



Education Standards Report

Analysis of 2019 assessment outcomes



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Introduction

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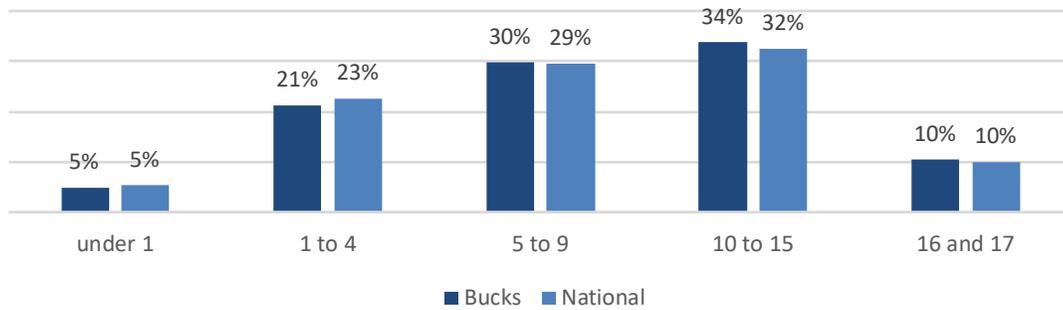
Children and Young People

23% children & young people as a percentage of total population



(Mid 2018 Population Estimate)

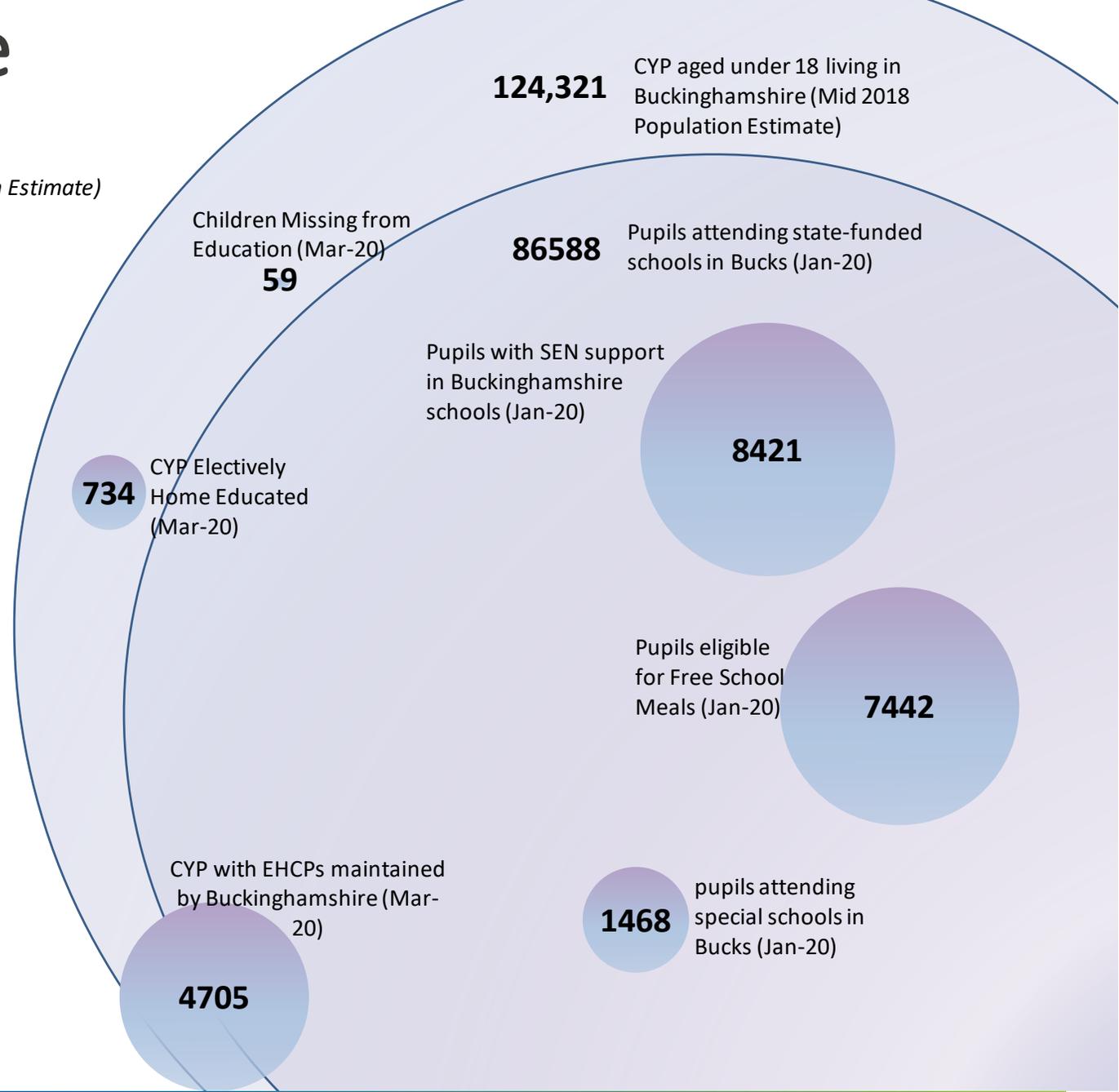
Children and young people by age band - Mid 2018 population estimates



37% of pupils in the January 2020 school census are BME

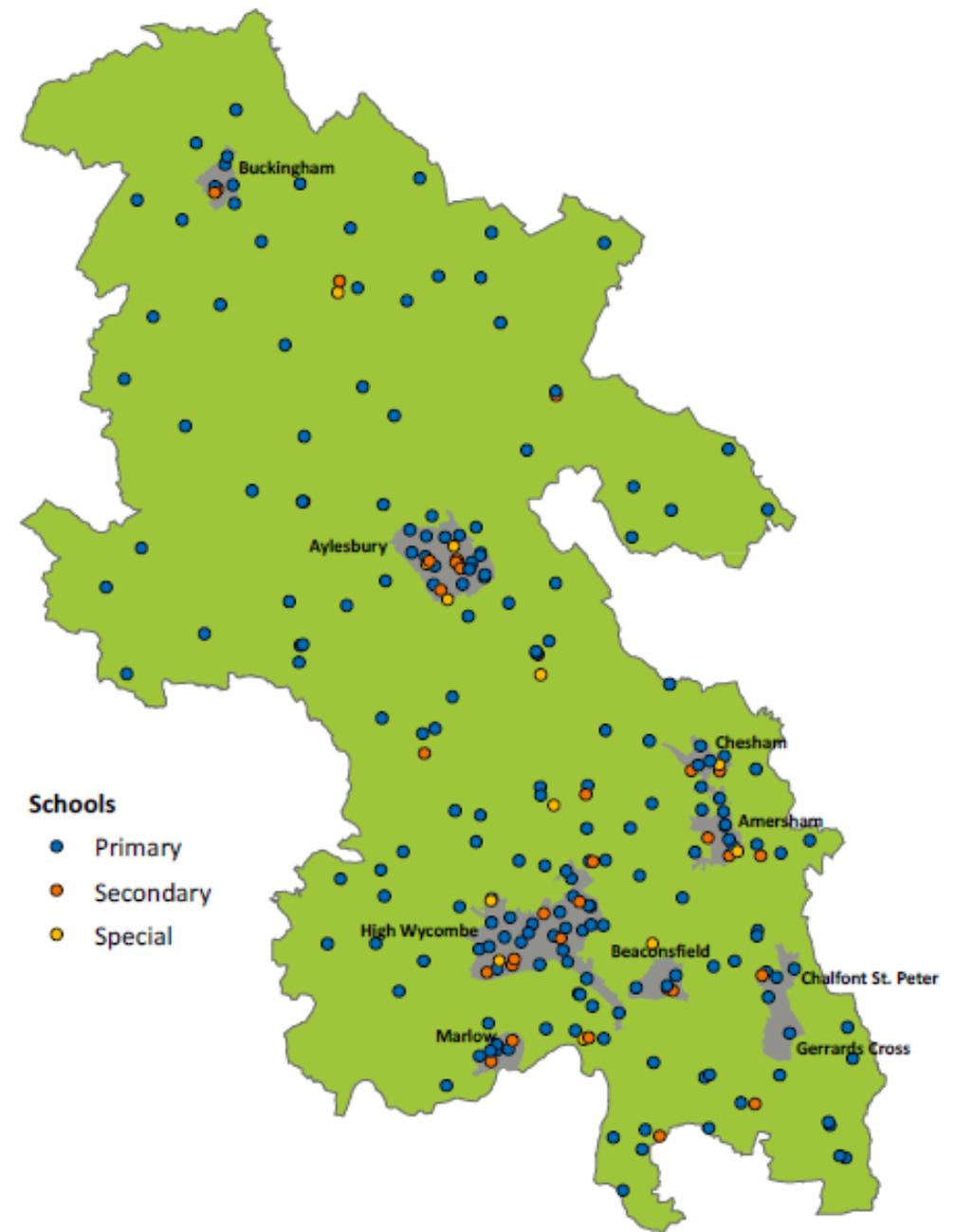


18% of pupils in the January 2020 school census have a first language other than English

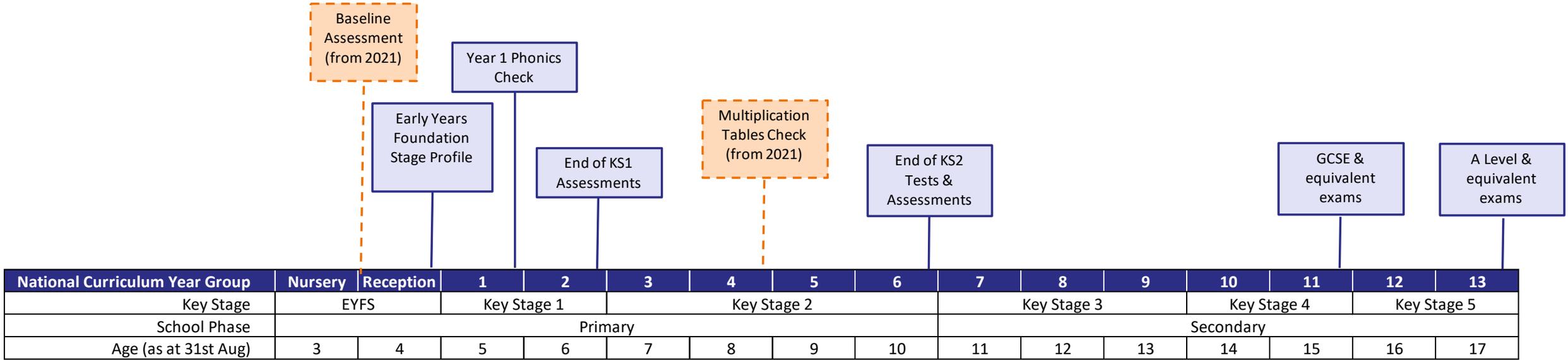


Schools

- 184 primary schools (including 36 academies/free schools)
 - 38 infant schools
 - 23 junior schools (including 5 academies)
 - 123 combined schools (including 31 academies/free schools)
- 34 secondary schools
 - 13 Selective (all academies)
 - 21 Non-Selective (including 16 academies/free schools)
- 2 All through mainstream schools (including 1 academy)
- 10 Special Schools (including 2 academies)
- 2 nursery schools
- 3 Pupil Referral Units (including 1 academy)



Assessment Timeline



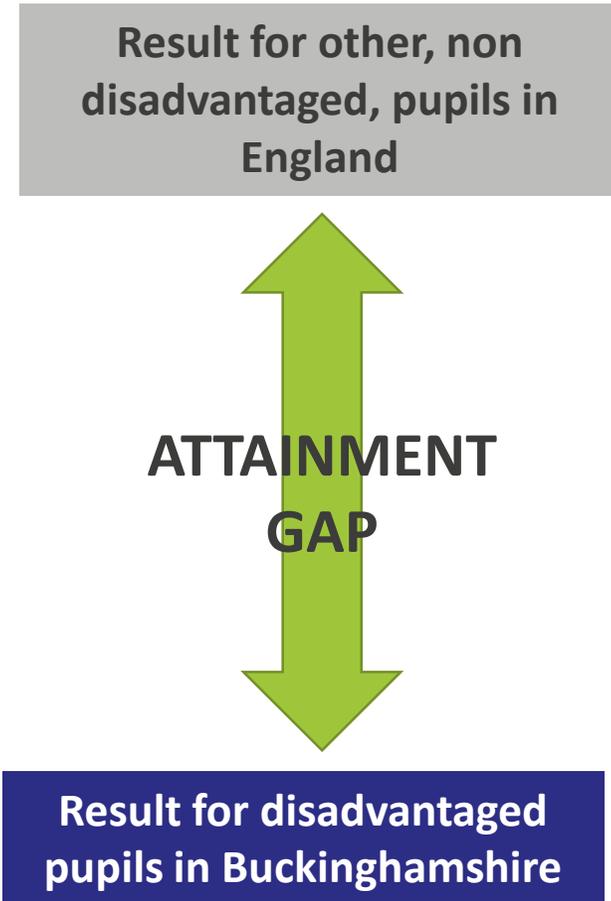
Statistical Neighbours

Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected.

In this report Buckinghamshire data is shown alongside national averages and, where available, the average for our statistical neighbour group.

Bracknell Forest
Buckinghamshire
Cambridgeshire
Central Bedfordshire
Hampshire
Hertfordshire
Oxfordshire
Surrey
West Berkshire
Windsor and Maidenhead
Wokingham

Attainment Gap



The “attainment gap” measure used by Ofsted and the Department for Education, and referenced in this report, looks at the difference in performance between pupils who are classed as “disadvantaged” in the LA and the national average for other, non disadvantaged, pupils.

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.

Attainment in Early Years

- The Early Years Foundation Stage Profile
 - Strengths and areas for development
 - Key data data
 - Action plan

Early Years Foundation Stage Profile (EYFSP)

The EYFS profile summarises and describes children's attainment, normally at the end of reception year. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Practitioners' assessments are primarily based on observing a child's daily activities and events.

The key performance measure for EYFSP is the percentage of children achieving a good level of development at the end of the EYFS. 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.

Areas of strength

The percentage of Buckinghamshire pupils achieving a good level of development has remained stable for the last three years

The good level of development results are two percentage points above the national averages

Buckinghamshire is ranked 6th for the good level of development compared to statistical neighbours

The inequality gap in Buckinghamshire has decreased from the previous year

A higher percentage of Buckinghamshire pupils with an EHCP achieved a good level of development compared with national

Areas for development

The gap between those eligible for free school meals and others in Buckinghamshire is 23% compared to 21% nationally

A lower percentage of Buckinghamshire pupils with SEN Support achieved a good level of development compared with national

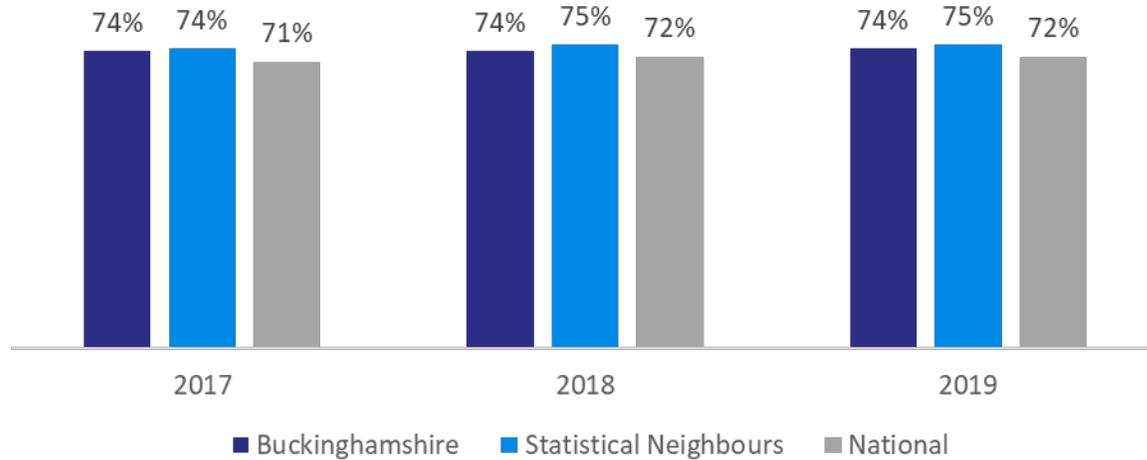
Buckinghamshire is ranked 9th for the inequality gap compared to statistical neighbours

A lower percentage of pupils with a first language other than English in Buckinghamshire achieved a good level of development compared with national

A lower percentage of Buckinghamshire BME pupils achieved a good level of development compared with national

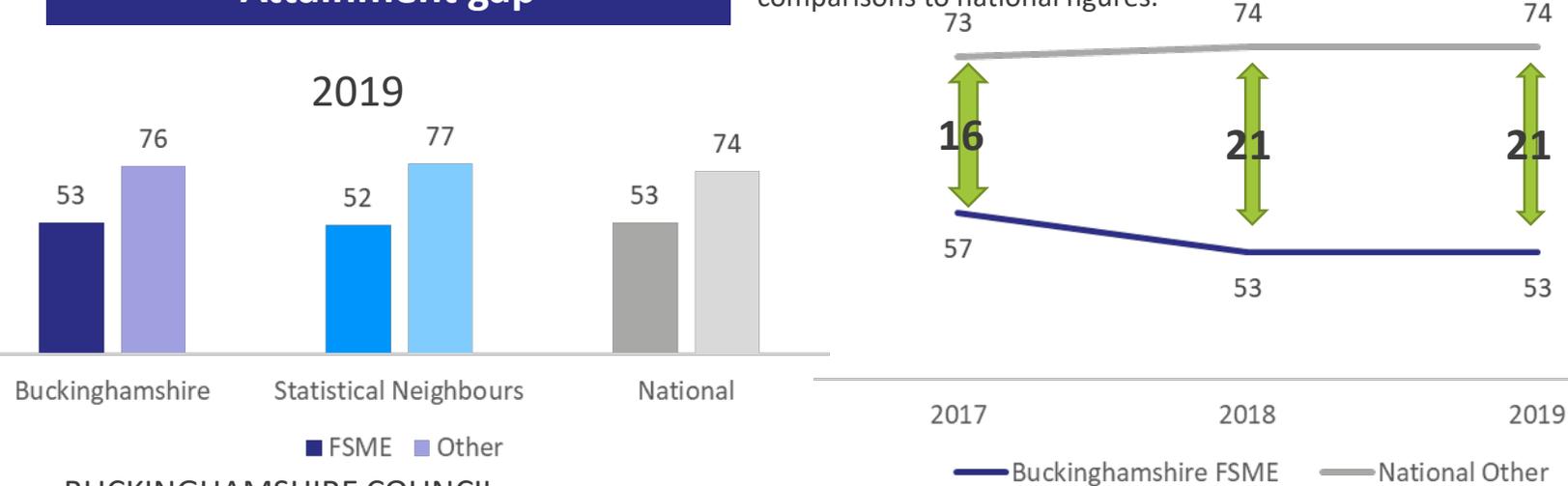
% of pupils achieving a good level of development

Overall trend against benchmarks

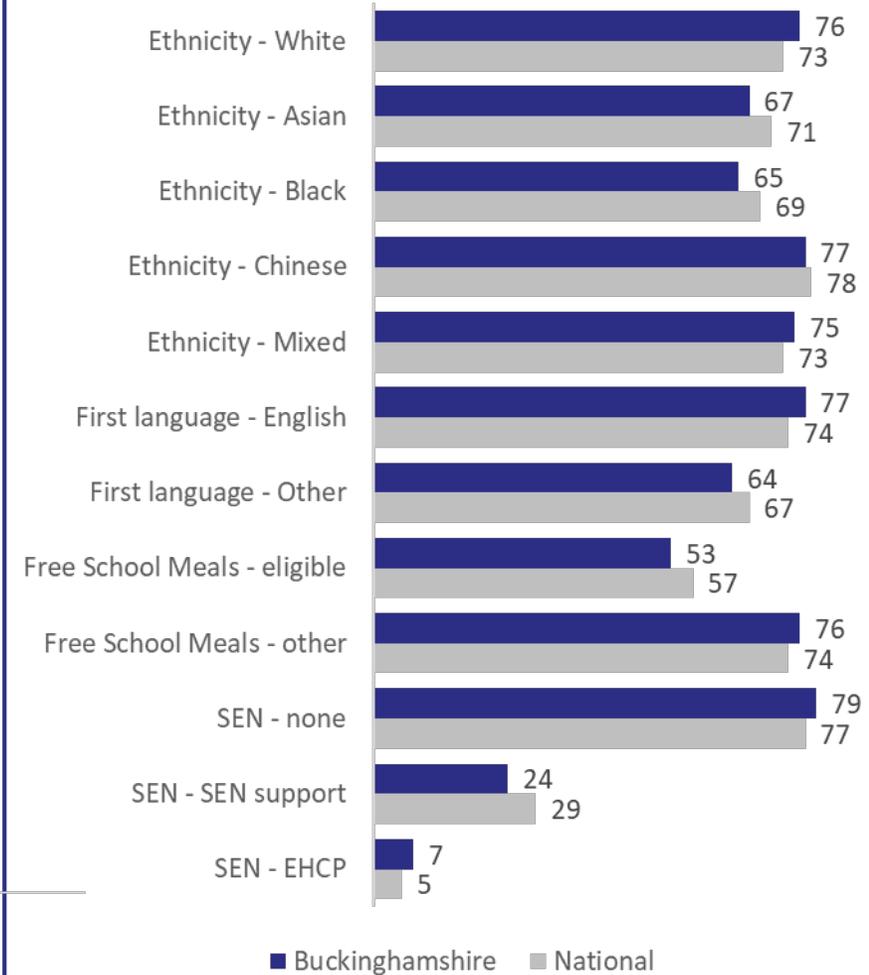


Attainment gap

Results are for pupils eligible for free school meals (FSME) to allow comparisons to national figures.



Key pupil groups



Action Plan

What we will do	What this should achieve	Timeframe
Support all Early Years providers with assessment through advice, guidance and training.	Increase accuracy of assessment and tracking of children's progress. Support practitioners to identify gaps in children's development at an early stage and act to close these. Use information to support children that may be below age related expectations.	Sept- July
Focus support visits on settings with the most vulnerable children (SEND, FSM, BME, EAL).	Settings will be better able to identify those at risk of falling behind so they can provide timely interventions.	Sept-July
Use the Early Years Side by Side program to provide assessment support to settings and schools through the Provider in Partnership networks. Tracking will focus on the most vulnerable children.	Data from the project will support settings and schools to identify and provide intervention strategies for children that require further support.	Sept-July
Provide Moderation training for all schools with a focus on vulnerable groups.	Increase accuracy of EYFSP data. Highlight children at risk of not achieving the GLD and offer advice and guidance.	Feb and March 2021
Provide training for early adopter schools to carry out agreement trialling activities.	Ensure accuracy of judgements made.	Feb 2021

Attainment in schools

- Phonics Check
 - Strengths and areas for development
 - Key data
- Key Stage One
 - Strengths and areas for development
 - Key data
- Key Stage Two
 - Strengths and areas for development
 - Key data
- Key Stage Four
 - Strengths and areas for development
 - Key data
- Action plan

Year One 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 One. Children in Year Two must also take the check if they did not meet the required standard in Year One - this includes children who did not take the check in Year One for any reason.

Areas of Strength

The overall percentage of pupils achieving the expected standard of attainment at the Year 1 Phonics Check has increased significantly since the launch of the test in 2014 (from 72% attainment in 2014 to 82% attainment in 2019).

Attainment of the expected standard at the Year 1 Phonic Check amongst of pupils with a first language other than English is higher in Buckinghamshire compared to National attainment (83% attainment for Buckinghamshire compared to 82% for National).

Attainment of the expected standard at the Year 1 Phonic Check amongst of both White and Asian pupils is in line with the National attainment figures (82% attainment for pupils with a White ethnicity and 85% attainment for pupils with an Asian ethnicity).

Areas for development

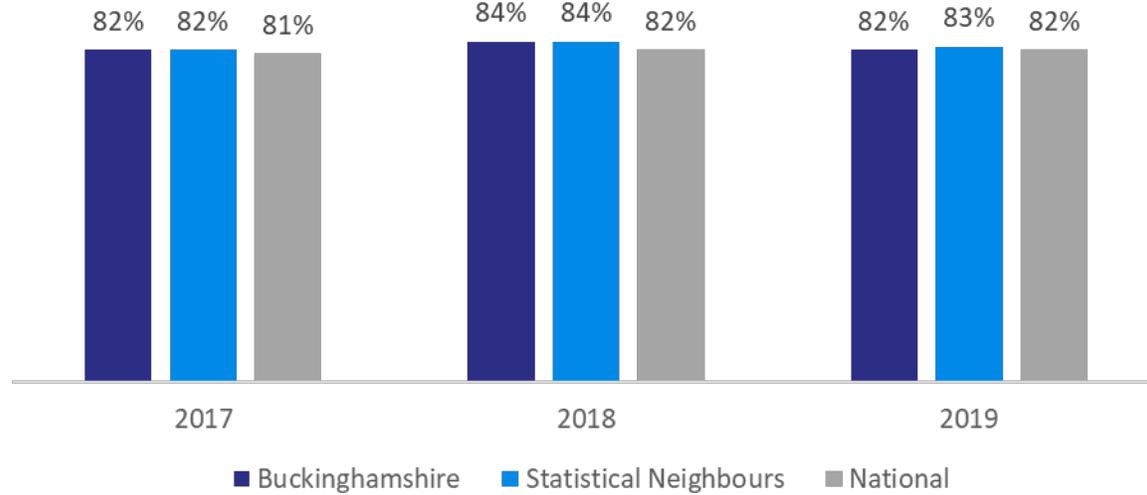
The overall percentage of pupils achieving the expected standard in the Year 1 Phonics Screen check has decreased slightly in 2019 – from 84% in 2018 to 82% in 2019.

Although attainment is in line with national, it is slightly below the percentage of pupils achieving the expected standard amongst Buckinghamshire’s statistical neighbours at 83%.

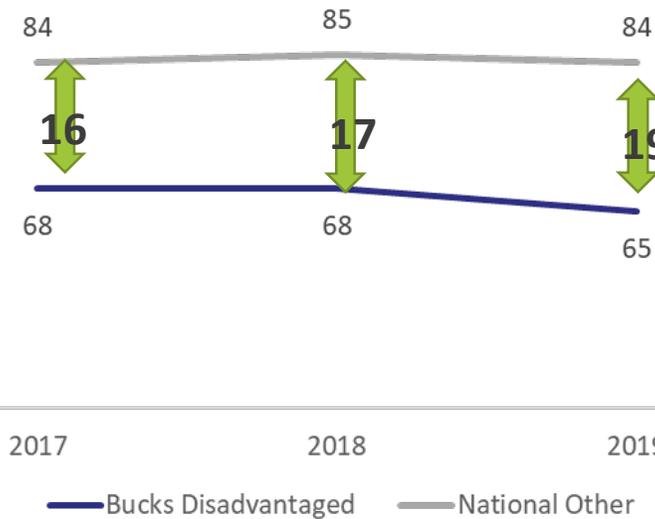
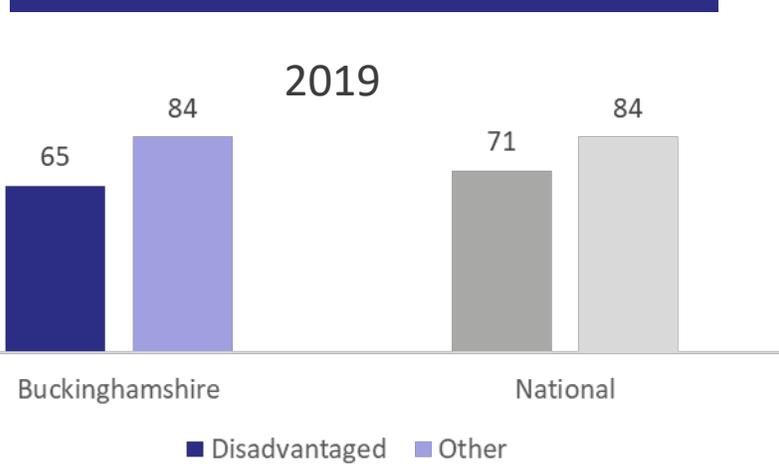
The gap between the attainment of Buckinghamshire disadvantaged pupils and National ‘other’ pupils increased by two percentage points between 2018 and 2019, from 17% in 2018 to 19% in 2019. This is reflected in the attainment of pupils eligible for free school meals with was 66%, compared to 70% nationally.

% of pupils achieving the expected standard

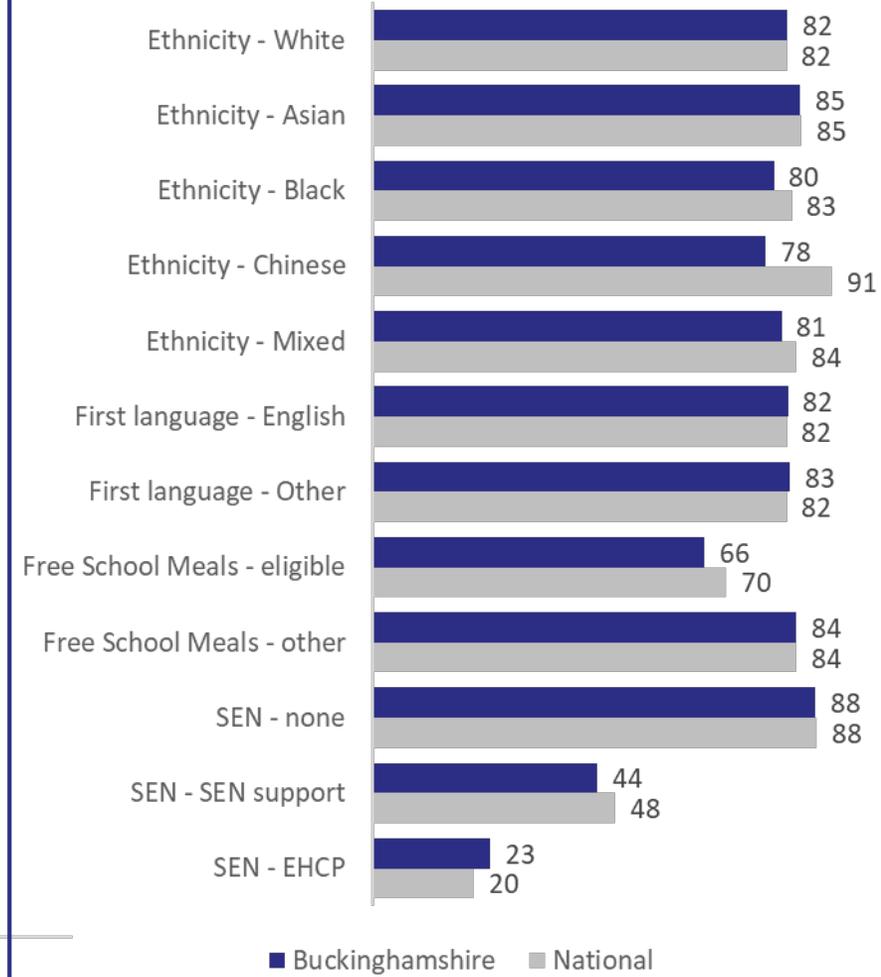
Overall trend against benchmarks



Attainment gap



Key pupil groups



Action Plan

What we will do	What this should achieve	Timeframe
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 four primary schools were supported with teaching phonics (for a total of 22 days. The schools in need of phonics support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve phonics teaching leading to enhanced attainment outcomes in 2020.</p>	<p>Academic Year 2020/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 2020/21</p>
<p>Liaison group level data set, aggregating the attainment information from groups of local schools, is reviewed annually to provide areas of local focus. Liaison groups then define local research projects which will include working collaboratively to improve attainment and develop shared approaches to raise achievement amongst disadvantaged pupils. Thirteen projects over two years have focused on raising attainment in Literacy, with one project specifically on phonics.</p>	<p>Research projects identify most successful methods of improving attainment, and this learning is shared amongst all Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Action Plan II

What we will do		Timeframe
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all Buckinghamshire schools to raise standards.</p>	<p>Academic Year 2020/21</p>
<p>Best practice in teaching phonics is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching of phonics shared across Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Key Stage One

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

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).

Areas of Strength

The percentage of pupils achieving the expected standard in Reading at Key Stage 1 in 2019 in Buckinghamshire was in line with Statistical Neighbours (at 78%) and above National attainment (at 75%).

The percentage of pupils achieving the expected standard in Writing at Key Stage 1 in 2019 in Buckinghamshire (at 71%) was in line with Statistics Neighbours (at 71%) and above National attainment (at 69%).

The percentage of pupils achieving the expected standard in Maths at Key Stage 1 in 2019 in Buckinghamshire (76%) was in line with National attainment (at 76%), although slightly behind Statistical neighbours (at 77%).

Pupils with an EHCP in Buckinghamshire achieved above national attainment levels in Reading at Key Stage 1. Pupils with on SEN Support in Buckinghamshire also achieved attainment levels above National in Reading and Writing.

Pupils from a Black, Chinese and Mixed ethnic background achieved above National attainment levels in Reading at Key Stage 1 in Buckinghamshire.

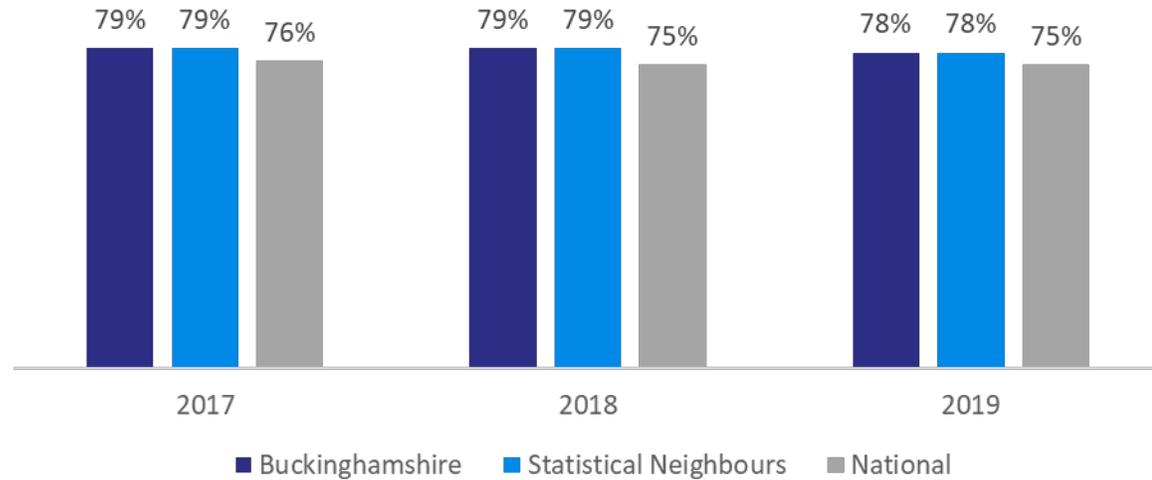
Areas for development

The percentage of pupils eligible for free school meals in Buckinghamshire achieving the expected standard in all three subjects at Key Stage 1 declined between 2018 and 2019. Despite a decline in attainment of National non-disadvantaged pupils, this has still resulted in a greater disadvantaged gap in Buckinghamshire in all three subjects at Key Stage 1 in 2019.

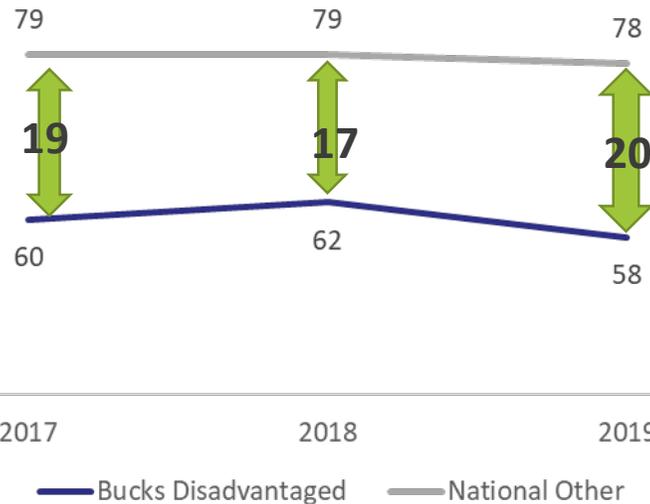
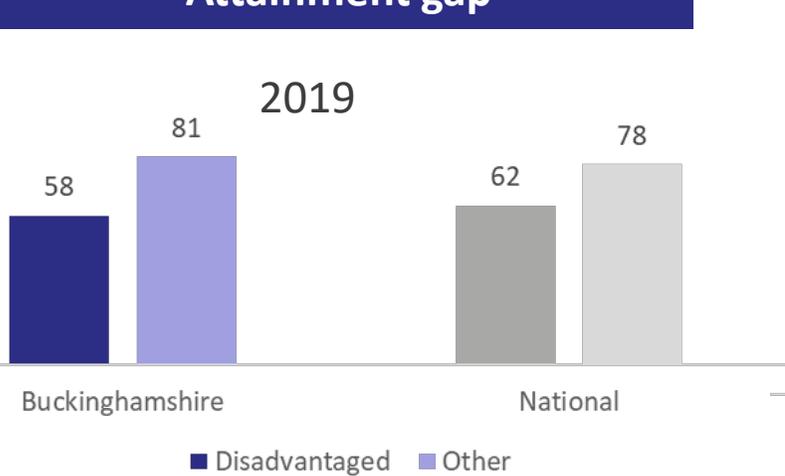
Pupils from Asian ethnicity achieved below national attainment levels in Reading (74% compared to a national achievement level of 77%), in Writing (70% compared to national achievement level of 73%) and Maths (74% compared to national achievement level of 78%) at Key Stage 1 in Buckinghamshire.

% of pupils achieving the expected standard in Reading

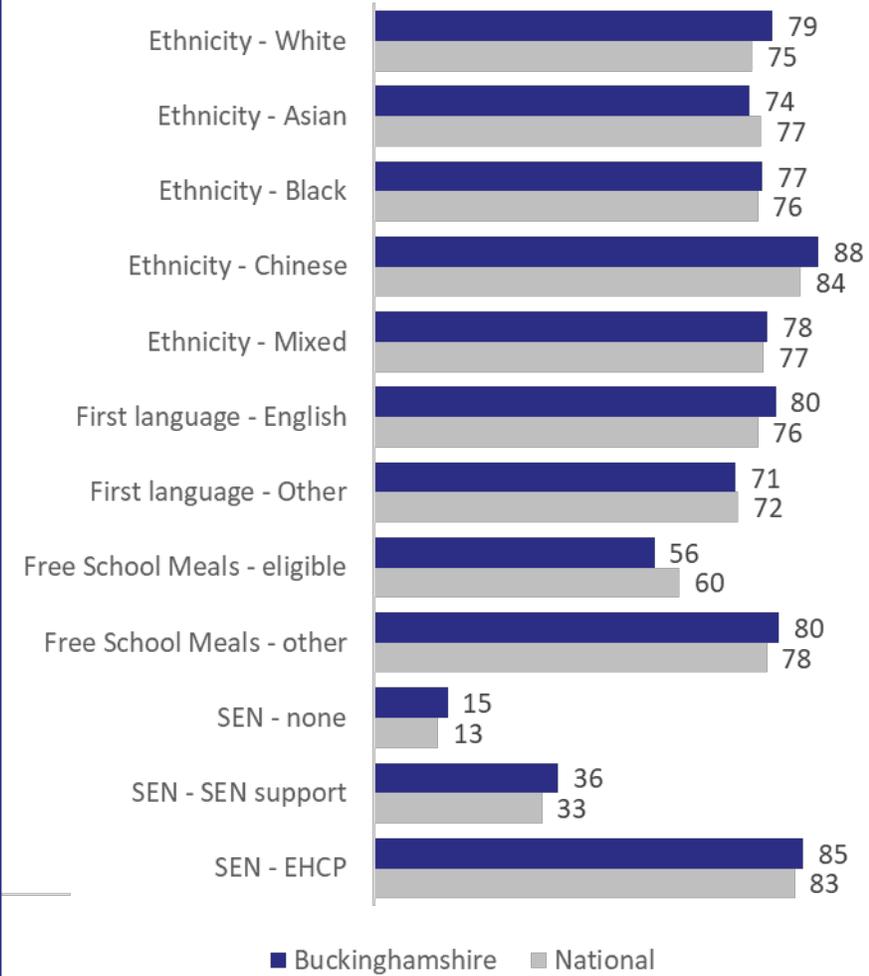
Overall trend against benchmarks



Attainment gap

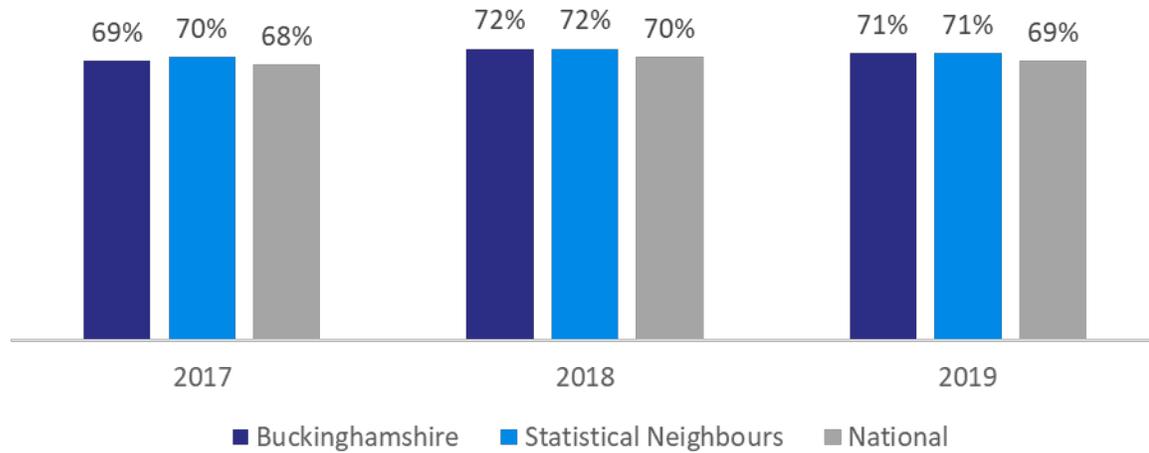


Key pupil groups

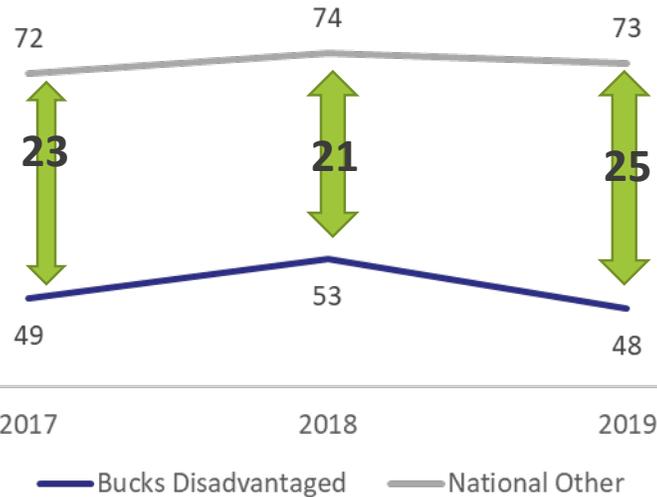
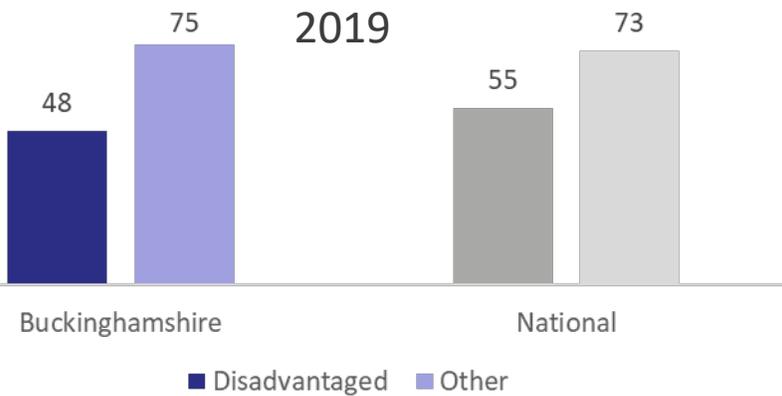


% of pupils achieving the expected standard in Writing

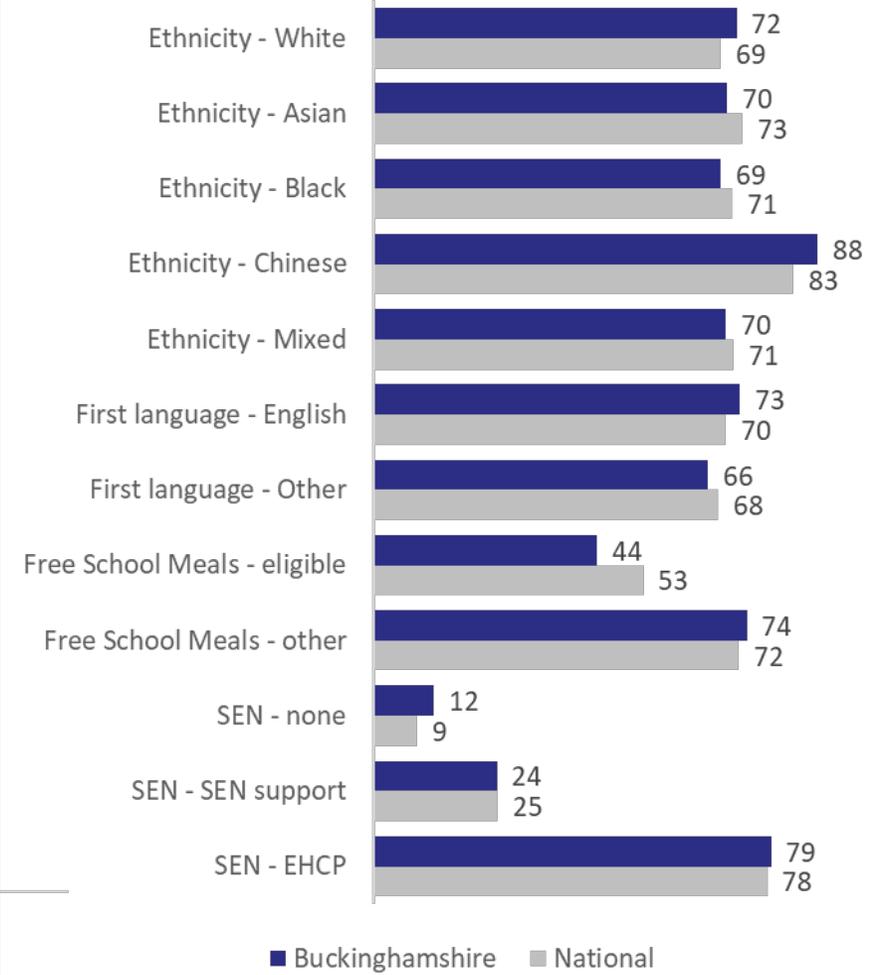
Overall trend against benchmarks



Attainment gap

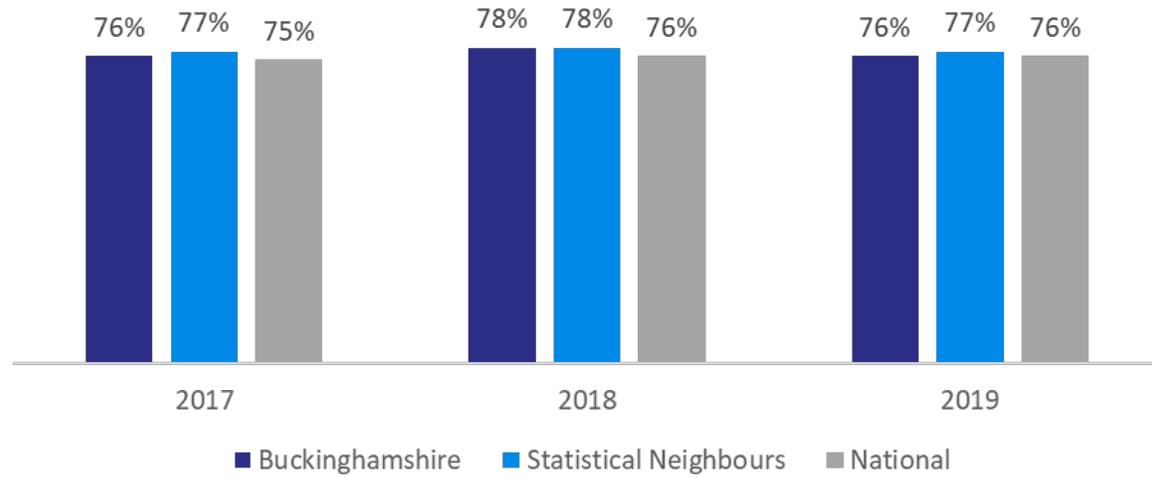


Key pupil groups

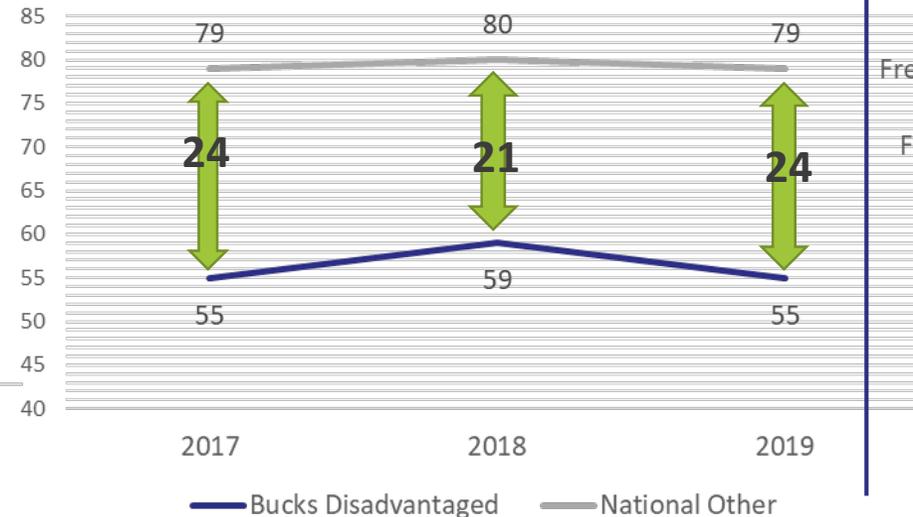
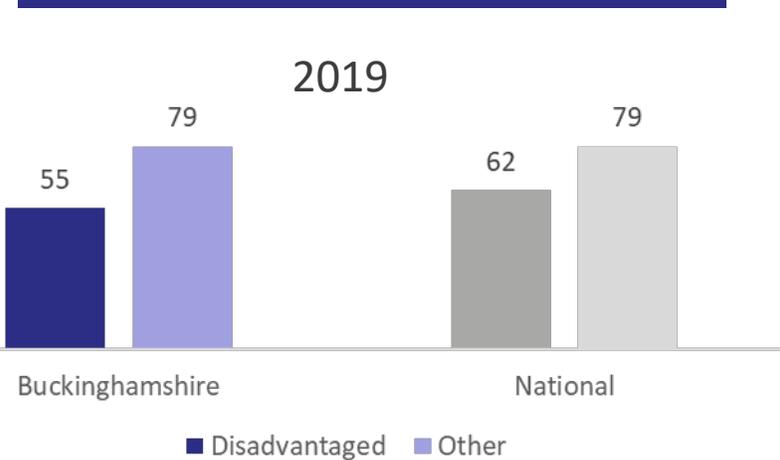


% of pupils achieving the expected standard in Maths

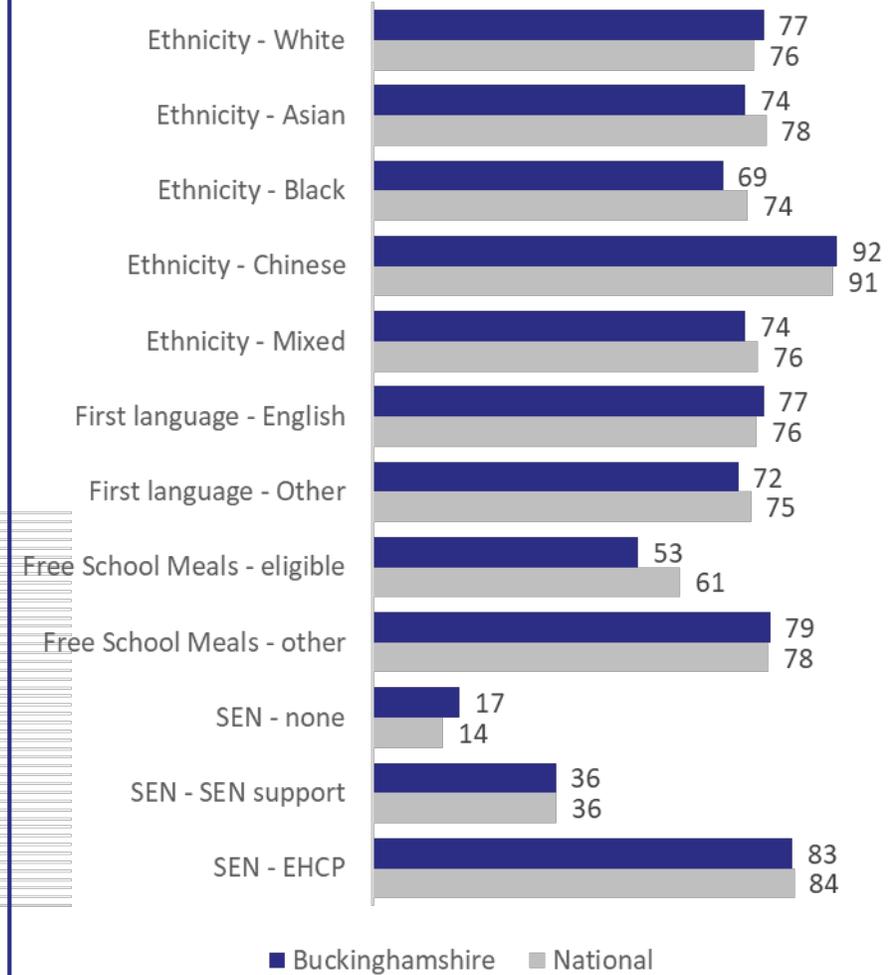
Overall trend against benchmarks



Attainment gap



Key pupil groups



Key Stage Two

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).

KS2 test results in reading and mathematics are reported in terms of scaled scores centred around 100 (the expected standard). Writing is reported in terms of the percentage meeting the expected standard for teacher assessment. Progress is shown by a value added measure.

Areas of Strength

Attainment for pupils at Key Stage 2 achieving the expected standard in Reading, Writing and Mathematics remained high in 2019. With attainment at 66%, the same level as in 2018, Buckinghamshire achieved above National levels of attainment (at 65%).

Combined attainment in Reading, Writing and Maths for pupils in Buckinghamshire with SEND, both those on SEN Support and those with an EHCP, is above National at Key Stage 2.

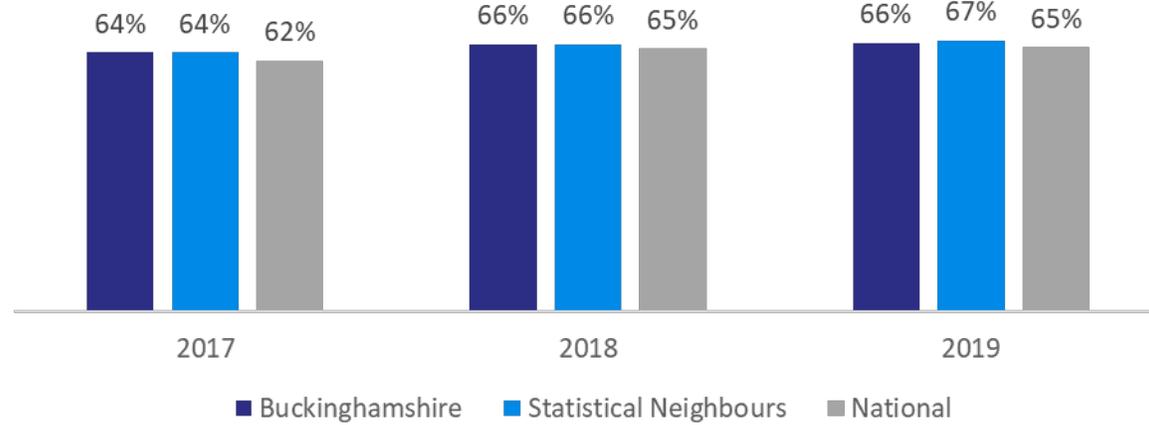
Areas for development

Despite attainment for Reading, Writing and Maths at Key Stage 2 amongst disadvantaged pupils increasing significantly since 2016 (from 37% attainment in 2016 to 43% in 2019), the level of attainment has declined slightly since last year (45% attainment) and the disadvantaged gap has widened from 26 percentage points in 2018 to 29 percentage points in 2019.

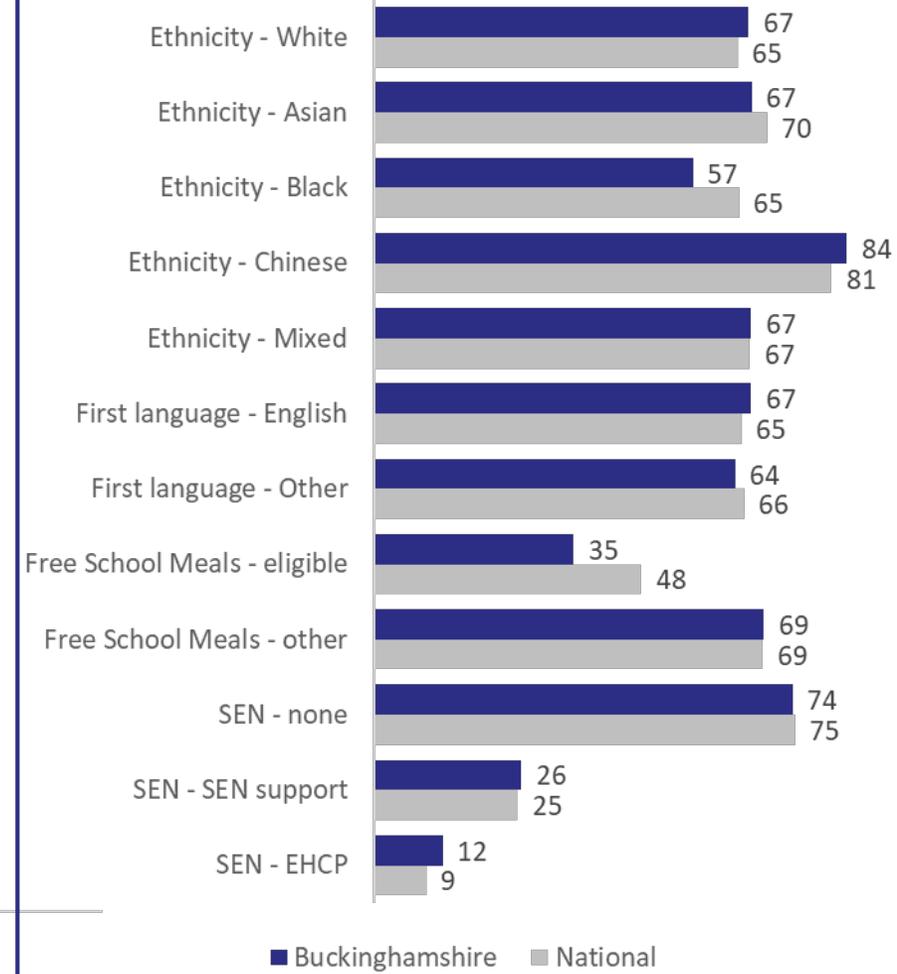
Attainment levels for Reading, Writing and Maths at Key Stage 2 were lower in Buckinghamshire compared to National amongst pupils with both Black and Asian ethnicity. Attainment levels were also slightly lower than National for pupils with a first language other than English.

% of pupils achieving the expected standard in Reading, Writing and Mathematics

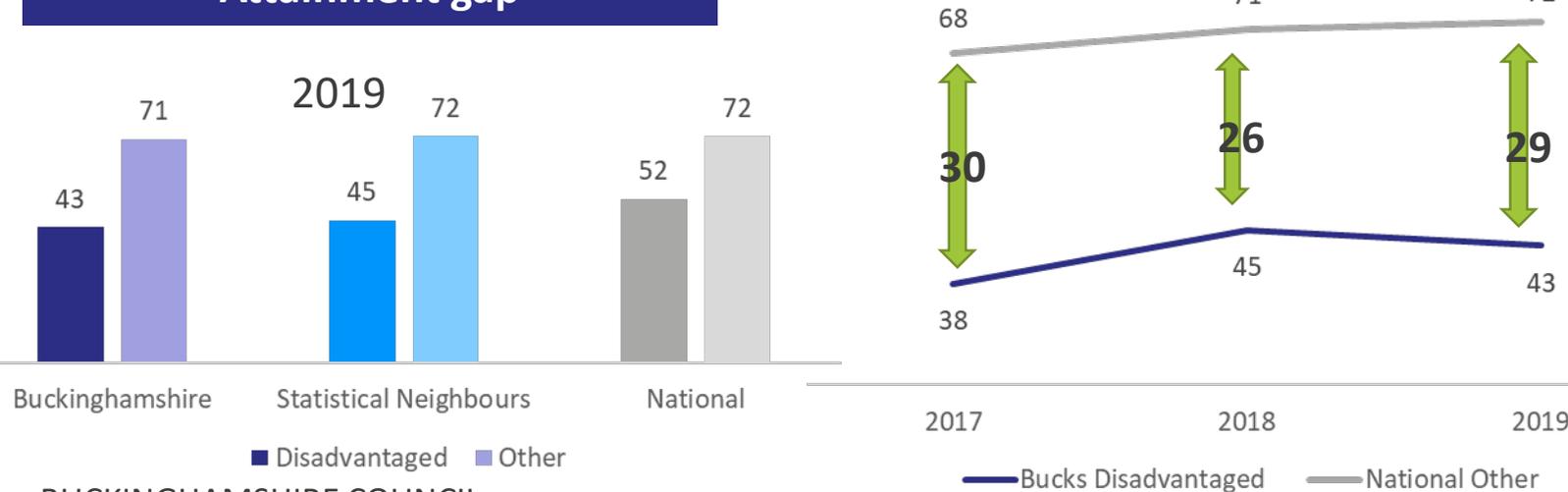
Overall trend against benchmarks



Key pupil groups



Attainment gap



Action Plan

What we will do	What this should achieve	Timeframe
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 six schools were supported in Literacy (39 days support) and seven schools were supported in Maths (45 days support). The schools in need of Reading, Writing or Maths support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve teaching in Reading, Writing and Maths, leading to enhanced attainment outcomes in 2020.</p>	<p>Academic Year 2020/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 2020/21</p>
<p>Liaison group level data set, aggregating the attainment information from groups of local schools, is reviewed annually to provide areas of local focus. Liaison groups then define local research projects which will include working collaboratively to improve attainment and develop shared approaches to raise achievement amongst disadvantaged pupils. Eighteen projects over the last 2 years have focused on raising achievement for pupils in one of the assessed subjects of Reading, Writing and Maths.</p>	<p>Research projects identify most successful methods of improving attainment, and this learning is shared amongst all Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Action Plan II

What we will do		Timeframe
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all Buckinghamshire schools to raise standards.</p>	<p>Academic Year 2020/21</p>
<p>Best practice in teaching in Reading, Writing and Maths is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching of phonics shared across Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>
<p>A comprehensive training programme in standardisation with joint moderation sessions has been established for 2020/21.</p>	<p>Increased accuracy of assessment and tracking of pupils progress, allowing for earlier identification of gaps in learning.</p>	<p>Spring & Summer Terms 2020/21</p>

Key Stage Four - GCSE

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

The 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 (counts for two entries);
- • English (counts for two entries);
- • 3 qualifications in science, computer science, history, geography, and languages;
- • 3 further qualifications that can be additional GCSE qualifications or any other non-GCSE qualifications on an approved list.

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.

Areas of Strength

With an Attainment 8 of 55.1, Buckinghamshire pupils attainment at GCSE level (Key Stage four) is significantly above both Statistical Neighbours (49.6) and National Attainment 8 (46.8)

Whilst the disadvantaged gap is higher in Buckinghamshire compared to both Statistical Neighbours and National, this is due to the strong attainment by non-disadvantaged pupils; the Attainment 8 score for disadvantaged pupils in Buckinghamshire is higher (at 37.6) than for both Statistical Neighbours and National (35.2 and 36.8 respectively)

Attainment 8 for pupils with SEND, both those on SEN Support and those with an EHCP, is higher in Buckinghamshire than National.

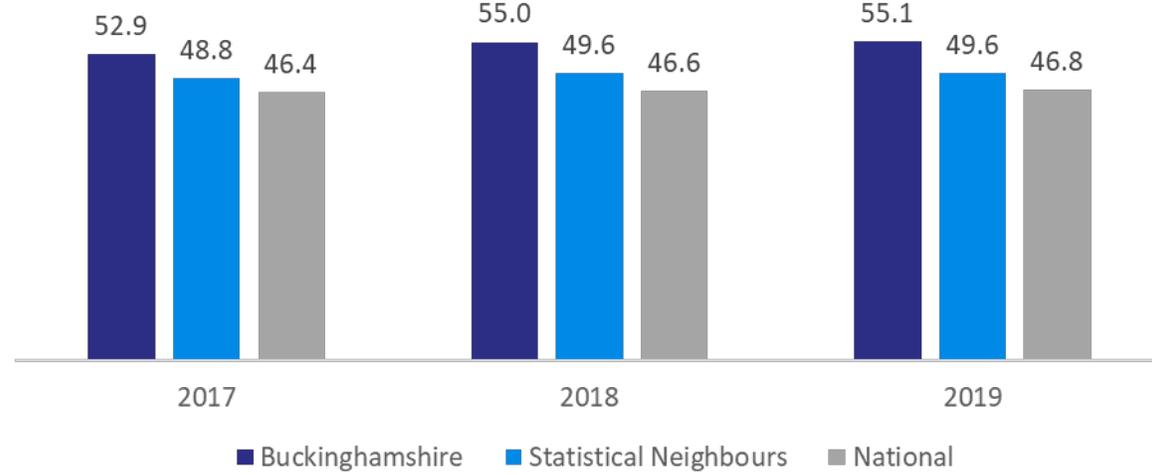
Attainment 8 for pupils from all measured ethnic backgrounds and first languages is higher in Buckinghamshire than National.

Areas for development

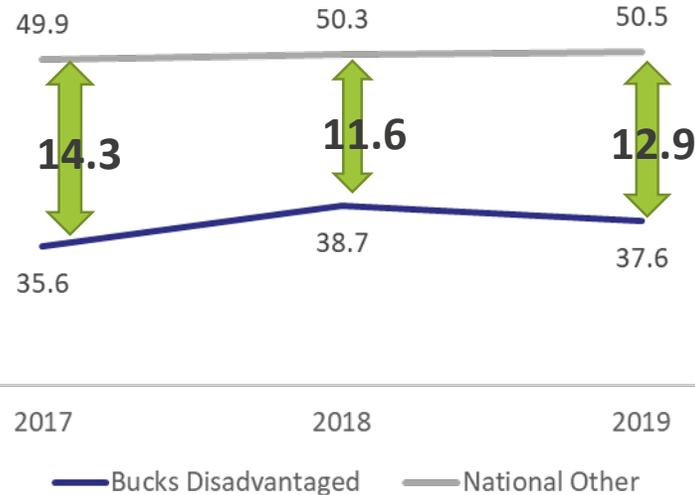
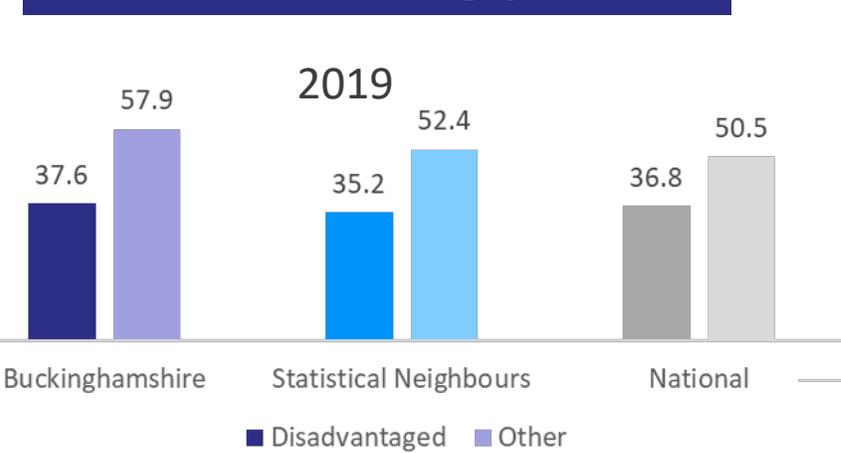
The disadvantaged gap at Attainment 8 has increased between 2018 and 2019 (from 11.6 percentage points in 2018 to 12.9 percentage points in 2019). Although there has been a slightly increase in the attainment of non-disadvantaged pupils nationally, this increased gap has been driven primarily by a slight reduction in Attainment 8 by disadvantaged pupils in Buckinghamshire between 2018 and 2019 (from 38.7 to 37.6)

Attainment 8 measure

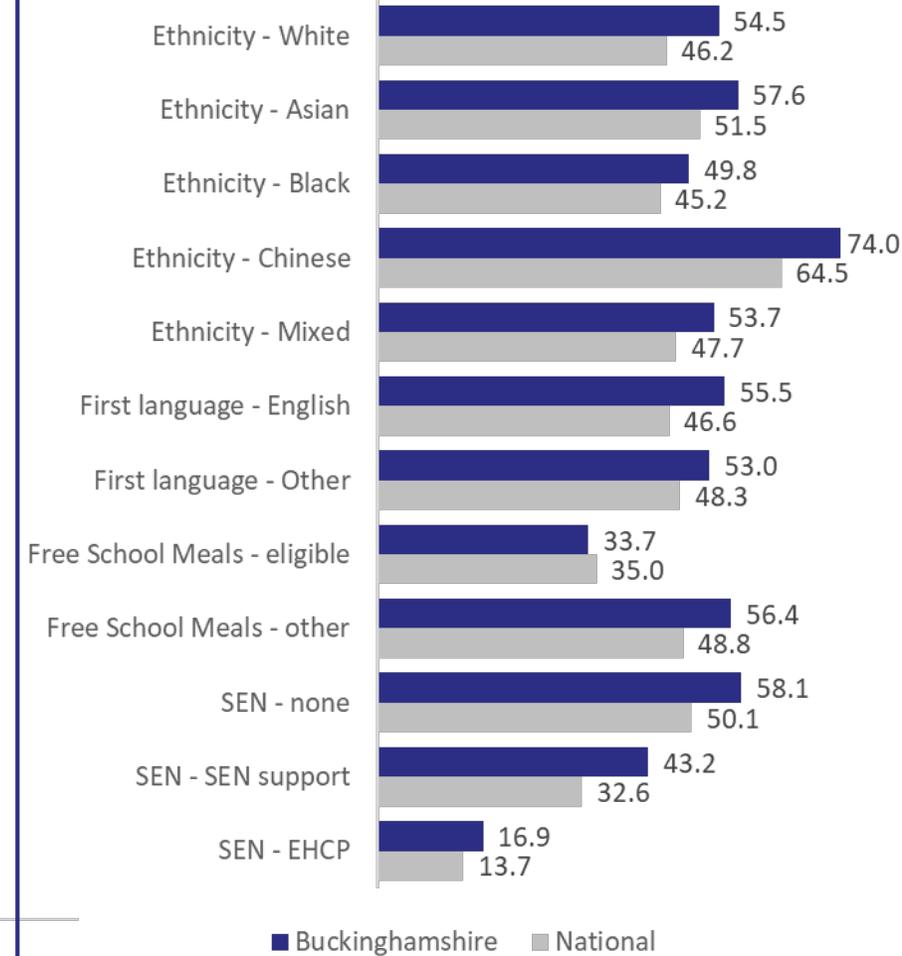
Overall trend against benchmarks



Attainment gap

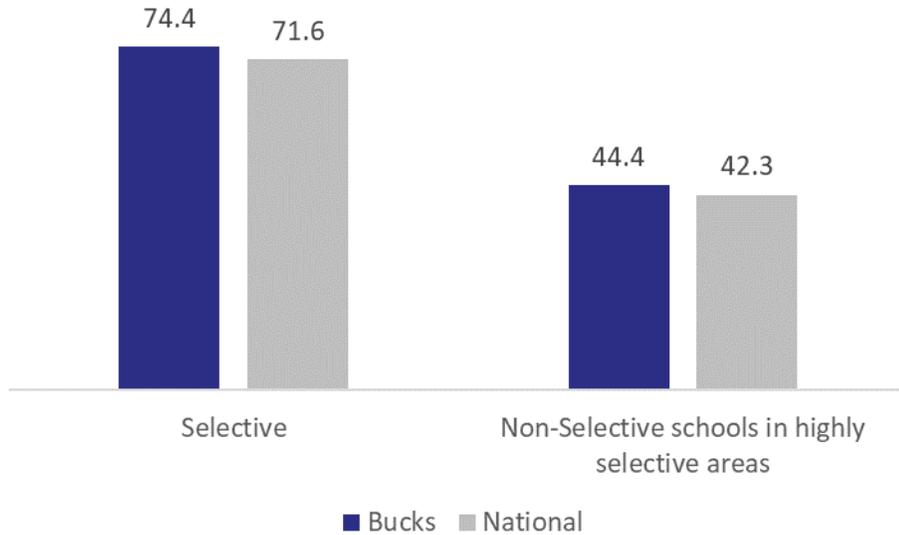


Key pupil groups



Attainment 8 measure

Results by school admissions type - 2019



“Non selective schools in highly selective areas” includes all non-selective schools in local authorities with a high level of selection (where 25% or more of state-funded secondary places are in state-funded selective schools). These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

Progress 8 measure

Results compared to statistical neighbours - 2019

	Average Progress 8 score	
Wokingham	0.25	Significantly above national
Surrey	0.18	Significantly above national
Cambridgeshire	0.17	Significantly above national
Buckinghamshire	0.16	Significantly above national
Hertfordshire	0.11	Significantly above national
Windsor and Maidenhead	0.09	Significantly above national
Oxfordshire	0.07	Significantly above national
Bracknell Forest	-0.02	
West Berkshire	-0.07	Significantly below national
Hampshire	-0.12	Significantly below national
Central Bedfordshire	-0.14	Significantly below national
England (state-funded sector)	-0.03	
England (all schools)	0.00	

Progress 8 is a relative measure, with the national average for all pupils set at zero. Results above zero mean pupils have made more than average progress, and results below zero mean pupils have made less than average progress. Results are compared to confidence intervals to show where results are significantly different to the national average.

Action Plan

What we will do	What this should achieve	Time
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 four secondary schools were supported to improve attainment in individual curriculum subjects for a total of 38 days. The schools in need of individual curriculum support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve teaching in curriculum subjects, leading to enhanced Attainment 8 outcomes in 2020.</p>	<p>Academic Year 20/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 20/21</p>
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all schools to raise standards.</p>	<p>Academic Year 20/21</p>
<p>Best practice in teaching is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching shared.</p>	<p>Academic Year 20/21</p>

Attainment of Looked After Children (LAC)

- DfE publish information on the outcomes for children who have been looked after continuously for at least 12 months (at 31 March 2019 for 2019 results). LA level data is published for the local authority that looks after the child, not where the child is educated.
- All figures are based on data collected annually through the children looked after return (also known as SSDA903) which is completed each spring by all local authorities in England.

Areas of Strength

Key stage Two:

- Buckinghamshire looked after children achieved at least 62% expected standards in their reading. 13% higher than national CLA
- Our children achieved at least 57% expected standards in writing. 7% higher than national CLA.

Key stage Four:

- The highest attainment 8 scores are consistently achieved by those children who have been in care the longest. Being in care from the start of secondary school has the biggest positive impact.
- Every young person in care for which Buckinghamshire is responsibly has a current Personal Education Plan (PEP)
- Every PEP meeting is attended by a member of the Virtual School
- The Virtual School has their own classroom and many of their most vulnerable young people are able to have one to one tutoring at this base and also sit public exams.
- The Virtual School uses their own subject tutors to deliver one to one tuition to children identified as needing additional academic support.

Areas for development

Key stage Two:

- In maths 43% of looked after children achieved the expected standard, 8% lower than national CLA.

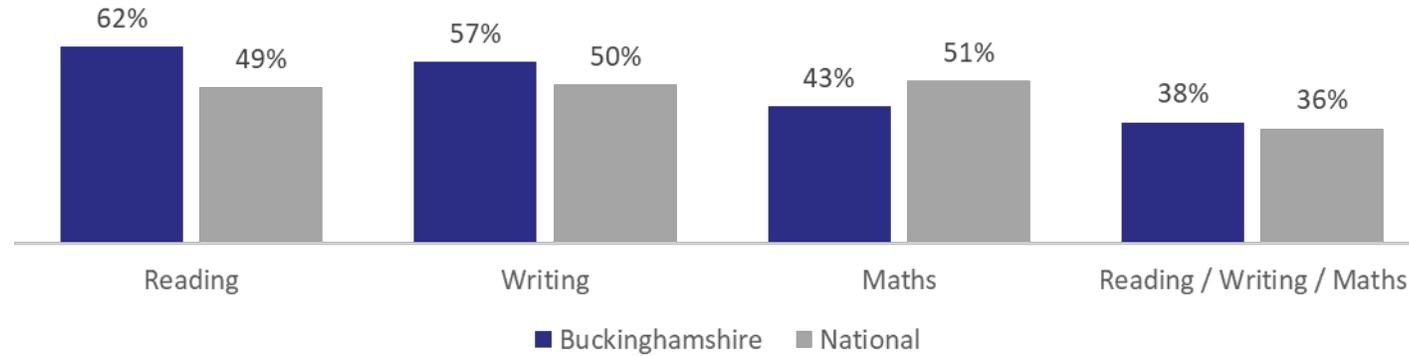
Key stage Four:

- Too many children are placed in out of county schools. In this cohort 47% were placed in our own schools compared to 69% regionally and 66% nationally.
- There is too much drift and delay in securing school places quickly when children move out of county, especially when they have an EHCP.

Key Stage 2 Attainment

% of pupils achieving at least the expected standard

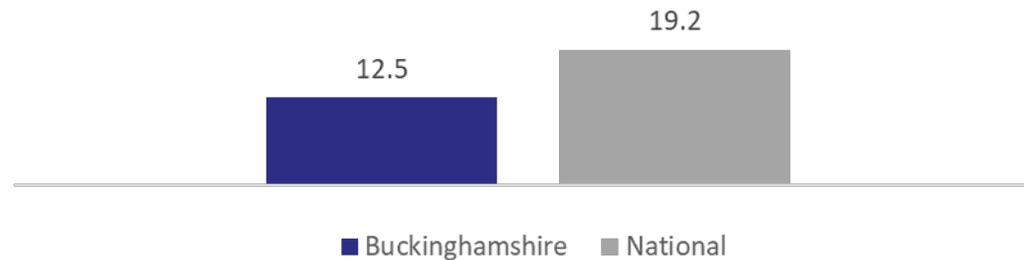
There were 21 Buckinghamshire Looked After Children eligible for KS2 tests and assessments in 2019.



KS4 Attainment

Attainment 8

There were 37 Buckinghamshire Looked After Children eligible for KS4 exams in 2019.



Action Plan

What we will do	What this should achieve	Timeframe
<p>In recognition of the effective literacy interventions from Early Years through to Key Stage Two the Virtual School are also sending out maths books and resources, games and practical activities to all children in care.</p> <p>Liaison teachers using the Personal Education Plan (PEP) meetings to positively promote numeracy targets in practical and accessible ways at primary schools.</p> <p>Using Pupil Premium Grant (PPG) to purchase maths games and activities to create a lending library of maths resources.</p>	<p>At key stage 2 this should raise the expected standard in maths.</p>	<p>We expect to see the positive impacts over the next 2 years</p>
<p>The Virtual School will have a closer overview of the children with EHCP's who move out of Buckinghamshire and develop more robust systems to support SEN teams. The headteacher of the Virtual School will sit on the SEN panel.</p>	<p>To reduce the amount of education missed through lack of appropriate school provision.</p>	<p>Summer 2020</p>
<p>The Virtual School will work closely with social care colleagues to ensure education is an equal priority when choosing placement. The headteacher of the Virtual School will sit on Childrens resource panel.</p>	<p>To ensure there is appropriate education in place before a child moves placement.</p>	<p>Summer 2020</p>
<p>The Virtual School will make more use of their classroom facility using their own teachers and tutors.</p>	<p>Better engagement in learning from our most challenging young people.</p>	<p>Summer 2020</p>

Exclusions

- A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as the number of permanent exclusions divided by the number of pupils (x100).
- Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation. The fixed period exclusion rate is calculated as the total number of fixed period exclusions, divided by the total number of pupils (x100).

Areas of Strength

Our secondary school data is in line with our neighbours and below national. Our secondary schools work hard to minimise the number of permanent exclusions. The Fair Access Board processes are used productively to identify exclusion trends and hold peers to account. The input from the Head of the Youth Offending Service (YOS) and senior social care colleagues have enabled valuable conversations to take place on the wider influences that might impact the behaviour of pupils in Buckinghamshire. The side by side inclusion project was successful in bringing pastoral leads together to share good practice.

Buckinghamshire's fixed term exclusion rates continue to be below our neighbours and national data.

Whilst our primary permanent exclusion rates are slightly above our neighbours and national in the last academic year these were considerable lower during 2019-20 reducing from 12 to 4 although it should be noted that during 2019-20 we do not have a full data set due to school closures relating to covid19.

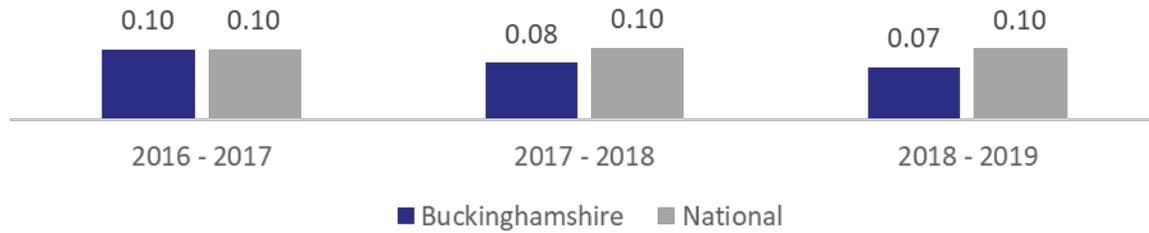
Areas for development

There were in fact only two permanent exclusions from special school but because of the small numbers attending special school each exclusion has a larger impact. This trend has unfortunately continued and increased during 2019-20.

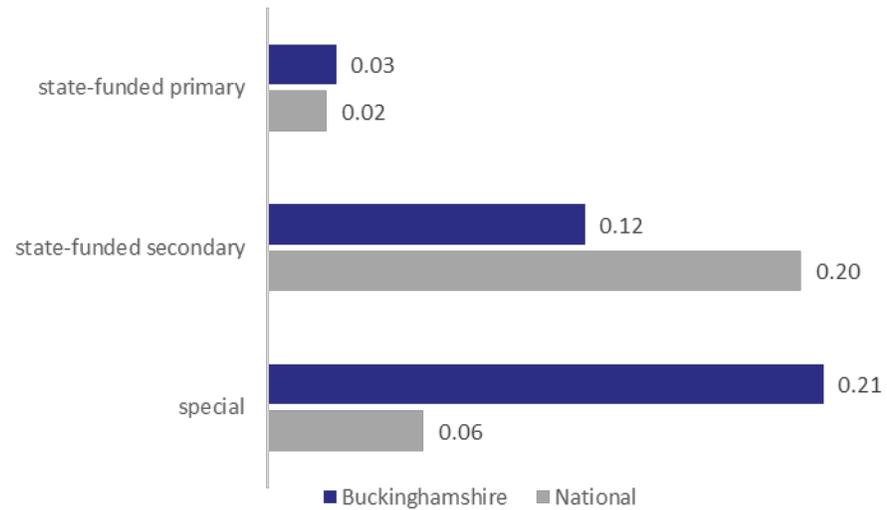
Some of the 2019-20 permanent exclusions are subject to review and this number can decrease if exclusions are subsequently withdrawn or quashed. As such the final number of exclusions for 2019-20 has yet to be formerly verified.

Permanent Exclusions Rate

Trend



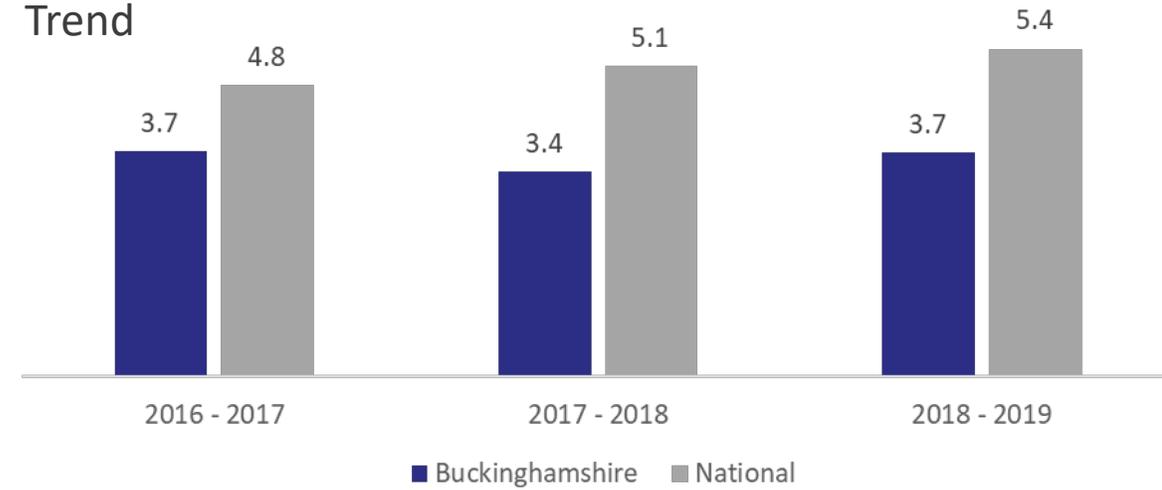
2018 – 2019 by school type



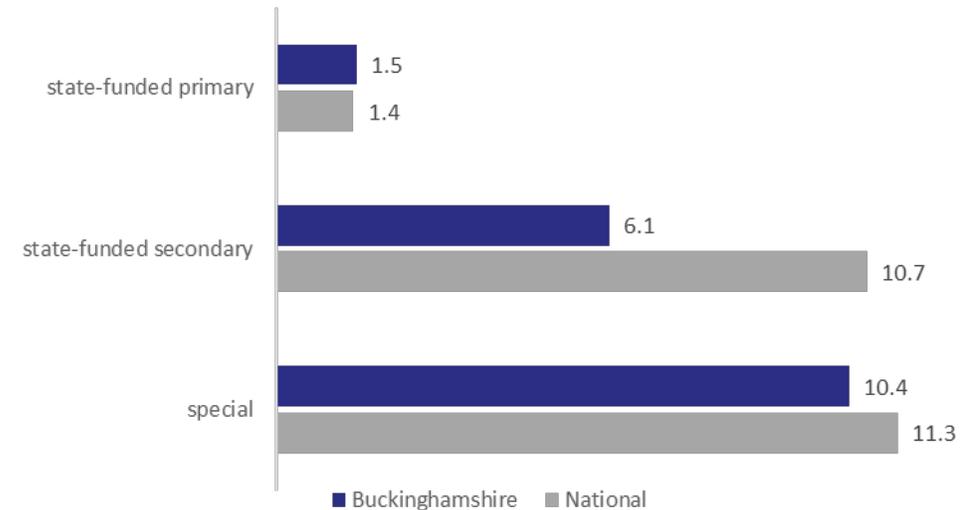
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Fixed Period Exclusions Rate

Trend



2018 – 2019 by school type



Action Plan

What we will do	What this should achieve	Timeframe
<p>Primary permanent exclusions will be discussed at PEB to identify more inclusive ways of working.</p>	<p>Upskill school colleagues in inclusive practices thus minimising permanent exclusions</p>	<p>Autumn term 2020</p>
<p>Each special school has been provided with one allocated EHC coordinator who will meet with each special school on a regular basis; weekly/fortnightly as required. Complex cases will be discussed at each meeting and going forward exclusions will form part of the discussions. If a child appears to be at risk of a rising number of fixed period exclusions or a permanent exclusion a team of professionals will be formed, to include an E&R officer</p>	<p>The team will provide advice and guidance to the school, child and family to avert the risk of a permanent exclusion and ensure the child is supported appropriately. Robust challenges will be given to ensure Exclusion Guidance is followed.</p>	<p>Autumn term 2020</p>

Ofsted Inspections

- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.

Areas of Strength

- The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90% in 2019. This is a one percentage point increase since 2018, and is five percentage points above National (85%).
- The percentage of children in Buckinghamshire Early Years settings rated as Ofsted good or outstanding has increased from 88% in 2015 to 96% in 2019. This has remained stable since 2018 and is in line with National.

Areas for Development

- As of 31st March 2020, 16 schools in Buckinghamshire were rated Requires Improvement and 8 were rated as inadequate by Ofsted (5 of these have subsequently become academies, and the judgement relates to the predecessor school).

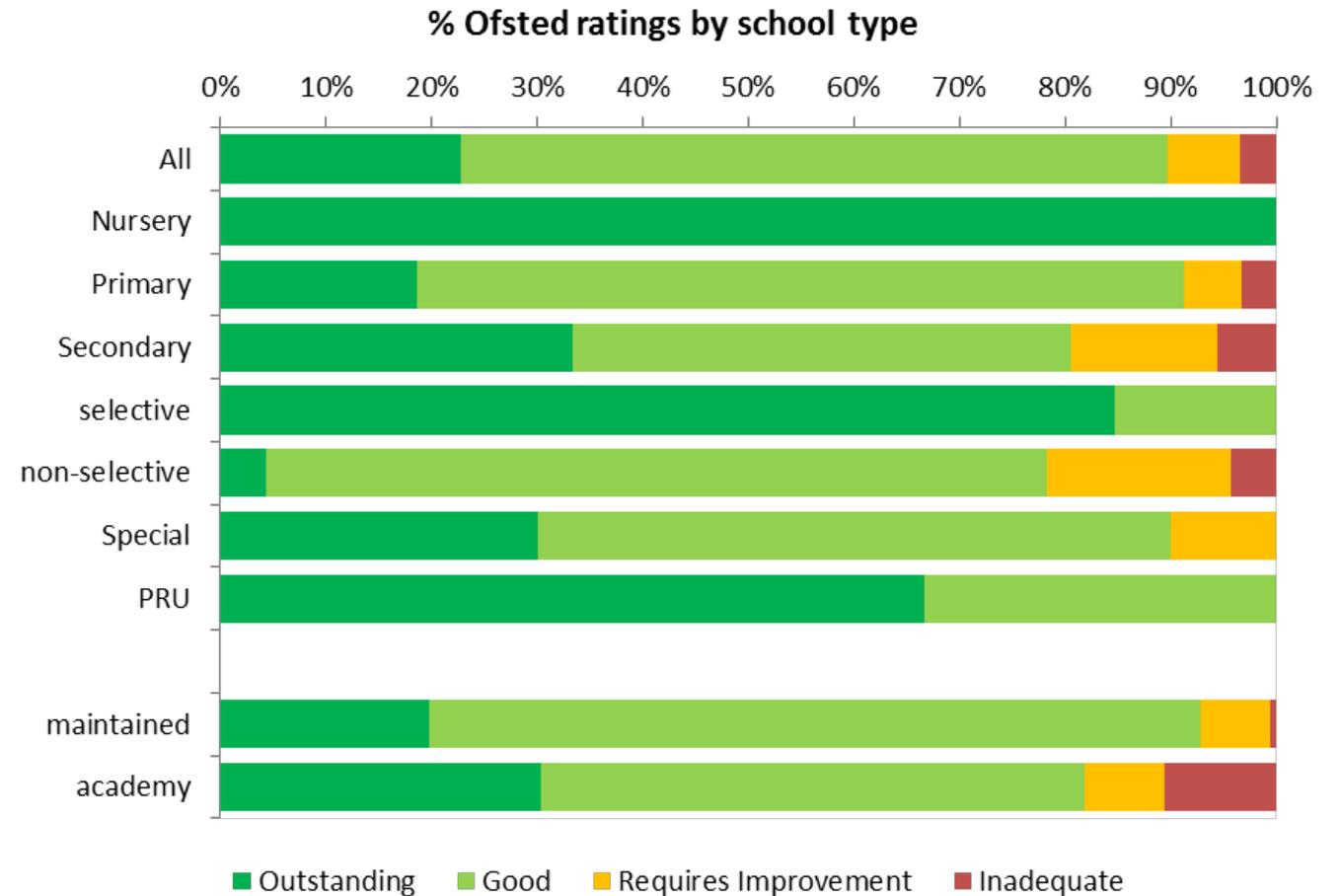
School Ofsted Inspections

As at 31st March 2020, 233 Buckinghamshire schools had been inspected by Ofsted.



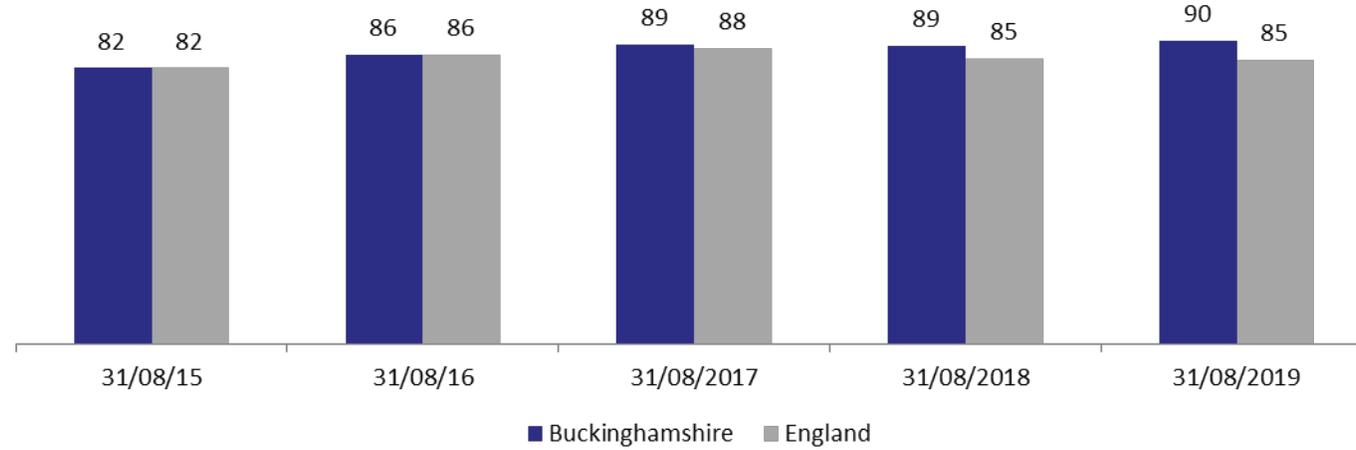
Outstanding	53
Good	156
Requires Improvement	16
Inadequate	8

Of the 8 schools graded inadequate 5 have subsequently become academies, and the judgement relates to the predecessor school. One school judged to require improvement has also changed their sponsorship arrangements since their last inspection.



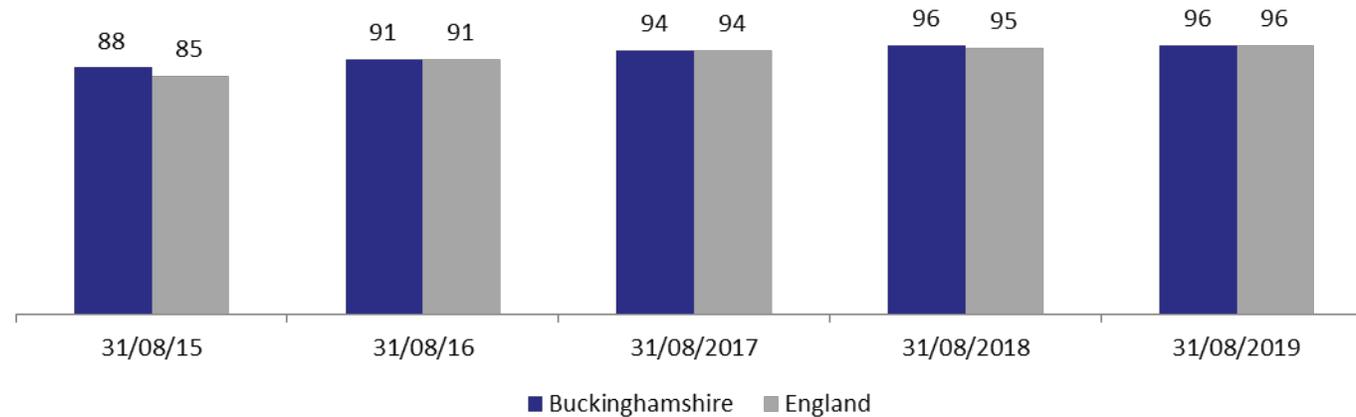
School Inspections

% of pupils attending a school rated good or outstanding



Early Years Inspections

% of active early years registered providers rated good or outstanding at their most recent inspection



Action Plan

What we will do	What this should achieve	Timeframe
<p>Team Around the School meetings provide regular monitoring opportunities for schools at risk of dropping an Ofsted category, to ensure milestones towards improvement are achieved. Collaboration between governors and LA supports to achieve 360 degree approach. Targets incorporate priorities informed by Ofsted recommendations.</p>	<p>A co-ordinate support programme for schools to reduce the risk of a school dropping an Ofsted category at next Inspection.</p>	<p>On-going for identified schools</p>
<p>The Side by Side School Improvement Programme deploys local leadership experts from within the Buckinghamshire school system to work with schools at risk to challenge and support. Side by Side Leadership Champions were deployed in 15 schools in FY 2019/20.</p>	<p>Local leadership experts support whole school improvement.</p>	<p>On-going for identified schools</p>
<p>Side by Side conferences throughout the academic year support schools to raise whole school improvement. A conference will support schools with Ofsted expectations, including helping schools to prepare for Ofsted 'visits' during COVID-19, findings from the first pilot visits, as well as what inspections may look like in the new year.</p>	<p>Side by Side conferences disseminate good practice and ensure school leaders are kept abreast of Ofsted changes and expectations.</p>	<p>A programme of conferences throughout the academic year</p>
<p>Each Buckinghamshire school was allocated a School Support Officer at the start of the COVID-19 pandemic. The School Support Officer acts as a central point of liaison for all Headteachers, to support the rapid and complex information flow between the Local Authority and individual schools , and to be the first point of call for all questions and requests for support regarding COVID-19.</p>	<p>School leaders are informed and feel supported.</p>	<p>On-going as required</p>

Action Plan

What we will do	What this should achieve	Timeframe
Regular communication regarding Ofsted updates and expectations through Liaison Groups, Headteacher Collaboration Groups and Executive Director Briefings for both Headteachers and Chairs of Governors.	Headteachers and Chairs of Governors feel informed as to latest Ofsted expectations.	On-going
Funded Ofsted-specific training for Governors.	Governing bodies are clear about their role and that school leaders are held to account.	On-going
Buckinghamshire Council School Improvement Advisors (SIA) work is risk assessed to target bespoke support with identified schools either in window for an Ofsted inspection or whom are vulnerable to a decline in standards. The SIA will include a focus on outstanding schools who may have been exempt from an Ofsted inspection for a number of years. Support for schools who are either requires improvement/inadequate or at risk at next inspection all include a focus on recommendations from last Ofsted inspection.	Areas for development are identified collaboratively with the leadership and management of a school, and support is tailored to ensure rapid improvement in these areas.	Tailored to individual schools.
Buckinghamshire Council support the Buckinghamshire Academy of School Leadership (BASL) through hosting leadership and development seminars and conferences throughout the year. All new Headteachers across Buckinghamshire are offered a package, including induction and mentoring, to support them in their first year in their new role.	Leaders across Buckinghamshire access continued development support, training and conferences to provide new ideas and challenges to take back to their own schools.	On-going