

Buckinghamshire County Council

# Education Standards in Buckinghamshire, 2016

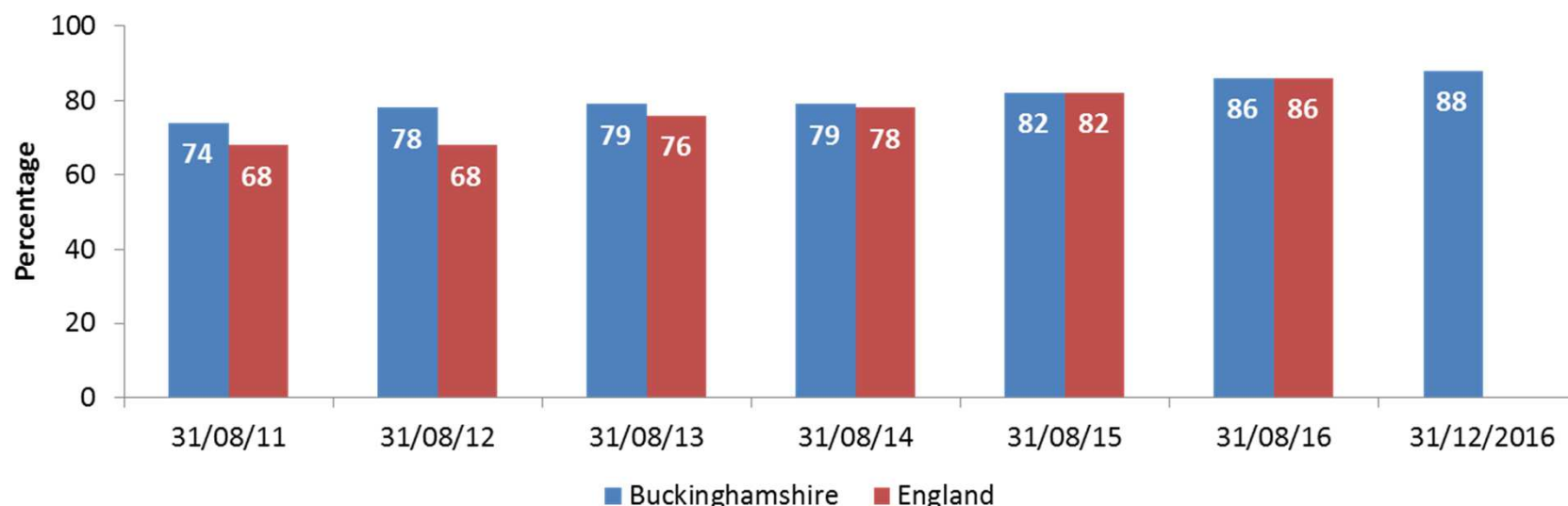


# **Ofsted Inspections in Buckinghamshire**



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



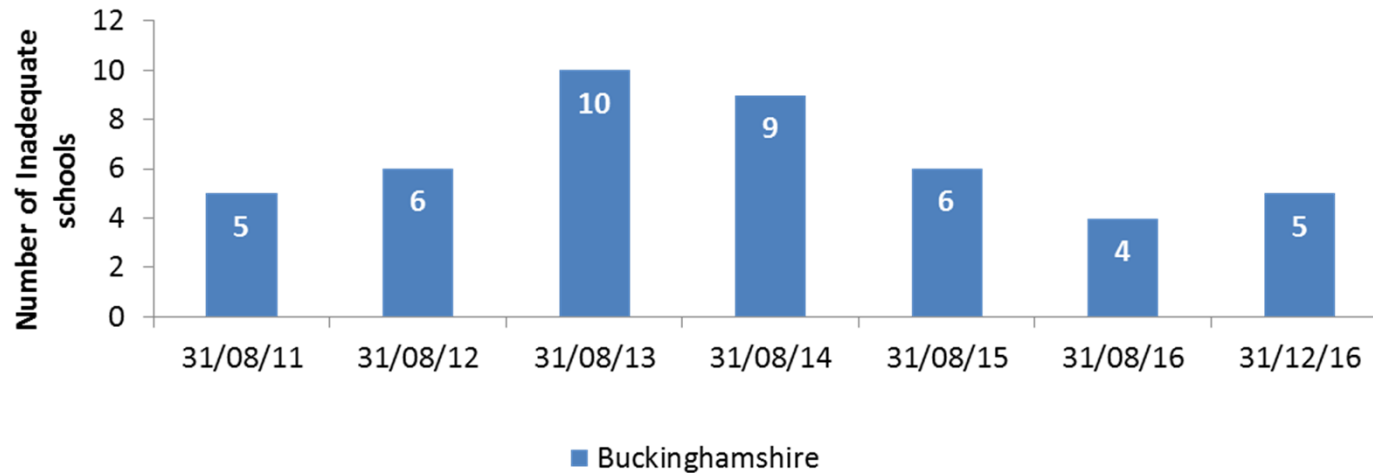
Schools are graded on a 4 point scale by Ofsted – Outstanding, Good, Requires Improvement or Inadequate.

The percentage of pupils attending good or outstanding schools in Buckinghamshire increased by 4 percentage points over the last full academic year (from 31/8/15 to 31/8/16) and has increased by a further 2 percentage points up until the end of December 2016.

## Five Buckinghamshire schools are judged as inadequate

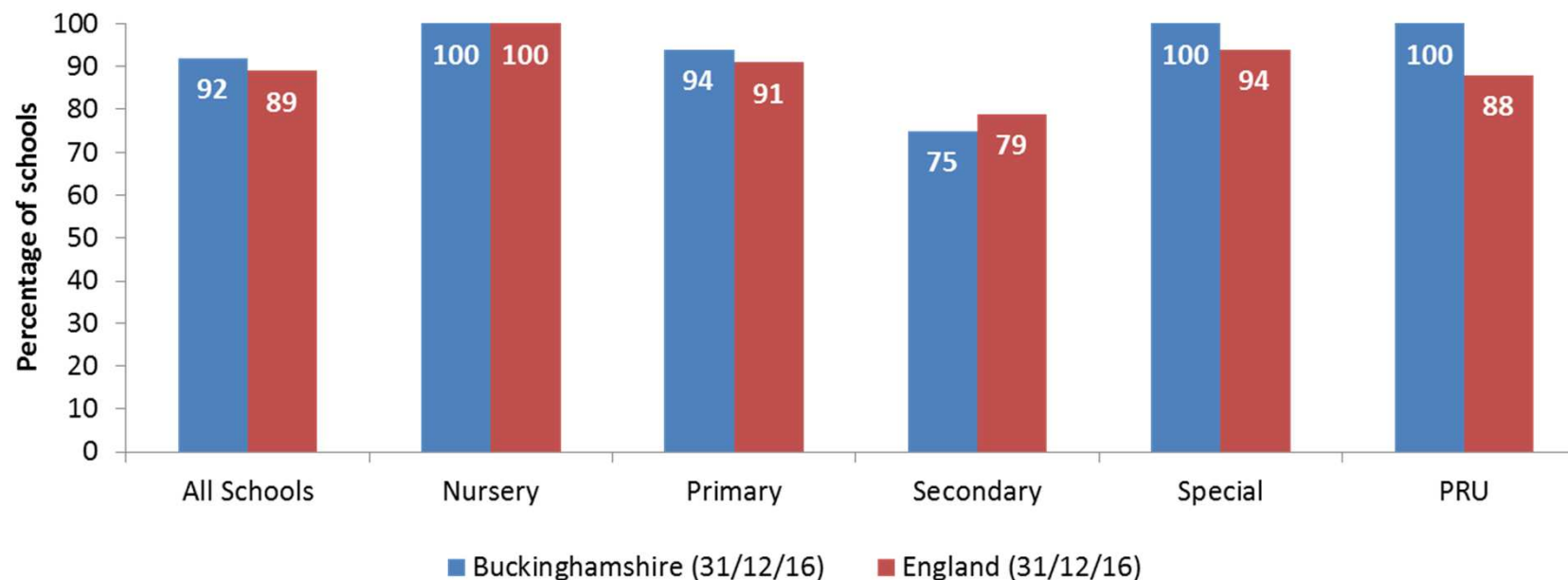
Currently there are 5 schools in Buckinghamshire that are judged as Inadequate by Ofsted (2 academies and 3 maintained schools). This equates to 2.2% of schools in Buckinghamshire.

As at 31<sup>st</sup> December 2016, 2% of schools nationally were judged inadequate.



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



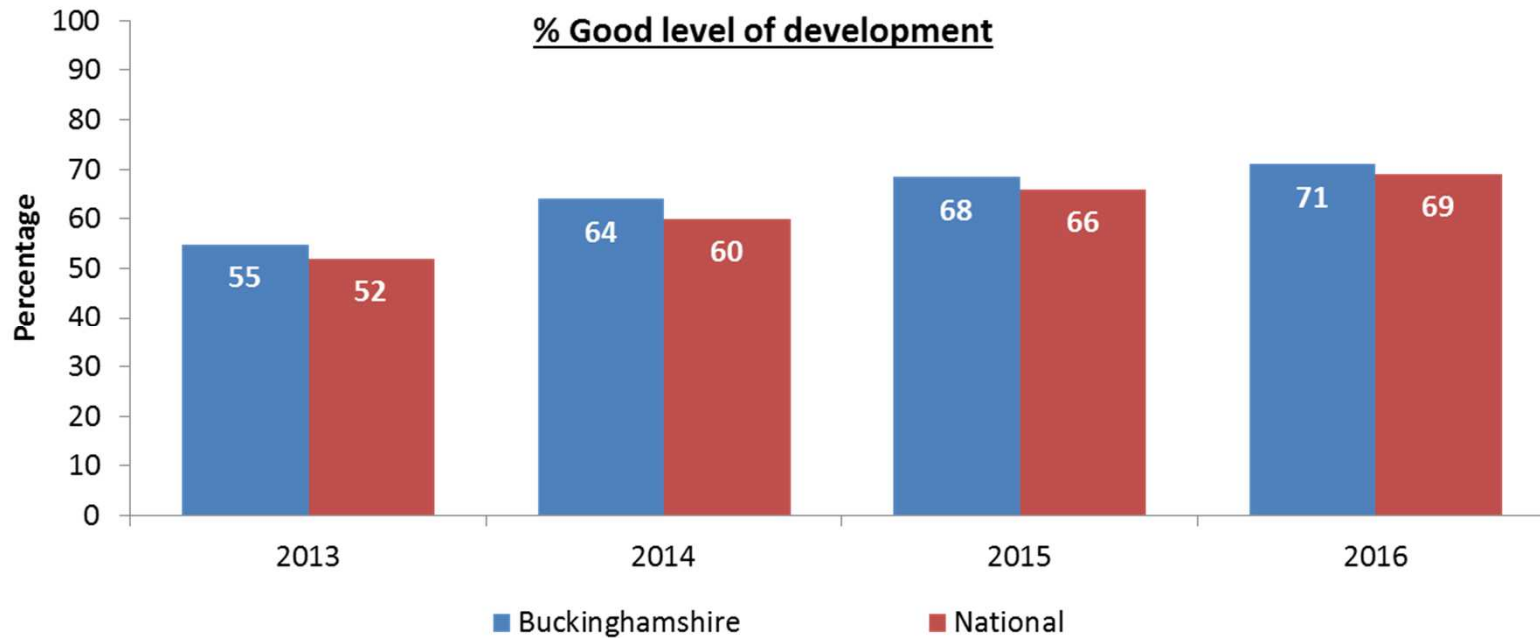
For all types of school apart from secondary schools, a greater percentage of Buckinghamshire schools have been judged as good or outstanding by Ofsted compared to national results. A lower proportion of secondary schools have been judged as good or outstanding compared to national.



# Early Years Foundation Stage Profile



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

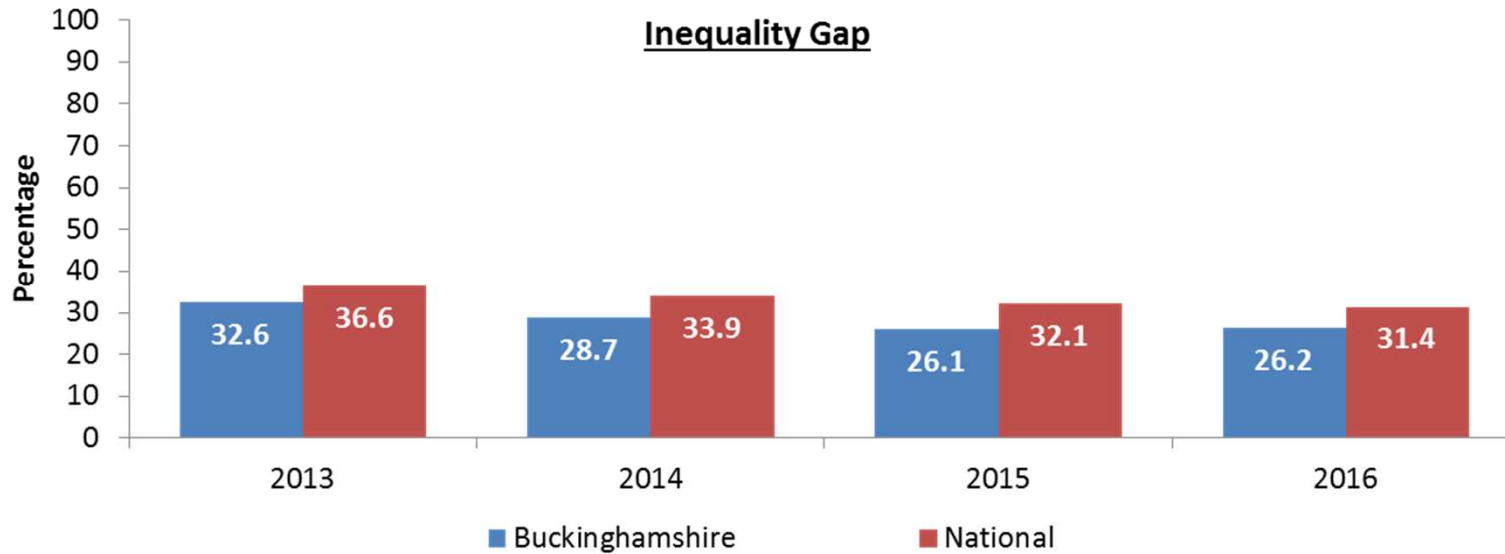


Buckinghamshire results increased from 68% in 2015 to 71% in 2016. National results increased at the same rate, improving by 3 percentage points. However Buckinghamshire results are still above national.



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## The EYFSP Inequality Gap has widened slightly, but remains smaller (better) than national

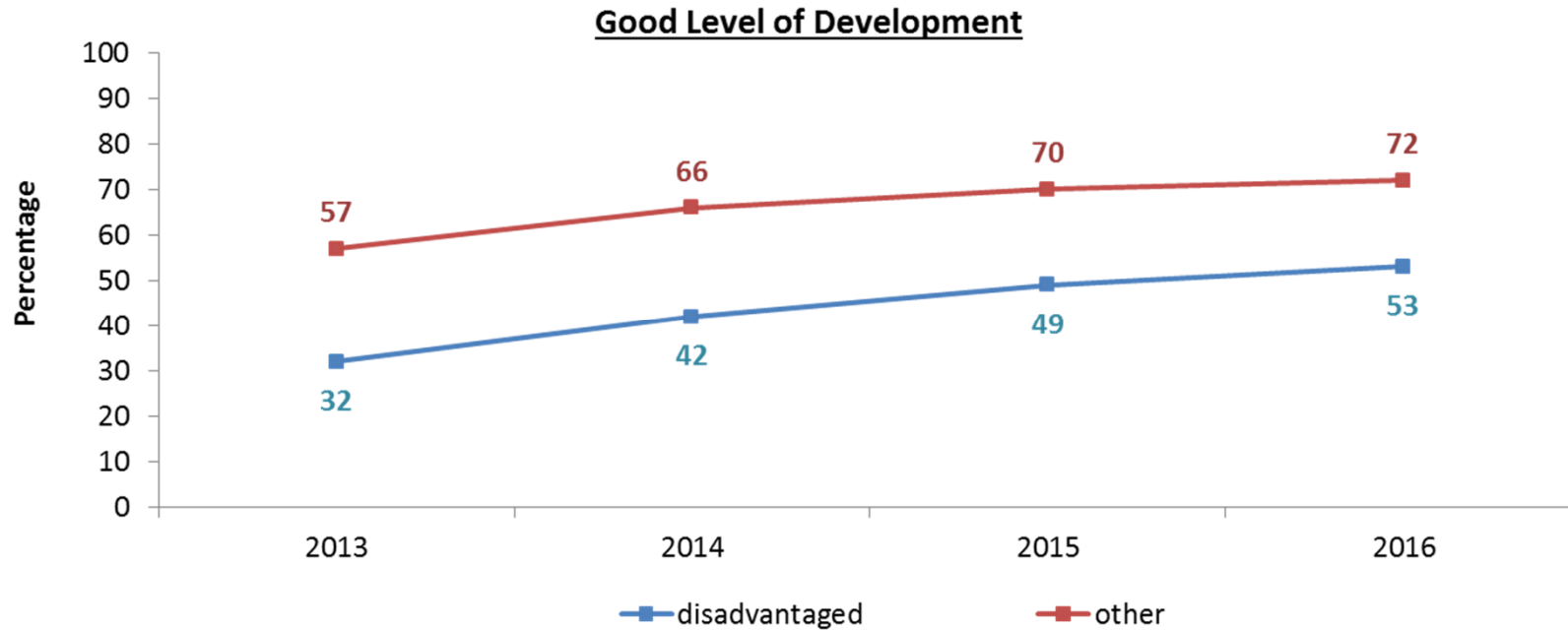


The inequality gap in Buckinghamshire has been improving, but 2016 has seen a very slight decline. Results remain smaller (better) than national.





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

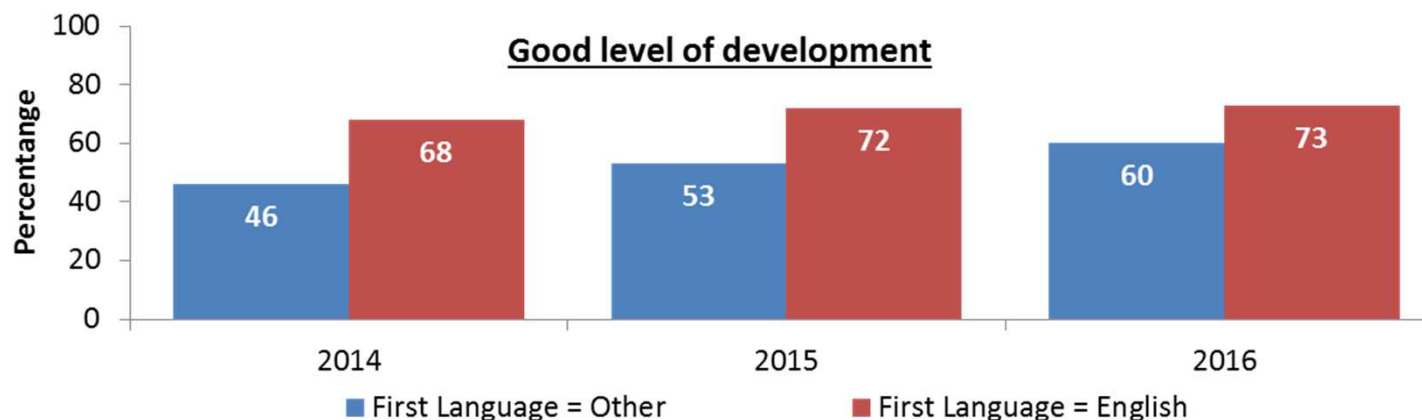


The gap between the attainment of disadvantaged pupils and others in Buckinghamshire has improved, decreasing from 21 percentage points in 2015 to 18 percentage points in 2016.



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## The performance of children with a first language other than English continue to improve, and some ethnic groups continue to do better than others



Results for children whose first language is not English continue to improve, increasing by 7 percentage points between 2015 and 2016 compared to a national increase of 1 percentage point.

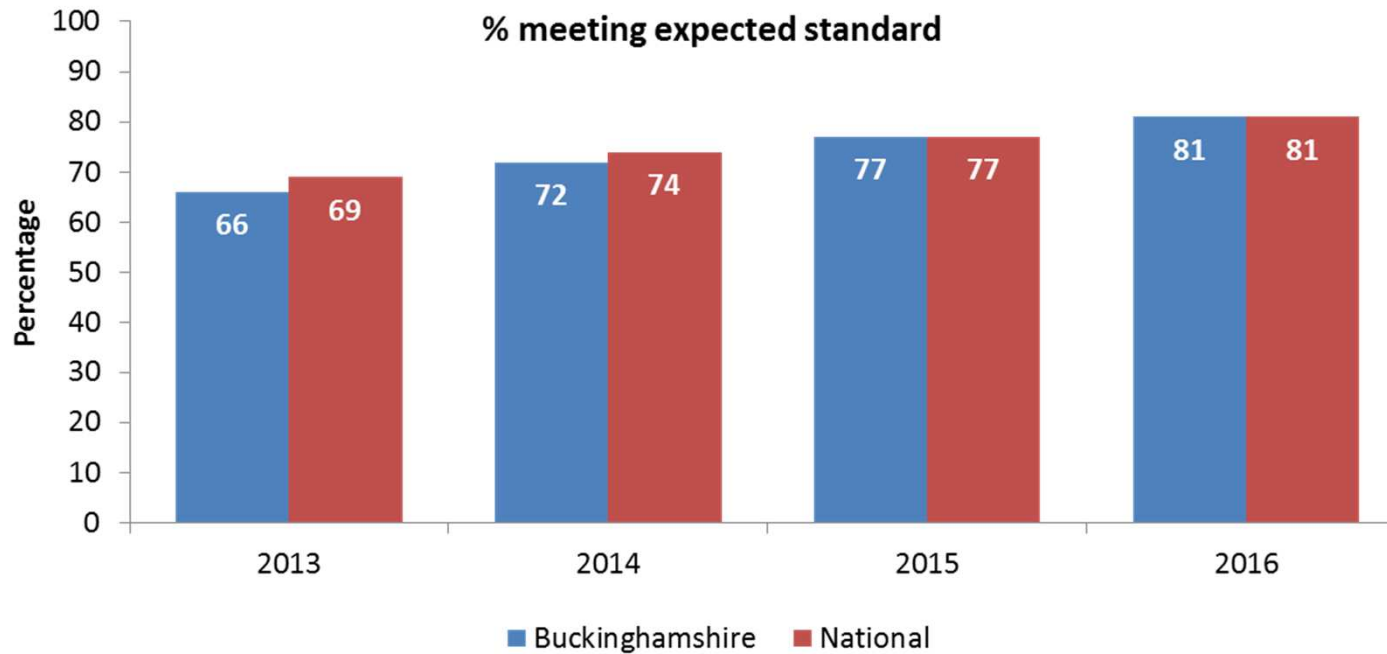
Looking at the 3 groups that have been a particular focus within Buckinghamshire (Mixed White & Black Caribbean, Black Caribbean and Pakistani), results have increased for all 3 groups, and are above national for Black Caribbean pupils. However, results for a number of ethnic groups are still below national results for similar pupils – Mixed White & Black Caribbean, Mixed White & African, Pakistani and Indian.

# Phonics Check



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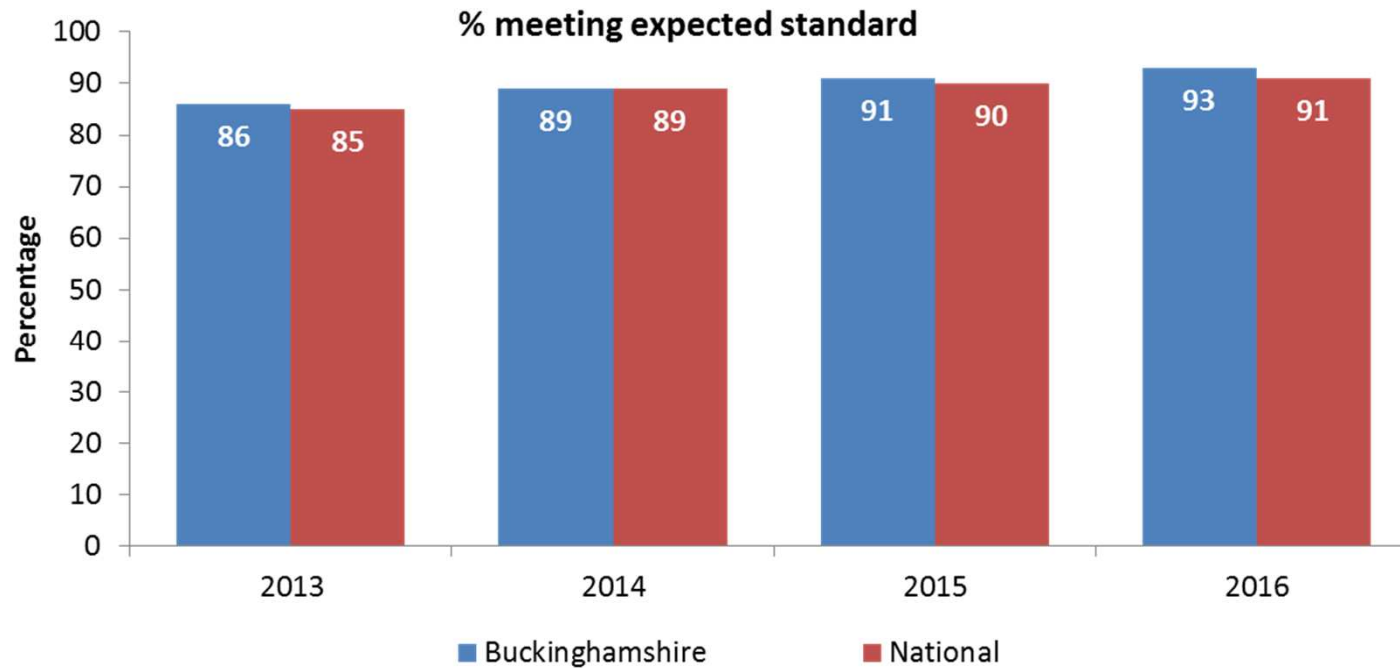
## Attainment in the year 1 check has increased, and continues to be in line with national



Buckinghamshire and National results both increased by 4 percentage points between 2015 and 2016.



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

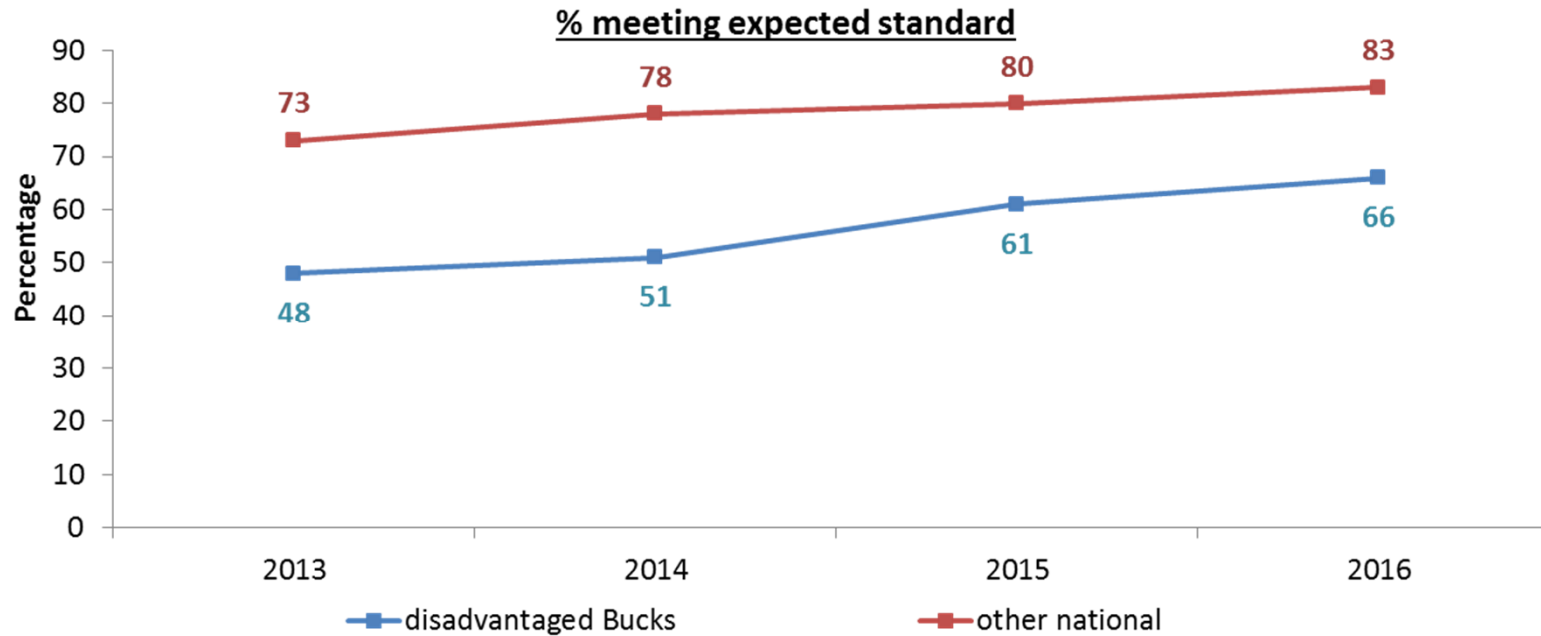


By the time pupils reached the end of year 2 93% had met the expected standard in phonics, either through the year 1 check or the year 2 re-check.

Buckinghamshire results increased by 2 percentage points from 2015, and are 2 percentage points above National.



## Results for disadvantaged pupils have improved, but are still below national



The DfE now measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally.

The difference between these two groups in 2016 is 17 percentage points, an improvement from 2015 when the difference was 19 percentage points



## **Some ethnic groups continue to achieve less well than others**

Results for some ethnic groups are below national results for similar pupils – Other White, Mixed White & Black Caribbean, Pakistani, Black Caribbean and Black African pupils. Results for 2 focus groups, Mixed White & Black Caribbean and Black Caribbean, have decreased since last year.



## Key Stage 1





## **New assessments and headline measures for 2016**

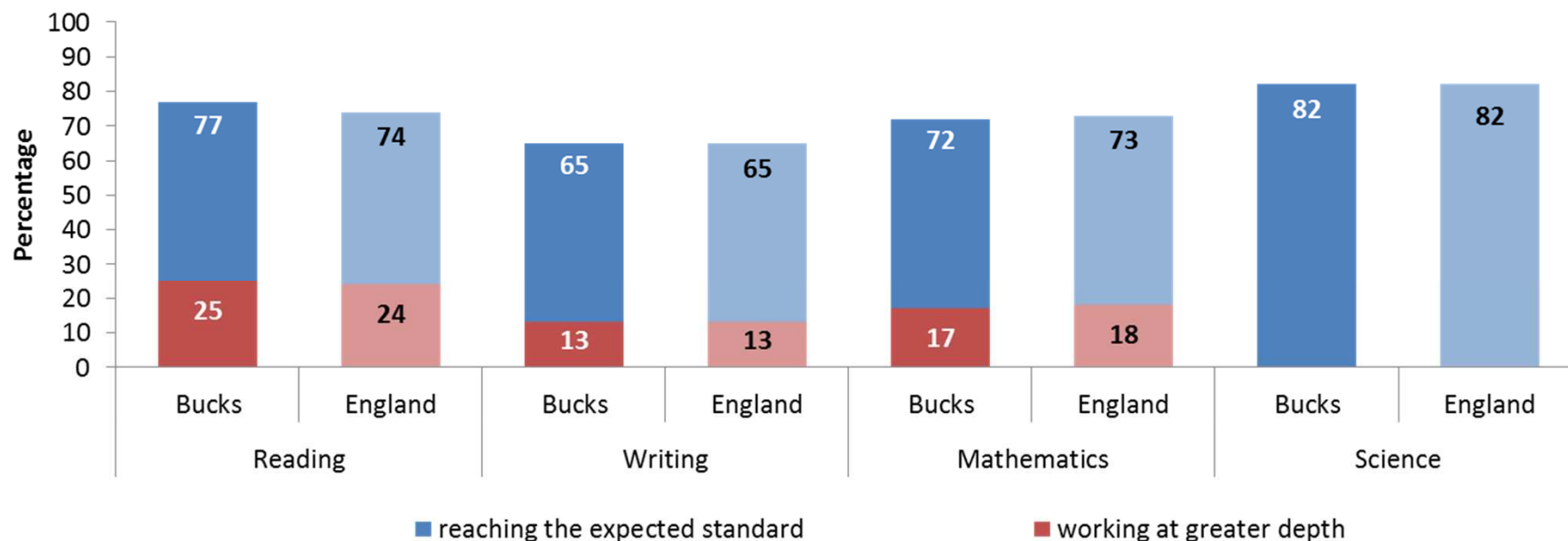
Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels, and instead the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised.

Ofsted has stated that in this first year of the new curriculum and assessment: *“It may be that there is variability between schools in how they have interpreted the demands of the interim framework in this first year of its use. It may also be that there is variability in the way that local authorities have interpreted the demand when moderating against the interim framework for the first time”.*



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## Attainment is above national for reading, in line with national for writing and slightly below national for mathematics

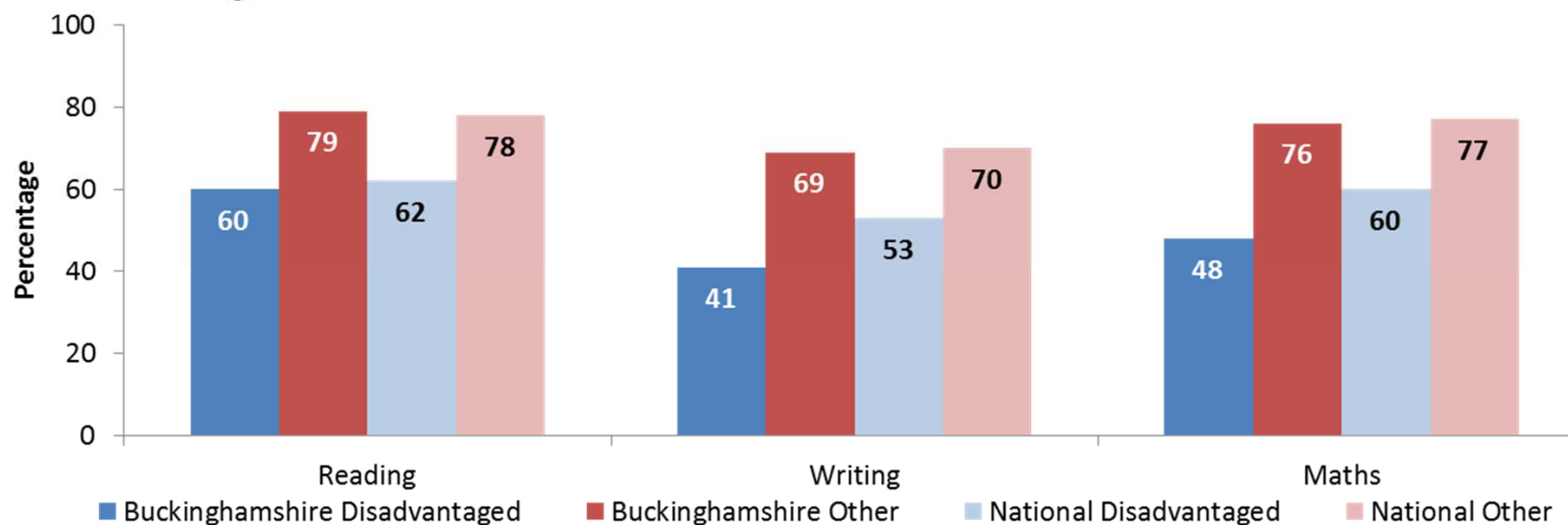


In Buckinghamshire 77% of pupils met the new expected standard in reading, 65% in writing and 72% in mathematics.

Attainment for both reaching the expected standard and working at greater depth for reading were above national. Results for writing were in line with national averages, and results for mathematics were 1 percentage point below national.

## The difference between results of disadvantaged pupils in Buckinghamshire and others nationally is large

The DfE now measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally. The difference between these two groups for the percentage of pupils reaching the expected standard was 18 percentage points in reading, 29 percentage points in writing and 29 percentage points in mathematics. The national differences were 16 percentage points in reading and 17 percentage points in both writing and mathematics.



## **Some ethnic groups continue to achieve less well than others**

4 groups perform less well than similar pupils nationally in all 3 subjects – Mixed White & Black Caribbean pupils, Pakistani pupils, Other Asian pupils and Black Caribbean pupils. Results for Mixed White and Asian pupils are below similar pupils nationally in both writing and mathematics. 3 additional groups are also below similar pupils nationally in writing (Other White, Other Mixed and Black African pupils).



## **Key Stage 2**



## **New assessments and headline measures in 2016**

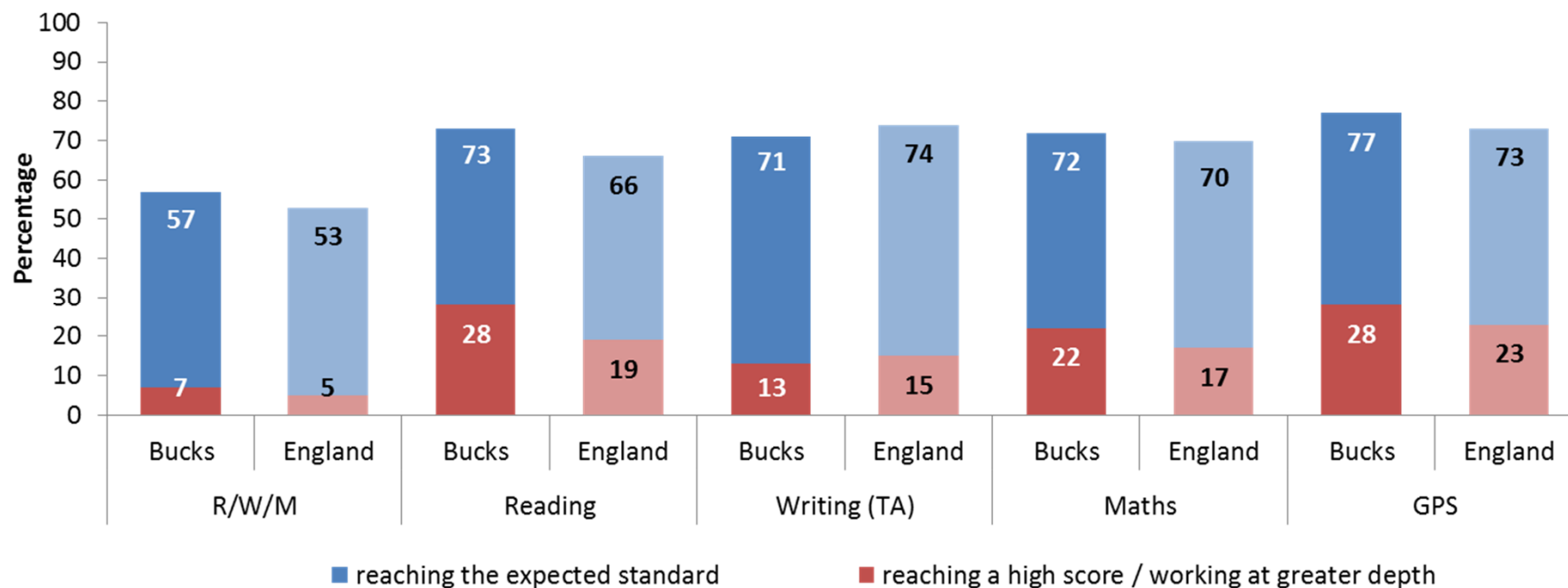
The key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and frameworks for teacher assessment have been introduced to reflect the new curriculum. Results are no longer reported as levels, and each pupil now receives their test results as a scaled score and teacher assessments based on the standards in the interim frameworks. New accountability measures have also been introduced. Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.

Ofsted has stated that in this first year of the new curriculum and assessment: *“It may be that there is variability between schools in how they have interpreted the demands of the interim framework in this first year of its use. It may also be that there is variability in the way that local authorities have interpreted the demand when moderating against the interim framework for the first time”*.



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## 57% of pupils in Buckinghamshire reached the expected standard in reading, writing and mathematics



In Buckinghamshire 57% of pupils reached the expected standard in all of reading, writing and mathematics.

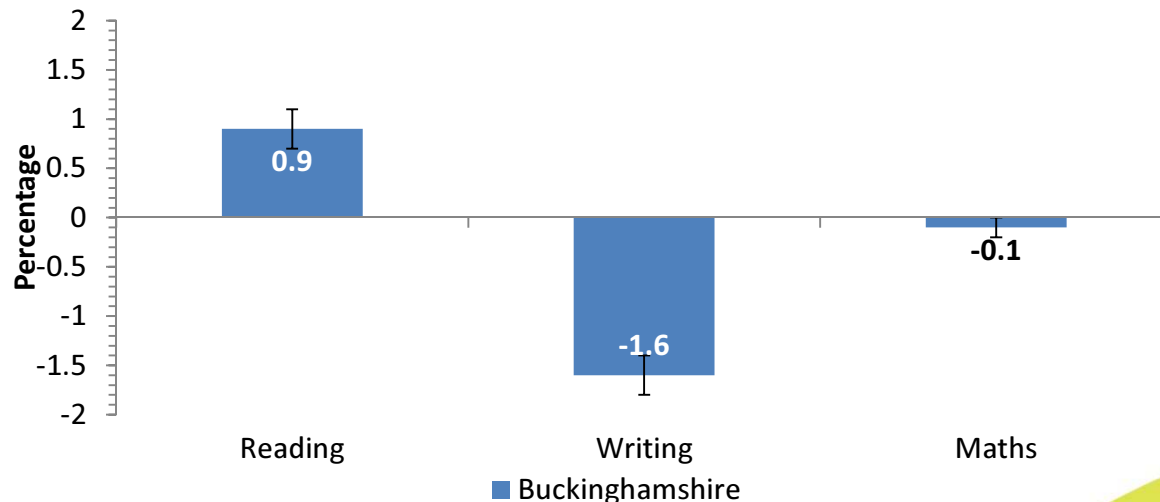
Buckinghamshire results were above national results for the reading test and the mathematics test and for reading, writing and mathematics combined measure. National results were higher than Buckinghamshire results in the writing teacher assessment



## Progress in reading is significantly above national, while progress in writing is significantly below national

Progress scores are calculated for each of reading, writing and mathematics. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Confidence intervals (as shown in the chart) can be used to show where progress is significantly above or below national.

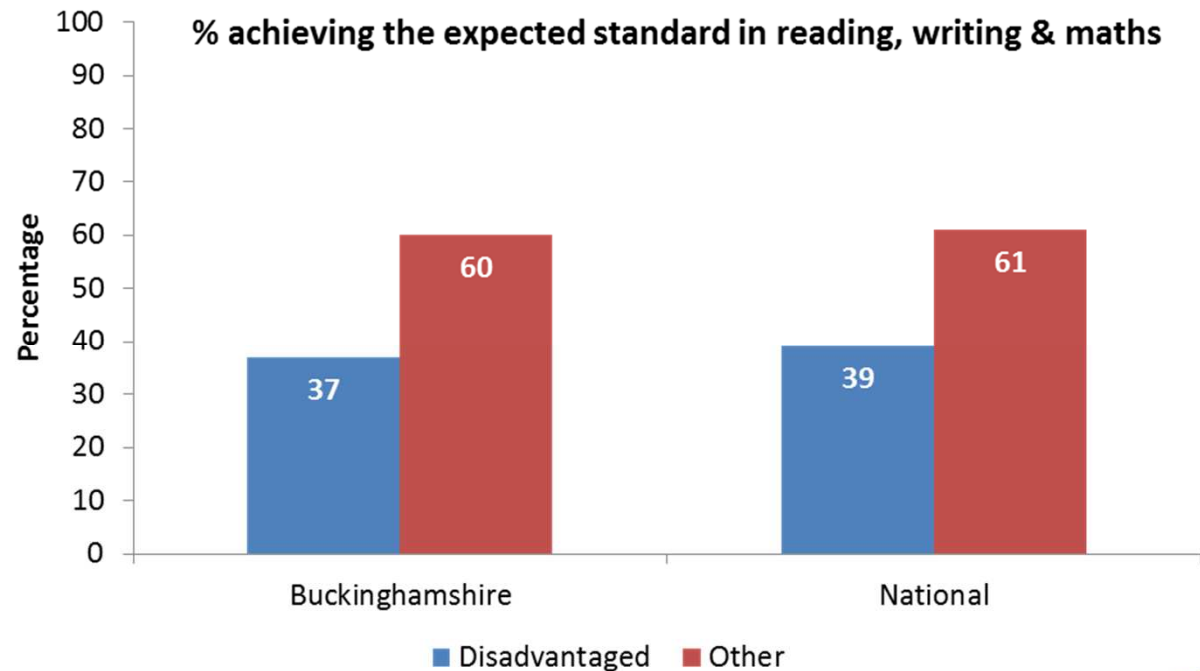
In Buckinghamshire the progress measure for reading is significantly above national. The mathematics progress measure is in line with national, and the writing measure is significantly below national.





## The gap between disadvantaged pupils and others is wider than national

The DfE now measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally. The difference between these two groups for the percentage of pupils reaching the expected standard was 24 percentage points, compared to a national difference of 22 percentage points.



**Some ethnic groups continue to perform less well than others.**

Of the larger ethnic groups in Buckinghamshire, 5 achieved results that were lower than those for similar pupils nationally - Mixed White & Black Caribbean, Mixed White & Asian, Pakistani, Black Caribbean and Black African.



## **Seven schools are below the primary school floor standard**

Seven Buckinghamshire schools are below the new primary school floor standard (see section 4 for definition). This represents 5% of state-funded mainstream schools included in the floor calculations. This is in line with national results, where 5% (665 schools) are below floor standard. In 2015, 3 (2%) Buckinghamshire schools were below floor standard compared to 5% nationally.



## Key Stage 4



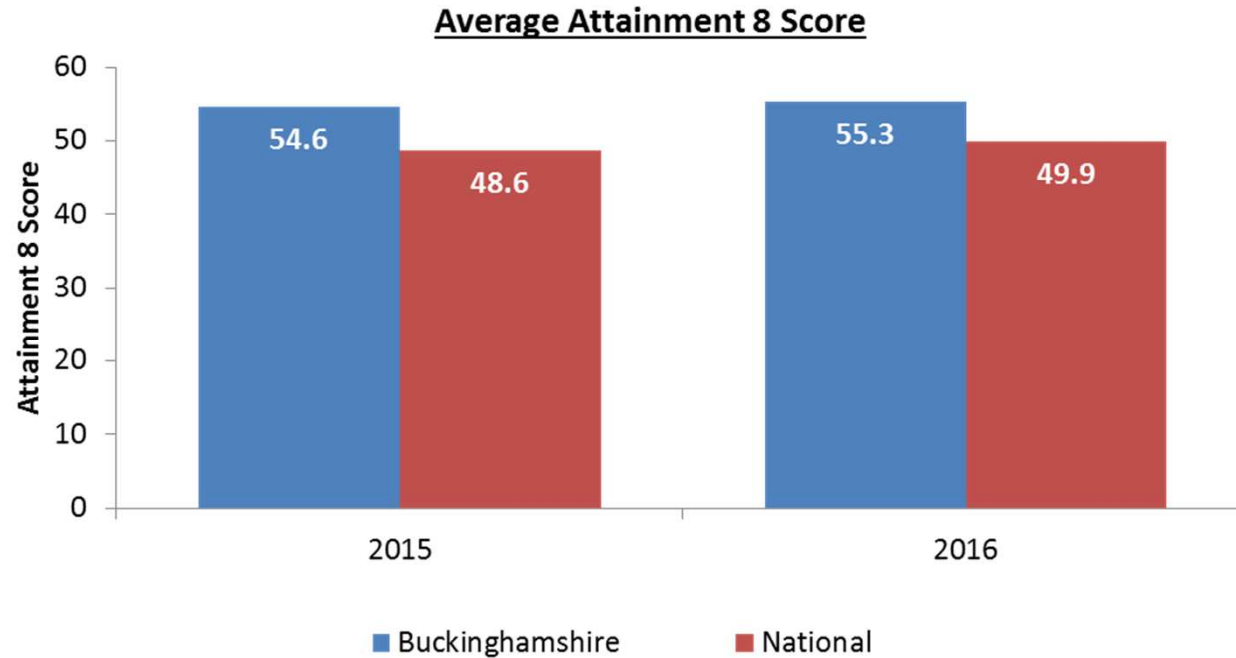
## **New headline measures in 2016**

- A new [secondary school accountability system](#) has been implemented in 2016. 2015 results are available for a limited number of measures to allow comparison over time.



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## Average Attainment 8 score per pupil, one of the new headline measures, has increased



In Buckinghamshire the average Attainment 8 score was 55.3 in 2016, compared with 54.6 in 2015. Nationally results have also increased, from 48.6 in 2015 (for state-funded schools) to 49.9 in 2016.



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## **Progress 8, the new headline measure of progress, is in line with national averages**

Progress 8 is a relative measure, which means that the overall national score remains the same between years. The overall national score is set at 0, and this will remain the same in future years even if standards improve.

In Buckinghamshire the Progress 8 score in 2016 was 0.01, which is not significantly different to the national average. The Progress 8 score for state-funded schools in England was -0.03.



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## **Results for disadvantaged pupils are below those of similar pupils nationally**

The DfE now measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally. The difference between these 2 groups for 2016 is 13.9.

This means that on average disadvantaged pupils in Buckinghamshire achieve at least 1 grade lower across all 8 subjects included in Attainment 8 than other pupils nationally.





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## **Three 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, Pakistani pupils and Black Caribbean pupils perform less well than their peers.



## **Four schools are below the secondary school floor standard**

A new floor standard based on the Progress 8 measure has been introduced for 2016. Four Buckinghamshire schools are below the secondary school floor standard. This represents 11.8% of state-funded mainstream schools included in the floor calculations. Nationally there are 282 schools below the secondary school floor standard (9.3%).

