



Education Standards Report

Analysis of 2023 assessment outcomes



Introduction

- Children & Young People in Buckinghamshire
- Buckinghamshire Schools
- Assessment Timeline
- Statistical Neighbours
- Attainment Gaps

Our Children and Young People

Pupils attending state-funded schools **89379**



1%
increase

October 2023

EHCPs maintained by Buckinghamshire **6634**



13%
increase

31/12/2023

CYP Electively Home Educated (EHE) **1068**



14%
increase

31/12/2023

Pupils eligible for Free School Meals (FSME) **12772**

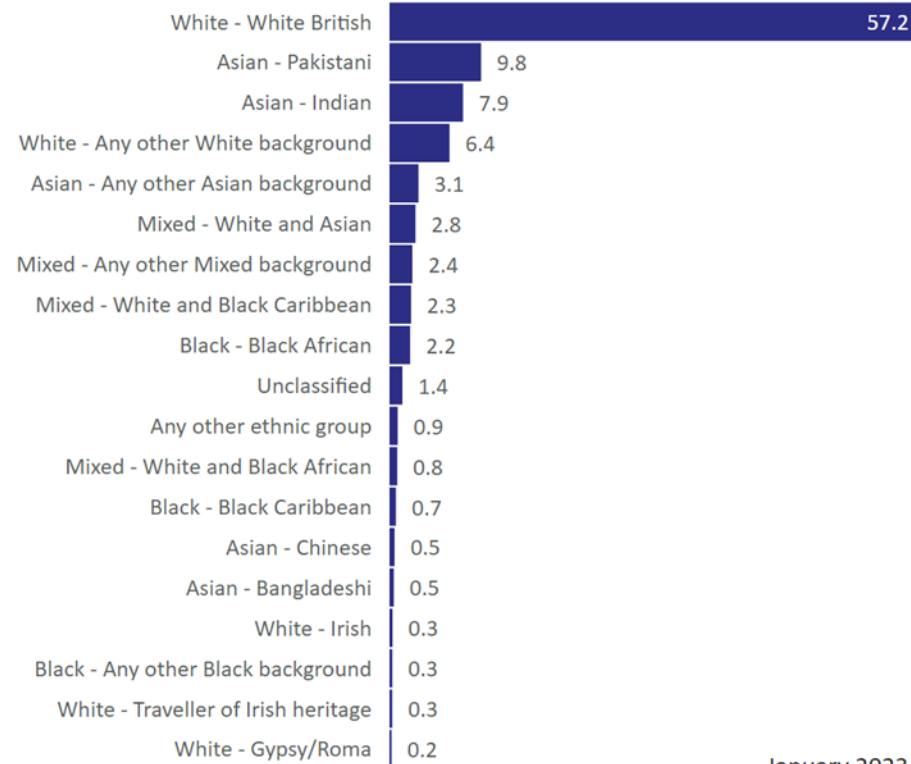


8%
increase

October 2023

*% increase/decrease compared to previous 12 months

% state-funded school pupils by ethnic group

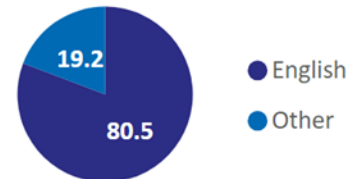


January 2023

state-funded pupils with a first language other than English

17189

January 2023



103

Children Missing from Education (CME)

31/12/2023

34%
increase



1762

Pupils attending Buckinghamshire special schools

October 2023

6%
increase



9826

Pupils with SEN Support

October 2023

5%
increase



210

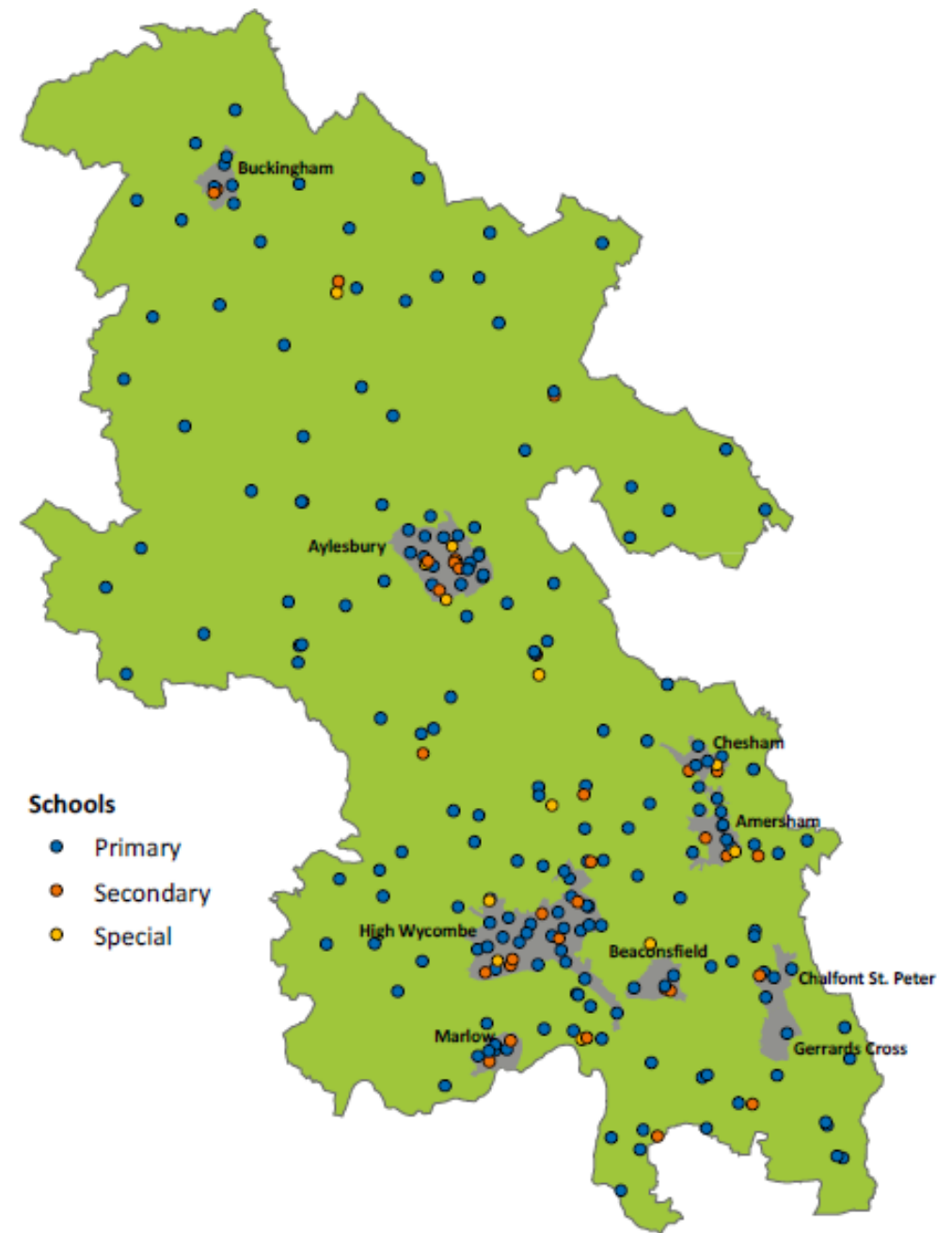
Not in Education, Employment or Training (NEET)

1.6 % young people 30/11/2023

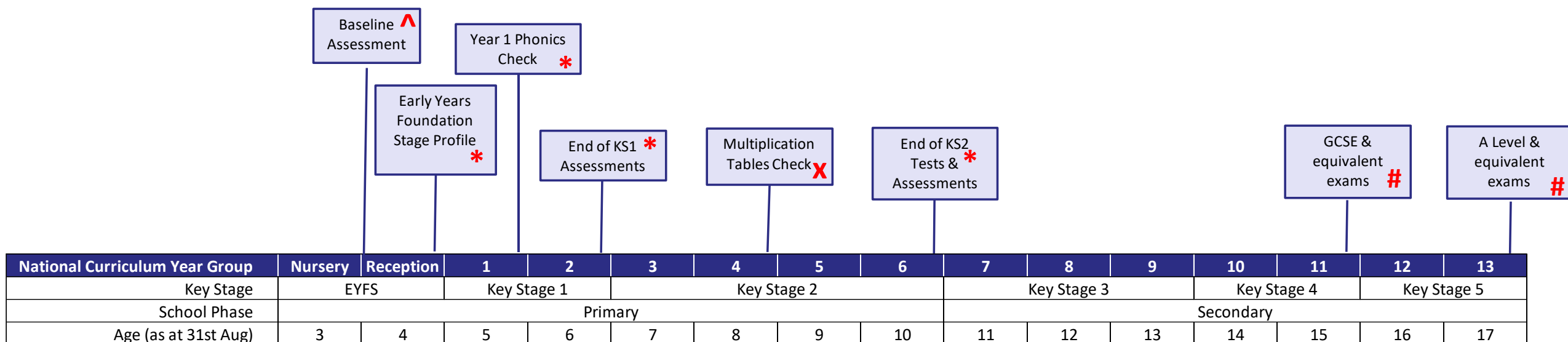
26%
increase

Schools – Jan 2024

- 184 primary schools (including 53 academies/free schools)
 - 36 infant schools (including 4 academies)
 - 23 junior schools (including 8 academies)
 - 125 combined schools (including 41 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.
- ✗ Multiplication Tables Check was due to become statutory in Summer 2021 but was delayed to June 2022. Limited 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

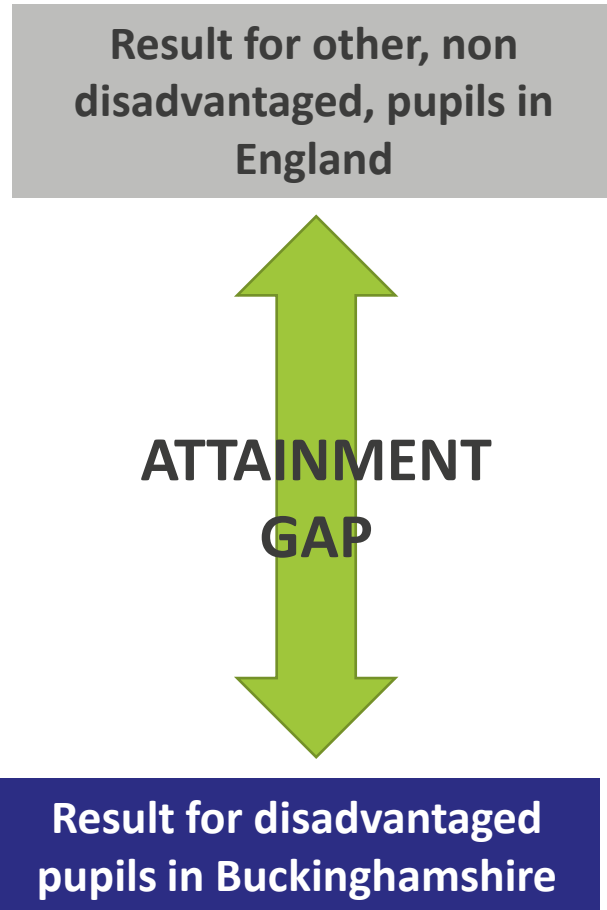
Statistical Neighbours

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 for 2020 and 2021 (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.

Early Years

- Attainment Measures
- Areas of Strength and Areas for Development

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.

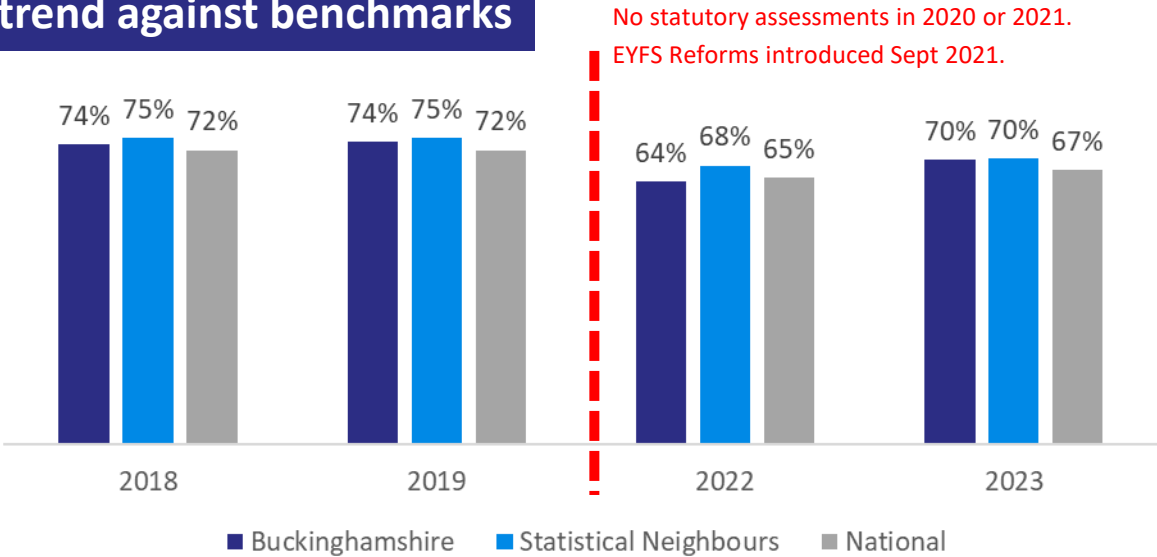
From 2022, all schools adopted a reformed EYFS profile. Results for 2022 and 2023 are therefore not directly comparable to previous years.

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:

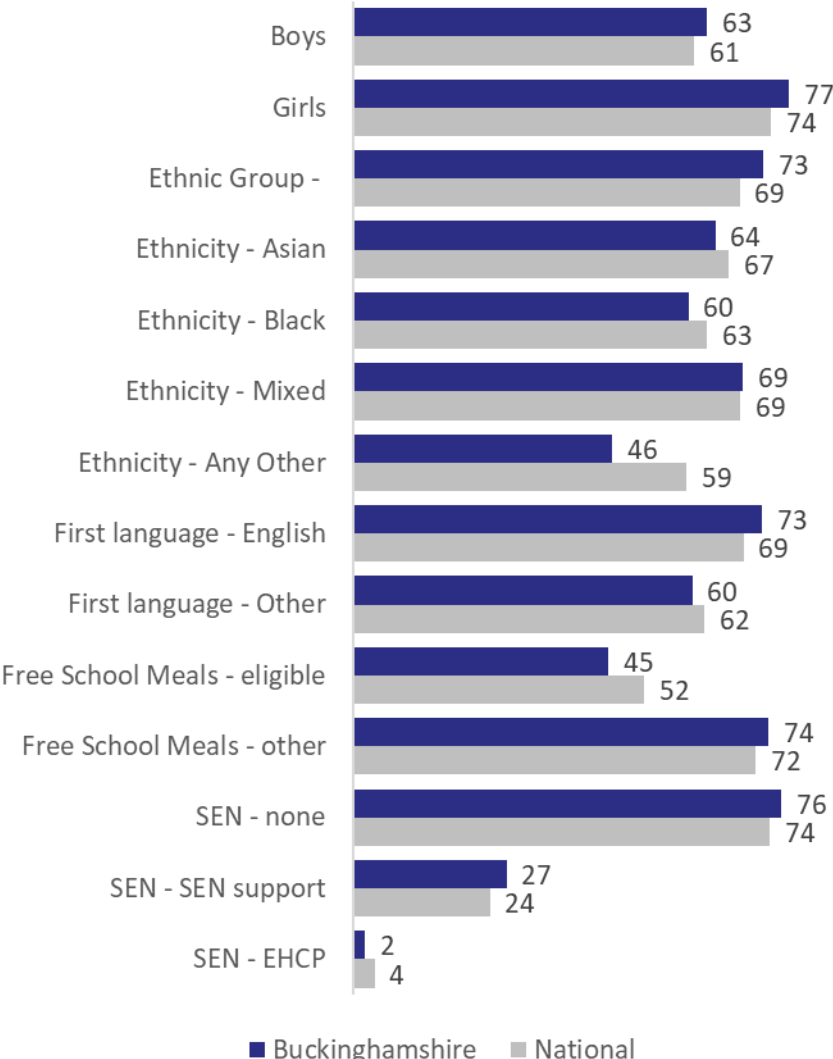
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

EYFSP attainment measures 2023 – Good Level of development

Overall trend against benchmarks



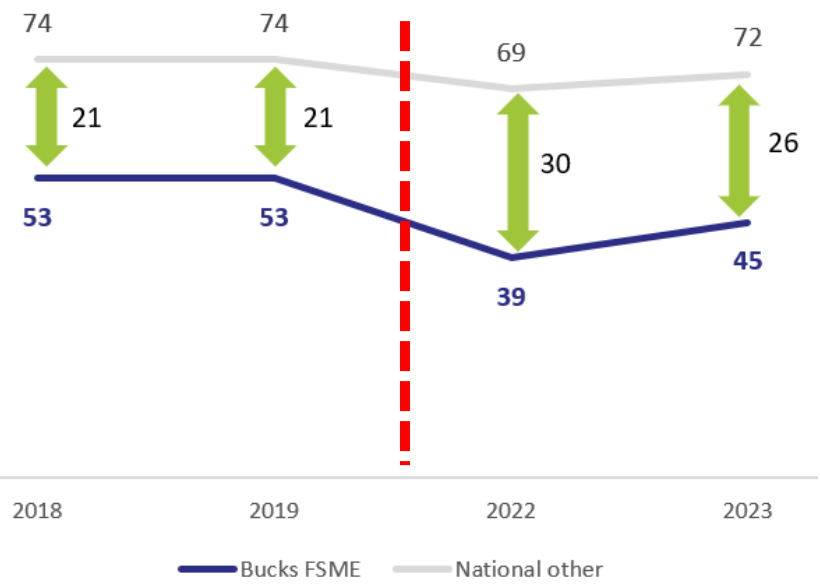
Key pupil groups 2023



Attainment gap 2023

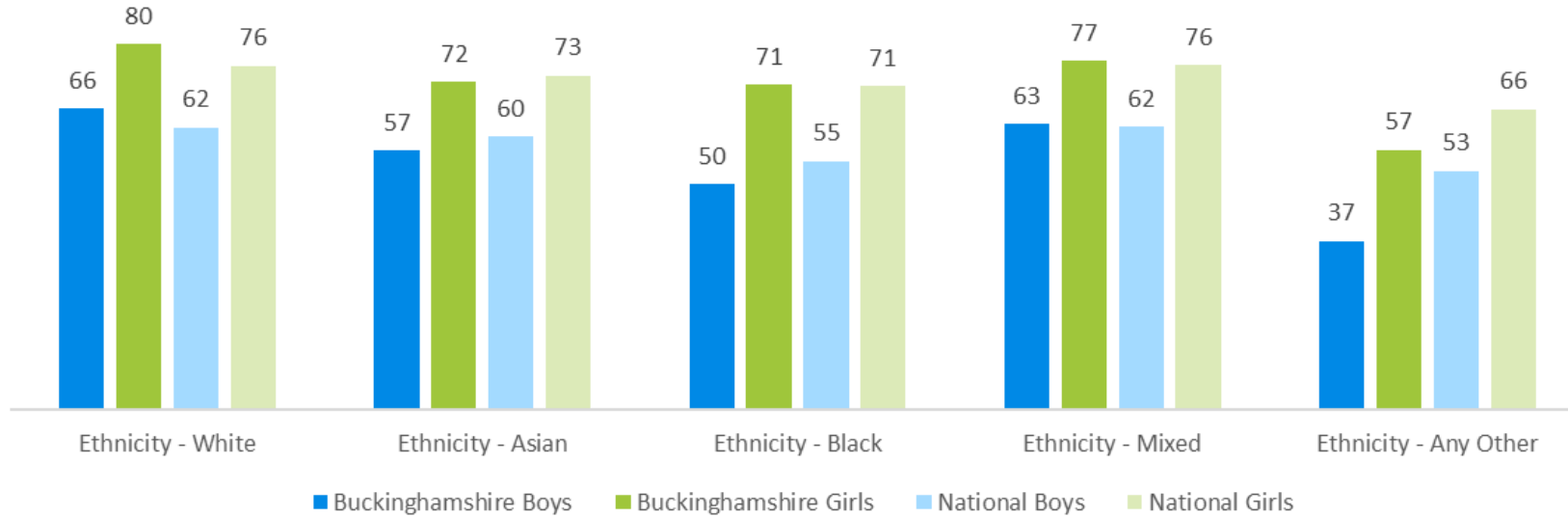
Results are for pupils eligible for free school meals (FSME) to allow comparisons to national figures

	FSME pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	45	74	26
National	52	72	20



EYFSP good level of development measure – pupil group detail 2023

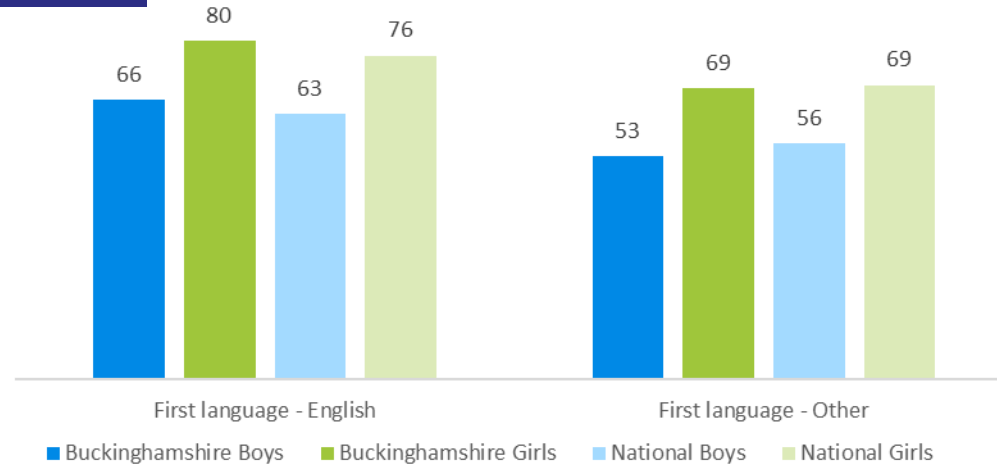
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2181	1983
Ethnicity - Asian	574	550
Ethnicity - Black	91	77
Ethnicity - Mixed	322	279
Ethnicity - Any Other	35	28

By first language and gender

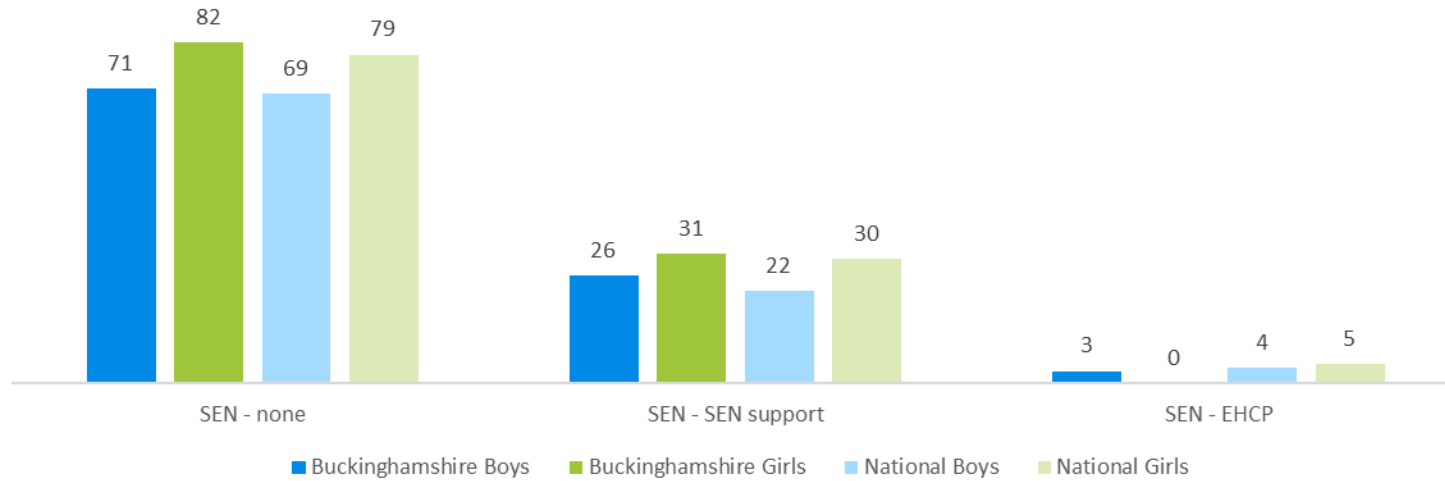


Buckinghamshire cohort

	Boys	Girls
First language - English	2645	2426
First language - Other	580	521

EYFSP good level of development measure – pupil group detail 2023

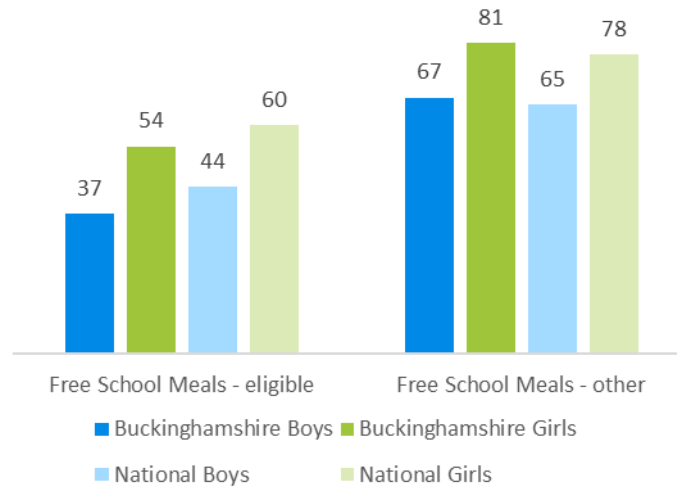
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2785	2766
SEN - SEN support	359	155
SEN - EHCP	109	40

By free school meal eligibility and gender



Buckinghamshire cohort

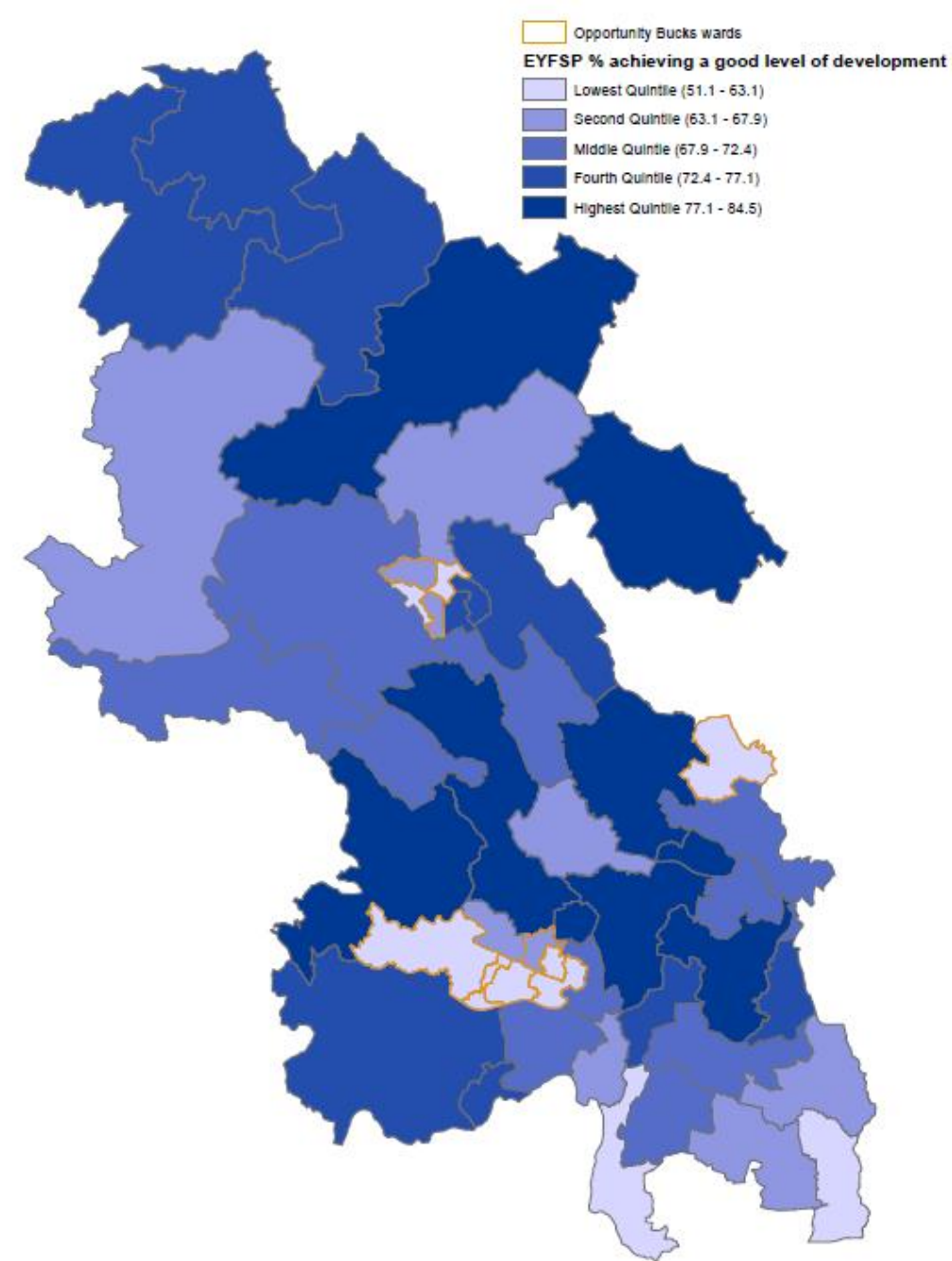
	Boys	Girls
Eligible	375	367
Other	2867	2591

EYFSP good level of development measure – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who achieved a good level of development in the EYFSP, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

School level results at EYFSP are not published by the Department of Education.



Early Years

Areas of Strength

- The EYFSP results for Buckinghamshire were above those for national with 70% pupils achieving a Good Level of Development (GLD).
- Buckinghamshire ranked 5th compared to its statistical neighbours from 11th place in 2022.
- The attainment gap for pupils eligible for Free school meals has narrowed to 26 in 2023 from 30 in 2022.
- Girls made progress in all early learning goals from 2021/22 data to 2022/23 data.
- Between 21/22 and 22/23 children across all terms have made progress in the GLD.
- Early Years Side by Side data (2-4year olds) continues to show that vulnerable children are making progress in the prime areas.

Areas for Development

- The Good Level of Development for pupils attending schools in Opportunity Bucks wards was 55% compared to 71% in all other schools.
- Summer born children are still behind their peers with only 62% Summer born children achieving GLD compared to 71.5% Spring born and 76.8% Autumn born.
- Boys did not make progress in between 2021/22 data to 2022/23 data in the following areas: Managing self, Building relationships and Gross motor skills.
- The attainment gap for children eligible for free school meals is still above national.

Primary

- Attainment Measures
 - Year One Phonics Check
 - Key Stage 1 – reading, writing and maths
 - Key Stage 2 – reading, writing and maths combine measure
- Areas of Strength and Areas for Development

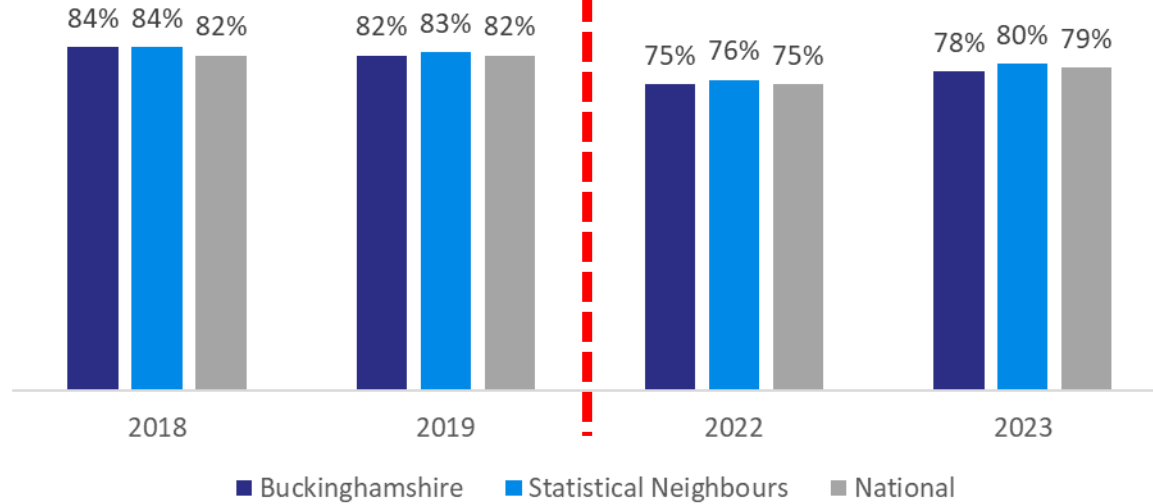
Year One Phonics Check

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.

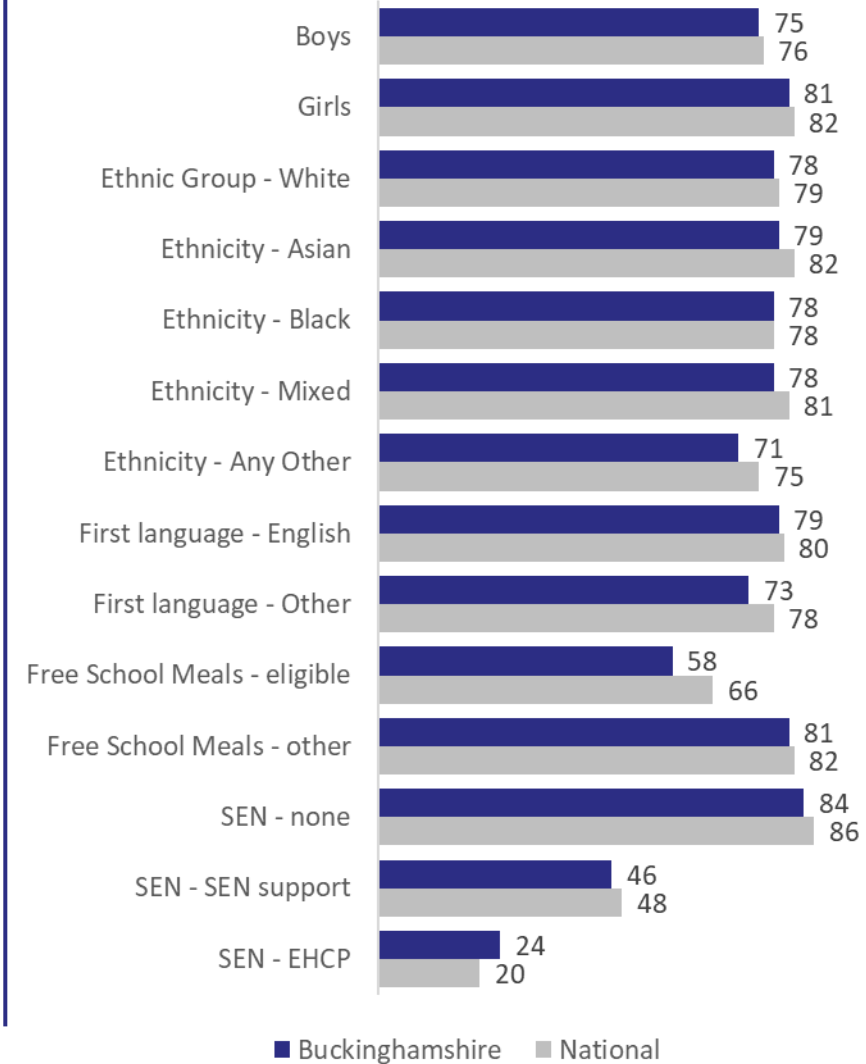
All children have to take the Phonics Screening Check at the end of Year One. Children in Year Two must also take the check if they did not meet the required standard in Year One - this includes children who did not take the check in Year One for any reason.

Year 1 phonics attainment measures 2023 – meeting the expected standard

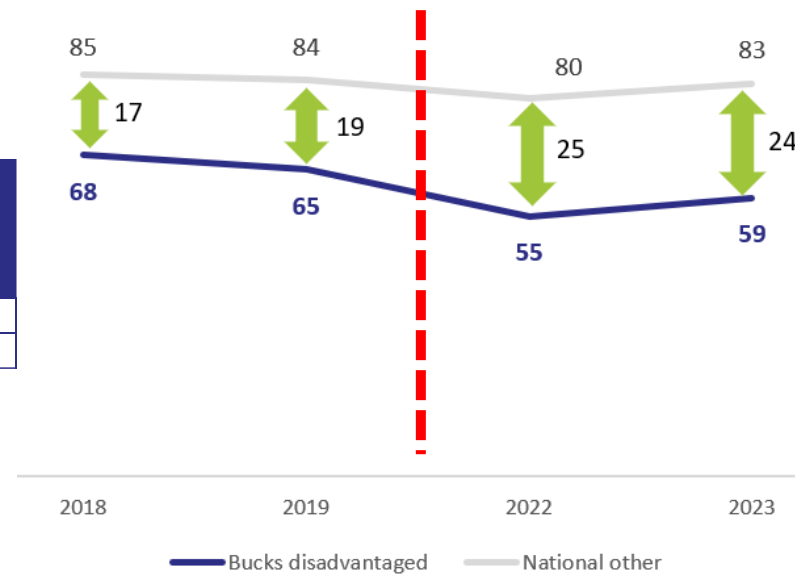
Overall trend against benchmarks



Key pupil groups 2023



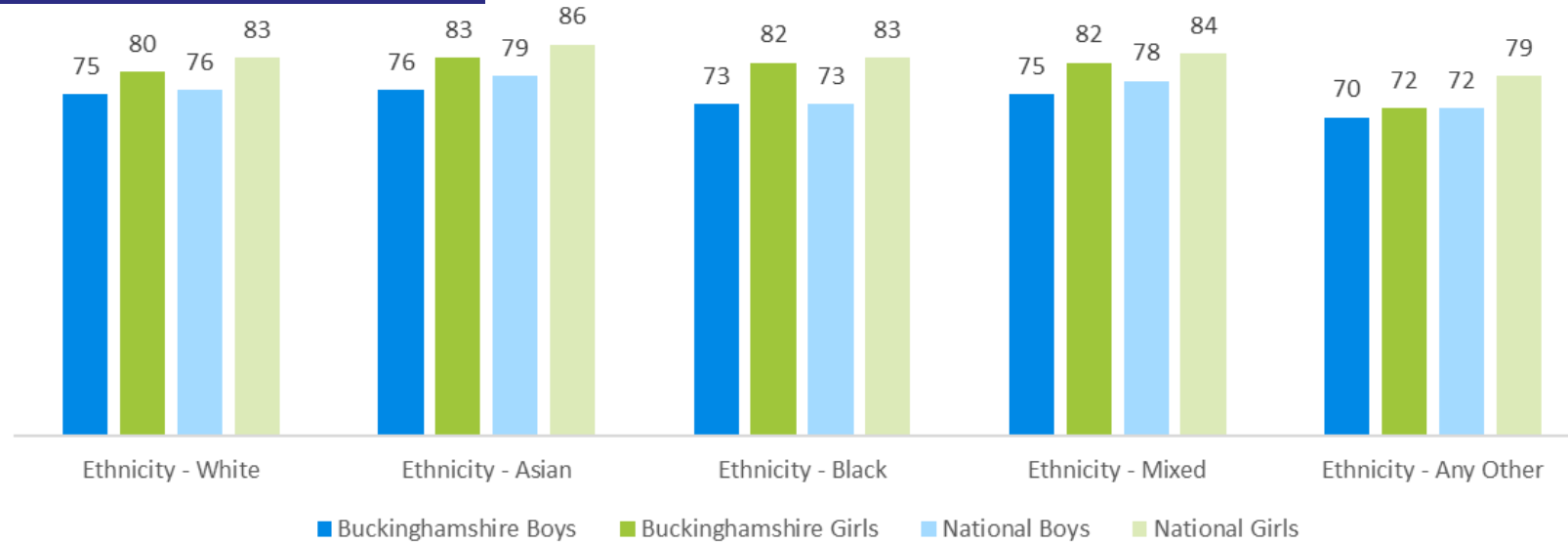
Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	59	81	24
National	67	83	16

Year 1 phonics meeting the expected standard – pupil group detail 2023

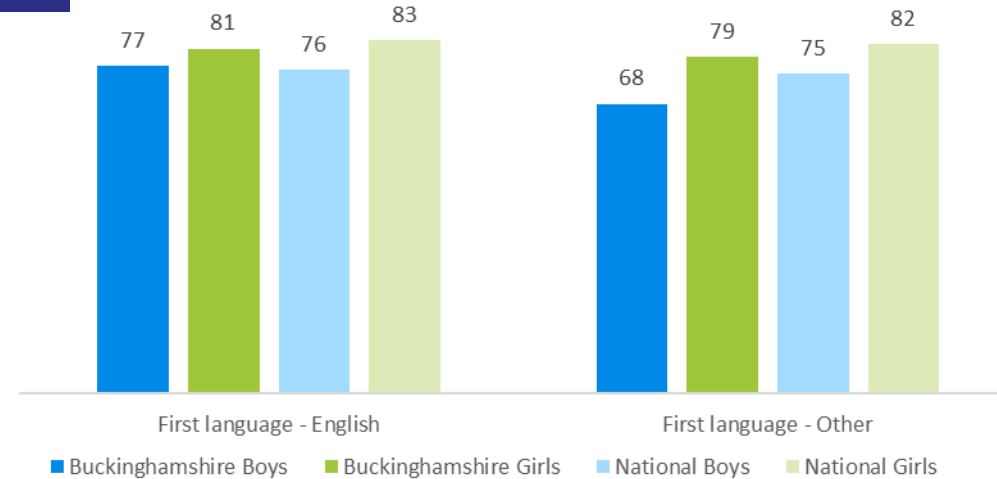
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2091	2067
Ethnicity - Asian	636	572
Ethnicity - Black	85	94
Ethnicity - Mixed	310	303
Ethnicity - Any Other	30	29

By first language and gender

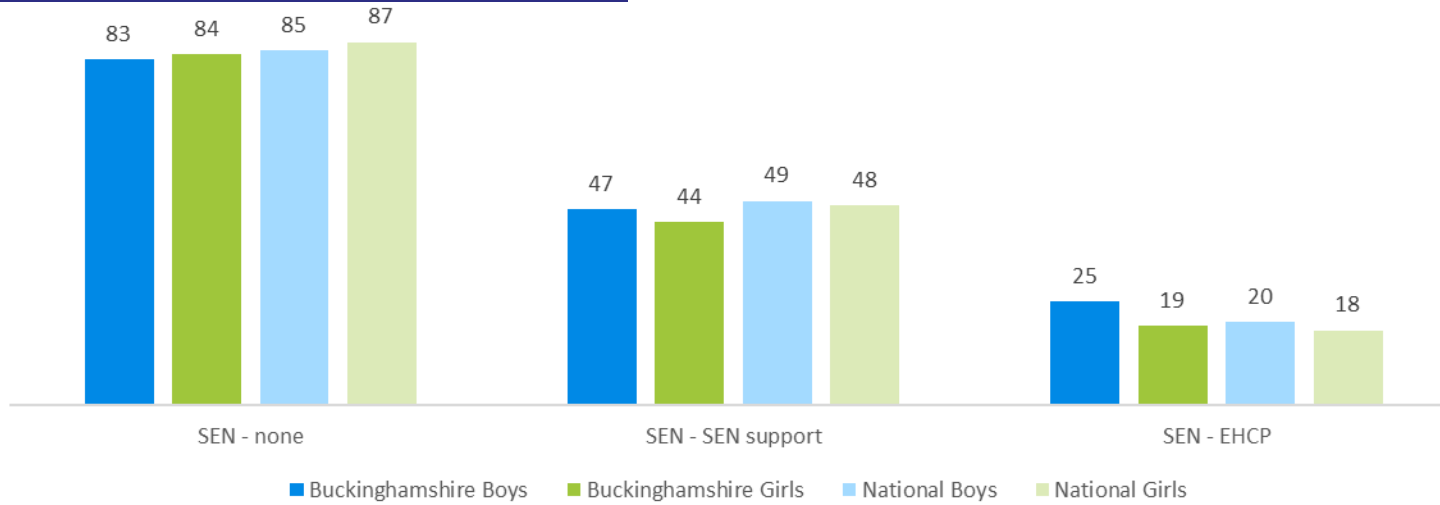


Buckinghamshire cohort

	Boys	Girls
First language - English	2564	2537
First language - Other	618	570

Year 1 phonics meeting the expected standard – pupil group detail 2023

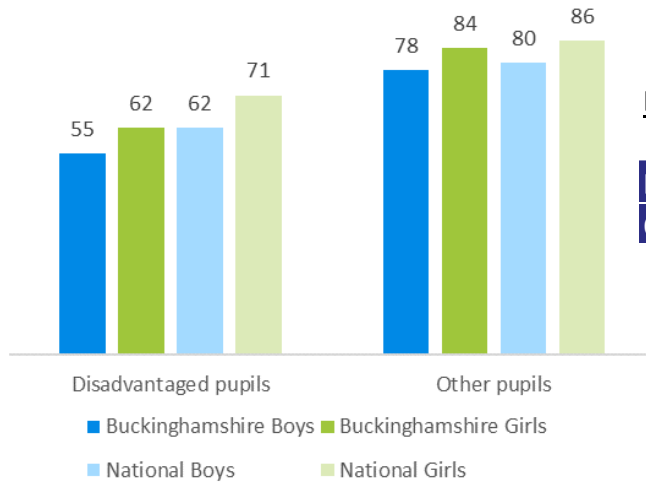
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2604	2861
SEN - SEN support	422	200
SEN - EHCP	162	47

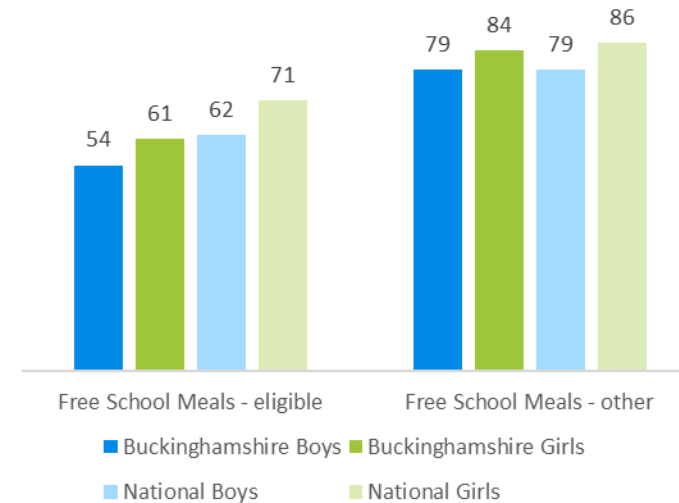
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	466	466
Other	2749	2661

By free school meal eligibility and gender



Buckinghamshire cohort

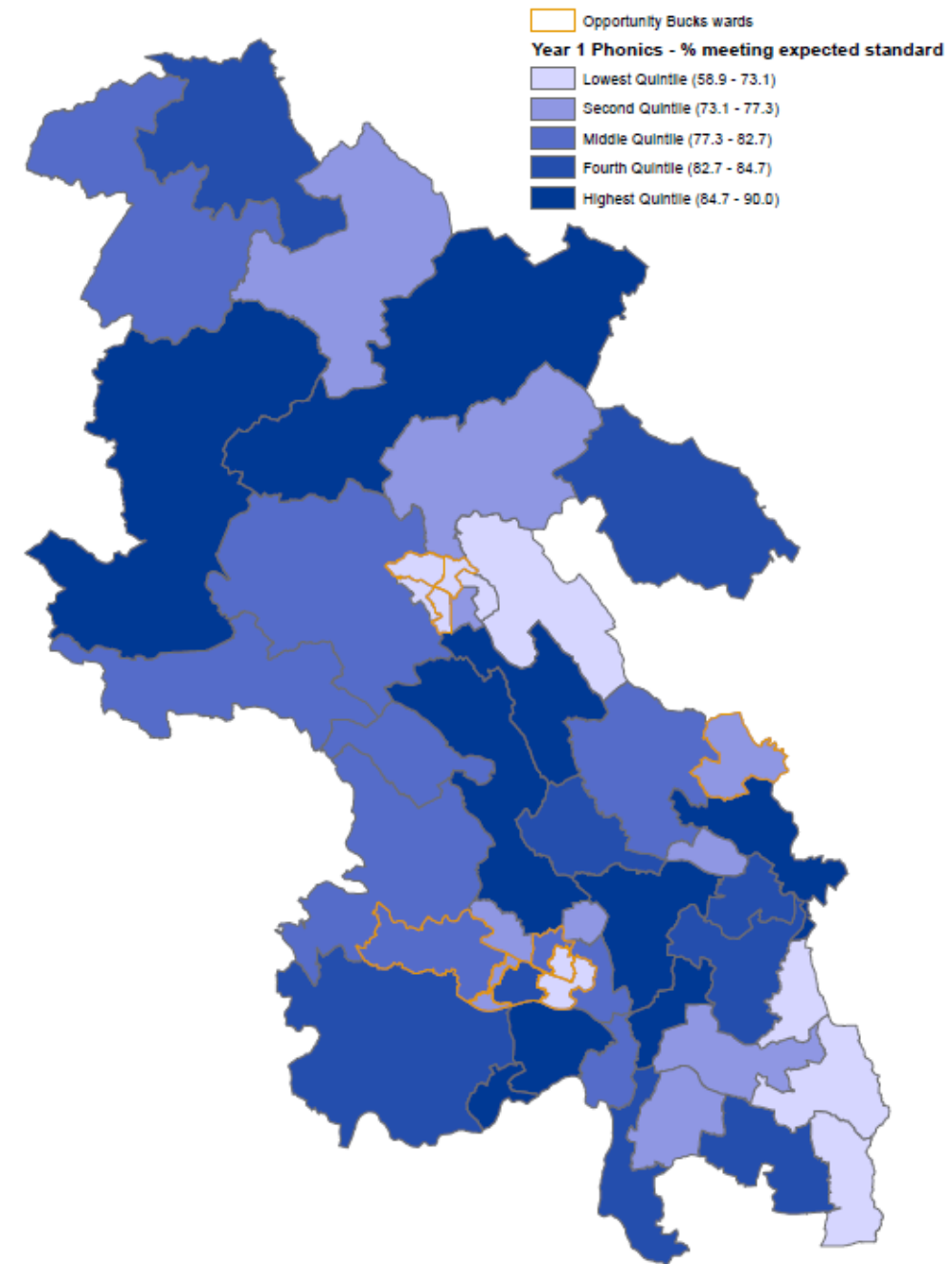
	Boys	Girls
Eligible	471	468
Other	2744	2659

Year 1 phonics meeting the expected standard – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in the year 1 phonics check, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

School level results for Phonics are not published by the Department of Education.



Year One Phonics Check

Areas of Strength

- The percentage of pupils meeting the expected standard in phonics across Buckinghamshire has risen from 75% in 2022 to 78% in 2023.
- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has reduced from 25% in 2022 to 24% in 2023, with attainment for disadvantaged pupils rising from 55% in 2022 to 59% in 2023.
- The attainment by Black and Asian pupils increased significantly from 2022 to 2023:
 - The attainment by boys from the Black ethnicity group rose from 67% in to 73%, and for girls from 68% in to 82%.
 - The attainment by boys from the Asian ethnicity group increased from 73% to 76% and for girls from 77% to 83%.

BUCKINGHAMSHIRE COUNCIL

Areas for Development

- Despite the gain in overall attainment between 2022 and 2023, Buckinghamshire results are 1 percentage point behind national and 2 percentage points behind our statistical neighbours.
- Attainment at phonics is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
 - Opportunity Bucks Wards – 73%
 - Buckinghamshire average – 78%
- Although pupils with an EHCP perform above similar pupils nationally, pupils on SEND Support, especially girls, perform less well than similar pupils nationally.

Key Stage One

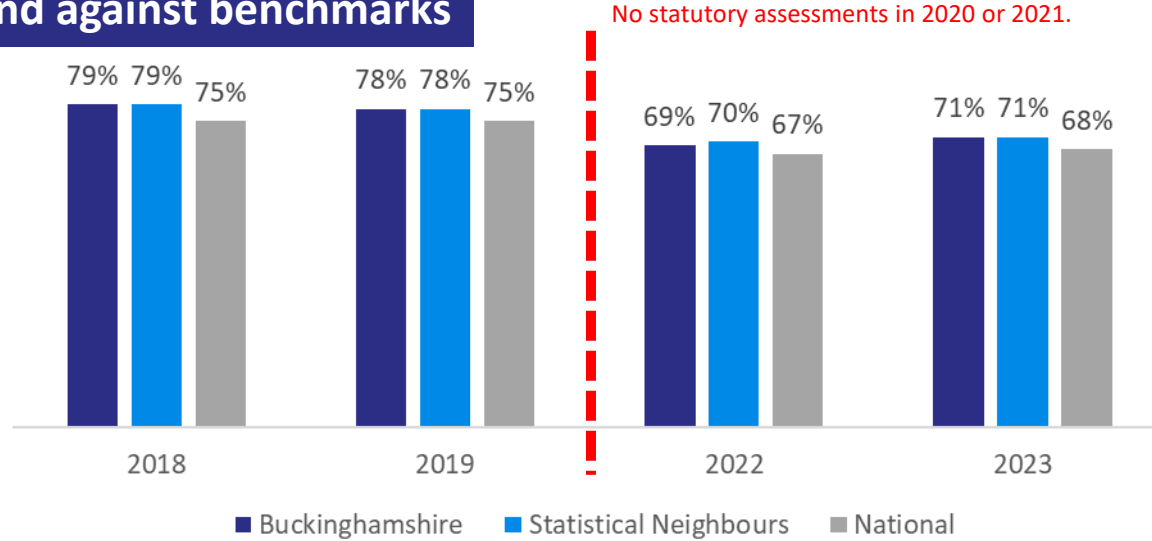
Children are assessed at the end of Year Two (when they are typically age 7) in reading, writing and mathematics using teacher assessment frameworks. Teacher Assessments are informed by pupils' scores in tests in maths and reading.

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).

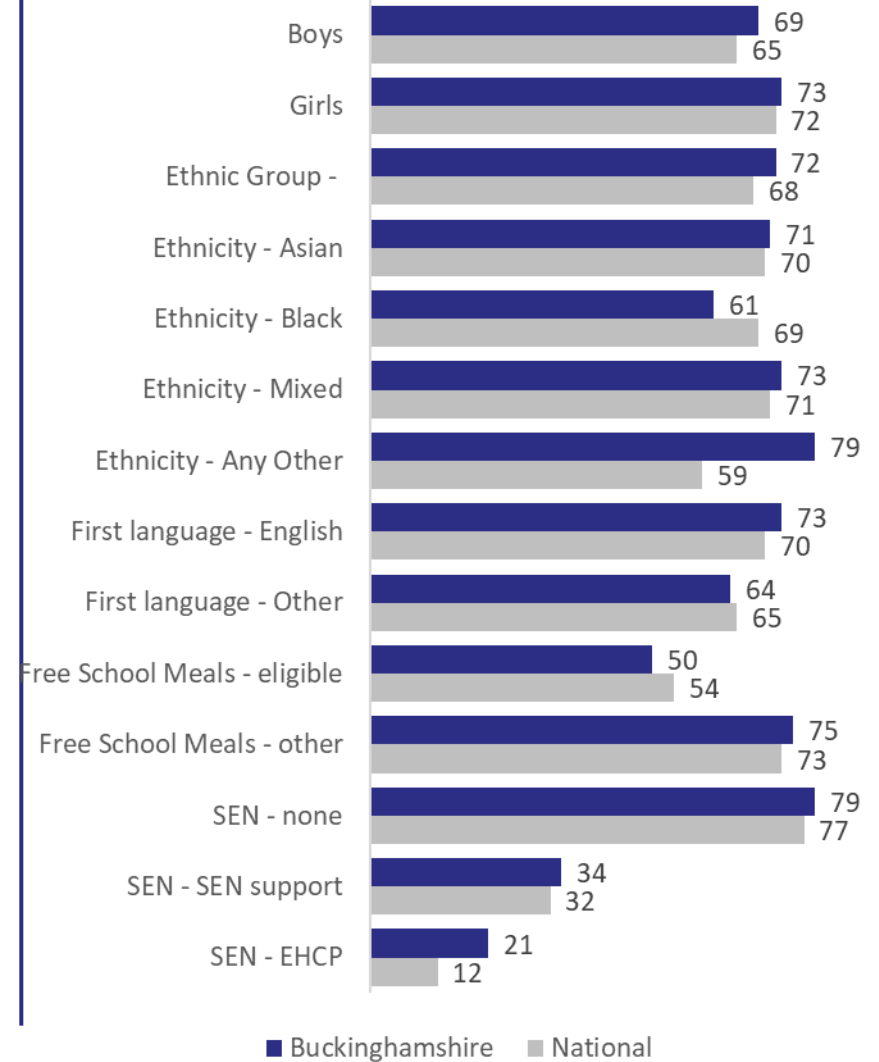
2023 will be last data set for key stage one, as the DfE are discontinuing these statutory assessments.

KS1 attainment measures 2023 – meeting the expected standard in reading

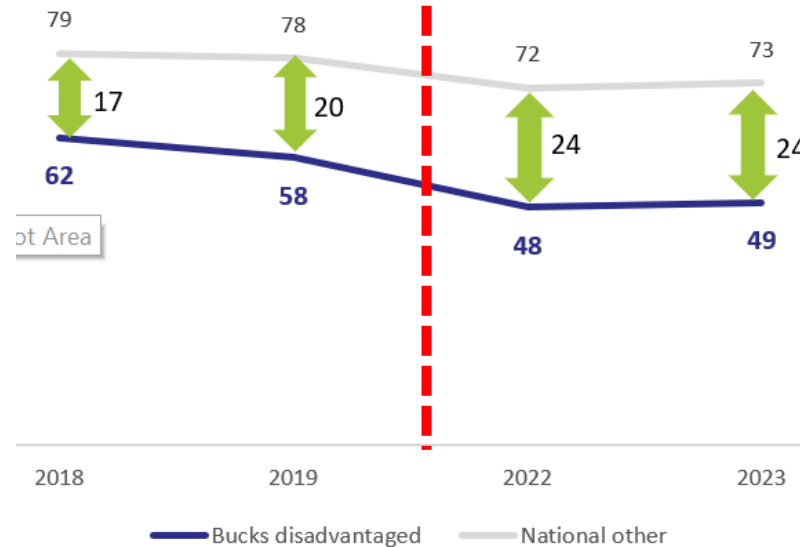
Overall trend against benchmarks



Key pupil groups 2023



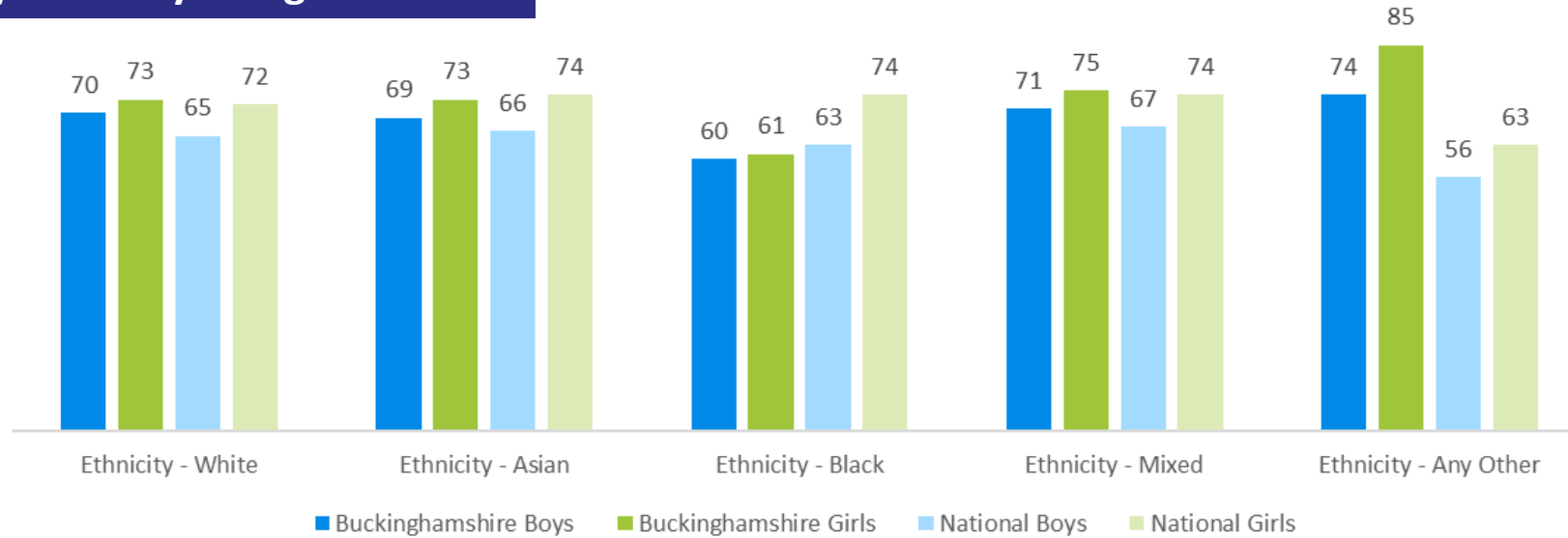
Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	49	75	24
National	54	73	19

KS1 meeting the expected standard in reading – pupil group detail 2023

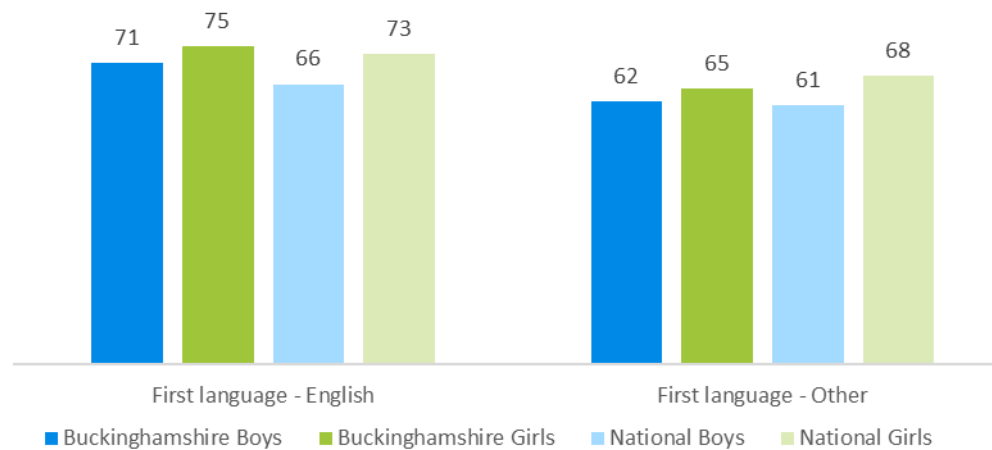
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2218	2064
Ethnicity - Asian	607	590
Ethnicity - Black	95	100
Ethnicity - Mixed	321	299
Ethnicity - Any Other	27	20

By first language and gender

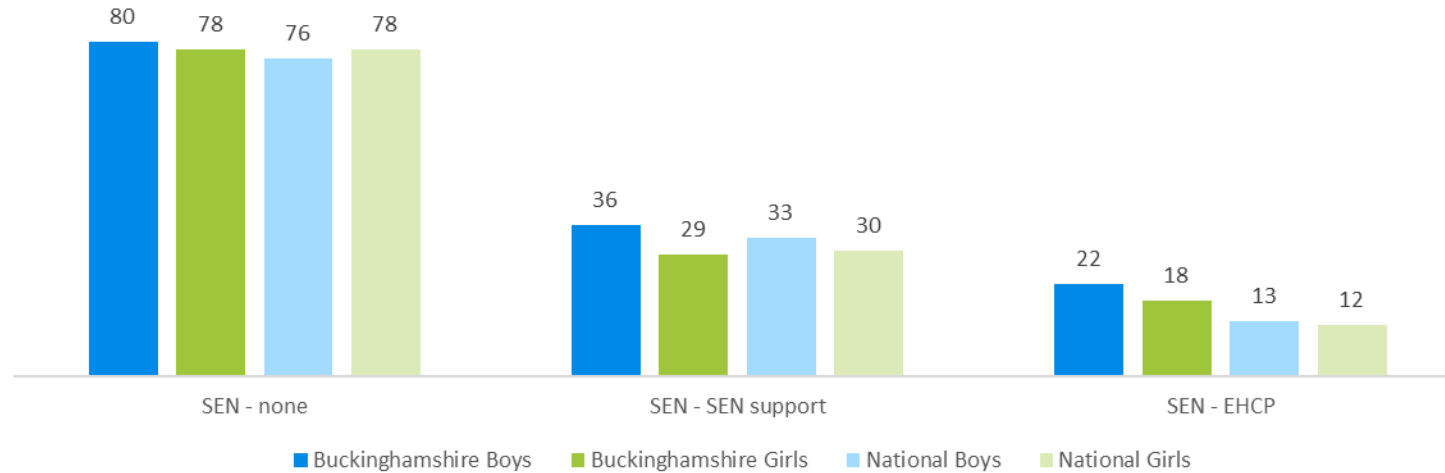


Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590

KS1 meeting the expected standard in reading – pupil group detail 2023

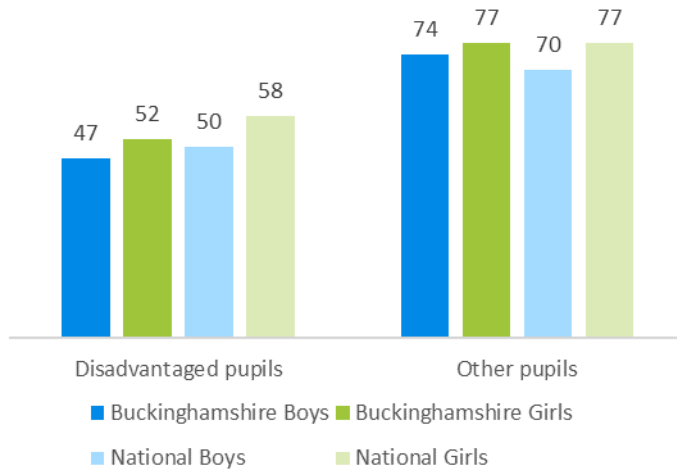
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2602	2817
SEN - SEN support	535	236
SEN - EHCP	167	65

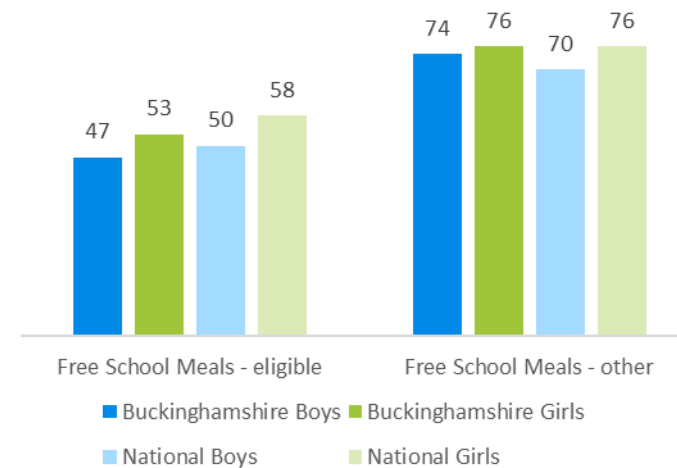
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	531	517
Other	2791	2630

By free school meal eligibility and gender

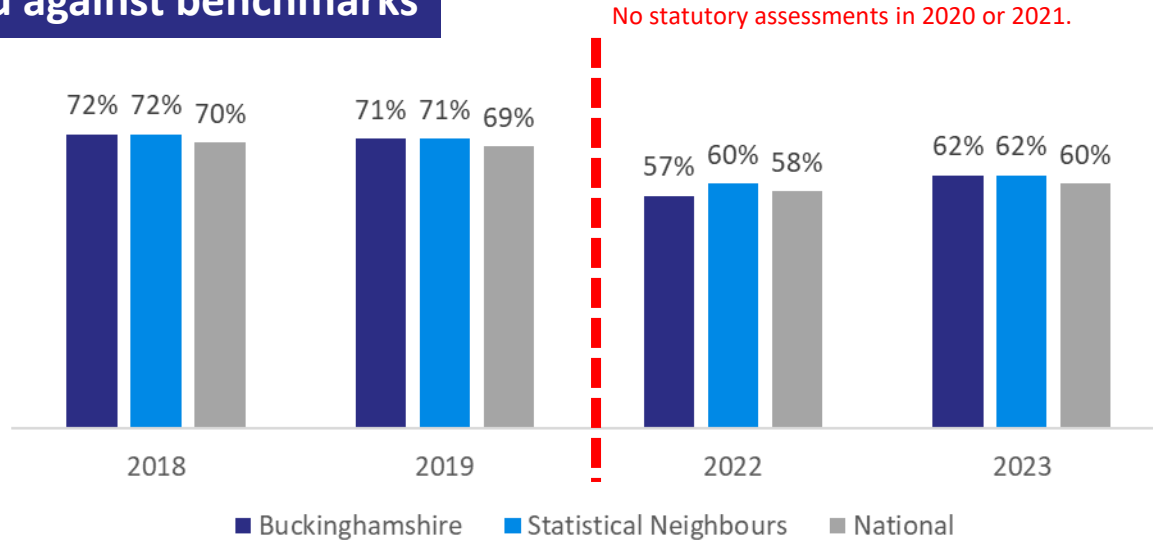


Buckinghamshire cohort

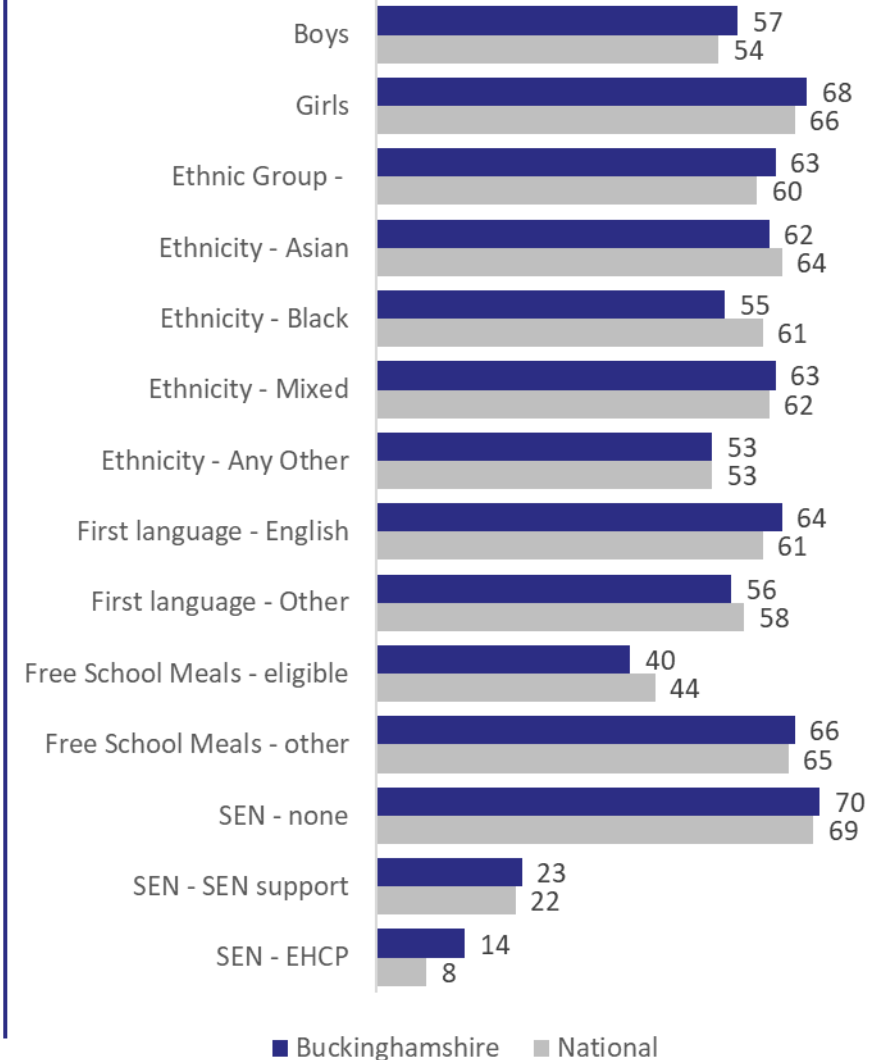
	Boys	Girls
Eligible	530	518
Other	2792	2629

KS1 attainment measures 2023 – meeting the expected standard in writing

Overall trend against benchmarks

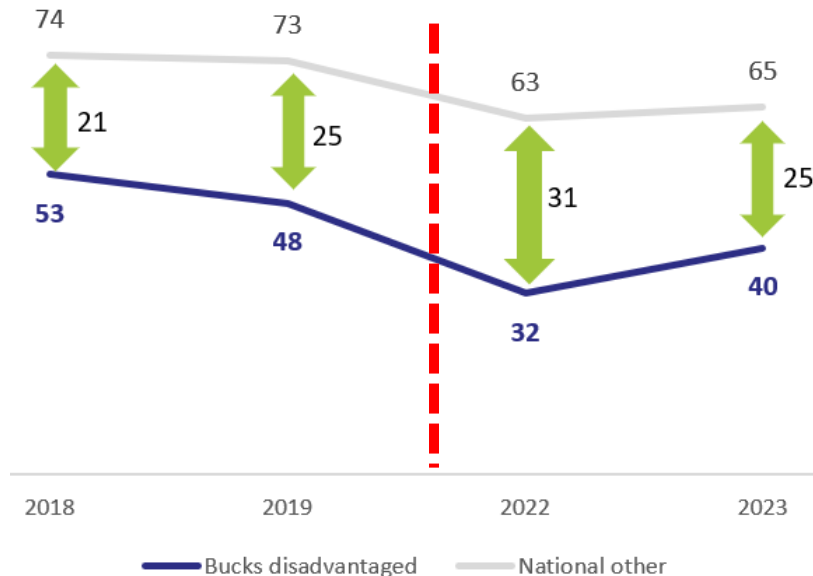


Key pupil groups 2023



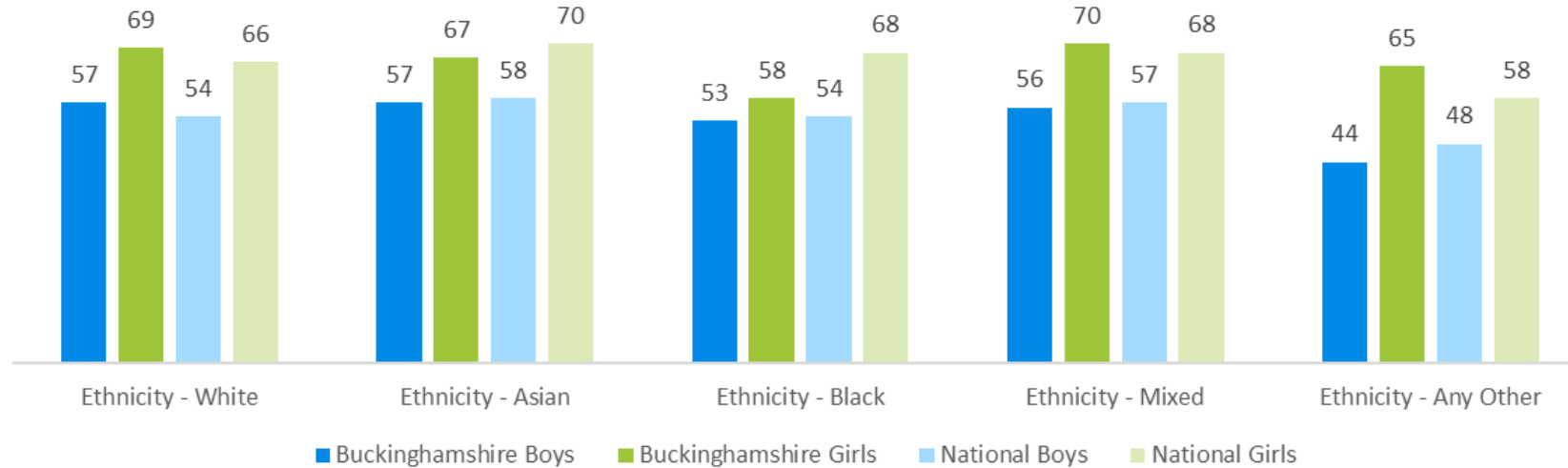
Attainment gap 2023

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40	66	25
National	44	65	21



KS1 meeting the expected standard in writing – pupil group detail 2023

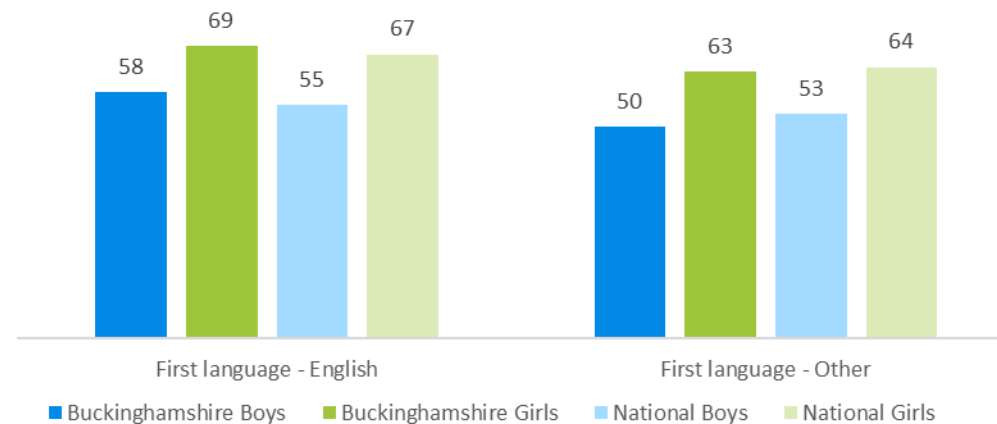
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
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Ethnicity - Black	95	100
Ethnicity - Mixed	321	299
Ethnicity - Any Other	27	20

By first language and gender

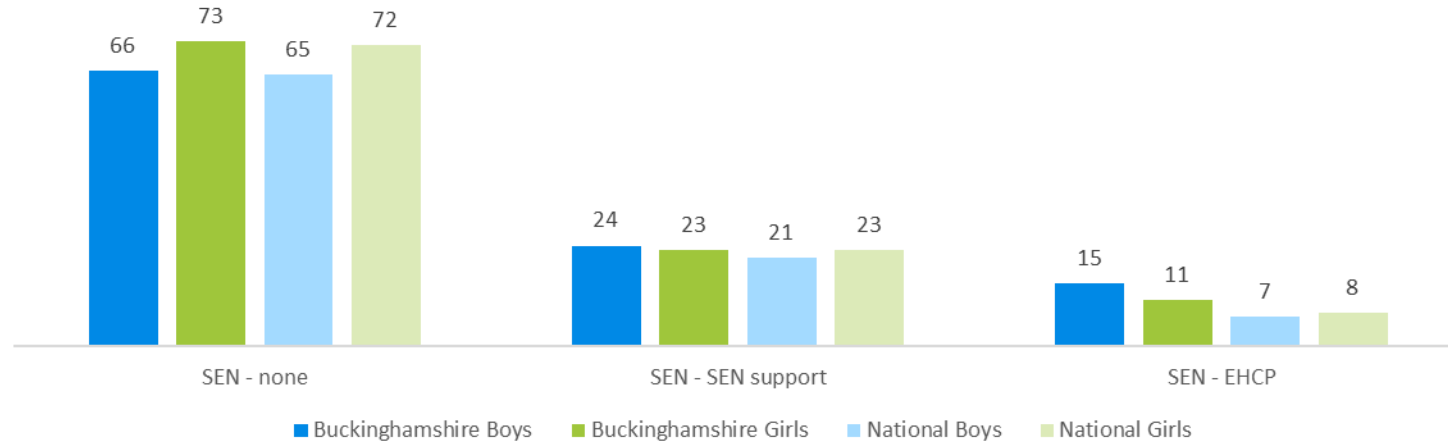


Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590

KS1 meeting the expected standard in writing – pupil group detail 2023

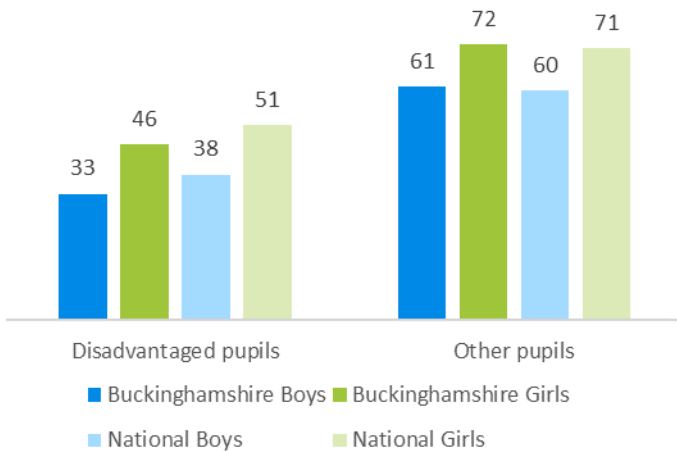
By SEN and gender



Buckinghamshire cohort

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SEN - SEN support	535	236
SEN - EHCP	167	65

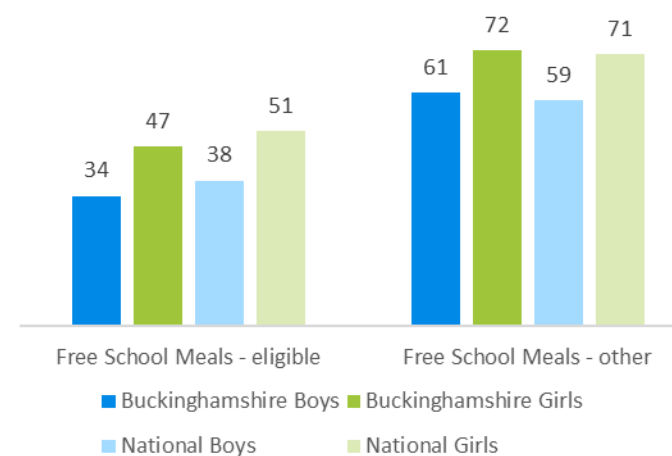
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
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Other	2791	2630

By free school meal eligibility and gender

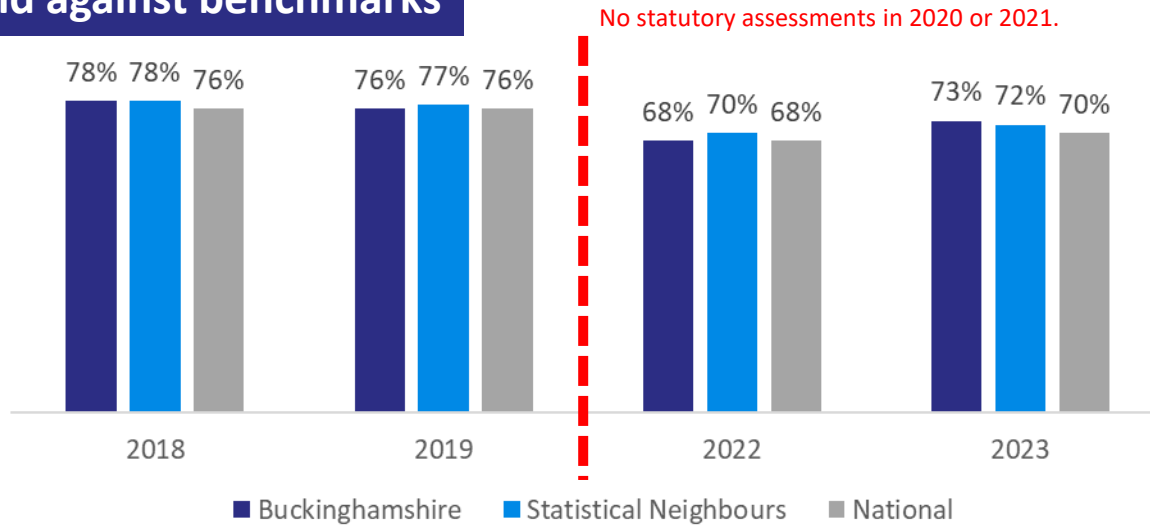


Buckinghamshire cohort

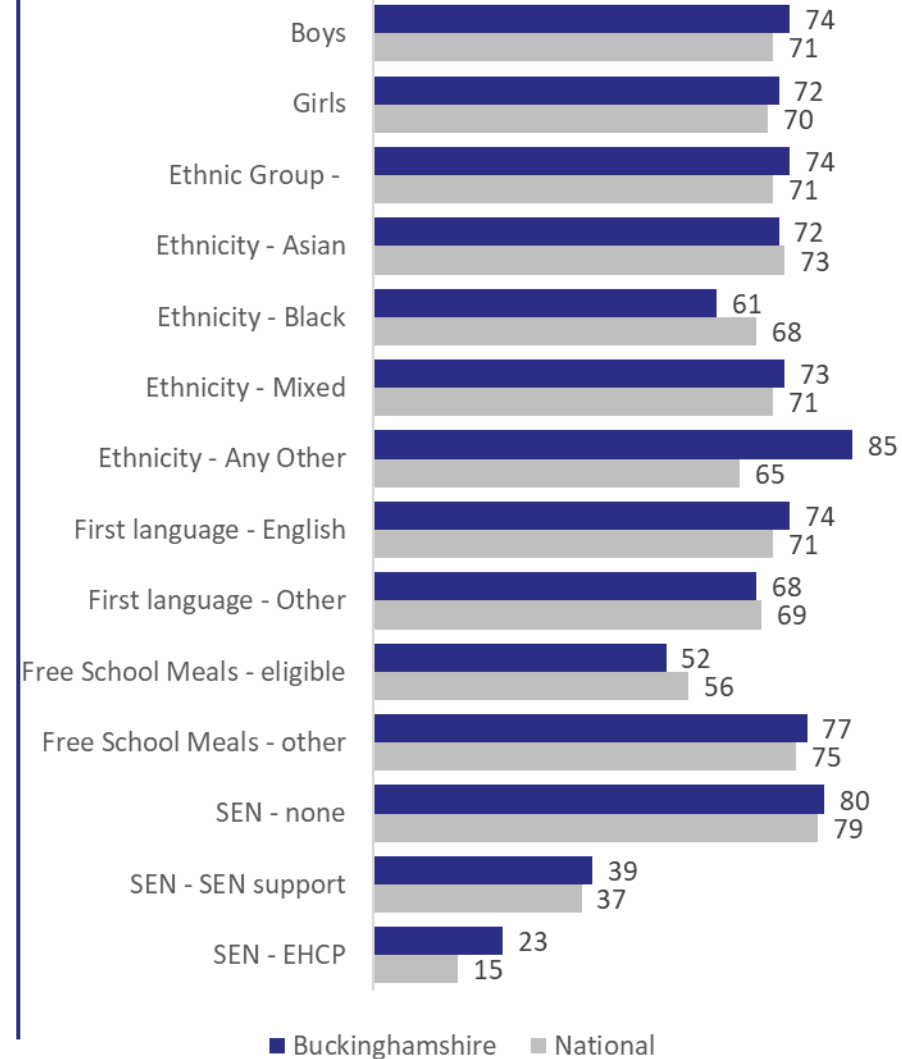
	Boys	Girls
Eligible	530	518
Other	2792	2629

KS1 attainment measures 2023 – meeting the expected standard in maths

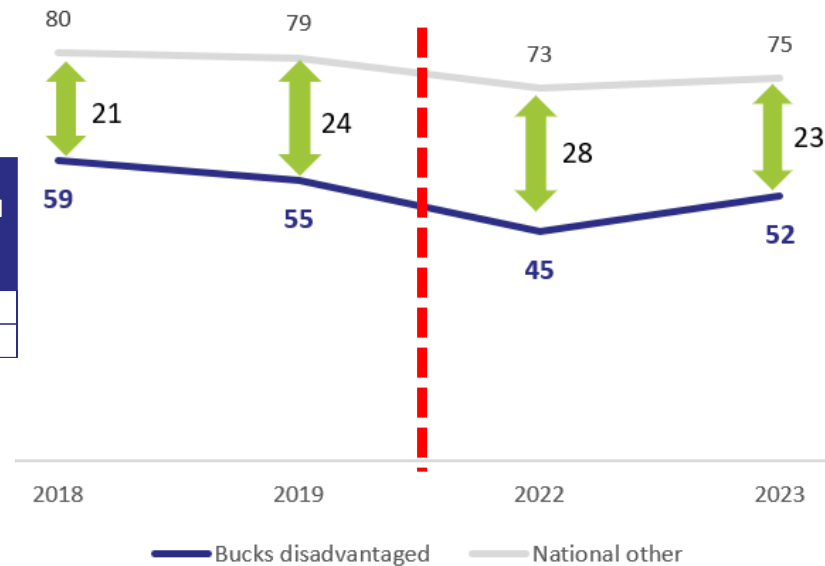
Overall trend against benchmarks



Key pupil groups 2023



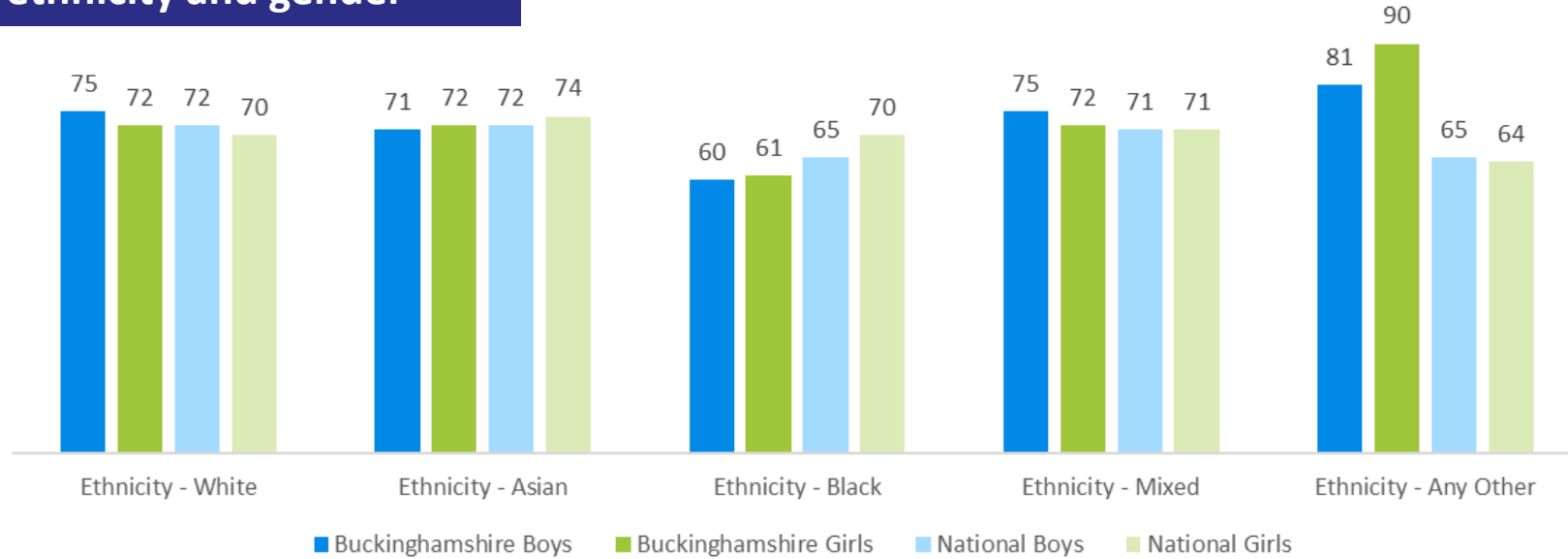
Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	52	77	23
National	56	75	19

KS1 meeting the expected standard in maths – pupil group detail 2023

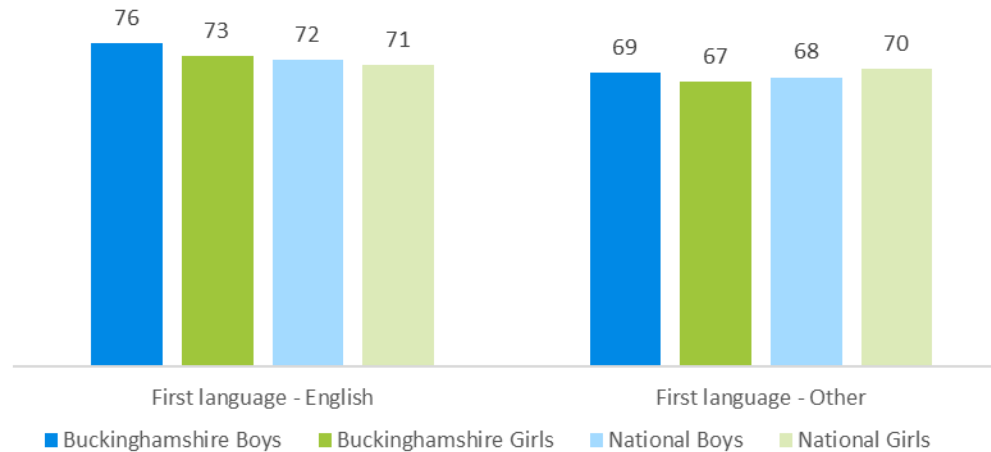
By ethnicity and gender



Buckinghamshire cohort

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By first language and gender

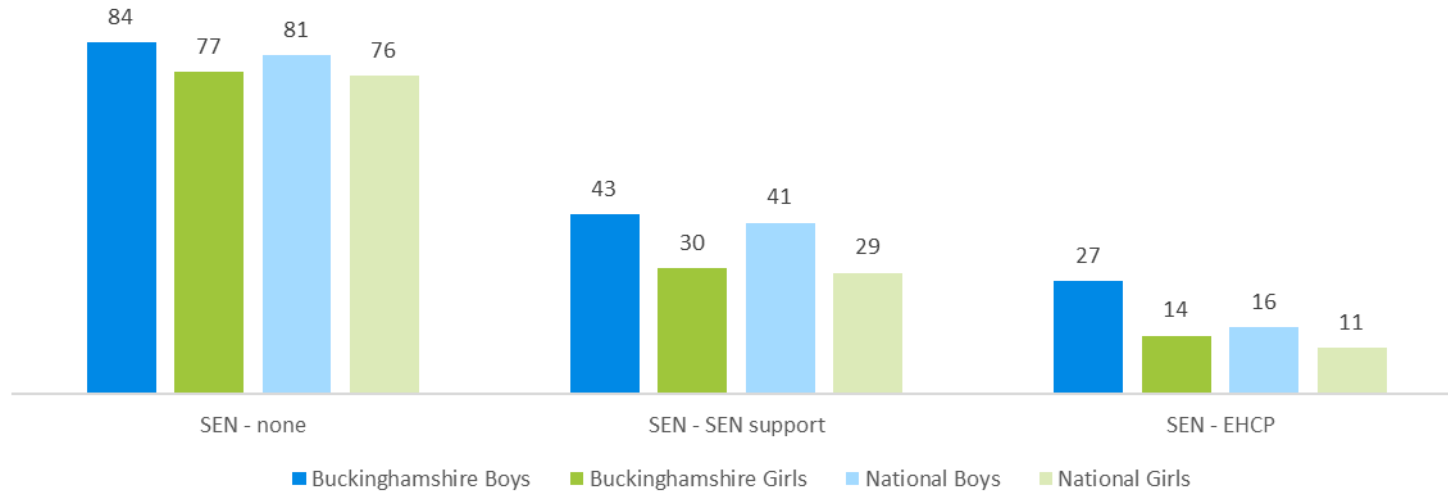


Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590

KS1 meeting the expected standard in maths – pupil group detail 2023

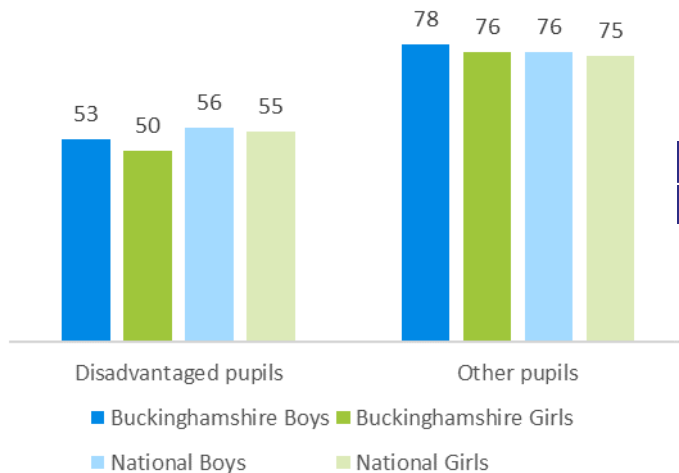
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2602	2817
SEN - SEN support	535	236
SEN - EHCP	167	65

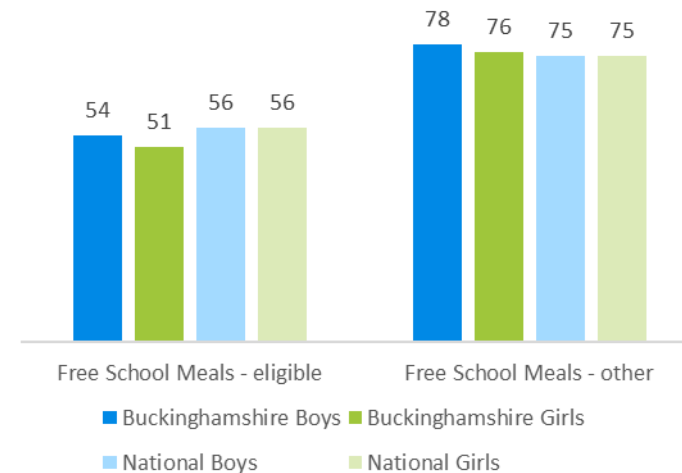
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	531	517
Other	2791	2630

By free school meal eligibility and gender



Buckinghamshire cohort

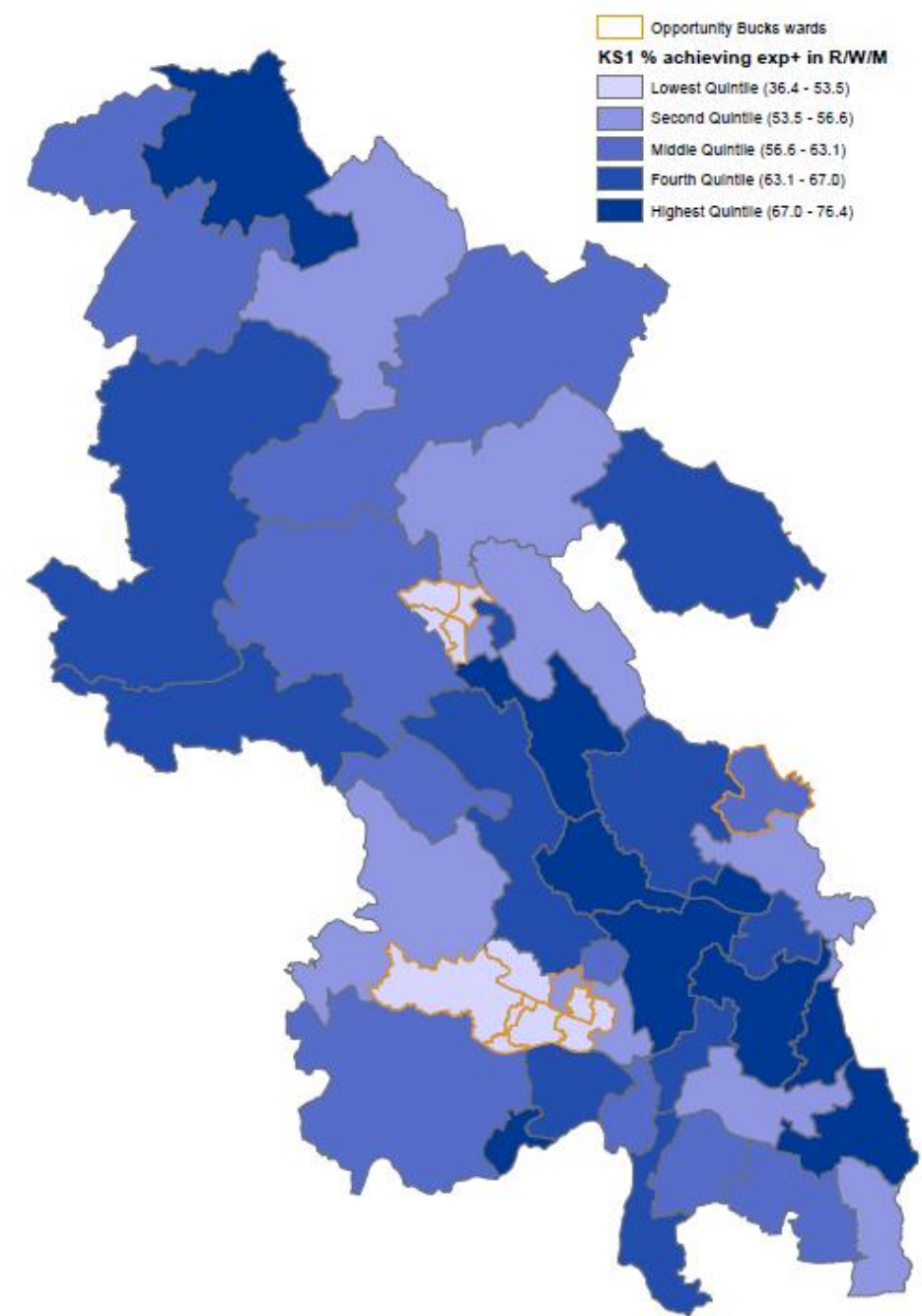
	Boys	Girls
Eligible	530	518
Other	2792	2629

KS1 meeting the expected standard in all of reading, writing and maths – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in all reading, writing and maths at Key Stage 1, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

School level results for Key Stage 1 are not published by the Department of Education.



Key Stage One

Areas of Strength

- Attainment in all three subjects has increased across Buckinghamshire since 2022:
 - Reading - from 69% to 71%
 - Writing - from 57% to 62%
 - Maths - from 68% to 73%
- Attainment in all three subjects assessed at key stage one is now above national:
 - Reading - 71% Bucks v 68% national
 - Writing - 62% Bucks v 60% national
 - Maths - 73% Bucks v 70% national
- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has reduced significantly in both writing and maths between 2022 and 2023:
 - Writing - 31 percentage point gap down to 25
 - Maths - 28 percentage point gap down to 23

Areas for Development

- Although the size of the gap has reduced in writing and maths, attainment at key stage one for disadvantaged pupils is still below national in all three subject areas:
 - Reading - 49% Bucks v 54% national
 - Writing – 40% Bucks v 44% national
 - Maths - 52% Bucks v 56% national
- Attainment for the three key stage one subjects combined is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
 - Opportunity Bucks Wards – 49%
 - Buckinghamshire average – 58%

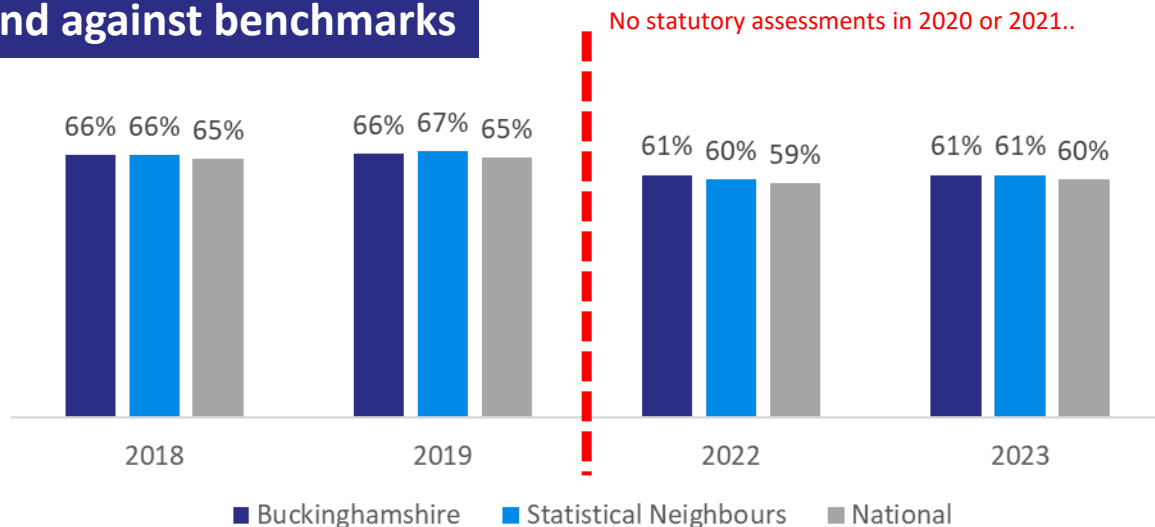
Key Stage Two

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).

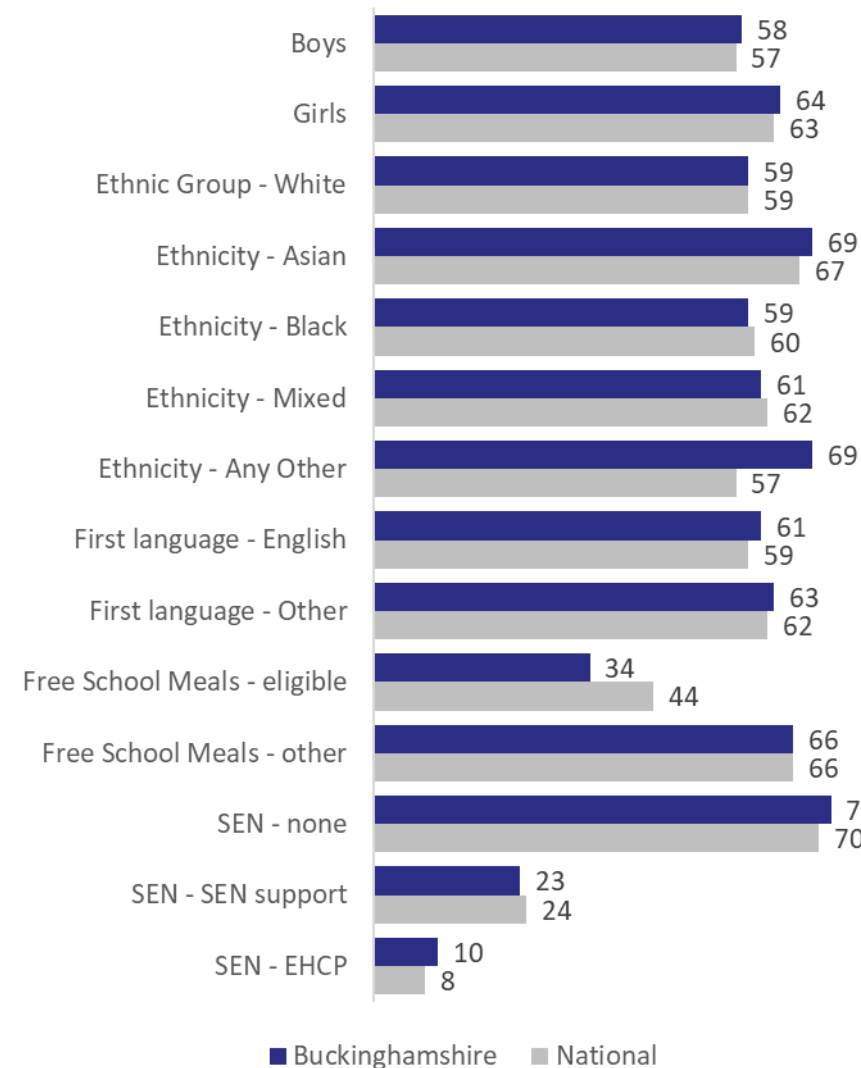
KS2 test results in reading and mathematics are reported in terms of scaled scores centred around 100 (the expected standard). Writing is reported in terms of the percentage meeting the expected standard for teacher assessment. Progress is shown by a value added measure.

KS2 attainment measures 2023 – meeting expected standard in reading, writing and maths

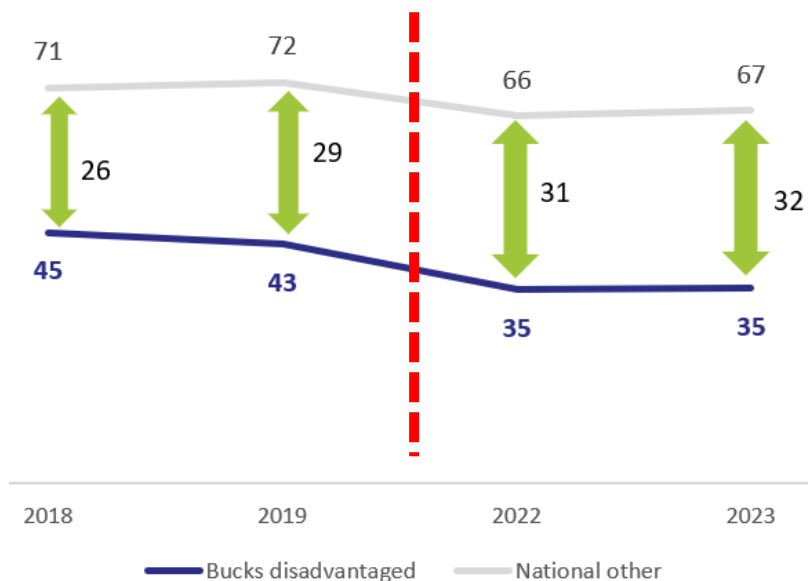
Overall trend against benchmarks



Key pupil groups 2023



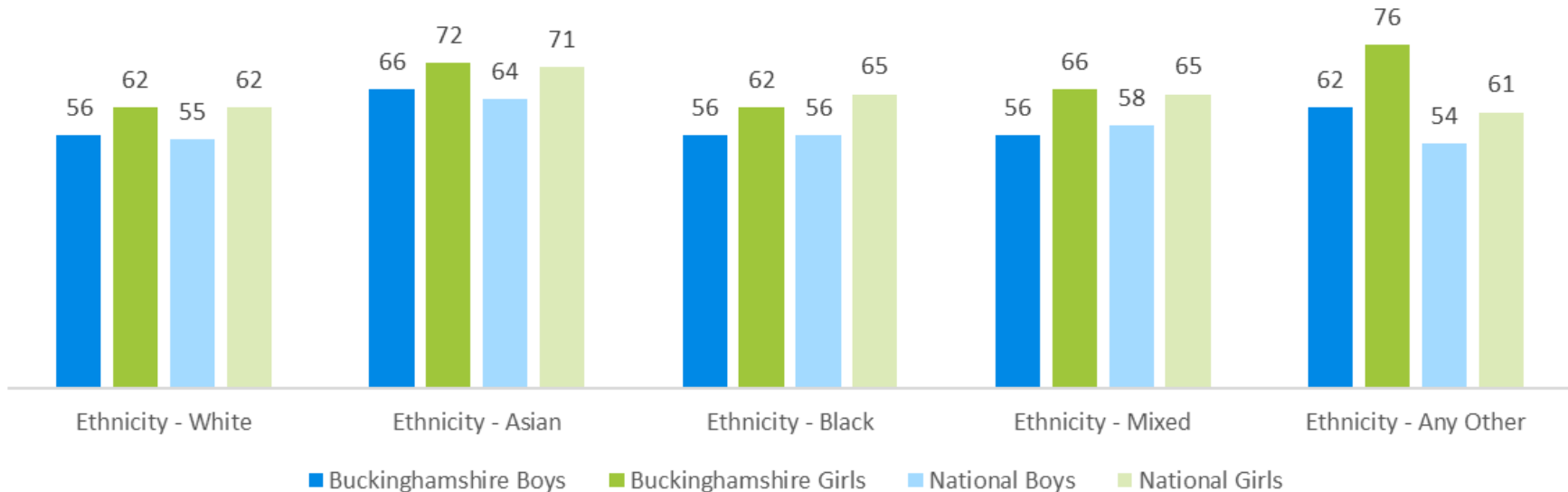
Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	35	67	32
Statistical Neighbours	37	67	30
National	44	67	23

KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 23

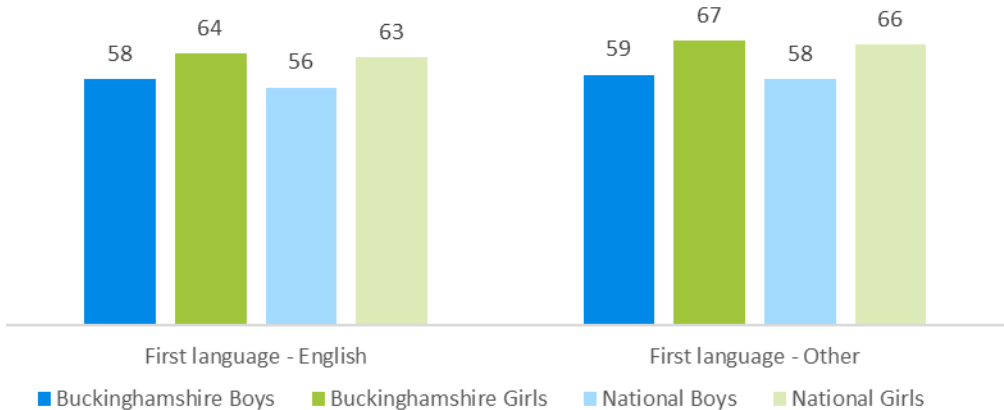
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2281	2188
Ethnicity - Asian	695	686
Ethnicity - Black	98	101
Ethnicity - Mixed	307	273
Ethnicity - Any Other	26	29

By first language and gender

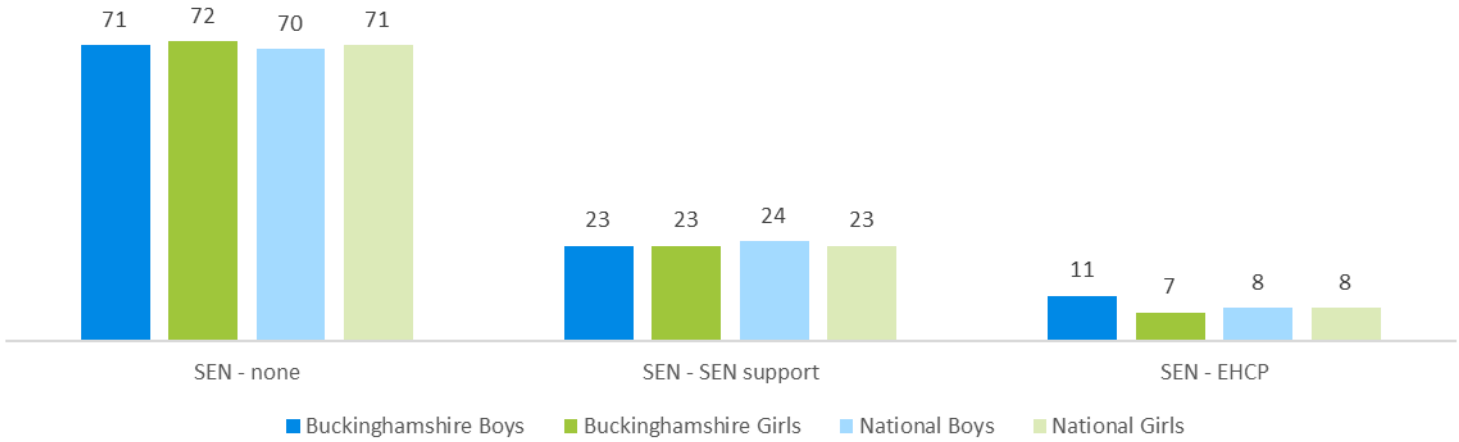


Buckinghamshire cohort

	Boys	Girls
First language - English	2723	2631
First language - Other	724	676

KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 23

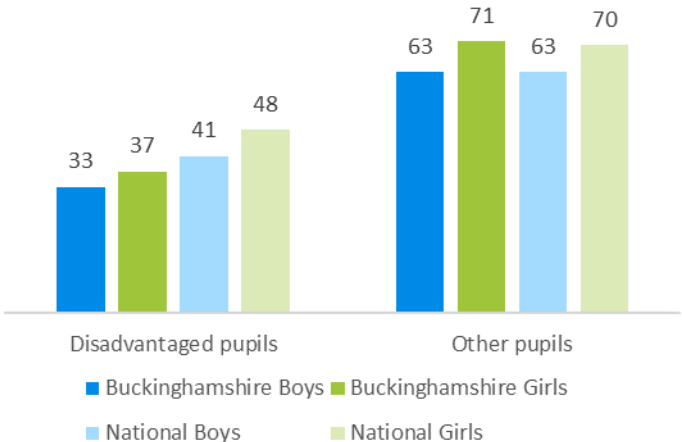
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2609	2821
SEN - SEN support	566	381
SEN - EHCP	275	107

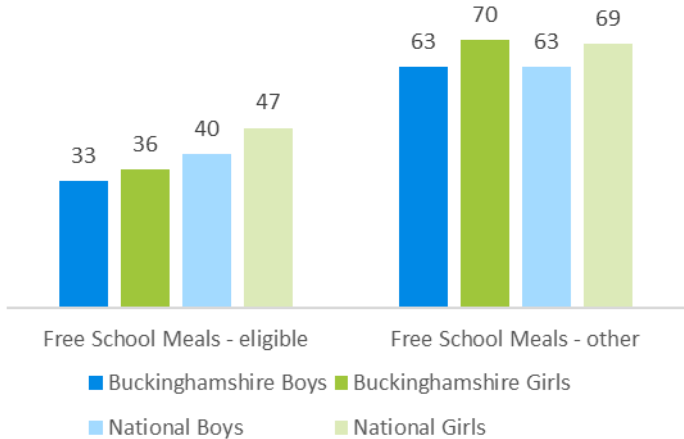
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	634	613
Other	2829	2712

By free school meal eligibility and gender



Buckinghamshire cohort

	Boys	Girls
Eligible	564	548
Other	2899	2777

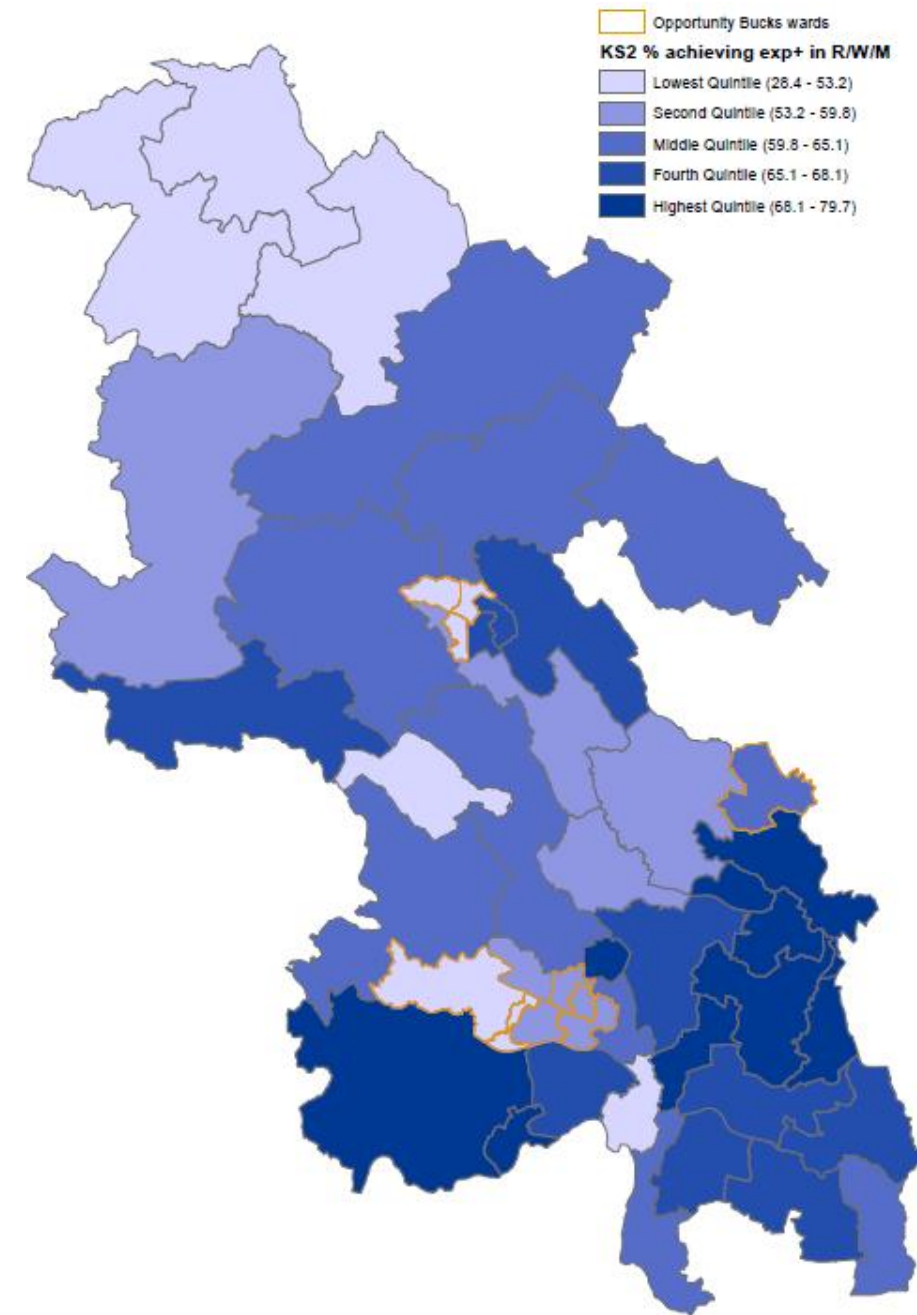
KS2 meeting the expected standard in all of reading, writing and maths – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in all reading, writing and maths at Key Stage 2, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

The Department for Education publishes school level results at Key Stage 2. Results can be found on the DfE's Compare School Performance Service – the link below will take you to results for Buckinghamshire primary schools.

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=825&geographic=la&for=primary>



Progress measures

Results compared to statistical neighbours - 2023

	Reading Progress Score	
Wokingham	1.20	Significantly above national
Surrey	1.04	Significantly above national
Buckinghamshire	0.72	Significantly above national
Cambridgeshire	0.63	Significantly above national
Hertfordshire	0.42	Significantly above national
Oxfordshire	0.29	Significantly above national
Windsor and Maidenhead	0.09	
Bracknell Forest	0.03	
West Berkshire	-0.09	
Hampshire	-0.57	Significantly below national
Central Bedfordshire	-1.27	Significantly below national
England (state-funded sector)	0.00	

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	0.19	Significantly above national
Oxfordshire	0.03	
Wokingham	-0.25	
Hertfordshire	-0.36	Significantly below national
Windsor and Maidenhead	-0.38	Significantly below national
Buckinghamshire	-0.40	Significantly below national
Hampshire	-0.59	Significantly below national
Cambridgeshire	-0.65	Significantly below national
West Berkshire	-0.92	Significantly below national
Bracknell Forest	-1.11	Significantly below national
Central Bedfordshire	-2.14	Significantly below national

England (state-funded sector)	0.00
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	Maths Progress Score	
Wokingham	0.94	Significantly above national
Surrey	0.62	Significantly above national
Buckinghamshire	0.37	Significantly above national
Hertfordshire	0.10	Significantly above national
Cambridgeshire	-0.08	
Windsor and Maidenhead	-0.16	
Bracknell Forest	-0.28	
Oxfordshire	-0.42	Significantly below national
West Berkshire	-0.73	Significantly below national
Hampshire	-0.97	Significantly below national
Central Bedfordshire	-1.85	Significantly below national

England (state-funded sector)	0.00
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Key Stage Two

Areas of Strength

- Although attainment of pupils in Buckinghamshire at key stage two, reaching the expected standard in reading, writing and maths combined, has stayed constant at 61% between 2022 and 2023, the 2023 attainment level remains above the national average (at 60%).
- Progress for pupils at key stage two is strong compared to statistical neighbours in both reading and maths, with Buckinghamshire progress ranked third out of eleven statistical neighbours in 2023.
- Attainment at key stage two by pupils with a First Language Other than English is strong, with both boys and girls achieving above the national average.

Areas for Development

- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has increased slightly between 2022 and 2023. However, this has been driven by an increase in the national attainment for non-disadvantaged pupils as attainment by disadvantaged pupils in Buckinghamshire at key stage two has remained consistent at 35%.
- Attainment at key stage two is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
 - Opportunity Bucks Wards – 53%
 - Buckinghamshire average – 60%
- Progress for pupils at key stage two in writing is below national at -0.40.

Secondary

- Attainment Measures
 - Key Stage 4
- Areas of Strength and Areas for Development

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.

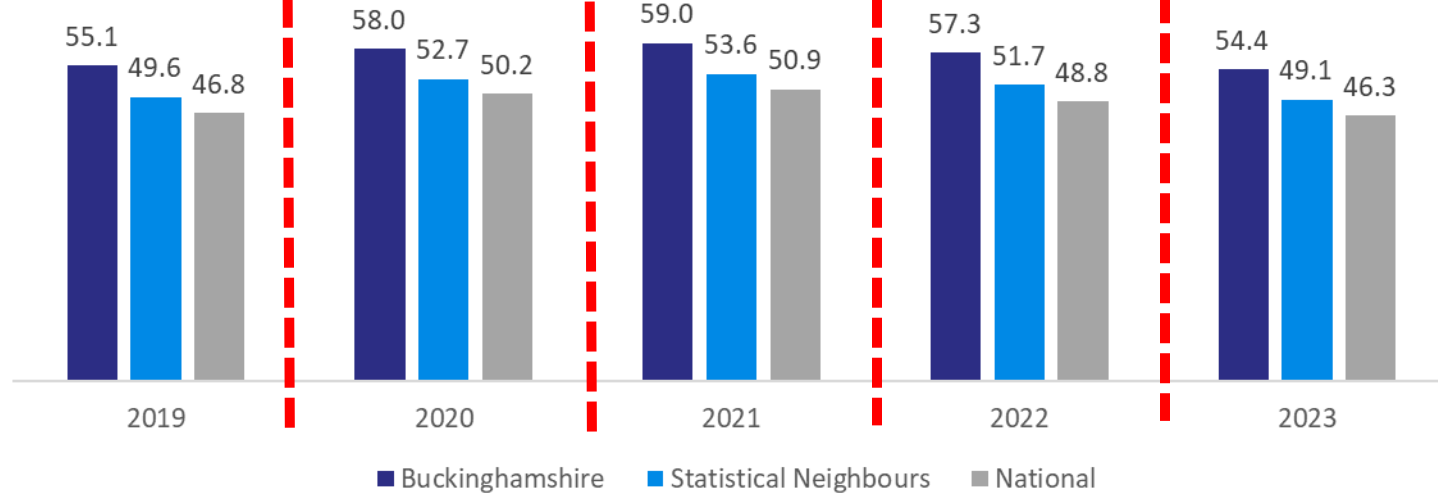
Progress 8 and Attainment 8 combine pupils' achievement across 8 qualifications:

- 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.

KS4 Attainment 8 measure 2023

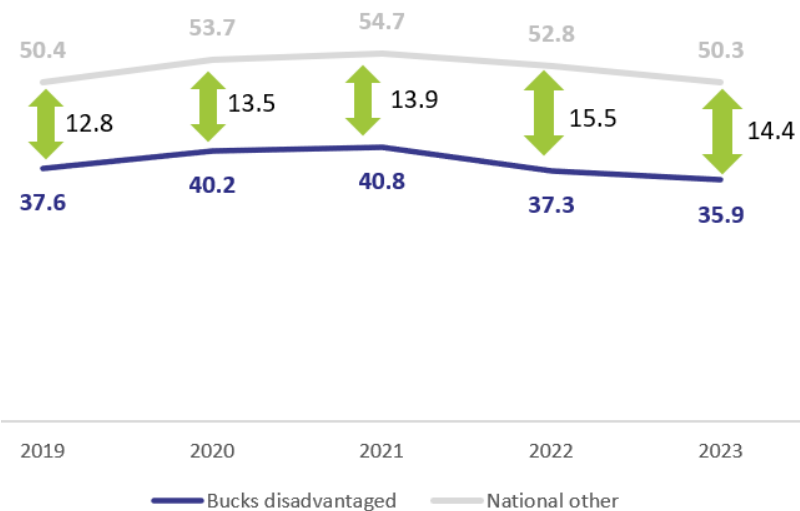
Changes to assessment due to Covid19 means results are not directly comparable

Overall trend against benchmarks

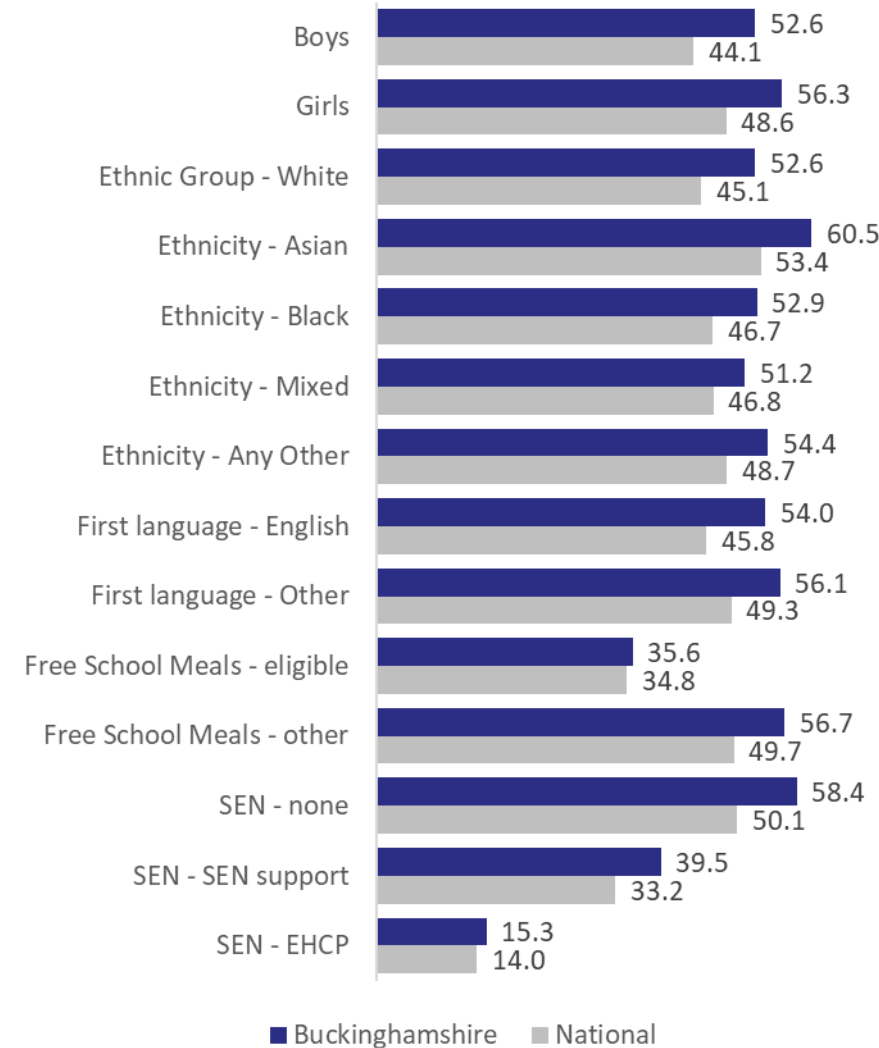


Attainment gap 2023

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	35.9	57.1	14.4
Statistical Neighbours	32.8	52.3	17.5
National	35.1	50.3	15.2

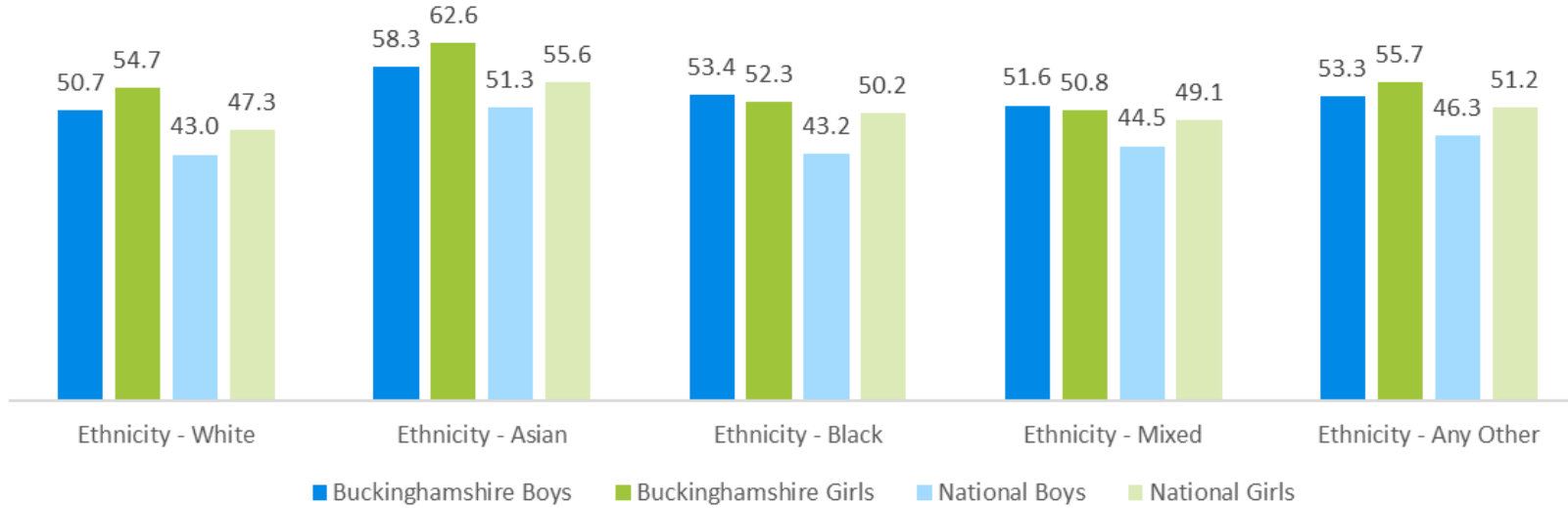


Key pupil groups 2023



KS4 Attainment 8 measure – pupil group detail 2023

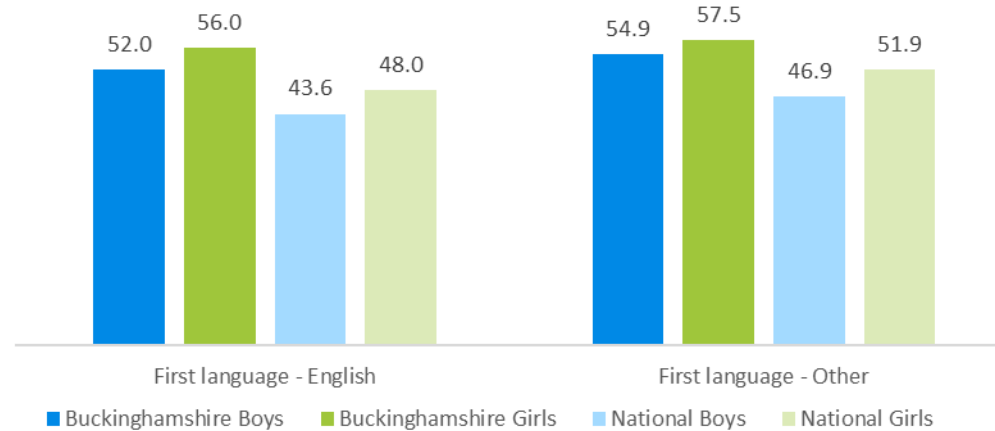
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2166	2002
Ethnicity - Asian	705	734
Ethnicity - Black	122	91
Ethnicity - Mixed	223	266
Ethnicity - Any Other	32	28

By first language and gender

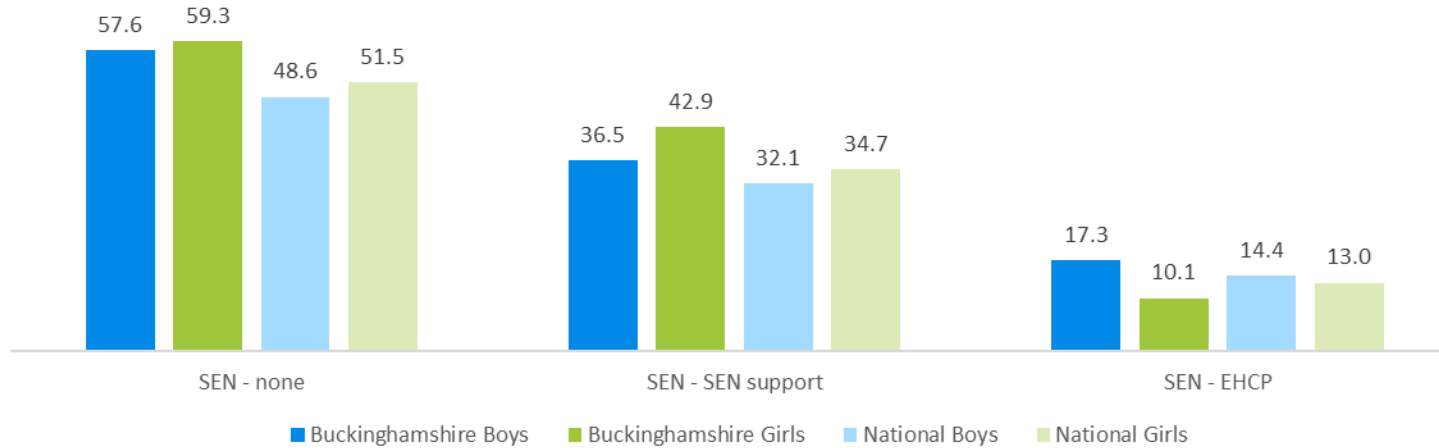


Buckinghamshire cohort

	Boys	Girls
First language - English	2637	2564
First language - Other	642	589

KS4 Attainment 8 measure – pupil group detail 2023

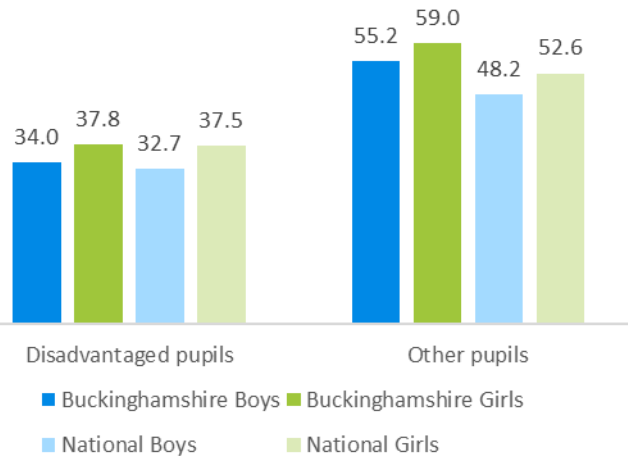
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2713	2768
SEN - SEN support	354	311
SEN - EHCP	224	88

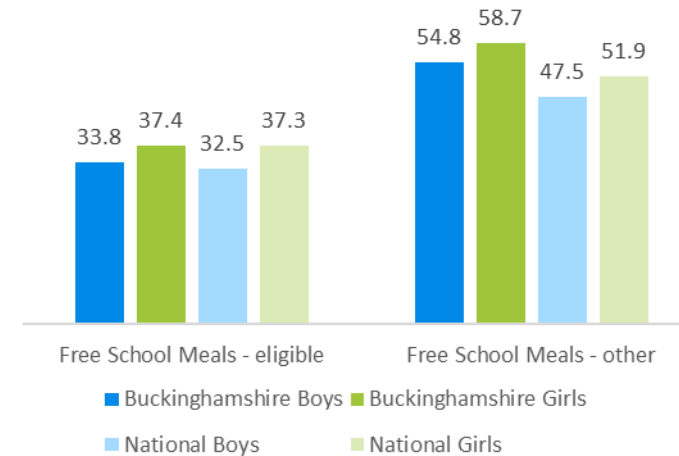
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	413	409
Other	2879	2758

By free school meal eligibility and gender



Buckinghamshire cohort

	Boys	Girls
Eligible	358	358
Other	2934	2809

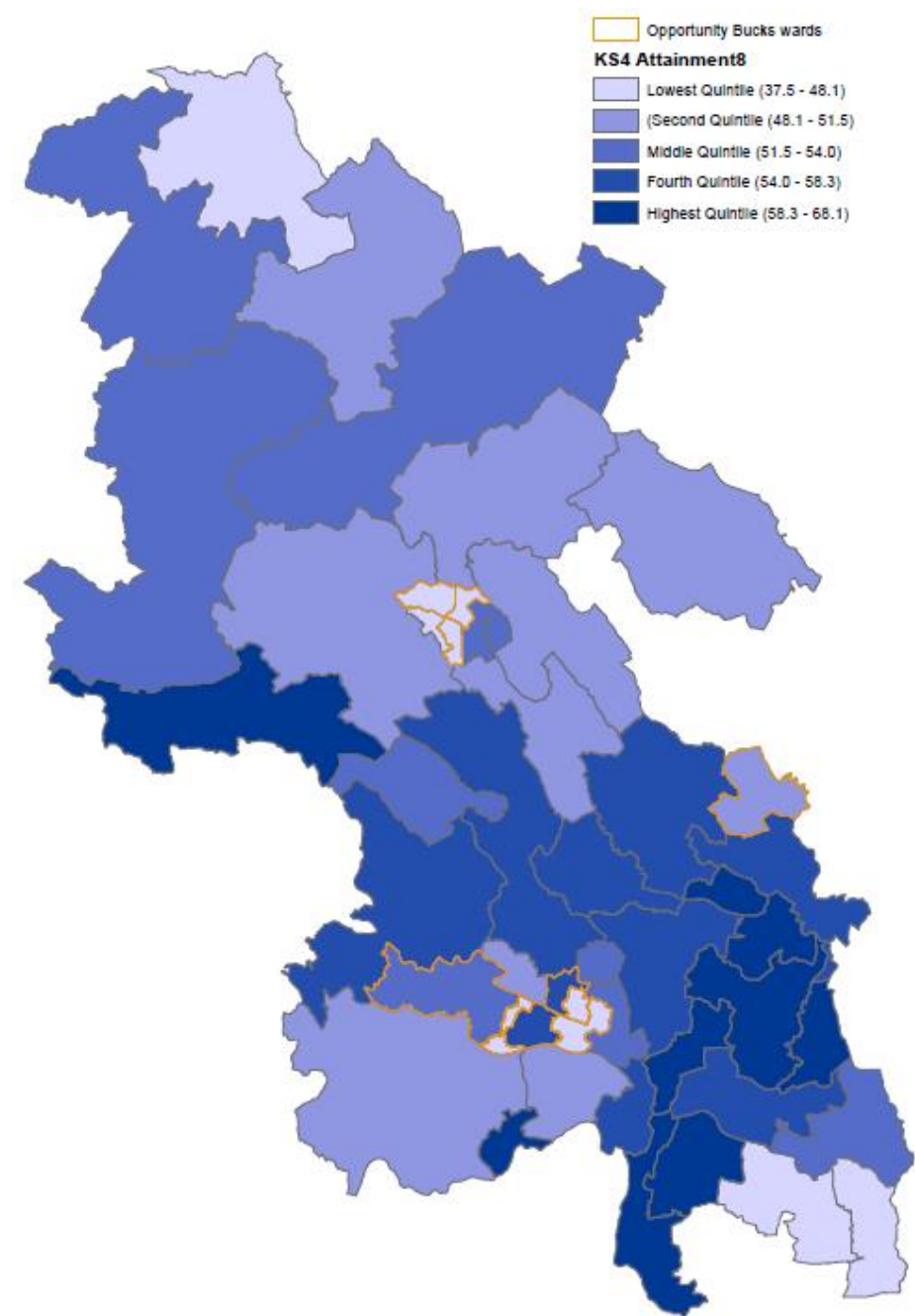
KS4 Attainment 8 measure – area detail 2023

The map shows the average Attainment 8 score for pupils attending a Buckinghamshire state-funded school, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

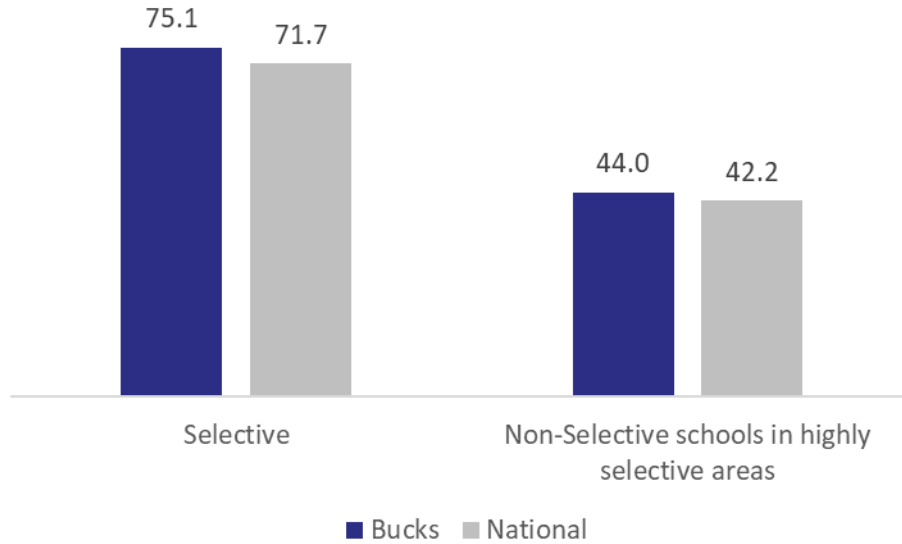
The Department for Education publishes school level results at Key Stage 4. Results can be found on the DfE's Compare School Performance Service – the link below will take you to results for Buckinghamshire primary schools.

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=825&geographic=la&for=secondary>



Attainment 8 measure

Results by school admissions type - 2023



“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 - 2023

	Average Progress 8 score	
Wokingham	0.38	Significantly above national
Buckinghamshire	0.27	Significantly above national
West Berkshire	0.22	Significantly above national
Cambridgeshire	0.21	Significantly above national
Hertfordshire	0.19	Significantly above national
Surrey	0.17	Significantly above national
Windsor and Maidenhead	0.11	Significantly above national
Oxfordshire	0.05	Significantly above national
Bracknell Forest	-0.01	
Central Bedfordshire	-0.12	Significantly below national
Hampshire	-0.18	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.

Key Stage Four

Areas of Strength

- Attainment 8 at key stage four is significantly above that of both national and statistical neighbours
 - Buckinghamshire – 54.4
 - Statistical Neighbours – 49.1
 - National – 46.3
- The attainment of disadvantaged pupils in Buckinghamshire at Attainment 8 (35.9) is above both that of statistical neighbours (32.8) and national (35.1).
- The average Progress 8 score in Buckinghamshire is significantly above national at 0.27.
- Attainment 8 at key stage four at 2023 is above national for every key pupil group, including those pupils who have a First Language other than English.

Areas for development

- Although above national, there has been a decline in Attainment 8 for disadvantaged pupils in Buckinghamshire, from 37.3 in 2022 to 35.9 in 2023.
- Attainment at key stage four is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
 - Opportunity Bucks Wards – 47.1
 - Buckinghamshire average – 54.4

Children in Need, including Children Looked After

- Outcomes
- Areas of Strength and Areas for Development

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.

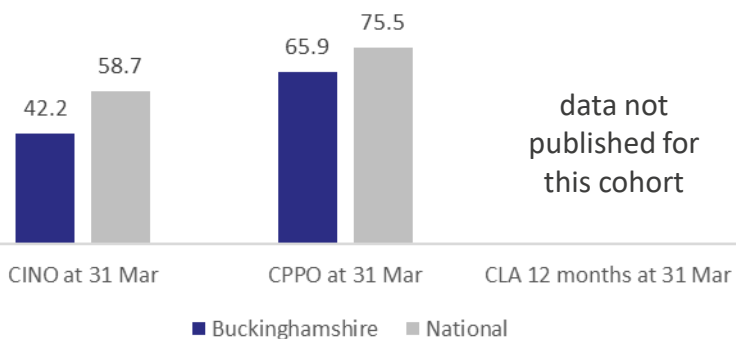
Only 2022 outcomes are currently available, with 2023 outcomes due to be published in March 2024.

Number of pupils attending state-funded schools 2021-22

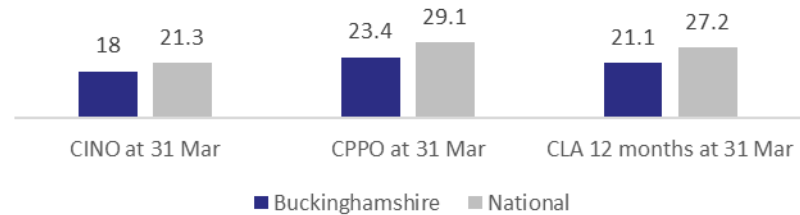
	Total	primary	secondary	special	PRU
CINO at 31 March	1817	750	753	294	20
CPPO at 31 March	214	66	107	c	c
CLA 12 months at 31 March	456	220	206	c	c

Context

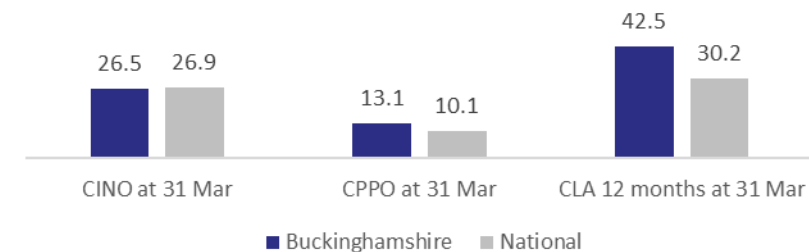
% of pupils eligible for Free School Meals



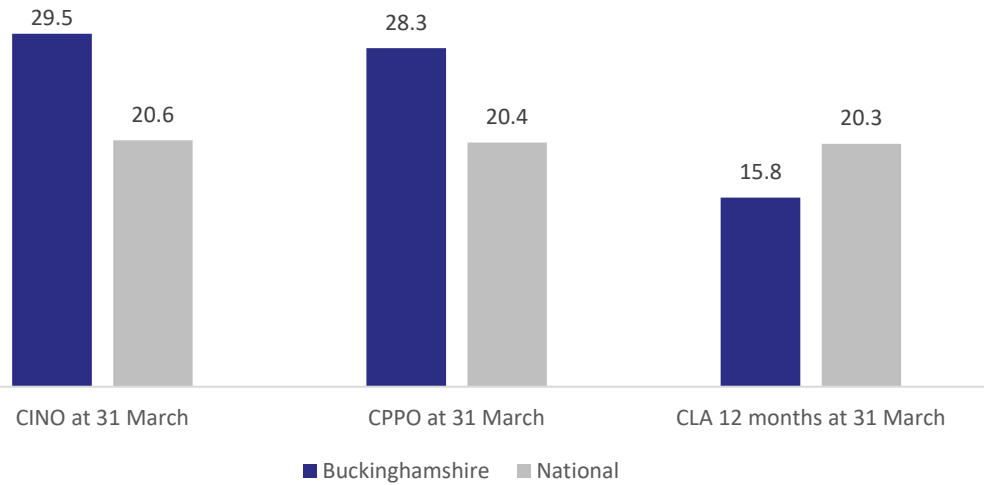
% of pupils with SEN Support



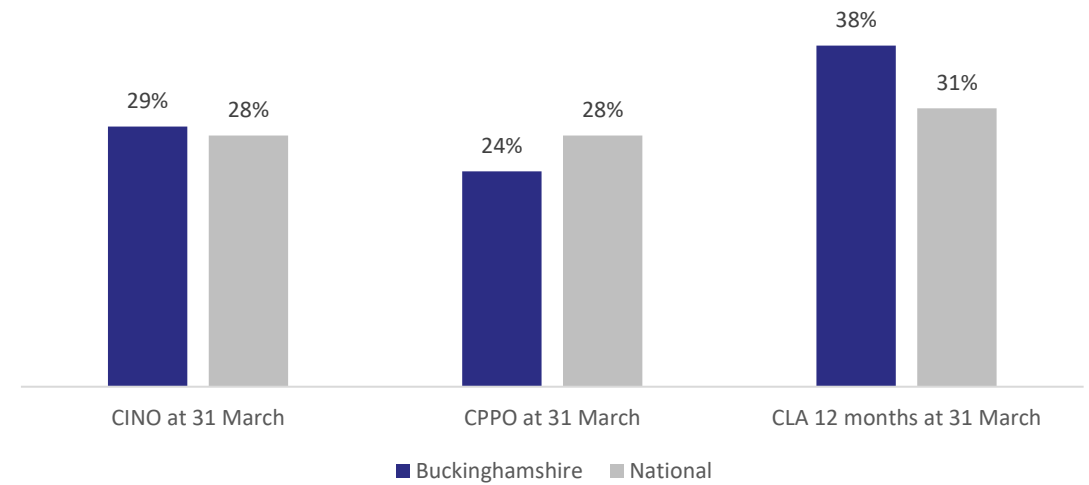
% of pupils with Education, Health & Care Plans (EHCP)



KS4 Attainment 8 Score 2022



KS2 % achieving expected standard in reading, writing and maths 2022



Children in Need, including children looked after

Areas of Strength

- 100% of all key stage 4 looked after children have an up-to-date Personal Education Plan and a strong transition plan to post 16.
- The Virtual school attend and chair 100% of all Personal Education Plan meetings (PEPs).
- Clinics started: case study with advice for schools and social workers supported by: Virtual School, Senior Social Worker, Senior SEN Officer, Speech and Language Therapist, Educational Psychologist, Youth Offending Service (YOS) Specialist.
- Strong training offer for social workers, schools and partner agencies. All help and protection teams trained and have access to on-going support to more effectively help their young people in education.
- Over 150 schools across Buckinghamshire have received training including trauma and attachment, PACE, Foetal alcohol and nurture.
- Virtual school classroom and own support officers used to facilitate external exams for a small group of young people who were not able to be in school.

Areas for development

- Reduce drift and delay in securing school places for children with an Education Health and Care Plan who are living in another local authority.
- Increase the frequency of the advice clinics from 90 mins a week to 3 hours.
- Screen and interview head teachers and their senior leadership teams for suitability to commence on the 2nd cohort of 12 schools undertaking the attachment and trauma award programme.
- Make changes to our working model to allow more time for the officers to work directly with young people and deliver an extended and more sustainable programme of support including mentoring, tutoring, martial arts.
- Ensure the voice of the child is represented at every corporate parenting panel (bi-monthly).

Ofsted Inspections

- Outcomes
- Areas of Strength and Areas for Development

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.

School Ofsted Inspections

As at 31st December 2023, 233 Buckinghamshire schools had been inspected by Ofsted.

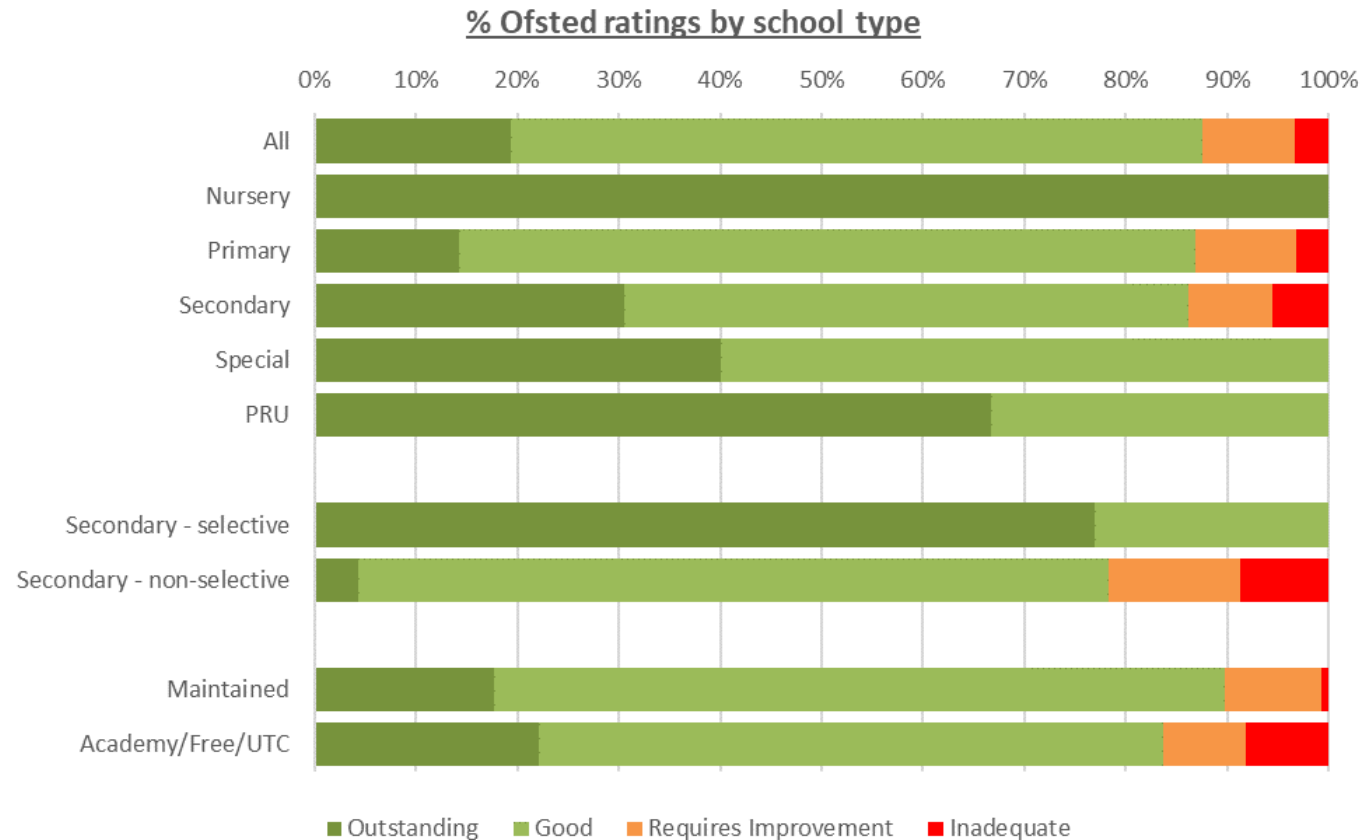


Outstanding	45
Good	159
Requires Improvement	21
Inadequate	8

Of the 8 schools graded inadequate, 6 have subsequently become academies and the judgement relates to the predecessor school.

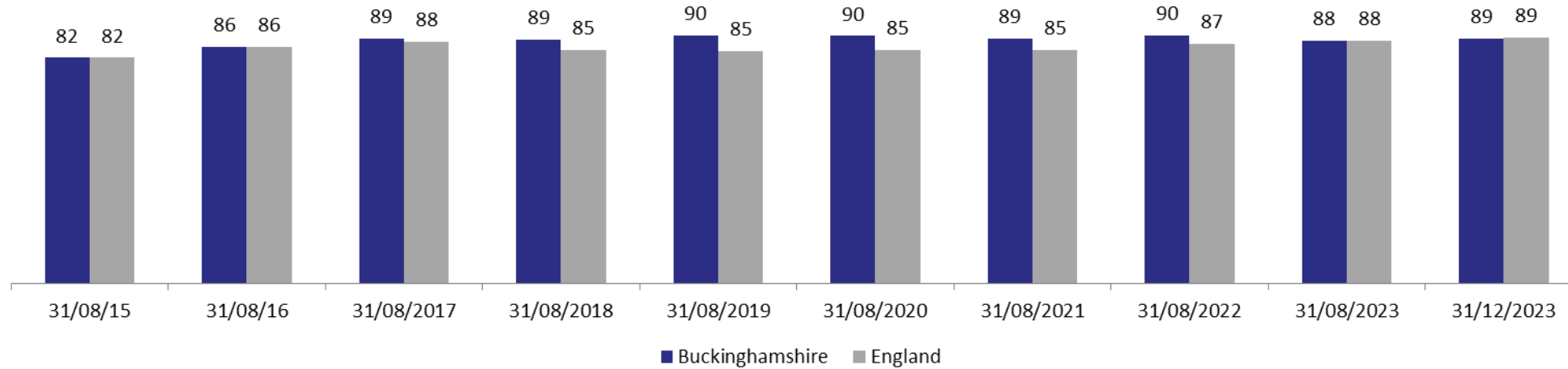
Ofsted Inspection outcomes for individual Buckinghamshire schools, with links to the full inspection reports, can be found on the DfE Compare School Performance Service using the link below:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=825&geographic=la&for=ofsted>



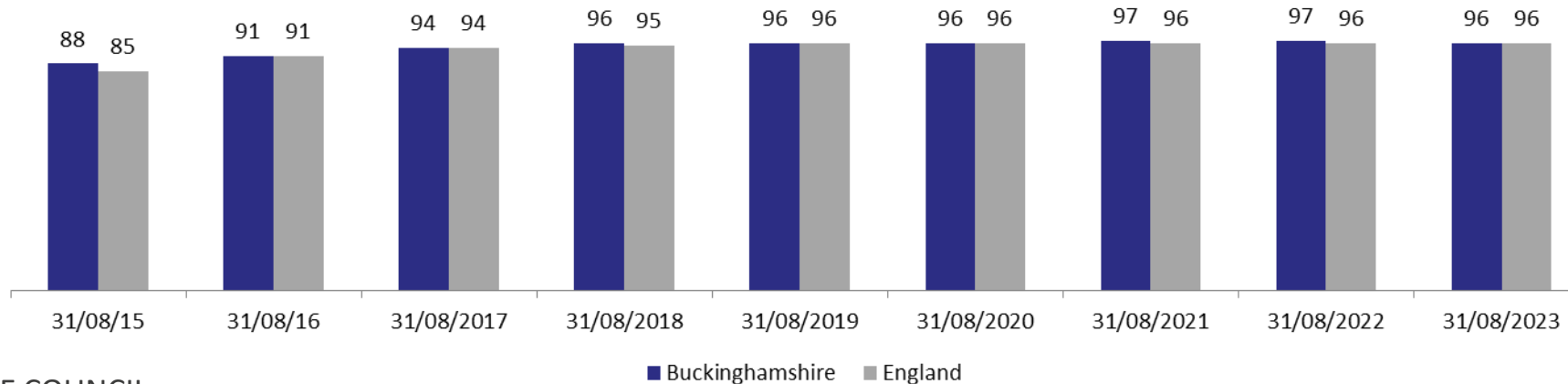
School Inspections

% 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



Ofsted Inspections

Areas of Strength	Areas for Development
<ul style="list-style-type: none">• Inspections outcomes in Buckinghamshire schools remain high with 89% of pupils attending a school rated good or outstanding. This is the same as national.• Inspections outcomes in Buckinghamshire early years registered providers remain high with 96% of active early years registered providers rated good or outstanding. This is the same as national.• 87.6% of schools in Buckinghamshire are rated good or better by Ofsted.• All nursery, special and PRU provision in Buckinghamshire is rated good or better by Ofsted.• Buckinghamshire Council School Improvement Advisors support headteachers and provide valuable input throughout the Ofsted inspection process.	<ul style="list-style-type: none">• Continue to risk assess all schools on a regular basis. Side by Side expert support is provided for all maintained schools with either a requires improvement or inadequate judgement, or those identified as at risk for their next inspection.• Continue to offer support to academy schools with either a requires improvement or inadequate judgement, offer the conference and training programme to all academy staff and work collaboratively with the Regional Director.• Buckinghamshire Council School Improvement Advisors to continue to support headteacher wellbeing, in light of the Ofsted programme of mental health awareness training for all Ofsted inspectors.

Early Years Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

Early Years - Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Professional dialogue meetings with schools at the start of the year and in the summer term before the final judgements.</p>	<p>Two professional dialogue sessions were delivered in the autumn term and five sessions in the summer term. The sessions supported understanding of the Early Learning Goals (ELG) for teachers and support staff. All reception teachers were provided with the opportunity to attend the sessions. Attending schools increased the accuracy of their EYFSP judgements.</p>	<p>Intended impact achieved</p>
<p>In depth data analyse 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. This will include a targeted piece of work focusing on support and assessment for young children with English as an Additional Language (EAL)</p>	<p>Visits identified schools that required support for those children who were not achieving small specific elements of the early learning goals. Advisors worked with these schools to increase consistency and accuracy of assessment across all ELG's. Training sessions increased teacher's skills and confidence in teaching and assessing children with EAL. Strategies shared were implemented in practice.</p>	<p>Intended impact achieved</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>Interaction audits offered to all schools in Opportunity Bucks wards, these have supported practitioners to use high quality interactions, with specific attention on the use of mathematical language. Five Children's Champions were accredited for communication and language which has provided peer to peer support.</p>	<p>Ongoing and on track</p>

Action Plan – Early Years

What we will do	What this should achieve	Time
Provide professional dialogue meetings for all reception teachers and support staff in the summer term.	Teachers and support staff will have the knowledge and skills to be able to assess children in EYFSP with greater accuracy and consistency.	Academic Year 2023/24
Provide EYFSP visits to all schools with ECT and all Opportunity Bucks ward schools that achieved a low GLD for 2022/23. This will be a targeted piece of work looking closely at summer born children and barriers to achieving GLD.	<p>Increase consistency and accuracy of assessment across all ELG for all schools.</p> <p>Increasing teacher’s skills and confidence in teaching and assessing summer born children, addressing the areas of disadvantaged children and boys’ progress.</p>	Academic Year 2023/24
Use the established Side by Side project to offer peer to peer support for schools through the use of accredited Children’s Champions for communication and Language and literacy.	Use of Children’s Champions will enable modelling of best practice for interactions and literacy. Schools receiving this peer support will develop the necessary skills to be able to provide the environment and best practice for children to progress in these areas and achieve the early learning goal.	Academic Year 2023/24

Primary Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

Primary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>The Buckinghamshire Challenge is long term programme to address the impact of disadvantage on educational attainment. A Buckinghamshire Challenge Handbook was developed, launched and published for all schools in Buckinghamshire, detailing key principles to raise the attainment of disadvantaged and vulnerable groups across Buckinghamshire.</p>	<p>The Buckinghamshire Challenge Handbook was launched to all schools in July 2023. All schools now have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school. Schools are clear about what good practice looks like in Buckinghamshire.</p>	<p>Intended impact achieved</p>
<p>Liaison groups action research projects, running in 14 local areas across the county, were implemented by groups of schools, working in collaboration, to identify the most effective methods of raising attainment for disadvantaged pupils.</p>	<p>The learning from the action research projects has been shared with all schools across the county through the Buckinghamshire Challenge Handbook. Schools have an improved understanding of local challenges and a clearer understanding of effective strategies to meet the needs of this cohort of pupils.</p>	<p>Intended impact achieved</p>
<p>As part of the Buckinghamshire Challenge, 'Champion Schools' were upskilled within each liaison group. These Champions schools were supported by Buckinghamshire Council to become experts in overcoming the effect of disadvantage on educational outcomes and support other schools within their local area to upskill and develop.</p>	<p>Regular network meetings ensure that the Challenge Champions are updated on current thinking and interventions, share good practice and reflect on the learning from the Challenge Handbook. This has enabled the Challenge Champion to apply the learning and improve outcomes for disadvantaged pupils, both in their own schools and within their locality.</p>	<p>Ongoing and on track</p>

Primary - Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Conferences throughout the academic year are supporting schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice.</p>	<p>Six out of nine conferences have been delivered to date on a range of topics to address areas for development across the county. Topics include Curriculum Leadership in English and Maths, Powering Progress, Cultural Capital and Addressing the Impact of Disadvantage. Attendance at conferences held to date has been strong and feedback of impact has been very positive.</p>	<p>Ongoing and on track</p>
<p>Buckinghamshire Council 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 (EAL). 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.</p>	<p>An English as an Additional Language (EAL) training and conference programme was rolled out to all schools and in venues across the county and was well attended by over 160 delegates. Two members of Buckinghamshire Council staff have become Bell Foundation Trained Practitioners and are now delivering training in how best to support pupils using EAL. Schools can identify best practise and are supported to implement changes to their own school strategy and practice.</p>	<p>Intended impact achieved</p>
<p>Buckinghamshire Council School Improvement team hosted 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.</p>	<p>Staff from the 70 attending schools increased skills and expertise to teach reading effectively; staff now have understanding of the progression and development of these skills across all key stages, thus, supporting transition for pupils.</p>	<p>Intended impact achieved</p>

Action Plan – Primary

What we will do	What this should achieve	Time
<p>Ensuring the continued professional development and upskilling of the Buckinghamshire ‘Challenge Champions’, through the development of a ‘Challenge Toolkit’. This new resource will enable this expert, school led capacity to support schools in their local area.</p>	<p>The Challenge Toolkit will support the Challenge Champions to become an expert, school led resource with the tools and knowledge to effectively review a school’s provision for disadvantaged pupils and work collaboratively with schools on the development of an action plan to enhance their provision.</p>	<p>Academic Year 2023/24</p>
<p>The continued development of the Buckinghamshire Challenge universal professional development programme for 2023/24 and 2024/25.</p>	<p>School staff across Buckinghamshire will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.</p>	<p>Academic Year 2023/24 and 2024/25</p>
<p>Schools with the highest percentage of pupils living in the ten Opportunity Bucks wards have been invited to participate in the Opportunity Bucks Literacy Project. This project seeks to identify best practice in all aspects of teaching literacy, as well as identify gaps in provision and areas for improvement. The findings from this project will be developed into training available to all staff in the Opportunity Bucks ward schools, as well as providing updated guidance for all schools through the Challenge Handbook and universal professional development programme.</p>	<p>The findings from the Opportunity Bucks Literacy Project will support the development of essential literacy skills, with priority on phonics, reading at key stage one and writing at key stage two, in the areas of the county where pupils are experiencing the most hardship. Literacy skills are essential to access all areas of the curriculum, support academic attainment, build pupils’ confidence and self-esteem as well as supporting future career development and life skills.</p>	<p>Academic Year 2023/24 and 2024/25</p>

Action Plan – Primary

What we will do	What this should achieve	Time
The delivery of robust continued professional development training for Curriculum Leaders with a focus on the core subjects of English and Maths.	Curriculum Leaders feel equipped to drive improvements across the curriculum in their own schools, focusing on phonics, key stage one reading and key stage two writing.	Spring Term 2023/24
Through the Side-by-Side School Improvement Programme, trained Side by Side Curriculum Specialists will continue to be deployed to support schools who have been identified as having vulnerabilities in the teaching of specific subjects.	Curriculum Leaders in supported schools feel equipped to address areas for development and drive improvements in the targeted curriculum areas, leading to strong teaching and improved pupil outcomes.	Academic Year 2023/24

Secondary Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

Secondary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
Continue to use Side by Side model of school support to disseminate good practice across schools.	Schools are supported to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Ongoing and on track
Continue to advance Buckinghamshire Challenge programme to develop hubs of effective practice, led by elected Champion schools.	Regular network meetings ensure that the Challenge Champions are updated on current thinking and interventions, share good practice and reflect on the learning from the Challenge Handbook. This has enabled the Challenge Champions to apply the learning and improve outcomes for disadvantaged pupils, both in their own schools and within their locality.	Ongoing and on track
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis).	Partnership working develops stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	Ongoing and on track

Secondary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>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.</p>	<p>Three deep dive case studies have been developed to provide school leaders with examples of strong provision that is being successfully delivered in local schools. Leaders can use, adapt and drive improvements in their own schools</p>	<p>Intended impact achieved</p>
<p>Develop current Education Endowment Foundation (EEF) review provision to evaluate education provision (in its fullest sense) through the lens of our disadvantaged pupils.</p>	<p>Headline visits and reviews undertaken at secondary schools have been developed in line with the EEF review approaches to explore even more targeted evaluation of the experiences of disadvantaged learners. As a result, schools are further engaged in an ongoing improvement dialogue that both challenges and supports their work to address the disadvantaged gap in their unique setting. This supports preparation for Ofsted inspections, as Quality of Education, Behaviour and Attitudes and Personal Development are assessed through the lens of the most disadvantaged pupils.</p>	<p>Ongoing an on track</p>

Action Plan – Secondary

What we will do	What this should achieve	Time
<p>Ensuring the continued professional development and upskilling of the Buckinghamshire ‘Challenge Champions’, through the development of a ‘Challenge Toolkit’. This new resource will enable this expert, school led capacity to support in their local area.</p>	<p>The Challenge Toolkit will support the Challenge Champions to become an expert, school led resource with the tools and knowledge to effectively review a school’s provision for disadvantaged pupils and work collaboratively with schools on the development of an action plan to enhance their provision.</p>	<p>Academic Year 2023/24</p>
<p>The continued development of the Buckinghamshire Challenge Universal Professional Development programme for 2023/24 and 2024/25 in order to address issues relating to disadvantage.</p>	<p>School staff across Buckinghamshire will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.</p>	<p>Academic Year 2023/24 and 2024/25</p>
<p>Schools with the highest percentage of pupils living in the ten Opportunity Bucks wards have been invited to participate in the Opportunity Bucks Literacy Project. This project seeks to identify best practice in all aspects of teaching literacy, as well as identify gaps in provision and areas for improvement. The findings from this project will be developed into training available to all staff in the Opportunity Bucks ward schools, as well as providing updated guidance for all schools through the Challenge Handbook and universal professional development programme.</p>	<p>The findings from the Opportunity Bucks Literacy Project will support the development of essential literacy skills in the most deprived areas of the county. Literacy skills are essential to access all areas of the curriculum, support academic attainment, build pupils’ confidence and self-esteem as well as supporting career development and life skills.</p>	<p>Academic Year 2023/24 and 2024/25</p>

Action Plan – Secondary

What we will do	What this should achieve	Time
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis).	Partnership working will develop stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	Academic Year 2023/24 and 2024/25
Continue to use Side by Side model of school support to disseminate good practice across schools, especially those identified as intervention and prevention schools.	Supported schools are able to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Academic Year 2023/24 and 2024/25

Children in Need, including Children Looked After Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

Children in Need, including children looked after - Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<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 cohort. 10 schools completed phase 1. Gradual changes to policy and practice in schools on pilot project, including reductions to suspensions. 145 schools trained in initial attachment and trauma, this has led to increased contact between schools and virtual school and earlier intervention for children with a social worker.</p>	<p>Intended impact achieved</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 Designated Teachers, in both 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. 6 sessions delivered across academic year with additional monthly training in PACE, Foetal Alcohol Spectrum Disorder , Mental Health Support and other relevant training.</p>	<p>Intended impact achieved</p>
<p>Provide more opportunity for extracurricular work during the school holidays with a focus on further and higher education. For example, organised events at local universities.</p>	<p>Raised aspirations for children in care by providing strong careers guidance and a way in to further and higher education. 43 care leavers currently at university, large increase from 13 young people in 2019.</p>	<p>Ongoing and on track</p>

Action Plan – Children in Need, including children looked after

What we will do	What this should achieve	Time
<p>Reduce drift and delay in securing school places for children with an Education Health and Care Plan who are living in another local authority.</p>	<p>Reduce the amount of missed learning time and ensure routines and structures remain consistent.</p> <p>Improve overall attendance rates</p> <p>Improve placement stability</p>	<p>Academic Year 2023/24</p>
<p>Fund 12 more schools to begin the bronze stage of the attachment and trauma awards .</p> <p>Further develop the 10 pilot schools to progress through the Silver award and enhance their current training offer.</p>	<p>Schools going through the attachment and trauma award programme will develop more confidence and skill resulting in a reduction in suspensions and a rise in attendance and engagement.</p>	<p>Spring 2024/25</p>
<p>Record and evidence regular feedback from children and young people to ensure their voice is being heard by the corporate parent.</p>	<p>Children and young people feel valued and listened to and know that they can help shape the future of the service.</p>	<p>Academic Year 2023/24</p>

Ofsted Inspections Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

Ofsted Inspections – Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Maximise capacity for School Improvement to gain a deeper understanding of Ofsted readiness, through the programme of Side-by-Side Headline Visits.</p>	<p>For 2023/24 all maintained schools are being supported through a least one headline visit by a School Improvement Advisor, which discusses the strengths and areas for development within each school, giving the local authority a clear oversight of provision. Where risk is identified, intensive support is being delivered through Side by Side. Strengths are being identified and shared as good practice with all schools across the county.</p>	<p>Ongoing and on track</p>
<p>Raise the awareness amongst school leaders and governors 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, 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 greater confidence in securing an ‘effective’ safeguarding judgement in school inspection reports. In all inspections safeguarding was secure in 2022/23.</p>	<p>Ongoing and on track</p>
<p>Develop curriculum 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>Curriculum expertise is being developed through a comprehensive training programme for Senior Leadership Teams and Curriculum Leaders. As a result, schools are better equipped when developing and designing their curriculum and have expertise in leading specialist subject areas.</p>	<p>Ongoing and on track</p>

Action Plan – Ofsted Inspections

What we will do	What this should achieve	Time
<p>Continue to develop and refine the Side by Side School Improvement offer to schools, supporting schools that are requires improvement or inadequate to help them to get a good or better judgement at their next inspection.</p>	<p>Supported schools are able to address areas for development, leading to stronger teaching and improved outcomes. Headteachers feel supported.</p>	<p>Ac/yr 2023/24 and 2024/25</p>
<p>Keep schools abreast of local and national developments in education, specifically those from Ofsted, so that they can plan and adjust accordingly. Friday Forums for school leaders are being held each term to provide these essential updates and hear case studies from schools who have successfully achieved a good or better judgement. Prioritise increased engagement by schools in school improvement activities, projects, conferences and training.</p>	<p>School leadership across Buckinghamshire will have the insight, analysis, tools and understanding to address the areas for development in their own schools, with regards to the four key judgement areas; Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management. School leaders recognises the changes in the inspection framework which support them in managing challenging inspections.</p>	<p>Academic year 2023/24 and 2024/25</p>
<p>Training for governors/trustee regarding the Ofsted inspection process and their role within it, via a regular online governor training programme, a Governor Conference in Summer 2024 and bespoke sessions for individual schools' governance teams.</p>	<p>Governors have a key role to play during an Ofsted inspection. This training and support programme will support governors to ensure that they know the school well, provide support and challenge to the school leadership and are able to articulate this clearly in their meetings with inspectors. Governors will understand their responsibility to support their headteacher's mental health and wellbeing.</p>	<p>Academic year 2023/24 and 2024/25</p>