

Education Standards in Buckinghamshire 2018

1. Schools and school improvement services in Buckinghamshire

As at the 1st May 2019 there are 235 state-funded schools in Buckinghamshire, comprising

- 2 maintained nursery schools
- 41 infant schools (40 maintained and 1 academy)
- 23 junior schools (20 maintained and 3 academies)
- 119 combined schools (94 maintained and 25 academies)
- 13 selective secondary (grammar) schools (all academies)
- 25 non-selective secondary schools (6 maintained, 15 academies, 2 free schools and 1 University Technology College)
- 2 all-age mainstream schools (1 maintained and 1 academy)
- 10 special schools (8 maintained and 2 academies)
- 3 Pupil Referral Units (2 maintained and 1 academy)

And 909 Early Years providers, comprising:

- 95 day nurseries
- 140 pre-school or nursery schools
- 2 maintained nursery schools
- 61 school/academies with nursery class
- 21 school managed pre-school
- 573 childminders
- 17 independent schools with nursery provision

This report focuses on outcomes at the end of the 2017-18 academic year, during which most statutory school improvement functions for Buckinghamshire schools were commissioned through the Buckinghamshire Learning Trust (BLT), and grant funded by Buckinghamshire County Council (BCC) through a Funding Agreement.

The Funding Agreement between BCC and the BLT expired on 31 July 2018, and all service areas that were delivered through the grant funded activity were transferred back to BCC.

In Buckinghamshire, there is a long history of strong and consistent education performance across all age phases; however, there are also some areas where performance has historically not been as positive. The Education and Skills Strategy articulates the vision for education across Buckinghamshire with a clear focus on the areas where performance indicates there is room for improvement. The six pillars of the strategy are:

The Education and Skills Strategy for Buckinghamshire 2018-2022

Infrastructure	Early Years & Childcare	School Improvement & Engagement	Inclusion: Supporting the Vulnerable	SEND Strategy 2017	Post 16 Provision & Skills Development
Developing sufficient high quality places, in the right locations, to meet the growing need	Providing the best start to enable all our young learners to flourish and develop a love of learning	Working collaboratively to deliver high standards and excellent outcomes for all	Developing a positive, safe and inclusive environment for all children and young people	Enabling excellent outcomes for all children and young people with SEND	Equipping young people with the knowledge, skills and experience to thrive in a modern economy

The strategy outlines a 'collective responsibility model', Side by Side, where all educational partners in Buckinghamshire, irrespective of status, work together and draw upon the expertise and experience within

schools and settings in order to provide excellent education that is inclusive to all of our children and young people in a cost efficient manner.

The Education and Skills strategy outlines a shared vision for education in Buckinghamshire:

- Our **ambition** is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point.
- Our **focus** will be on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers.

The school to school improvement model, Side by Side, empowers schools to identify areas for development and work collaboratively with partner schools and outstanding practitioners from within Buckinghamshire to facilitate rapid and sustainable change. The Side by Side improvement programme was implemented from the spring term of 2018, initially prioritising work with outstanding practitioners from within Buckinghamshire across a range of strands working with eight secondary schools that were judged to not yet be good by Ofsted. These outstanding practitioners acted as project leads (Side by Side Pupil Champions) and oversaw improvement programmes working in close partnership with the teaching staff, middle, senior and school leaders of the schools in which they were deployed.

From September 2018, the Side by Side improvement model has been rolled out across Buckinghamshire, covering primary schools as well as secondary schools and including a number of different project strands.

In summary, performance delivery against the Education and Skills strategy to date can be articulated as follows:

Quality of Education

- The percentage of pupils attending a school rated as good or outstanding by Ofsted continues to increase.
- A higher proportion of schools have been judged as good or outstanding than nationally.
- Only two schools are below the primary school floor standard.
- 6 primary schools met the coasting definition in 2018.
- Only two schools are below the secondary school floor standard.
- Two secondary schools are classed as coasting.

Early Years

- 100% of our Early Years providers have been judged good or better.
- The Early Years Foundation Stage Profile (EYFSP) Inequality Gap has widened, but remains smaller (better) than national.
- Outcomes for Early Years pupils remain above national.

SEN

- Children on SEN Support do not achieve quite as well as their peers nationally, but results of children with a statement of SEN or an EHC Plan are above national.

Ethnicity and EAL

- Some key ethnic groups have seen results improve; however, some groups continue to achieve less well than others.
- The performance of children who have English as an additional language has remained static, and is still below the national average for similar children.
- In the Year 1 phonics check the performance of children who have a first language other than English has improved, and is now above results for similar pupils nationally.

Phonics

- Attainment in the year 1 phonics check has increased, and is above national.
- Phonics check results for pupils by the end of year 2 have also increased, while national results remain static.
- Year 1 phonics check results for disadvantaged pupils have remained at 2017 levels.

Key Stage 1

- Attainment at the expected standard at Key Stage 1 is above national for all subjects.
- At Key Stage 1 the difference between results of disadvantaged pupils in Buckinghamshire and others nationally has narrowed for all subjects.

Key Stage 2

- At the end of Key Stage 2, 66% of pupils in Buckinghamshire reached the expected standard in reading, writing and mathematics.
- Key Stage 2 progress in reading is significantly above national, progress in writing is significantly below national while progress in mathematics is in line with national averages
- The gap between disadvantaged pupils and others at Key Stage 2 has narrowed by 4 percentage points since 2017.

Key Stage 4

- The average Attainment 8 Score in Buckinghamshire increased, while national results remained relatively stable.
- Buckinghamshire's Progress 8 Score is significantly higher than the national average
- For the first time disadvantaged pupils in Buckinghamshire outperform similar pupils nationally for the key Attainment 8 measure.

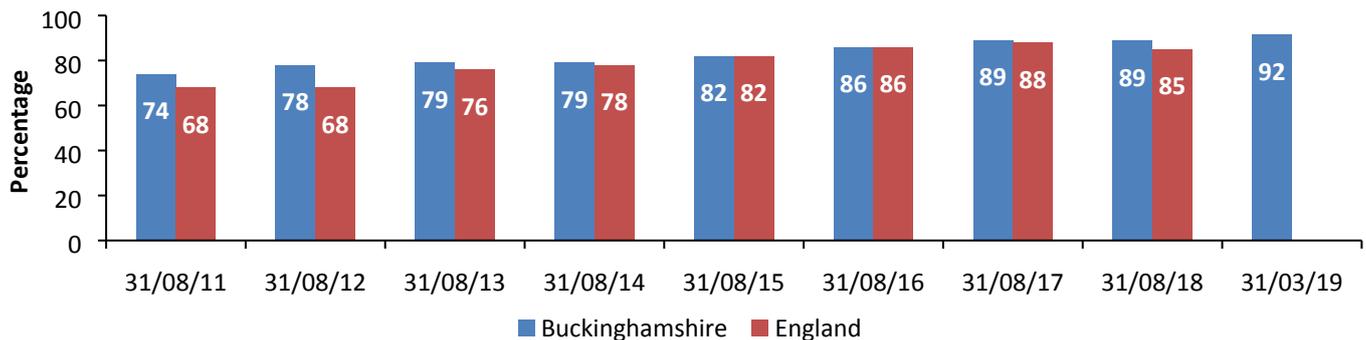
Non Performance Measures

- Permanent secondary school exclusions have fallen below national figures.
- Permanent primary school exclusions are level with national data but below figures for the South East.
- The percentage of pupils with EHCPs attending Buckinghamshire Schools has reduced is now in line with the average for the South East.

2. Overall standards in Buckinghamshire - Ofsted Inspections

From summer 2018, Ofsted have been using a new methodology to report inspection outcomes. The main change is to include the inspection outcomes of predecessor schools in reporting, where schools have not yet been inspected in their current form. Previously for example when an inadequate school reopened as a sponsored academy they were excluded from reporting until they had their first inspection as an academy; now they continue to be included in statistics until they are next inspected. This change means that nationally results for the percentage of pupils attending a good or outstanding school has decreased by around 2%.

The percentage of pupils attending a school rated as good or outstanding by Ofsted continues to increase



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

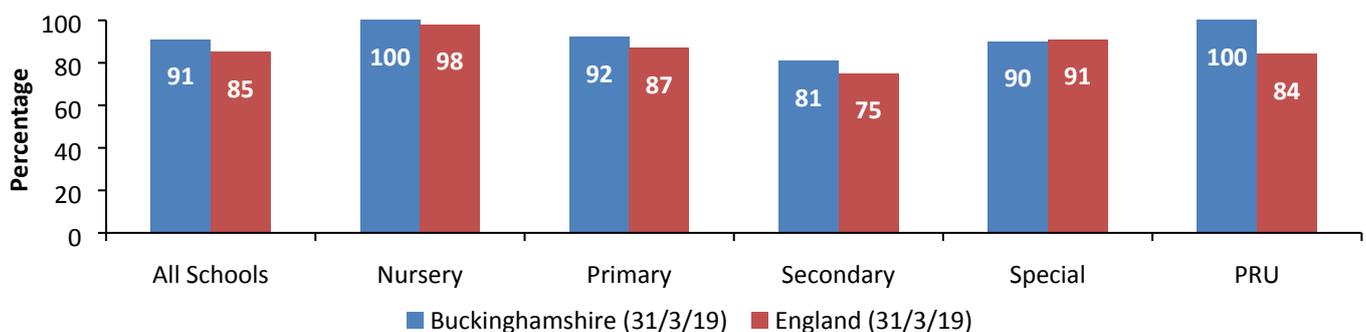
The percentage of pupils attending good or outstanding schools in Buckinghamshire at the end of the 2018 academic year was the same as at the end of the previous year. Buckinghamshire results have increased by 3 percentage points since the beginning of this academic year from 89% to 92%.

Inadequate schools in Buckinghamshire

As at the end of March, there were 9 schools in Buckinghamshire that were judged as Inadequate by Ofsted, and of these 7 have since closed and reopened as sponsored academies which have not yet been inspected.

9 schools equates to 3.8% of schools in Buckinghamshire compared to 3.6% of schools nationally as at the end of March.

A higher proportion of schools have been judged as good or outstanding than nationally



For all types of school except special schools, a greater percentage of Buckinghamshire schools have been judged as at least good by Ofsted compared to national.

- 91% of Buckinghamshire schools are rated as good or outstanding compared to 85% of schools nationally.
- All Buckinghamshire maintained nursery schools and all Pupil Referral Units are rated good or better.
- 92% of primary schools are good or outstanding compared to 87% of primary schools nationally.
- 81% of secondary schools in Buckinghamshire are now rated as good or better compared to 75% of secondary schools in England.
- 90% of Buckinghamshire special schools are good or outstanding.

Early Years providers

Ofsted published results for Buckinghamshire from the end of December 2018 show Buckinghamshire is achieving better Ofsted judgements than nationally.

At December 2018, 96.3% of our childcare providers were judged to be good or better, compared to 95.2% of childcare providers nationally. 94.6% of Buckinghamshire childminders are rated as either good or outstanding, and 99.2% of Buckinghamshire childcare on non-domestic premises is at least good.

Key areas of focus from the 2017 Education Standards Report

- Work with partners to reduce the proportion of secondary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.
- Work with partners to reduce the proportion of primary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.
- Work with partners to reduce the proportion of pupils attending secondary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.
- Work with partners to reduce the proportion of pupils attending primary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.

Key actions taken since the 2017 Education Standards Report

The launch of the Side by Side School Improvement model at the September 2018 Children's Services Education Briefings outlined Buckinghamshire County Council's responsibility and commitment through a school-led approach to engaging with and supporting all schools through an **Intervention, Prevention, and Enhancement** model. The support across 2018/19 has been available to all Intervention and Prevention schools regardless of their status.

All schools allocated to Intervention, Prevention or Enhancement support (September 2018):

School	Intervention	Prevention	Enhancement	Total
Primary	16	12	157	185
Secondary	8	6	23	37
All - Through	1	0	1	2
Special Schools / PRUs (ALL)	2	0	11	13
All Schools	27	18	192	237

The **Side by Side School Improvement Team** have deployed to date **63** strands of support into Buckinghamshire's Primary and Secondary schools as part of the Side by Side '**Getting to Good**' initiative.

The best teachers and senior leaders across Buckinghamshire are providing sustainable and transformational support to those schools that need it the most. The deployment model is built around a school-led system that ensures more control and responsibility passes to school leaders and Governing Boards at local level in a spirit of mutual support between schools and their staff.

All involved in Side by Side School Improvement are committed to sustainable ways of achieving more ambitious and better outcomes for all children and young people across Buckinghamshire.

All schools received notification of their allocation as either an **Intervention, Prevention** or **Enhancement** schools at the start of the 2018 Autumn Term.

The **Side by Side School Improvement Team** has also facilitated four important initiatives designed to support schools in meeting the following strands within **The Education and Skills Strategy for Buckinghamshire 2018 – 2022**:

- School Improvement and Engagement
- Inclusion: Supporting the Vulnerable
- SEND

The four initiatives support schools in developing, embedding and sharing best practice across Inclusion, SEND and Governance strands of support and are being led by the following schools:

1. Side by Side Inclusion – Aspire
2. Side by Side SEND – Furze Down School
3. Side by Side SEND Partnership Model – Stony Dean Special School and The Amersham School
4. Side by Side Early Years – Buckinghamshire County Council Early Years Team

Impact made on the key areas of focus from the 2017 Education Standards Report

The percentage of pupils attending good or outstanding schools in Buckinghamshire has increased to 92%, and is higher than ever before. The proportion of secondary schools rated good or better has increased to 81%.

Ofsted Inspections - Evidence of Impact

Nine non-selective Upper Schools were rated Inadequate or Requires Improvement by Ofsted at the start of the 2018/19 academic year.

- 1) **Aylesbury Vale Academy (Serious Weaknesses)** secured a **GOOD** Section 5 judgement – 22nd January 2019
- 2) **The Beaconsfield School (Requires Improvement)** secured a **GOOD** Section 5 judgement – 12th February 2019
- 3) **The Grange School (Requires Improvement)** Section 8 Monitoring Visit – 29th March 2019

Leaders taking Effective Action - Inspectors noted that:

'School leaders engage well with the local authority. Many beneficial links have been established with other schools. These include a peer-mentoring project with the leadership teams at Cressex and Cottesloe schools, and a focus on the most able pupils with Beaconsfield School. The local authority is prioritising the school for support.'

- 4) **The Mandeville School (Requires Improvement)** Section 8 Monitoring Visit – 25th April 2019

Leaders taking Effective Action - Inspectors noted that:

The support provided by the local authority has been more effective than previously, with greater collaboration between the school and the authority since the end of last calendar year. The local authority has provided strong support for the acting principal. Of note is the close and effective partnership between the acting principal and the executive headteacher of a local school that rapidly improved, which was brokered by the local authority.

In addition, the local authority has effectively supported the governing body, assisting with specific staffing issues as well as with training and development.

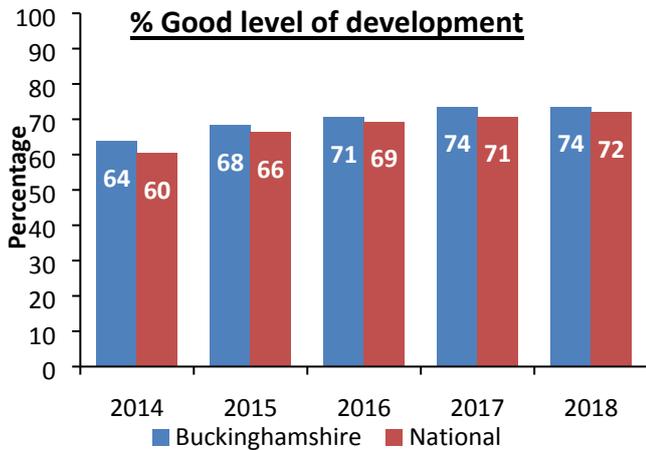
At the moment the local authority is providing extensive assistance, including support for leaders in the core subjects of English, mathematics and science. The authority's representatives are also checking the accuracy of assessments and working closely with individual teachers. Senior leaders are rightly beginning to evaluate the impact of the support and suggesting how it might be refined.

Key areas of focus for Buckinghamshire arising from this report

- Further develop and embed partnership working across all schools to reduce the proportion of primary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.
- Further develop and embed partnership working across all schools to reduce the proportion of secondary schools in Buckinghamshire holding a Requires Improvement or Inadequate judgement from Ofsted.
- Continue to support schools, through partnership working and shared learning, to close the attainment gap for disadvantaged and vulnerable groups.

3. Attainment in Early Years in Buckinghamshire

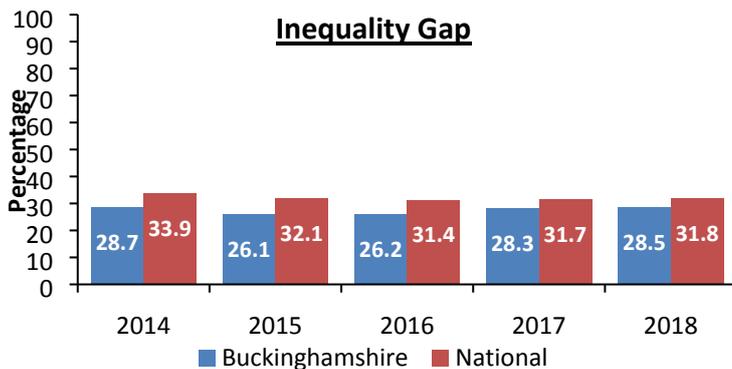
Attainment of a “Good Level of Development” at the end of the Early Years Foundation Stage has remained above national averages



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 remained the same as in 2017 at 74%. National results increased by a 1 percentage point, but remain below Buckinghamshire results.

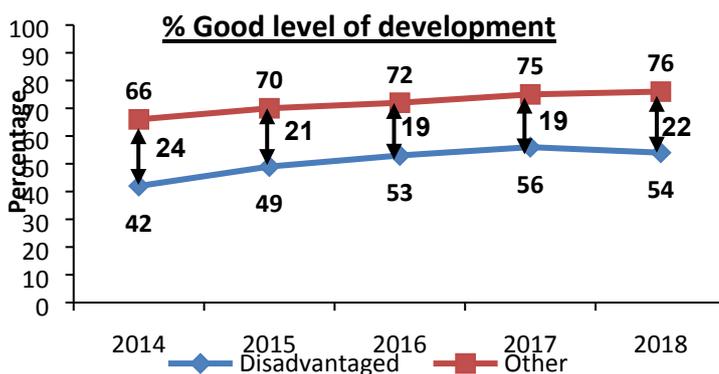
The EYFSP Inequality Gap has widened, but remains smaller (better) than national



The DfE uses 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 increased by 0.2 since 2017. Nationally the gap has increased by 0.1.

The gap between disadvantaged pupils and others has increased



The gap between the attainment of disadvantaged pupils and others in Buckinghamshire has increased by 3 percentage points. Results for disadvantaged pupils have fallen by 2 percentage points, while results for other pupils have increased by 1 percentage point.

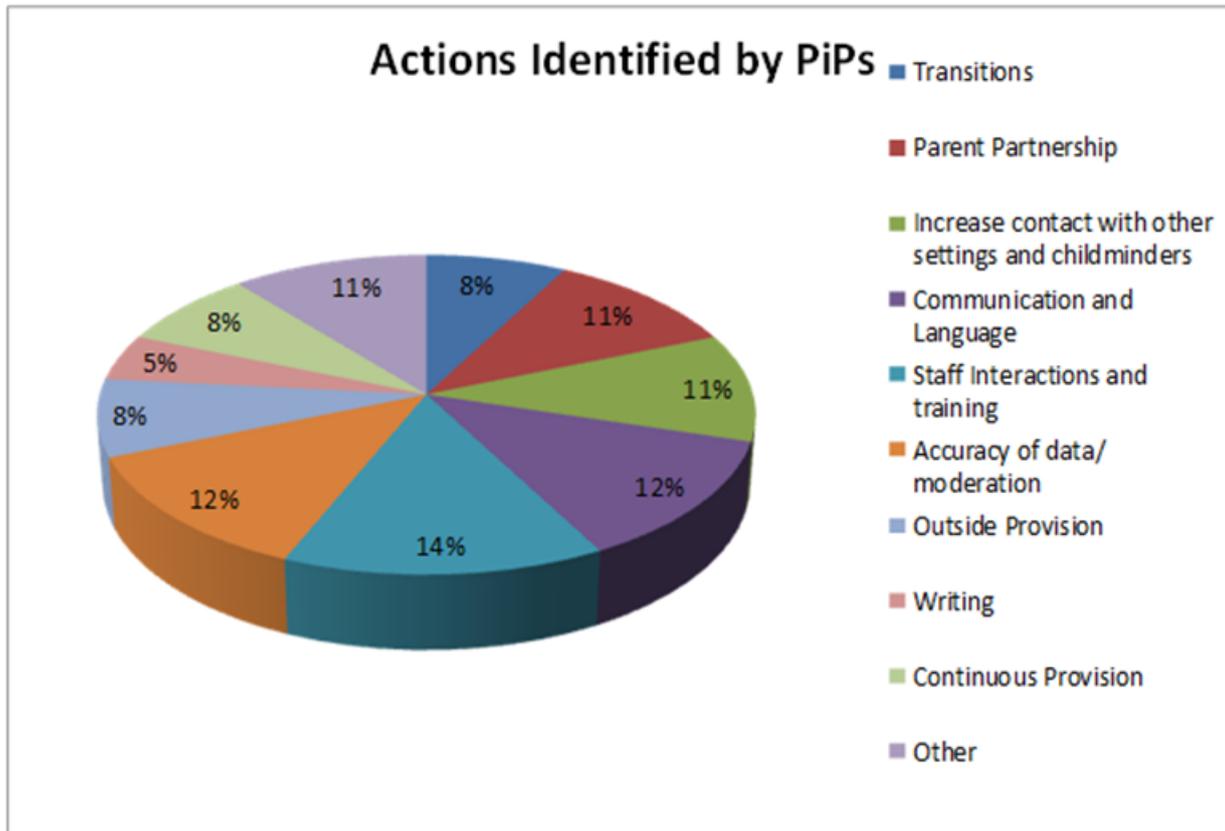
Data is currently not available for the performance of disadvantaged pupils nationally.

Key areas of focus from the 2017 Education Standards Report

- Continue to raise standards of underachieving groups, including disadvantaged pupils, so that increasing numbers of children from this cohort reach a good level of development by the end of the Foundation Stage.

Key actions taken since the 2017 Education Standards Report

The Early Years Service, through our Side by Side projects, has facilitated 12 Providers in Partnership (PiPs) groups (school and provider geographic clusters) to form and agree areas of mutual importance to improve outcomes. Their agreed focus areas are:



Impact made on the key areas of focus from the 2017 Education Standards Report

2018 Buckinghamshire results have remained the same as in 2017, but are still above national averages.

In 2018, the percentage of disadvantaged pupils in Buckinghamshire achieving a good level of development decreased by 2 percentage points.

Key areas of focus for Buckinghamshire arising from this report

- Reduce the inequality gap through;
 - focused interventions on disadvantaged groups
 - strengthened transitions into reception class
 - accredited training and support focusing on children's language development and emergent writing

About this section of the report

This report is based on the Department of Education (DfE) statistical first release, which provides revised 2018 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 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 profile consists of 17 early learning goals, and children are assessed as either "Emerging", "Expected" or "Exceeding" in each area.

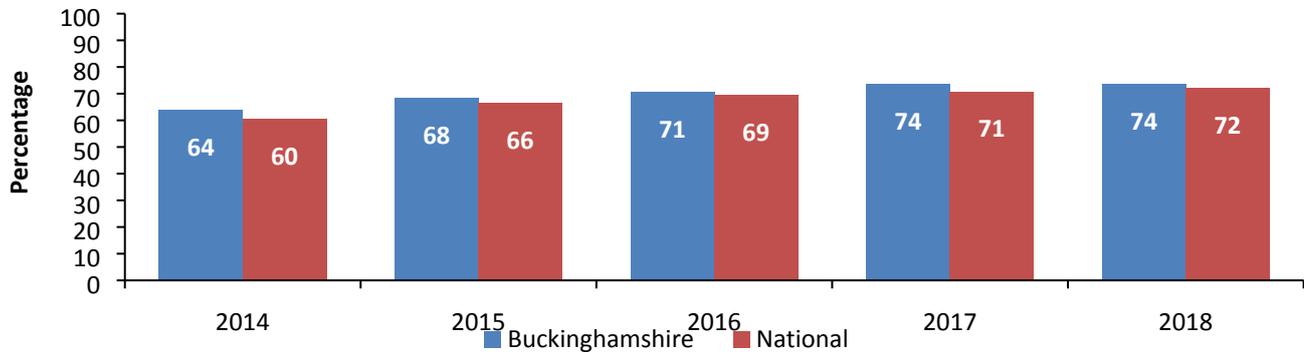
From 2013, children are defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

- 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.

Figure 1: Attainment of a good level of development by the end of the EYFS Buckinghamshire and England 2014-2018

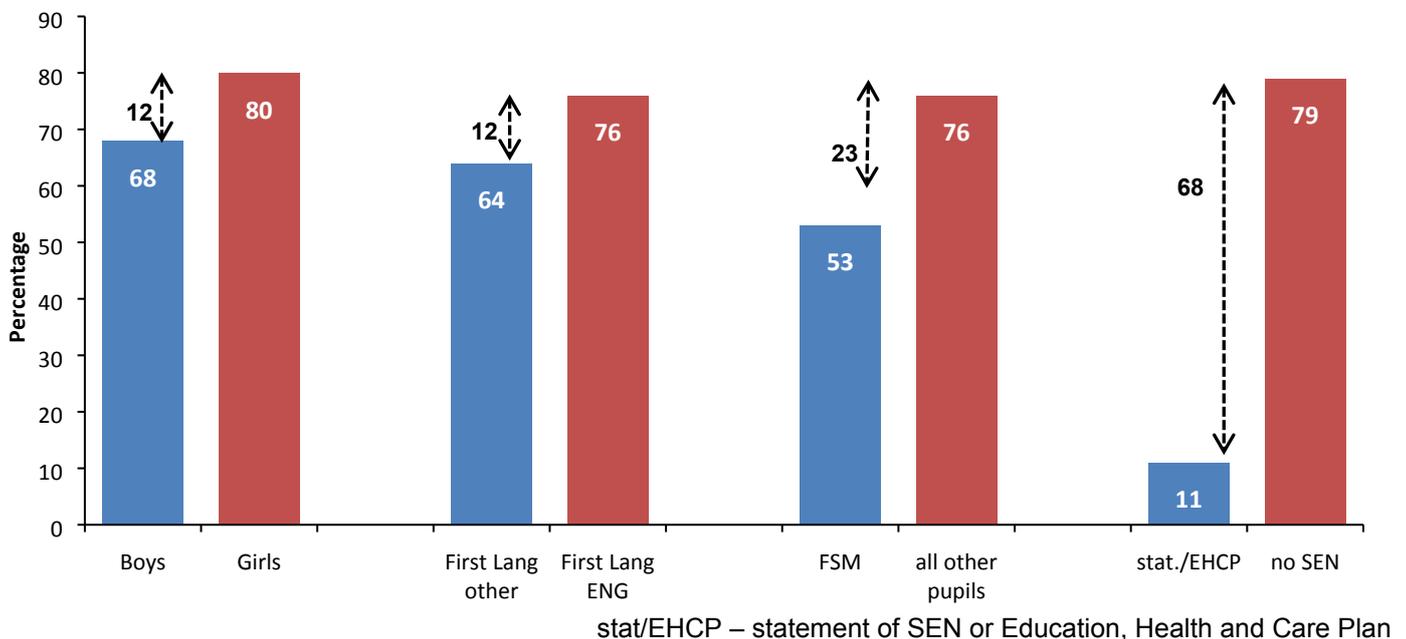


Buckinghamshire results have remained the same as in 2017, but have increased by 10 percentage points since 2014. 74% of Buckinghamshire pupils now reach a good level of development by the end of the Early Years Foundation Stage.

Buckinghamshire results in 2018 are 2 percentage points higher than national. National results increased by 1 percentage point between 2017 and 2018, while Buckinghamshire results remained static.

2.2 Pupil characteristics

Figure 2: Attainment of a good level of development by the end of the EYFS for different groups Buckinghamshire 2018



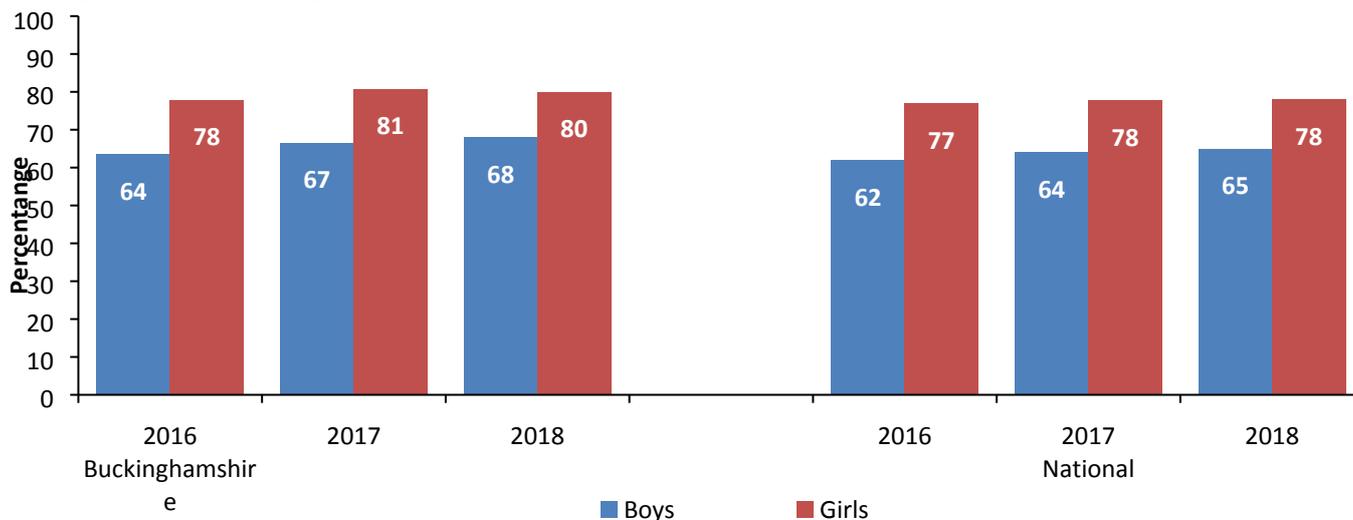
Gender

Results for Buckinghamshire girls are higher than for boys, and both groups are above the national average for similar pupils.

Buckinghamshire girls continue to outperform boys at the end of the Early Years Foundation Stage. Results for girls have increased by 1 percentage point since 2017, while results for boys have decreased by the

same amount. Nationally results for girls increased by 1 percentage point, while nationally results for boys remained static.

Figure 3: Attainment of a good level of development by the end of the EYFS by gender Buckinghamshire and England 2016-2018



Free School Meals (FSM)

7% of the EYFSP cohort in Buckinghamshire were known to be eligible for free school meals (as at the January 2018 School Census), compared to 13% nationally. FSM is used instead of disadvantage in this section to allow for national comparisons.

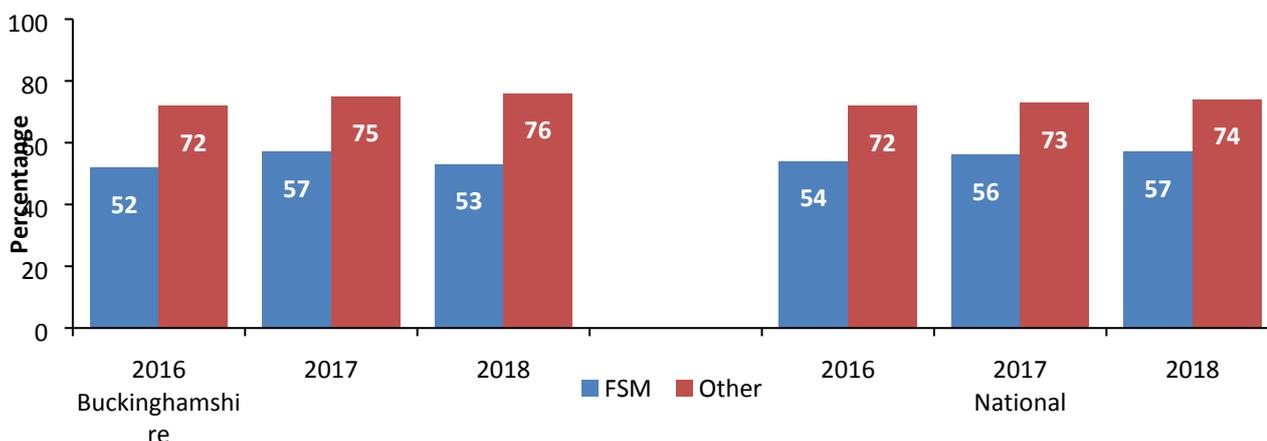
The gap between FSM pupils and others has increased (worsened), and remains wider than national.

Buckinghamshire results for FSM pupils have decreased by 4 percentage points and the attainment gap has widened by 5 percentage points; 53% 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 76% of all other pupils.

Results for FSM pupils in Buckinghamshire are 1 percentage point below those of FSM pupils nationally, while results for non FSM pupils in Buckinghamshire are 2 percentage points above non FSM pupils nationally.

The gap between attainment of FSM pupils and all other pupils is wider in Buckinghamshire than nationally at 23 percentage points compared to 17 percentage points nationally.

Figure 4: Attainment of a good level of development by the end of the EYFS by FSM Buckinghamshire and England 2016 – 2018



Special Educational Needs (SEN)

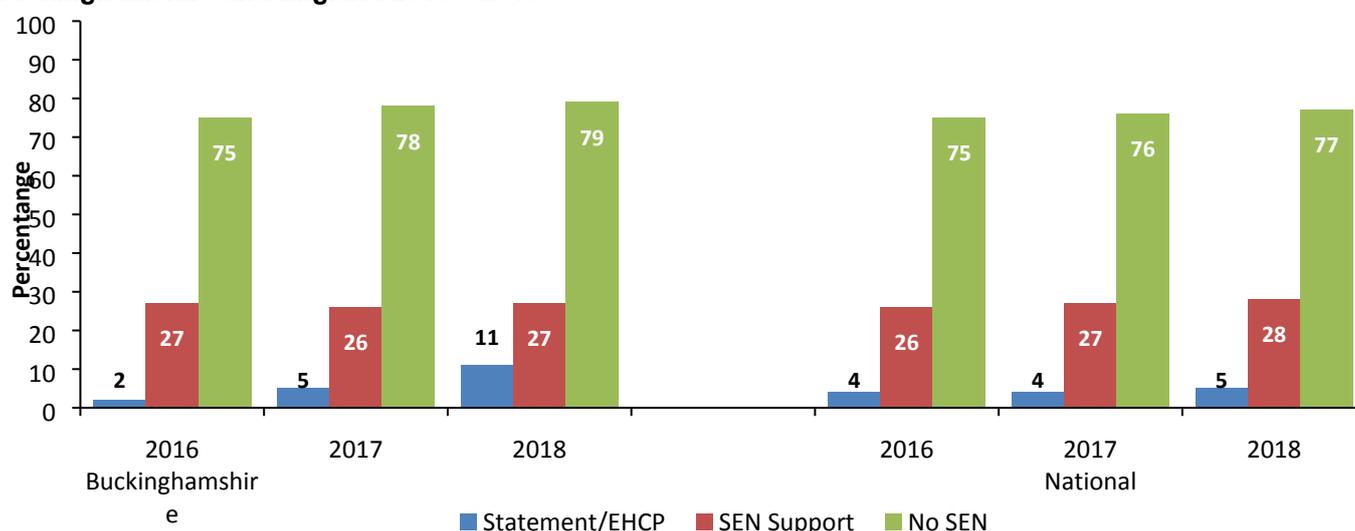
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an Education, Health and Care (EHC) plan.

Children on SEN Support do not achieve quite as well as their peers nationally, but results of children with a statement of SEN or an EHC Plan are above national.

Results for Buckinghamshire pupils with a statement/EHC plan are 6 percentage points above national. 11% of pupils with a statement/EHC plan achieved a good level of development by the end of the Early Years Foundation Stage in 2018. Results for Buckinghamshire pupils have increased by 6 percentage points since 2017, whereas nationally results have increased by 1 percentage point.

27% of Buckinghamshire pupils on SEN Support achieved a good level of development, an increase of 1 percentage point since 2017. Results for similar pupils nationally are slightly above Buckinghamshire, with 28% of pupils on SEN support nationally achieving a good level of development in 2018 compared to 27% in 2017.

Figure 5: Attainment of a good level of development by the end of the EYFS by SEN Buckinghamshire and England 2016 – 2018



Ethnicity

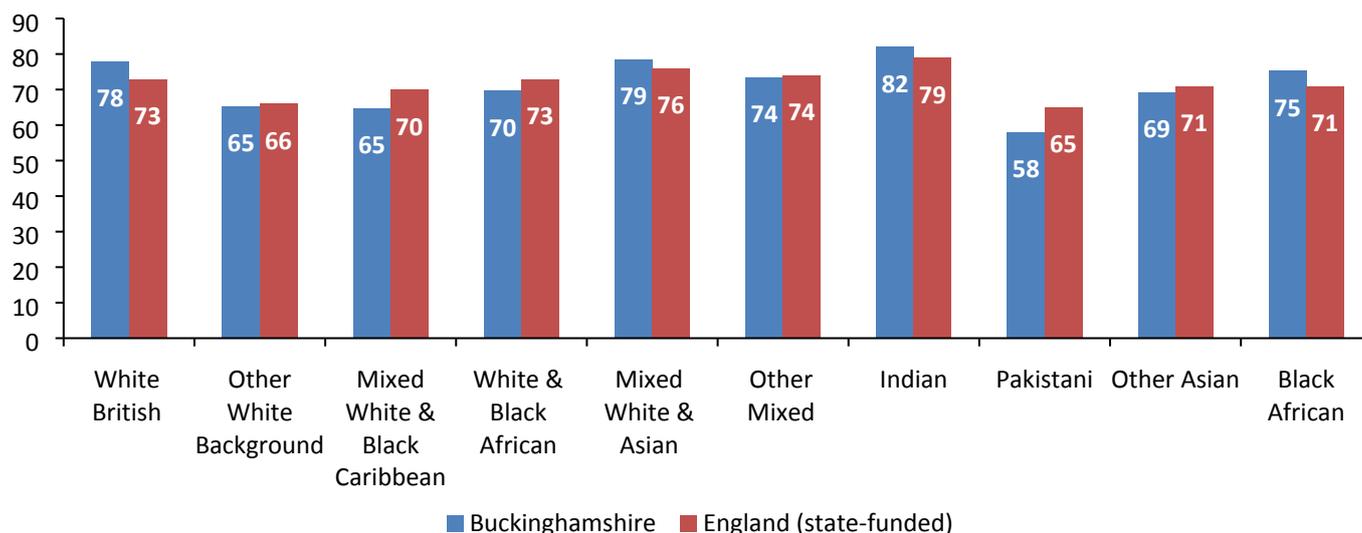
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA.

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

Some key ethnic groups have seen results improve; however, some groups continue to achieve less well than others.

At the detailed ethnic group level, figure 6 shows the results for the largest ethnic groups in Buckinghamshire in 2018. 5 groups are at or above the Buckinghamshire average for all pupils (White British, Mixed White and Asian, Other Mixed, Indian and Black African pupils), while all other groups are below the Buckinghamshire average.

Figure 6: Attainment of a good level of development by the end of the EYFS by detailed ethnic group Buckinghamshire and England 2018



Cohort Sizes									
White British	Other White	Mixed White & Black Caribbean	White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black African
4052	373	162	56	159	151	217	557	101	89

Note that results for Black Caribbean pupils have been excluded from this analysis due to the small cohort size this year (only 36 EYFSP pupils).

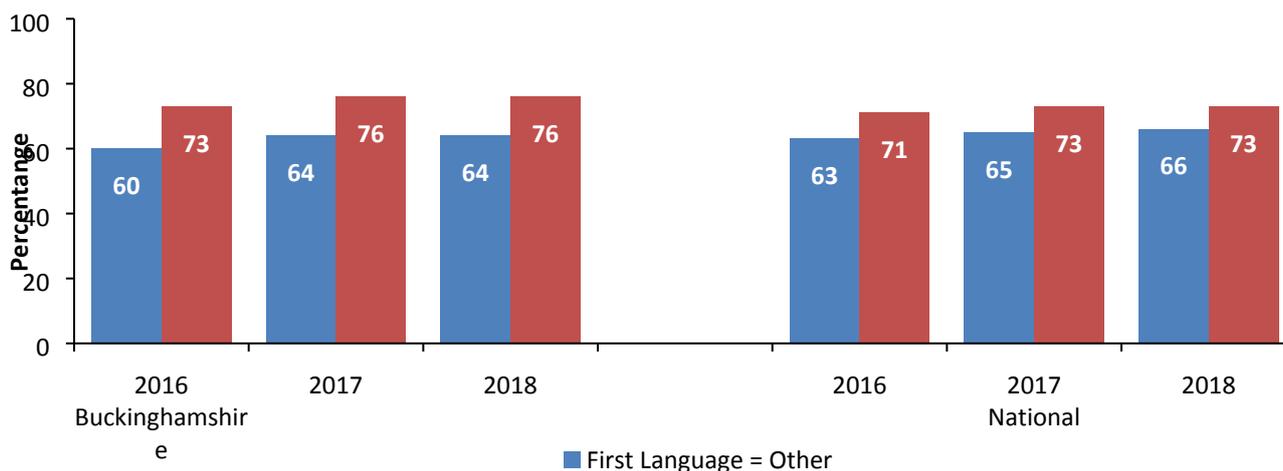
English as a first language

“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 remained static, and is still below the national average for similar children.

Buckinghamshire pupils with a first language other than English do not perform quite 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 12 percentage points compared to 7 percentage points nationally.

Figure 7: Attainment of a good level of development by the end of the EYFS by first language Buckinghamshire and England (state-funded schools) 2016 - 2018



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 7th when compared to statistical neighbours and 36th when compared to all Local Authorities in England. In 2017 Buckinghamshire was ranked 6th against statistical neighbours and 30th against all Local Authorities.

2.4 Actions arising from the key areas of focus including projects and case studies from September 2018

Providers in Partnership (PiP) Side by Side Focused Groups

- 8 PiPs moderating together for the first time.
- 6 PiPs supporting each other to influence the home learning environment – SEND a focus
- 5 transitions and how to improve these.
- Phonics and how a consistent approach can help towards school readiness.
- 3 still under review

Development of Early Years SEND Inclusion and Additional Needs Pilot – this aims to support cohorts of children with emerging need and SEN Support holistically through a more streamlined approach to secure funding for focussed interventions and improve outcomes more quickly.

From September 2019, the Early Years Service will support all schools with reception classes, not just those with nursery provision, so there is a consistent offer to all primary schools which will aim to drive up quality, improve transitions and improve outcomes by end of foundation stage.

AET (Autism Education Trust)

1st April 2019 BCC Early Years became Strategic Partners for the south east responsible for QA and training delivery of all the AET training delivered by training hubs in the south east, including Oxford CC, The SEND Teaching School Surrey, The Puzzle Centre and more to follow.

AET training figures 18-19

528 people from schools and settings have completed ‘Making Sense of Autism’ the initial 90 minute awareness raising course, focussed on a whole setting/school approach to supporting children with Autism. A further 48 practitioners have completed ‘Good Practice in Autism’ since September ‘18 with a focus on

good practice and strategies.

Introduced an Early Years Access & Inclusion team as part of our internal restructure which is focusing support on identifying and reaching vulnerable children and supporting access into a high quality early years place. This team also links with the work of the Early Years Panel to follow up SEN notifications from Paediatricians.

In February 2019, 23 SENCOs began to complete the Level 3 National Qualification for SENCOs in the Early Years as part of a pilot collaborating with Buckinghamshire College Group and based on and building on the existing training offered for EY SENCOs in Buckinghamshire.

Marsh School, Nursery Provision

This school participated in the 'Improving Outcomes Diminishing Differences' (IODD) initiative 2016-2018. The IODD data for the school evidenced that the support received by the school contributed to improved outcomes for all children, including those who attracted a pupil premium grant funding.

The school evidenced that the weekly challenges they introduced, enthused the children and helped the teachers to target specific areas of development without drawing them away from play. Children were given an estimating challenge one week. They were asked to write down how many objects they thought were in a pot and post it with their name on. At the end of the week the objects were counted and the child with the closest guess won a prize. Children were excitedly mark making and writing numbers, talking about numbers with friends and all without an adult directly supporting the activity.

Through the IODD training the school was supported to teach through routines and used lining up times and lunchtime to consolidate learning in phonics and maths. For example children were supported to line up in height order, given numbers and line up in number order etc.

St George's C of E School

This school participated in the 'Improving Outcomes Diminishing Differences' initiative 2016-2018 (IODD). Following training within initiative network meetings and Early Years Advisor support, data was analysed and literacy and mathematics identified as areas of learning where vulnerable children were not achieving best progress.

The school focused improving the home learning environment which research shows has high impact on children's learning. They identified a need to extend their school day and all children were invited to attend the Fabulous Flamingos (named by the children) After School Club one afternoon a week. The aim of this club was to provide tailored support for the children in Maths and Literacy and to allow the children to share their own interests with others.

The club was run by two of the EYFS teachers, enabling good communication between home and school, with the last 15 minutes each week spent either with all parents being invited in to join their children for hot chocolate and a story or individual conversations with parents, offering support. Bedtime books were also introduced, with each child being able to select a book to borrow for the week. Non-threatening books with no words were included as we were aware some parents had learning difficulties and may be put off by a text rich book.

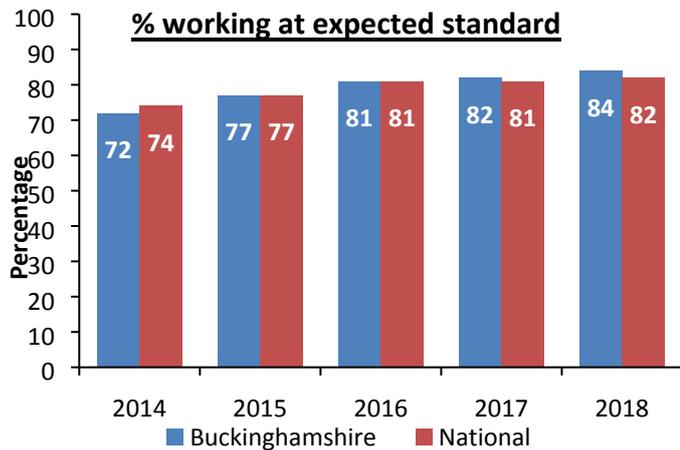
Following the success of the after school club, from April they introduced a breakfast club for Pupil Premium children, easing the pressure on parents first thing in the morning and ensuring all children started the day with a healthy breakfast. In June the club was opened up to all Pupil Premium children across the school and the out of school club support to vulnerable children has become a key feature of the EYFS provision in this school.

4. Attainment and Progress in Primary Schools in Buckinghamshire

After the Early Years assessments there are 3 statutory assessments for primary age children:

- Phonics Check administered at the end of Year 1 (and repeated in Year 2 for some children).
- Key Stage 1 Teacher Assessments administered at the end of Year 2.
- Key Stage 2 Tests and Teacher Assessments administered at the end of Year 6.

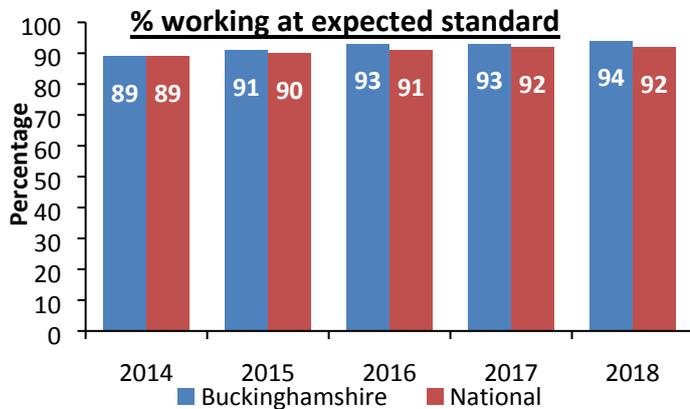
Attainment in the year 1 phonics check has increased, and is above national



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 each pupil reads aloud to the teacher. All children have to take the Phonics Screening Check at the end of year 1.

Buckinghamshire results have increased by 2 percentage points between 2017 and 2018. National results have increased by 1 percentage point in the same period.

Phonics check results for pupils by the end of year 2 have also increased, while national results remain static

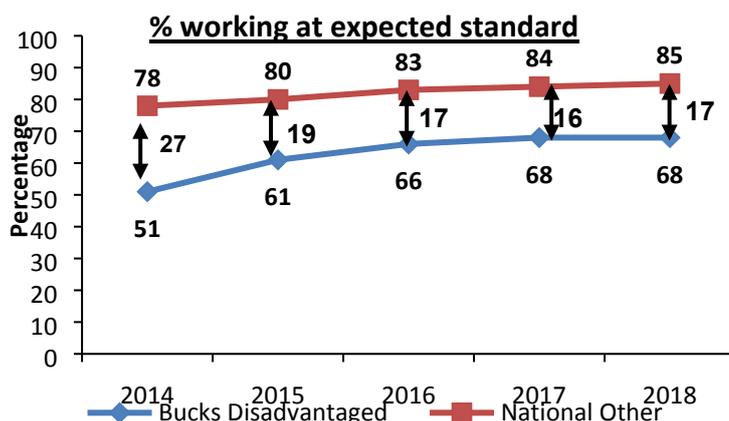


Children in year 2 must also take the check if they did not meet the required standard in year 1 - this includes children who did not take the check in year 1 for any reason.

By the time pupils reached the end of year 2 94% had met the expected standard in phonics, either through the year 1 check or the year 2 re-check.

Buckinghamshire results increased by 1 percentage point from 2017, and are 2 percentage points above National.

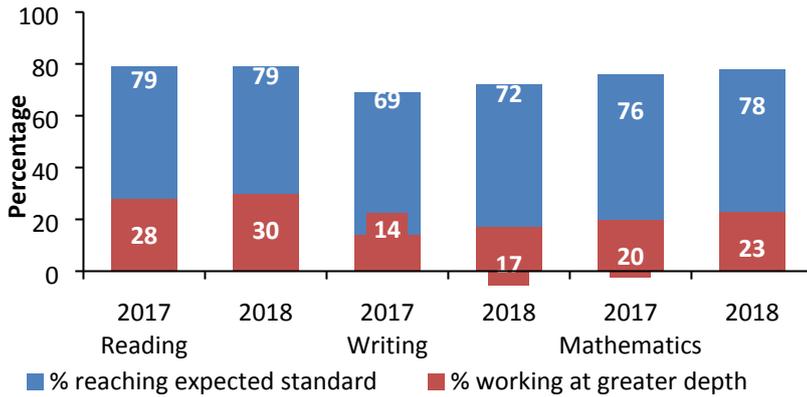
Year 1 phonics check results for disadvantaged pupils have remained at 2017 levels



The DfE 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 2018 is 17 percentage points, compared to 16 percentage points in 2017.

Attainment at the expected standard at Key Stage 1 is above national for all subjects



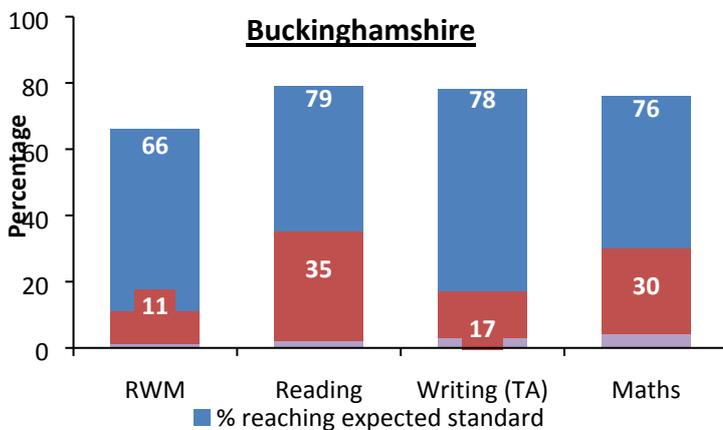
In Buckinghamshire, 79% of pupils met the expected standard in reading, 72% in writing and 79% in mathematics.

Attainment for both reaching the expected standard and working at greater depth for all subjects were above national. All results increased from 2017, except for reading at the expected standard which remained the same as in 2017.

At Key Stage 1 the difference between results of disadvantaged pupils in Buckinghamshire and others nationally has narrowed for all subjects

The DfE measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally. Improvements have been seen for all subjects, with the reading gap narrowing from 19 to 17 percentage points, the writing gap narrowing from 23 to 21 percentage points and the mathematics gap narrowing from 24 to 21 percentage points. The national differences were 17 percentage points in reading, 19 percentage points in writing and 17 percentage points in mathematics.

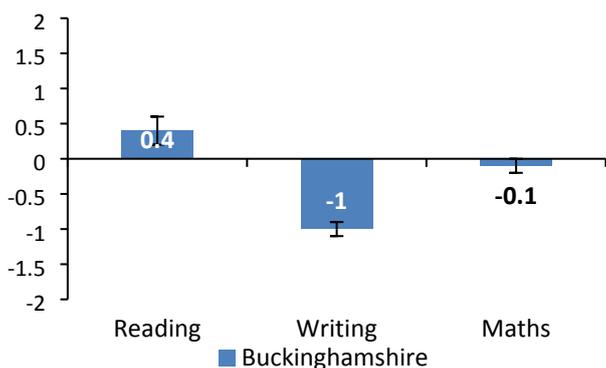
At the end of Key Stage 2, 66% of pupils in Buckinghamshire reached the expected standard in reading, writing and mathematics



In Buckinghamshire, 66% of pupils reached the expected standard in all of reading, writing and mathematics, an increase from 64% in 2017.

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

Key Stage 2 progress in reading is significantly above national, progress in writing is significantly below national while progress in mathematics is in line with national averages



Progress scores are calculated separately for 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 progress measure for writing is significantly below national, while progress in mathematics is in line with national.

Only two schools are below the primary school floor standard

2 Buckinghamshire schools did not meet the primary school floor standard in 2018, compared to 6 in 2017. The 2 schools are the equivalent of 2% of eligible schools in Buckinghamshire, while 3% of schools nationally are below floor standard. Of the Buckinghamshire schools that were below floor in 2017, none remained below floor in 2018.

At Key Stage 2 the gap between disadvantaged pupils and others has improved by 4 percentage points since 2017

The DfE 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 in reading, writing and maths was 26 percentage points in 2018, compared to a national difference of 20 percentage points. In 2017 the Buckinghamshire figure was 30 percentage points compared to a national figure of 20.

Key areas of focus from the 2017 Education Standards Report

- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils nationally.
- Continue to raise the standards of underachieving groups.
- Embed consistency of assessment at Key Stage 1 and Key Stage 2 in each subject across the county.
- Improve KS2 progress in Writing and Mathematics so that it is above national.
- Decrease the number of schools judged to be below the floor standards or in danger of being below the three-year coasting standard.

Key actions taken since the 2017 Education Standards Report

- Side by Side Liaison Group Projects – Schools have worked together to identify key areas of underperformance at a local level. Seed funding has been allocated for those schools to collaborate on a two year piece of work to improve outcomes for pupils within the area. A number of project were agreed, 6 projects focus on improving outcomes for disadvantaged children, 8 projects focus on improving writing outcomes and 6 projects focus on improving outcomes in mathematics.
- Training has been carried out for staff to ensure that they are consistent in their application of assessment procedures. The authority has held moderation sessions for schools to work together and agree standards between schools. There have been sessions for staff working across phases (Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3) to meet and agree assessments in order to support pupils moving from one phase of schooling to the next.
- Bespoke work was carried out by the BLT and this has continued in the form of Side by Side Pupil Champion support for specific schools. The roll out of the Side by Side strategy has provided 63 strands of support for 33 schools to date across both primary and secondary schools.
- 9 schools (2 secondary 7 primary) were eligible for National Leader in Education (NLE) support including 3 full day visits funded directly from the DfE

Impact made on the key areas of focus from the 2017 Education Standards Report

- No school that was below floor in 2017 remained below floor in 2018, and the number of schools below floor decreased from 6 to 2.
- The gaps in performance between disadvantaged pupils and others nationally have narrowed (improved) at KS1 and KS2. The gap for year 1 phonics has increased, but only by 1 percentage point.

- Progress in KS2 mathematics is now in line with national averages rather than being significantly below as in 2017. The progress score in writing in 2018 is; however, still significantly below national averages.

Key areas of focus for Buckinghamshire arising from this report

- Continue to improve the performance of disadvantaged pupils so that they do as well as other pupils nationally.
- Continue to raise the standards of underachieving groups.
- Improve KS2 progress in Writing at the expected standard and at greater depth so that it is above national.
- Continue to improve KS2 progress in Mathematics so that it is significantly above national.

About this section of the report

This report is based on

- the Department of Education (DfE) statistical first release which provides revised 2018 phonics check results for pupils in schools in England at national, regional and local authority level.
- the DfE statistical first release which provides 2018 Key Stage 1 national curriculum assessment results for pupils in schools in England at national, regional and local authority level.
- the DfE statistical first release which provides revised 2018 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' 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 from LA calculations (some pupil group results).

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 each 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.

About Key Stage 1

Children are assessed at the end of year 2 (when they are typically age 7) in reading, writing and mathematics using the interim teacher assessment frameworks. Teacher Assessments are informed by pupils' scores in tests in maths and reading.

Important Changes to Key Stage 1 Accountability Measures from 2016

From 2016, the new 'expected standard' is higher than the old level 2. Pupils are 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 standards. Teacher assessment is informed by pupils' scores in tests (writing is partly informed by the new grammar, punctuation and spelling test.) As in earlier years, there is also teacher assessment of science.

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 grammar, punctuation and spelling (GPS) test was introduced in 2013. The key performance measure is the percentage of pupils reaching the expected standard in all of reading (test), writing (teacher assessment) and mathematics (test).

Important Changes to Key Stage 2 Accountability Measures from 2016

From 2016, the new 'expected standard' was higher than the level 4 reported in 2015. KS2 test results in reading and mathematics are now reported in terms of scaled scores centred around 100 (the expected standard), rather than levels. Writing is reported in terms of the percentage meeting the new expected standard for teacher assessment. The interim frameworks for teacher assessment were originally for use in 2016 only, but have now been extended. Progress is now shown by a value added measure.

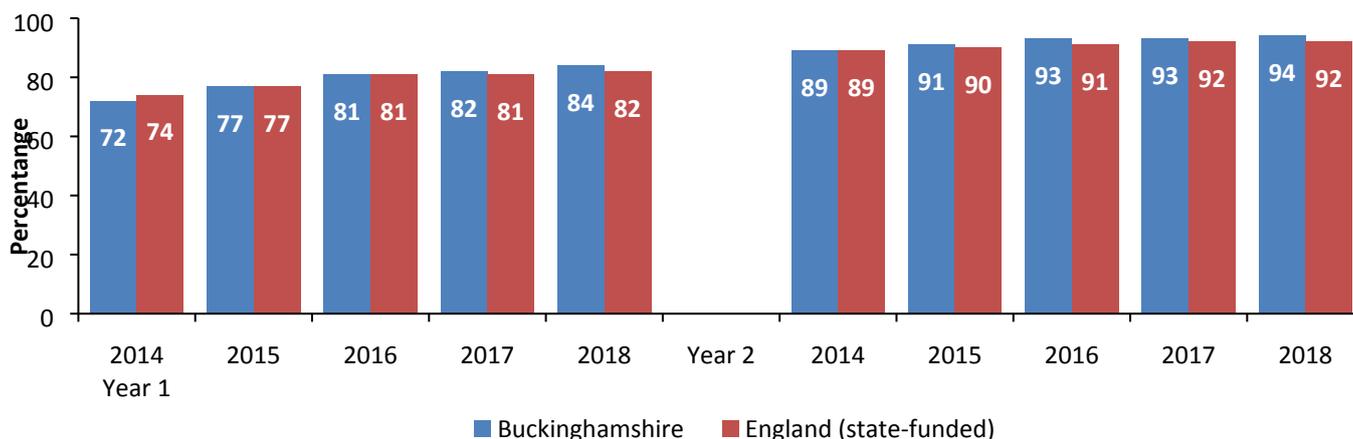
3.1 Overall Attainment

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

Buckinghamshire results in the year 1 phonics check have increased by 2 percentage points since 2017. National results have also increased but only by 1 percentage point, so Buckinghamshire results are now 2 percentage points above the national average.

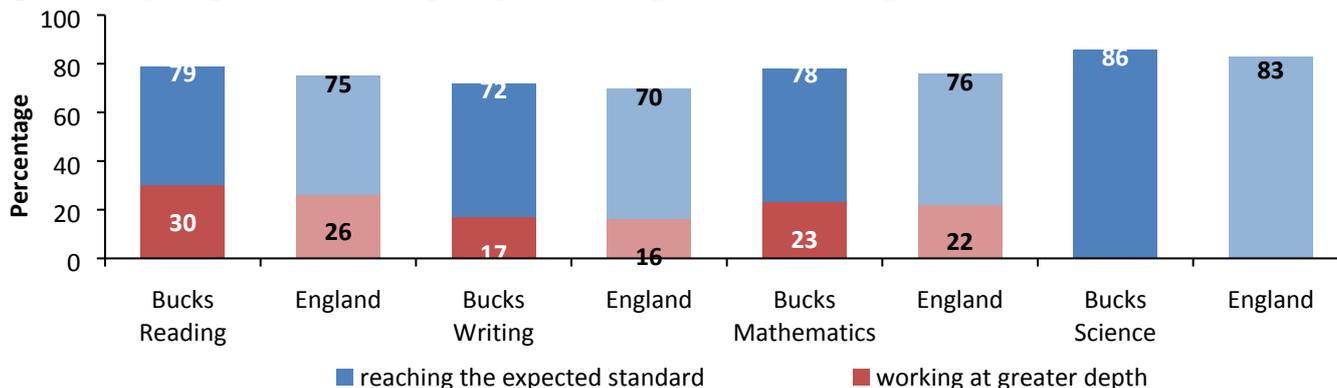
Those children who do not reach the expected standard of phonics decoding in year 1 are retested at the end of year 2. Historically Buckinghamshire results have been in line or above national by the end of year 2, and this trend has continued with Buckinghamshire results being 2 percentage point higher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

Figure 8: Attainment of the expected standard in phonics decoding in year 1 and by the end of year 2 Buckinghamshire and England (state-funded schools) 2014-2018



Key Stage 1 attainment is above national in all subjects at both the expected level and for pupils working at greater depth.

Figure 9: Key Stage 1 attainment by subject: Buckinghamshire and England, 2018



79% of Buckinghamshire pupils reached the expected standard in reading, which is 4 percentage points higher than national. Results for the percentage of pupils working at greater depth within the expected standard were also 4 percentage points higher in Buckinghamshire than national. Buckinghamshire results at the expected standard were the same as in 2017, while national results decreased by 1 percentage point. At greater depth Buckinghamshire results increased by 2 percentage points compared to a 1 percentage point increase nationally.

Buckinghamshire results for mathematics were 2 percentage points higher than national at the expected standard and 1 percentage point higher at greater depth. Buckinghamshire results improved from 76% to 78% at the expected standard, and from 20% to 23% at greater depth. Nationally results increased by 1 percentage point at both the expected standard and greater depth.

Results for science show that 86% of Buckinghamshire pupils reached the expected standard, which is a 1 percentage point increase on 2017 results. Nationally results remained at the same level as in 2017, with 83% of pupils reaching the expected standard. Pupils are only assessed as either meeting or not meeting the expected standard in science – there is no assessment to show if pupils are working at greater depth.

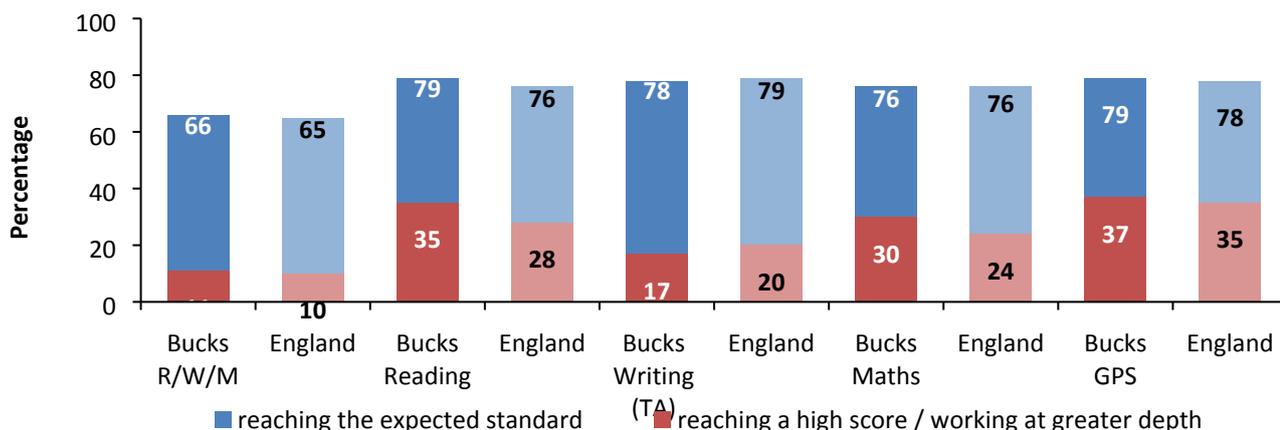
Changes made within the 2017/18 writing TA frameworks mean judgements made in 2018 are not directly comparable to those made using the previous interim frameworks in 2016 and 2017. 72% of pupils in Buckinghamshire reached the expected standard in writing in 2018, compared to 70% nationally. In 2017, 69% of Buckinghamshire pupils reached the expected standard in writing compared to 68% nationally. In Buckinghamshire, 17% of pupils were working at greater depth compared to 16% nationally. Results at greater depth in 2017 were 14% in Buckinghamshire and 68% nationally.

Buckinghamshire results at Key Stage 2 are higher than national for all subjects except for writing.

To reach the expected standard in the tested subjects (reading, mathematics and grammar, punctuation and spelling) pupils need to achieve a scaled score of at least 100. The expected standard in writing is a teacher assessment of ‘working at the expected standard’ or ‘working at greater depth within the expected standard’. The high score in tested subjects is defined as a scaled score of 110 or more.

Buckinghamshire results were in line with or above national results for the reading test, the mathematics test and the grammar, punctuation and spelling (GPS) test, as well as for reading, writing and mathematics combined measure. National results were slightly higher than Buckinghamshire results in the writing teacher assessment.

Figure 10: Key Stage 2 attainment in key subjects, Buckinghamshire and England, 2018



It is worth noting that writing results are based on teacher assessment and not tests, and that there is some variability in teacher assessment results across Local Authorities due to the introduction of the new frameworks in 2016. This has been recognised by Ofsted and the Department for Education. Although current results are not directly comparable to results under the previous frameworks, we would expect to see a similar pattern of results between subjects. In previous years results in the reading test have normally been higher than results in the writing teacher assessment – this is still the case in Buckinghamshire for 2018 (79% of pupils reaching the expected standard in the reading test compared to 78% in the writing teacher assessment), but nationally writing results were 3 percentage points higher than reading results in 2018.

3.2 Progress between age 7 and age 11

From 2016, the previous expected progress measures have been replaced by value added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The progress measures aim to capture the progress that pupils make from the end of Key Stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score.

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.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally. A positive score means that they made more progress than those with similar prior attainment; a negative progress score means they made less progress than pupils with similar starting points nationally.

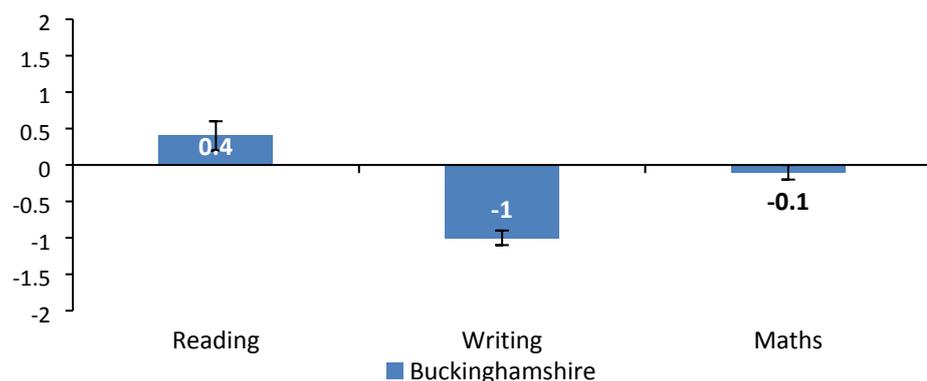
Progress results are calculated for a school/group on a specific cohort of pupils. A school may have been just as effective, but have performed differently with a different set of pupils. Similarly, some pupils may be more likely to achieve high or low results independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around progress scores are usually provided as a proxy for the range of scores within which each school's underlying performance can be confidently said to lie. The DfE provide confidence intervals for results at school and LA level, and for some LA pupil groups.

Scores should be interpreted alongside their associated confidence intervals to show whether a result is significantly different to national.

Progress in reading is significantly above national, while progress in writing and mathematics is significantly below national.

Buckinghamshire's progress score for reading is 0.4, with a confidence interval ranging from 0.2 to 0.6 – this means that Buckinghamshire results are significantly above national. Writing progress is lower, with a progress score of -1.0 and a confidence interval from -1.1 to -0.9, meaning writing progress is significantly below national. Progress in mathematics is in line with national averages (progress score of -0.1 and a confidence interval of -0.2 to 0).

Figure 11: Key Stage 2 progress Measures, Buckinghamshire, 2018



3.3 Key Stage 2 - School level attainment and progress

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

3.4 Primary Floor Standards

In 2018, a school is deemed to be below floor if at Key Stage 2:

- Fewer than 65% of pupils meet the expected standard in reading, writing and mathematics; **and**
- the school does not achieve sufficient progress scores in all three subjects (less than -5 in reading, -5 in mathematics or -7 in writing)

Only two schools are below the primary school floor standard.

Floor standards are more challenging from 2016 onwards. Not only is the expected standard higher than in previous years (broadly similar but not equivalent to the old level 4b), but in previous years a school needed to meet either the overall attainment threshold, or the progress threshold in only one subject – in 2016 sufficient progress needs to be made in all 3 subjects.

Two Buckinghamshire schools did not meet the primary school floor standard in 2018, compared to 6 in 2017. The 2 schools are the equivalent of 2% of eligible schools in Buckinghamshire, while 3% of schools nationally are below floor standard. Of the Buckinghamshire schools that were below floor in 2017, none remained below floor in 2018.

3.5 Primary Coasting Standards

The Education and Adoption Act 2016 allows the DfE to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential.

This year a primary school will fall within the coasting definition if in all of 2016, 2017 and 2018, fewer than 85% of pupils achieve the expected standard at the end of primary schools and average progress made by pupils is less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing

A school will have to be below the relevant coasting threshold in all three years to fall within the overall coasting definition. Schools will be excluded from the coasting measure in 2018 if:

- they have fewer than 11 pupils at the end of Key Stage 2; or,
- fewer than 50% of pupils have Key Stage 1 assessments that can be used to establish which prior attainment grouping the pupil should be allocated to; or,
- there is not sufficient Key Stage 2 attainment information to produce progress scores because there are fewer than 6 pupils with Key Stage 2 results for a particular subject; or,
- the school closes within the academic year.

Any school that is excluded from the coasting measure in a particular year cannot be defined as coasting until it has three consecutive years of data that meets the coasting definition.

The coasting measure applies to all mainstream maintained schools and academies with the relevant Key Stage 2 data. It does not apply to PRUs, special schools, alternative provision academies or maintained nursery schools.

Once a school has fallen within the coasting definition, Regional Schools Commissioners (RSCs) may engage the school to consider its wider context, and decide whether additional support is needed. Action will not be automatic and the focus will be on helping schools to improve in order to drive up standards.

After a three month consultation at the start of this year, Damian Hinds announced in May that he would remove coasting and floor standards effective from September 2019. The new measure for intervention support from the DfE will be based on the 'Requires Improvement' grade from Ofsted inspections.

6 schools met the coasting definition in 2018.

There are 6 Buckinghamshire schools that currently meet the primary coasting definition. This is equivalent to 5% of eligible schools. 5% schools nationally meet the coasting definition.

3.6 Pupil characteristics summary

Figure 12: Attainment of the expected standard in phonics decoding in year 1 for different groups Buckinghamshire 2018

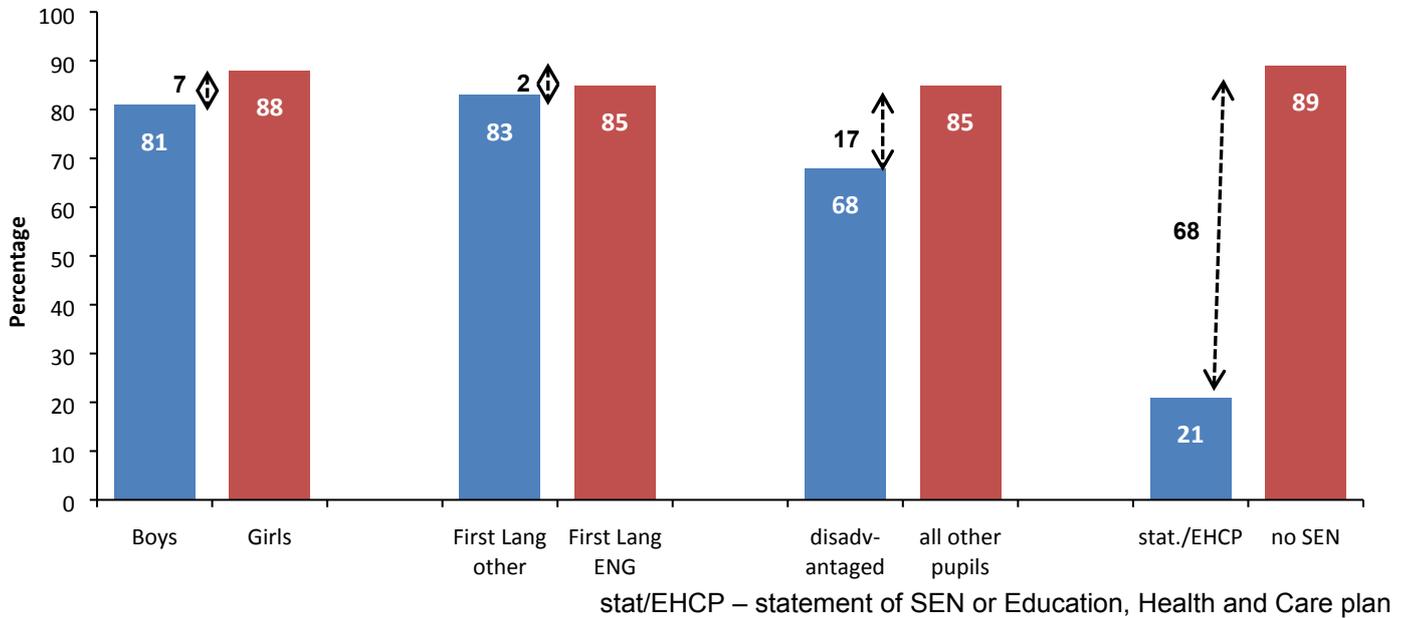


Figure 13: Percentage of Key Stage 1 pupils reaching at least the expected standard in reading for different groups Buckinghamshire 2018

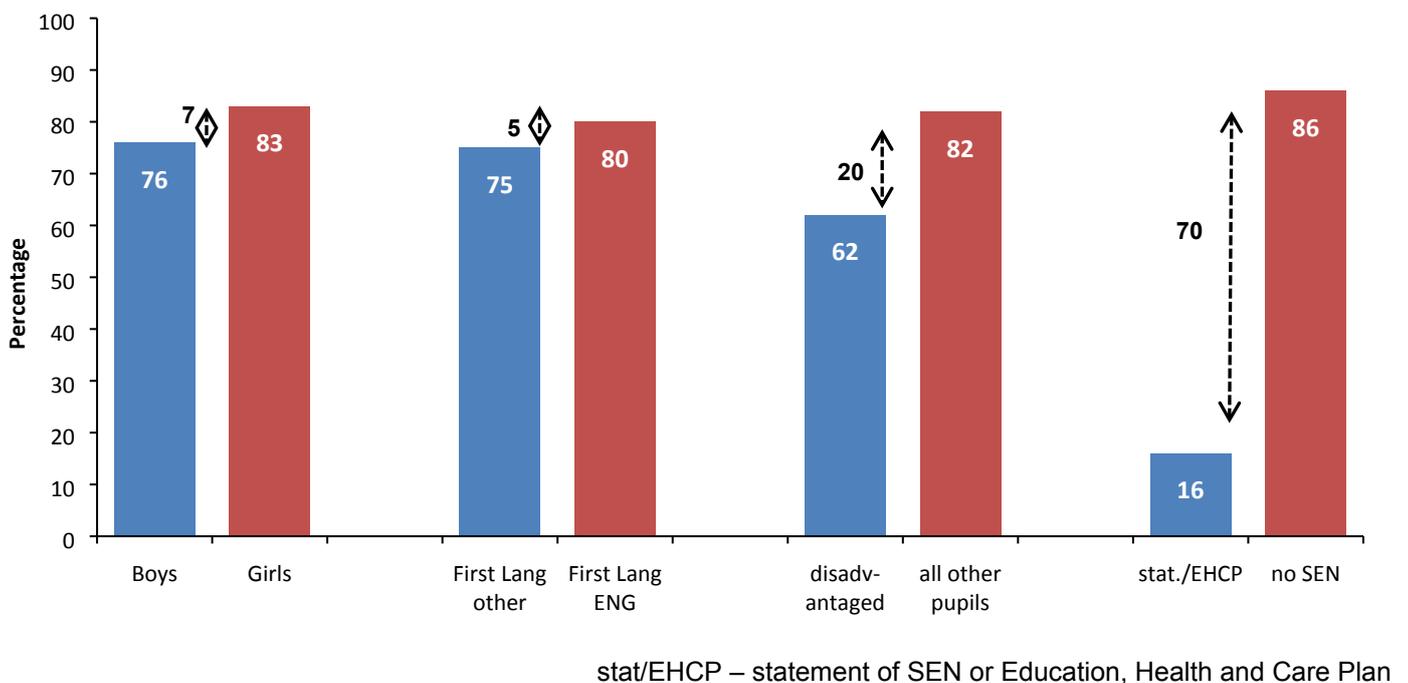
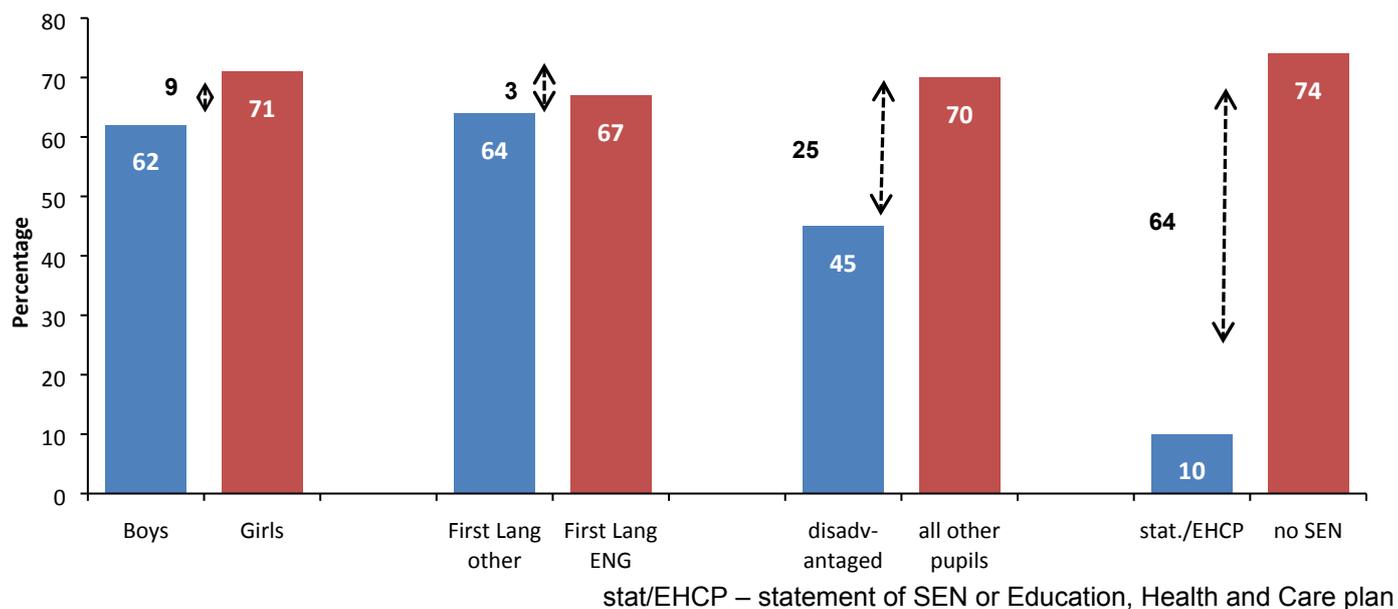


Figure 14: Percentage of Key Stage 2 pupils reaching the expected standard in reading, writing and mathematics for different groups Buckinghamshire 2018

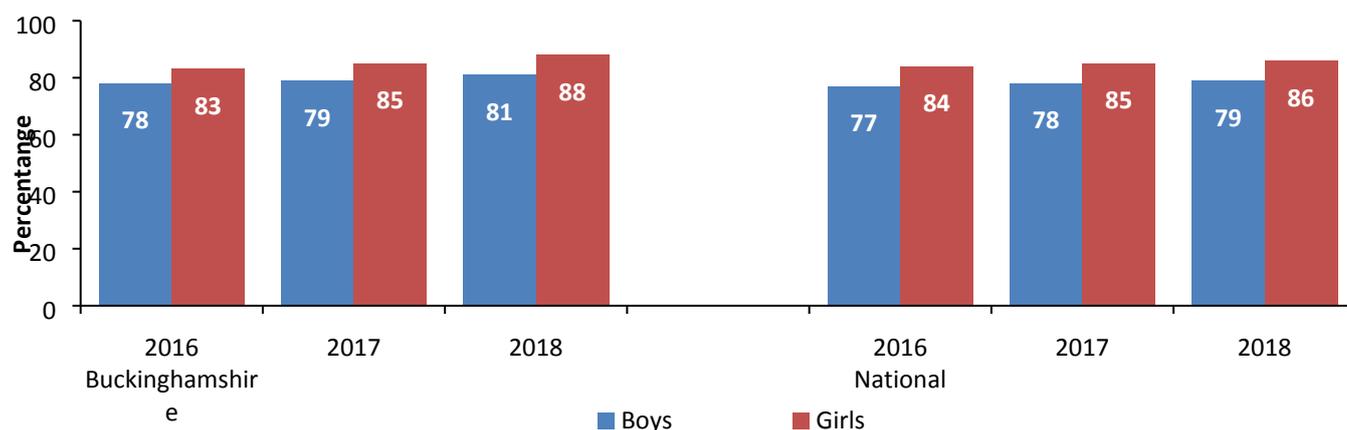


Gender

In the year 1 phonics check results for boys in Buckinghamshire are lower than for girls, but both groups are above similar pupils nationally.

In Buckinghamshire, 81% of boys achieved the expected standard compared to 88% of girls. A similar difference was seen nationally, with boys results being 7 percentage points below girls. Buckinghamshire results for both boys and girls are 2 percentage points above results for similar pupils nationally.

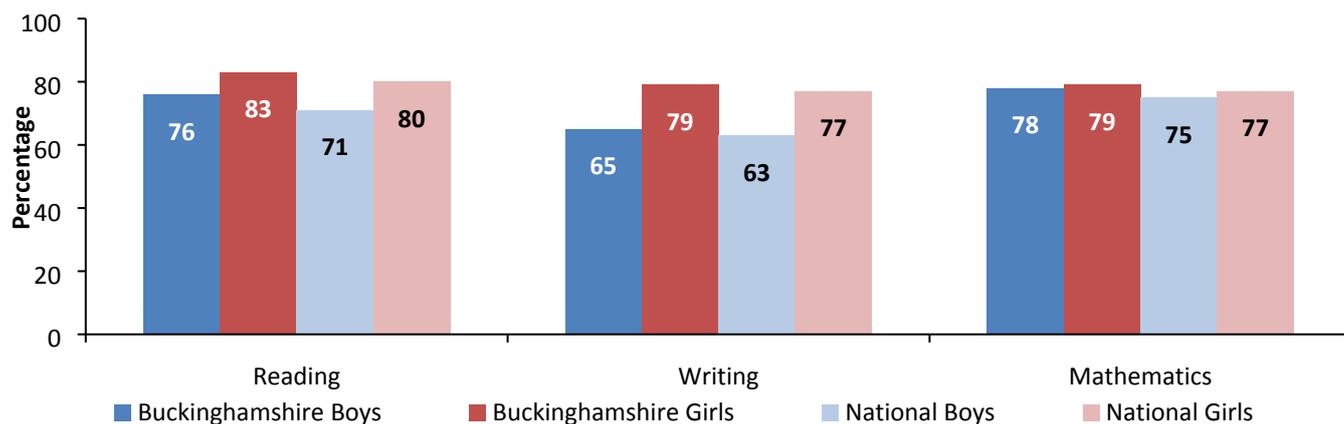
Figure 15: Attainment of the expected standard in phonics decoding in year 1 by gender Buckinghamshire and England (state-funded schools) 2016-2018



Results for boys at Key Stage 1 in Buckinghamshire are lower than for girls for all subjects at the expected standard and in reading and writing at greater depth, but are above at greater depth in mathematics.

In Buckinghamshire, results at the expected standard are higher for girls than for boys. Results for both boys and girls are higher than for similar pupils nationally.

Figure 16: Key Stage 1 pupils reaching the expected standard by subject and gender Buckinghamshire and England (state-funded schools) 2018



Girls also outperform boys in reading and writing for pupils working at greater depth. Buckinghamshire results for both boys and girls in reading and maths are higher than for similar pupils nationally. Results for Buckinghamshire boys in writing are in line with the national average for boys.

Figure 17: Key Stage 1 pupils working at greater depth within the expected standard by subject and gender Buckinghamshire and England (state funded schools) 2018

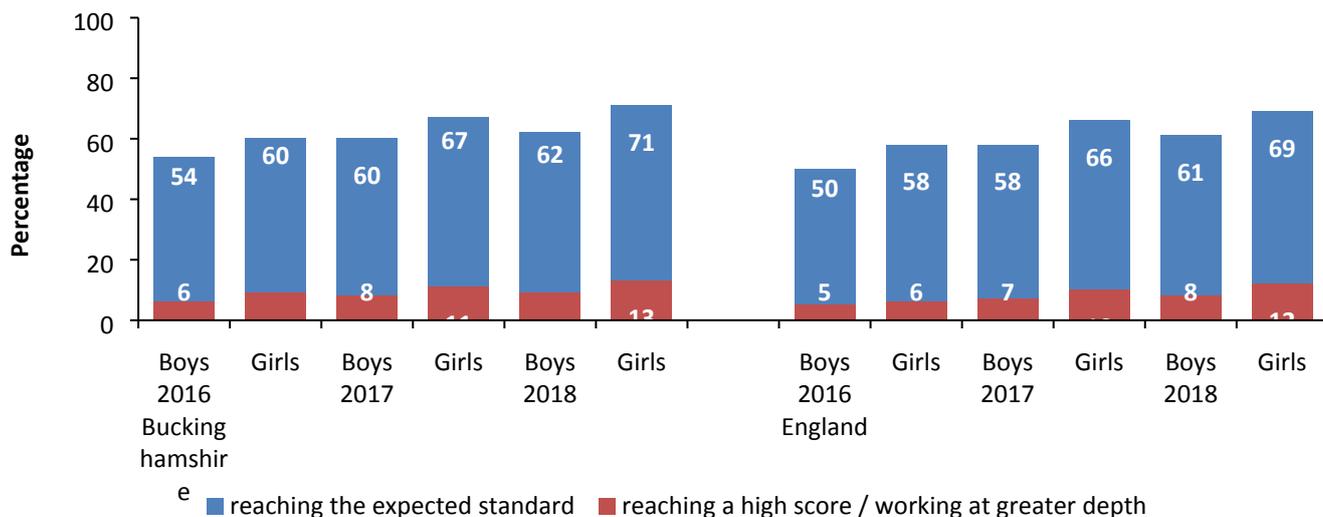


Key Stage 2 results for Buckinghamshire girls are higher than Buckinghamshire boys in all subjects except for maths.

Buckinghamshire results have historically been higher for girls than for boys, and this continues to be the case. Buckinghamshire results for the percentage of pupils reaching the expected standard are 2 percentage points higher than national for girls and 1 percentage point higher for boys. The difference between results for boys and girls is slightly larger in Buckinghamshire than national – a 9 percentage point difference in Buckinghamshire compared to 8 percentage points nationally.

Results for the percentage of pupils reaching a high score / greater depth are also higher in Buckinghamshire than nationally – 1 percentage point higher for both boys and girls.

Figure 18: Key Stage 2 attainment in reading, writing and mathematics combined by gender Buckinghamshire and National 2016-2018



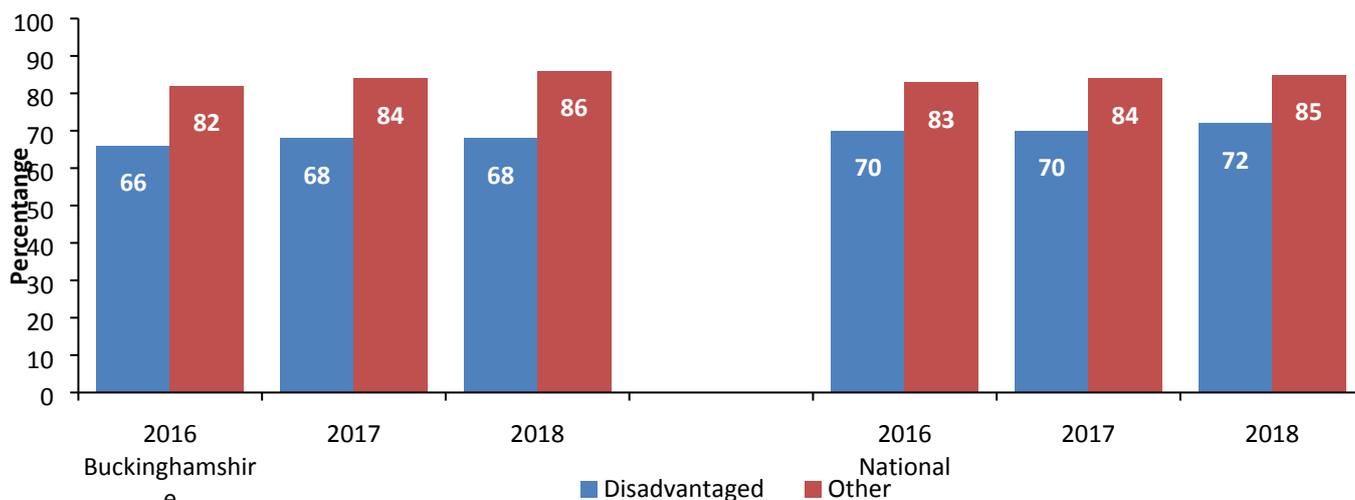
Disadvantage

In 2018, 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.

In the year 1 phonics check the gap between disadvantaged pupils and others is still wider than national.

In 2018 the percentage of disadvantaged pupils in Buckinghamshire meeting the expected standard in phonics decoding has remained the same as in 2017 at 68%. At the same time attainment for other pupils also increased by 2 percentage points.

Figure 19: Attainment of the expected standard in phonics decoding in year 1 by disadvantage Buckinghamshire and England (state-funded schools) 2016 - 2018



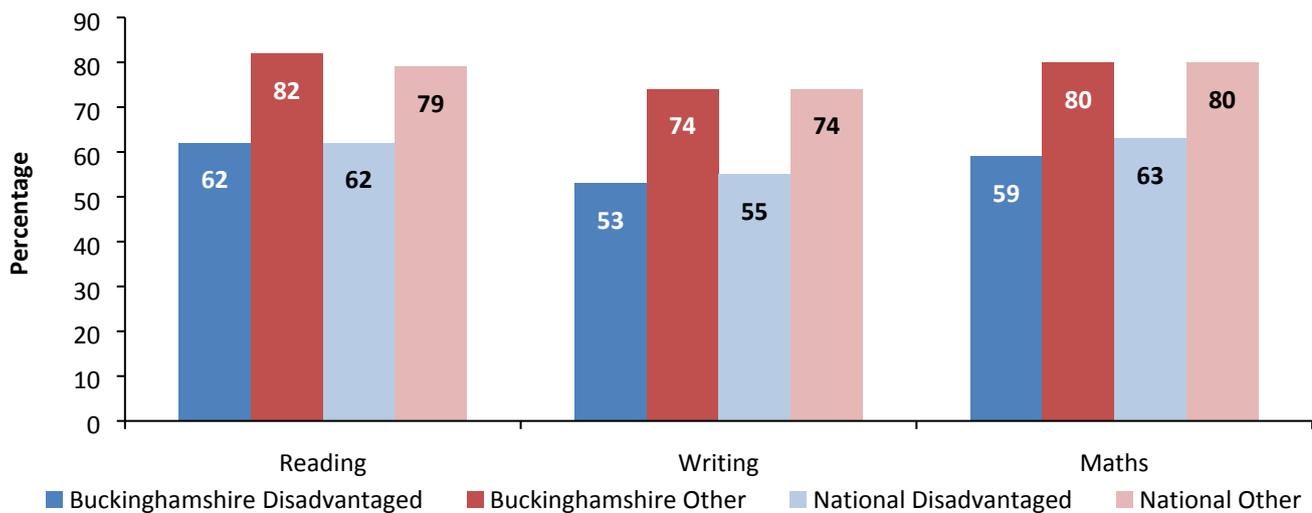
Nationally the attainment of disadvantaged pupils increased by 2 percentage points, with 72% of disadvantaged pupils meeting the expected standard of phonics decoding in year 1. **The DfE measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-**

disadvantaged) pupils nationally. The difference between these two groups in 2018 is 17 percentage points, compared to 16 percentage points in 2017.

Key Stage 1 results for disadvantaged pupils are in line with national results for similar pupils in reading, but below similar pupils nationally for writing and mathematics.

Buckinghamshire disadvantaged pupil results for reading at the expected standard are in line with the national results for similar pupils for the first time. Results of disadvantaged pupils in Buckinghamshire are lower than for similar pupils nationally for writing and mathematics. Buckinghamshire disadvantaged pupil results for reaching the expected standard are 2 percentage points below national for writing and 4 percentage points below national for mathematics. In both cases this shows an improvement for Buckinghamshire results since 2017.

Figure 20: Key Stage 1 pupils reaching the expected standard by subject and disadvantage Buckinghamshire and England (state-funded schools) 2018



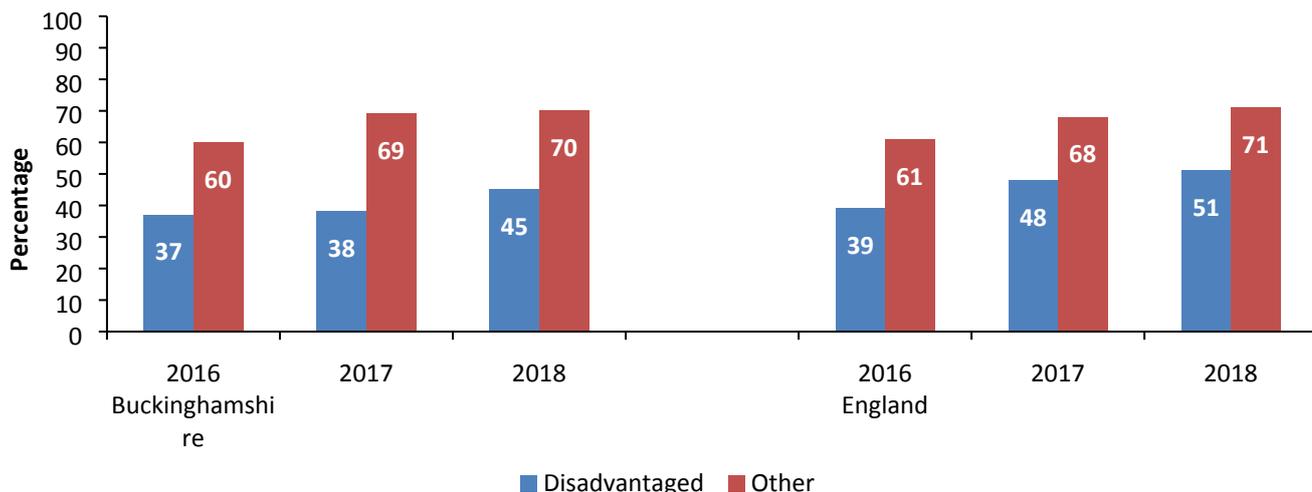
The DfE measures LA performance by comparing the results of disadvantaged pupils in the LA to other (non-disadvantaged) pupils nationally. Improvements have been seen for all subjects, with the reading gap narrowing from 19 to 17 percentage points, the writing gap narrowing from 23 to 21 percentage points and the mathematics gap narrowing from 24 to 21 percentage points. The national differences were 17 percentage points in reading, 19 percentage points in writing and 17 percentage points in mathematics.

The gap between disadvantaged pupils and others at Key Stage 2 has narrowed by 4 percentage points since 2017.

The DfE 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 in reading, writing and maths was 26 percentage points in 2018, compared to a national difference of 20 percentage points. In 2017 the Buckinghamshire figure was 30 percentage points compared to a national figure of 20.

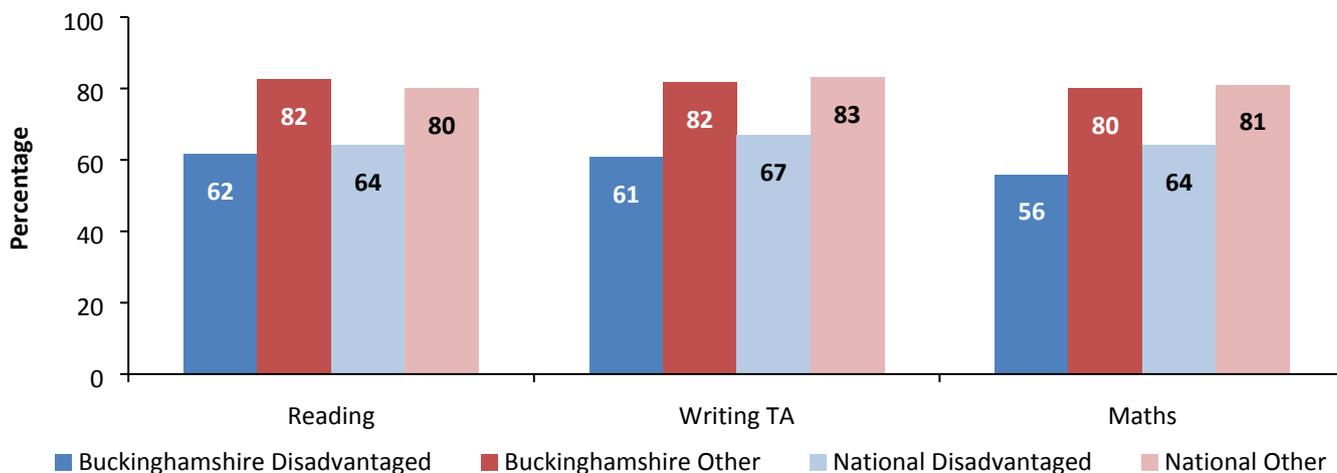
Buckinghamshire results for disadvantaged pupils increased by 7 percentage points from 2017, while results for other pupils increased by 1 percentage point.

Figure 21: Key Stage 2 pupils reaching the expected standard in reading, writing and mathematics combined by disadvantage, Buckinghamshire and England 2016-2018



Results for disadvantaged pupils in Buckinghamshire are below the national average for similar pupils in each individual subject. The difference is highest in mathematics, where results for Buckinghamshire disadvantaged pupils are 8 percentage points below similar pupils nationally. Writing results for Buckinghamshire disadvantaged pupils are 6 percentage points below similar pupils nationally, and reading results are 2 percentage points below similar pupils nationally. Results for Buckinghamshire disadvantaged pupils in all subjects have improved since 2017, and are nearer national averages than they were.

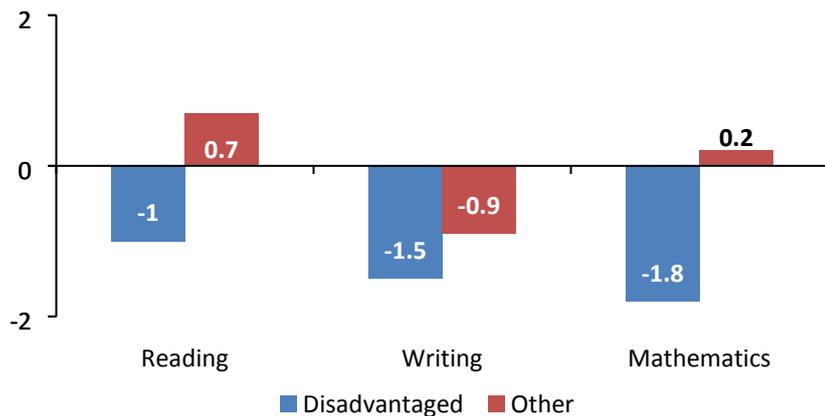
Figure 22: Key Stage 2 pupils reaching the expected standard in each subject by disadvantage, Buckinghamshire and England 2018



Disadvantaged pupils continue to make less progress between Key Stage 1 and Key Stage 2 than their peers.

- Progress for disadvantaged pupils in reading is significantly below national while progress for other pupils is significantly above national.
- Progress scores for writing are significantly below national for both disadvantaged and other pupils.
- Progress for disadvantaged pupils in mathematics is significantly below national, while for other pupils it is in line with national results.

Figure 23: Key Stage 2 Progress Measures by disadvantage, Buckinghamshire and England 2018



Special Educational Needs (SEN)

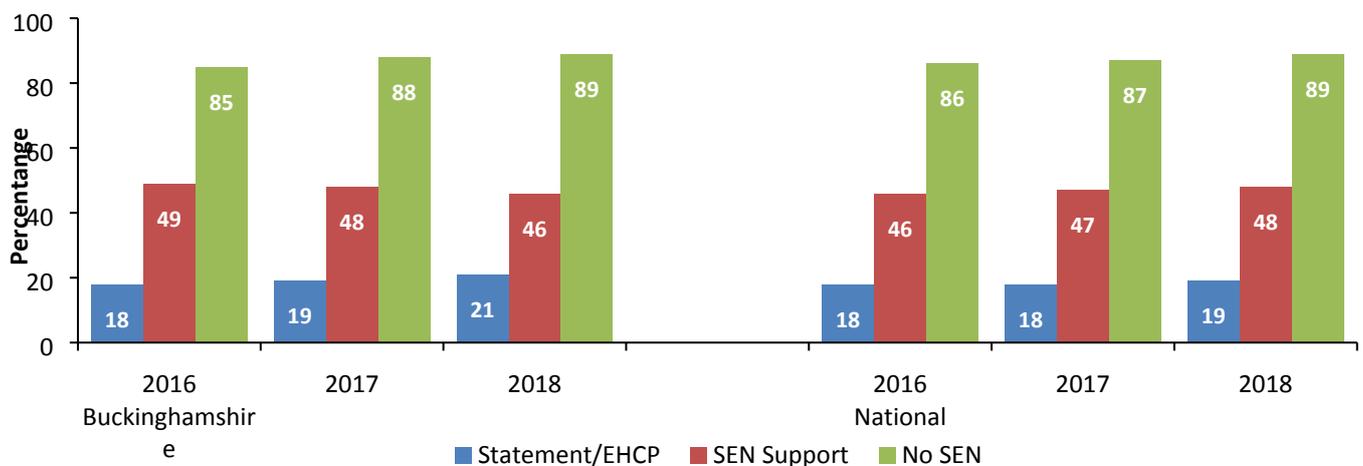
The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an Education, Health and Care (EHC) plan.

Year 1 phonics check results for children with a statement or EHC Plan are higher than for similar pupils nationally, but results for children on SEN Support are below national.

21% of Buckinghamshire pupils with statements or EHC plans met the expected standard of phonics decoding in year 1, above the national average for similar pupils of 19%. Buckinghamshire results increased by 2 percentage points, while national results increased by 1 percentage point.

Buckinghamshire results for pupils on SEN Support are slightly below national averages for similar pupils. 46% of pupils with SEN Support achieved the expected standard in year 1 in 2018 compared to 48% of similar pupils nationally. Buckinghamshire results have fallen from 48% in 2017, while national results have increased by 1 percentage point during the same time.

Figure 24: Attainment of the expected standard in phonics decoding in year 1 by SEN Buckinghamshire and England (state-funded schools) 2016 - 2018

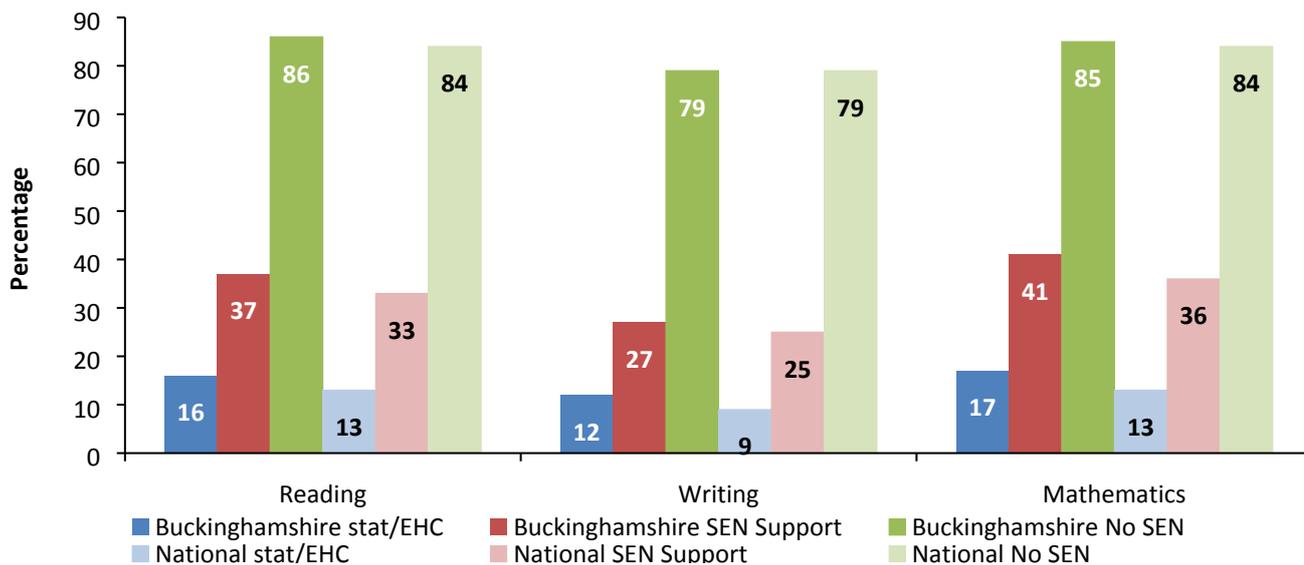


Key Stage 1 results for Buckinghamshire pupils with a statement/EHC plan or SEN Support are above those for similar pupils nationally.

Buckinghamshire pupils with a SEN statement/EHC plan outperform similar pupils nationally reaching the expected standard in reading, writing and mathematics. Results for Buckinghamshire pupils are 3 percentage points higher than similar pupils nationally in both reading and writing, and 4 percentage points higher in mathematics.

Results for Buckinghamshire pupils with SEN Support are 4 percentage points above national averages for similar pupils in reading, 2 percentage points above national in writing and 5 percentage points above national in mathematics.

Figure 25: Key Stage 1 pupils reaching the expected standard by subject and SEN Buckinghamshire and England (state-funded schools) 2018

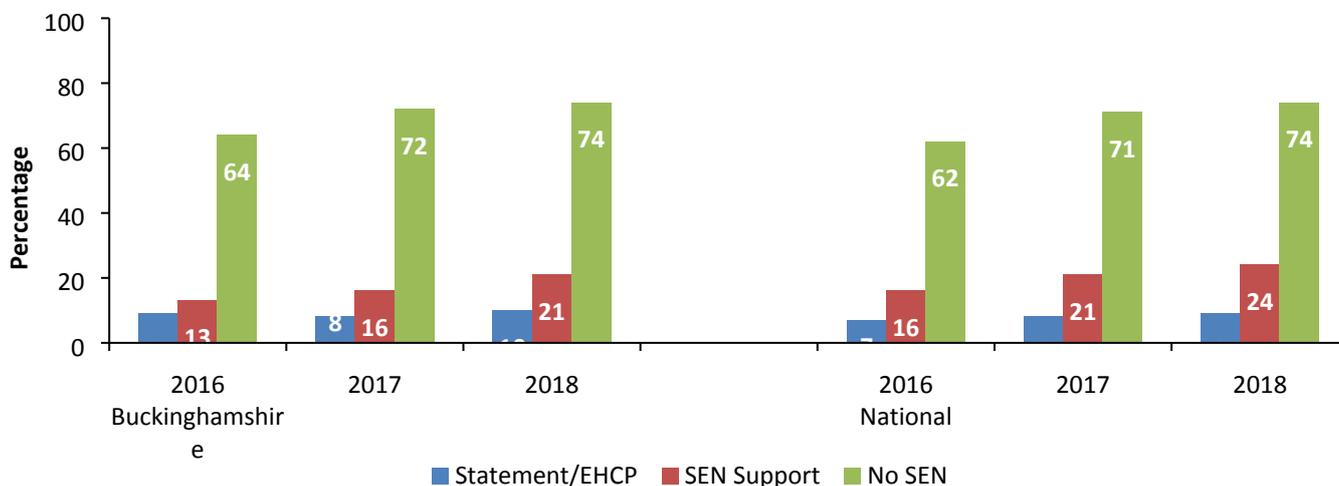


Key Stage 2 results for Buckinghamshire pupils with a statement or EHC plan above similar pupils nationally, but results for pupils on SEN Support are lower than national.

10% of Buckinghamshire pupils with an EHCP achieved the expected standard in reading, writing and maths in 2018 compared to 9% nationally. Buckinghamshire results have increased by 2 percentage points, while national results have increased by 1 percentage point.

Results for Buckinghamshire pupils with SEN support are 3 percentage points below those of similar pupils nationally. Buckinghamshire results have increased by 5 percentage points since 2017, while national results have increased by 3 percentage points.

Figure 26: Key Stage 2 pupils reaching the expected standard in reading, writing and mathematics combined by SEN Buckinghamshire and England (state-funded schools) 2016-2018



Ethnicity

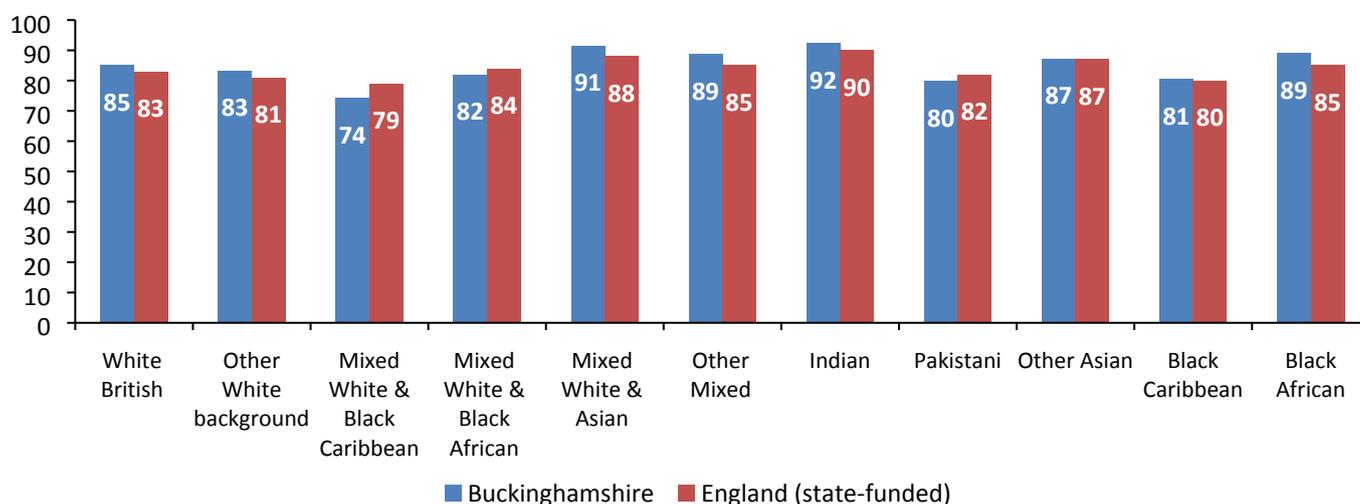
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

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

In the Year 1 phonics check most ethnic groups achieve as well or better than similar groups nationally.

Looking at the more detailed ethnic group level, figure 27 shows the results for the largest ethnic groups in Buckinghamshire in 2018. Only 3 Buckinghamshire groups perform less well than similar pupils nationally – Mixed White and Black Caribbean pupils, Mixed White and Black African pupils and Pakistani pupils.

Figure 27: Attainment of the expected standard of phonics decoding in year 1 by detailed ethnic group Buckinghamshire and England (state-funded schools) 2018

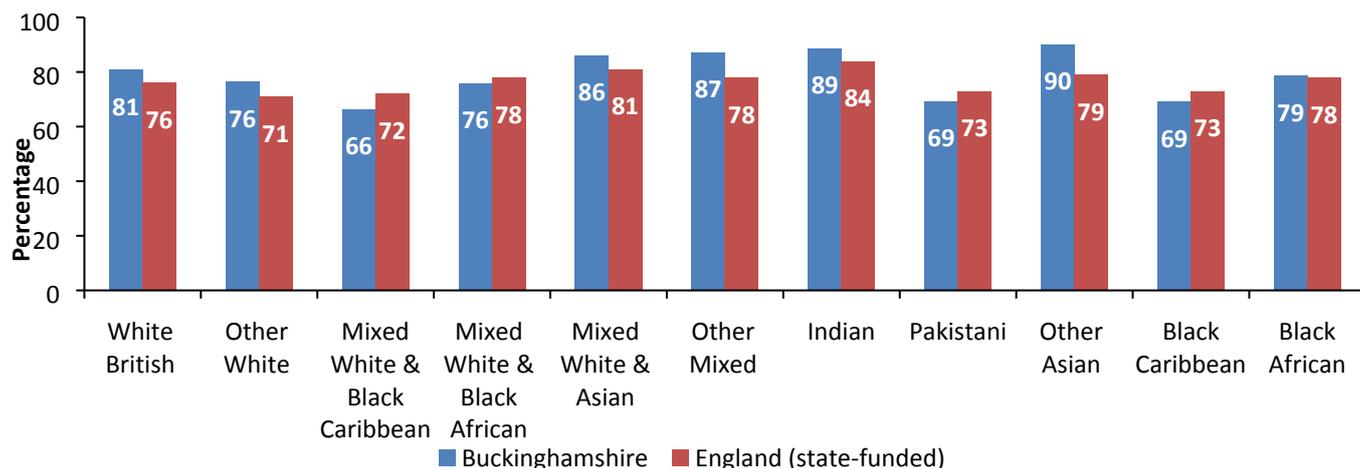


Cohort Sizes										
White British	Other White	Mixed White & Black Caribbean	Mixed White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black Caribbean	Black African
4273	382	190	61	176	143	264	593	110	36	82

At Key Stage 1 some ethnic groups continue to achieve less well than others.

Looking at the more detailed ethnic group level, figures 28-30 show the results for the largest ethnic groups in Buckinghamshire in 2018. In many cases Buckinghamshire pupils are performing in line with or above similar pupils nationally. However, 4 groups perform less well than similar pupils nationally in all 3 subjects – Mixed White & Black Caribbean pupils, Mixed White & Black African pupils, Pakistani pupils and Black Caribbean pupils. Results for Black African pupils are below similar pupils in writing.

Figure 28: Key Stage 1 pupils reaching the expected standard in reading by ethnic group Buckinghamshire and England (state-funded schools) 2018



Cohort Sizes

White British	Other White	Mixed White & Black Caribbean	Mixed White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black Caribbean	Black African
4821	386	152	58	158	173	273	618	102	39	112

Figure 29: Key Stage 1 pupils reaching the expected standard in writing by ethnic group Buckinghamshire and England (state-funded schools) 2018

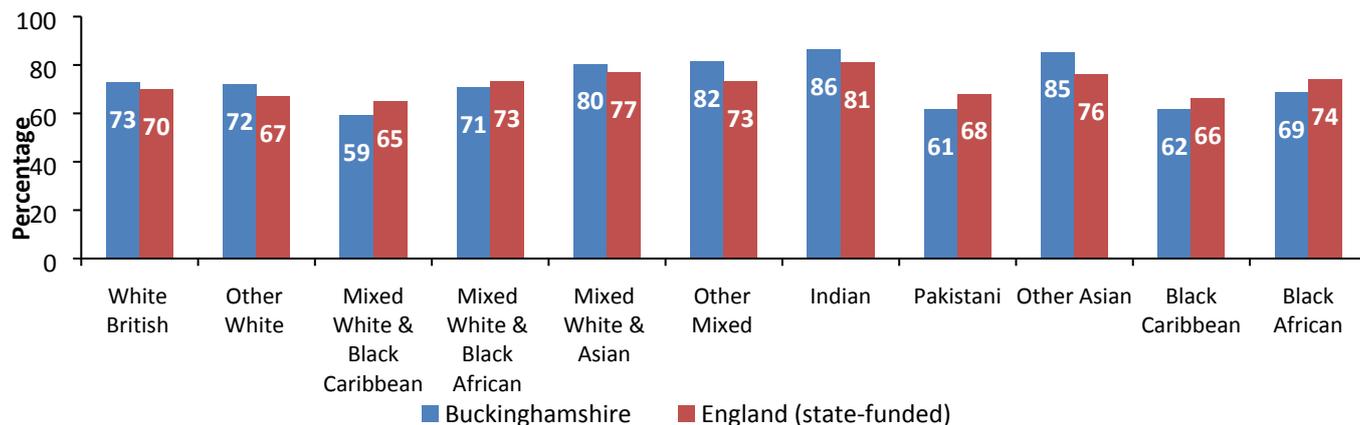
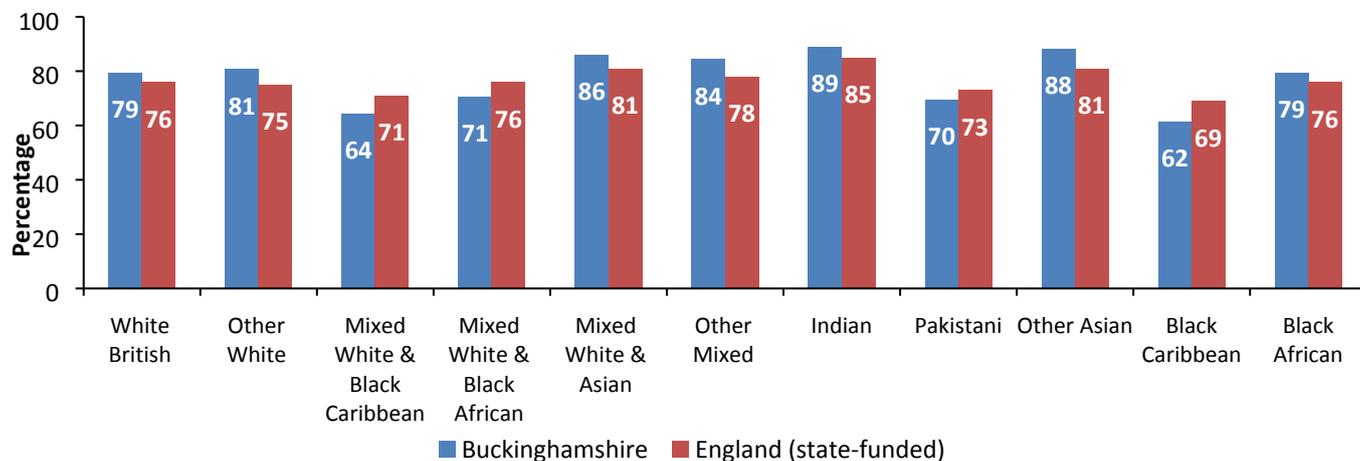


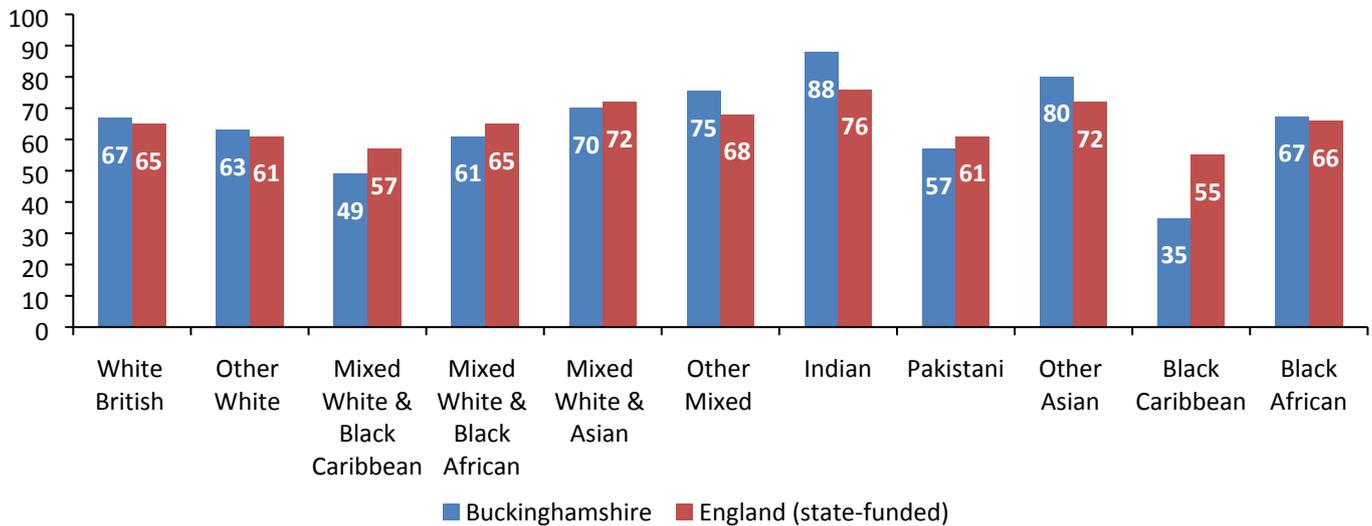
Figure 30: Key Stage 1 pupils reaching the expected standard in mathematics by ethnic group Buckinghamshire and England (state-funded schools) 2018



At Key Stage 2 some ethnic groups continue to perform less well than others.

Looking at the more detailed ethnic group level, figure 31 shows the results for the largest groups in Buckinghamshire in 2018. 5 groups achieved results that were lower than those for similar pupils nationally - Mixed White & Black Caribbean, Mixed White & Black African, Mixed White & Asian, Pakistani and Black Caribbean.

Figure 31: Key Stage 2 pupils reaching the expected standard in reading, writing and mathematics combined by ethnic group, Buckinghamshire and England (state-funded schools) 2018



Cohort Sizes										
White British	Other White	Mixed White & Black Caribbean	Mixed White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black Caribbean	Black African
3979	321	139	41	147	122	263	591	141	46	95

English as a first language

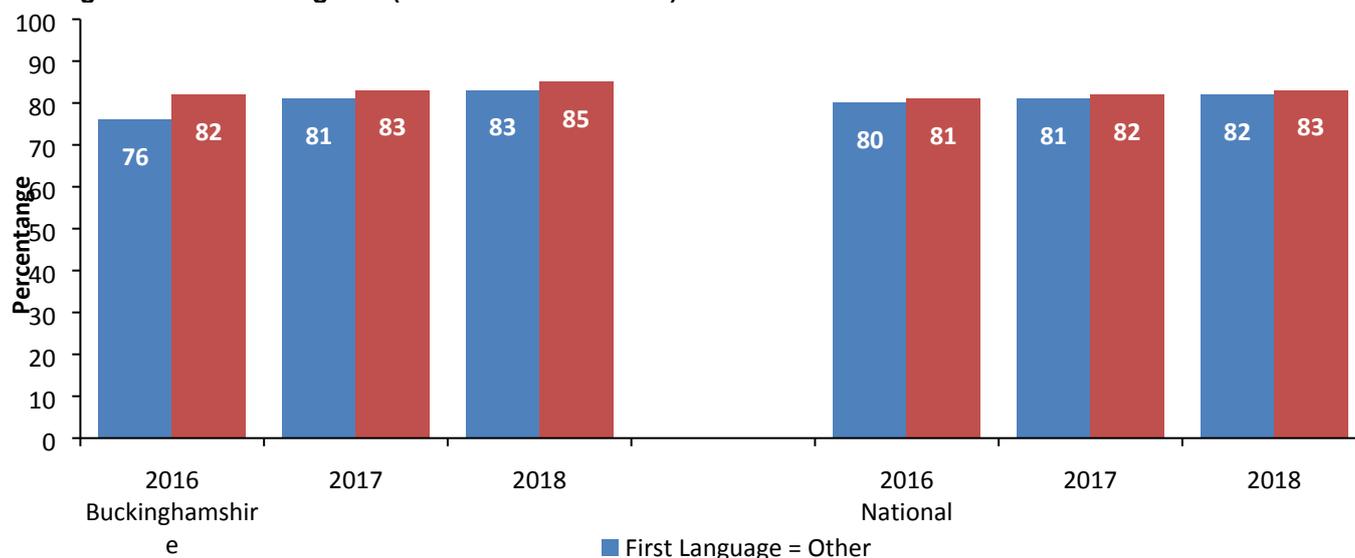
“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

In the Year 1 phonics check the performance of children who have a first language other than English has improved, and is now above results for similar pupils nationally.

For the first time results for Buckinghamshire pupils with a first language other than English are above with the national average for similar pupils. Results for pupils with a first language other than English are increasing at a faster rate in Buckinghamshire, with Buckinghamshire results increasing by 7 percentage points since 2016 compared to a 2 percentage point increase nationally.

The difference in performance between pupils with a first language other than English and those with English as a first language is slightly bigger in Buckinghamshire than seen nationally – the gap in performance in Buckinghamshire is 2 percentage points compared to 1 percentage point nationally.

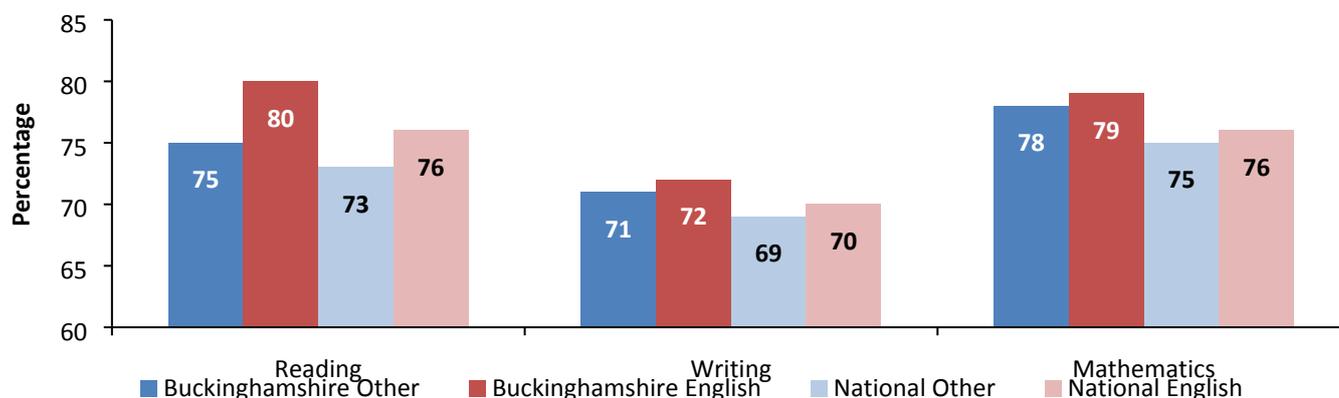
Figure 32: Attainment of the expected standard of phonics decoding in year 1 by first language Buckinghamshire and England (state-funded schools) 2016 - 2018



Key Stage 1 results for pupils with a first language other than English are above those for similar pupils nationally in all subjects.

Results at the expected standard for Buckinghamshire pupils with a first language other than English are 2 percentage points above the national average for similar pupils in reading and writing, and 3 percentage points above in mathematics.

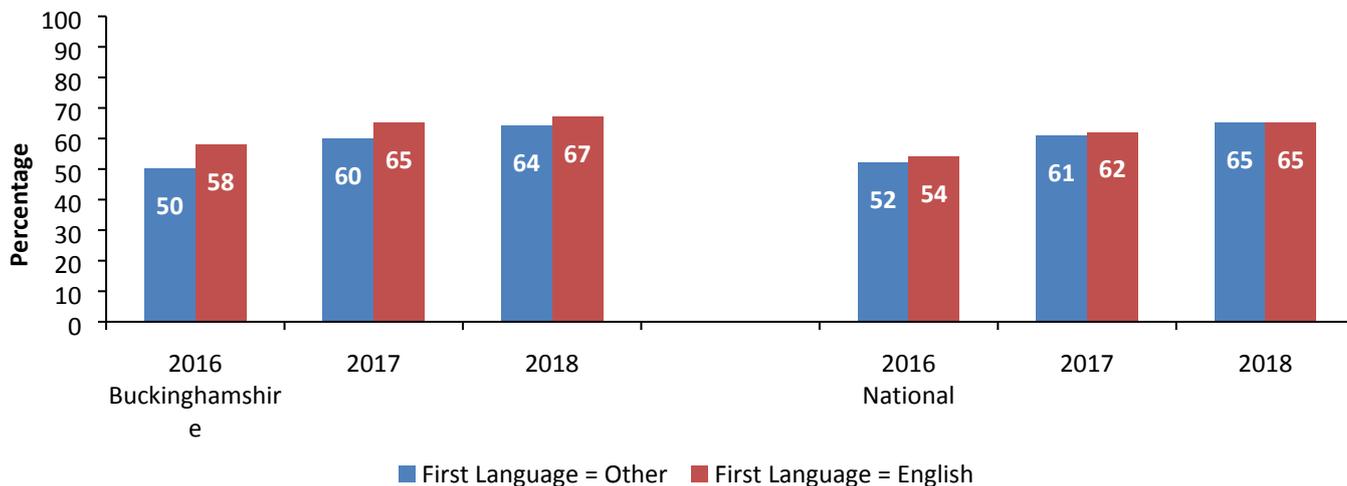
Figure 33: Key Stage 1 pupils reaching the expected standard by subject and first language Buckinghamshire and England (state-funded schools) 2018



Key Stage 2 results for pupils with a first language other than English are below results for similar pupils nationally.

Buckinghamshire pupils with a first language other than English perform less well than similar pupils nationally, although only by 1 percentage point. 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 3 percentage points, where there is no gap nationally.

Figure 34: Key Stage 2 pupils reaching the expected standard in reading, writing and mathematics combined by first language, Buckinghamshire and England (state-funded schools) 2016-2018



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, 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 2018. 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.

Care needs to be taken when looking at the results for this group of children, as cohort sizes are very small. The DfE only publish results at Local Authority level for Key Stage 2.

At Key Stage 2 results for Buckinghamshire pupils are broadly in line with results for similar pupils nationally. In particular 35% of looked after children in Buckinghamshire and nationally achieved the expected standard in all of reading, writing and mathematics.

Progress for looked after children in Buckinghamshire in writing was higher than the average for looked after children nationally. Progress was lower in reading mathematics, but given the small cohort is still statistically in line with the national average for all pupils.

Table A: Key stage 2 attainment and progress scores of children who have been looked after continuously for at least twelve months, 2018

	Eligible Pupils	% achieving the expected standard					Average Progress Score		
		Reading	Writing	Maths	GPS	R/W/M	Reading	Writing	Maths
Buckinghamshire	20	45	55	40	50	35	-1.3	-0.5	-1.7
South East	400	48	48	45	42	33	-0.8	-1.1	-1.3
England	3130	51	59	47	50	35	-0.2	-0.8	-0.8

3.7 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 4th when compared to statistical neighbours and 41st when compared to all Local Authorities in England. Both are improvements on 2017 when

Buckinghamshire ranked 7th against statistical neighbours and 56th against all LAs. Results improve when looking at the performance of children by the end of year 2, and Buckinghamshire was ranked 3rd against statistical neighbours and 5th when compared to all Local Authorities in England.

At Key Stage 1 for results at the expected standard Buckinghamshire was ranked 4th in reading, 7th in writing and 7th in mathematics when compared to statistical neighbours. Buckinghamshire was ranked 17th in reading, 41st in writing and 32nd in mathematics when compared to all Local Authorities in England. Buckinghamshire's national rankings have improved in all subjects, up from 21st in reading, 66th in writing and 64th in mathematics in 2017.

At Key Stage 2 for pupils reaching the expected standard Buckinghamshire ranks 5th in the reading test, 6th in the writing teacher assessment and 6th in the mathematics test. Ranking all LAs nationally places Buckinghamshire 25th in the reading test, 90th in the writing teacher assessment and 73rd in the mathematics test.

3.8 Actions arising from the key areas of focus and case studies from September 2018

Side by Side Liaison Group Projects

All schools within Buckinghamshire are clustered into 18 area-based liaison groups, through which Headteachers work collaboratively to share good practice and expertise. The ambition of these liaison groups is to deliver school improvements and achieve more ambitious outcomes for all Buckinghamshire children and young people.

The business intelligence team created a new liaison group level set of data, aggregating the information from groups of local schools. This was then reviewed by the School Improvement Team to provide areas of focus. These areas of focus were shared with the liaison groups in September and they used that to define research projects for a two year period. These were then funded by the local authority at approximately £2000 per project.

18 projects were agreed to be developed and plans were submitted, each group had a brief that met the needs within their area. Some projects defined the need specifically by subject, gender and disadvantage, for example one project was focussed on girls' maths progress in Key Stage 2. They were broken down as follows:

- Writing 8 projects
- Maths 6 projects
- Disadvantage 6 projects
- Boys 6 projects
- Girls 3 projects
- Early Years 2 projects
- Key Stage 1 1 project
- Key Stage 2 3 projects

Groups are feeding back at Head Teacher Collaboration Meetings each term and their work has been quality assured by the School Improvement Team. At the end of the project each group will produce part of a book which will showcase their work and share their learning with other groups, developing a directory of good practice across the authority.

Standardisation of Assessment

In order to ensure that there is consistency across schools with regard to assessments at the end of Key Stages one and two, a number of actions were carried out:

- Appointment of two external moderation leads

- Recruitment of a team of 30 moderators from schools across the authority trained to pass exacting tests from the DfE
- We have led two standardisation sessions for the key stages
- We are leading on two cross phase standardisation sessions (Key Stage 1 to 2 and Key Stage 2 to 3)
- We have delivered two assessment briefings for head teachers and assessment leads
- We will be moderating the judgments across 25% of schools in the authority

These actions are supporting schools to ensure that assessments are consistent and accurate.

Side By Side Pupil Champions

Schools that have been identified as prevention and intervention through the Side by Side strategy have bespoke support to ensure that they meet standards.

We have supported:

- 17 primary schools at intervention level with 30 strands of support (19 days across the year)
- 6 primary schools at prevention level with 9 strands of support (12 days across the year)

Although not all schools have used all of their support for a variety of reasons (including successful Ofsted outcomes) this would be a total 678 possible days of support across the identified schools.

The breakdown for support by school is as follows:

Supported School	Deployment School	School Support Focus
Aston Clinton	Great Kingshill Combined	Maths leadership
	BCC	Early Years Foundation Stage
Beechview Academy	Green Ridge Primary	Teaching and learning in Maths
	Required	Writing Support
Booker Park School	Chiltern Wood	Leadership Support
Broughton Infant School	Weston Turville	Leadership Support to evaluate current curriculum
	Stoke Mandeville	Curriculum review and maths leader
Carrington Junior School	North Marston CE School	Differentiation for more able
	John Hampden School	Phonics and Reading skills
Elmhurst School	Bedgrove Junior	Teaching and Learning
Hannah Ball School	Buckingham Park	Early Years Foundation Stage/Phonics
	High Wycombe	Assessment/Maths/Middle Leadership
Hazlemere CE School	BCC	Early Years Foundation Stage
	Chepping View Primary	Maths
Iver Village Infant School	John Hampden	Teaching and Learning
	BCC	Early Years Foundation Stage
	Windmill Primary School	Leadership Support
Ivingswood Academy	BCC	Early Years Foundation Stage
	Castlefield School	Teaching and Learning Assessment and Differentiation
Oakley	Green Ridge Primary	Maths leadership Outcomes in writing Middle leadership
Oakridge School	Great Kingshill	Maths Support
	Iver Village Junior School	English
Overstone Combined	Required	TBC
Quainton CE School	Great Kingshill	Assessment/Teaching and Learning/Teacher Assessment

Waterside Combined School	BCC	Early Years' Foundation Stage
	Castlefield	Teaching & Learning
West Wycombe Combined School	Iver Village Junior School	Writing
	Iver Village Junior School	Closing gaps for Pupil Premium/Lower Ability
William Harding	North Marston CE School	Teaching & Learning

DFE School Support Offer for 2018/19

To further support raising of standards, 9 schools (1 secondary 8 primary) were eligible for National Leader in Education (NLE) support including 3 full day visits funded directly from the DfE.

Stoke Mandeville Combined School
Lane End Primary School
Waddesdon Village Primary School
Wingrave Church of England Combined School
Winslow Church of England School
St Michael's Catholic School
Cedar Park School
Chalfont Valley E-ACT Primary Academy

As this work was based on historic data and some schools felt that they did not need the support going forward, not all offers of support were taken up. The support was brokered by Herts & Bucks Teaching Schools Alliance.

Side by Side Prevention (Primary and Secondary)

- The Side by Side Partnership Team will be working with a wide range of stakeholders to support our Prevention schools within **The Liaison Groups**.
- There will be two School Improvement Advisors and a Side by Side Development Officer as well as the Business Support Team providing the operational support to ensure that the strategic oversight of **The Liaison Groups** is further developed across 2019/20 for all Intervention, Prevention and Enhancement schools within any given group.
- The Side by Side Partnership Team will be working closely with the secondary sector on a model that best supports collaboration across **The Liaison Groups** with the possibility of creating three larger groups across the Aylesbury Vale, Chiltern and South Buckinghamshire and Wycombe Areas.

Buckinghamshire Academy of School Leadership

Headteachers across Buckinghamshire work collaboratively to enhance their professional development through the Buckinghamshire Academy of School Leaders (BASL). This organisation, run by headteachers for the benefit of headteachers, provides opportunities for professional development, maintains and promotes awareness of developments in school leadership and acts as an advocate for the needs of school leaders, both locally and nationally.

Buckinghamshire County Council work collaboratively with BASL to provide support for leadership development and provide a comprehensive package of support for both new and existing headteachers across Buckinghamshire. During the 2018/19 academic year, Buckinghamshire County Council organised a successful two day leadership conference for Buckinghamshire headteachers, attended by over 150 headteachers, with inspirational speakers ranging from Sir David Carter to Gervase Finn. Delegates

Further Development of Side by Side

In order to sustain and develop the Side by Side strategy there are a number of projects that will support school collaborative work going forward in the next year:

- A second round of Liaison Group Projects – to run for 2 years with a different focus to the first.
- Development of locality champions within liaison groups for key areas of development such as assessment, curriculum, leadership, behaviour, disadvantaged children and SEND.
- Prevention themed conference days to develop networks of school leaders working together on common challenging areas as well as learning from successful practitioners.
- Creation of leadership support structures with the Buckinghamshire Academy for School Leadership including peer to peer support and mentoring.
- Working with the Buckinghamshire Association of School Governors to develop strong peer to peer support for governing bodies.

The model for the local authority going forward in a model of a challenging financial climate will be for us to deliver against three key pieces of work:

1. Create capacity within the school system to allow development of school to school support
2. Effectively broker support for schools
3. Quality assure the delivery of support to ensure high standards

5. Attainment and Progress in Secondary Schools in Buckinghamshire

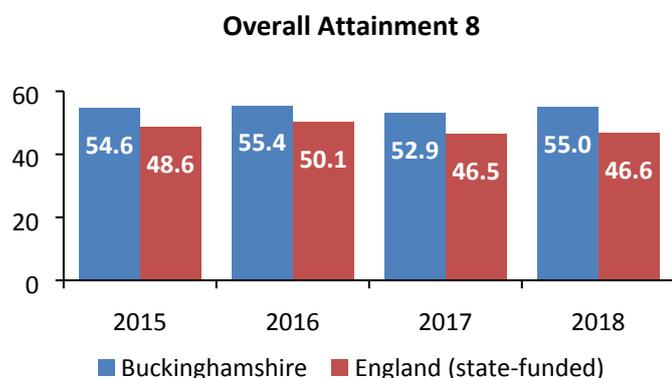
Changes to accountability measures

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in these additional 20 subjects, including sciences and French, German and Spanish will be included in 2018 measures).

Please note that some caution should be used when comparing results from 2016, 2017 and 2018 - results are not directly comparable due to the introduction of reformed GCSEs and new accountability measures.

For further information on GCSE reform, including grade/points changes and secondary accountability measures: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

The average Attainment 8 Score in Buckinghamshire increased, while national results remained relatively stable



Buckinghamshire results have increased from 52.9 to 55.8, and remain above national averages. While nationally results for the Attainment 8 measure have remained stable (with a very slight increase of 0.1) Buckinghamshire results have increased by 2.1.

Buckinghamshire's Progress 8 Score is significantly higher than the national average

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 2018 was 0.22, which is significantly above the national average.**

Only two schools are below the secondary school floor standard

In Buckinghamshire there are 2 schools that are below the secondary floor standard in 2018. This is equivalent to 5.9% of eligible schools, compared to a national average of 11.6%. This is an improvement from 2017, when 6 schools were below floor standard.

For the first time disadvantaged pupils in Buckinghamshire outperform similar pupils nationally for the key Attainment 8 measure.

Other, non-disadvantaged, pupils continue to outperform disadvantaged pupils. For the first time, Attainment 8 results for disadvantaged pupils in Buckinghamshire are higher than for similar pupils nationally.

The DfE 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 the Attainment 8 measure in 2018 is 11.6. This is below (better than) the difference between disadvantaged and other pupils nationally, which was 13.5.

Key areas of focus from the 2017 Education Standards Report

- Continue to raise standards for underachieving groups, including disadvantaged pupils.
- Decrease the number of schools judged to be below the floor standards or in danger of being below the three-year coasting standard.

Key actions taken since the 2017 Education Standards Report

- The development and implementation of a school-led model of system improvement. The Side by Side model of school improvement is being delivered through developing and commissioning the

best practitioners in Buckinghamshire schools to work side by side with their colleagues across the county.

- Building professional development networks to share best practices.
- Recruiting, training and deploying **Side by Side Pupil Champions**, expert practitioners from within Buckinghamshire, to support schools with specific areas of needs.
- Increasing engagement with all schools across the county, be they maintained, academy or free schools.
- Developing capacity for school led support and wider commissioning opportunities.

Impact made on the key areas of focus from the 2017 Education Standards report

For the first time, Attainment 8 results for disadvantaged pupils in Buckinghamshire are higher than for similar pupils nationally. The gap in performance between disadvantaged pupils in Buckinghamshire and other, non-disadvantaged, pupils nationally has closed and is for the first time below (better than) the national average.

Only two schools were below floor standard in 2018, compared to 6 in 2017.

Key areas of focus for Buckinghamshire schools arising from this report

- Continue to raise standards for underachieving groups, including disadvantaged pupils
- Decrease the number of schools judged to be below the floor standards or in danger of being below the three-year coasting standard.

About this section of the report

This report is based on the Department of Education (DfE) statistical first release which provides revised 2018 Key Stage 4 results for pupils in schools in England at national, regional and local authority level. It also provides figures on pupils' 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 analysis by the School Management Support Team.

About Key Stage 4

Pupils reach the end of Key Stage 4 in year 11, typically when they are aged 15 at the beginning of the school year. 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.

Key Stage 4 assessment in 2018

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject (for example, only reformed GCSEs in these additional 20 subjects, including sciences and French, German and Spanish will be included in 2018 measures).

The 2018 headline accountability measures for secondary schools are: Attainment 8, Progress 8, average points scores in the English Baccalaureate (EBacc), and destinations of pupils after Key Stage 4.

Progress 8 and Attainment 8 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.

5.1 Overall Attainment

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

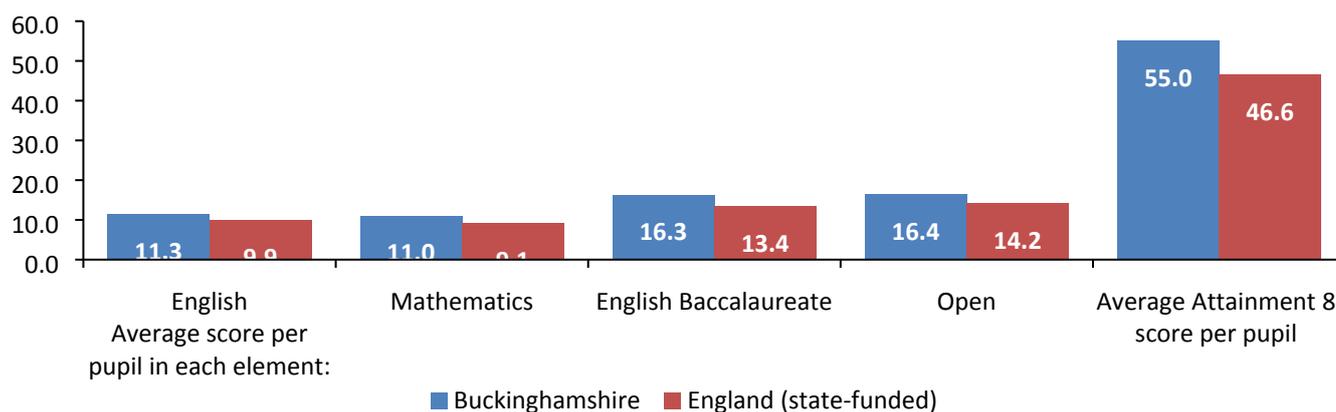
The average Attainment 8 Score in Buckinghamshire increased, while national results remained relatively stable

The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90.

Buckinghamshire results have remained above national averages. While nationally results for the Attainment 8 measure have remained stable (with a very slight increase of 0.1) Buckinghamshire results have increased by 2.1.

Buckinghamshire results for each Attainment 8 element (English, mathematics, English Baccalaureate and Open) are also above national averages.

Figure 35: Average score per pupil in each element of Attainment 8 Buckinghamshire and England (state-funded schools), 2018



The English Baccalaureate

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in 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](#).

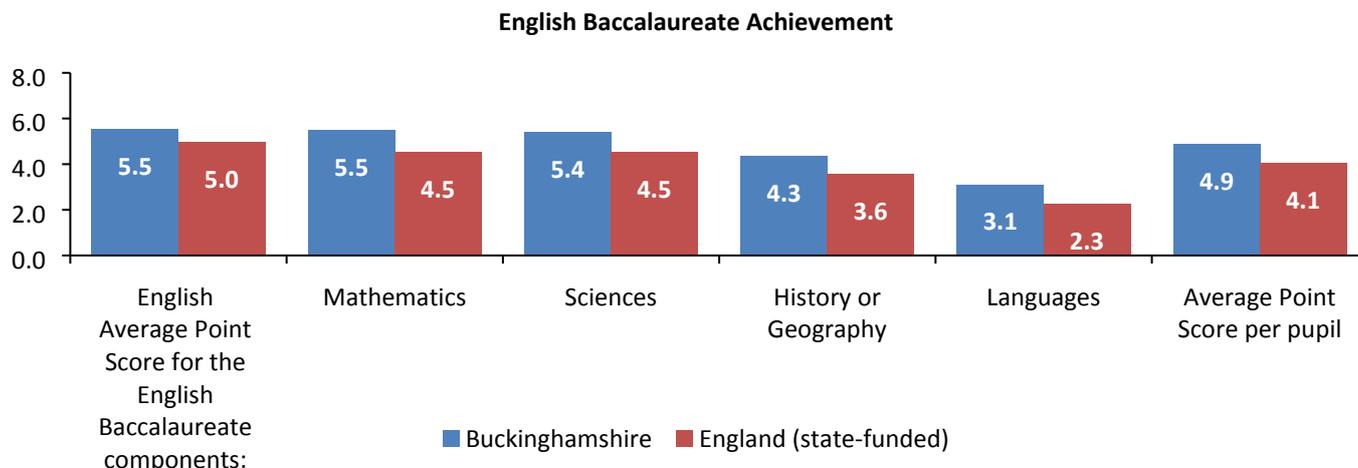
From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Buckinghamshire entries for the English component are slightly below national averages, which can be explained by the decisions to enter some pupils for unreformed courses (e.g. IGCSE) that aren't counted in performance measures this year. Entries for the language component in Buckinghamshire are 7 percentage points higher than the national average.

Buckinghamshire entries for the English component are slightly below national averages, which can be explained by the decisions to enter some pupils for unreformed courses (e.g. IGCSE) that aren't counted in

performance measures this year. Entries for the language component in Buckinghamshire are 7 percentage points higher than the national average.

Figure 36: Average score per pupil in each element of the English Baccalaureate Buckinghamshire and England (state-funded schools), 2018



Pupils achieving a grade 5 or above in GCSE English and maths

This headline attainment measure requires pupils to achieve a grade 5 or above in either English language or literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths.

60.8% of Buckinghamshire pupils achieved this measure, compared to 43.5% of pupils nationally.

5.2 Progress between Key Stage 2 and Key Stage 4 – Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils with the same prior attainment.

A Progress 8 score is calculated for each pupil by comparing their achievement –their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior attainment’), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

A school’s Progress 8 score is calculated as the average of its pupils’ Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- A score of zero means pupils in this school on average do about as well at Key Stage 4 as other pupils across England who got similar results at the end of Key Stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of Key Stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of Key Stage 2.
-

A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of Key Stage 2.

School scores should be interpreted alongside their associated confidence intervals. If the lower bound of

the school's confidence interval is greater than zero, it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils nationally, and vice versa if the upper bound is negative.

LA Progress 8 scores are calculated in the same way as school scores, and can be interpreted in the same way.

Buckinghamshire's Progress 8 Score is significantly higher than the national average.

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. **Buckinghamshire's Progress 8 Score for 2018 is 0.22. This is significantly above the national average.** Progress 8 scores for each element are also significantly above national averages.

Progress 8 score per pupil in each element				Average Progress 8 score per pupil
English	Mathematics	English Baccalaureate	Open	
0.14	0.28	0.28	0.18	0.22

5.3 School Level Attainment and Progress

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

5.4 Secondary Floor Standards

In 2018 a school is below the floor if:

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

Two schools are below the secondary school floor standard.

In Buckinghamshire there are 2 schools that are below the secondary floor standard in 2018. This is equivalent to 5.9% of eligible schools, compared to a national average of 11.6%. This is an improvement from 2017, when six Buckinghamshire schools were below floor standard.

5.5 Secondary Coasting Standards

The Education and Adoption Act 2016 allows the department to identify and support 'coasting' schools. In 2018, a secondary school meets the definition of coasting if in 2016, 2017 and 2018, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

When a school falls within the coasting definition, Regional Schools Commissioners acting on behalf of the Secretary of State will engage the school to consider whether additional support is required. Details of this process are set out in the Schools Causing Concern guidance.

Two schools are classed as coasting.

2 Buckinghamshire secondary schools met the coasting definition in 2018. This equates to 6.3% of eligible schools, compared to a national average of 9.2%. This is an improvement from 2017, when 3 Buckinghamshire schools were classed as coasting.

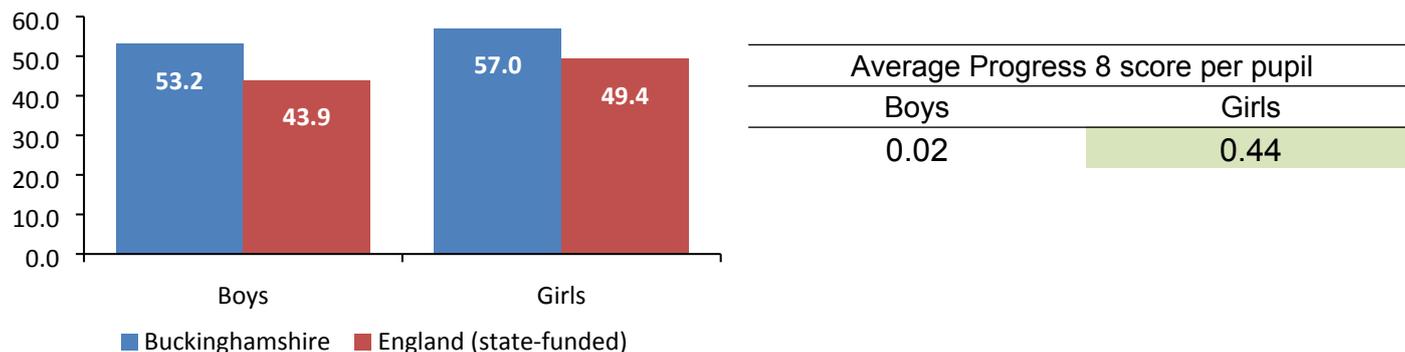
5.6 Pupil characteristics

Gender

Both attainment and progress measures are higher for girls than for boys.

Girls outperform boys in the Attainment 8 and Progress 8 measures. Both groups achieve higher results than for similar pupils nationally. The Buckinghamshire Progress 8 measure for girls is significantly above progress for all pupils nationally, while progress for boys is in line with national averages.

**Figure 37: Attainment 8 and Progress 8 by gender
Buckinghamshire and England (state-funded schools), 2018**



Disadvantage

In 2018, 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 % of the Key Stage 4 cohort in Buckinghamshire were classed as disadvantaged, compared to 27% nationally.

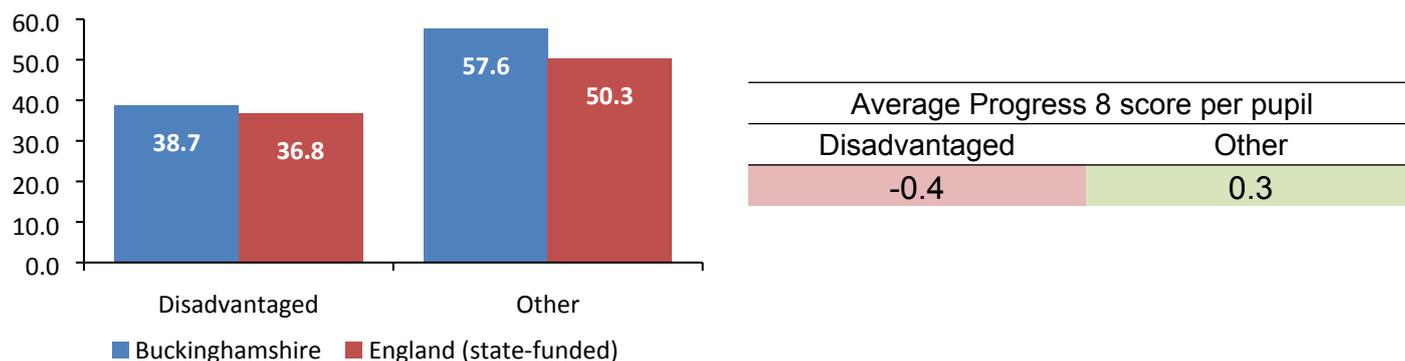
For the first time disadvantaged pupils in Buckinghamshire outperform similar pupils nationally for the key Attainment 8 measure.

Other, non-disadvantaged, pupils continue to outperform disadvantaged pupils. For the first time, Attainment 8 results for disadvantaged pupils in Buckinghamshire are higher than for similar pupils nationally.

The DfE 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 the Attainment 8 measure in 2018 is 11.6. This is below (better than) the difference between disadvantaged and other pupils nationally, which was 13.5.

Disadvantaged pupils have significantly lower progress 8 scores to the national average for all pupils. However, Buckinghamshire results are in line with similar pupils nationally.

Figure 38: Attainment 8 and Progress 8 by disadvantage Buckinghamshire and England (state-funded schools), 2018



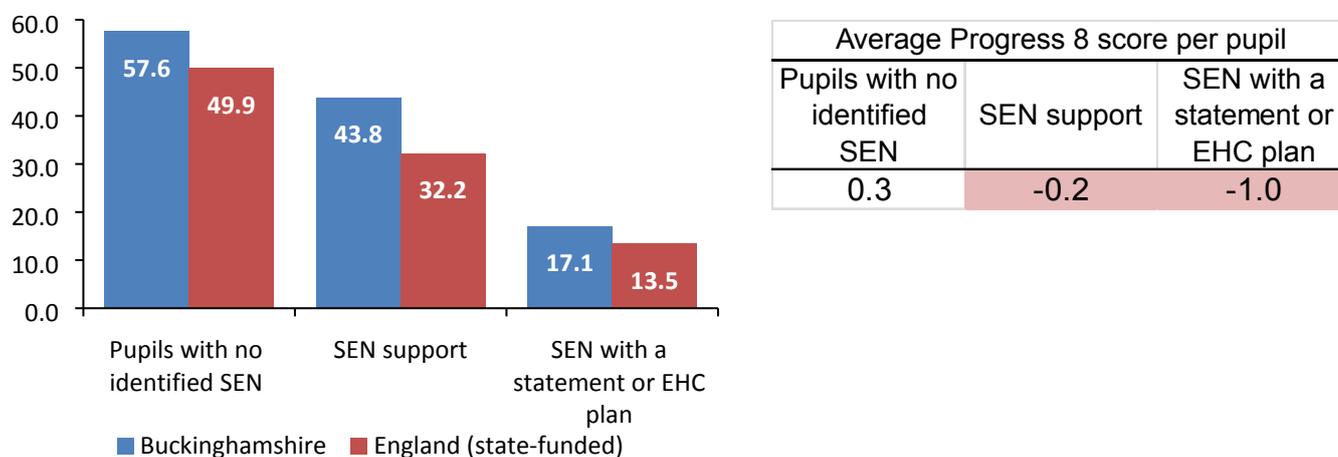
Special Educational Needs (SEN)

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.

Attainment 8 results for pupils with SEN Support or EHCPs are higher than for similar pupils nationally.

Buckinghamshire Attainment 8 results for all SEN groups are higher than for similar groups nationally. Progress 8 results for pupils with SEN are significantly below results of all pupils nationally, but in line with similar pupils nationally.

Figure 39: Attainment 8 and Progress 8 by Special Education Needs Buckinghamshire and England (state-funded schools), 2018



Ethnicity

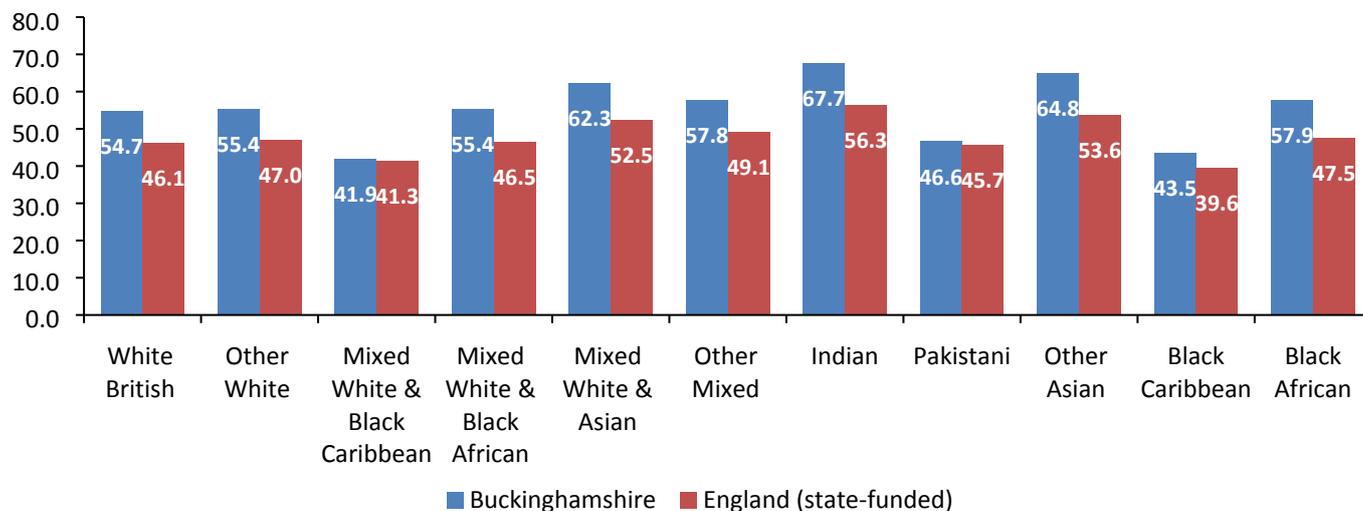
Ethnicity is broken down into two main levels: a minor grouping and a major grouping. The Department of Education reports LA results at the major grouping level only. More detailed breakdowns are available through internal analysis carried out by the LA and by Ofsted.

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

Looking at the more detailed ethnic group level, figure 40 shows the Attainment 8 scores for the largest ethnic groups in Buckinghamshire in 2018. Results for all Buckinghamshire groups are above similar pupils

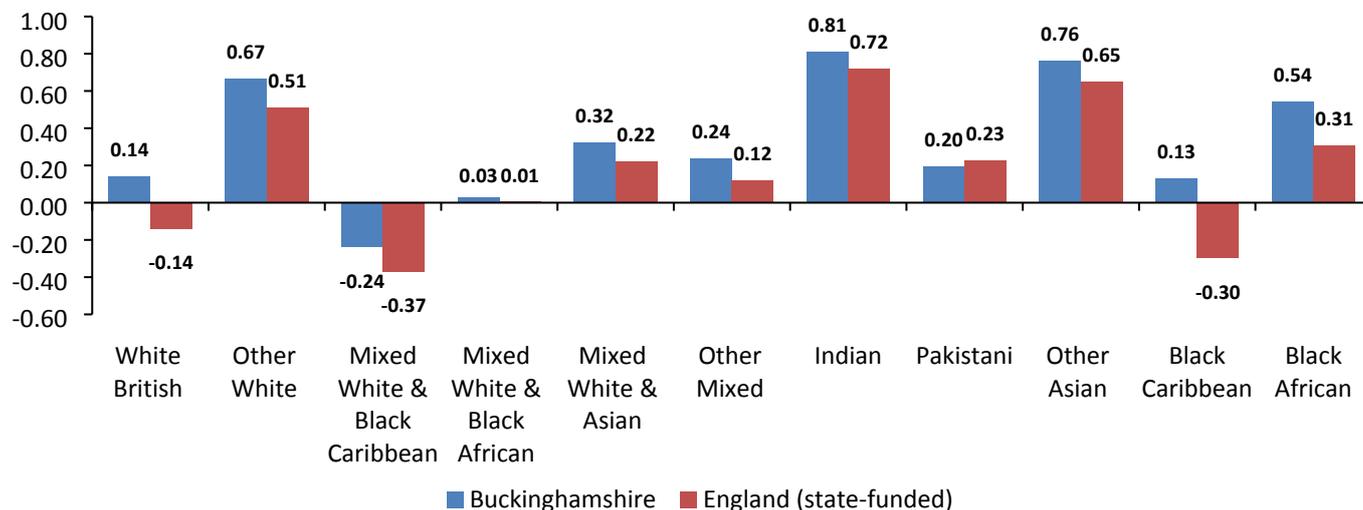
nationally. Similarly, Progress 8 scores are above similar pupils nationally, apart from progress for Pakistani pupils which is slightly below

**Figure 40: Attainment 8 by detailed ethnic group
Buckinghamshire and England (state-funded schools) 2018**



Cohort Sizes										
White British	Other White	Mixed White & Black Caribbean	Mixed White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black Caribbean	Black African
3743	229	87	37	114	86	342	522	229	87	37

**Figure 41: Progress 8 by detailed ethnic group
Buckinghamshire and England (state-funded schools) 2018**



Cohort Sizes										
White British	Other White	Mixed White & Black Caribbean	Mixed White & Black African	Mixed White & Asian	Other Mixed	Indian	Pakistani	Other Asian	Black Caribbean	Black African
3506	158	85	30	100	80	286	498	115	47	94

English as a first language

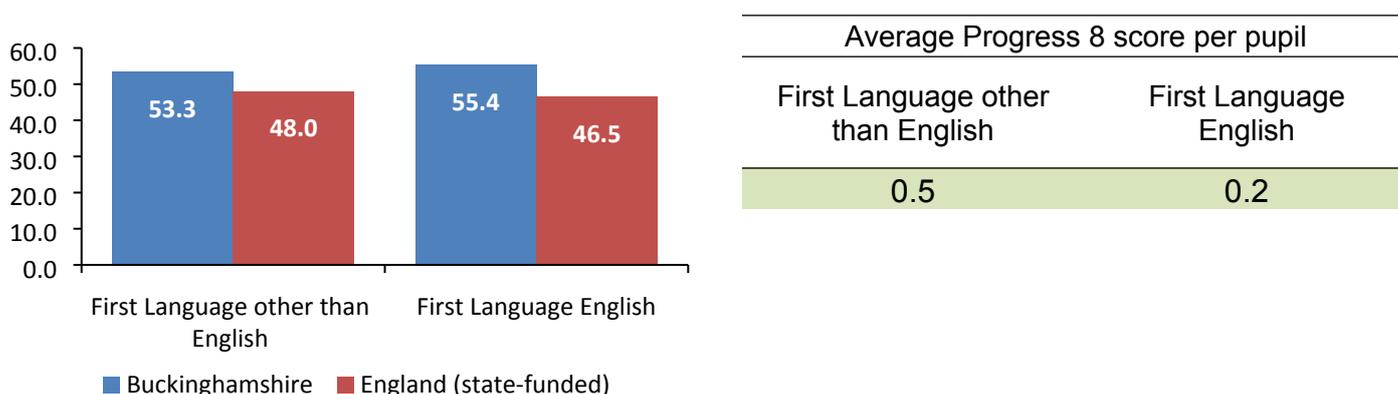
“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English.

Pupils with a first language other than English achieve slightly lower results than pupils with English as their first language, but both groups achieve higher results than similar pupils nationally.

Both first language groups in Buckinghamshire outperform similar pupils nationally; however, in Buckinghamshire, Attainment 8 results for pupils with English as their first language are higher than those for pupils with a first language other than English – the opposite of the national picture, where pupils with a first language other than English achieve higher results.

Progress 8 scores for both groups are significantly above the average for all pupils nationally.

Figure 42: Attainment 8 and Progress 8 by first language Buckinghamshire and England (state-funded schools), 2018



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, 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 2018. 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.

Care needs to be taken when looking at results for this group of pupils because of small cohort sizes.

There were 28 Buckinghamshire looked after children eligible for Key Stage 4 exams in 2018. Attainment and progress is a little below the national average for similar pupils.

Table B: Key stage 4 attainment and progress scores of children who have been looked after continuously for at least twelve months, 2018

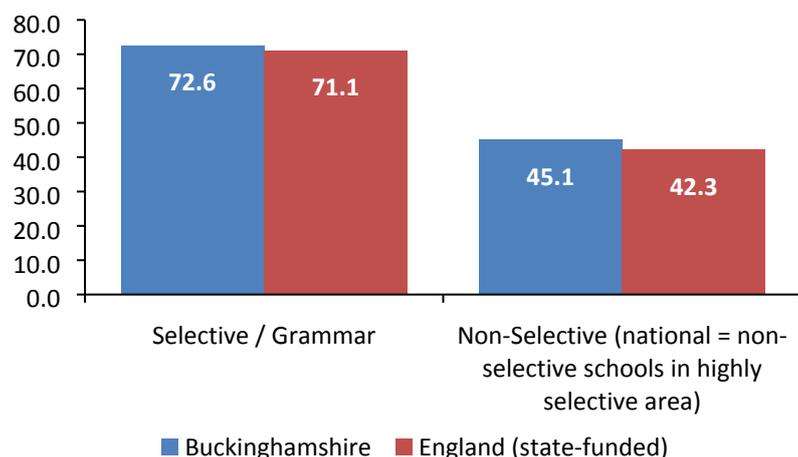
	Attainment 8		Progress 8	
	Eligible pupils	Average Score	Eligible pupils	Average Score
Buckinghamshire	5130	18.9	3980	-1.20
South East	730	18.7	560	-1.17
England	28	16.0	23	-1.09

5.7 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 non-selective schools in highly selective areas nationally.

In line with similar schools nationally, Progress 8 for selective schools is significantly above the national average for all pupils, while Progress 8 for non-selective schools is significantly below the national average for all pupils.

**Figure 43: Attainment 8 by school type
Buckinghamshire and England (state-funded schools) 2018**



5.8 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.

70 Buckinghamshire pupils were receiving education in alternative provision, including in pupil referral units, at the end of Key Stage 4 in 2018. The average Attainment 8 score for these pupils was 5.4, compared to 6.6 for pupils in alternative provision nationally.

5.10 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. For Attainment 8 Buckinghamshire was ranked 1st when compared to statistical neighbours and 6th when compared to all Local Authorities in England.

5.11 Actions arising from the key areas of focus and case studies from September 2018

The key areas of focus from the 2017 Education Standards Report were:

- Decrease the number of schools judged to be below the floor standards or in danger of being below the three-year coasting standard.
- Continue to raise standards for underachieving groups, including disadvantaged pupils.

Actions that have arisen from these areas of focus include the deployment of Side by Side Pupil Champions (SSPCs) to support the following intervention school strands:

Secondary School	School Support Focus
Aylesbury Vale Academy	SEN
	Attendance
The Beaconsfield School	Raising Achievement in Maths
	Raising Achievement in English for High Ability Pupils
Bourne End Academy	Leadership Support (Teaching & Learning)
Buckinghamshire UTC	Middle and Senior Leadership Coaching
	Maths GCSE Outcomes
Grange School	Geography & History/ Differentiation
	Intervention and Impact
	Leadership Support - Differentiation and the More Able
	Computing GCSE Outcomes
Heritage House Special School	Leadership / Teaching and Learning Support
The Mandeville School	Year 7 and 8 Most Able
	Middle Leader Support
	Conversions in English/ Maths
	Science GCSE Outcomes
	Geography GCSE Outcomes
Princes Risborough School	Teaching and Learning Support
	Most Able Progress
	Science GCSE Outcomes
Sir William Ramsay School	History GCSE Outcomes
	Geography GCSE Outcomes

The following Side by Side Initiatives have been commissioned to further support the increase in standards for underachieving groups, including disadvantaged and SEN pupils:

Side by Side SEND – Furze Down School Initiative

Overview:

The pilot delivers the MITA (**Maximising the Impact of Teaching Assistants**) programme, a cyclical process which:

- First identifies where a school is in terms of SEND provision and strategy through self and peer review.
- Acknowledges that Teaching Assistants are in schools supporting SEND pupils and therefore need high quality training as do Teachers and Senior Leadership teams to ensure they are deployed efficiently.
- Supports schools to plan effectively to improve areas of SEND provision and Strategy that have been

identified through the review process.

- Supports schools through side by side 'Early Help' to improve areas identified.

At the end of the 18 month project the REVIEW TOOLS will be used to evaluate the impact of the project.

Side by Side SEND – Amersham School and Stony Dean Partnership

Overview:

Planning has started to support a collaborative approach to delivering education to students who would be high functioning ASD/SEMH from September 2019. The students might also have ADHD/ severe mental health difficulties. These students might pose as either school refusers, Year 7 / 8 drop-out pupils or expensive out of county placements. This profile could be expanded once more detail is created. Features of the partnership would include:

- Teaching students almost solely at Amersham School but on roll at Stony Dean school.
- A specialist teacher and LSA would be employed by SDS and would organise the students and act as liaison across the schools.
- The teacher would help staff, aid transition, and deliver interventions. Specialist staff could be accessed via SDS as necessary.
- Amersham school would offer a diversified curriculum.
- Inclusive experience and not an ARP.
- Partnership agreement would be in place to clarify roles and funding.

Side by Side Inclusion - Aspire School Collaborative

Overview:

This project focuses on inclusion in its widest sense and is likely to encompass SEND, EAL, PP and behaviour. It's important to recognise that behaviour is also a form of SEND, in that it is a manifestation of unmet need.

The project focuses on those students who are at risk of exclusion, and they are likely to present a range of need and, whilst behaviour might be the outward presentation, it's evidenced that underlying issues, such as undiagnosed SEND or mental health, are often the true causes of the behaviour.

This project relates most specifically to priority 2 in the SEND Strategic Plan, and in particular to:

- Shifting the balance of support from intervention to prevention.
- Building inclusive capacity in mainstream schools.
- Developing the expertise of staff.
- Developing inclusive practice to build expertise through peer to peer support.
- Developing inclusive practice by undertaking Inclusion Audits.

Side by Side Early Years - Providers in Partnership (PIP) Initiative

Overview:

An interventionist programme focused on identification of, and prevention activities for, vulnerable children from 2 to end of reception (receipt of Pupil Premium funding)

Within the early years sector there is a commitment to developing an approach which enables the variety of providers – private, voluntary, childminders, independent, maintained and academy, to work together to

deliver sustained improvements.

During 2018-19, projects will be established to support providers to work together, focusing on support and development of leaders, partnership working between settings and schools, and best practice sharing to proactively raise outcomes for vulnerable children.

This Side by Side programme encourages collaboration and a collective responsibility approach to develop a shared understanding of successful strategies to close achievement gaps between vulnerable groups of children.

Delivered through **SIX** professional clusters (Providers in Partnership (PIPS) each led by a member of the Early Years Team.

- The PIPs will support EYFS leaders in schools to work side by side in partnership with their colleagues in their main feeder settings, to raise outcomes for vulnerable children. (2 year old funded children and those likely to be in receipt of Pupil Premium Grant (PPG) in reception).
- Identify and challenge mutual barriers to children's achievement.
- Share views and visions for children without competition within a small market place.
- Provide leaders to have regular opportunity to support and learn from each other.

Outcome measures for the Early Years PIP Programme

- Target schools will develop meaningful and sustained models of partnership working with their main feeder settings.
- Partnerships will benefit vulnerable children and their families. Levels of achievement for disadvantaged pupils will be raised and the gap between disadvantaged children and their peers closed.
- Transitions between settings and school are smoother and support children's well-being and learning.
- Parents feel more confident to support their child in their learning.

The below case study illustrates how Buckinghamshire County Council Virtual School is working with looked after children across the county, supporting pupils to achieve successful outcomes.

Virtual School Case Study.

This case study is based on a young person from a Buckinghamshire Upper School.

The young person had very successful outcomes at GCSE in summer 2018 because of the following stable factors:

- Attended the same Buckinghamshire Secondary School for years 7-11.
- Has been in care since July 2012 with the same carers and consistent support from Virtual School for 7 years.

The support for this young person started in year 6 with an enhanced programme of transition alongside work with the Virtual School. In year 7 the school identified that more support was required in reading and, through the pupil premium funding, the school bought books for the young person and set up a programme for the carer to follow at home. This was strengthened by a small group literacy intervention in the school day that ran throughout year 7 including spelling and comprehension.

The Virtual School, in collaboration with the school, agreed to one to one specialist English tutoring through year 8 and 9. This finished mid-way through the academic year when significant improvements had been made. Year 9 was a challenging year for this young person outside of school, and, as a result,

the school set up a social skills group to their support social and emotional needs. A counsellor was also in place for 6 months at the young person's request. The impact of this has been positive with friendships built and a significant increase in the young person's confidence. In year 9 the school identified the need for a one to one maths and science tutor, with the funding coming through Virtual School. This continued throughout the GCSE course.

Pastoral support has been strong, with this young person being supported to complete the Duke of Edinburgh award. In year 10 and 11 this young person was allocated a mentor in school who they were able to talk with and go to as a 'safe' person. The young person was also encouraged to participate in volunteering work and they also completed a first aid course. The school were excellent in their ability to manage the young person's feelings around exam time, with extra time given due to dyslexia as well as the provision of a nurture and support running up to the exam period.

Careers advice through the Talentino programme was completed in October 2017 and the mentor helped to guide the young person's post 16 choices. The school facilitated attendance at the Bucks skills show and provided good support through Adviza, including discussions around university and apprenticeships.

The young person achieved 5 GCSEs and a BTEC qualification. After the GCSE exams, the young person travelled abroad for 3 weeks as part of a community project through school and attended the school prom. They also completed NCS over the summer break.

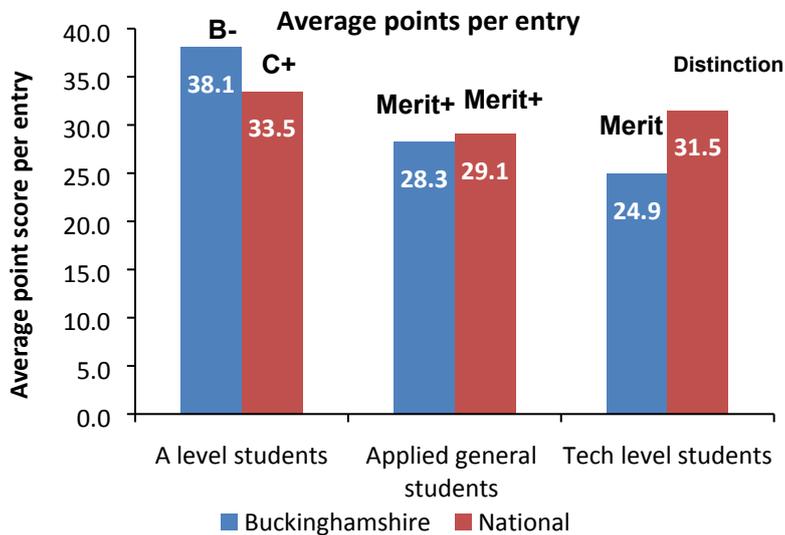
This young person is now in year 12, studying for a BTEC double award. This young person has continued good attendance and commitment and is being encouraging school to apply for university.

6. Post 16 Education in Buckinghamshire

New headline measures from 2016

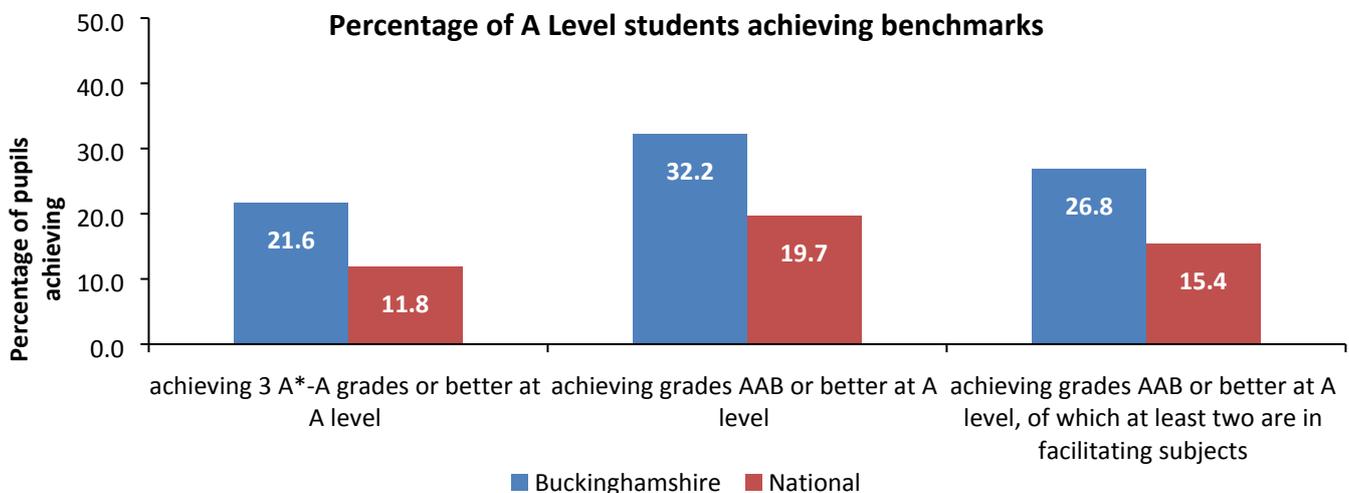
A new [16-18 school and college accountability system](#) was implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results.

KS5 (A Level and equivalent) results are higher than national for most measures



Results for 16-18 state funded pupils in Buckinghamshire exceed results nationally for A level students. For Applied General students and Tech Level students results are slightly lower than national, but it must be noted that Buckinghamshire cohorts for these qualification groups are smaller than for A Levels (A levels = 2794, Applied general = 426 and tech levels = 52).

As well as point score measures, the DfE publish a number of benchmark measures for A Level students. For these measures Buckinghamshire results exceed national results, with nearly a third of Buckinghamshire A Level students achieving grades AAB or better.



Destination Measures

The DfE publish information on the destinations of young people after key stage 4 and key stage 5. The latest publication shows the percentage of young people progressing to specified destinations in 2016/17. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2015/16.

- The key stage 4 measure is based on activity the year after the young person finished compulsory schooling.
- The key stage 5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.

In 2016/17, 96% of the Buckinghamshire Key Stage 4 state-funded school cohort (from 2015/16) were in sustained education or employment, compared to 94% nationally. The majority of pupils (61%) went on to a school sixth form, which is higher than the national average of 38%.

In 2016/17, 92% of the Buckinghamshire Key Stage 5 state-funded cohort (from 2015/16) were in sustained education or employment, compared to 89% nationally. 60% of the Buckinghamshire cohort went onto Higher Education, of which 26% were in Russell Group universities. Nationally 50% of students went onto Higher Education, of which 12% were in Russell Group universities.

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.

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.

Table C shows the rates of participation in Buckinghamshire against national averages. Buckinghamshire has higher rates of participation when compared to regional and national averages.

**Table C. Participation rates
Buckinghamshire, South East Region and England, March 2019**

Cohort	Buckinghamshire	South East Average	National Average
% RPA Compliant Yr 12	96.6%	95.1%	95.4%
% RPA Compliant Yr 13	92.1%	88.7%	89.7%
% RPA Compliant Yr 12-13	94.3%	91.8%	92.6%

Table D shows NEET (Not in Education, Employment or Training) and Unknowns (those whose destination after leaving school is not known) against national averages. Buckinghamshire has low levels of NEET compared to regional and national averages, but Unknowns are now above both regional and national averages.

**Table D: % NEET and Unknowns
Buckinghamshire, South East Region and England, March 2019**

Cohort	Buckinghamshire	South East Average	National Average
% Yr 12-13 NEET	1.7%	2.5%	2.8%
% Yr 12-13 Unknown	3.2%	2.6%	2.3%

Key areas of focus from the 2017 Education Standards Report

- Continue to deliver school improvement support to maintained sixth forms that are judged as 'requires improvement' or 'inadequate' through the council's school improvement service.
- Broker peer to peer school improvement support for all schools and academies judged as 'requires improvement' or 'inadequate' through the side-by-side project.

- Support the delivery of the Buckinghamshire Skills Strategy by commissioning the Skills Hub to broker and deliver support to schools to enable them to improve the employability skills of young people, and encouraging access to high quality and impartial information advice and guidance to help young people make informed choices about their post-16 options.
- Work in partnership with ‘Study Higher’ (partnership of Bucks New University, Reading University, Oxford University and Oxford Brookes University) to ensure that the National Collaborative Outreach Programme supports disadvantaged young people in Bucks to progress onto higher education.
- Work in partnership with the LEP to deliver the Buckinghamshire Skills Strategy which will support growth in apprenticeships locally.
- Continue to work with local partners to ensure there is suitable post-16 provision within the County to meet the needs of all post-16 learners.
- Following the Early Help review, Buckinghamshire Youth will form part of a new Early Help service which will support vulnerable families and young people across the County. The service will continue to prevent NEET and support those young people who become NEET.

Key actions taken since the 2017 Education Standards Report

- Through the development of Side by Side, Buckinghamshire County Council’s new delivery model of school improvement, support has been secure for all secondary schools that have a “requires improvement” or “inadequate” judgement, through a peer to peer, system led model of support.
- BCC is working in partnership with Action4Youth to establish an Inspiration programme to support KS4 and KS5 students. This programme has the purpose of reducing the risk of NEET and is due to commence working with 10 non selective secondary schools in 2019.
- BCC has continued to work with the new Bucks College Group (following the merger of FE colleges in Bucks) to encourage partnership working with the County’s main secondary special school for ASD (Autistic spectrum disorder) and SEMH (Social, emotional and mental health) pupils to improve progression for children with SEND into further education.
- BCC has continued work with Buckinghamshire Thames Valley Local Enterprise Partnership (LEP) to implement the Skills Strategy, with a particular focus on high quality apprenticeship and traineeship opportunities and further development of higher and degree apprenticeships
- Buckinghamshire Adult Learning has continued to deliver Apprenticeships and Traineeships to 16-18 year olds and sub-contract with partner providers to meet demands of local employers.
- BCC has continued to commission the LEP to deliver the Bucks Skills Hub to broker opportunities for children in school to develop employability skills through improved engagement of local businesses. Bucks Skills Hub continues to flourish with positive outcomes being noted. All 37 educators included the FE college (Bucks College Group) are registered on OppsinBucks (the employer/educator platform); all 37 secondary schools (Grammar and Upper Schools) are now engaged with the Enterprise Advisor programme, so young people are being presented with the opportunities to develop their work readiness skills.
- Bucks Youth has continued to run successfully over the past year supporting vulnerable young people and improving outcomes.
- Buckinghamshire Adult Learning has continued to deliver Apprenticeships and Traineeships to 16-18 year olds and has sub-contracted with partner providers to meet demands of local employers. The Traineeship programme which is aimed at young people at risk of becoming NEET has run successfully during 2018-19, with the plan to run 3 further cohorts in academic year 2019-20.
- Internships for post 16 students with SEND have been developed. Buckinghamshire Adult Learning in partnership with Stony Dean School, have developed a programme that is targeted to help young people with disabilities into paid employment. A full-time study programme at De Vere Hotel, Latimer, has been running for a small cohort of Post 16 SEN students, and this is due to be run again in September 2019 along with another opportunity due to run at Stoke Mandeville Hospital for 12 SEN students.

Key areas of focus arising from this report

- To continue work collaboratively with the school community through the Side by Side delivery model to ensure that every sixth form in Buckinghamshire is judged as good or outstanding.

- To continue to develop opportunities for employer engagement with schools through the LEP and the Bucks Careers Hub so that young people's employability skills are developed.
- To develop better systems to provide information sharing between the local authority, schools and FE providers so as secure accurate and timely data regarding student destinations.
- To continue to develop alternative post-16 education provision such as the Supported Internship programme in order to further improve outcomes for all young people.
- To work with providers to prepare for the introduction and roll out the new T-Levels which are due to be implemented from September 2020.