



Education Standards Report

Analysis of 2022 assessment outcomes



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Introduction

- Children & Young People in Buckinghamshire
- Buckinghamshire schools
- Assessment timeline
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- Attainment Gaps

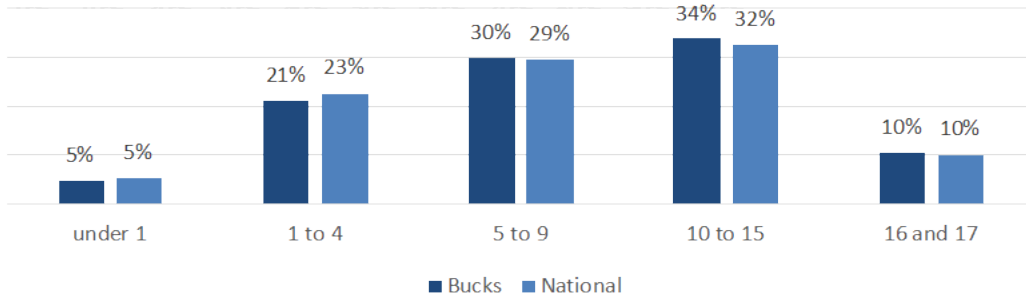
Children and Young People

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



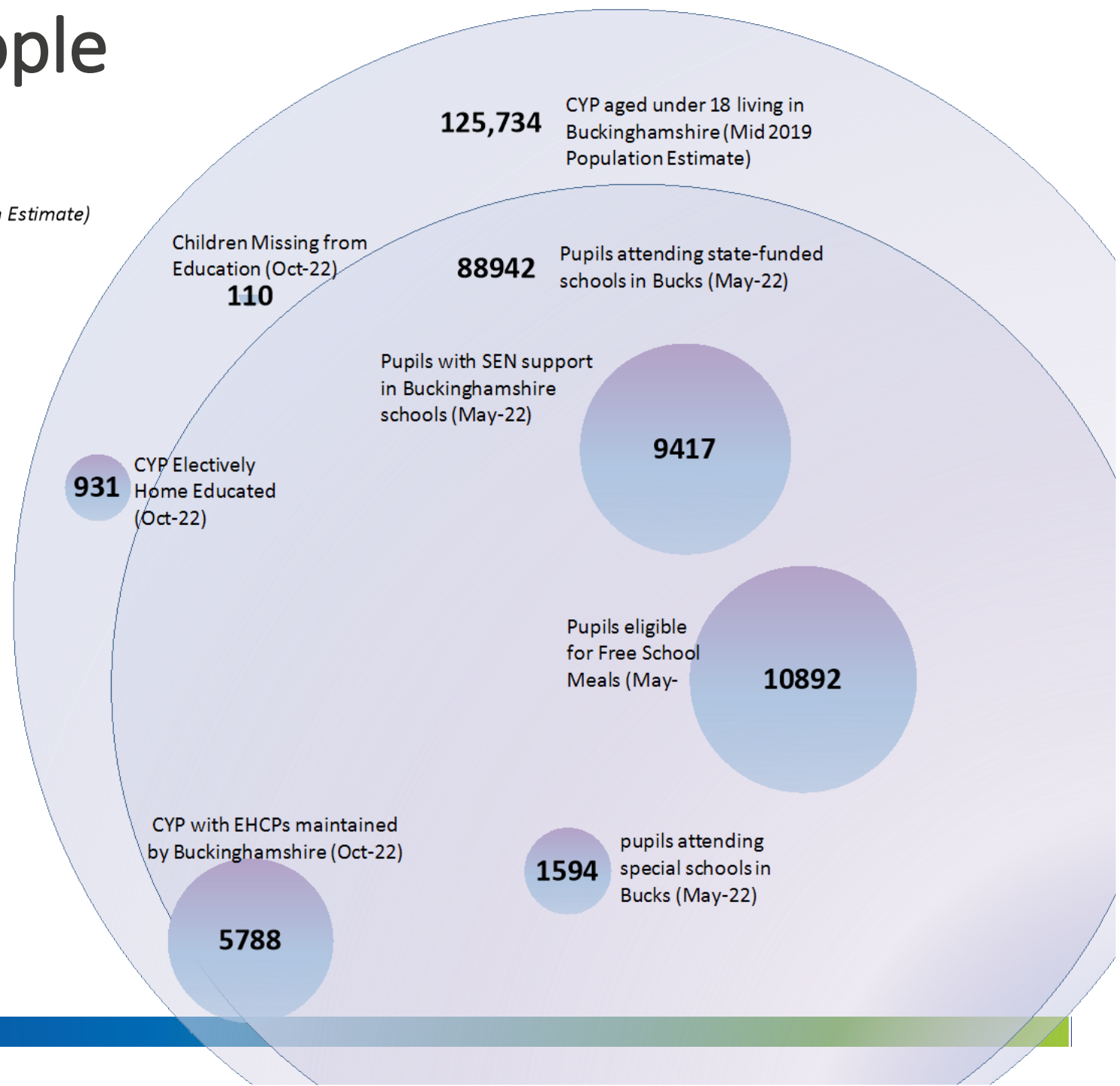
40% of pupils in the January 2022 school census are BME



18% of pupils in the January 2022 school census have a first language other than English

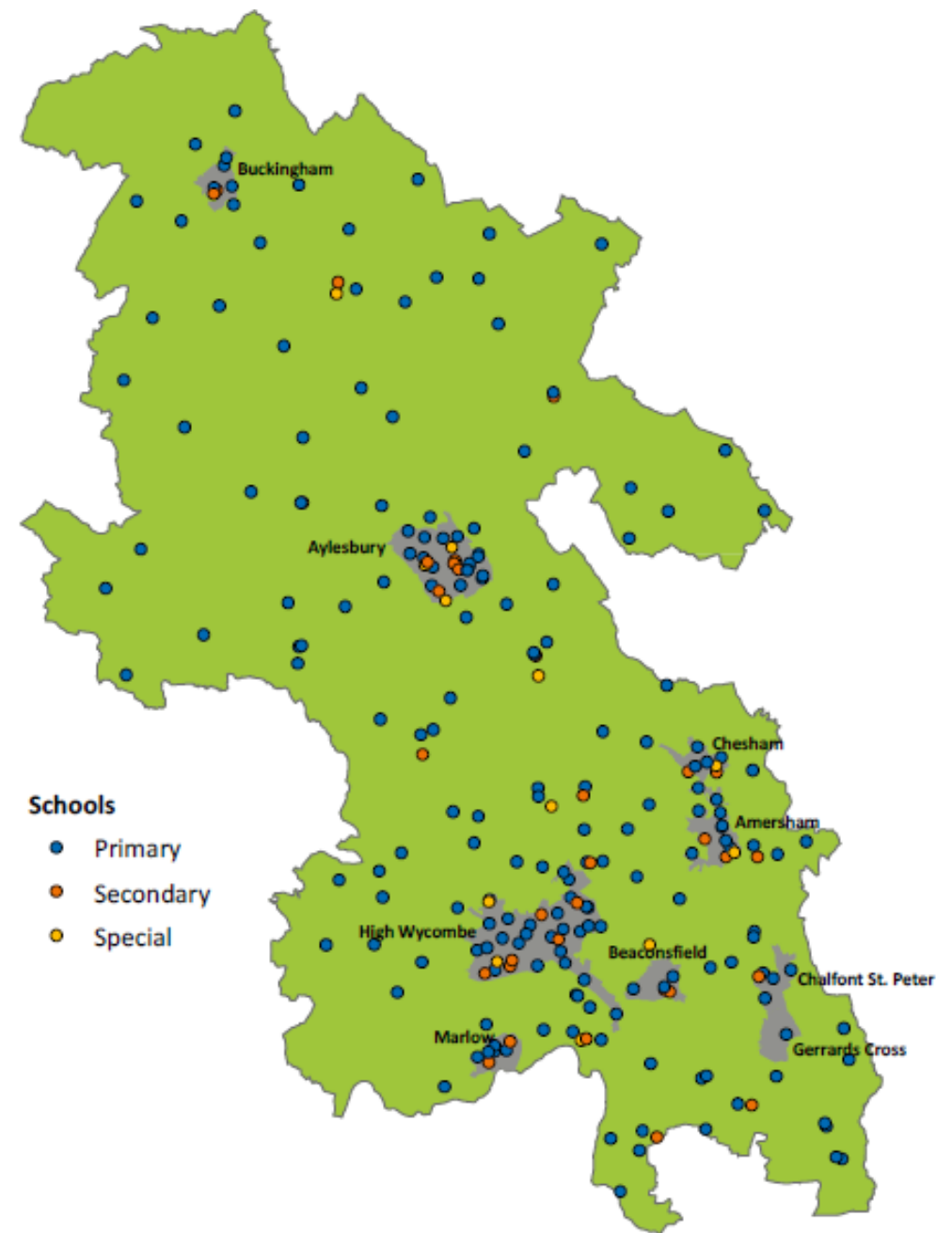


BUCKINGHAMSHIRE COUNCIL

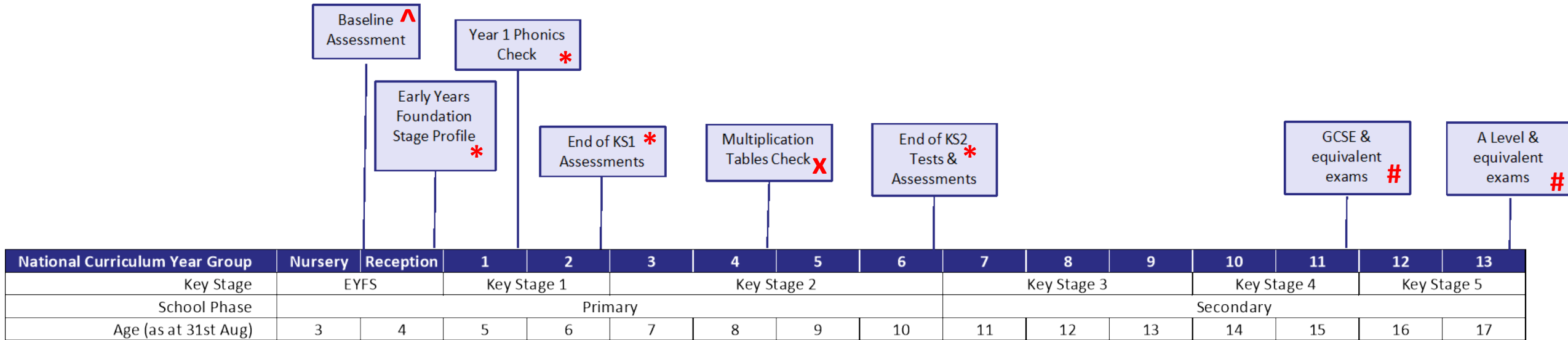


Schools – Dec 2022

- 185 primary schools (including 48 academies/free schools)
 - 36 infant schools (including 2 academies)
 - 23 junior schools (including 7 academies)
 - 126 combined schools (including 39 academies/free schools)
- 35 secondary schools (including 31 academies/free schools)
 - 13 Selective (all academies)
 - 21 Non-Selective (including 17 academies/free schools)
 - 1 University Technology College (UTC)
- 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



Due to Covid19 restrictions the following changes impacted the assessment timeline in 2020 and 2021:

- * Statutory assessments for primary school pupils were cancelled for 2020 and 2021 – no LA or national data is available to report.
- ^ Baseline Assessment was due to start in Sept 2020, but was delayed to Sept 2021. Note that data is not shared with LAs.
- x Multiplication Tables Check was due to become statutory in Summer 2021, but has been delayed to June 2022. Limited 2022 data is available to the LA.
- # GCSE and A Levels examinations did not take place in 2020 and 2021, with alternative assessment methods used to determine final grades

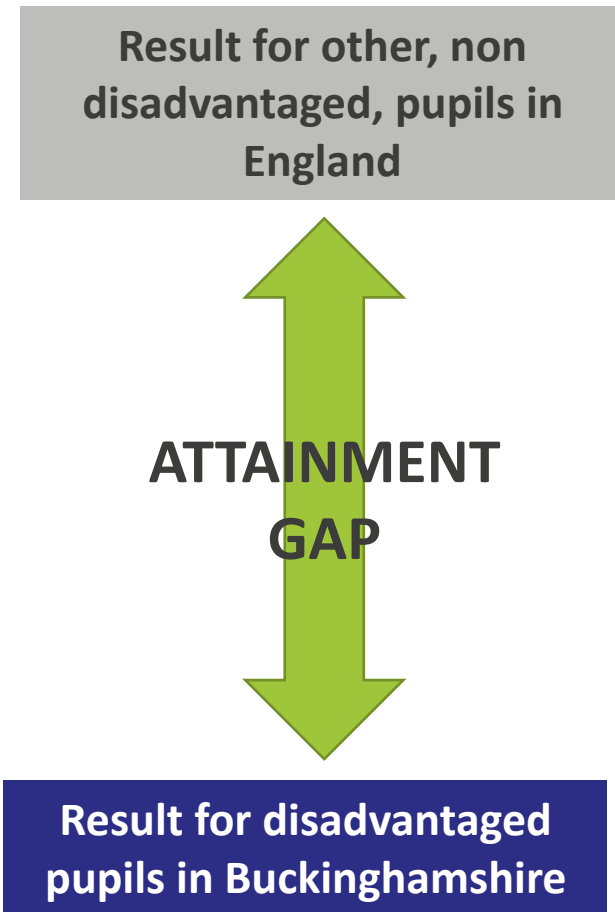
Statistical Neighbours

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
Trafford
West Berkshire
Windsor and Maidenhead

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.

Impact of Covid19 on attainment measures

- Most attainment results are not available to report for 2020 or 2021 as Covid19 restrictions led to the cancellation or amendment of statutory assessments and exams.
- Statutory assessments for primary school pupils were cancelled for 2020 and 2021. This means that results for these years are not available for Early Years Foundation Stage Profiles (EYFSP), Phonics Check and Key Stage 1 and 2 tests and assessments.
- The summer exam series for the both the 2019/20 and 2020/21 academic years were cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.
- This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2021/22 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

Attainment in Early Years

- The Early Years Foundation Stage Profile
 - Strengths and areas for development
 - Key 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.

From 2022, all schools adopted a reformed EYFS profile. Results from 2022 are therefore not directly comparable to previous years.

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

Early years Side by Side data from the PVI sector (2-4yrs) demonstrated that vulnerable children made progress from their starting points in all prime areas.

Increased outcomes shown in the EYFSP results and through data for younger children's development in PVI on boys achievement and learning styles due to focussed work

Sector engagement with Early Years Side by Side project has increased significantly from 24 to 177 settings over the past 4 years.

Work focused on children's communication, language and literacy through 'helicopter stories' currently benefits around 1700 children

This year 11 settings have achieved ICAN accreditation increasing practitioner knowledge of communication and language development. Two settings have also undertaken our quality assurance standard to become children's champions in communication and language.

Areas for development

Increasing the consistency and accuracy of assessments across all areas of the EYFSP. Continue to focus on children in receipt of free school meals to ensure they make progress.

Support and training to explain that the EYFSP judgment is best fit attainment judgment, and is not relative to other children in the class.

Offering Early Career Teachers visits from the service across the year to support with assessment.

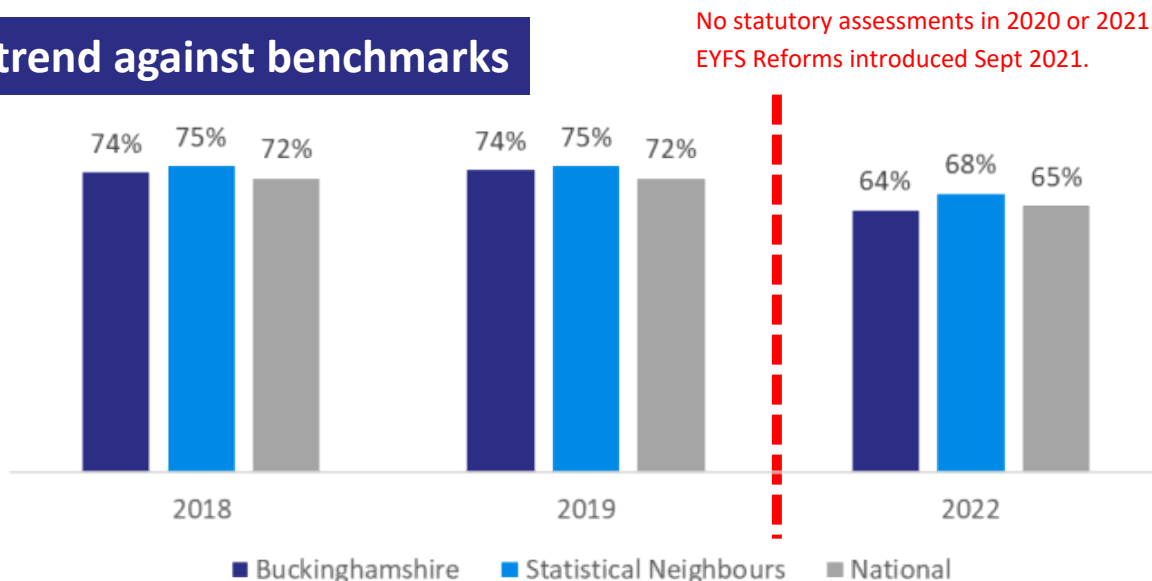
Supporting schools to re-establish parental engagement, with regards to home learning, in order that teachers have a full picture of the child to use within their assessment.

Developing the early years communication and language strategy via interaction audits for the settings with the most vulnerable cohorts.

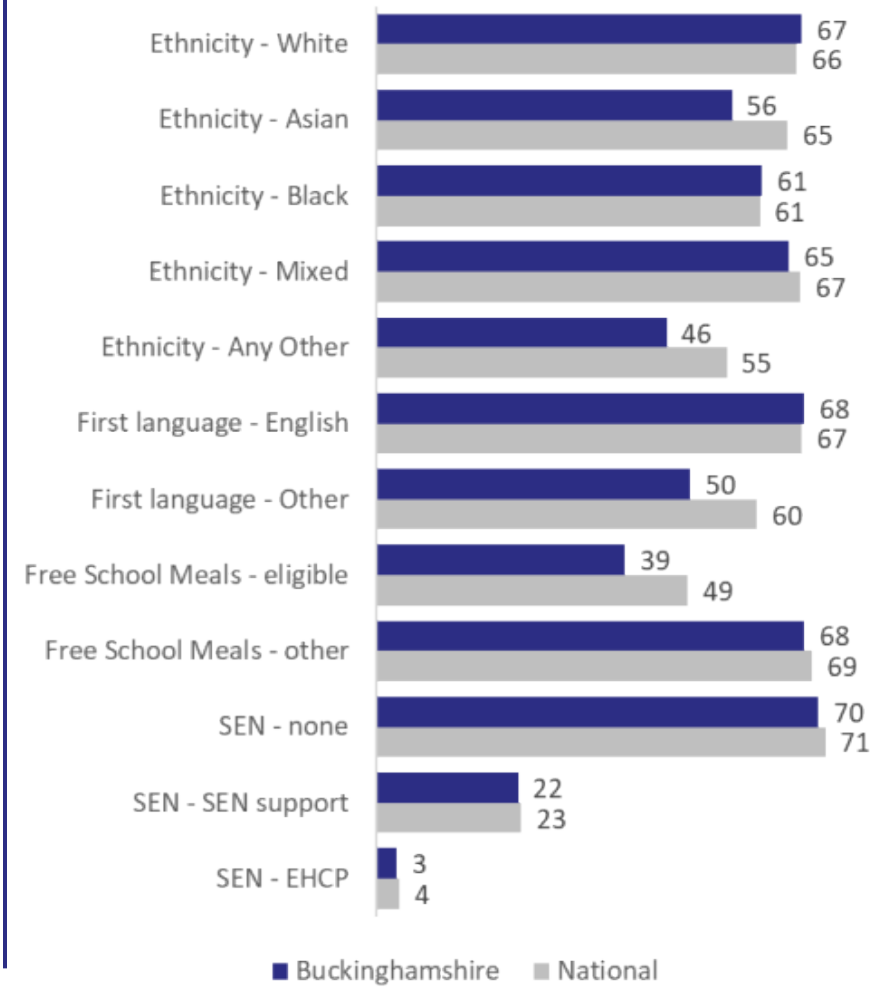
Creating a piece of work focusing on children with EAL and increasing teacher knowledge.

EYFSP attainment measures 2022 – Good Level of development

Overall trend against benchmarks

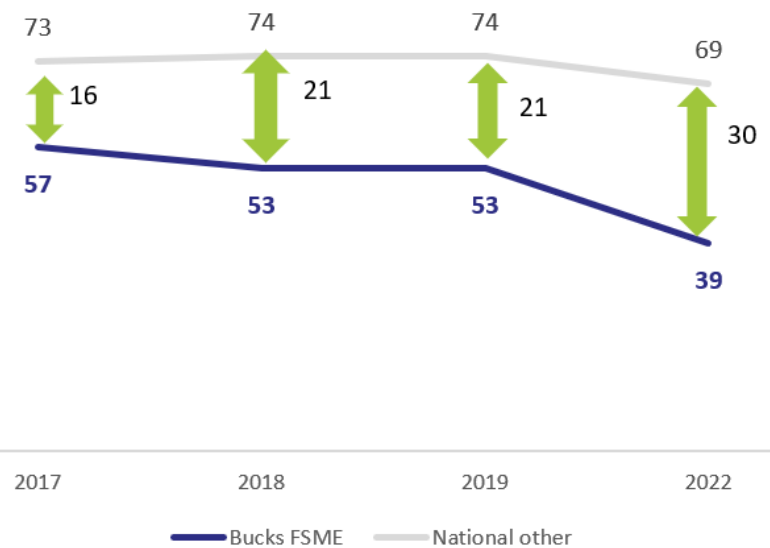


Key pupil groups 2022



Attainment gap 2022

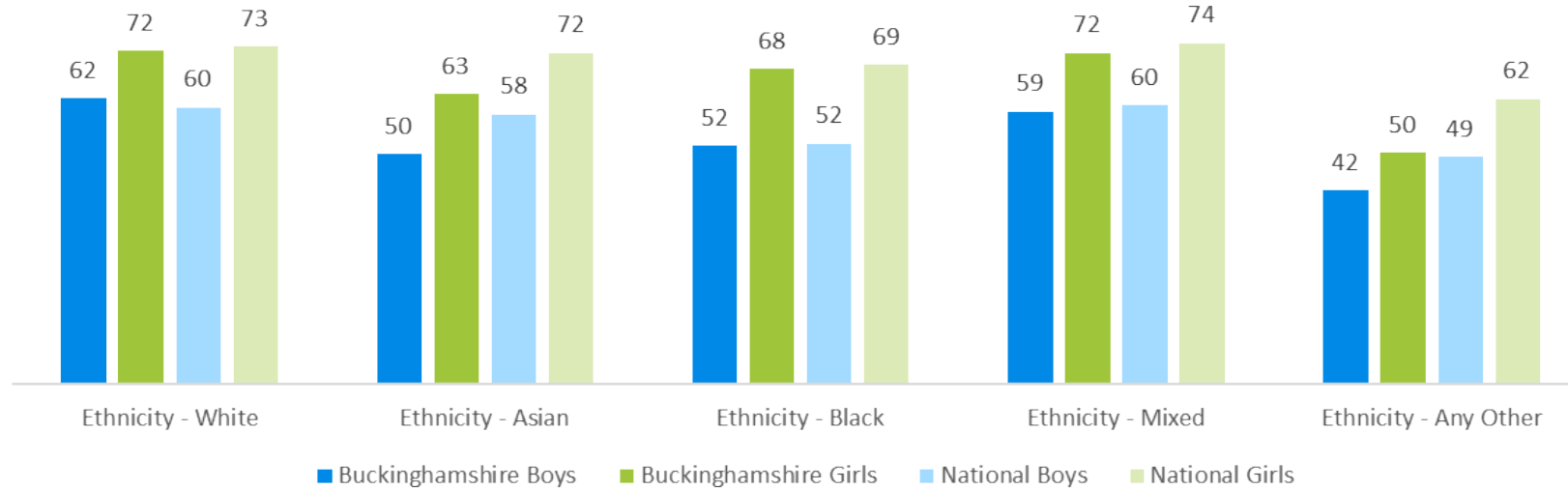
Results are for pupils eligible for free school meals (FSME) to allow comparisons to national figures



	FSME pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	39	68	30
National	49	69	20

EYFSP good level of development measure – pupil group detail 2022

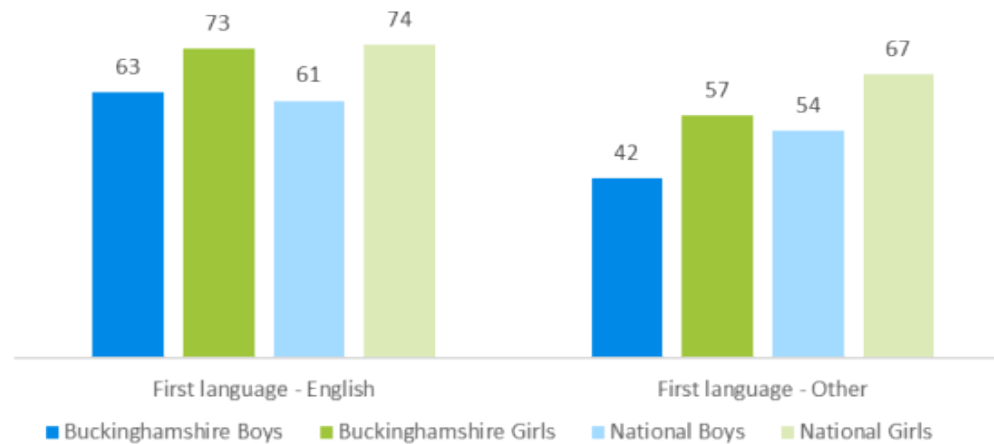
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2063	2062
Ethnicity - Asian	575	533
Ethnicity - Black	66	85
Ethnicity - Mixed	312	286
Ethnicity - Any Other	31	28

By first language and gender

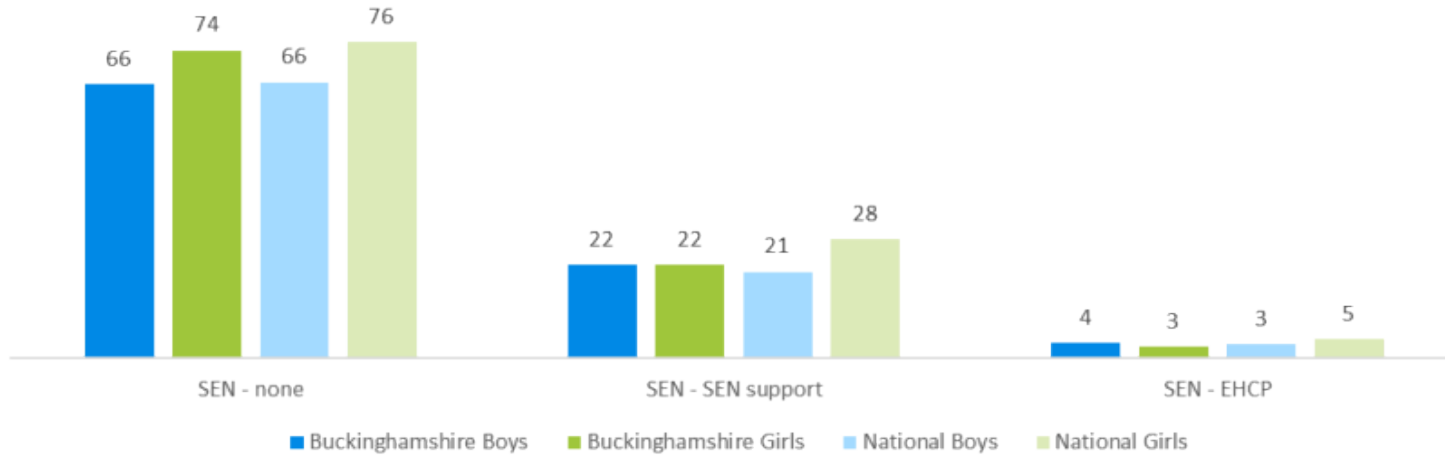


Buckinghamshire cohort

	Boys	Girls
First language - English	2545	2520
First language - Other	527	511

EYFSP good level of development measure – pupil group detail 2022

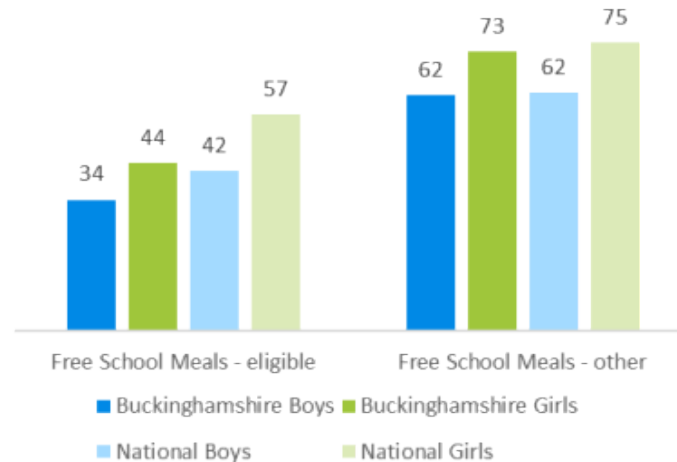
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2662	2840
SEN - SEN support	312	153
SEN - EHCP	111	39

By free school meal eligibility and gender



Buckinghamshire cohort

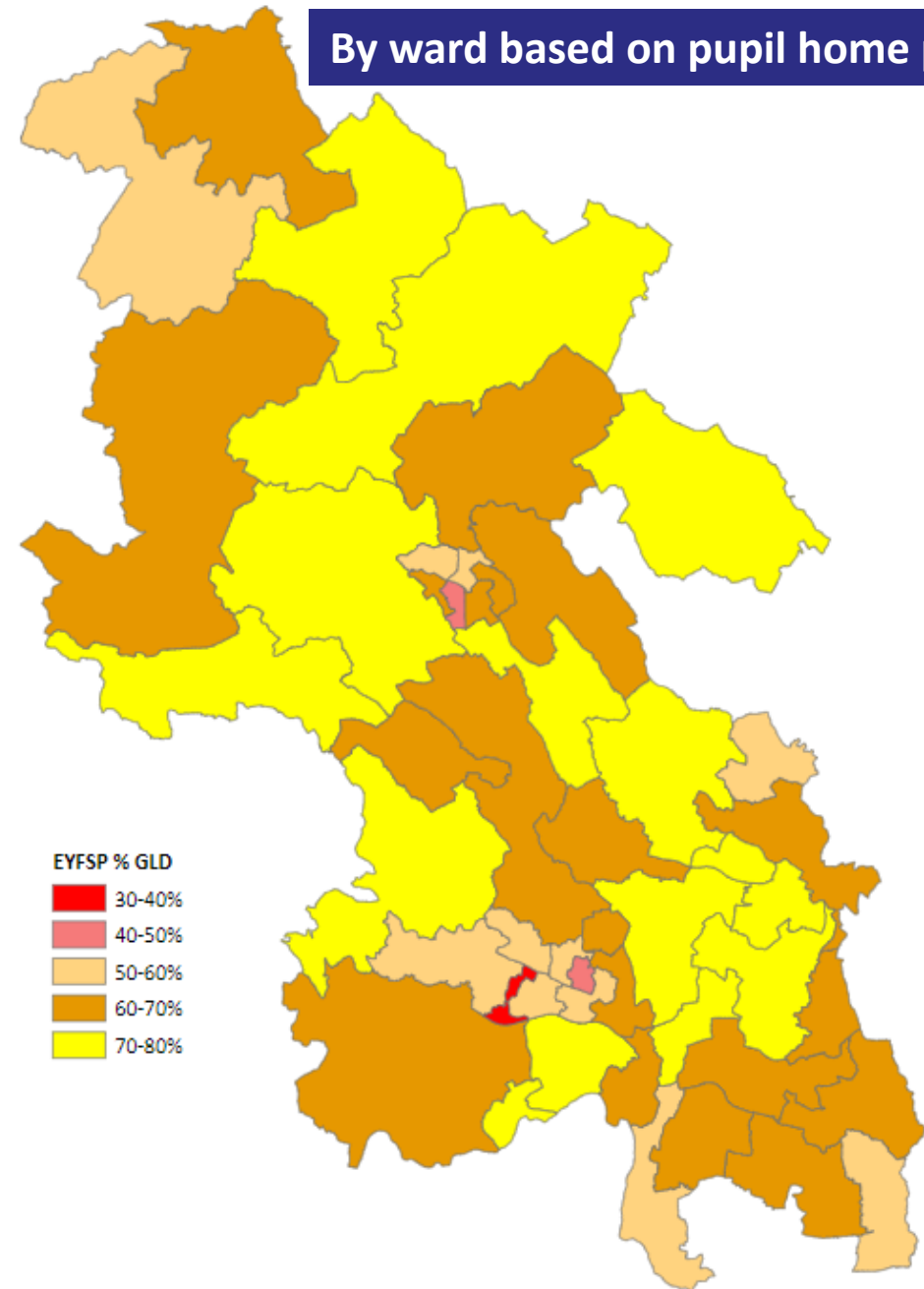
	Boys	Girls
Eligible	363	361
Other	2742	2693

EYFSP good level of development measure – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving a good level of development
Aylesbury Vale	2509	65%
Chiltern	1051	70%
South Bucks	698	68%
Wycombe	1893	59%

By ward based on pupil home postcode



Action Plan

What we will do	What this should achieve	Time
<p>Professional dialogue meetings with schools at the start of the year and in the summer term before the final judgements. Four face to face and one virtual meeting available for reception teachers to book on. Free places offered to targeted schools with high numbers of vulnerable children + those in the 10 wards targeted by Opportunity Bucks</p>	<p>This will provide clarity and consistency supporting understanding of the Early Learning Goals for teachers and support staff. It will include peer to peer support.</p> <p>This will also achieve greater consistency in EYFSP data</p>	<p>Delivered by 04/23</p>
<p>In depth data analysis: work with schools to review the smaller elements within the larger goal that children are not achieving. Children need to be assessed as achieving all elements of the early learning goal to be assessed as achieving.</p>	<p>Increase consistency and accuracy of assessment across all ELG for all schools. Work with schools to support children who are not achieving small specific elements of the Early Learning Goals. This will highlight barriers for vulnerable children achieving GLD and interventions to address this.</p> <p>Increasing teacher's skills and confidence in teaching and assessing children with EAL.</p>	<p>January to July 2023</p>

Action Plan

What we will do	What this should achieve	Time
<p>Increasing teacher's skills and confidence in teaching and assessing children with English as an additional language through training available through CPD offer and through side by side core group meetings.</p>	<p>Increasing teacher's skills and confidence in teaching and assessing children with EAL, highlighting barriers specifically linked to these groups and strategies for overcoming them.</p>	<p>Jan-July 23 Sept 23 - July 24</p>
<p>Increasing consistency and motivation to develop children's knowledge and understanding of all elements of early mathematics through development of mathematics children's champions via the Early Years Quality Assurance Award</p>	<p>This will support practitioners to use high quality interactions, with specific attention on the use of mathematical language. Research evidences a direct correlation between children who are at the achieving stage at the end of reception and those that achieve in their GCSEs.</p>	<p>Jan-July 23 Sept 23 - July 24</p>
<p>Communication and language strategies to include:</p> <ul style="list-style-type: none"> • Interaction audits • Developing children's champions for early literacy • Work with ICAN to develop children's champions for early communication and language 	<p>This will support practitioners to use high quality targeted best practice, creating children's champions for communication, language and early literacy. This will increase consistency and peer motivation to develop all children's knowledge and understanding of all elements of early communication and language</p>	<p>Jan 23 - June 25</p>

Attainment and progress in schools

- Phonics Check
 - Strengths and areas for development
 - Key attainment data
- Key Stage One
 - Strengths and areas for development
 - Key attainment data
- Key Stage Two
 - Strengths and areas for development
 - Key attainment and progress data
- Key Stage Four
 - Strengths and areas for development
 - Key attainment and progress 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

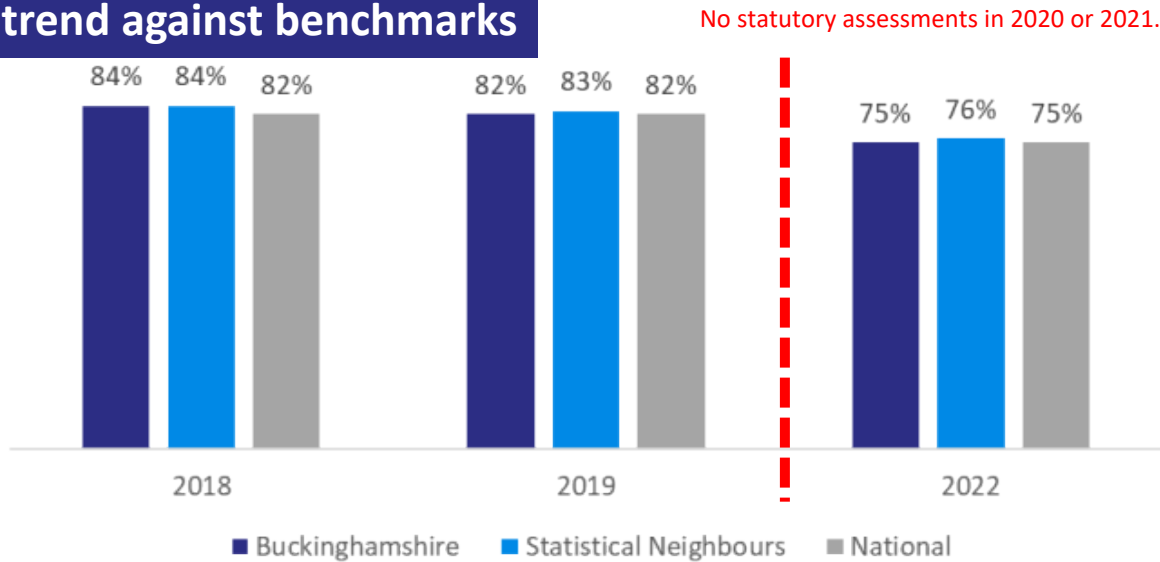
- The Phonic Screening Check results in Buckinghamshire were in line with national, with 75% of pupils meeting the expected standard.
- Buckinghamshire Year 1 boys on SEN Support plans achieved higher than national results in 2022, with 45% meeting the expected standard compared to 44% nationally
- Buckinghamshire Year 1 boys with a EHCP plan achieved significantly better than Year 1 boys with a EHCP plan nationally, with 29% achieving the standard compared to only 19 % nationally
- Year 1 pupils in Chiltern South Bucks achieved very positive results in the phonics screening check in 2022, with 82% of pupils meeting the expected standard in South Bucks and 77% in Chiltern, compared to 75% nationally

Areas for development

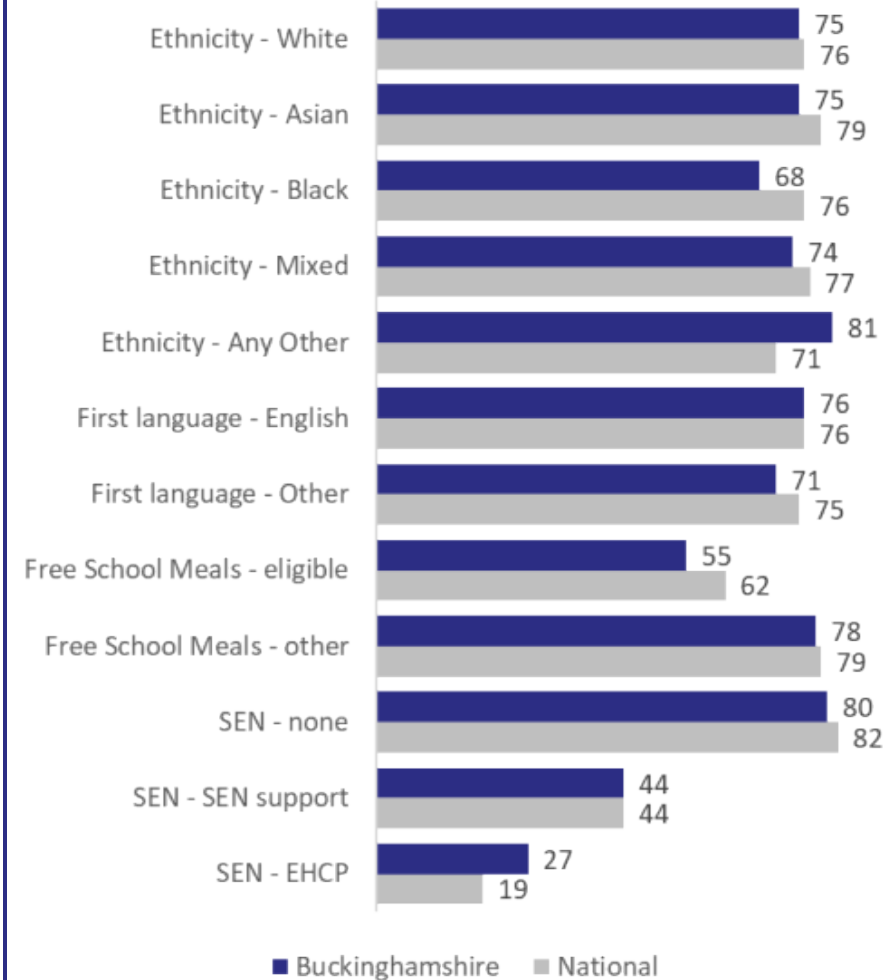
- The results for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group.
- Asian, Black and Mixed Ethnicity pupils performed less well than national. The gap is larger for girls in all three ethnicity groups, although both Asian and Mixed Ethnicity girls performed better than the national average for all pupils.
- Pupils with a first language other than English in Buckinghamshire performed less well at the Phonics Screening Check than similar pupils nationally.
- A lower percentage of pupils who were eligible for free school meals met the expected standard at the Phonics Screening Check than similar pupils nationally. The gap is bigger for girls than for boys.
- Pupils in Wycombe achieved less well than pupils in the rest of Buckinghamshire, with only 70% of pupils meeting the required standard, compared to 75% across the whole county

Year 1 phonics attainment measures 2022 – meeting the expected standard

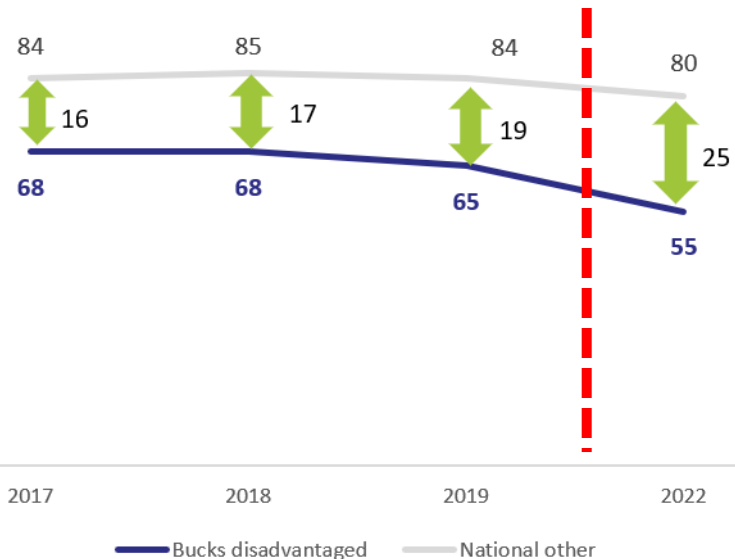
Overall trend against benchmarks



Key pupil groups 2022



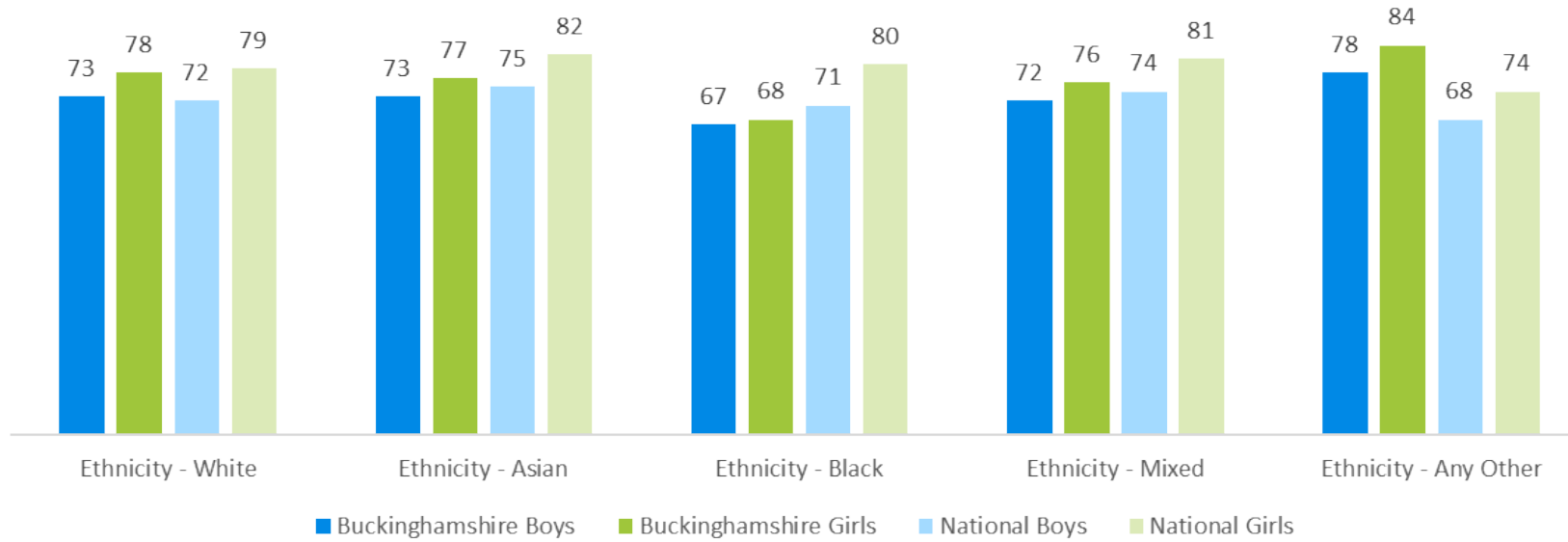
Attainment gap 2022



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	55	78	25
National	62	80	18

Year 1 phonics meeting the expected standard – pupil group detail 2022

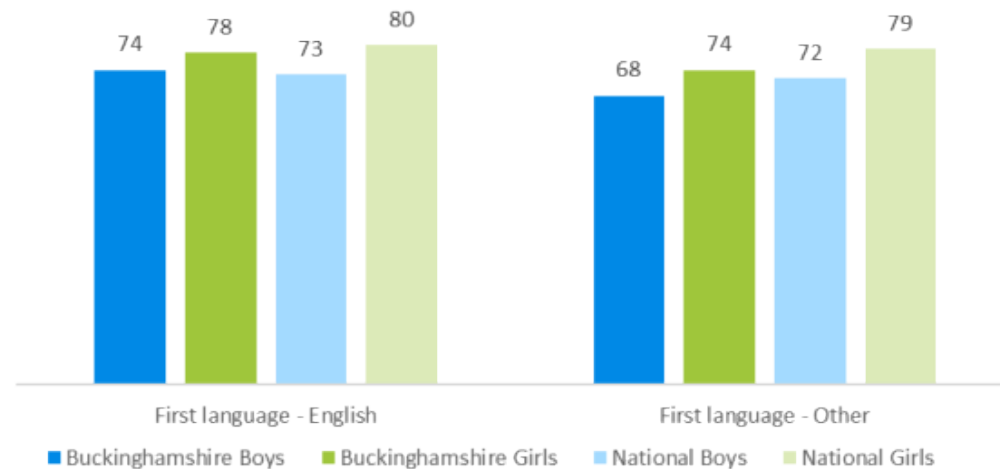
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2224	2080
Ethnicity - Asian	560	563
Ethnicity - Black	87	92
Ethnicity - Mixed	315	297
Ethnicity - Any Other	23	19

By first language and gender

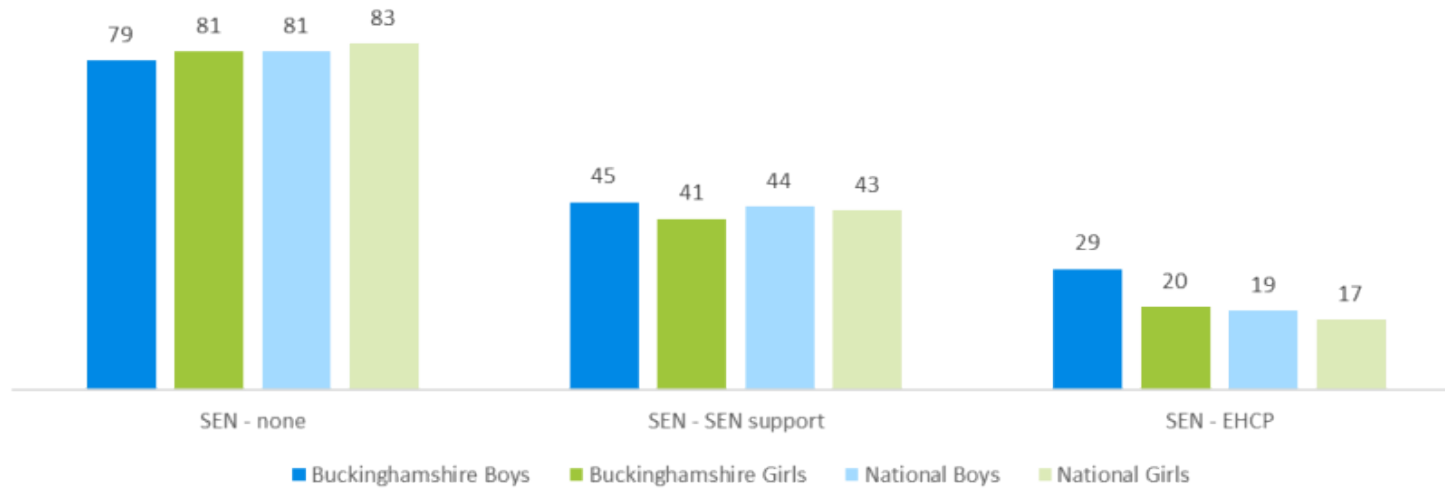


Buckinghamshire cohort

	Boys	Girls
First language - English	2657	2545
First language - Other	586	550

Year 1 phonics meeting the expected standard – pupil group detail 2022

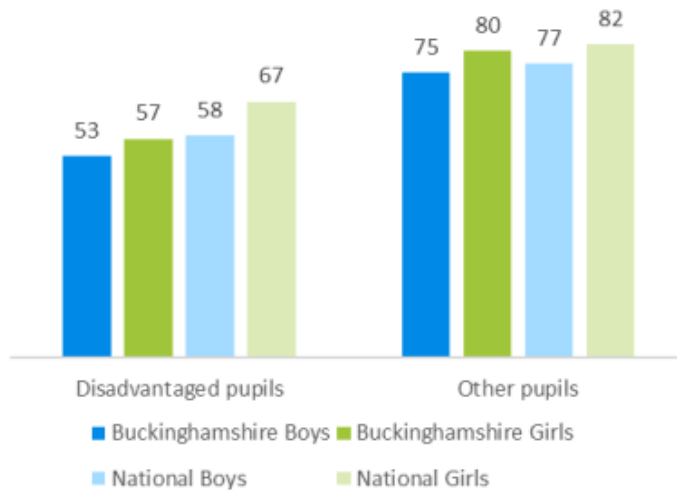
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2686	2867
SEN - SEN support	435	179
SEN - EHCP	126	51

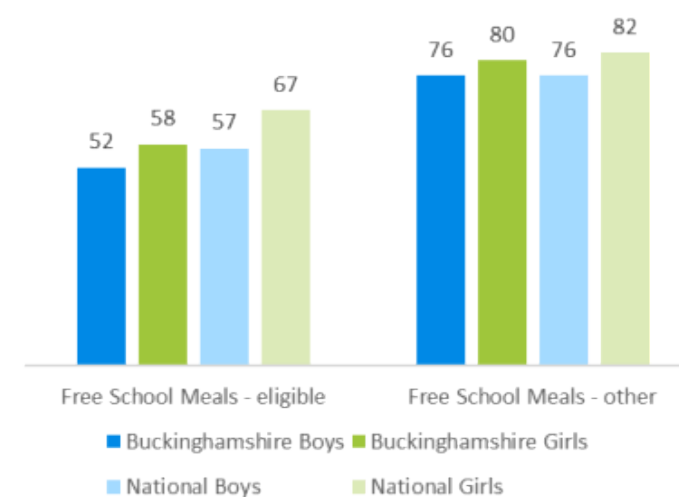
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	445	456
Other	2829	2668

By free school meal eligibility and gender



Buckinghamshire cohort

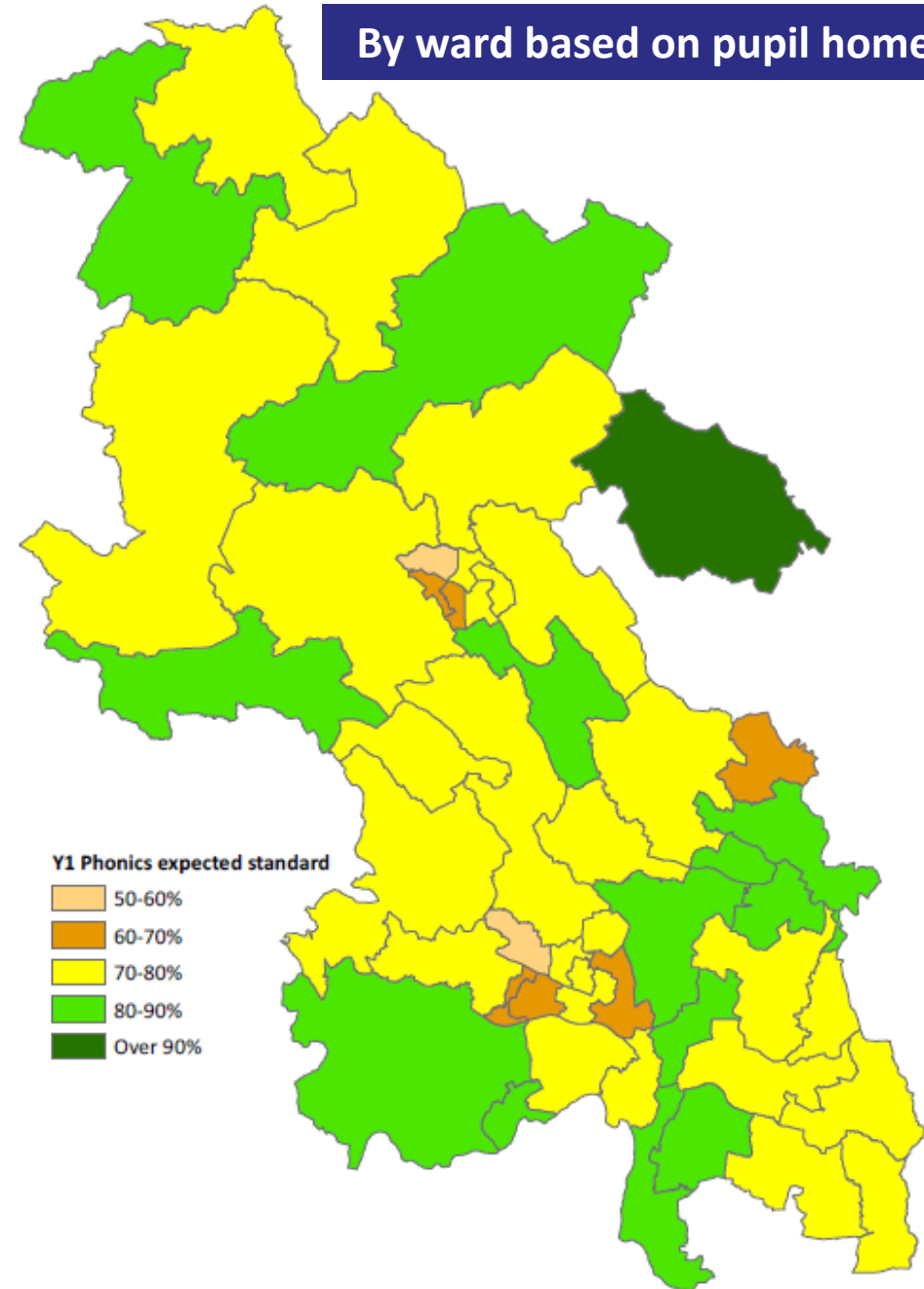
	Boys	Girls
Eligible	460	463
Other	2814	2661

Year 1 phonics meeting the expected standard – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% meeting expected standard
Aylesbury Vale	2590	75%
Chiltern	1049	77%
South Bucks	723	82%
Wycombe	2036	70%

By ward based on pupil home postcode



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

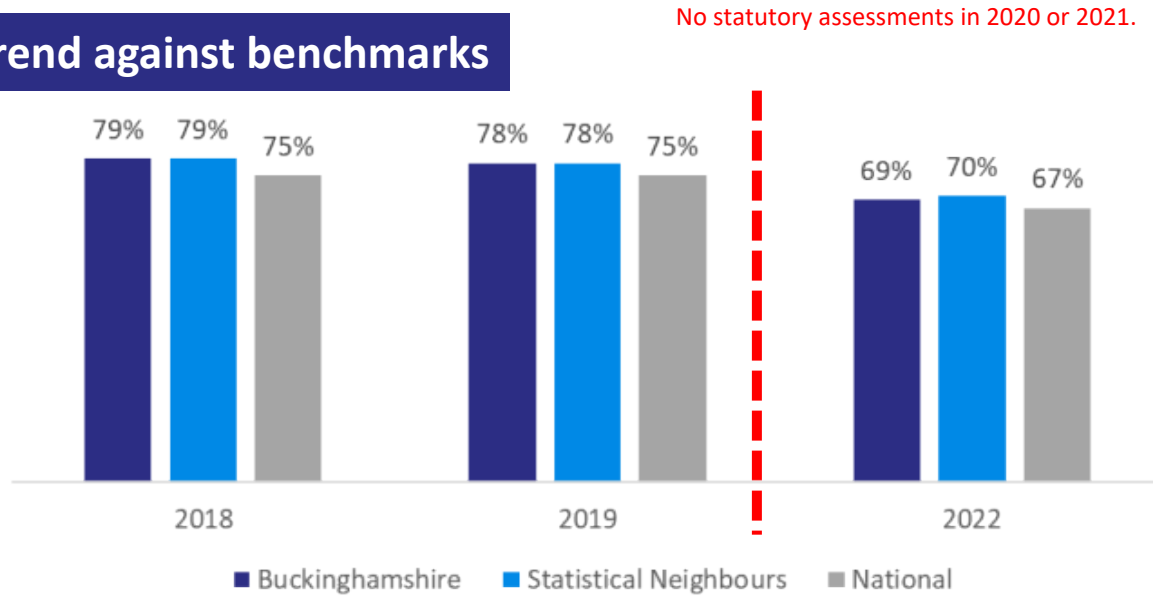
- The Key Stage 1 results in Buckinghamshire are higher than national in reading (69% v 67%) and in line with national in maths (68%).
- Results for Key Stage 1 reading by Asian, Black and Mixed Ethnicity groups are generally in line with national levels and higher amongst Buckinghamshire girls compared to national
- Results for Key Stage 1 reading by pupils with English as an Additional language are strong compared to national, for both boys and girls.
- Boys with an EHCP in Buckinghamshire achieved significantly better than boys with a EHCP plan nationally at Key Stage 1 in reading, with 20% achieving the standard compared to only 13 % nationally. Both boys and girls with an EHCP achieved better than national at Key Stage 1 in maths (24% of boys with an ECHP in Buckinghamshire achieved the expected standard compared to 15% nationally)
- Pupils in Chiltern and South Bucks performed strongly at Key Stage 1, outperforming pupils nationally at all three curriculum areas.

Areas for development

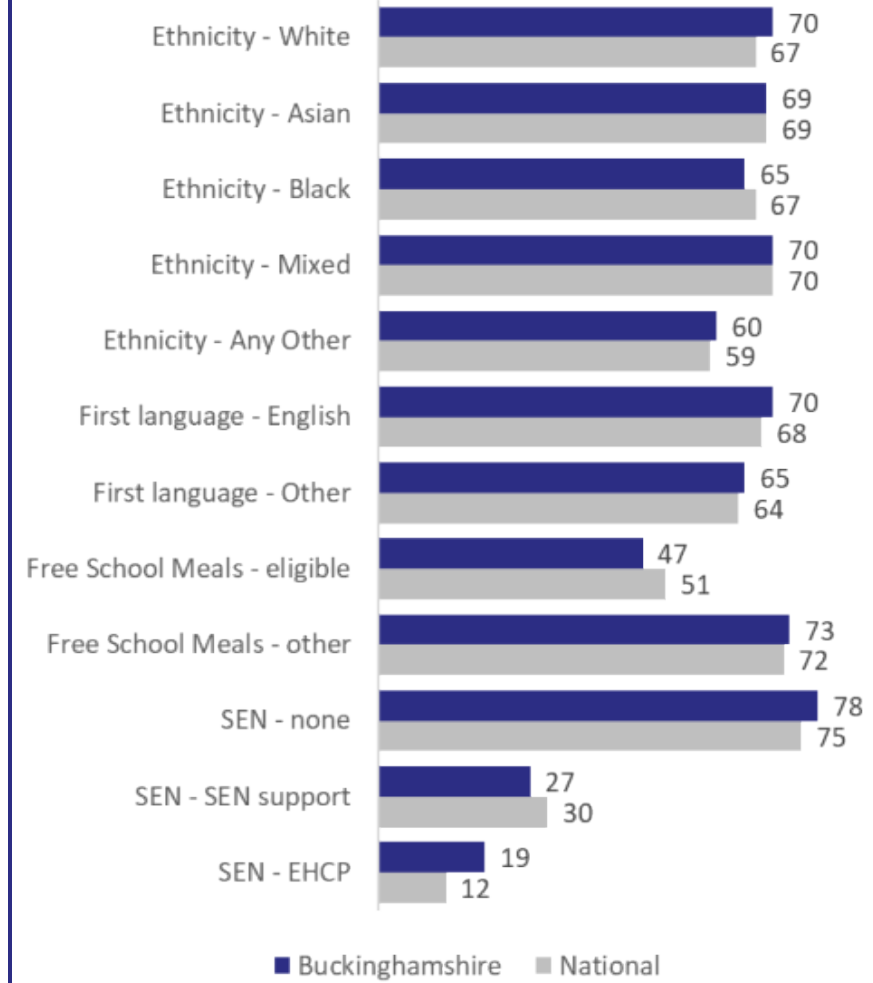
- The results at Key Stage 1 for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group.
- Pupils in Buckinghamshire achieved less well than pupils nationally in writing at Key Stage 1, with 57% achieving the expected standards compared to 58% nationally.
- Pupils eligible for free school meals achieved less well than similar pupils nationally at reading, writing and maths.
- Although Asian, Black and Mixed Ethnicity girls in Buckinghamshire all performed above the national average, they achieved less well than similar pupils nationally. Asian, Black and Mixed Ethnicity boys all performed less well than similar pupils nationally.
- Buckinghamshire girls with a first language other than English performed less well at writing and maths than similar girls nationally, although this group achieved in line with similar girls nationally in reading and above the national average for reading as a whole.
- Pupils in Wycombe performed less well than other Buckinghamshire pupils and below the national average at reading, writing and maths.

KS1 attainment measures 2022 – meeting the expected standard in reading

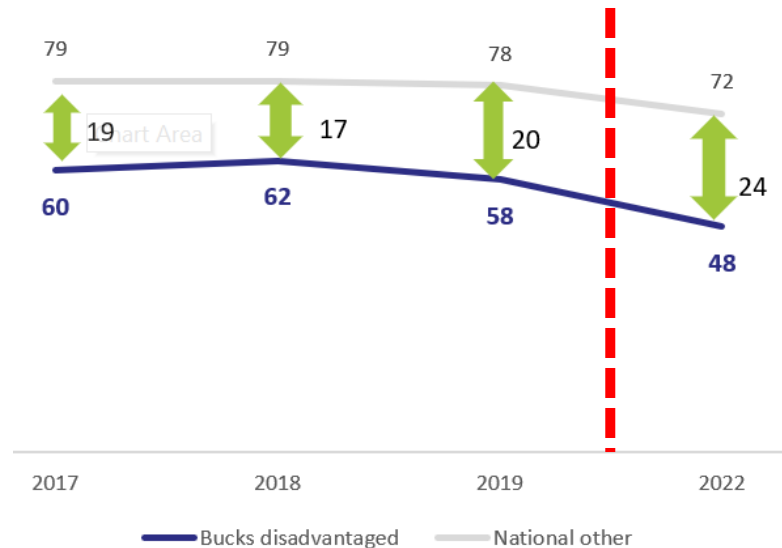
Overall trend against benchmarks



Key pupil groups 2022



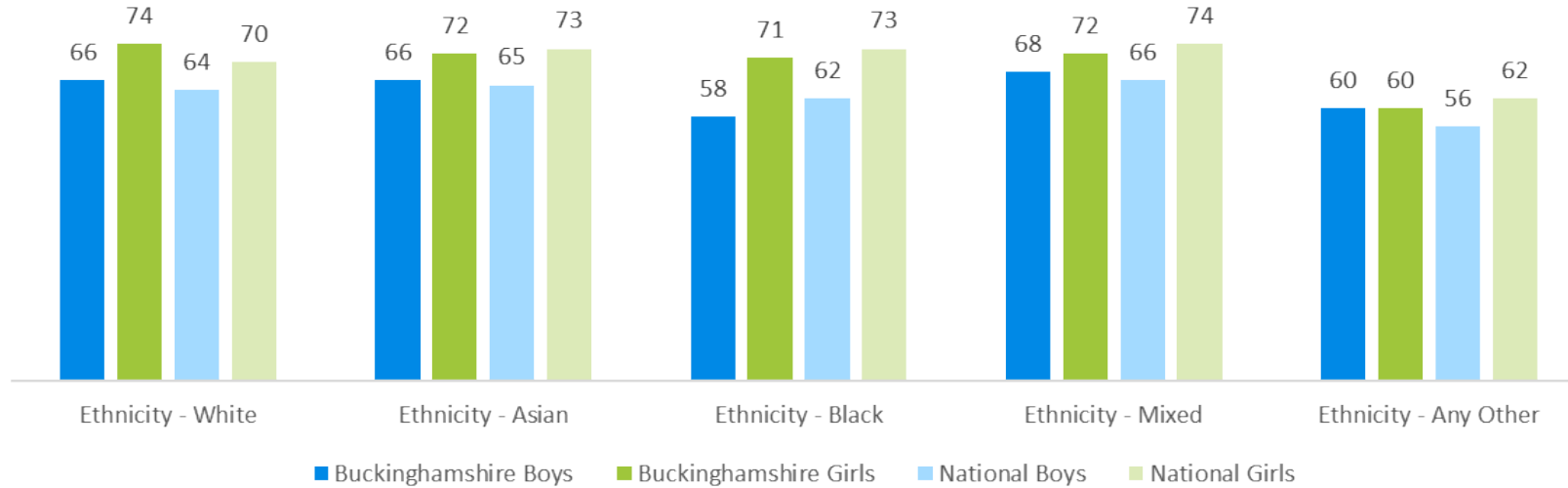
Attainment gap 2022



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	48	73	24
National	51	72	21

KS1 meeting the expected standard in reading – pupil group detail 2022

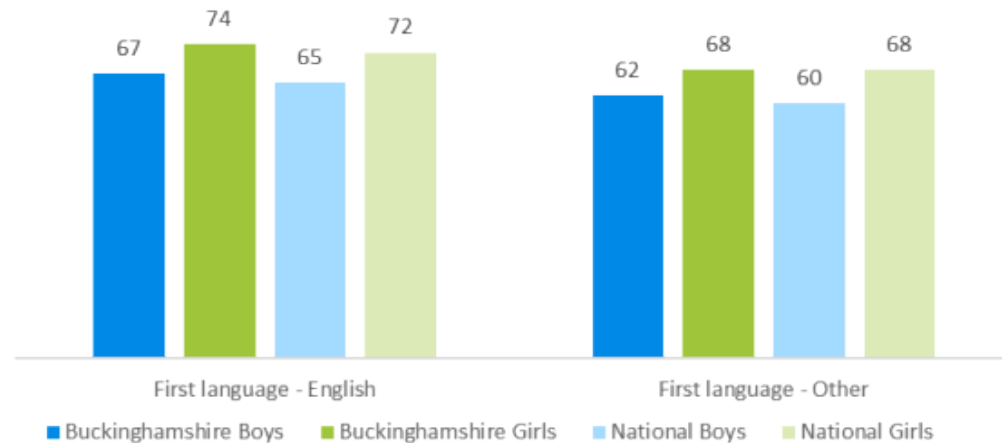
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

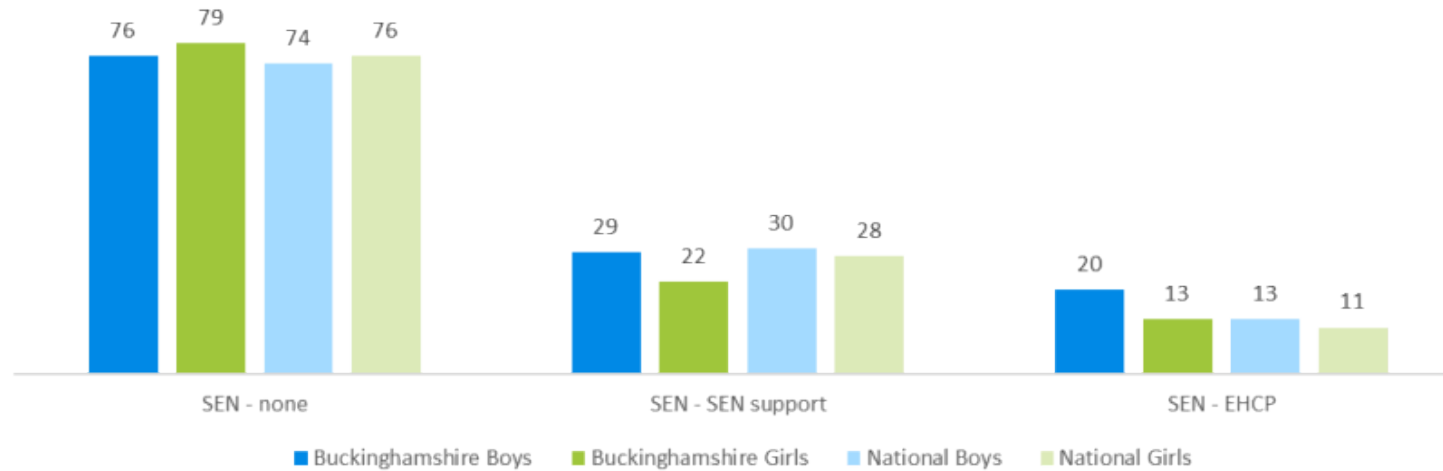


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in reading – pupil group detail 2022

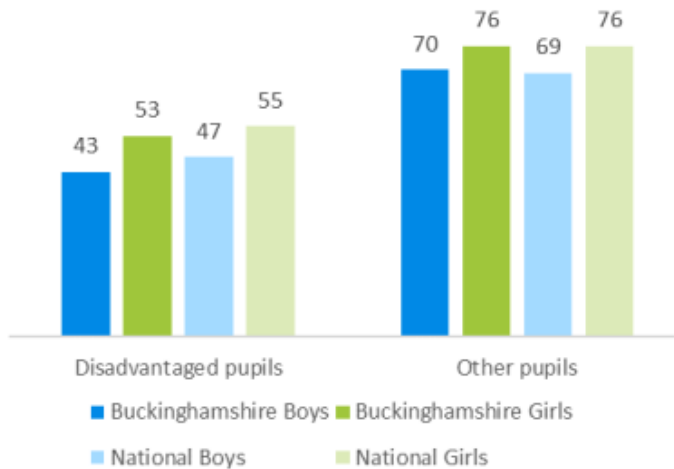
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

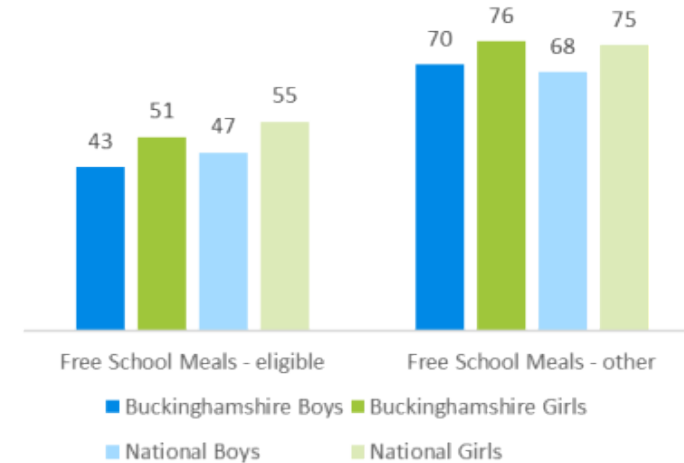
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

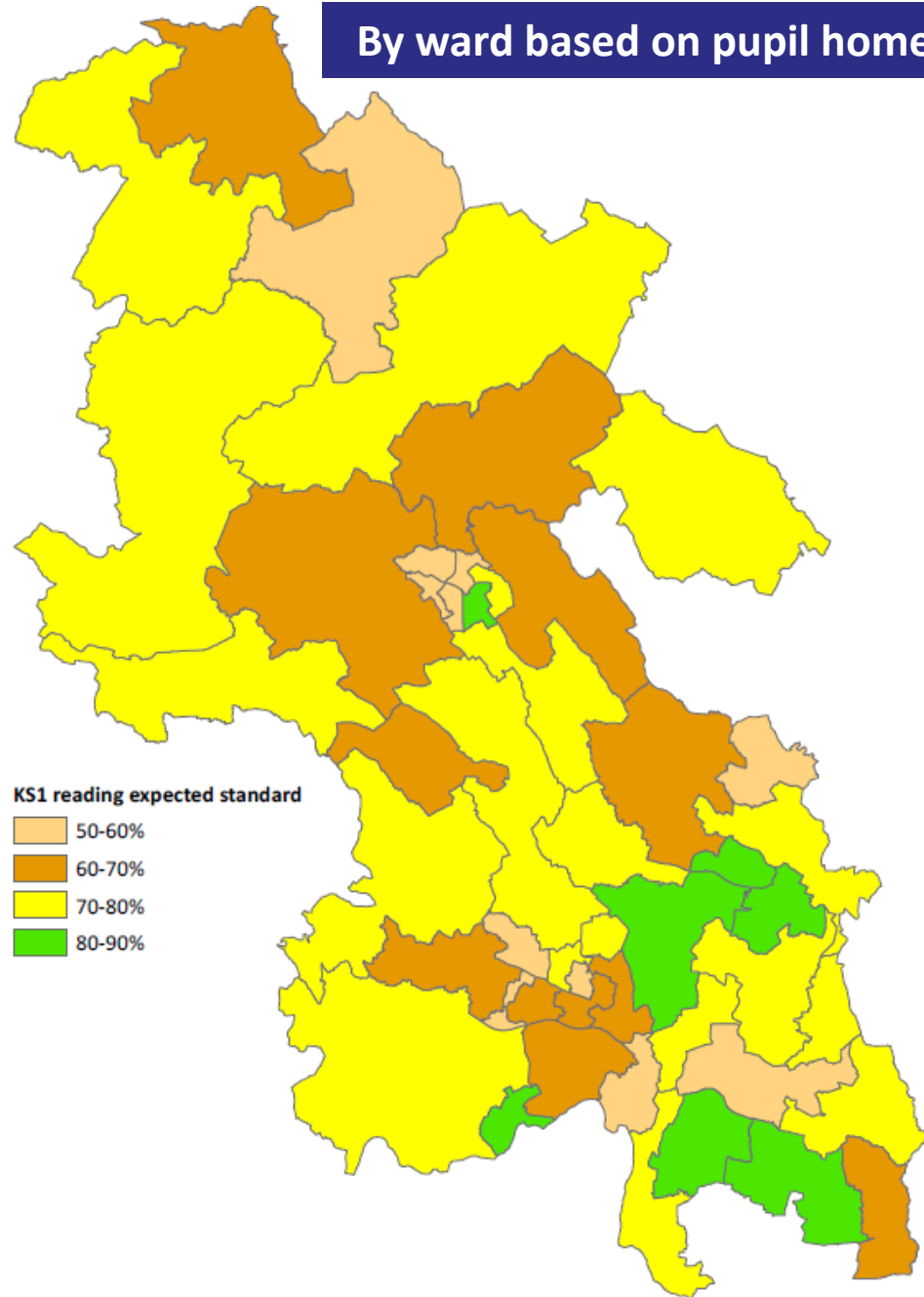
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in reading – area detail 2022

By area based on location of school

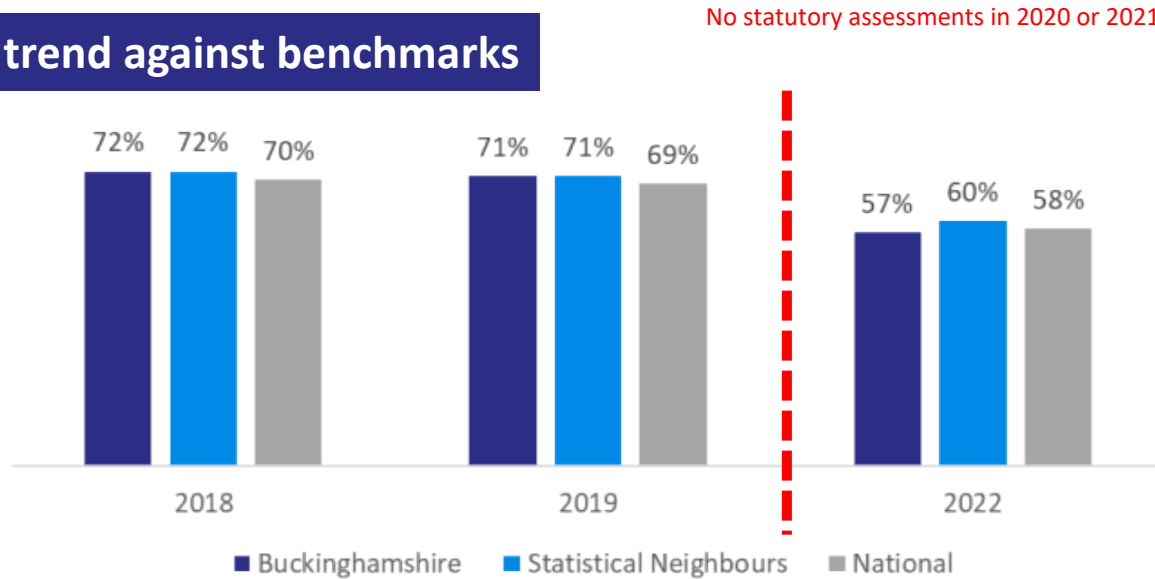
Area	Number of eligible pupils	% achieving expected standard in reading
Aylesbury Vale	2610	67%
Chiltern	1050	75%
South Bucks	698	76%
Wycombe	2048	66%

By ward based on pupil home postcode

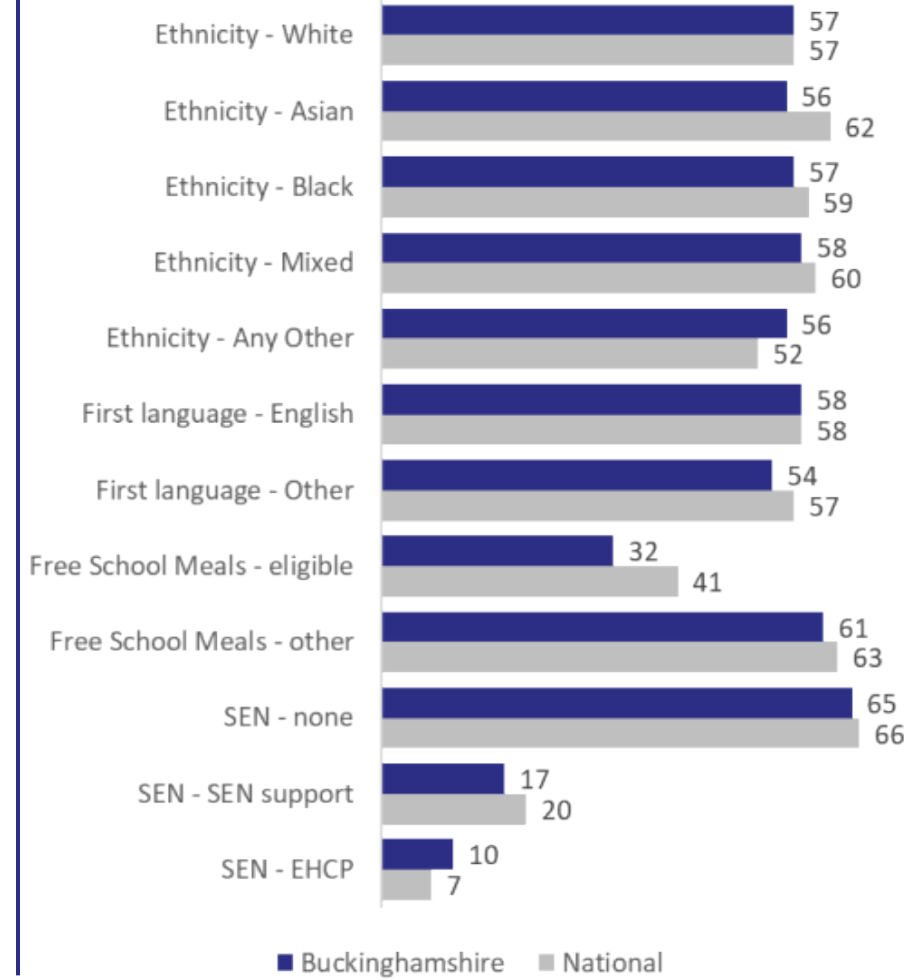


KS1 attainment measures 2022 – meeting the expected standard in writing

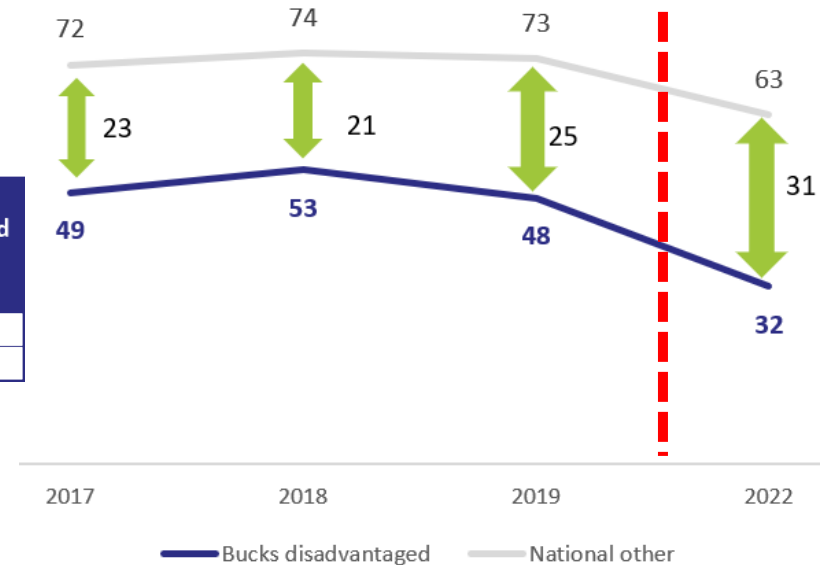
Overall trend against benchmarks



Key pupil groups 2022



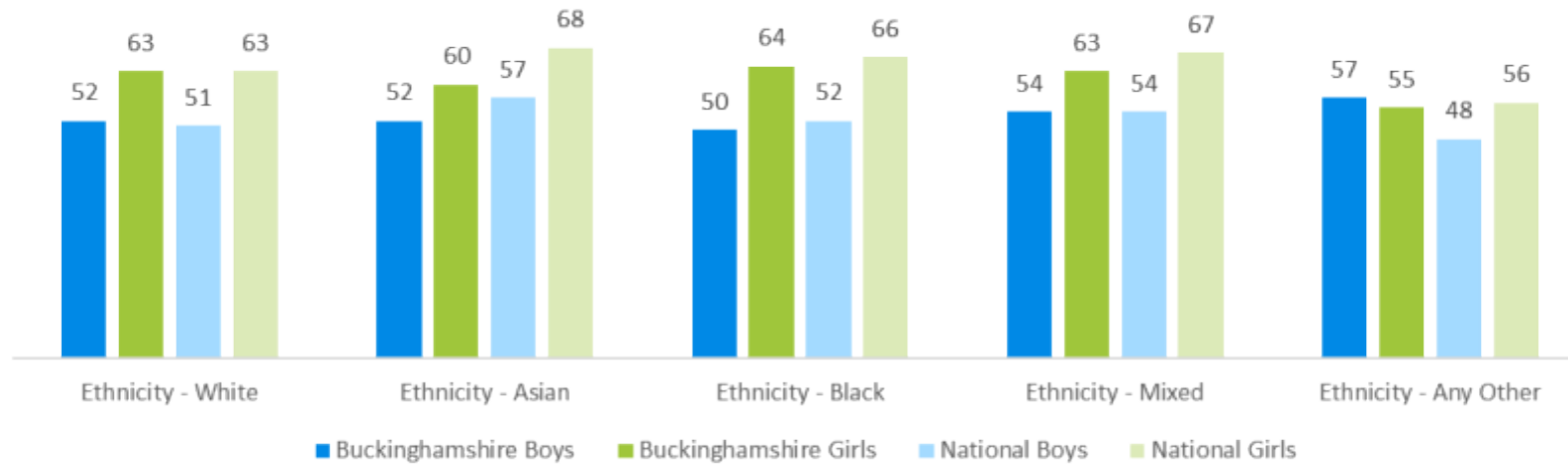
Attainment gap 2022



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	32	61	31
National	41	63	22

KS1 meeting the expected standard in writing – pupil group detail 2022

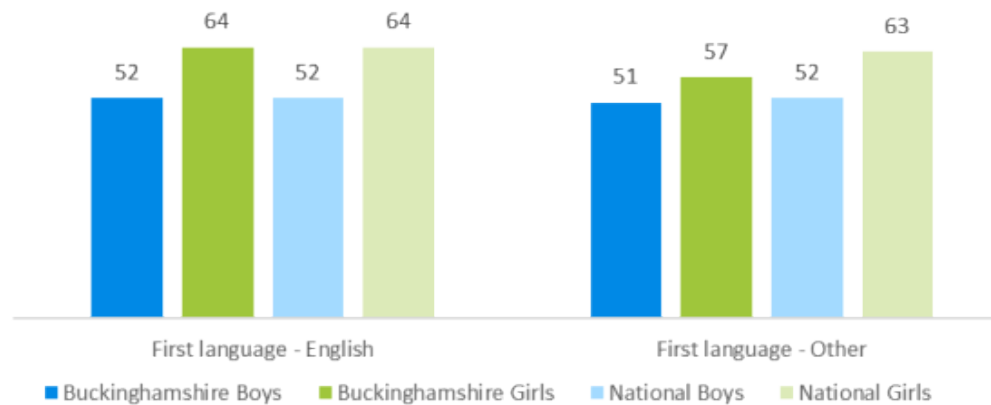
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

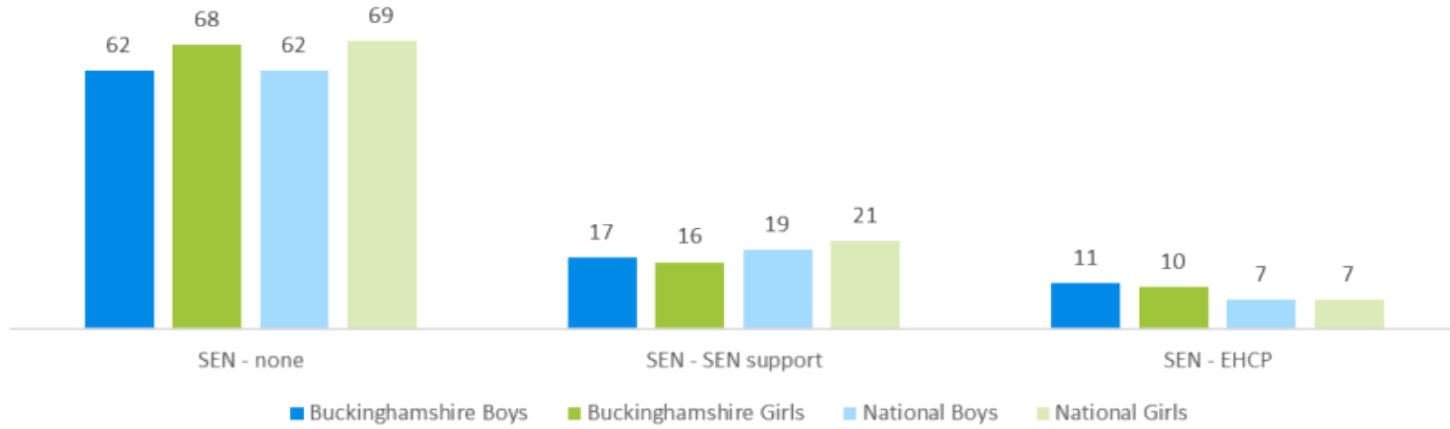


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in writing – pupil group detail 2022

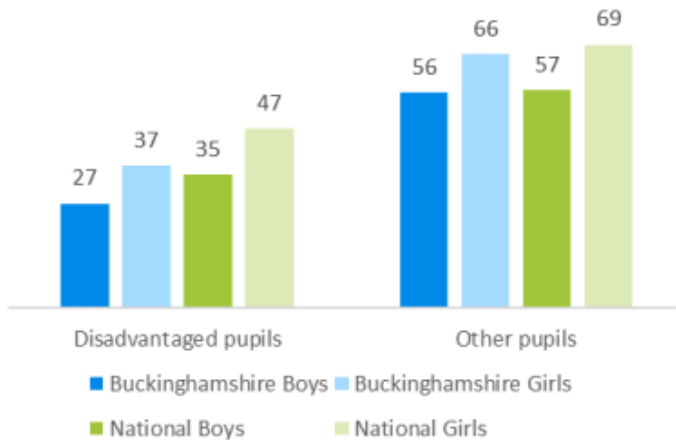
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

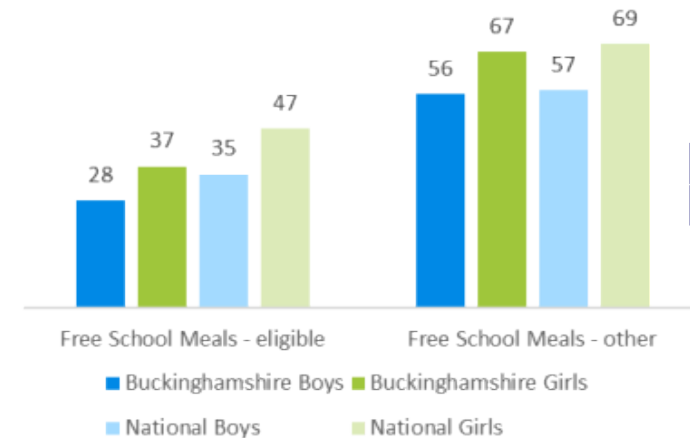
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

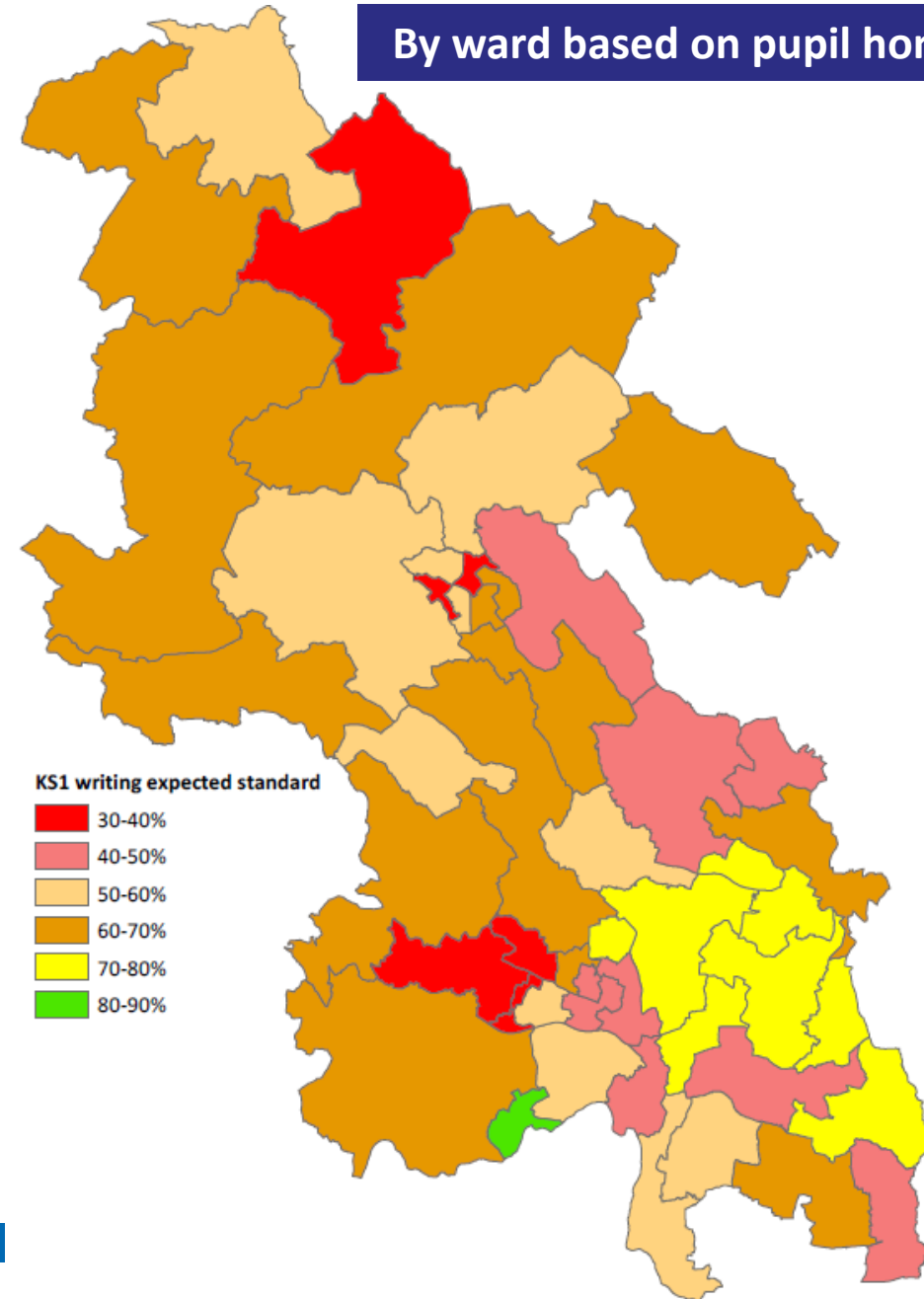
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in writing – area detail 2022

By area based on location of school

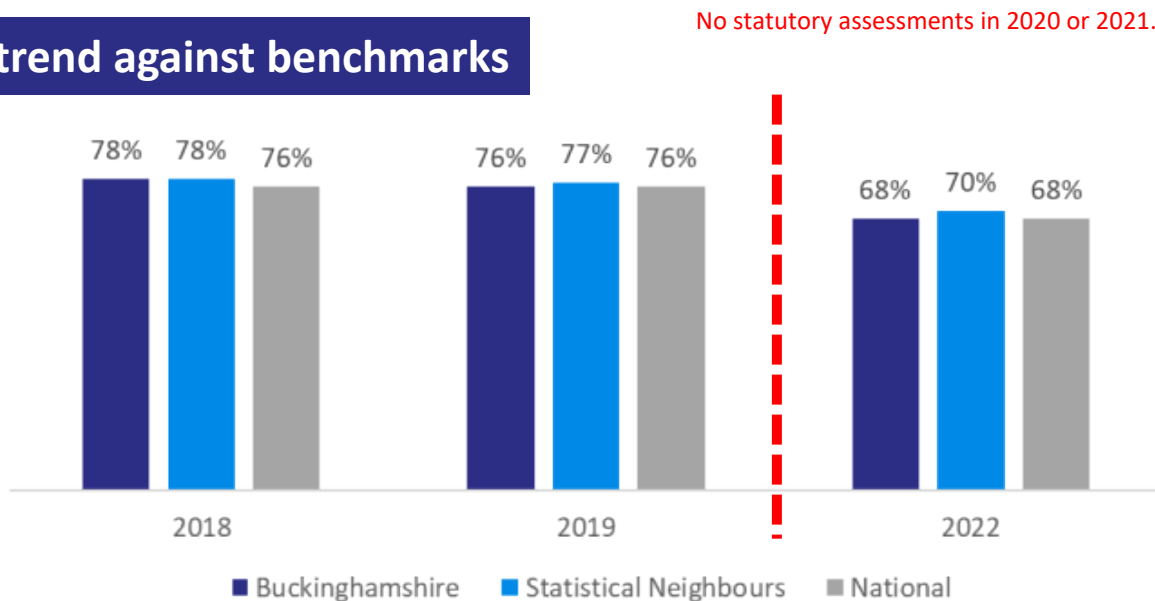
Area	Number of eligible pupils	% achieving expected standard in writing
Aylesbury Vale	2610	56%
Chiltern	1050	66%
South Bucks	698	63%
Wycombe	2048	51%

By ward based on pupil home postcode

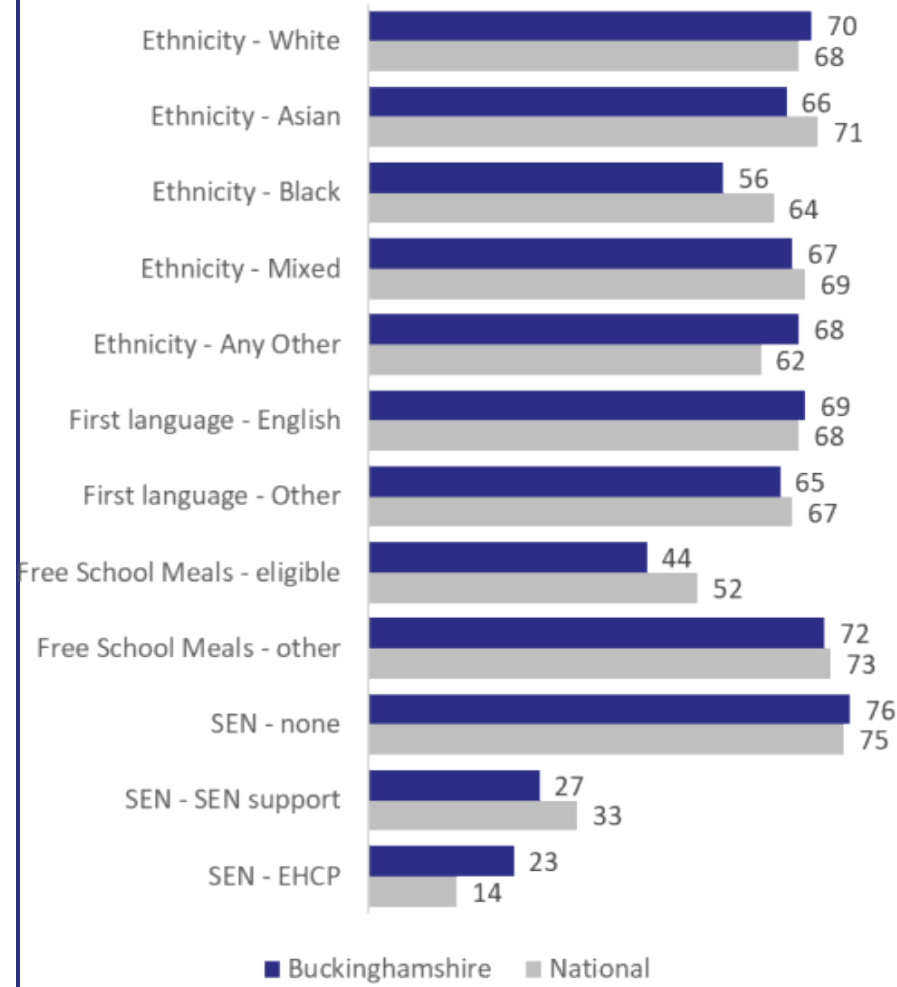


KS1 attainment measures 2022 – meeting the expected standard in maths

Overall trend against benchmarks

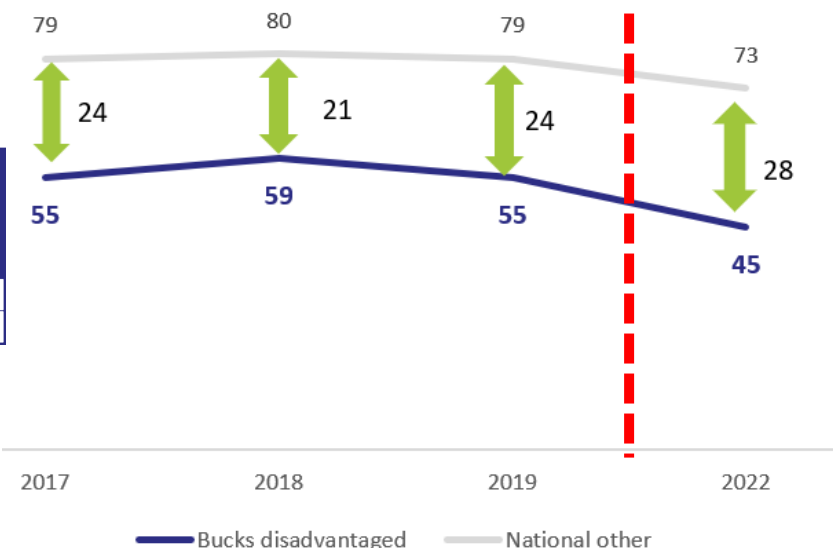


Key pupil groups 2022



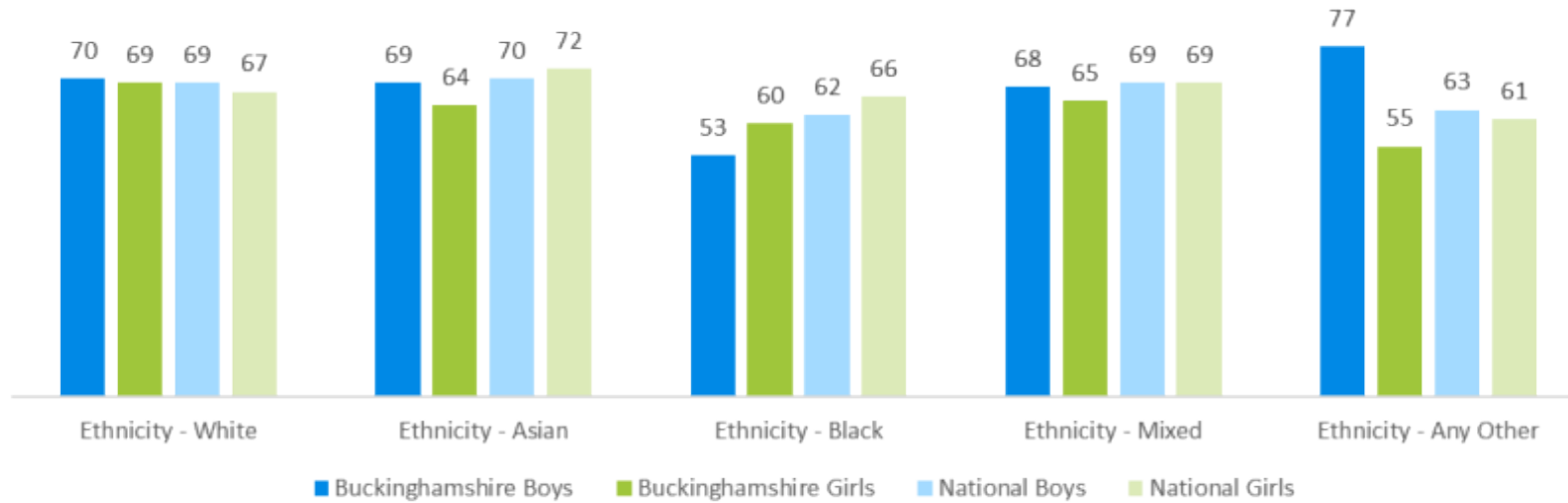
Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	45	72	28
National	52	73	21



KS1 meeting the expected standard in maths – pupil group detail 2022

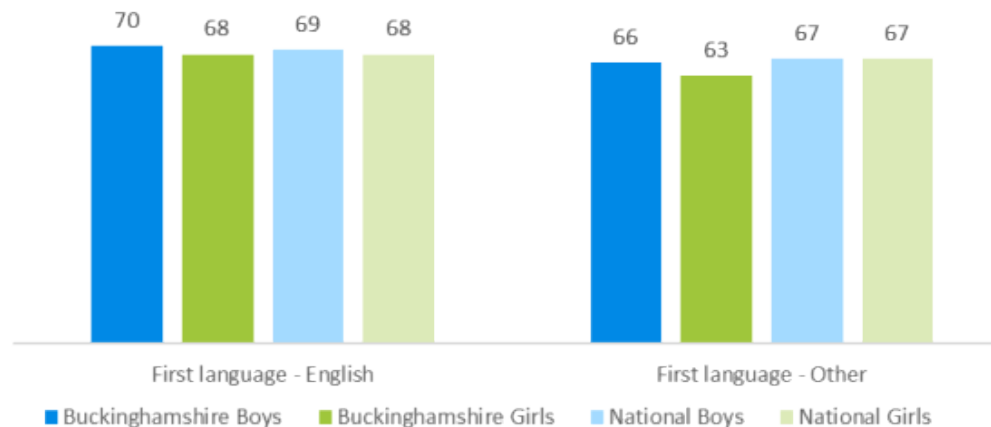
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

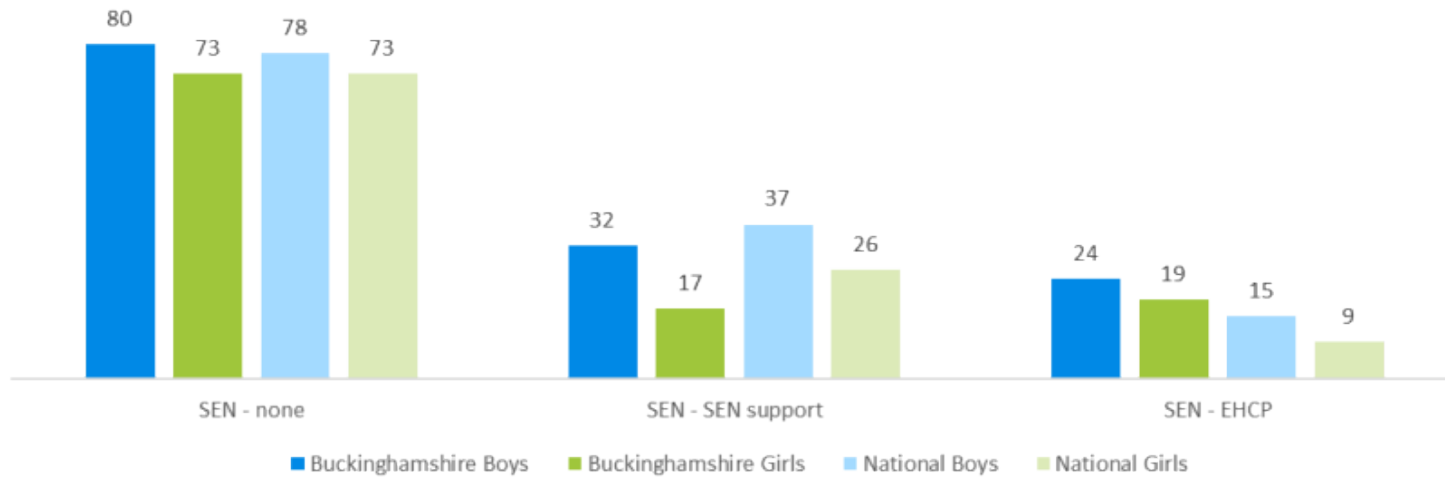


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in maths – pupil group detail 2022

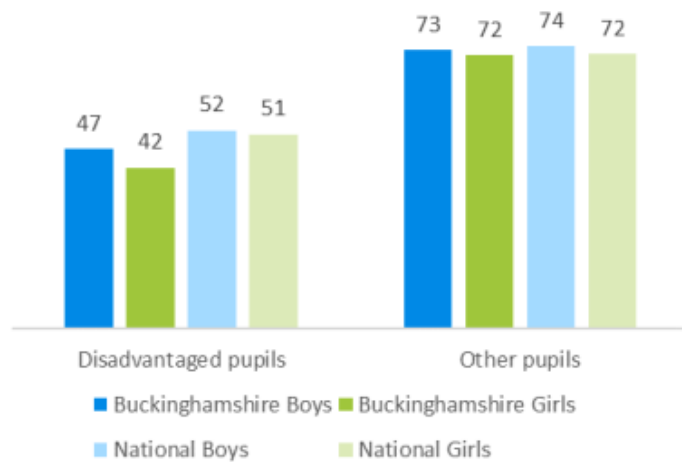
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

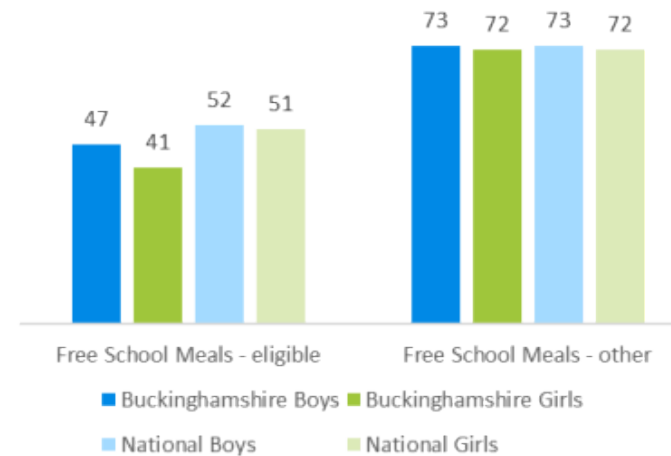
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

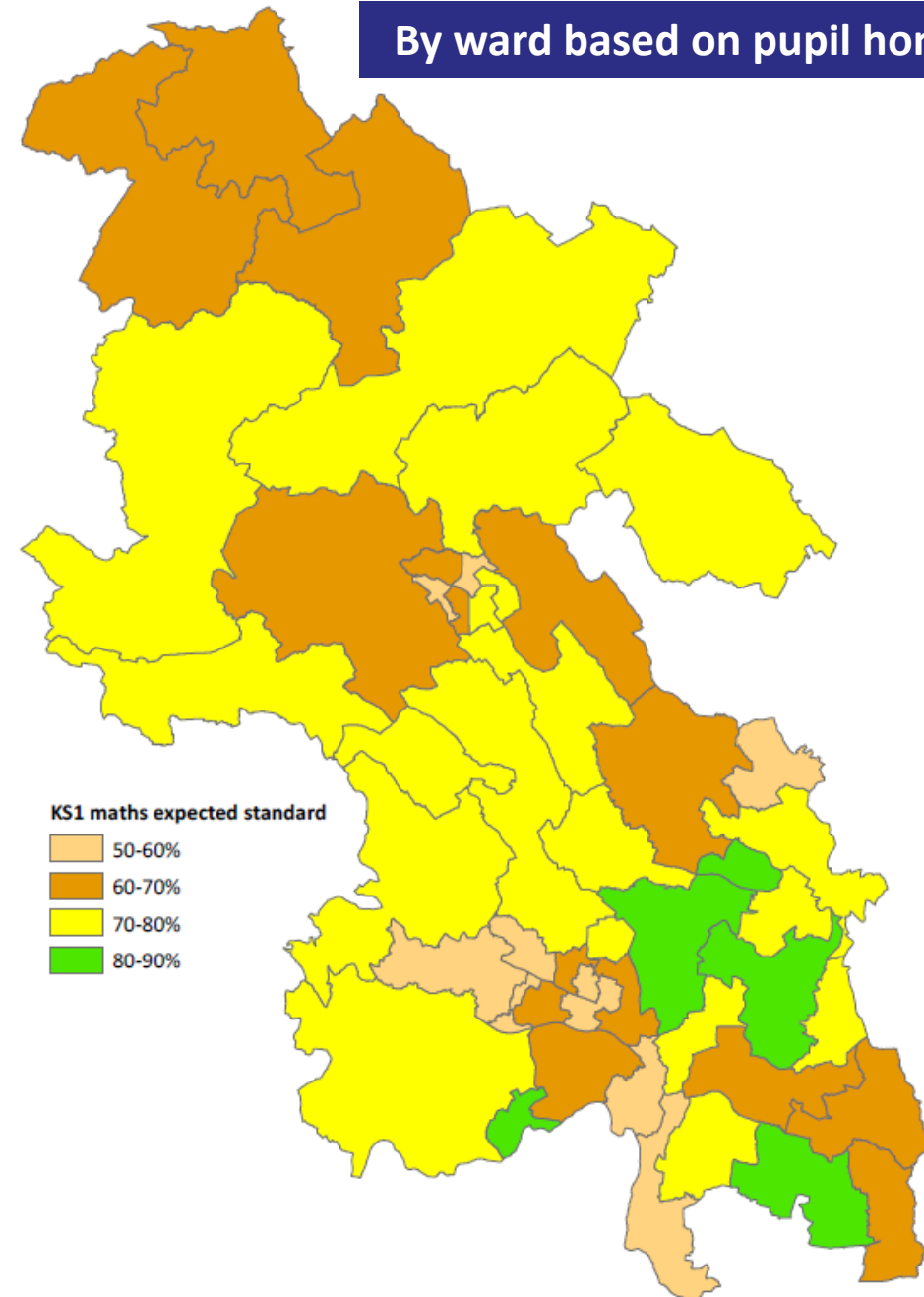
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in maths – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving expected standard in maths
Aylesbury Vale	2610	69%
Chiltern	1050	73%
South Bucks	698	73%
Wycombe	2048	63%

By ward based on pupil home postcode



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

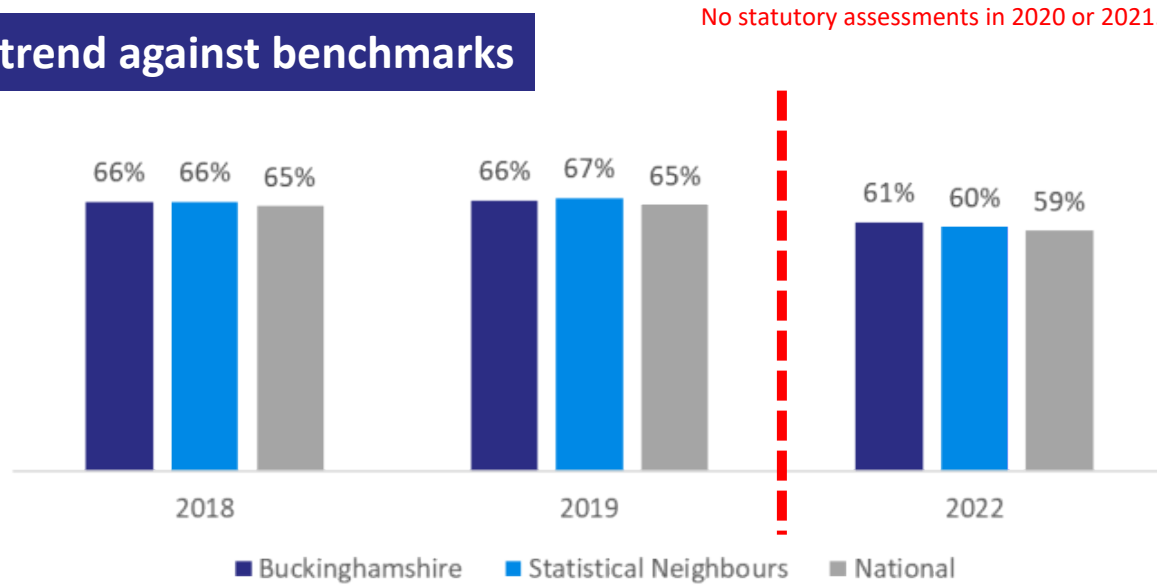
- The Key Stage 1 results in Buckinghamshire are higher than national in reading, writing and maths – 61% of pupils met the expected standard in Buckinghamshire compared to 59% of pupils nationally.
- Pupils in Buckinghamshire made progress in both reading and maths than was significantly above national progress levels (0.31 for reading and 0.48 for maths). Buckinghamshire ranks 5th out of 11 statistical neighbours in reading and 3rd for maths.
- Results for Key Stage 2 reading, writing and maths were higher for Asian pupils in Buckinghamshire, for both boys and girls, compared to their national peers.
- Results for Key Stage 2 reading, writing and maths were higher for pupils with a first language other than English in Buckinghamshire, for both boys and girls, compared to their national peers
- Pupils with an EHCP and those with SEND support achieved strongly at Key Stage 2 in Buckinghamshire when compared to their national peers.
- Pupils in Chiltern and South Bucks performed strongly at Key Stage 2, outperforming pupils nationally.

Areas for development

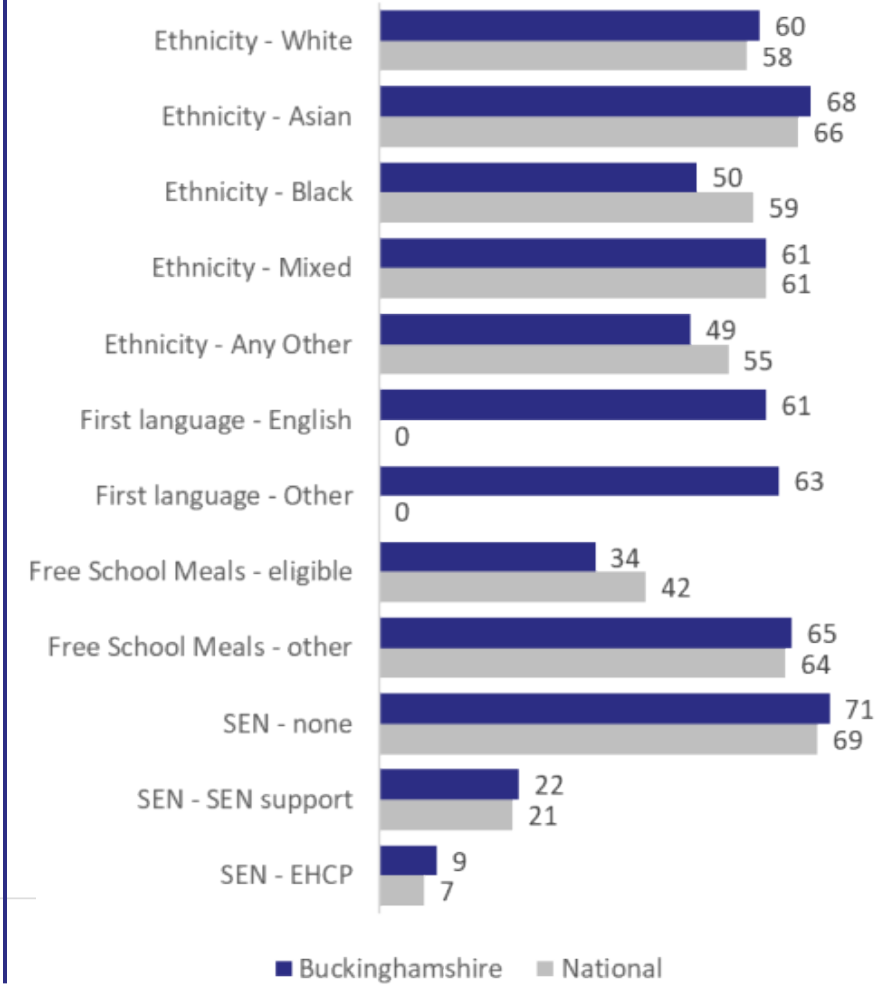
- The results at Key Stage 2 for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group.
- Progress scores in writing at Key Stage 2 were significantly below national (-0.41), ranking Buckinghamshire 8th out of 11 statistical neighbours.
- The attainment gap between disadvantaged pupils in Buckinghamshire compared to national non-disadvantaged peers increased from 28% in 2019 to 31% in 2022. Only 28% of boys in Buckinghamshire who are eligible for free school meals achieved the expected standard in reading, writing and maths and Key Stage 2, compared to 38% of eligible boys nationally.
- Boys from both a Black and Mixed Ethnicity achieved less well than their national peers at Key Stage 2. Girls from a Black Ethnicity also achieved less well than their national peers, although Buckinghamshire girls from a Mixed Ethnicity outperformed their national peers.
- Pupils in Wycombe and Aylesbury Vale performed less well than other Buckinghamshire pupil and below national.

KS2 attainment measures 2022 – meeting expected standard in reading, writing and maths

Overall trend against benchmarks

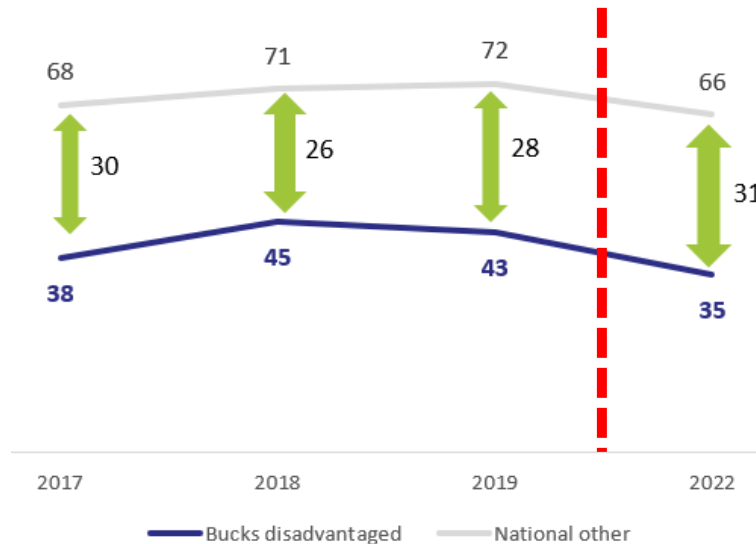


Key pupil groups 2022



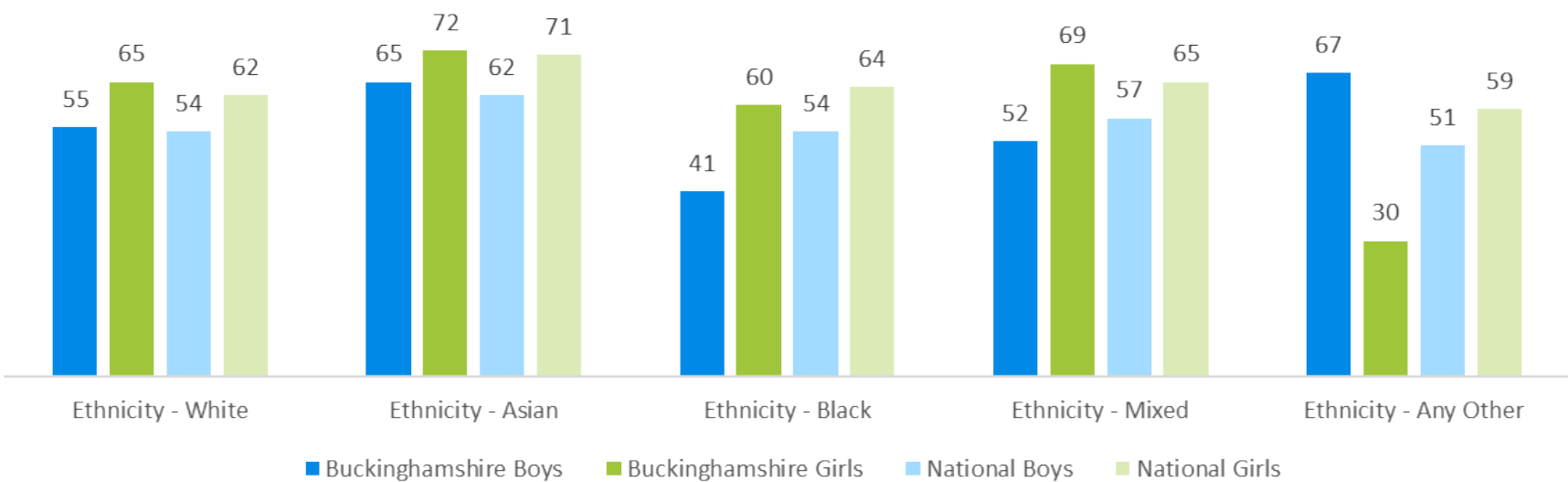
Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	34.8	66.5	31.2
Statistical Neighbours	36.3	65.8	29.7
National	43.0	66.0	23.0



KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 22

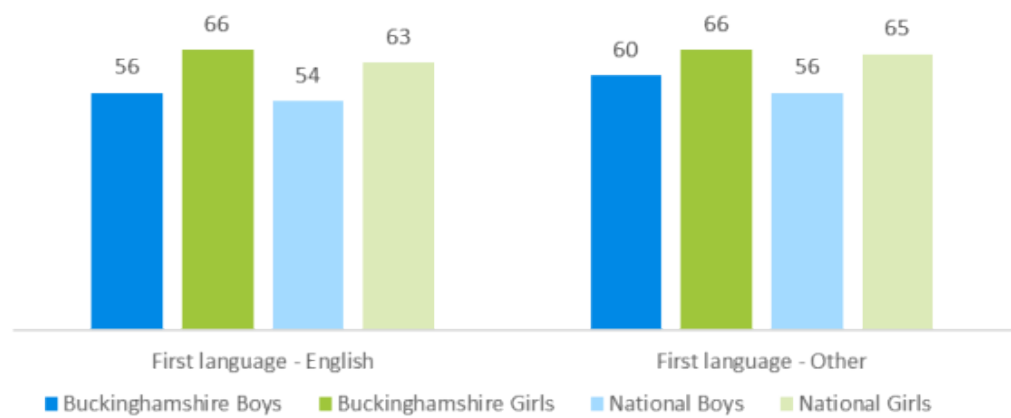
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2328	2192
Ethnicity - Asian	660	655
Ethnicity - Black	108	96
Ethnicity - Mixed	273	271
Ethnicity - Any Other	21	20

By first language and gender

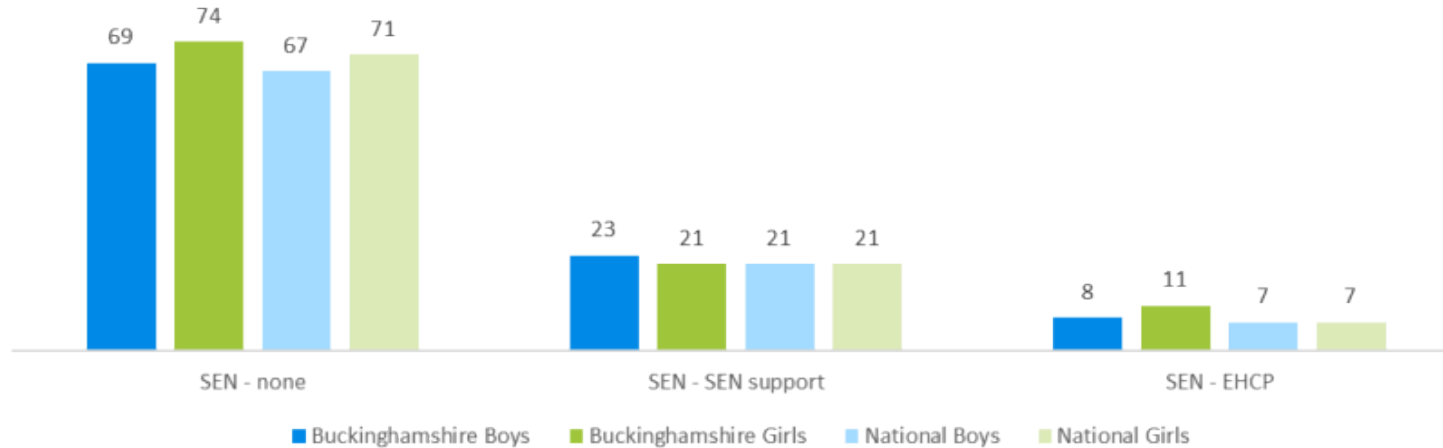


Buckinghamshire cohort

	Boys	Girls
First language - English	2762	2591
First language - Other	654	658

KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 22

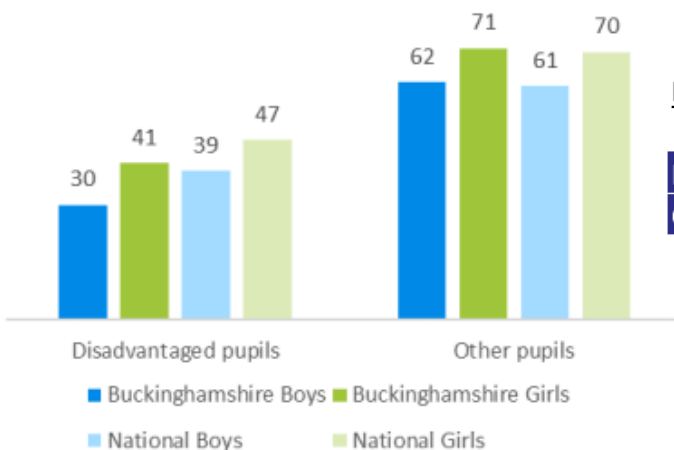
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2591	2821
SEN - SEN support	552	334
SEN - EHCP	277	99

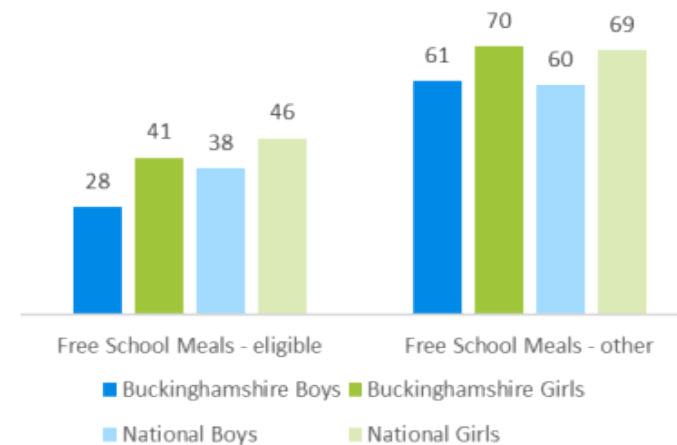
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	606	536
Other	2824	2726

By free school meal eligibility and gender



Buckinghamshire cohort

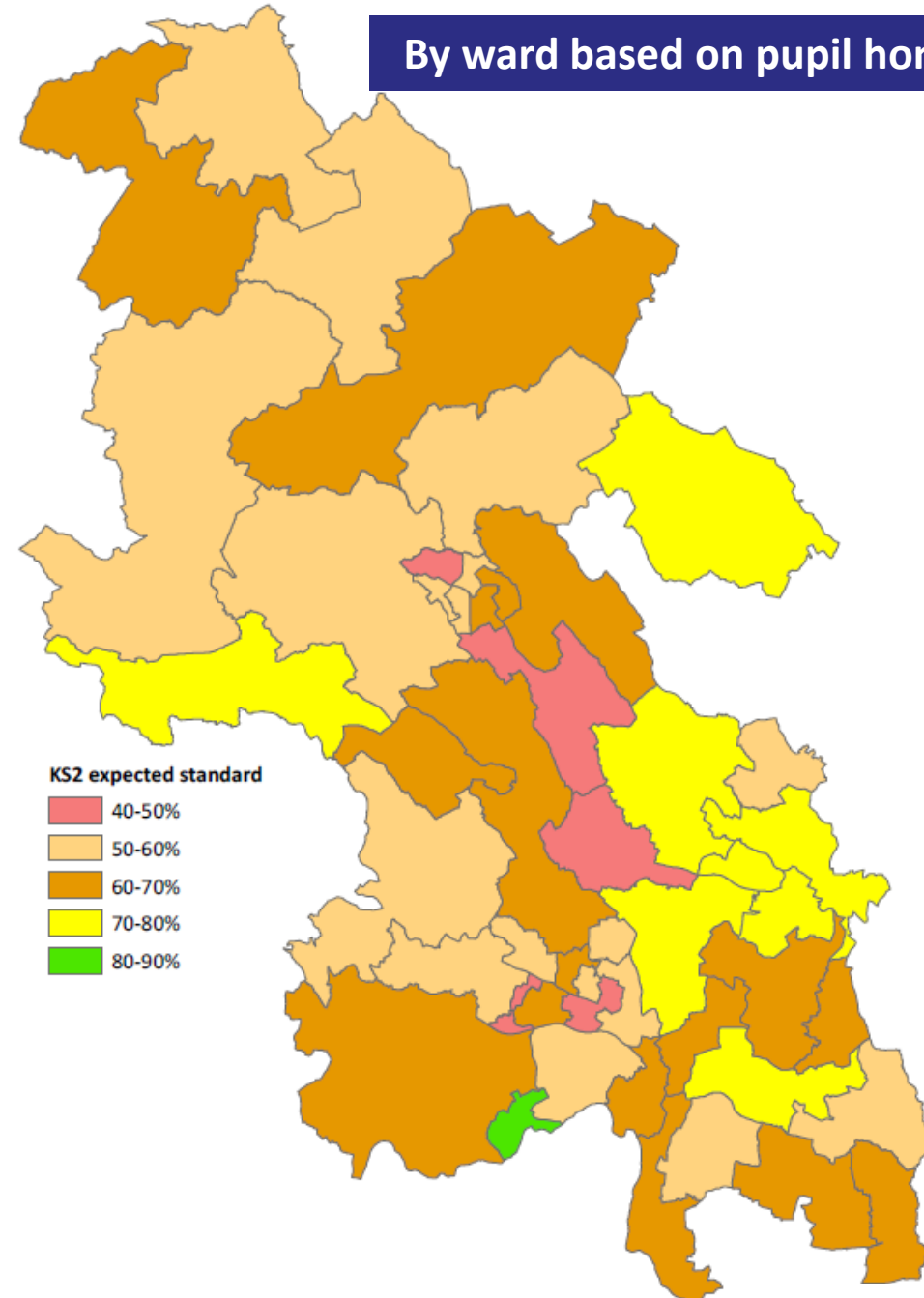
	Boys	Girls
Eligible	487	449
Other	2943	2813

KS2 meeting expected standard in reading, writing and maths measure – area detail 22

By area based on location of school

Area	Number of eligible pupils	% meeting expected standard
Aylesbury Vale	2644	58%
Chiltern	1190	68%
South Bucks	686	67%
Wycombe	2186	58%

By ward based on pupil home postcode



Progress measures

Results compared to statistical neighbours - 2022

	Reading Progress Score	
Wokingham	0.96	Significantly above national
Surrey	0.79	Significantly above national
Windsor and Maidenhead	0.49	Significantly above national
Hertfordshire	0.32	Significantly above national
Buckinghamshire	0.31	Significantly above national
Cambridgeshire	0.23	Significantly above national
Oxfordshire	0.05	
Bracknell Forest	-0.08	
West Berkshire	-0.32	
Hampshire	-0.62	Significantly below national
Central Bedfordshire	-1.53	Significantly below national

England (state-funded sector)	0.00
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Progress measures are relative measures, 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.

	Writing Progress Score	
Surrey	0.39	Significantly above national
Oxfordshire	0.13	
Windsor and Maidenhead	-0.10	
Wokingham	-0.13	
Cambridgeshire	-0.29	Significantly below national
Hertfordshire	-0.36	Significantly below national
Hampshire	-0.37	Significantly below national
Buckinghamshire	-0.41	Significantly below national
West Berkshire	-0.49	Significantly below national
Bracknell Forest	-0.79	Significantly below national
Central Bedfordshire	-1.43	Significantly below national

England (state-funded sector)	0.00
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	Maths Progress Score	
Wokingham	0.97	Significantly above national
Surrey	0.67	Significantly above national
Buckinghamshire	0.48	Significantly above national
Windsor and Maidenhead	0.19	
Bracknell Forest	0.17	
Cambridgeshire	0.16	
Hertfordshire	0.01	
Oxfordshire	-0.18	
West Berkshire	-0.57	Significantly below national
Hampshire	-0.82	Significantly below national
Central Bedfordshire	-1.55	Significantly below national

England (state-funded sector)	0.00
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Action Plan – Primary Schools (1)

What we will do	What this should achieve	Time
<p>The Buckinghamshire Challenge is two-year programme, established last academic year and culminating at the end of this academic year, to develop, launch and publish a Challenge Handbook for all schools in Buckinghamshire detailing key principles to raise the attainment of disadvantaged and vulnerable groups across Buckinghamshire.</p>	<p>All schools will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.</p>	<p>Launched June 2022</p>
<p>Liaison groups action research projects, running in 14 local areas across the county, are being implemented by groups of schools, working in collaboration, to identify the most effective methods of raising attainment for disadvantaged pupils</p>	<p>The learning will be shared with all schools across the county through the Challenge Handbook.</p>	<p>Launched June 2022</p>
<p>As part of the Buckinghamshire Challenge, we are upskilling ‘Champion Schools’ within each liaison group. These Champions schools will be supported by Buckinghamshire Council to become experts in overcoming the effect of disadvantage on educational outcomes and will support other schools within their local area to upskill and develop.</p>	<p>All schools will have a nominated local ‘expert’ in raising attainment for disadvantaged and vulnerable pupils, who understands the context of their school and who can actively support them to improve the outcomes for pupils in their own school.</p>	<p>Champions being trained now to be deployed in 2023</p>

Action Plan – Primary Schools (2)

What we will do	What this should achieve	Time
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.	All schools will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.	Ongoing
Buckinghamshire Council have commissioned a high quality and evidence informed professional development programme for all schools from The Bell Foundation, experts in teaching English as an Additional Language. The training will build expertise for teachers, teaching assistants, EAL Co-ordinators and School Leaders to support learners using with a first language other than English.	Schools identify best practise and are supported to implement changes to their own school strategy and practice	Launched June 2022
Buckinghamshire Council School Improvement team are hosting a Reading Conference with Cambridge Research in order to support schools with the effective teaching of reading and ensuring these skills transition smoothly from primary to secondary schools. The skills developed at this conference will lead into further conferences and work in schools to support the teaching of writing.	Schools will have the skills and expertise to teach reading effectively; understanding the progression and development of these skills across all Key Stages, thus, supporting transition for pupils. Schools will understand the importance of reading as part of the writing process to ensure quality in writing for all.	Summer term 2023

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.

Areas of Strength

- Buckinghamshire scores higher than its statistical neighbours and also higher than National
- This represents a trend continuing from 2019 (to also include the trend from caveated internal school data 2020 and 2021)
- All ethnicity and gender groups in Buckinghamshire score higher than National
- Buckinghamshire “first language other” group scores above National
- Buckinghamshire attainment 8 average for boys and girls with SEN support is higher than National
- Buckinghamshire attainment 8 average for boys and girls with an EHCP is higher than National
- Non-selective schools in Buckinghamshire compare favourably with those schools in other comparable selective areas and are close to national standards.
- Progress 8 outcomes across the county show that pupils make significantly above average progress across their secondary education

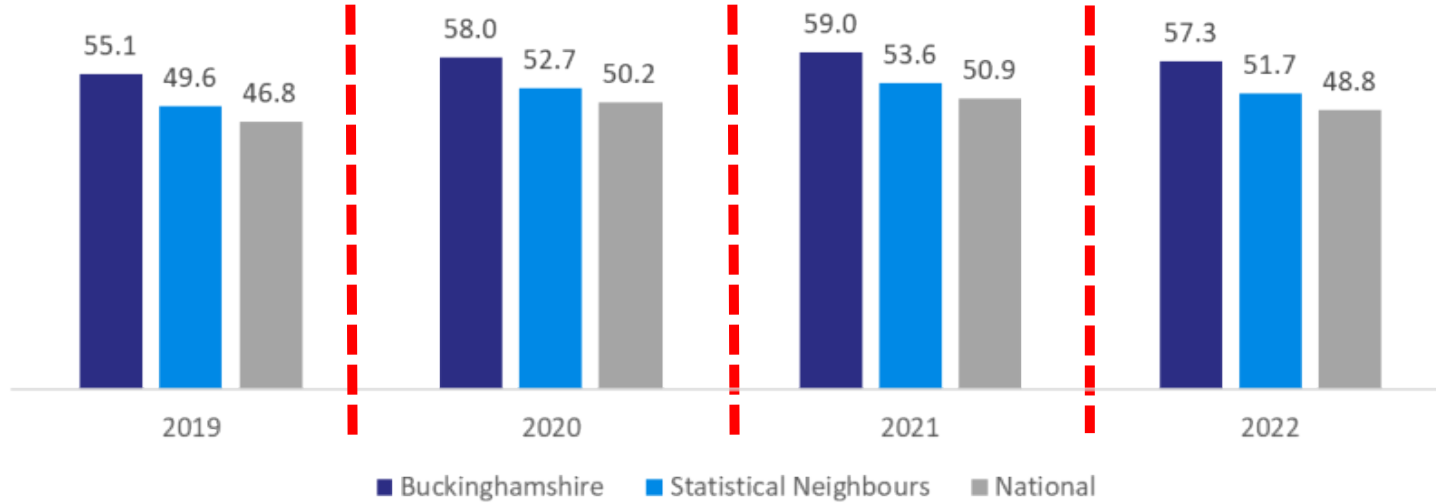
Areas for development

- Attainment gap is 0.3 above National but 2.1 points lower (better) than statistical neighbours
- Attainment gap against National for Buckinghamshire has widened between 2021 and 2022 (although this is reflective of a widening nationally post covid)
- Disadvantaged attainment in Buckinghamshire is just below National for boys and girls
- Key geographical areas for lowest Attainment 8 are Aylesbury Vale and High Wycombe; there is a clear 10 point gap between these areas and those highest Attainment 8 area of South Bucks

KS4 Attainment 8 measure 2022

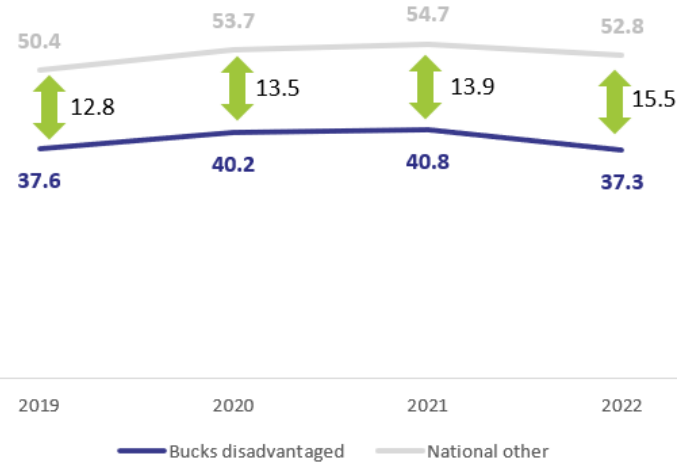
Changes to assessment due to Covid19 means results are not directly comparable

Overall trend against benchmarks

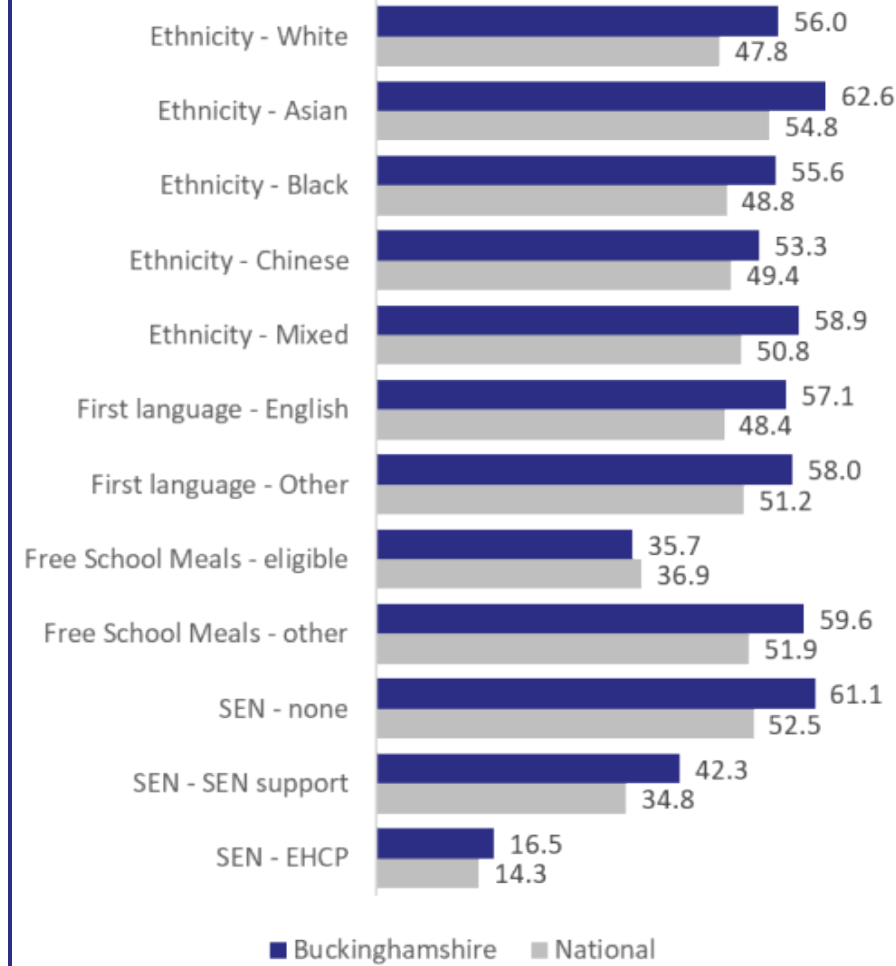


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	37.3	60.2	15.5
Statistical Neighbours	35.2	55.0	17.6
National	37.6	52.8	15.2

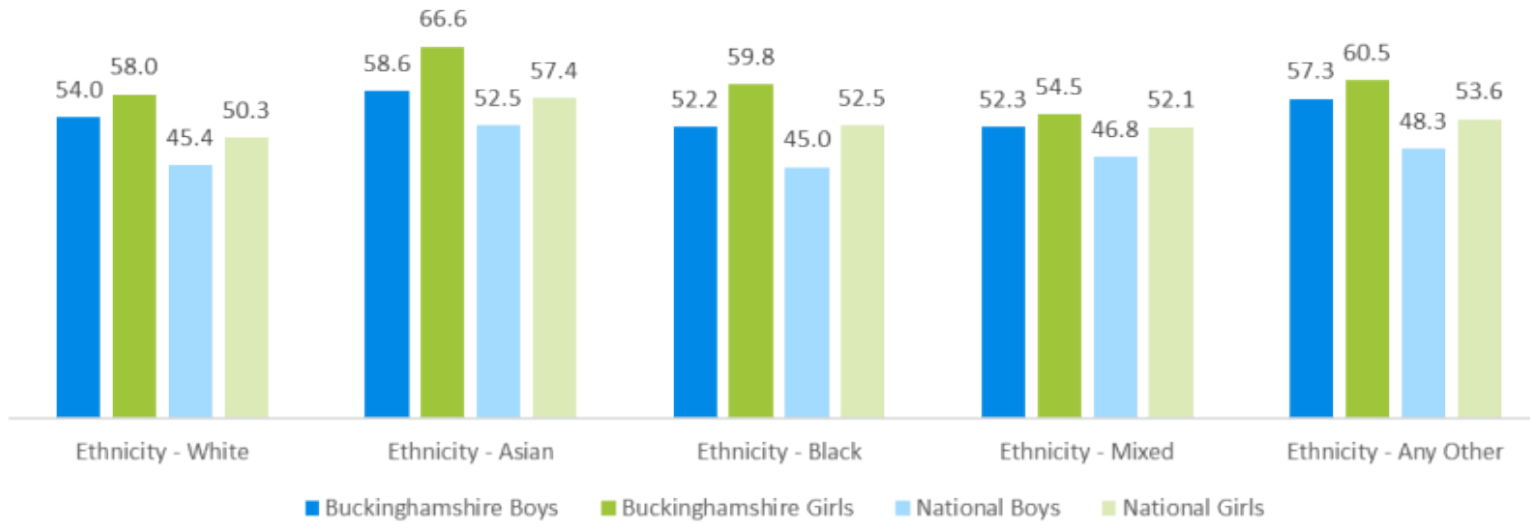


Key pupil groups 2022



KS4 Attainment 8 measure – pupil group detail 2022

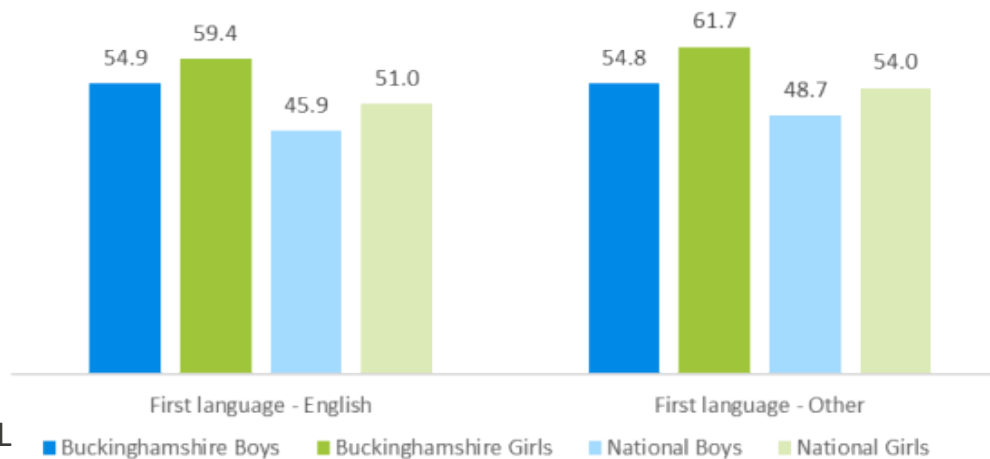
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2061	1934
Ethnicity - Asian	633	639
Ethnicity - Black	113	91
Ethnicity - Mixed	240	201
Ethnicity - Any Other	25	25

By first language and gender

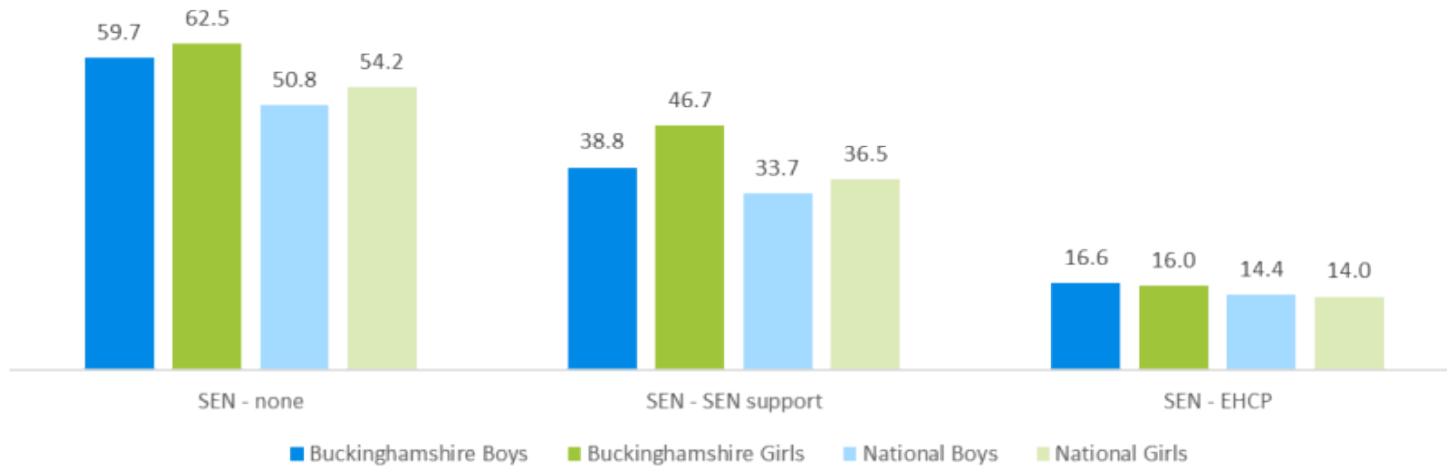


Buckinghamshire cohort

	Boys	Girls
First language - English	2528	2431
First language - Other	603	537

KS4 Attainment 8 measure – pupil group detail 2022

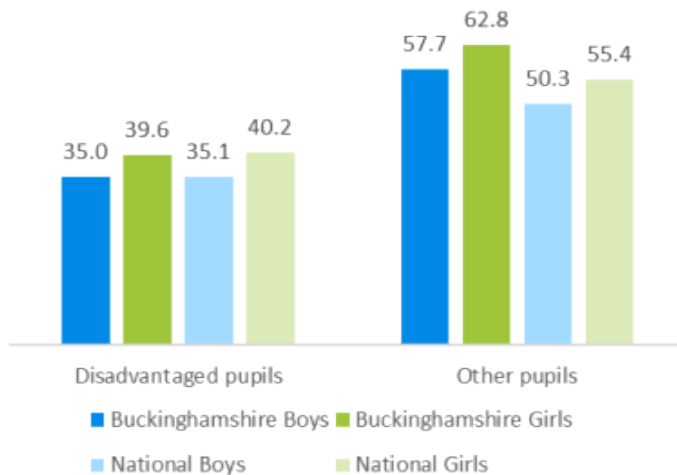
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2628	2644
SEN - SEN support	310	241
SEN - EHCP	203	90

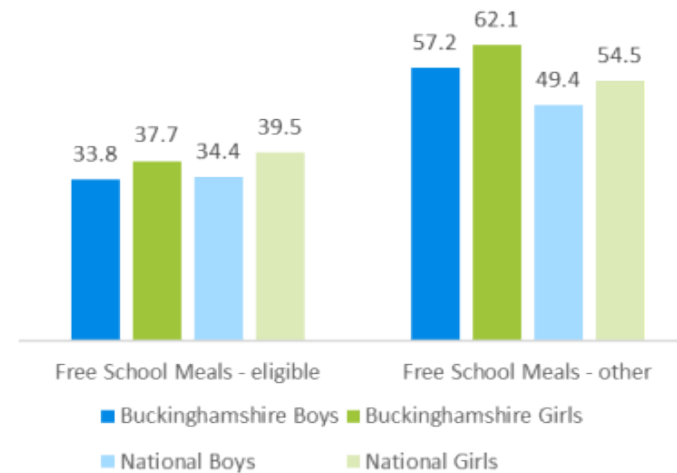
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	393	382
Other	2748	2593

By free school meal eligibility and gender



Buckinghamshire cohort

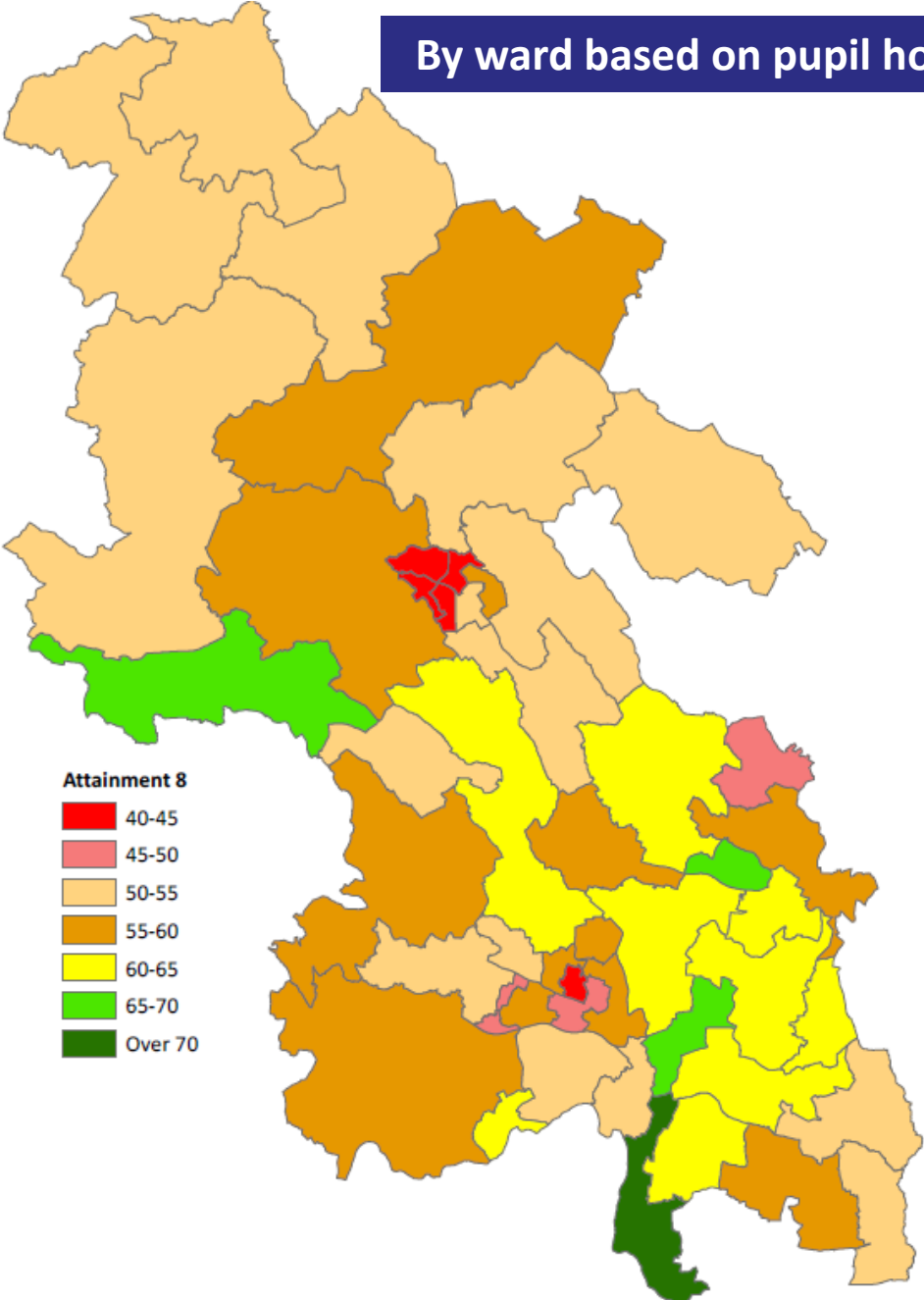
	Boys	Girls
Eligible	308	282
Other	2833	2693

KS4 Attainment 8 measure – area detail 2022

By area based on location of school

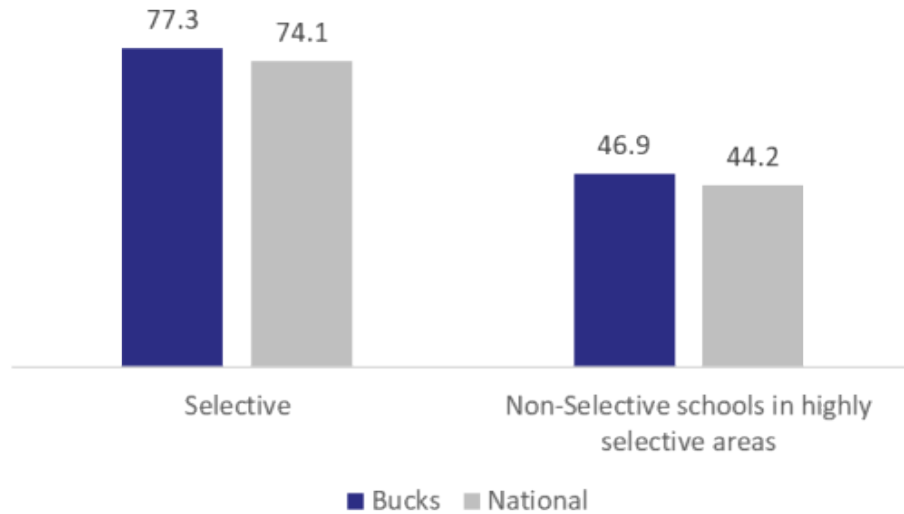
Area	Number of eligible pupils	Average Attainment 8 Score
Aylesbury Vale	2213	55.4
Chiltern	1513	56.1
South Bucks	588	65.4
Wycombe	1804	57.9

By ward based on pupil home postcode



Attainment 8 measure

Results by school admissions type - 2022



“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 - 2022

	Average Progress 8 score	
Wokingham	0.33	Significantly above national
Cambridgeshire	0.22	Significantly above national
Buckinghamshire	0.21	Significantly above national
West Berkshire	0.20	Significantly above national
Hertfordshire	0.17	Significantly above national
Surrey	0.16	Significantly above national
Windsor and Maidenhead	0.06	
Oxfordshire	0.03	
Bracknell Forest	-0.01	
Central Bedfordshire	-0.15	Significantly below national
Hampshire	-0.16	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 – Secondary (1)

What we will do	What this should achieve	Time
Continue to use Side by Side model of school support to disseminate good practice across schools	Ensure that supported schools are able to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Ongoing
Continue to advance Buckinghamshire Challenge programme to develop hubs of effective practice, led by elected Champion schools	By raising the profile of messaging even further around disadvantage, schools will have tools to ensure delivery of appropriate and targeted teaching and learning for all pupils.	Spring and summer 2023
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis); consider partnership model	Partnership working will develop stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	September 2023

Action Plan – Secondary (2)

What we will do	What this should achieve	Time
Develop secondary case studies to inform school leadership, which will seek to ascertain the key factors in success with disadvantage: e.g. knowledge of individual pupils and families; quality first teaching; continuity and stability in leadership; universally held commitment to and belief in disadvantaged; strong literacy and numeracy foundation;	Reviews will give school leaders and governance external evaluation of disadvantaged provision for Self Evaluation Form and School Development Plan prioritisation	Spring and Summer 2023
Develop current Education Endowment Foundation Review provision to evaluate education provision (in its fullest sense) through the lens of our disadvantaged pupils	Reviews will support preparation for Ofsted inspection, as Quality of Education (and other areas) will be assessed through the lens of the most disadvantaged pupils	September 2023

Outcomes for children in need, including children looked after

- DfE publish outcomes at LA level based on 3 social care cohorts:
 - **CINO at 31 March** = children in need, excluding children on a child protection plan and children looked after. This includes children on child in need plans as well as other types of plan or arrangements
 - **CPPO at 31 March** = children on a child protection plan, excluding children looked after.
 - **CLA 12 months at 31 March** = children looked after (excludes children who are in respite care in their most recent episode during the reporting year).

Note that for some measures data is not available for all 3 cohorts.

Only 2021 outcomes are currently available, with 2022 outcomes due to be published in March 2023.

Areas of Strength

- Buckinghamshire looked after children achieved above the average CLA nationally despite having 13% more children on an EHCP.
- Virtual school classroom was used 3-4 days a week to deliver tutoring and mentoring to 15 of our hard-to-reach year 11 students via our own support teachers and participation workers.
- 10% increase since summer 2020 in the number of students sitting functional skills exams, allowing students passing level 2 to gain access to higher level college courses.
- The longer children are in care the more positive impact the Virtual school has on key Stage 4 outcomes.
- The 10 highest achievers at key Stage 4 had been in care an average of at least 5 years and benefited from stable foster carers.
- 100% of all key stage 4 children have an up-to-date Personal Education Plan and a strong transition plan to post 16.

Areas for development

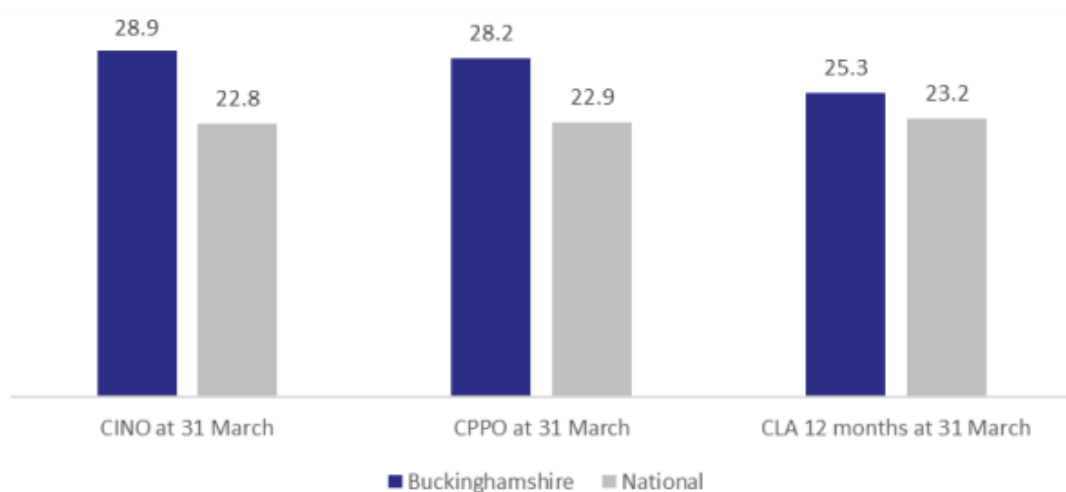
- The Virtual School took on the DfE extended duties for all children with a social worker in September 2021. This means in future years we will have an overview of the academic trends for children on CIN and CP plans.
- The Virtual School will continue to submit business plans for an increase in staffing resources at key stage 4 to enable direct work with young people as we know this has the most impact.
- To work closer with children in out of county residential homes as these young people have been identified as more likely to have low attainment 8 scores at Key Stage 4.

Number of pupils attending state-funded schools 2020-21

	Total	primary	secondary	special	PRU
CINO at 31 March	1431	593	518	286	34
CPPO at 31 March	308	182	103	c	c
CLA 12 months at 31 March	225	67	112	c	c

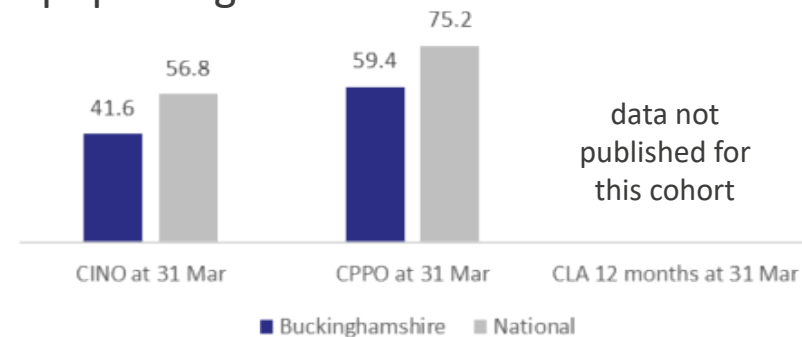
c – data not published

KS4 Attainment 8 Score 2021

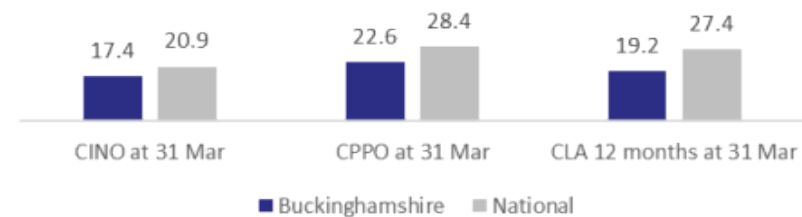


Context

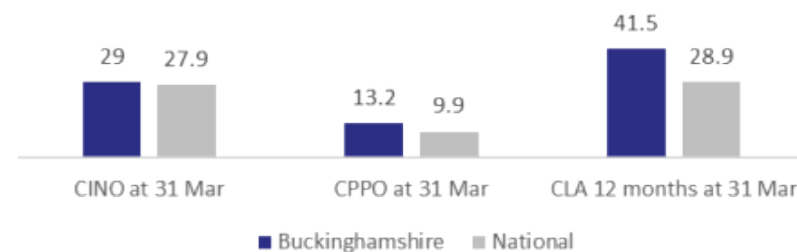
% of pupils eligible for Free School Meals



% of pupils with SEN Support



% of pupils with Education, Health & Care Plans (EHCP)



Action Plan

What we will do	What this should achieve	Timeframe
<p>Roll out an attachment and trauma training programme to 10 pilot schools across Buckinghamshire. The aim is to have all schools trained over the next 3-5 years.</p> <p>Offer our 1-day attachment and trauma course to all schools who request the support. Delivered by Virtual school teachers.</p>	<p>Schools with a trauma informed approach work more effectively with children in care and other vulnerable cohorts allowing these young people to feel safe and supported. This should have a positive impact on attendance, mental health, and eventually academic outcomes.</p>	<p>Pilot project commenced November 2022. 3-5 years to see sustained impact.</p>
<p>Raise the profile further of the role and importance of a Designated Teacher for looked after children in school. Deliver more frequent training for new and experienced DTs both in local and out of county schools.</p>	<p>Designated Teachers and senior leaders in schools recognise the influence this role plays in the school, feel more confident in their ability to deliver this duty and children looked after feeling better supported and understood.</p>	<p>DT training delivered twice per term from Spring term 2023.</p>
<p>Provide more opportunity for extra curricular work during the school holidays with a focus on further and higher education. For example, organised events at local universities.</p>	<p>To raise aspiration for children in care by providing strong careers guidance and a way in to further and higher education.</p>	<p>September 2023.</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).
- A suspension, formally known as a fixed period exclusion, refers to a pupil who is excluded/suspended from a school for a set period of time. A suspension can involve a part of the school day and it does not have to be for a continuous period. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes suspensions from previous schools covered by the exclusion legislation. The suspension rate is calculated as the total number of suspensions, divided by the total number of pupils (x100).
- Trends cover the 2019/20 academic year, which was interrupted by the first national Covid lockdown on 23 March 2020, during the spring term. Schools remained open for vulnerable children and children of key workers. While permanent exclusions and suspensions were still possible throughout the academic year, school closures had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.
- The latest published data is for the 2020/21 academic year. Data for the 2021/22 academic year is still being collected and validated by DfE, and is not due to be published until March 2023.

Areas of Strength

In 2020/21 there were 18 permanent exclusions from Buckinghamshire Schools. This represents a 33.3% reduction from the previous year.

In 2020/21 permanent exclusion and suspension rates (rate of exclusion - number as a percentage of the school population) in Buckinghamshire (0.02) were better than national (0.05).

The 2020/21 permanent exclusion rate in Buckinghamshire lower than in previous years (2019/20 and 2018/19).

There were 9 permanent exclusion decisions made by headteachers that were subsequently withdrawn. This reflects the efforts of the team and the effective working relationships with headteachers and schools to be able to advise, challenge and encourage alternatives to exclusion.

When viewed individually, Buckinghamshire primary and secondary school exclusions and suspensions are also below national average or in the case of primary school suspensions are the same.

Areas for development

In 2020/21 the permanent exclusion rate from Buckinghamshire special schools was higher than those nationally. All four permanent exclusions were from the same special school.

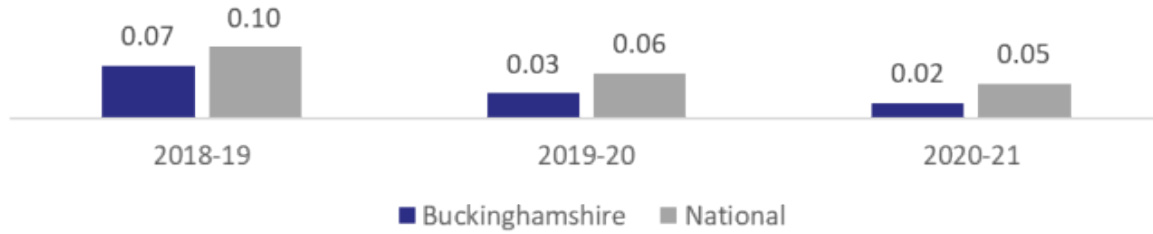
There were four permanent exclusions from special schools. Because of the small numbers attending special school in Buckinghamshire compared to the number attending nationally each permanent exclusion has a larger impact on the Buckinghamshire rate when calculated this way.

In 2021/22 there was only one permanent exclusion from a Buckinghamshire special school, this reflects the efforts to ensure this trend is reversed.

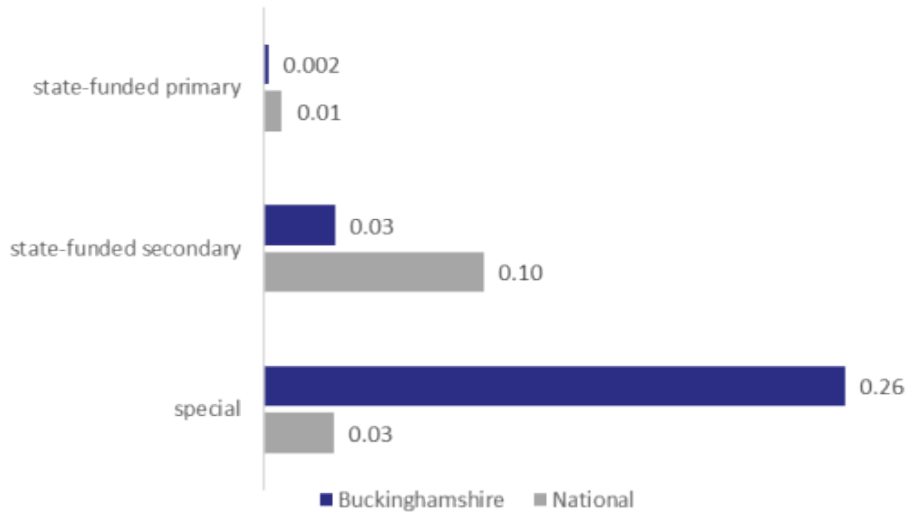
In 2020/21 suspensions from Buckinghamshire special schools was higher than national. However, there was a 42% reduction in suspensions from special schools in 2021/22.

Permanent Exclusions Rate

Trend



2020 – 2021 by school type



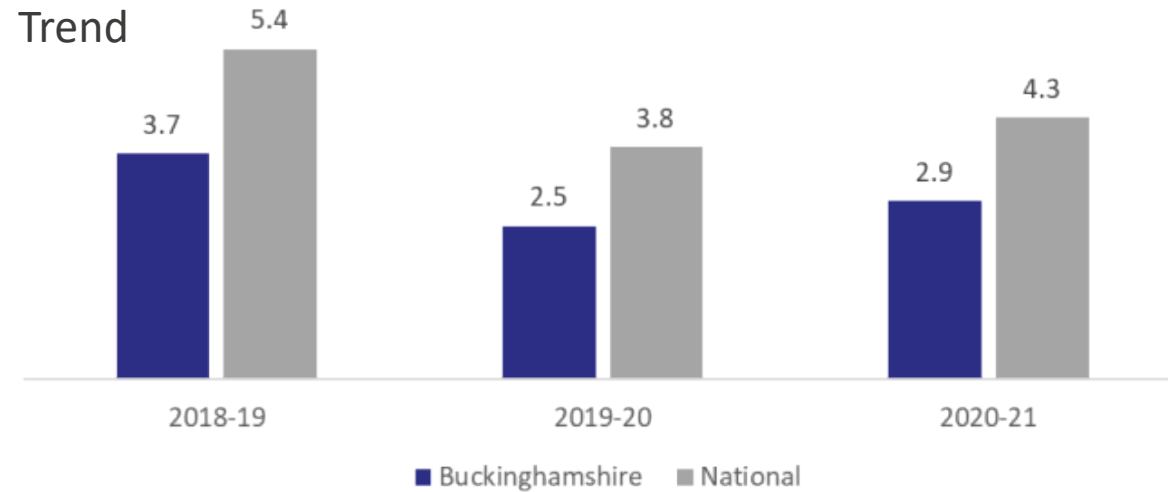
1 permanent exclusion from a Buckinghamshire primary school

13 permanent exclusions from Buckinghamshire secondary schools

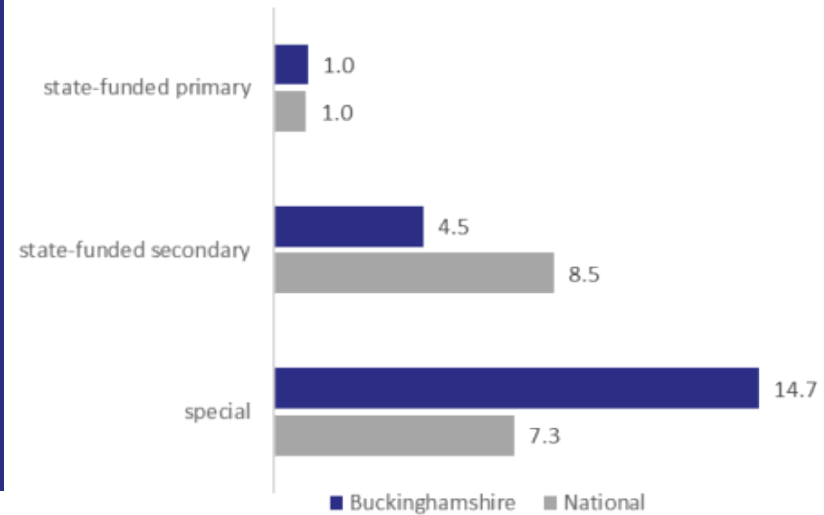
4 permanent exclusions from Buckinghamshire special schools

Suspension Rate

Trend



2020 – 2021 by school type



Action Plan

What we will do	What this should achieve	Timeframe
<p>Providing advice and guidance to schools to ensure exclusion is always a last resort. This will include the strategies set out in Behaviour in Schools Guidance as well as the Buckinghamshire Exclusions Guidance Headteacher Checklist.</p>	<p>Support schools to identify alternatives to exclusion, ensure exclusion numbers remain low/ exclusion always remains a last resort and ensure the child is supported appropriately.</p>	<p>Ongoing</p>
<p>Working with schools and other agencies represented at the Fair Access Board to identify trend data including disproportionality of vulnerable groups represented within permanent exclusion and suspension cohorts.</p>	<p>Ensure the most vulnerable pupils are supported and that their needs are understood. Ensure appropriate support available for pupils. Increase in understanding of vulnerability and unmet need and factors that can lead to increased risk of exclusion.</p>	<p>Ongoing</p>
<p>Reviewing complex cases. If a child appears to be at risk of a rising number of suspensions or a permanent exclusion a team around the child will be formed to provide multi-professional input and ensure exclusion remains a last resort.</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. Including referring schools to the SEN Code of Practice, Buckinghamshire Graduated Approach, and reasonable adjustments.</p>	<p>Ongoing</p>

Ofsted Inspections

- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.
- Routine Ofsted inspections were suspended from March 2020 to September 2021.
- From Spring 2021, Ofsted introduced monitoring visits. These were conducted remotely and focused specifically on the quality of the school's remote learning provision and preparations for students to return to school from March 2021 onwards. These visits did not result in a change of judgement.
- In Summer 2021, Ofsted monitoring inspections commenced, focusing on inadequate and requires improvement schools.
- From September 2021 a full inspection program resumed.

Areas of Strength

- The percentage of pupils attending a school rated as good or outstanding is higher in Buckinghamshire compared to national, with 90% of Buckinghamshire pupils attending a good or outstanding school compared to 87% of pupil nationally.
- The percentage of pupils attending a good or outstanding school in Buckinghamshire has risen since 2021.
- The percentage of pupils attending early years settings rate good or outstanding in Buckinghamshire is also higher compared to national, with 97% of early years pupils in Buckinghamshire attending good or outstanding settings compared to 96% of settings nationally.
- All selective schools, nurseries special schools and Pupil Referral Units (PRUs) in Buckinghamshire had either a good or outstanding rating by Ofsted during academic year 2021-2022

Areas for Development

- Safeguarding is a limiting judgement during an Ofsted inspection. Issues have been identified in some inspections, particularly with regard to record keeping, depth of governor knowledge and understanding, pupil safety and the management of suspensions and exclusions.
- The assessment of quality of education, a limiting judgement, focuses on consistency across curriculum intent and implementation, especially in core subjects. This is a continuing area for development in schools.
- Alternative provision is being even more robustly interrogated during recent Ofsted inspections, requiring robustness of both commissioning and quality assurance of the provision.
- The increasingly strategic role that the governing body/trustees play in preparation for and involvement in an Ofsted inspection.

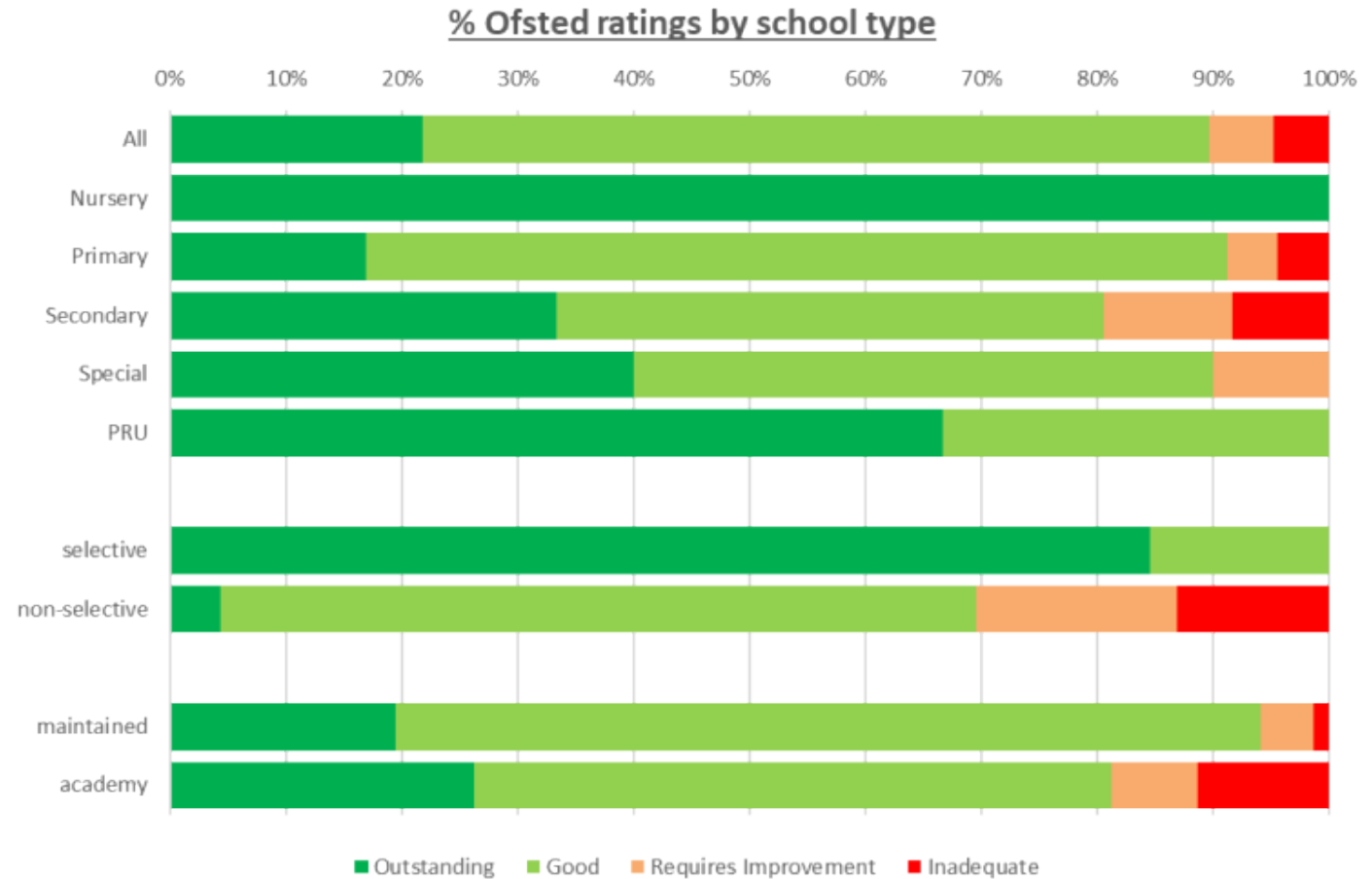
School Ofsted Inspections

As at 31st August 2022, 234 Buckinghamshire schools had been inspected by Ofsted.



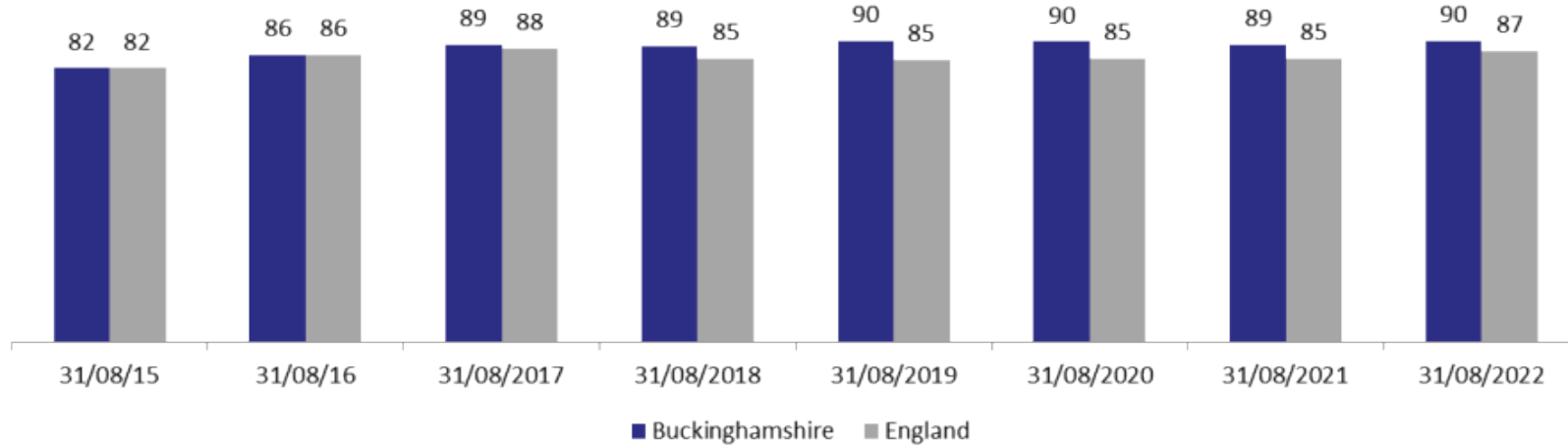
Outstanding	51
Good	159
Requires Improvement	13
Inadequate	11

Of the 11 schools graded inadequate 7 have subsequently become academies, and the judgement relates to the predecessor school. Two schools judged to require improvement have also become academies since their inspection, and one school has changed their sponsorship arrangements since their last inspection.



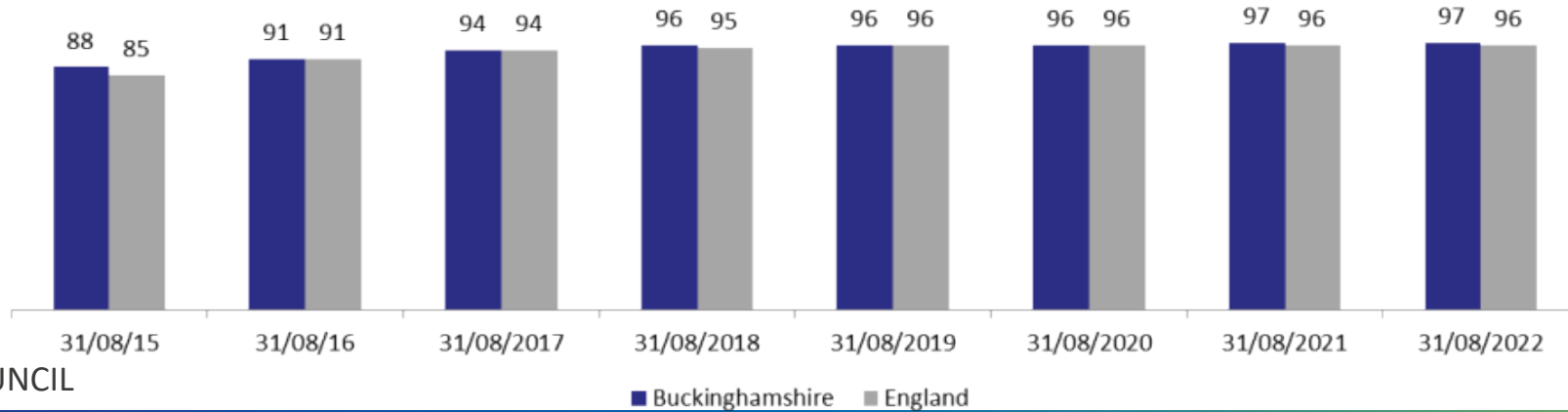
School Inspections

% 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 – Ofsted gradings (1)

What we will do	What this should achieve	Timeframe
<p>Maximising capacity for School Improvement to gain a deeper understanding of Ofsted readiness, through the programme of Side by Side Headline Visits</p>	<p>Risk assessments will be better informed, enabling preventative support to be delivered to schools in need</p>	<p>Annual programme</p>
<p>Raising the awareness for School Leadership and Governance that Safeguarding is a limiting judgement during an Ofsted inspection by providing guidance, training and sharing of best practice and experiences. For example; governor training, Side by Side conferences Headline Visits to schools and robust safeguarding reviews.</p>	<p>Improved continuous and consistent approaches to all matters of safeguarding, in particular effective record keeping, governor challenge and support, pupil safety and management of suspensions and exclusion resulting in stronger safeguarding judgments in school inspection reports.</p>	<p>Annual programme</p>
<p>Develop subject leadership expertise, focusing on consistency across curriculum intent and implementation, especially in core subjects. For example; Primary Subject Leader training, training and deployment of Side by Side Pupil Champions at both primary and secondary phases and bespoke deep dive training for Secondary Middle Leaders.</p>	<p>Improved middle leader capacity, including the ability to successfully navigate Ofsted inspection deep dives.</p>	<p>Annual programme</p>

Action Plan – Ofsted gradings (2)

What we will do	What this should achieve	Timeframe
<p>Encouraging schools to liaise with PRUs and other alternative provision as to the attendance, welfare and progress of their pupils and to develop strong relationships and robust alert systems. Developing a quality assurance checklist for schools to use when commissioning unregistered alternative provision. Developing a framework of approved unregistered alternative providers.</p>	<p>Ensuring that all pupils in alternative provision who are dual registered in schools are rigorously and robustly monitored through enhanced collaboration.</p>	<p>Autumn and Spring Term 2022/23</p>
<p>Prepare governors/trustees for the increasingly strategic role that they will play in preparation for and involvement in an Ofsted inspection. For example, through a focused governor training programme and attendance at Ofsted themed conferences.</p>	<p>Governors/trustees will be upskilled to fulfil Ofsted expectations around challenge and support.</p>	<p>Annual programme</p>
<p>Continue to develop opportunities for School Improvement to work with schools in their preparation for Ofsted. For example, Ofsted readiness training sessions and school self-evaluation reviews.</p>	<p>School will be better prepared for Ofsted inspections</p>	<p>Annual programme</p>

Buckinghamshire Secondary Transfer Test (“11 plus”)

Across the country in January 2022, around 188,000 pupils attended 163 grammar schools (5.3% of state-funded secondary pupils). The geographic distribution of grammar schools in England is very uneven. Only 35 local authorities have any grammar schools and around 60% of grammars are located in just 11 local authorities.

In Buckinghamshire there are 13 grammar schools they are all academies and therefore manage their own admissions. The grammar schools formed together as The Buckinghamshire Grammar Schools (TBGS) to manage transfer testing for all grammar schools in the county and provide a cohesive experience for all pupils who apply.

For a child to be placed at one of these grammar schools, they must sit the Buckinghamshire Secondary Transfer Test (formerly known as 11+). Children who achieve a score of at least 121 in the test are considered qualified for a Buckinghamshire grammar school.

Buckinghamshire Council administers the testing process on behalf of TBGS. As part of the process the council prepares statistics for TBGS, and this Information is released as it becomes available throughout the year at <https://www.thebucksgrammarschools.org/test-data>

Buckinghamshire Secondary Transfer Test

Pupil Premium and Free School Meals

The Buckinghamshire grammar schools are committed to supporting The Grammar School Head's Association (GSHA) in delivering the requirements of the Memorandum of understanding between DfE and Grammar School Heads Association which is focussed on improving access to grammar schools for disadvantaged children.

Pupils at grammar schools were much less likely than pupils at non-selective schools to be eligible for free school meals (around 6% nationally compared to 21% in 2022). They were also much less likely to have special educational needs.

The Memorandum of Understanding committed grammar schools to widening the admission of disadvantaged children. The shared ambition was to achieve more pupils from lower income backgrounds applying to, passing the test for, and being admitted to selective schools and increased partnerships between selective schools and non-selective secondary schools and/or primary schools locally, with a view to collaborating to improve outcomes for children across their area.

All the Buckinghamshire Grammar Schools have introduced priority admission rules for pupils in receipt of Free School Meals (FSM) and/or Pupil Premium (PP)

Most Buckinghamshire grammar schools have introduced priority admission rules for some non-qualified pupils (i.e. who scored less than the qualification mark not qualified by score or as a result of Selection Review)

Since the Memorandum in 2018 the grammar schools have continued to review the impact of their admission rules in accommodating more disadvantaged children.

The first year adjustments could be made was 2020

Year	Qualified* children admitted under a FSM/PP priority Rule	Non-Qualified* children admitted under a FSM/PP priority Rule	Total Admitted under a FSM/PP priority Rule
2020	29	23	52
2021	63	17	80
2022	65	27	92

Buckinghamshire Secondary Transfer Test

Qualification Rates

The table below includes all pupils that registered for a transfer test and obtained a mark. Pupils are automatically registered for the transfer test if they attend a Buckinghamshire maintained primary school. They can withdraw from the test by notifying their school in writing. Parents of pupils going to all other schools are required to register for the transfer test if they wish their child to participate (opt in).

The overall qualification mark is 121. The final test marks for the 2023 entry are standardised according to methodology.

Area	Overall Cohort	registered for test	121+	automatic qualification
Buckinghamshire	7582	5857	1630	27.8%
Aylesbury Vale	2872	2176	421	19.3%
Chiltern	1406	1138	468	41.1%
Wycombe	2381	1908	478	25.1%
South Bucks	923	635	263	41.4%
Other LAs	4563	3825	1941	50.7%
All tested pupils	12145	9682	3571	36.9%

This data is presented with the permission of The Buckinghamshire Grammar Schools.

Buckinghamshire Secondary Transfer Test

Allocations from within and outside of the LA

Over time greater percentages of grammar school places have been allocated to children resident in the county. Most of the out of county admissions are where the catchment areas of the grammar schools extends into neighbouring authorities (for example into Slough and RBWM) . The detailed locations of grammar school admissions can be viewed here: [The Buckinghamshire Grammar Schools | Test Data \(thebucksgrammarschools.org\)](https://thebucksgrammarschools.org)

The average distance (calculated across all the grammar schools where the distance cut off was out of catchment) has reduced from 9.71 miles to 9.2 miles and in many case places are only allocated where children live in the catchment areas.

	Resident in Buckinghamshire	Not resident in Buckinghamshire	Total Number of grammar school places offered
2019	77%	23%	2270
2020	76%	24%	2304
2021	79%	21%	2333
2022	81%	19%	2329

This data is presented with the permission of The Buckinghamshire Grammar Schools.

Not in Education, Employment or Training (NEET)

- The following looks at Buckinghamshire Residents of Year 12 - Year 13 age.
- NEET - young people who were found not to be in Education, Employment or Training when they were last contacted by the Local Authority
- Not Known - young people whose activity is currently not known to the Local Authority. This includes young people who are known to have moved away, who refused to disclose their activity or who the Local Authority has been unable to make contact with.
- NEET + Not Known figures - are used by the Department for Education to give an indication of how great the NEET figure might be if the activity of all young people were known. Prior to September 2016 the Department for Education adjusted the NEET figure instead by estimating how many young people whose activity was not known were likely to be NEET, but they now prefer to combine the NEET and Not known figures together to give a complete picture.
- The figures will vary throughout the year, with not known figures highest in September as the LA starts to track the latest cohort as they move into year 12 at the start of a new academic year.

Areas of Strength

Good data sharing with Buckinghamshire College Group this term to identify those who have left their courses by half-term. Outreach takes place to re-engage leavers quickly.

Tracking of young people without a SEND by our contractor 4YP has identified more NEETs this autumn.

A growing NEET offer and good partnership working in Buckinghamshire. The NEET Solutions Panel make bespoke offers of learning to our NEET young people.

Areas for development

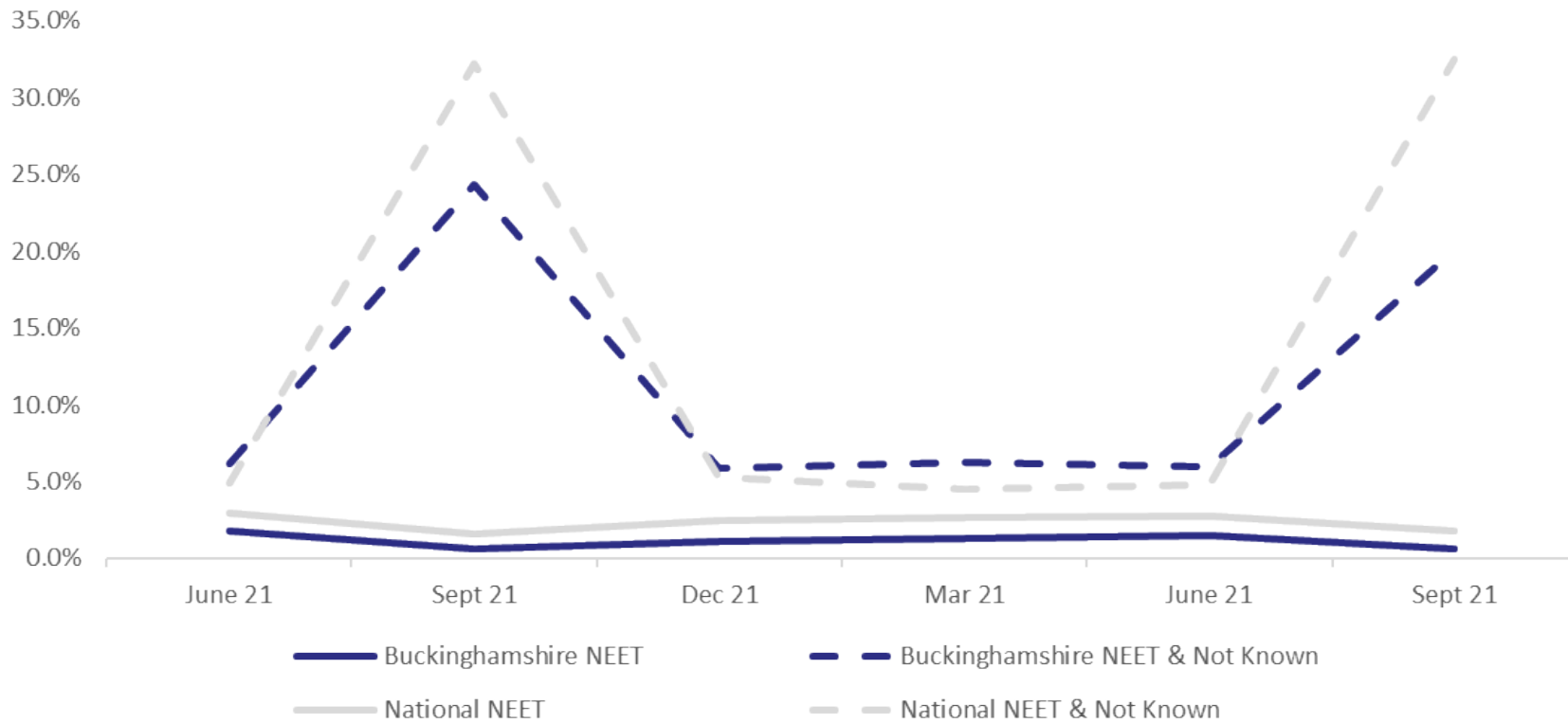
Consistent data sharing across all secondary schools with the Family Support Service. To include offers of learning, enrolments and student contact details for tracking.

Tracking and support for young people with a SEND post 16.

Complete development of the 'Risk of NEET Indicators' tool to help identify young people who are likely to become NEET early, in order to offer preventative support.

Improve communication materials such as letters and emails for young people to improve engagement.

NEET Data



		June 21	Sept 21	Dec 21	Mar 21	June 21	Sept 21
Buckinghamshire	NEET	1.8%	0.6%	1.1%	1.3%	1.5%	0.6%
	NEET & Not Known	6.2%	24.3%	5.9%	6.3%	6.0%	20.1%
National	NEET	3.0%	1.6%	2.5%	2.7%	2.8%	1.8%
	NEET & Not Known	4.9%	32.2%	5.3%	4.5%	4.8%	32.5%

Action Plan

What we will do	What this should achieve	Timeframe
Review data sharing processes with schools and develop best practice.	More consistent data sharing across secondary schools including offers of learning, enrolments and student contact details for tracking.	Spring 2023
Develop a framework for tracking and NEET support of young people with a SEND post 16.	Identify those young people with a SEND who are NEET and support them to re-engage in learning.	Spring 2023
Finish developing the 'Risk of NEET Indicators' tool to identify young people who are likely to become NEET early, and plan how to implement it's use.	Enable support to be offered to young people in Year 11 and below to prevent them becoming NEET.	Spring 2023
Review what we say in emails, letters and on the phone with young people.	Better engagement and response from young people to tracking attempts.	Spring 2023