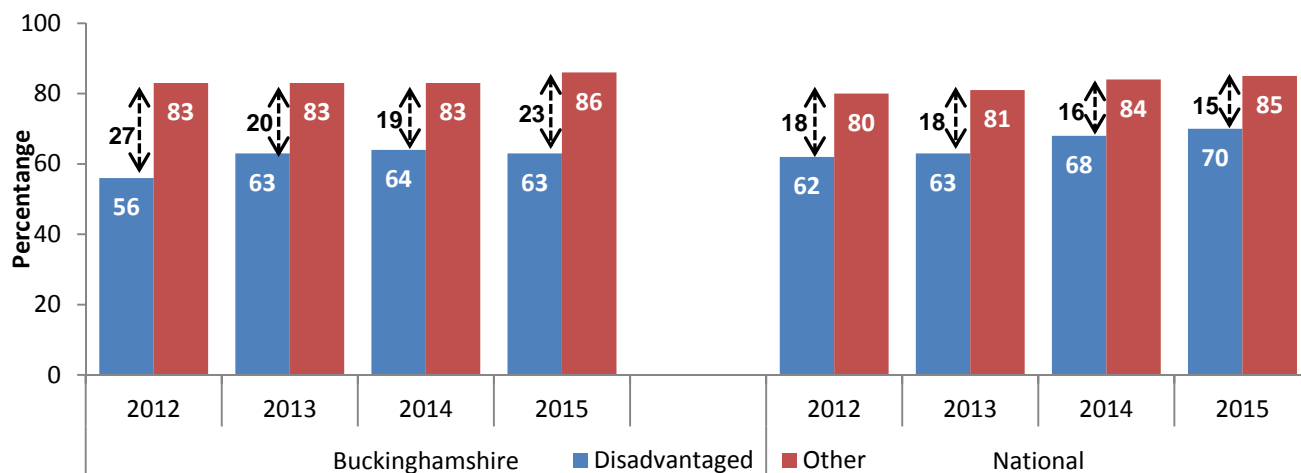
In 2015, disadvantaged pupils are defined as: those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census; children looked after by the local authority for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

16% of the key stage 2 cohort in Buckinghamshire were classed as disadvantaged, compared to 32% nationally.

The gap in attainment between disadvantaged pupils and others has increased.

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.

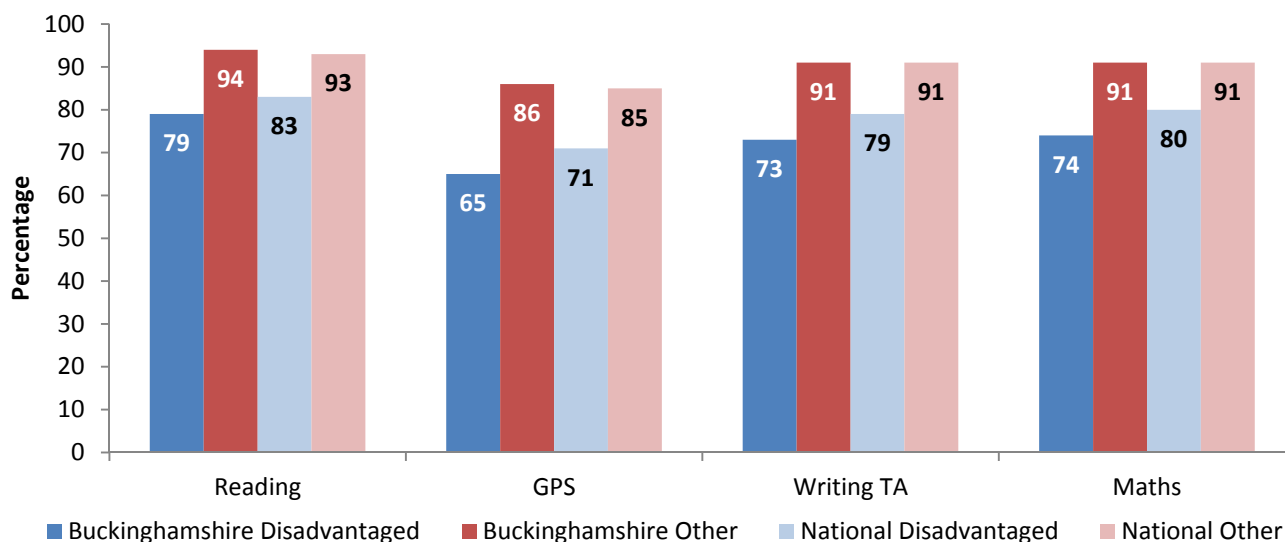
Figure 8: Attainment at level 4 or above in reading, writing and mathematics combined by disadvantage Buckinghamshire and England 2012 - 2015



Nationally the attainment of disadvantaged pupils increased by 2 percentage points, with 70% of disadvantaged pupils attaining level 4 or above in all of reading, writing and mathematics compared to 63% of disadvantaged pupils in Buckinghamshire. The national attainment gap narrowed by 1 percentage point in 2015, and was narrower than in Buckinghamshire at 15 percentage points.

It was only in the combined reading, writing and mathematics measure that Buckinghamshire results fell for disadvantaged pupils. Results at level 4 or above remained unchanged in reading (73%) and mathematics (74%), increased by 1 percentage point in writing (73%) and by 4 percentage points in grammar, punctuation and spelling (65%). Disadvantaged pupils nationally outperform those in Buckinghamshire in all individual subjects, with the differences ranging from 3 percentage points in reading to 5 percentage points in writing and grammar, punctuation and spelling.

Figure 9: Attainment at level 4 or above by subject and disadvantage Buckinghamshire and England 2015



Disadvantaged pupils continue to make less progress between KS1 and KS2 than their peers.

- 84% of disadvantaged pupils made expected progress in reading compared with 93% of other pupils.
- 89% of disadvantaged pupils made expected progress in writing compared with 95% of other pupils.
- 80% of disadvantaged pupils made expected progress in mathematics compared with 92% of other pupils.

Table C: Percentage of pupils making at least two levels of progress by disadvantage: Buckinghamshire 2013-2015

	Disadvantaged pupils			Other Pupils			
	Reading	Writing	Mathematics	Reading	Writing	Mathematics	
2015	84%	89%	80%	2015	93%	95%	92%
2014	89%	90%	84%	2014	94%	93%	92%
2013	82%	84%	81%	2013	91%	91%	89%

Disadvantaged pupils in Buckinghamshire also continue to make less progress between KS1 and KS2 than disadvantaged pupils nationally.

Table D: Percentage of pupils making at least two levels of progress by disadvantage: England 2013-2015

	Disadvantaged pupils			Other Pupils			
	Reading	Writing	Mathematics	Reading	Writing	Mathematics	
2015	88%	92%	86%	2015	92%	95%	91%
2014	88%	90%	85%	2014	92%	94%	91%
2013	84%	89%	84%	2013	89%	93%	90%

Special Educational Needs (SEN)

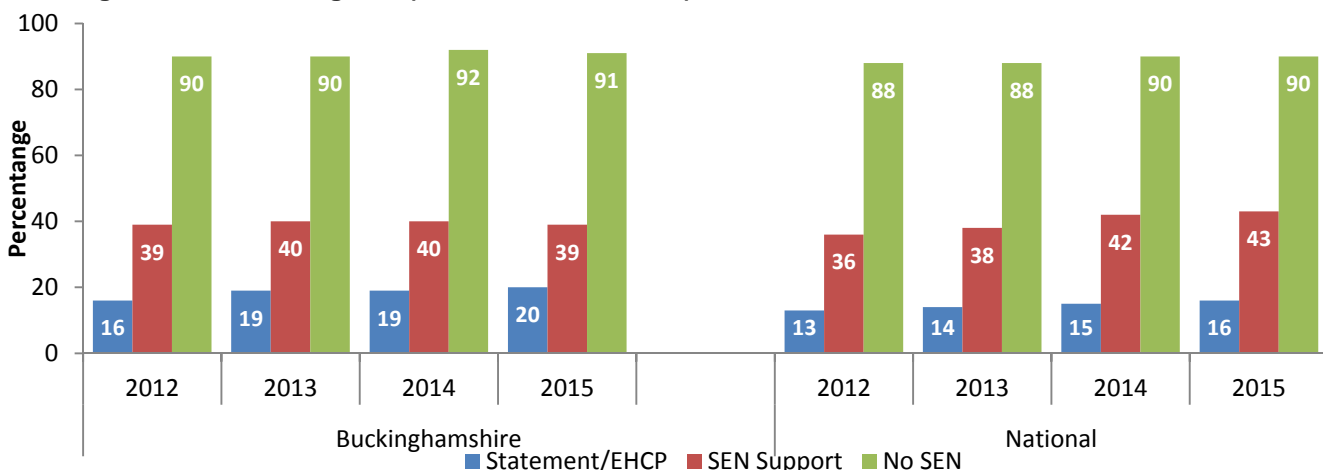
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year.

Buckinghamshire pupils with a statement or EHC plan perform better than similar pupils nationally, but results for pupils on SEN Support are lower than national.

Buckinghamshire pupils with a SEN statement/EHC plan outperform similar pupils nationally. 20% of pupils with a statement or EHC plan achieved Level 4 or above in all of reading, writing and mathematics in 2015 compared to 16% of similar pupils nationally. Results for Buckinghamshire pupils have increased from 19% in 2014, with national results also increasing by 1 percentage point.

39% of Buckinghamshire pupils with SEN support achieved Level 4 or above in all of reading, writing and mathematics. This is a decrease from the 2014 result of 40%. National results are higher than in Buckinghamshire at 43%, and increased by 1 percentage point from 2014.

Figure 10: Attainment at Level 4 or above in reading, writing and mathematics combined by SEN Buckinghamshire and England (state-funded schools) 2012 - 2015



Ethnicity

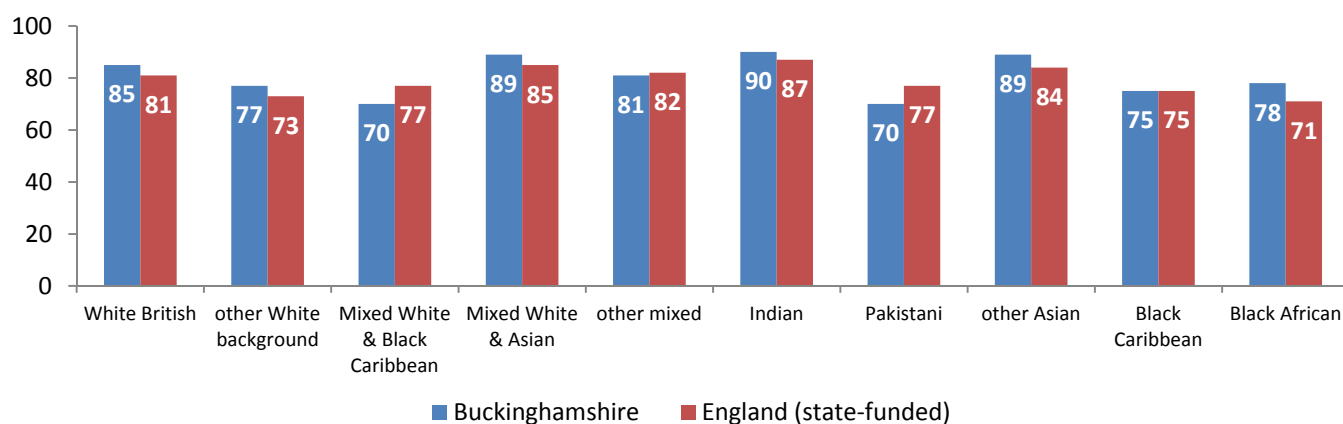
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

Some ethnic groups continue to perform less well than others.

Looking at the more detailed ethnic group level, figure 11 shows the results for the largest groups in Buckinghamshire in 2015. In most cases Buckinghamshire pupils are outperforming similar pupils nationally, although Pakistani pupils, Mixed White & Black Caribbean pupils and other mixed background pupils perform less well than their peers.

Figure 11: Attainment at Level 4 or above in reading, writing and mathematics combined by ethnic group Buckinghamshire and England (state-funded schools) 2015



Three groups in particular have become a focus in Buckinghamshire as they tend to perform less well than their peers across a number of key stages. The table below shows the results for these groups for 2014 and 2015 against the White British cohort. Please note that care needs to be taken when comparing percentages, as some groups are quite small. Results for Pakistani and Black Caribbean pupils have improved. Results for Black Caribbean pupils in Buckinghamshire are now in line with similar pupils nationally, but results for Pakistani pupils are still well below national. Results for Mixed White and Black Caribbean pupils fell by 5 percentage points.

Table E: Attainment for selected ethnic groups: Buckinghamshire and England (state-funded schools) 2014-2015

	Number of pupils (2015)	% L4+ reading, writing & mathematics			
		Buckinghamshire		England	
		2014	2015	2014	2015
White British	3976	82	85	79	81
Mixed White & Black Caribbean	114	75	70	75	77
Pakistani	563	69	70	75	77
Black Caribbean	55	62	75	73	75

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

Results for pupils with a first language other than English are improving slowly, but are still below results for similar pupils nationally.

Buckinghamshire pupils with a first language other than English perform less well than similar pupils nationally. The difference in performance between pupils with a first language other than English and those with English as a first language is also much bigger than seen nationally – the gap in performance in Buckinghamshire is 9 percentage points compared to 2 percentage point nationally.

Figure 12: Attainment at Level 4 or above in reading, writing and mathematics combined by first language Buckinghamshire and England (state-funded schools) 2012 – 2015

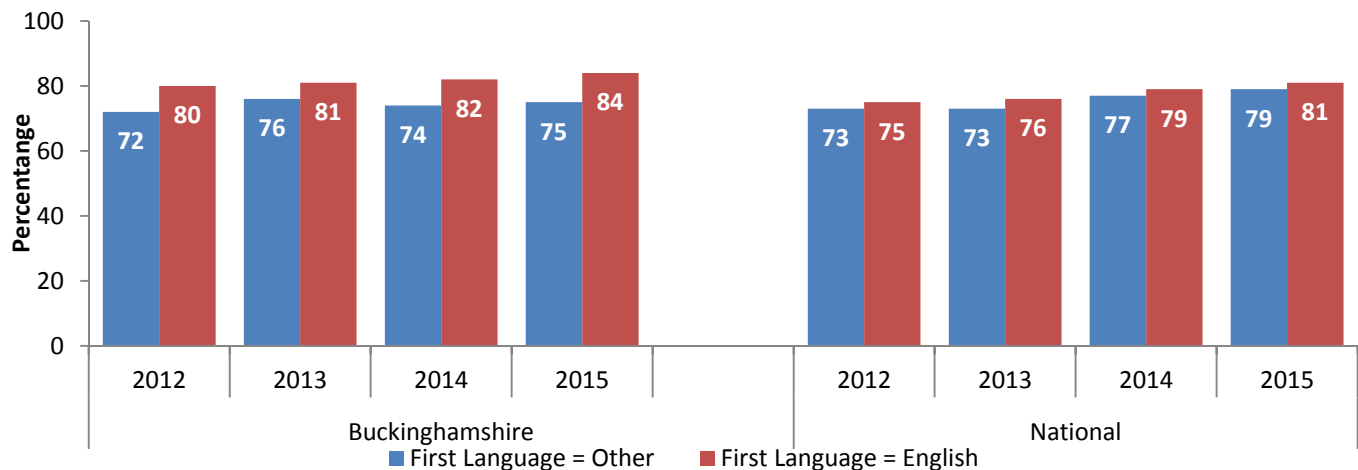


Table F: Attainment for selected first language groups, Buckinghamshire 2015

	First Language						
	English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Paskto/Pakhto	Tamil
Number of pupils	4701	216	157	96	75	34	33
% Level 4+ reading, writing & maths	84	74	67	69	80	59	91

Looked After Children

Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order

In the educational performance statistics published by the Department of Education at national and local authority level (SFR11_2016), the definition of a 'looked after child' is a child who has been continuously looked after for at least 12 months up to and including 31 March 2015. The DfE only publish limited information about the performance of Looked After Children, show the number of pupils in the cohort rounded to the nearest 5 and do not publish figures where they would relate to 5 or fewer pupils.

In 2015 the DfE identified 20 (rounded to the nearest 5) looked after children in Buckinghamshire who were at the end of key stage 2.

Buckinghamshire results are below both regional and national averages. It must be noted however that the Buckinghamshire cohort was very small, with results for a single pupil accounting for approximately 5 percentage points each.

Table G: Attainment for looked after children, Buckinghamshire, South East and National 2015

	Percentage who achieved at least level 4			
	Mathematics	Reading	Writing	Reading, writing and mathematics
Buckinghamshire	42	68	53	37
South East	62	71	59	51
England	64	71	61	52

5.8 Comparisons to other Local Authorities

Overall performance in Buckinghamshire compares favourably to other Local Authorities. We compare Buckinghamshire to all Local Authorities nationally as well as to a group of 10 other “similar” Local Authorities known as statistical neighbours. On the key Level 4 or above in reading, writing and mathematics combined measure, Buckinghamshire was ranked 3rd when compared to statistical neighbours and 28th when compared to all Local Authorities in England.

5.9 Actions arising from the key areas of focus and case studies

- 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

Case Study: Working with Schools to Driving Improvements in Standards

From her appointment in January 2014, the Headteacher at Steeple Claydon has worked relentlessly to improve all staff skills, leading to raising standards across the school, especially in response to significant staff changes throughout 2014. Through the introduction of teacher profiles, all teachers’ strengths and areas to develop are clearly identified. Thorough monitoring has been implemented and tracking towards progress towards performance management targets is now embedded. The teacher profiles are live documents, constantly under review and at the heart of professional discussions to drive forward improvements. They form an integral part of the monitoring process, feeding into the school development plan.

The Deputy Headteacher has been well supported by the Headteacher and empowered to drive teaching and learning excellence through clarification of her role and clear performance management targets. Support from Buckingham Learning Trust to develop distributed leadership has then ensured clarity in the roles of middle leaders.

The results in KS2 since the appointment of the KS2 leader have been impressive, with writing at the end of KS2 improving from 76% achieving a level 4 in 2014, to 95% at the end of 2015, and the gap in attainment for disadvantaged children in writing reducing to well below National.

Case Study: Developing the maths curriculum at William Harding School

Mathematical reasoning and problem solving was identified as an area for development following an Ofsted Inspection in September 2014. In response, the Buckinghamshire Learning Trust worked with the school to develop a development plan, which included support from a Teaching Excellence Practitioner (TEP) to develop the quality of mathematics across the school.

Following a review of mathematics provision across the school by the mathematics subject leader, the TEP

was able to support the school through the delivery of whole school CPD on 'Using and applying mathematics.' Following the CPD, the TEP worked with individual teachers to implement the ideas introduced during the training by joint planning and team teaching activities. For example, work with year 4 teachers focussed on the concept of the Mastery curriculum, and the TEP support gave the teachers the confidence to develop depth and challenge within age related expectations.

Regular learning walks and book scrutinies were undertaken by members of the maths leadership team supported by the TEP and clear evidence was seen of an increased focus on problem solving. The school implemented problem solving lessons called 'Investigation Fridays' to support the consolidation of mathematical skills. Learning walks also identified an increase in the level of challenge and an increase in the use of practical resources to support pupils learning. The profile of mathematics has also increased, as evidenced by the use of mathematical working walls in every classroom.

Case Study: Developing writing at Oakley School

Teacher assessment of writing during the summer term 2014 showed that standards in key stage 2 writing were in the lowest 20% of all schools. Writing results in the school were lower than for both reading and mathematics.

An English specialist within the Buckinghamshire Learning Trust supported the school to identify specific areas of weakness in writing, by working alongside the executive Headteacher to carry out joint lesson observations and complete a book scrutiny. Such monitoring showed that there was an inconsistent approach to teaching writing across the school. The school were then supported to develop a whole school approach to writing and further adviser support was then provided to support individual teachers to embed the principles and strategies into lessons.

The school received an Ofsted inspection in December 2015. The inspection report commented that in writing 'pupils are making good progress and producing high quality texts.' The report recognises that 'pupils benefit from regular opportunities to write for a range of different purposes' and that 'well timed support from the Buckinghamshire Learning Trust has helped standards remain high.'

The Trust prioritized work on pupil progress in writing from KS1-2 in 2015, as results for Buckinghamshire were below national. 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 is no longer below national results. 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.

Throughout the year the teachers on the project explored new concepts, re-evaluated their own approaches to teaching and taken risks in their classrooms.

Pupils whose teachers were involved in the progress made substantially more than expected progress. At KS 2, Yr3 pupils made 35% more than expected progress, Yr4 47% more, Yr5 49% more and Yr6 40%.

By comparison with a large scale DFE study progress for the pupils in years 4-6 made very substantially greater gains in the Autumn term than others in the sample.

Write Project involving 13 Buckinghamshire schools - Feedback from teachers and schools involved in the Pilot.

Deconstruction and joint construction have impacted enormously into the teaching of writing in my school. The modelling of writing is now a particular strength.

We had overwhelming positive comments from parents after our Storytelling parent workshop. Our chair of governors said, "It was fantastic to see how this can be used across the whole school from Reception to Year 6". Many parents commented on how impressive the quality of writing was around the school and the impact it is has made on their children.

Previously disengaged writers have become much more confident and enthusiastic and this has also transferred into their writing across the curriculum.

By slowing down the process of modelling and investigating features of effective writing the children's confidence increased. They were able to take time to discuss and understand terms, grammatical features and the structure of the modelled writing in order to apply it in their own work.

Grammar has been taught, as often as possible, through reading and writing and we have tried hard to impress upon the children that grammar is synonymous with meaning and that it is intrinsically linked to genre. The children understand that grammar has a huge impact on the effect they are trying to produce in writing.

Children's use of effective vocabulary and structures for formal writing was vastly improved by having studied the modelled texts and identified features together.

Deconstruction has certainly influenced my teaching and it is now a key part of my planning when looking at any new text type as the children are not only shown a quality, well-structured text but they are not left on their own to plan out new ideas.

After starting to assess the pupil's writing, I began to notice things I had never focused on before.

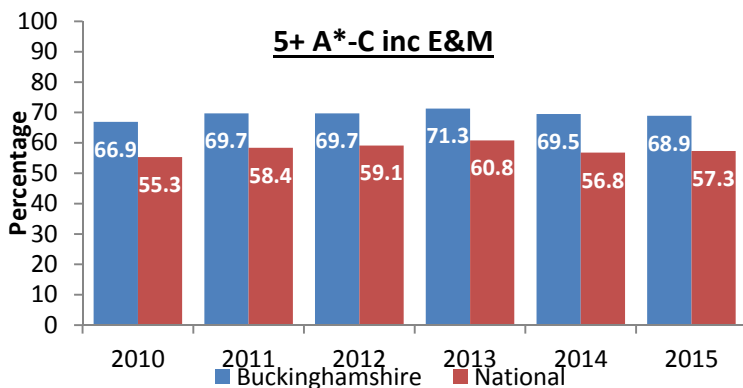
In many ways the training on writing journals changed the way I teach writing. It gave me a chance to 'sit in their shoes' for a while, and just like the children in my class, I found myself worrying over how to start, anxious over sharing my ideas and worrying if I was 'doing it wrong'.

The quality of the writing from all the children was notable. What made their writing so successful was the fact that they had been given the language to put in, they had an opportunity to practise it and internalise it. They didn't struggle with what to write when they wrote it. The deconstruction and reconstruction gave the children with less confidence the confidence to write because they had had the skills modelled for them.

After looking at the quality of the work and comparing the before and after, it was clear that the deconstruction and reconstruction of the text had a vast impact on the children's writing

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

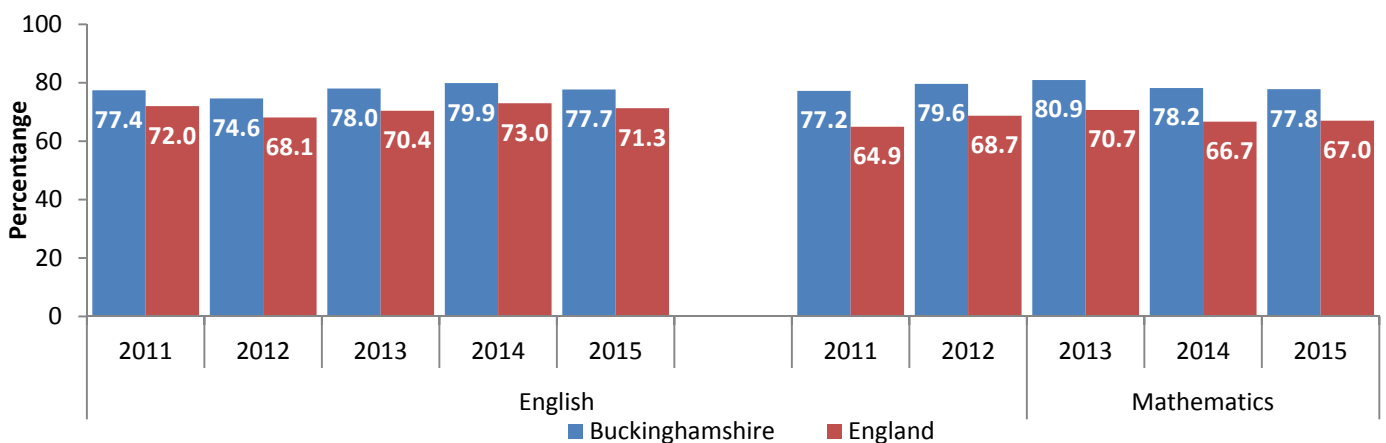
Attainment has decreased, but continues to be above national



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

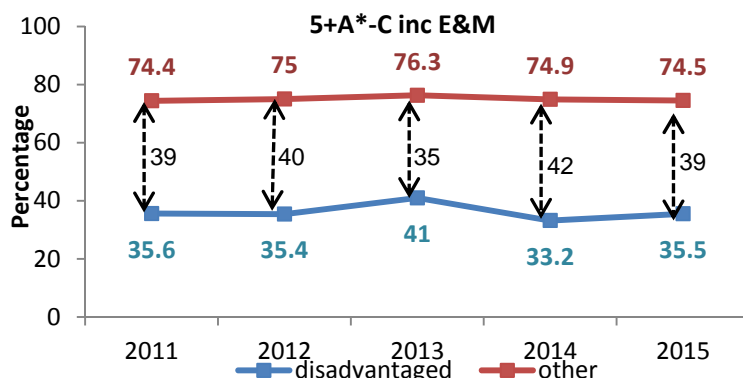


Buckinghamshire 2015 results for the percentage of pupils making expected progress were above national for both English and mathematics. Results were lower than in 2014, with English decreasing from 79.9% to 77.7% and mathematics from 78.2% to 77.8%. Nationally results (for state-funded mainstream schools) 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.

Key Stage 4 Detail

- 6.1 Overall attainment
- 6.2 Attainment in the English Baccalaureate subjects
- 6.3 Progress between key stage 2 and key stage 4
- 6.4 School level attainment and progress
- 6.5 Floor standards
- 6.6 Coasting standards
- 6.7 Pupil characteristics
- 6.8 Selective and non-selective schools
- 6.9 Alternative Provision
- 6.10 Comparisons to other Local Authorities
- 6.11 Actions arising from key areas of focus and case studies

About this report

This report is based on the Department of Education (DfE) statistical first release SFR01-2016, which provides revised 2015 key stage 4 results for pupils in schools in England at national, regional and local authority level. It also provides figures on pupils' expected progress between key stage 2 and key stage 4, a summary of the school level results provided in the performance tables and breakdowns by pupil characteristics.

All figures used in this report have been taken from the DfE release or from the Ofsted RAISEonline system.

About Key Stage 4

Pupils reach the end of Key Stage 4 in year 11, typically when they are aged 15. School performance at key stage 4 is measured by exam results in GCSEs and equivalent qualifications, as well as pupil progress from key stage 2 to key stage 4.

Changes to KS4 assessment in 2016

2015 is the last year that current measures of attainment and progress will be reported at KS4. The main measures in 2016 will be Progress 8 and Attainment 8. These combine pupils' achievement across 8 qualifications:

- mathematics (double weighted)
- English (double weighted)
- 3 further qualifications that count in the English Baccalaureate (EBacc) measure (approved qualifications in science, computer science, history, geography, and languages.)
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the approved list of qualifications.

Progress 8 is a value added measure for these subjects. Pupils' results are compared to the actual achievements of other pupils with the same prior attainment at KS2. Attainment 8 shows the combined results of a pupil across these 8 subjects.

If a pupil takes fewer than 8 subjects, they will receive a score of zero for any missing subjects.

Some secondary schools opted into these measures a year early, in 2015.

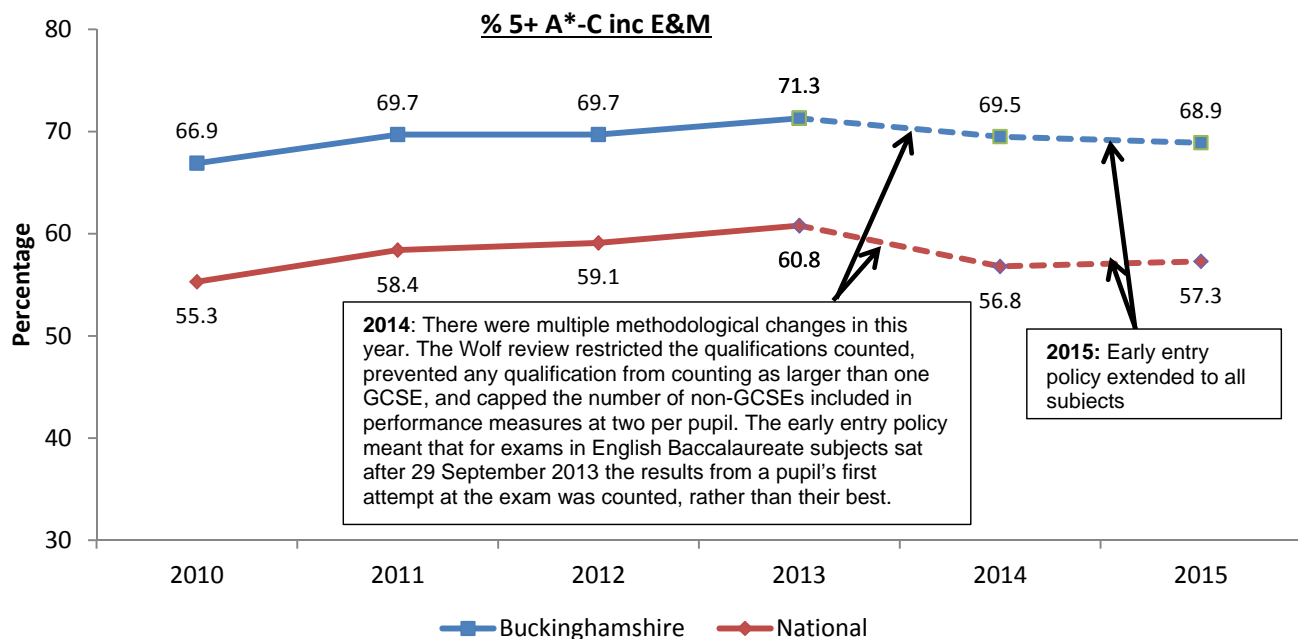
6.1 Overall Attainment

Attainment has decreased, but continues to be above national.

Pupils achieving 5+ A*-C including English and maths

The headline attainment measure in 2015 is the percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs. In Buckinghamshire in 2015, 68.9% of pupils achieved this measure. This is a decrease of 0.6 percentage points compared to 2014. Nationally results increased by 0.5 percentage points.

Figure 1: Percentage of pupils achieving 5+ A*-C including English and maths Buckinghamshire and England (state-funded schools), 2010-2015



The English Baccalaureate

The English Baccalaureate (EBacc) was first introduced into the performance tables in 2010. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications 2015](#). The EBacc is less affected by methodological and examination changes than other measures in this report.

In 2015, 38.2% of pupils in Buckinghamshire schools entered the EBacc, compared to 38.8% of pupils in state-funded schools nationally. In Buckinghamshire entry is down 2 percentage points when compared to 2014, whereas nationally entries were stable and there was no change for state-funded schools.

In Buckinghamshire in 2015, 31.9% of pupils achieved the EBacc, compared to 24.4% of pupils in state-funded schools nationally. Buckinghamshire results have decreased from 33.4% in 2014, whereas nationally results increased slightly (from 22.8% to 24.4%).

6.2 Attainment in the English Baccalaureate subjects

Pupils have to enter certain subjects/courses to count as entering the EBacc. The figures of pupils achieving the English and mathematics subject areas are calculated as a percentage of pupils at the end of key stage 4. The figures for sciences, history or geography and languages achievements are calculated as a percentage of those pupils who were entered in that subject area.

To achieve an EBacc subject component pupils need to achieve:

English - A*-C in combined English GCSE or approved equivalents; or A*-C in English language and any

grade in English literature

Mathematics - either A*-C in maths GCSE or approved equivalents; or A*-C in at least one element of GCSE maths linked pairs ('applications of mathematics' and 'methods in mathematics'). Where this option is chosen, both elements of linked pairs must be taken for a pupil to have entered EBacc maths.

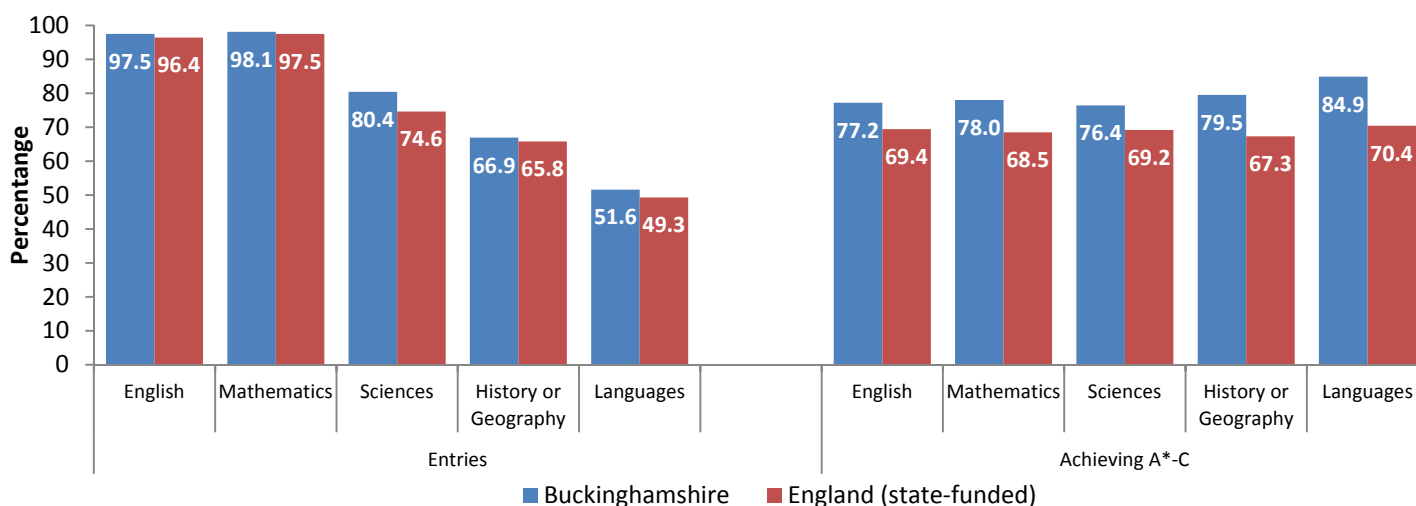
Science - A*-C in at least two of biology, chemistry, physics and computer science, having entered at least three; or A*-C in both core and additional science; or A*A*-CC in double science

Geography/History – A*-C in either subject

Languages – A*-C in a language on the approved EBacc list

Buckinghamshire results for both entries and achievements in each EBacc subject are higher than those seen nationally. Languages have the fewest entries of any EBacc subject area, but also have the best results with 84.9% of entries achieving the required A*-C grade.

Figure 2: Entries and achievements in EBacc subject areas Buckinghamshire and England (state-funded schools) 2015



6.3 Progress between key stage 2 and key stage 4

Pupils are expected to make the equivalent of at least 3 levels of progress between key stages 2 and 4 – this is the equivalent of moving from a level 4 at key stage 2 to a grade C at GCSE.

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 in English were lower than in 2014, with English decreasing from 78.7% to 77.7%. Mathematics results increased from 76.9% to 77.8%.

Nationally results (for state-funded schools) have also fallen slightly in English from 71.8% in 2014 to 71.3% in 2015, but have risen in mathematics from 66.6% to 67.0%..

Table A: Percentage of pupils making at least expected progress: Buckinghamshire and England (state-funded) 2011-2015

	Buckinghamshire		England	
	English	Mathematics	English	Mathematics
2015	77.7%	77.8%	71.3%	67.0%
2014	78.7%	76.9%	71.8%	65.6%
2013	78.1%	81.0%	70.5%	70.8%
2012	74.6%	79.6%	68.2%	68.7%
2011	77.4%	77.2%	72.0%	64.9%

6.4 School Level Attainment and Progress

School level attainment and progress is published by the Department of Education in [performance tables](#).

6.5 Floor standards

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

In 2015 schools were assessed against one of two floor standards. All schools had the opportunity to opt in to the Progress 8 measure this year and 11 Buckinghamshire schools chose to do so. These schools were assessed against the Progress 8 floor standard. The remaining 24 Buckinghamshire schools were assessed against the 5+ A*-C and expected progress floor standard (see below), which is the same floor standard as in 2013 and 2014. Floor standards only apply to state-funded mainstream schools and not to special schools, independent schools, pupil referral units, alternative provision or hospital schools.

A school is below the 5+ A*-C and expected progress floor standard if:

- less than 40% of pupils achieve 5 or more A*-C GCSEs (or equivalent) including English and maths; and
- the percentage of pupils making expected progress between key stage 2 and key stage 4 in English and maths is less than the national median for all state-funded mainstream schools

Schools are only included in the 5+ A*-C and expected progress floor standard calculation if they have more than 10 pupils at the end of key stage 4, they have published results in all of the measures above, and have not opted in to Progress 8.

A school below the Progress 8 floor standard if:

- its Progress 8 score is below -0.5; and
- the upper band of the 95% confidence interval is below zero

Schools are only included in the Progress 8 floor standard calculation if they have opted in to Progress 8, have more than 5 pupils at the end of key stage 4 and more than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

In 2015 the median percentage of pupils making expected progress between key stage 2 and key stage 4 was 73% in English and 68% maths.

3 Buckinghamshire schools are below the 2015 5+ A*-C and expected progress floor standard, and no schools are below the Progress 8 floor standard. This represents 8.6% of state-funded mainstream schools included in the floor calculations. In 2014 there were also 3 Buckinghamshire schools below floor standard.

Nationally there are 329 schools below the secondary school floor standard (11% of state-funded mainstream schools).

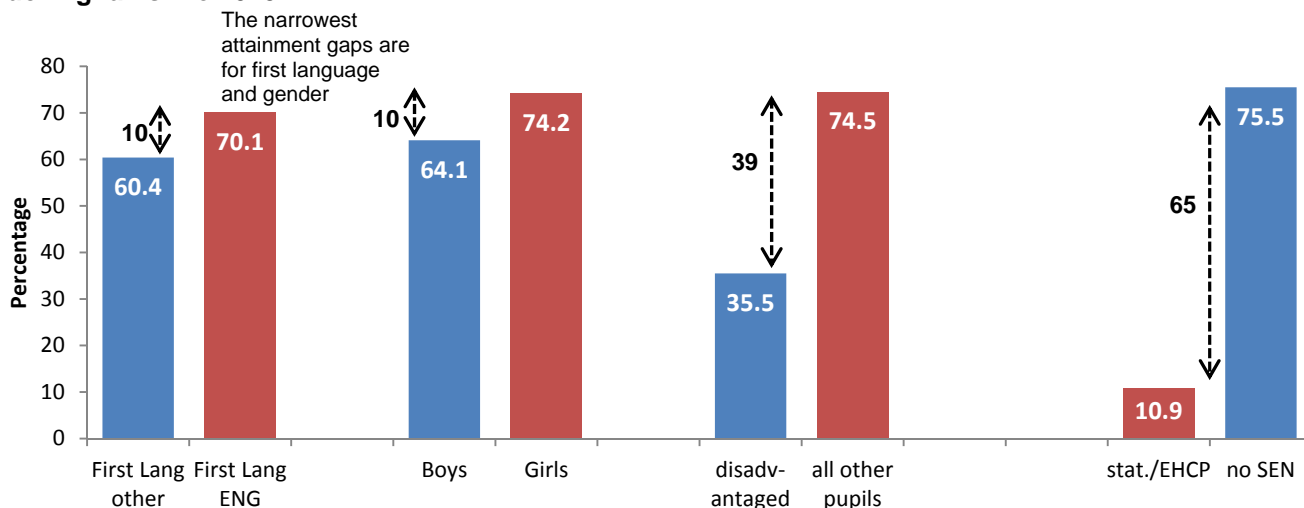
6.6 Coasting Standards

A new 'coasting standard' will be introduced in 2016. For 2014 and 2015 the draft regulations propose that a school will fall within the coasting criteria if fewer than 60% of a school's pupils achieve 5 A*-C including English and maths and the school has a below median score for the percentage of pupils making expected progress. Once 2016 results are available, the DfE will announce the level above the floor standard which will be the coasting level in that year. A school will be defined as coasting, and become eligible for intervention, if it falls below the standard in 2016, and has already failed to meet the coasting standards specified above in 2014 and 2015.

We have identified schools at risk of being below the coasting standard (i.e. those schools that have failed to meet the required standards in 2014 and 2015), and will be monitoring their progress.

6.7 Pupil characteristics

Figure 3: Attainment at 5+A*-C including English and mathematics for different groups Buckinghamshire 2015



stat/EHCP – statement of SEN or Education, Health and Care Plan

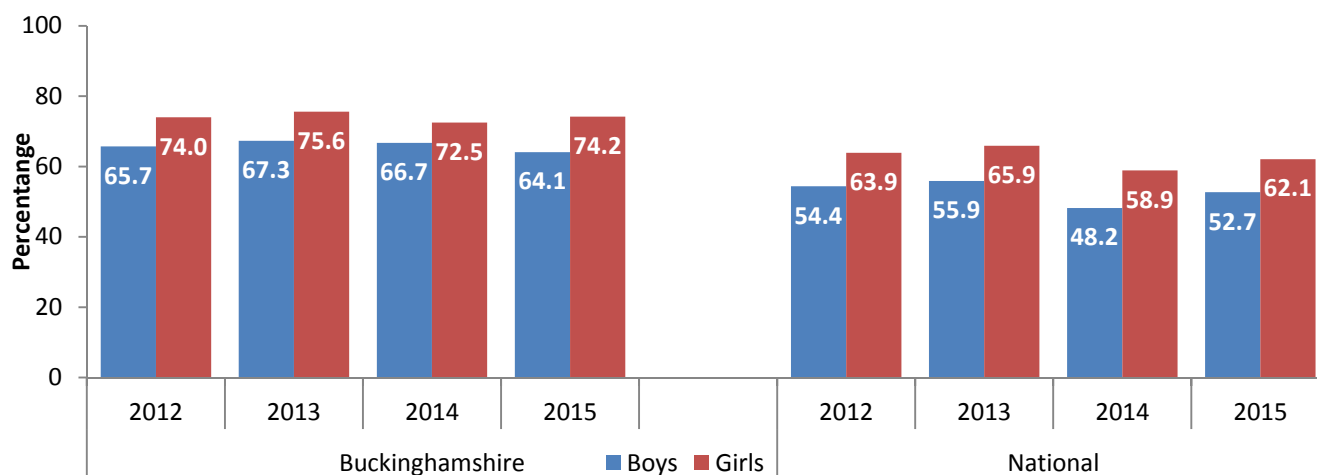
Gender

Results for boys are decreasing and are lower than results for girls.

Buckinghamshire girls continue to outperform boys for the key 5+A*-C including English and mathematics measure. Results for girls have improved from 2014, increasing by 1.7 percentage points to 74.2%. Nationally results for girls also increased but the increase was larger than in Buckinghamshire at 3.2 percentage points.

Boy's results in Buckinghamshire have been decreasing since 2013. 64.1% of boys achieved 5+A*-C including English and mathematics GCSEs in 2015, compared to 66.7% in 2014 and 67.3% in 2013. Nationally boy's results fell between 2013 and 2014, but have recovered somewhat since, with results increasing by 4.5 percentage points between 2014 and 2015.

Figure 4: Attainment at 5+A*-C including English and mathematics by gender Buckinghamshire and England (state-funded schools) 2012-2015



Disadvantage

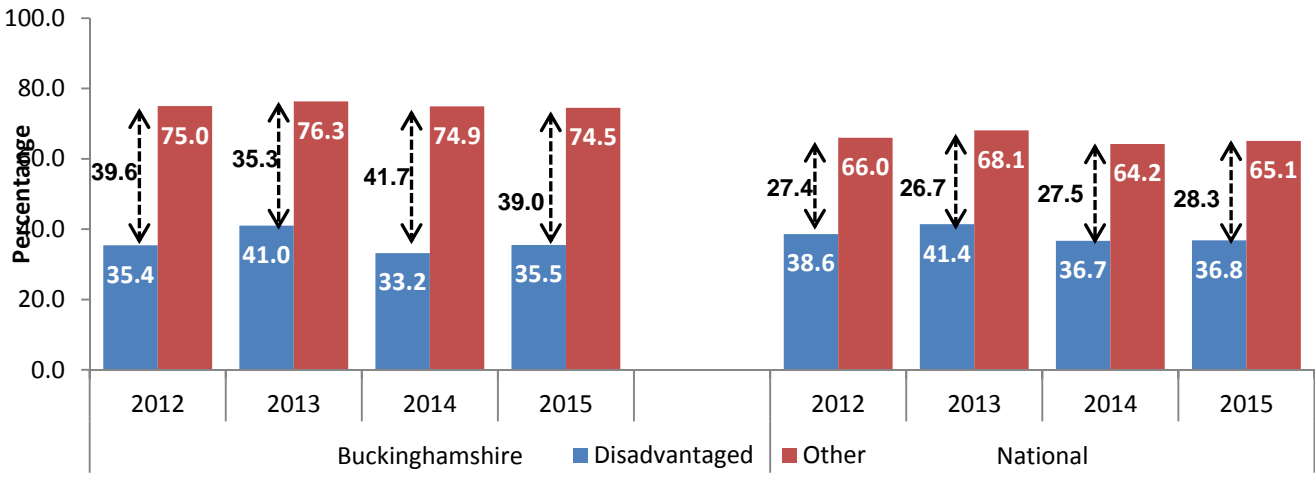
In 2015, disadvantaged pupils are defined as: those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census; children looked after by the local authority for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

14.2% of the key stage 4 cohort in Buckinghamshire were classed as disadvantaged, compared to 27.3% nationally.

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

In 2015 the percentage of disadvantaged pupils in Buckinghamshire achieving 5+A*-C including English and mathematics GCSEs has increased by 2.3 percentage points to 35.5%. At the same time attainment for other pupils decreased by 0.4 percentage points, meaning that the attainment gap has improved by 2.7 percentage points; 35.5% of pupils known to be disadvantaged achieved 5+A*-C including English and mathematics compared with 74.5% of all other pupils, making a gap of 39 percentage points.

Figure 6: Attainment at 5+A*-C including English and mathematics by disadvantage Buckinghamshire and England (state-funded schools) 2012 - 2015



Nationally the attainment of disadvantaged pupils increased by only 0.1 percentage points, with 36.8% of disadvantaged pupils attaining 5+A*-C including English and mathematics. The national attainment gap increased by 0.8 percentage points in 2015, although it is a lot narrower than in Buckinghamshire at 28.3 percentage points.

Disadvantaged pupils continue to make less progress between KS2 and KS4 than their peers.

- 56% of disadvantaged pupils made expected progress in English compared with 80% of other pupils.
- 49% of disadvantaged pupils made expected progress in mathematics compared with 82% of other pupils.
- Results for disadvantaged pupils in Buckinghamshire are the same as for disadvantaged pupils nationally in English, and are only 1 percentage point behind national for mathematics.

Table B: Percentage of pupils making at least expected progress by disadvantage: Buckinghamshire 2013-2015

	Disadvantaged pupils		Other Pupils		
	English	Mathematics	English	Mathematics	
2015	56%	49%	2015	80%	82%
2014	57%	49%	2014	81%	81%
2013	58%	5800%	2013	81%	85%

Table C: Percentage of pupils making at least expected progress by disadvantage: England (state-funded schools) 2013-2015

	Disadvantaged pupils		Other Pupils		
	English	Mathematics	English	Mathematics	
2015	57%	49%	2015	74%	72%
2014	58%	48%	2014	75%	71%
2013	56%	54%	2013	74%	76%

Special Educational Needs (SEN)

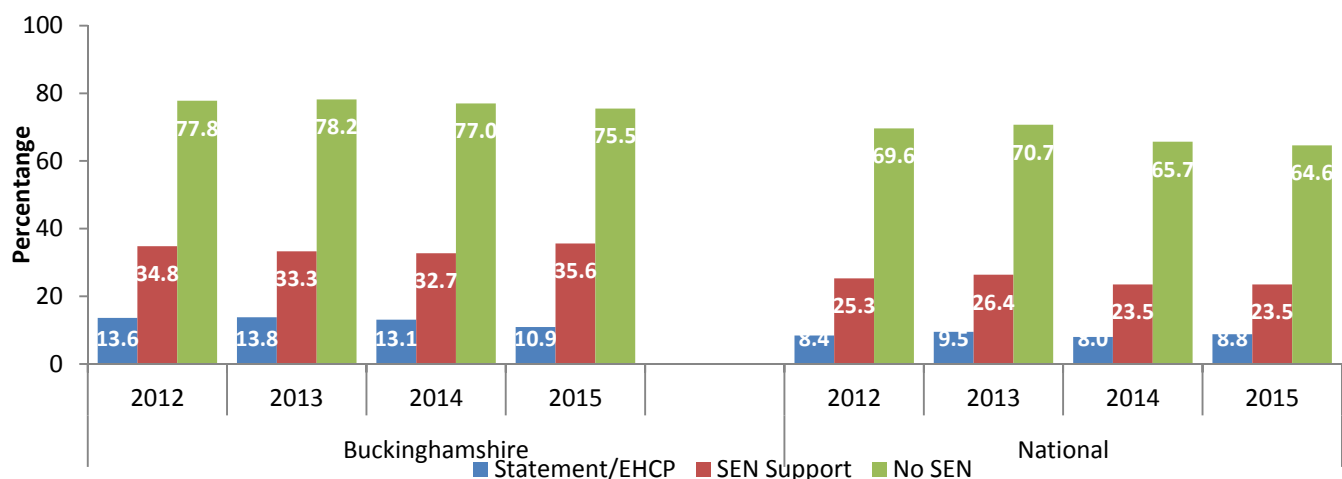
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. SEN support and EHC plans are new categories this year.

Buckinghamshire pupils with a statement/ EHC plan or on SEN Support perform better than similar pupils nationally.

Buckinghamshire pupils with SEN support or a statement/EHC plan outperform similar pupils nationally. 35.6% of pupils with SEN support achieved 5+A*-C including English and mathematics in 2015 compared to 23.5% of similar pupils nationally. Results for Buckinghamshire pupils have increased from 32.7% in 2014, whereas nationally results have remained static.

10.9% of Buckinghamshire pupils with statements/EHC plans achieved 5+A*-C including English and mathematics. This is a decrease from the 2014 result of 13.1%. However it needs to be noted that this is a relatively small group of pupils (265 pupils in 2015), and the needs of pupils within the cohort can vary year on year. Nationally results for pupils with statements/EHC plans remained relatively stable, with 8.8% of pupils achieving 5+A*-C including English and mathematics in 2015.

Figure 7: Attainment at 5+A*-C including English and mathematics by SEN Buckinghamshire and England (state-funded schools) 2012 - 2015



Ethnicity

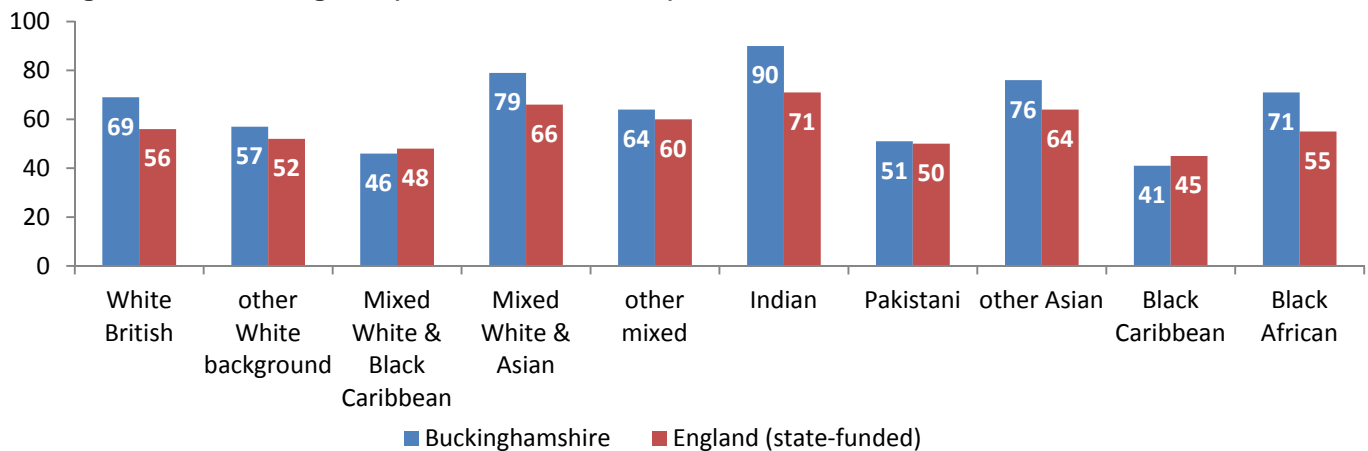
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

Two ethnic groups perform less well than similar pupils nationally.

Looking at the more detailed ethnic group level, figure 8 shows the results for the largest ethnic groups in Buckinghamshire in 2015. 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.

Figure 8: Attainment at 5+A*-C including English and mathematics by detailed ethnic group Buckinghamshire and England (state-funded schools) 2015



Three groups in particular have become a focus in Buckinghamshire as they tend to perform less well than their peers across a number of key stages. The table below shows the results for these groups for 2014 and 2015 against the White British cohort. Please note that care needs to be taken when comparing percentages, as some groups are quite small. Results for Mixed White & Black Caribbean pupils have fallen slightly, as have results for White British pupils. Results for Pakistani pupils in Buckinghamshire have been sustained and are slightly higher than results for similar pupils nationally. Results for Black Caribbean pupils are still below results for similar pupils nationally, but results have increased by 8 percentage points.

Table D: Attainment for selected ethnic groups: Buckinghamshire and England (state-funded schools) 2014-2015

	Number of pupils (2015)	% 5+A*-C inc. English & mathematics			
		Buckinghamshire		England	
		2014	2015	2014	2015
White British	4144	70	69	56	56
Mixed White & Black Caribbean	119	48	46	48	48
Pakistani	463	51	51	51	50
Black Caribbean	59	33	41	46	45

English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

Pupils with a first language other than English outperform similar pupils nationally, although the gap to results for pupils with English as their first language is wider than national.

Buckinghamshire pupils with a first language other than English continue to outperform similar pupils nationally. However the difference in performance between pupils with a first language other than English and those with English as a first language is much bigger than seen nationally – the gap in performance in Buckinghamshire is 9.7 percentage points compared to 1 percentage point nationally.

Figure 9: Attainment at 5+A*-C including English and mathematics by first language Buckinghamshire and England (state-funded schools) 2012 - 2015

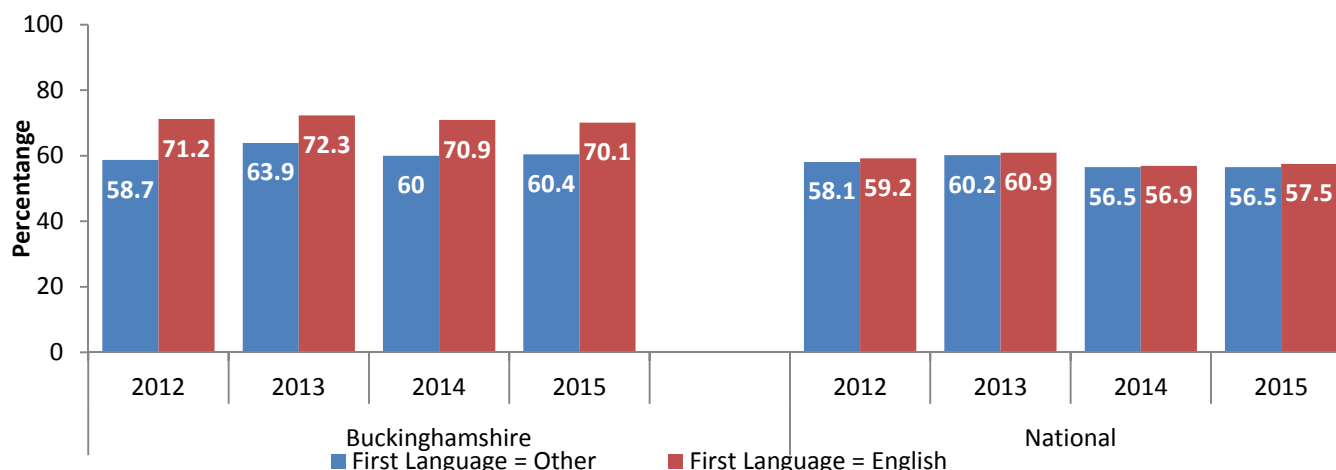


Table E: Attainment for selected first language groups, Buckinghamshire 2015

	First Language									
	English	Panjabi	Urdu	Panjabi (Mirpuri)	Polish	Tamil	Pashto/Pakhto	Bengali	Gujarati	Hindi
Number of pupils	4951	148	141	63	40	33	27	25	23	23
%+A*-C inc. English & maths	70	53	58	49	35	88	33	56	87	96

Looked After Children

Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order

In the educational performance statistics published by the Department of Education at national and local authority level (SFR11_2016), the definition of a 'looked after child' is a child who has been continuously looked after for at least 12 months up to and including 31 March 2015. The DfE only publish limited information about the performance of Looked After Children, show the number of pupils in the cohort rounded to the nearest 5 and do not publish figures where they would relate to 5 or fewer pupils.

In 2015 the DfE identified 40 (rounded to the nearest 5) looked after children in Buckinghamshire who were at the end of key stage 4. Results for one measure, the percentage of pupils achieving 5 or more A* to C grades including English and maths, were not published for Buckinghamshire due to the small number of pupils involved.

Given the small number of pupils in the looked after cohort in Buckinghamshire, results are broadly in line with national and regional averages.

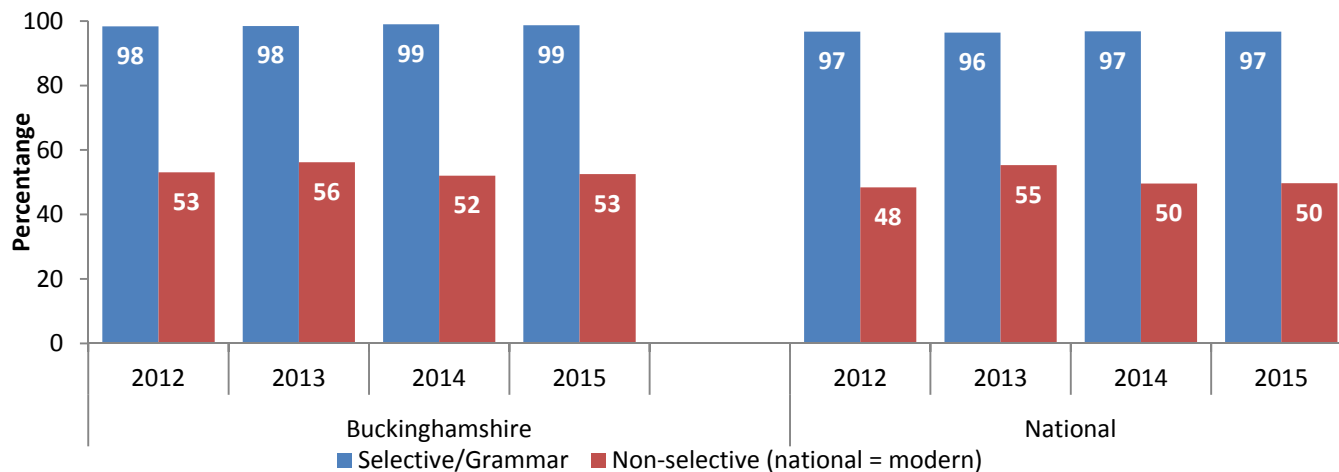
Table F: Attainment for looked after children, Buckinghamshire, South East and National 2015

	Buckinghamshire	South East	England
% 5+ GCSEs at grades A*-C	17.5	17.6	18.3
% A*-C in English & mathematics	15.0	16.8	15.9

6.8 Selective and non-selective schools

Both types of school performed better than similar schools nationally. Results for selective (grammar) schools were above the national average for grammar schools, while the results for non-selective (upper) schools were also above those for modern schools nationally.

Figure 10: Attainment at 5+A*-C including English and mathematics by school type Buckinghamshire and England (state-funded schools) 2012 - 2015



6.9 Alternative Provision

Alternative Provision is for pupils who can't attend mainstream school for a variety of reasons, such as school exclusion, behaviour issues, short- or long-term illness, school refusal or teenage pregnancy. Any school that is established and maintained by a local authority to enable it to discharge the above duty is known as a pupil referral unit.

33 Buckinghamshire pupils were receiving education in alternative provision, including 29 in pupil referral units, at the end of key stage 4 in 2015. 30.3% of these pupils were entered for 5 or more GCSE or equivalent qualifications, compared to 15.1% of pupils in alternative provision nationally. 75.8% of Buckinghamshire alternative provision pupils achieved at least one qualification, compared to 57.7% nationally.

6.10 Comparisons to other Local Authorities

Performance in Buckinghamshire compares favourably to other Local Authorities. We compare Buckinghamshire to all Local Authorities nationally as well as to a group of 10 other "similar" Local Authorities known as statistical neighbours. On the key 5+A*-C including English and mathematics measure, Buckinghamshire was ranked 1st when compared to statistical neighbours and 6th when compared to all Local Authorities in England.

6.11 Actions arising from the key areas of focus

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.

The project is structured around 6 phases:

- **Phase 1** – The planning phase (Completed). KPIs have been agreed and schools have been keen to engage.

- **Phase 2** – Identification of need (Completed). Following robust data scrutiny consultants visited the schools to establish strategic trends over a three year period enabling a clear focus for improvement in the 2016 trajectory for progress and attainment of key groups of students and to effectively support the schools' accountability narrative. This has resulted in schools creating robust strategies concerning funding for tightly targeted and successful closing the gap interventions that have been shared with other schools.
- **Phase 3** – Introductory Stage (Completed). Schools engaged with this focus on data driven decision making that has helped schools such as Buckingham School to be well prepared for Ofsted and for the good outcome that resulted. Both leaders and Governors were better equipped to provide evidence of capacity for further improvement.
- **Phase 4** – Implementation (On going). Consultants' visits have resulted in common issues (such as progress in KS3, progress of higher attaining Pupil Premium pupils, progress in maths, progress of boys in KS3) being identified. These have become the agenda for termly Headteachers' Briefing sessions where best practice in key areas is both explored and shared resulting in proven strategies being more widely implemented across schools.
- **Phase 5** – Personalised Support (On Going). School specific issues generated personalised short-term intervention plans for each school that are monitored by consultants and are the focus of the practitioner led networking meetings which involve attendees having to undertake preparatory work and in shared materials.
- **Phase 6** – Adaptation (To be done) – The project outcomes will be reviewed and a future sustainability plan created to ensure gains from the project are maintained.

Impact to date

Since the start of the Project in September 2015 five upper schools have been inspected by Ofsted.

One school has moved from special measures to require improvement.

One school was judged to require improvement with good leadership and management. The inspecting HMI has advised the school to request an early re-inspection in autumn 2016 when the positive work seen will have had time to impact on pupil outcomes.

One school has been judged to be good after 14 years of satisfactory or requires improvement outcomes.

Two other schools inspected have also been judged to be good – reports pending.

Progress has also been made in the number of schools no longer at risk of being below floor or coasting. It is too early to provide actual figures but early indicators provided by leaders show that schools are on a positive trajectory to improve outcomes for pupils.

The project has enabled schools to:-

- ensure lesson observations and monitoring have a more direct link to improving pupil outcomes
- use data more effectively to increase the effectiveness and impact of middle leaders
- be more accountable for the school's values, beliefs and expectations thus raising aspirations of all – including governors
- further develop the effectiveness of governors in challenging leaders and managers
- be aware of the need for a clear "improvement narrative" as a key part of preparation for Ofsted
- develop a culture of collaboration, challenge and project development which has a direct impact on improving outcomes for learners.

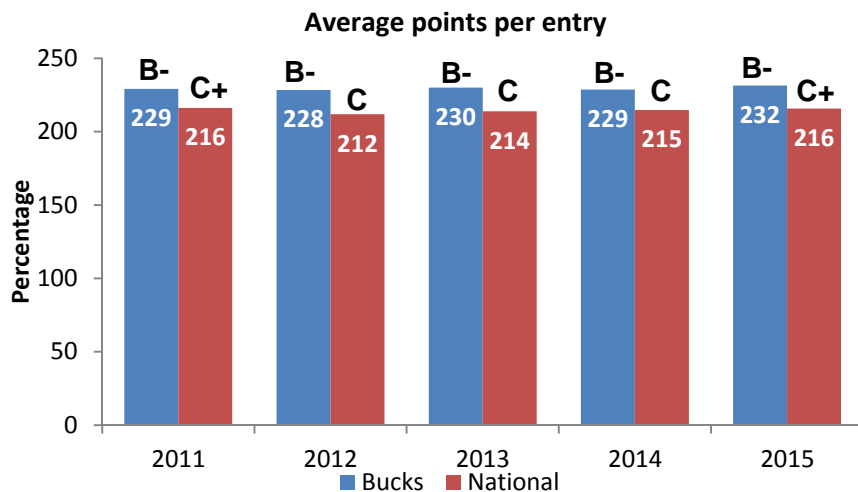
Key Improvements:-

1. More confident and 'smarter' use of data – particularly Pupil Premium data by teachers as well as leaders and manager. The role of the Pupil Premium champion is better understood and better supported in schools by the SLT. There is greater evidence of more forensic use of information/ data and greater accountability for Pupil Premium funding
2. Schools are now 'data rich' and able to make data driven decisions particularly regarding significant under achieving groups. Interventions that result are more bespoke rather than relying on generic strategies

3. A greater focus on Year 7 has resulted in earlier and more effective strategies. This has led onto more effective audits of KS 3 pre-empting the 'Wasted Years' report and a new clarity regarding the importance of interventions on a personalized basis for pupils in Year 9
4. There remains a need to focus more on the 6th form and to continue tracking Pupil Premium pupils and vulnerable pupils as they enter and move through KS5 – extending strategies used in KS3 and 4 to ensure good progress for each pupil in KS5
5. There remains a real challenge regarding raising aspirations for pupils.

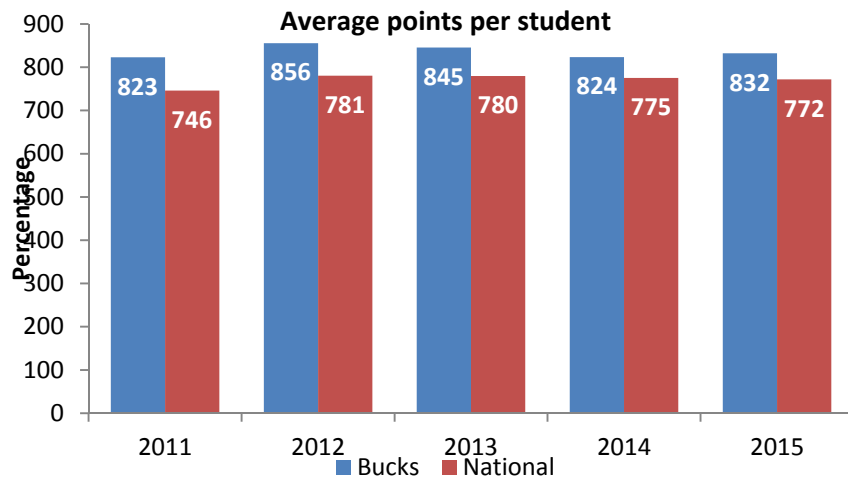
7. Post 16 Education in Buckinghamshire, 2015

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 merges 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.