

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 14th March 2018

CONTACT OFFICER: Cate Duffy, Director of Children, Learning and Skills
(For all Enquiries) (01753) 875751

Report produced by Johnny Kyriacou (Service Lead – School Effectiveness) and Michael Jarret (Service Lead – Early Years & Development)
(01753) 875751

WARD(S): All Wards

PART I **FOR COMMENT & CONSIDERATION**

SCHOOL STANDARDS AND EFFECTIVENESS

1. Purpose of Report

- 1.1 To provide an overview of school effectiveness and standards in Slough at EYFS, KS2, KS4 and KS5. To look at patterns of achievement for schools and groups of pupils, in order to better inform strategic planning.
- 1.2 This report addresses key principles from our school Improvement Strategy (2017/18). The stated key principles include:
- Educational achievement is the most effective way to improve outcomes and break cycles of deprivation and poverty.
 - High quality early education is good for children, with positive short and longer term impacts on their learning and development. Early Years education is also good for equality, with the most disadvantaged children reaping the greatest benefits.
 - Partnerships have a key role to play because they provide a rich combination of high expectations, innovative thinking and a community within which all learners can thrive and achieve.
 - While schools are self-managing and autonomous institutions, responsible for their own performance and improvement, the LA will support and challenge them and intervene where appropriate. The LA will aim to improve and sustain improvement, both in attainment and in the achievement and rate of progress of our children and young people.

2. Recommendation(s)/Proposed Action

The Panel is requested to note the report and comment as appropriate.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan

3a. Slough Joint Wellbeing Strategy Priorities

Priorities:

2. Increasing life expectancy by focusing on inequalities

3b. Five Year Plan Outcomes

This report refers to priority outcome 1

1. Our children and young people will have the best start in life and opportunities to give them positive lives.

4. Other Implications

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

Each of the targets within the Outcome 1 plan are already included within the service planning framework of the relevant council directorates and overseen by the corporate Five Year Plan Board, Cabinet and Scrutiny Panels.

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	Promoting Slough's educational successes
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act or other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications

5. **Supporting Information**

Statutory Duties

- 5.1 The local authority has a statutory duty ‘to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.’ (Education Act and Inspections Act 1996). Any child learning within the borough is a Slough pupil regardless of the form of governance of the school or their place of residence. The local authority also has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college and training providers.

The School Effectiveness Team

- 5.2 The School Effectiveness team consists of a small core group which includes permanent staff and a team of consultants, some of whom work up to 3 days a week in Slough:

- Service Lead – School Effectiveness
- Education Safeguarding Officer
- Standards and Effectiveness Officer (SEND)
- External consultant team
- Senior Standards and Effectiveness Officer (Primary 3 days a week)
- Senior Standards and Effectiveness Officer (Secondary 2 days a week)
- Senior Education Liaison Officer (2 days a week)
- Team of primary and secondary consultants

Partnership Arrangements

- 5.3 Key partnership arrangements with schools for overseeing and planning strategic educational developments include:

- The **Slough Education Partnership Board (SEPB)**. This consists of a range of Headteachers from all phases and settings and council officers. It is chaired jointly by the Director of Children, Learning and Skills and a Headteacher on a rotation basis.
- The **Slough School Improvement Board (SSIB)**. This consists of Headteachers cross phase, the Slough Teaching School Alliance and council officers. It is chaired by the Service Lead – School Effectiveness.

- Slough Borough Council works closely with the **Slough Teaching School Alliance** (STSA). The local school improvement fund is overseen jointly through the STSA and the Senior Education Liaison Officer for Slough. (see below)
- Slough Borough Council has regular meeting with the Regional Schools Commissioner and the link HMI inspector for Slough
- Autumn Term Visits are carried out by school improvement partners each year and offered to all schools

The Local School Improvement Fund

- 5.4 The Local School Improvement Fund arises from of an agreement by schools forum to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives from 2016/17. The fund has been topped up by an additional £49,500 in 2017/18 again through agreement with schools forum. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities. One such project involves twelve primary schools.
- 5.5 The LA and STSA oversee the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes.

School Improvement Strategy

- 5.6 A School Improvement Strategy for 2017/18 is in place that sets out the council's approach to school improvement and effectiveness. This is currently in the process of being revised in consultation with schools.

Executive Summary

- 5.7 Below is a brief summary of the overall report, but themes are explored in greater detail throughout:
- 65% of state funded schools (including nurseries) are academies or free schools.
 - 75% of primary, secondary, special schools and PRUs combined are academies or free schools
 - The proportion of good and outstanding schools in Slough is 87% which is 2% below the national average (equal to one school)
 - Standards in key measures are above national average in EYFS, Key Stage 2 and significantly above the national average at Key Stage 4.
 - Standards at KS5 are just below the national average at Post-16 for A-Level and Applied General Entry, but above the national average for pupils attaining AAB in facilitating subjects.
 - In the Early Years Foundation Stage Slough ranks 63rd against all other local authorities for pupils achieving a good level of development in 2017. This is up 20 places from 83rd in 2016.
 - At KS2 Slough is ranked 55th against all other local authorities for pupils achieving the expected standards in Reading, Writing and Maths combined which has increased by 8 places since 2016

- At KS4 Slough is ranked 14th for progress 8 against all other local authorities, increasing by two places from 2016.
- At KS5 Slough is ranked 50th for average point score entry per A-Level and 96th for average point score per Applied General Entry. This represents a rise of 15 places and 42 places respectively.
- Girls are outperforming boys at all key stages but the gaps are greatest at KS4.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations to low attainment are gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

Type of School

5.8 Governance arrangements in Slough schools are diverse. The table below shows the number of schools and nurseries along with their governance arrangements:

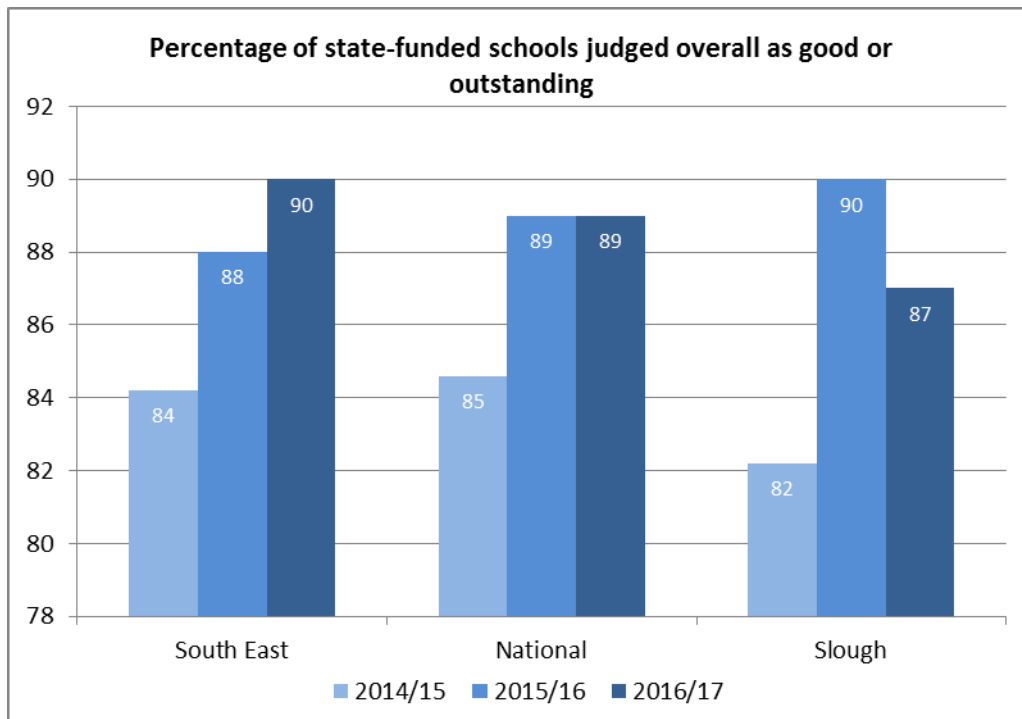
Table 7a: Type of School

Type of school	Nursery	Primary	Secondary	All through	Special	Pupil Referral Unit	Total
Maintained Community	5	3	1	0	1	0	10
Maintained Voluntary-Aided	0	4	1	0	0	0	5
Voluntary Controlled	0	1	0	0	0	0	1
Maintained Foundation	0	2	0	0	0	0	2
Academy	0	17	9	0	1	1	28
Free School	0	2	3	1	0	0	6
Total	5	29	14	1	2	1	52

Ofsted Judgements

5.9 The table below is taken from official Ofsted figures up to August 2017.

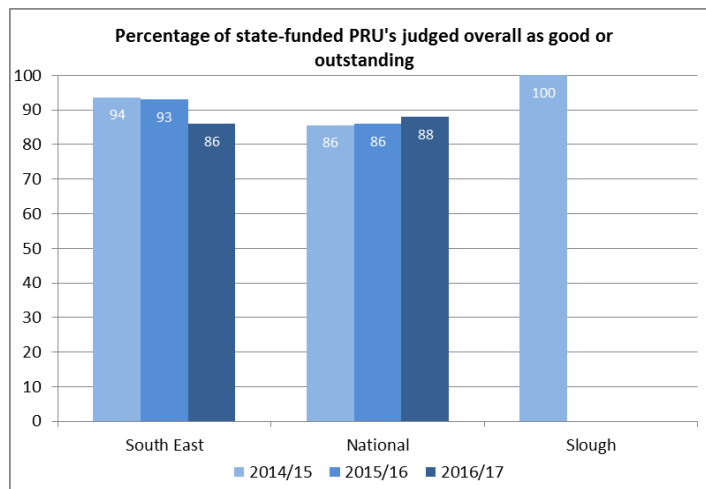
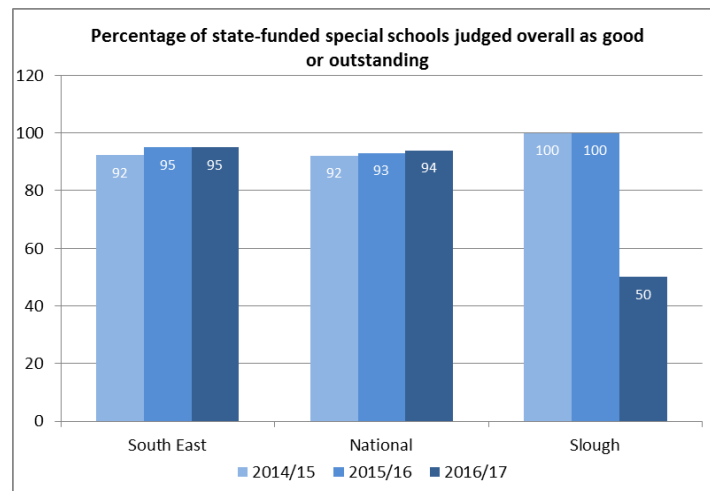
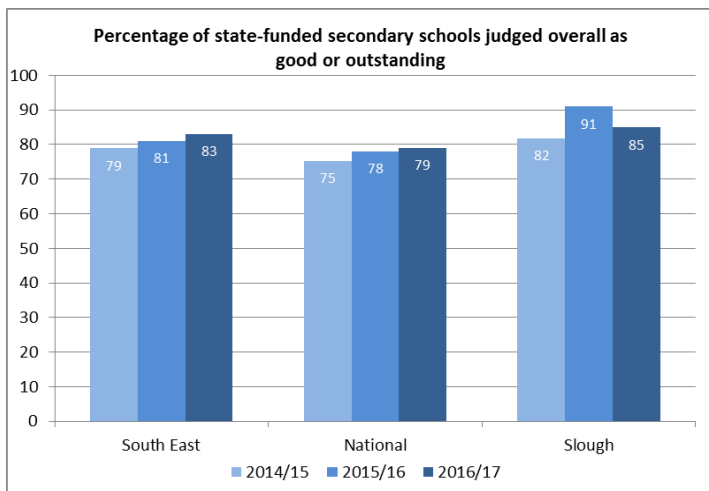
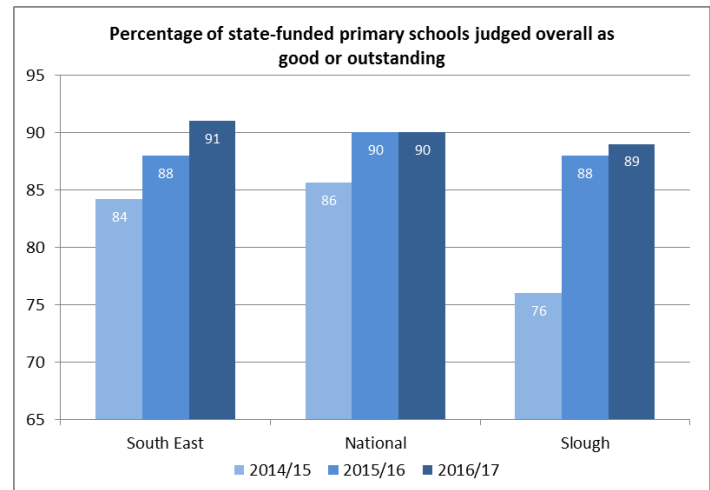
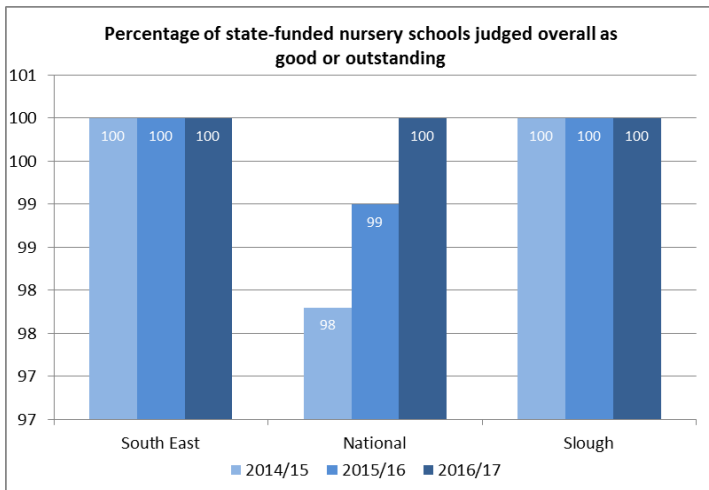
Table 8a: Overall Ofsted judgements



- 5.10 The overall effectiveness of schools in Slough has improved since 2014/15 although it presently sits 2% below the national average and 3% below the South East average. This is equivalent to one school.
- 5.11 There are currently eight schools that have no formal Ofsted designation either because they are free schools yet to be inspected or have recently converted to academy status as sponsored academies. In 2016/17 four schools converted to academy status.
- 5.12 In 2016/17 there were eleven Section 5 Ofsted inspections. Of these eleven schools one was judged Outstanding (having previously been Requires Improvement), five schools were judged Good (one improving from Inadequate, three maintained Good and one had no previous inspection) three schools were judged Requires Improvement (two from having no formal designation and one falling from Good), two schools were judged 'Inadequate' (one falling from Good and the other having previously not been inspected).
- 5.13 Due to the length of time between Ofsted inspection cycles the schools judged as Requires Improvement or Inadequate will not have a full inspection this academic year.
- 5.14 In this academic year of 2017/18, there have been two Section 5 Ofsted inspections and both judgements were graded as Good with both schools maintaining their previous Good judgement.

Ofsted Judgements by Phase

Table 8b: Judgements by phase



Challenge and Support to Schools

- 5.15 The national context and policy direction is for schools to be increasingly autonomous, responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The Local Authority welcomes this autonomy, challenging schools to achieve high standards and working with schools in partnership, facilitating and brokering activity that supports school improvement. The local authority does not offer direct school improvement services, but offers support via visits from local school improvement consultants and the facilitation of collaborative projects and networks.
- 5.16 The local authority has a statutory duty to intervene in maintained schools of concern, whilst academies and free schools are overseen by the Regional Schools Commissioner. Of the maintained schools in Slough all are good or better except for Arbour Vale School which was judged as Inadequate and placed in Special Measures in June 2017. The inspection took place following a warning notice served to the school by the local authority and the exercising of statutory powers of intervention. The LA has been working closely with the school to improve and is overseeing the academisation process of the school in partnership with the Regional Schools Commissioner.
- 5.17 Academies engage with the LA by choice and are under no obligation to work with us. However, as an LA we offer all Slough schools support regardless of designation. Lynch Hill Enterprise Academy was judged as Inadequate in June 2017. The LA is working with the school to facilitate improvement and has offered resources in the form of our Senior Standards and Effectiveness Officer (Secondary) to work with the school on identified issues from their Ofsted report.
- 5.18 Godolphin Infants, Foxborough and Parlaunt Park are currently Requires Improvement, having been inspected in the 2016/17 academic year. All schools engage positively with the LA and have taken up the offer of LA resources through the Senior Standards and Effectiveness Officer (Primary) and the various consultants at our disposal. Godolphin Infants and Foxborough have both had monitoring visits this academic year (2017/18) and both reports have been positive, which demonstrates the benefits of partnership working.

Early Years Foundation Stage

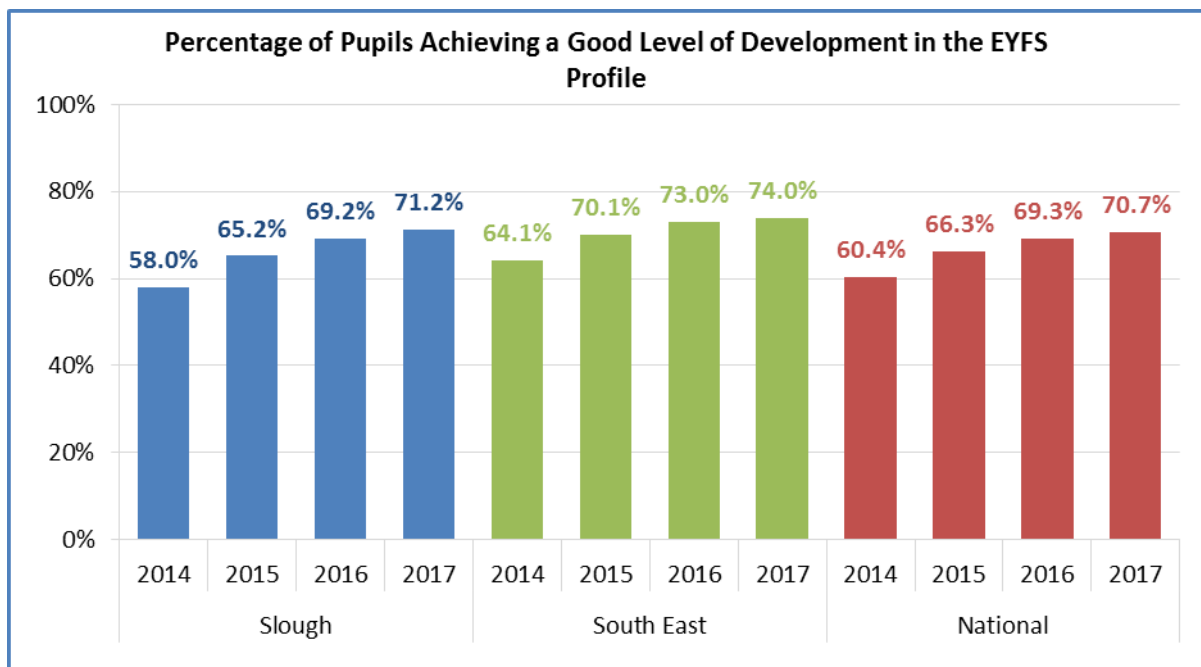
Overview

- 5.19 The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Reception year. A child achieves a Good Level of Development (GLD) if they attain expected or exceeding in all of the prime Early Learning Goals (ELG) and the ELGs in Literacy and Mathematics. In summer 2017 the proportion of children achieving GLD for Slough was **71.2%** compared to a national average of **70.7%**. This is the first time that the Slough GLD has exceeded the national figure, and it illustrates our continuing improvement.
- 5.20 Table 9a illustrates the GLD measure for each of the contributing schools from 2014 – 2017.

Table 9a: Proportion children achieving GLD

School/ Setting	2014	2015	2016	2017	Diff
Arbour Vale School	7	0	0	0	0
Castlevew Primary School	88	88	90	88	-2
Cippenham Infant School	59	69	72	68	-4
Cippenham Primary School	71	72	75	75	0
Claycots School	60	74	69	72	3
Colnbrook CE Primary School	43	47	53	65	12
Foxborough Primary School	53	61	37	71	34
Godophin Infant School	42	66	65	75	10
Holy Family Catholic Primary School	55	61	65	70	5
Iqra Islamic Primary School	53	69	79	81	2
James Elliman School	61	70	69	74	5
Khalsa Primary School	71	77	80	80	0
Langley Hall Primary School	52	60	74	80	6
Littledown School				0	
Lynch Hill Primary Academy	54	58	67	59	-8
Marish Primary School	68	64	75	75	0
Montem Academy	59	58	68	76	8
Our Lady of Peace Catholic Primary School	60	70	76	66	-10
Parlaunt Park Primary Academy	53	67	55	61	6
Penn Wood Primary School	44	57	57	59	2
Pippins School	70	56	85	73	-12
Priory School	60	64	70	69	-1
Ryvers School	67	73	60	79	19
St Anthony's Catholic Primary School	43	52	51	55	4
St Ethelbert's Catholic Primary School	39	62	65	56	-9
St Mary's CE Primary School	59	69	83	80	-3
The Langley Academy Primary			84	76	-8
Western House Academy	44	55	67	73	6
Wexham Court Primary School	82	71	75	79	4
Willow Primary School	67	65	76	76	0
Slough LA (exc PVI's)	58	65	69	71	2
Slough LA (incl PVI's)	58	65	69	71	2
National Average	60	66	69	71	2
Diff from National	-2	-1	0	0	
Slough National Ranking	97th	89th	83rd	63rd	

Table 9b



5.21 The percentage of children achieving expected or better in Literacy has previously been the Area of Learning that has proved a limiting factor for the overall Good Level of Development. Reading and Writing have improved year on year for several years now and it is this improving attainment that has resulted in improved GLD figures.

Table 9c: Literacy

% achieving expected +	Reading	Writing
2014	73%	66%
2015	76%	71%
2016	78%	73%
2017	79%	74%

Statistical Neighbours

5.22 Slough's statistical neighbours are; Birmingham, City of Leicester, Coventry, Ealing, Hillingdon, Hounslow, Luton, Reading, Redbridge and Sandwell.

5.23 Many of the key attainment indicators for EYFS illustrate Slough's improving results when compared to statistical neighbours See Table 9d below:

Table 9d

Ranking of Slough against its statistical neighbours	Slough LA Rank (out of 11 LAs)	
	2016	2017
% Working at or above the expected standard in Literacy	6th	4th
% Working at or above the expected standard in Maths	4th	5th
% Working at or above the expected standard in all Prime areas of learning	2nd	3rd
% Working at or above the expected standard across all specific areas of Learning	5th	4th
% Achieving a GLD	6th	4th
% achieving at or above expected across all ELG	5th	4th

Performance of groups

Gender

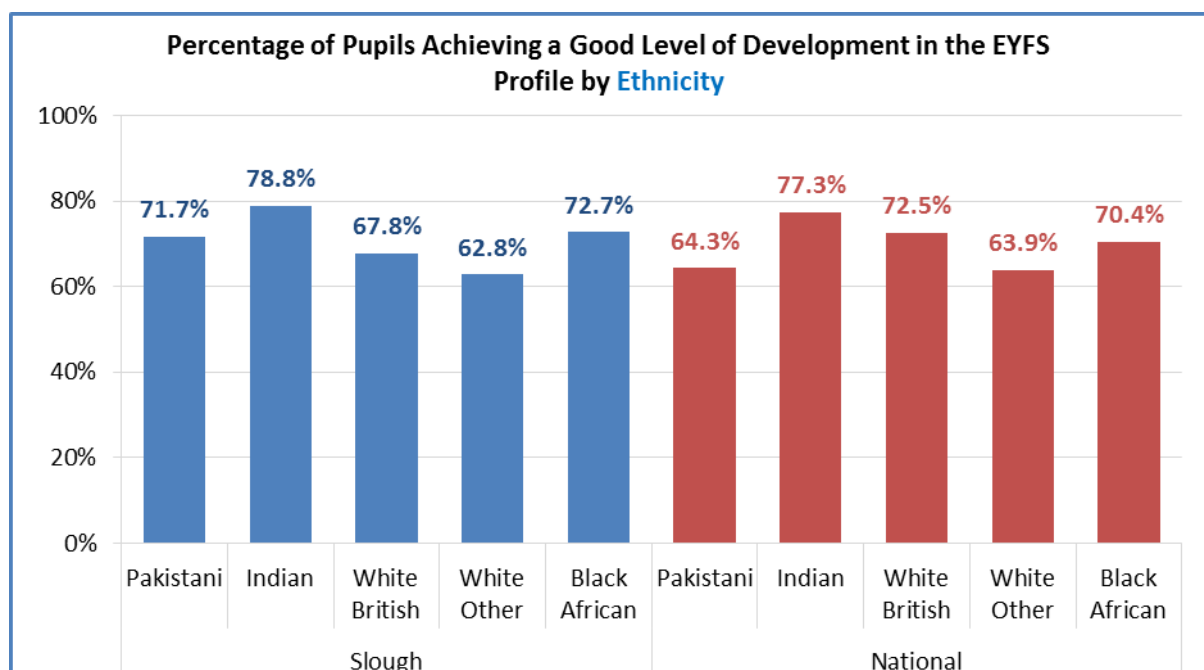
- 5.24 Greater percentages of girls achieve ELGs in virtually every area of learning at EYFS. However, there is an upward trend in attainment in Slough for both boys and girls which demonstrates positive progress.
- 5.25 The gap in gender attainment of GLD has fluctuated slightly year on year with the greatest gap occurring in 2015. The 2017 figure is a substantial improvement on the previous three years and places Slough slightly above the national average. See the table 9e below using National Consortium of Examination Results (NCER) information:

Table 9e

Year	Gender Gap Slough GLD	Gender Gap National GLD
2014	16.0	16.3
2015	16.2	15.6
2016	15.9	14.7
2017	12.4	13.7

- 5.26 Boys attainment continues to be a key focus of all support and development work supported by Slough Early Years Service as it is a reoccurring factor when we analyse the attainment of specific ethnic groups and language speakers.

Table 9f: Ethnicity



5.27 Attainment at EYFSP varies between different ethnic groups although most are broadly in line or slightly above the national average. The main exceptions to this statement are pupils from a white British, white Gypsy / Roma and Mixed White and African backgrounds. The largest of these groups is the White British. There were 354 children in this group in 2017 and 23.5% of them were identified as meeting the Free School Meals criteria. 68% of White British children achieved a GLD in 2017. This is lower than both the Slough average of 71.2% and the national average of 70.5% but continues the upward trajectory since 2014 at a rate that is broadly in line with the progression of the Slough GLD average.

5.28 It is important to note that attainment of a GLD at EYFSP is dependent on achieving ELGs in many areas that must be assessed in English. The child must demonstrate competency in English in the 3 aspects of Communication and Language and the 2 aspects of Literacy. Many of the children in Early Years have little or no English on starting at nursery or Reception. There has been significant focus, over a number of years, on strategies to support children’s learning of English and there has been progress in the attainment of reading and Writing (See table 9c Literacy)

Performance of children in receipt of free school meals

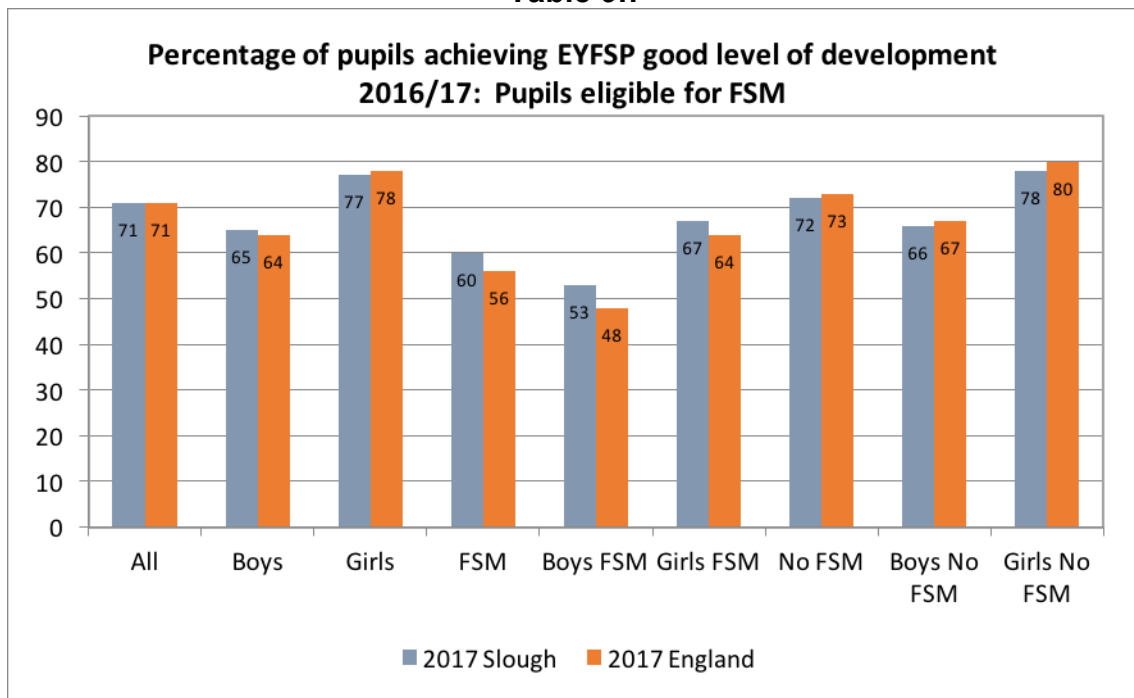
5.29 There has been an increase over time in the percentage of children in receipt of free school meals achieving a GLD at the end of EYFS. *(Please note that Free School Meals (FSM) criteria is often under-reported in Early years)* As with the GLD figures for the whole cohort, girls achieve better than boys.

Table 9g

Year	FSM			No FSM		
	Slough	Nat	Gap	Slough	Nat	Gap
2014	48	45	3	59	64	-5
2015	58	51	7	66	69	-3
2016	53	54	-1	71	72	-1
2017	60	56	4	72	73	-1

5.30 Table 9g shows that the gap between those on FSM in Slough and those on FSM nationally has exceeded the national average every year except for 2016. The gap between those on no FSM in Slough compared to those nationally has closed and remained just under the national average in 2016 and 2017.

Table 9h



Attainment gap between all children and the lowest attaining 20%

2017 England 31.7
2017 Slough 29.7

5.31 Slough’s attainment gap is better (smaller) than the national figure and the lowest in comparison with our statistical neighbours. There has been a significant reduction since the 2013 figure of 37.1 but a slight increase since 2016.

Conclusion

5.32 Attainment in Early Years in Slough continues to increase over time, in both prime and specific Areas of Learning. Analysis of a number of groups that perform less well than the Slough average clearly shows that the common thread is boy’s attainment in comparison with girls. There is considerable progress with boys attainment, but it will continue to be a focus for analysis, support and

challenge across the Early Years in order to address underlying factors of disadvantage and SEND sector.

Key Stage 2

KS2 Trends

- 5.33 A new primary curriculum was introduced in 2014 and new statutory assessments in 2016. This means that it is only meaningful to provide a two year trend. Well publicised difficulties in implementing the new statutory assessments in 2016 mean that comparisons between 2016 and 2017 must be treated with caution.
- 5.34 Outcomes in Slough primary schools for Reading, Writing and Mathematics at Key Stage 2 improved in 2017 and are now above the national average.

KS2 Coasting Measure

- 5.35 The DfE have defined what coasting school criteria are below. In order to be categorised as coasting, schools must meet the criteria for 3 years in a row:
- In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics, and In 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing
 - In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.
- 5.36 No schools in Slough are defined as coasting. Only 39 out of 150 local authorities achieved this. The following schools, although not defined as coasting for the last three years, met the coasting criteria for at least one of the last three years: Claycots School in 2016 and 2017; IQRA School, St Ethelbert's Primary and St Mary's Primary in 2017.

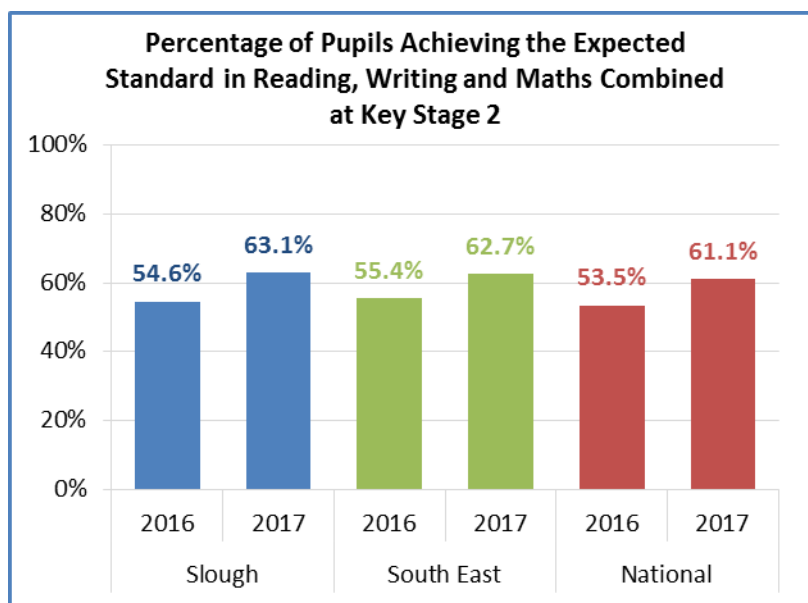
KS2 Floor Standards

- 5.37 The DfE have defined what floor standards for KS2 are below:
- In 2017, a school will be above the floor if at least 65 per cent of pupils meet the expected standard in reading, writing and maths at key stage 2, or if it achieves "sufficient progress scores" in all three subjects.
 - This year, the required progress scores are -5 in reading, -5 in maths and -7 in writing.
 - No Slough primary schools were below the 2017 DfE floor standard. Only 46 of 150 local authorities achieved this.

Overview

- 5.38 The proportion of pupils achieving expected standards in Reading, Writing and Mathematics in Slough are above the national average for 2017 with an improving trend over the last two years. Slough is broadly in line with the South East average for both 2016 and 2017.

Table 10a: KS2 RWM



- 5.39 Outcomes in Slough are below the national average in progress for Reading but above the national average for progress in Writing and Mathematics

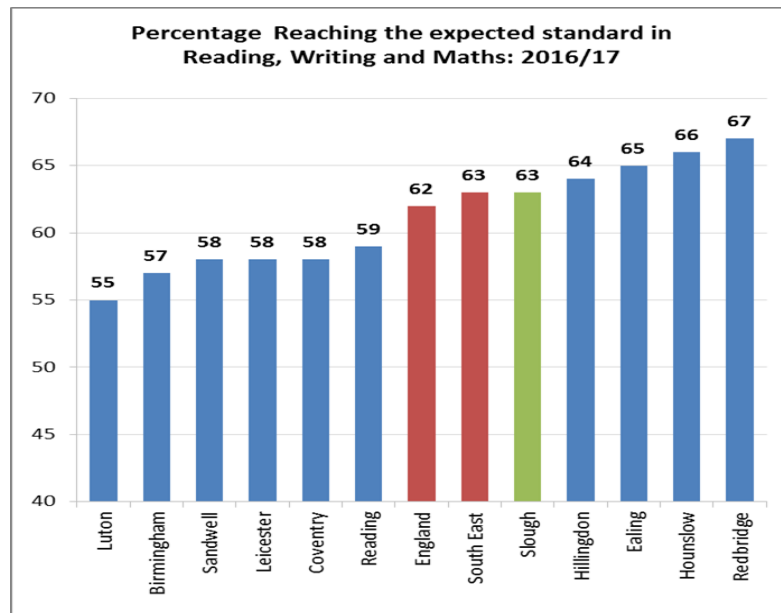
Table 10b: KS2 Progress

Progress Scores	Slough	England
Reading	-0.3	0
Writing	1.0	0
Mathematics	1.0	0

Statistical Neighbours

- 5.40 Outcomes in Slough are just above the average compared to statistical neighbours (local authorities who share similar characteristics) for reaching expected standards in RWM.

Table 11a: Statistical Neighbours RWM



Performance of groups

Gender

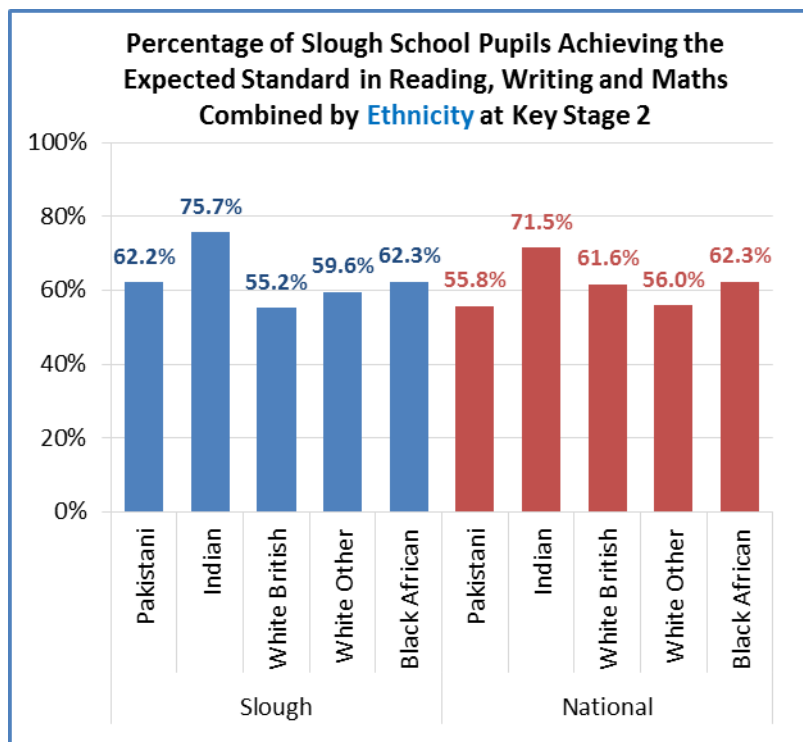
- 5.41 Whilst girls outperform boys and have remained in line with the national average for the last two years there, has been an improvement in the performance of boys. Outcomes for boys are above those of boys nationally.
- 5.42 The gap between boys and girls is smaller than the gap nationally and has decreased from 2016 to 2017

Table 12a: Boys compared to Girls achieving RWM

	All Pupils	Gender		
		Boys	Girls	Gender Gap
National 2016	53%	50%	57%	7%
Slough LA 2016	54.6%	51.0%	58.4%	7.4%
National 2017	61.1%	57.4%	65.1%	7.7%
Slough LA 2017	63.1%	60.3%	66.0%	5.7%

Ethnicity

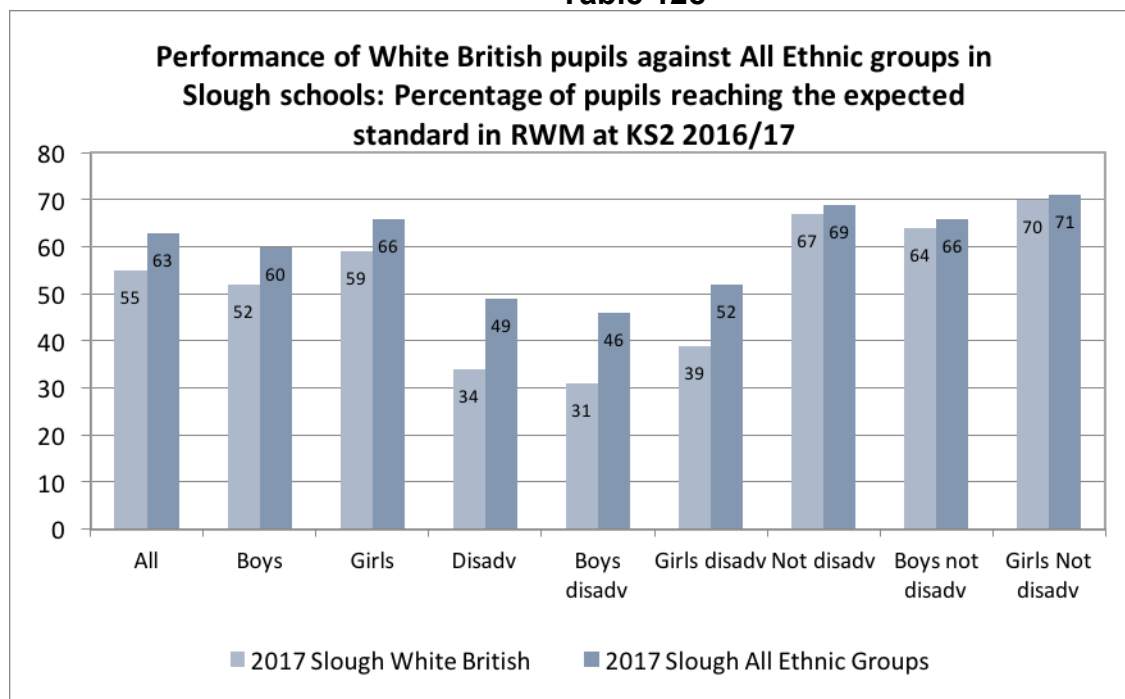
Table 12b: Ethnicity



- 5.43 The chart above shows that the highest performing group in Slough is Indian followed by Pakistani and Black African. Whilst these groups are performing above (or in line with national average for similar pupils) it is the Indian group that is performing significantly above both the national and South East average. Performance of pupils in the White Other, Pakistani and Black African categories have moved from below national average to above or in line with national average.

Performance of white British pupils by disadvantaged and gender

Table 12c



5.44 Disadvantaged white British pupils are the lowest performing ethnic group, with outcome for boys being considerably lower than those for girls. However, outcomes for those who are not disadvantaged* are well above the Slough average, suggesting that it is disadvantage and gender, rather than ethnicity, which are the biggest factors in the low attainment of white British pupils.

5.45 What is key to consider here is the size of the sub-group 62 boys and 57 girls out of 604 pupils or 20% of our disadvantaged group are significantly under achieving when compared to their peers.

* *The DfE define disadvantage as those who have been entitled to FSM in the last 6 years; who have been in local authority care for 1 day or more; or who have left local authority care for adoption, special guardianship or a child arrangement*

SEND

Reporting on outcomes for children with SEND

5.46 Pupils with special educational needs include those with SEN Support, with statements of SEND or an education, health and care (EHC) plan. Nationally and in Slough SEND children have the lowest levels of achievement and the largest gaps to the performance of other children. Children with SEND are much more likely to have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There has been an increase in both the number and the proportion of children with SEND in Slough. In some cases children with SEND will have extremely complex needs. The nature of special educational need and the impact this may have on learning and progress will vary widely. *Therefore, the national and local gap data for key measures at each key stage are included within this report, but without further comment.* All those

with Education, Health and Care Plans will have their learning and progress monitored at annual review. School Improvement Consultants will also discuss the progress of children with SEND when they visit each school.

- 5.47 At KS2 the gap between those with SEND and non-SEND is wider than the national average and has increased from 2016 to 2017.

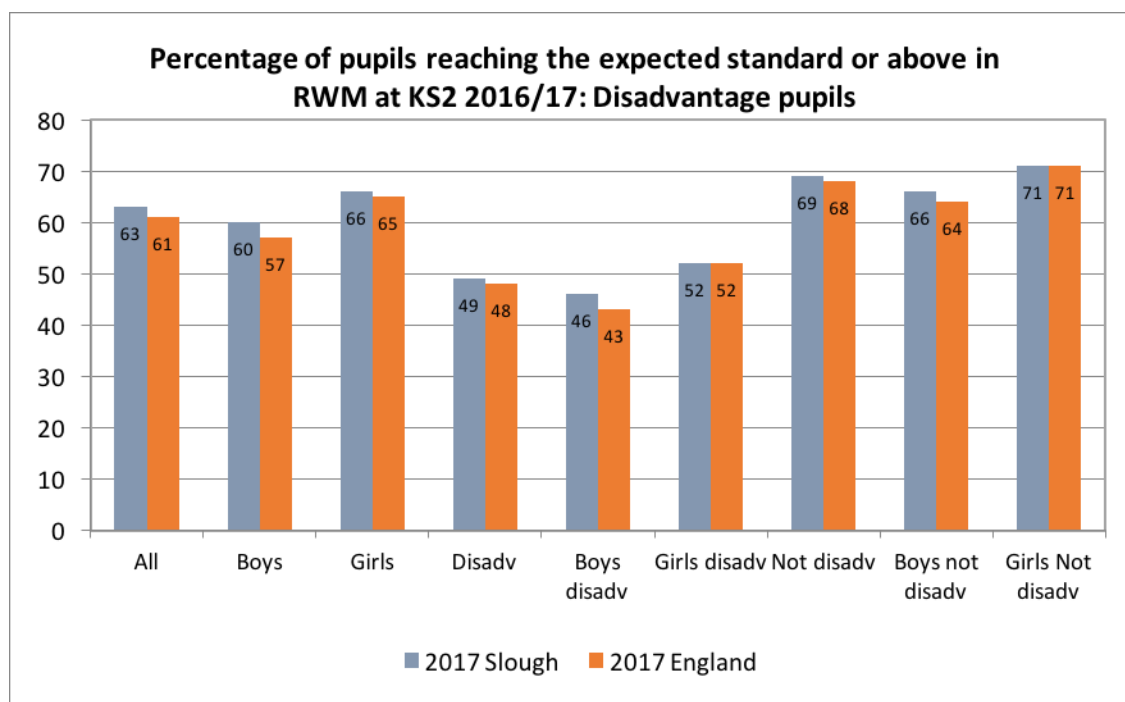
Table 12d: SEND compared to non-SEND pupils achieving RWM

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
National 2016	53%	62%	16%	46%
Slough LA 2016	54.6%	62.8%	15.6%	47.2%
National 2017	61.1%	70.3%	18.3%	52.0%
Slough LA 2017	63.1%	72.6%	16.4%	56.2%

Performance of Disadvantaged Pupils

- 5.48 Disadvantaged pupils are performing well in Slough compared to disadvantaged pupils nationally. Nationally and within the South East there has been a rise in achievement for disadvantaged pupils from 2016 to 2017. In 2016 Slough performed above average for disadvantaged pupils when compared to disadvantaged pupils nationally, achieving expected standards in RWM and has remained just above average for 2017. It is still significantly below in achievement against all other pupils.

Table 12e: Disadvantaged Pupils KS2 RWM



Closing Gaps

- 5.49 In 2017 the gap between the disadvantaged and non-disadvantaged is in line with the national gap. However, it has widened from 2016 where the gap was significantly smaller than the national average.

Individual Schools

School	Cohort 2017	% of pupils achieving the expected standard+			KS1-2 Average progress score			Ofsted date	Most recent Ofsted inspection grade
		Reading, Writing and Maths Combined			Reading	Writing	Maths		
		2016	2017	Diff	2017	2017	2017		
Arbour Vale School	17	0	0	0	-3.8	-3.7	-3.8	13/06/2017	Inadequate
Castleview Primary School	96	90	91	1	2.2	0.4	2.8	01/11/2006	Outstanding
Cippenham Primary School	147	47	65	18	-2.3	-2.9	-1.9	17/01/2018	Good
Claycots School	89	48	56	8	-4.1	1.6	-4.5	03/02/2015	Good
Colnbrook CE Primary School	22	33	41	8	1.2	1.9	1.3	18/06/2015	Good
Foxborough Primary School	57	39	39	0	-1.4	1.4	-1.6	06/12/2016	Requires Improvement
Godolphin Junior Academy	90	56	64	8	-0.4	2.8	0.9		No formal designation
Holy Family Catholic Primary School	62	72	81	9	1.9	1.1	2.7	12/11/2013	Good
Iqra Slough Islamic Primary School	88	55	57	2	-2.6	1.3	-1.7	04/10/2016	Good
James Elliman Academy	90	51	53	2	-1.5	1.7	0.7	22/01/2015	Good
Khalsa Primary School	59	73	69	-4	-1.2	-0.6	1.8	19/10/2011	Outstanding
Langley Hall Primary Academy	93	62	67	5	-1.3	2.7	2.3	16/11/2016	Good
Littledown School	7	20	14	-6	-4.8	-7.7	-8.8	06/07/2016	Good
Lynch Hill School Primary Academy	120	71	78	7	2.4	1.3	4.2	10/07/2008	Outstanding
Marish Primary School	114	70	75	5	5.0	4.2	4.8	18/11/2015	Good
Montem Academy	89	37	53	16	-1.3	5.2	1.4	23/11/2016	Outstanding
Our Lady of Peace Catholic Primary	86	64	65	1	-0.4	0.2	-0.4	11/03/2008	Outstanding
Parlaunt Park Primary Academy	86	21	65	44	1.3	-1.2	2.3	12/07/2017	Requires Improvement
Penn Wood Primary and Nursery School	60	64	55	-9	-1.2	1.6	2.6	09/01/2014	Good
Pippins School	24	54	71	17	-1.0	0.6	2.6	31/01/2017	Good
Priory School	115	52	55	3	0.5	-2.0	1.6	03/02/2015	Good
Ryvers School	62	48	73	25	0.9	2.7	3.4	15/03/2016	Good
St Anthony's Catholic Primary School	60	55	68	13	-0.4	3.2	2.9	28/02/2012	Good
St Ethelbert's Catholic Primary School	59	49	54	5	-3.0	-0.7	-0.5	21/01/2015	Good
St Mary's CE Primary School	60	49	60	11	-2.7	-1.0	-1.2	27/01/2016	Good
Western House Academy	90	54	54	0	0.2	0.7	1.3	14/06/2017	Good
Wexham Court Primary School	90	53	58	5	-0.4	1.5	1.3	12/07/2016	Good
Willow Primary School	81	79	67	-12	-0.5	2.2	0.3	21/06/2016	Good
Slough LA	2113	55	63	8					
National	-	53	61	8					
LA Ranking (152 LAs)		63rd	55th						

*Note Langley Primary Academy and Grove Academy do not appear above as they have no results to report. Both schools have no formal designation in terms of Ofsted judgements

The table above demonstrates that raising attainment and progress in Reading is a priority for most schools.

LA Quartiles	
DARK GREEN	1st Quartile
LIGHT GREEN	2nd Quartile
AMBER	3rd Quartile
RED	Bottom Quartile

Progress Description
Well Above Average
Above Average
Average
Below Average
Well Below Average

Conclusion

- 5.50 In summary headline performance overall at KS2 is improving. Some further development is needed to raise standards in Reading.
- 5.51 Whilst there is a correlation between ethnicity and achievement, the bigger correlations for low achievement are disadvantage and gender. Low attainment is also more acute for boys and for those with SEND. The gap appears to be widening for disadvantaged and SEND.
- 5.52 Our priority must be to do more to close the gap between disadvantaged pupils and their peers.

Key Stage 4

- 5.53 Slough is one of 36 authorities with a high proportion of selective schools. Four of Slough's 14 secondary schools are selective. Nationally performance data is not broken down by selective and non selective schools, however we have done so for this report. Whilst comparisons are provided between Slough non-selective schools and all schools nationally and regionally, it must be borne in mind that the non-selective schools in selective authorities tend to have a narrower range of prior attainment than mainstream schools in areas where there is no selective offer. This means that direct comparisons must be treated with caution.

KS4 Performance Measures

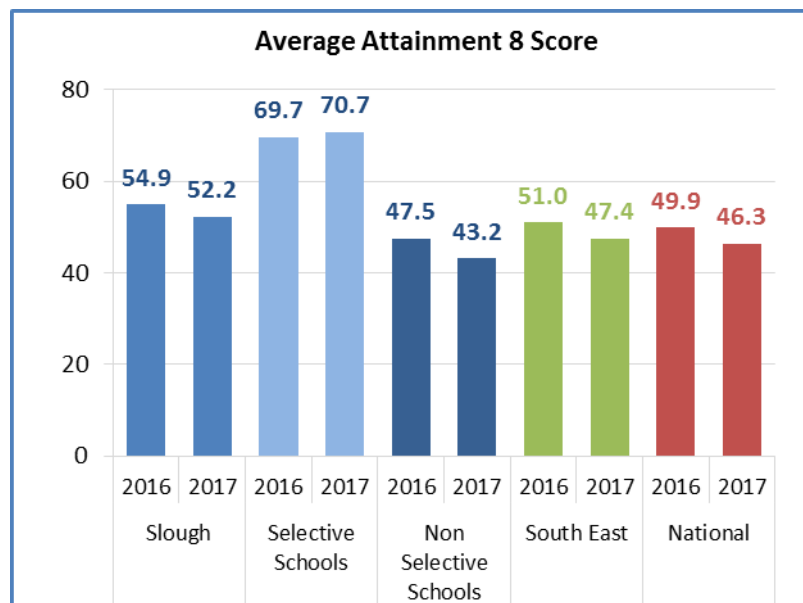
- 5.54 There are four headline performance measures for secondary schools at KS4: Attainment 8; Progress 8; English Baccalaureate and grade 5 or above in both English and Mathematics.
- 5.55 When comparing 2017 headline measures to the equivalent data from 2016, it is important to note the changes in methodology underpinning the 2017 data, including the move to a new point score scale for 2017 Attainment 8 scores, the introduction of reformed GCSEs in English and maths graded on the 9 to 1 scale and changes to the attainment threshold for the EBacc and the English and maths measure. Therefore, direct comparisons with previous years should be treated with caution.

Attainment 8

- 5.56 Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 5.57 Nationally, in comparison to 2016, the average Attainment 8 score per pupil has decreased by 3.6 points for state-funded schools to 46.3 in 2017. These decreases are as expected following changes to the 2017 point scores assigned to grades because of the introduction of 9 to 1 GCSEs in performance tables.

- 5.58 The point scale used in 2017 awards more points to higher grades, for example, it is possible to achieve a maximum of 9 points for a reformed GCSE at grade 9 and 8.5 points for an A* in an unreformed GCSE, in comparison to a maximum of 8 points awarded for an A* in a GCSE in 2016. This means that scores might be expected to increase in selective schools which will have a high proportion of pupils attaining the higher grades. However, the new point scale awards fewer points for most other grades, particularly at C to E, leading to the overall decrease in scores, particularly for pupil groups with a lower average attainment.
- 5.59 The fact that gaps in Attainment 8 score between many pupil groups are larger in 2017 than 2016, when measured in these points, should not therefore be taken as indicating that real differences in attainment have increased, as scores in the two years are measured on different scales.

Table 15a: Attainment Score

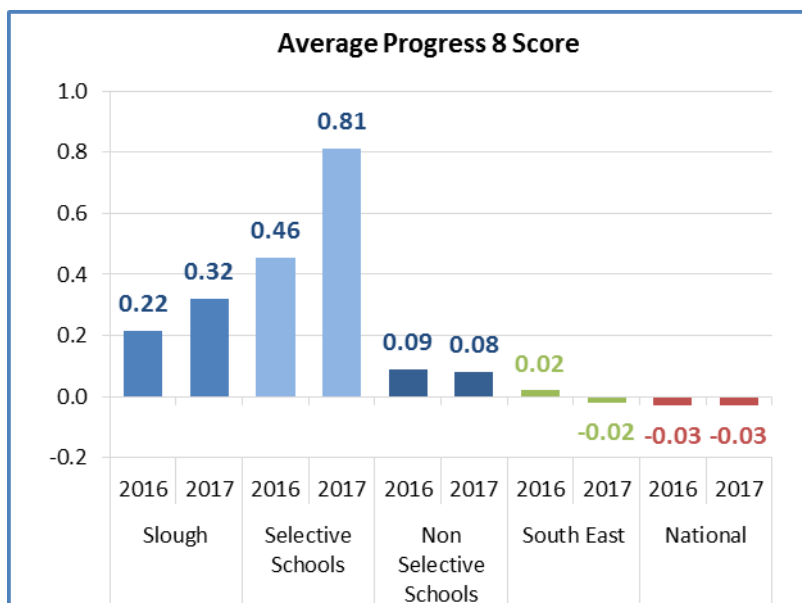


- 5.60 Slough as an LA is performing above the national average, but non-selective schools have declined from 2016 and are below the national average and South East.

Progress 8

- 5.61 Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is very close to zero. Nationally Progress 8 scores for mainstream schools run from -2.5 to 1.8, with approximately 99% of schools' scores between -1.6 and +1.0 in 2017.
- 5.62 Progress 8 scores for Slough Schools are above the national average for both selective and non-selective schools.

Table 15b: Progress 8 score



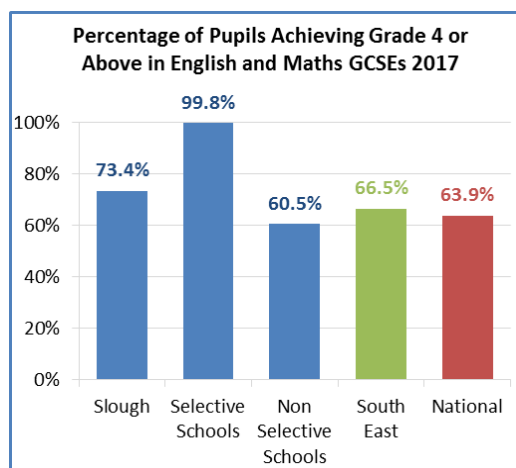
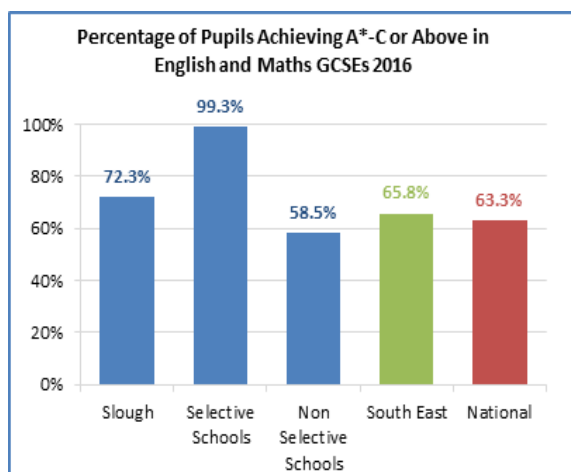
5.63 Performance in non selective schools has remained broadly consistent in 2016 and 2017 and there has been an upward trend in LA average and a rise in selective school performance.

Attainment in English and Maths - Grade 4/5 and above

5.64 From 2017, the headline measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. There is no requirement to sit both exams.

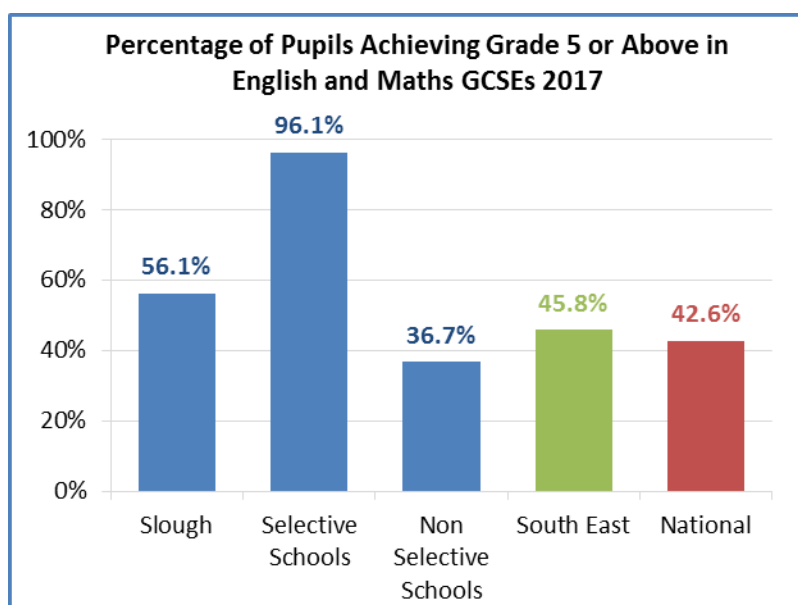
5.65 Direct comparison with previous grades is not possible although Grades 4 and 5 are broadly comparable to Grade C. The DfE have stated that a grade 4 will be considered a 'standard' pass equal to the bottom of a Grade C and a grade 5 a 'strong' pass equal to the top of Grade C lower end of Grade B. Pupils that achieve a grade 4 will not be required to resit their English or maths exams. However, Grade 5 and above is expected to become the benchmark for schools.

Table 15c: Grade 4 and above English and Maths 2017 (A*-C for 2016)



Slough overall is performing above the national average in these measures.

Table 15d: Grade 5 English and Maths 2017



The English Baccalaureate (EBacc) entry and achievement

5.66 The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications. In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

Table 15e: Ebacc 2017

	% entering the English Baccalaureate in 2017	% achieving the English Baccalaureate in 2017 (including a 9-5 pass in English and maths)
Slough LA	40.4	28.8
National: state funded schools only	38.2	21.3
South East	40	23.8
Slough selective	74.7	64.9
Slough non -selective	23.7	11.1
Slough national ranking (out of 152 LA's)	57th	22nd

- 5.67 Slough selective schools were above the national average for entering and achieving the Ebacc and non-selective schools were below the national average and South East average for entering and achieving the EBacc.

KS4 Coasting Measure

- 5.68 The DfE have defined what coasting school criteria are below. In order to be categorised as a coasting schools must meet the criteria for 3 years in a row:

In 2017, a secondary school will be defined as coasting if...

- In 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths, **and**
- in 2016, the school's Progress 8 score was below -0.25, **and**
- in 2017, the school's Progress 8 score was below -0.25

No schools were defined as coasting for the last 3 years however Beechwood School was identified as meeting the coasting measure in 2016 & 2017 and Wexham School in 2017.

KS4 Floor Standards

- 5.69 The DfE have defined what floor standards for KS4 are below:

- In 2017, a school will be below the floor standard if its Progress 8 score is below -0.5.

In 2017 both Beechwood School and Wexham School were below floor standards.

- 5.70 Wexham School had an Ofsted visit in November 2017 and was judged a 'Good' school. As a maintained school Wexham has worked closely with the LA and worked with our senior standards and effectiveness officer (secondary) for the last 15 months. The collaborative work with the school and the LA has yielded a very positive outcome despite the school falling below the floor standards for August 2017.

- 5.71 Beechwood School is an academy and also works collaboratively with the LA and our senior standards and effectiveness officer. It converted to academy status in November 2016 and will not be due an Ofsted visit until November 2018 at the earliest.

Statistical Neighbours

- 5.72 Slough's overall rank against statistical neighbours is positive as the table below shows.

Table 15f: GCSE Results of Slough and its Statistical Neighbours: 2016/17

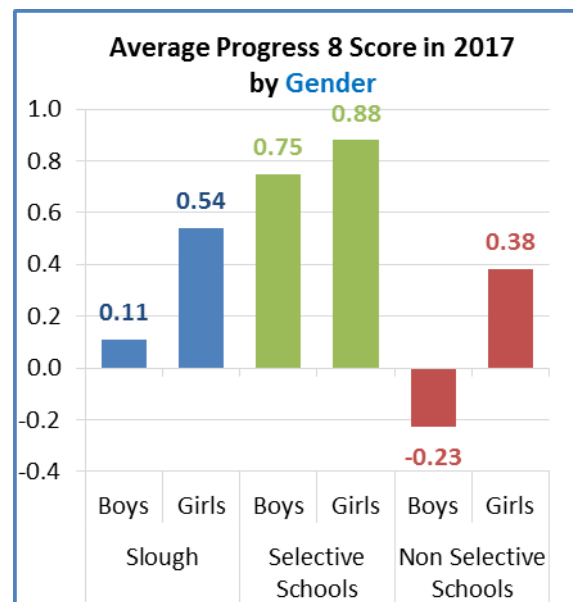
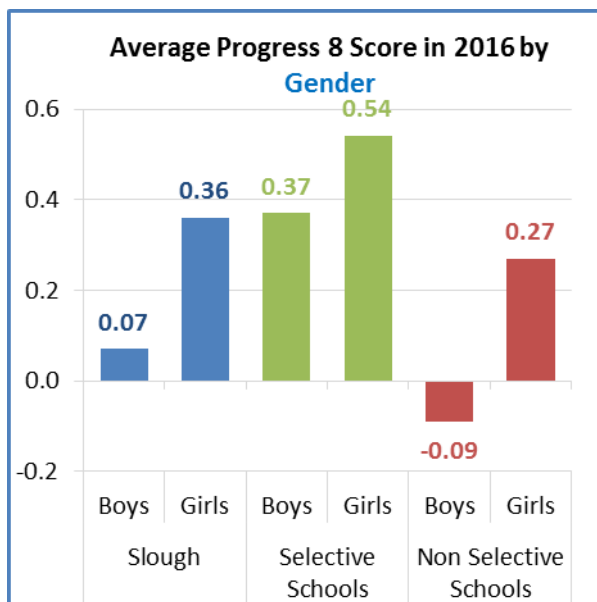
Ranking of Slough LA Against its Statistical Neighbours	Slough LA Rank (out of 11 LAs)
Percentage of Pupils Achieving Grade 4 or Above in English and Maths GCSEs	1st
Percentage of Pupils Achieving Grade 5 or Above in English and Maths GCSEs	1st
Average Attainment 8 Score	1st
Average Progress 8 Score	4th

Performance of groups

Gender

5.73 Whilst girls outperform boys, both are performing well above the national average and show an upward trend when all schools are combined. Analysis of non-selective schools shows a downward trend for boys from 2016 to 2017, whilst the same time an upward trend for girls.

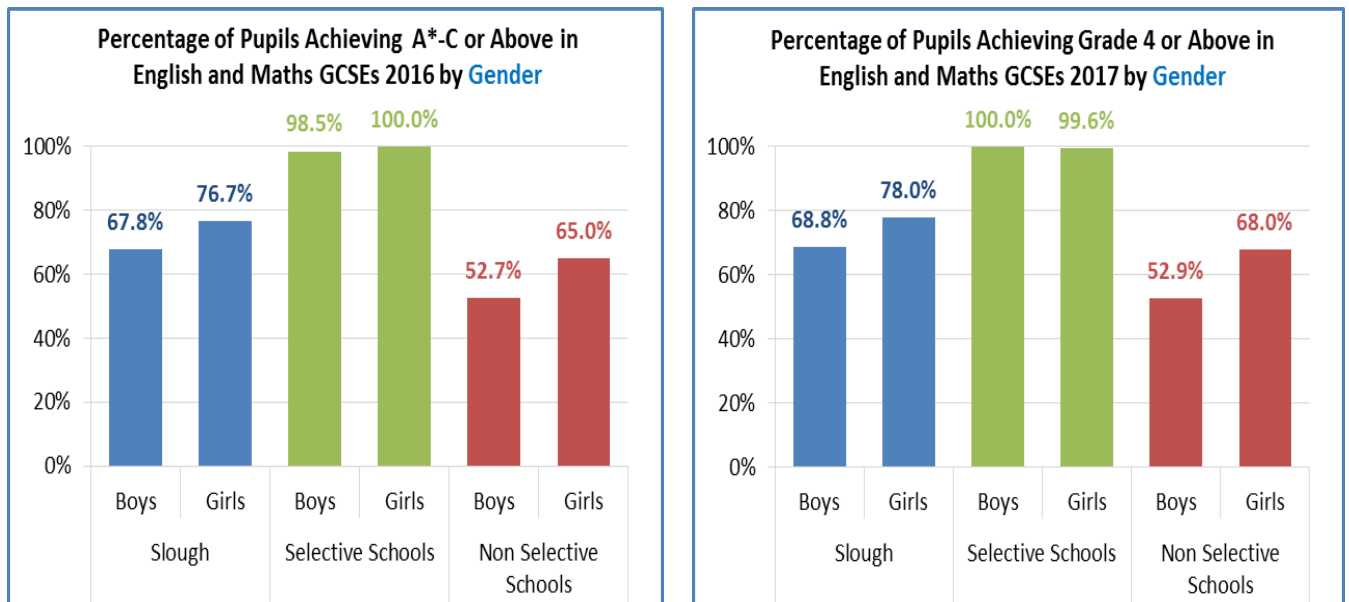
Table 15g: Progress 8 by Gender



Gender – Grade 4 and above English and Maths 2017 (A*-C for 2016)

5.74 The tables below show the performance of Pupils who achieved at least a grade 4 in 2017 and A*-C for 2016 or above in English and maths, although only broad comparisons are possible

Table 15h: Grade 4 and above English and Maths (A*-C for 2016)



5.75 Performance in achievement for boys and girls in both school settings has remained broadly the same from 2016 to 2017. There has been a nominal rise for boys in selective and non-selective schools and an upward trend for girls in non-selective schools. The overall gender gap has stayed the same but widened slightly in non-selective schools.

Table 15i: Gender English and Maths 9-4 (A*-C 2016)

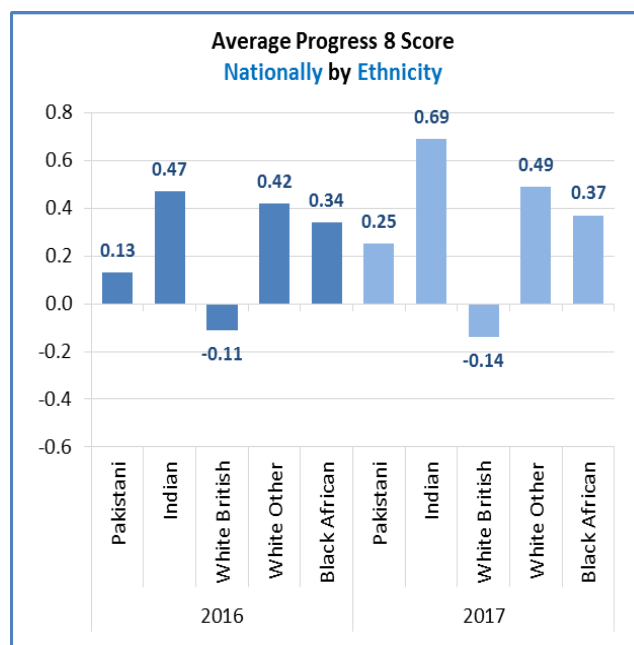
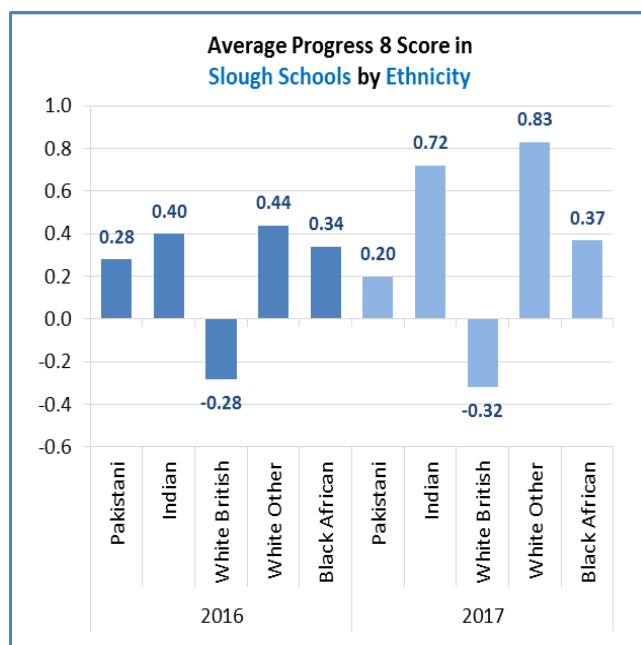
2016	All Pupils	Gender		
		Boys	Girls	Gender Gap
National - State Funded Schools	49.9	47.8	52.4	4.6
Slough LA	54.9	52.5	57.4	4.9
Slough Non Selective	47.5	44.5	50.6	6.1
Slough Selective	69.7	68.6	70.8	2.2

2017	All Pupils	Gender		
		Boys	Girls	Gender Gap
National - State Funded Schools	63.9	60.3	67.6	7.3
Slough LA	73.4	68.8	78.0	9.2
Slough Non Selective	60.5	52.9	68.0	15.1
Slough Selective	99.8	100.0	99.6	0.4

5.76 The tables above show the gap between boys and girls in non selective schools has widened. It is wider than the national average in 2017. The achievement of boys is on an upward trend but still well below the national average for boys in 2017. Girls have improved from being just under the national average in 2016 to in line with the national average for 2017. The greater increase in girls achievement by 17% compared to boys' increase of 8% has contributed to the widening gap. Achievement of boys and girls is equal in selective schools in 2017.

Ethnicity

Table 15j: Progress 8 by Ethnicity



5.77 The progress of white British pupils is below national average and is the lowest of all the ethnic groups within Slough. There were 285 pupils of white British background in 2017. Of these pupils 66 were disadvantaged which represents 23% of the white British cohort.

5.78 Of the white British cohort who were not disadvantaged the progress 8 score was -0.18 which is still below average. Only one non-selective school in Slough achieved a positive progress 8 score for white British pupils.

SEND

Table 15k: % SEND compared to non SEND Pupils English and Maths Grade 9-4 English and Maths (A*-C 2016)

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
2016				
National - State Funded Schools	49.9	53.3	31.2	22.1
Slough LA	54.9	58.1	38.4	19.7
Slough Non Selective	47.5	51.0	34.6	16.4
Slough Selective	69.7	70.0	64.8	5.2

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
2017				
National - State Funded Schools	63.9	70.4	25.0	45.4
Slough LA	73.4	79.5	34.7	44.8
Slough Non Selective	60.5	68.2	24.2	44.0
Slough Selective	99.8	99.8	100.0	0.2

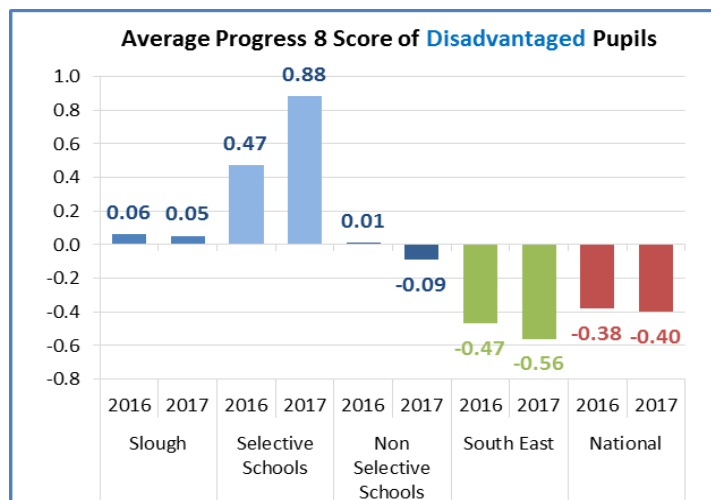
5.79 The tables above show that overall the gap is widening between pupils with and without SEND in non-selective schools. Pupils with SEND in Slough are doing better than pupils with SEND nationally.

Performance of Disadvantaged Pupils

5.80 Disadvantaged pupils are performing above the average of disadvantaged pupils nationally and in the South East in progress 8 indicators. The table below shows the performance over the past two years. There has been a significant increase in

selective schools from 2016 to 2017, but a small decline in non-selective schools from 2016 to 2017. Nevertheless, progress of disadvantaged pupils in non-selective schools is significantly better than that of disadvantaged pupils nationally.

Table 15l: Disadvantaged pupils



Closing Gaps

Table 16a: % Disadvantaged compared to Non Disadvantaged Grade 9-4 English and Maths (A*-C 2016)

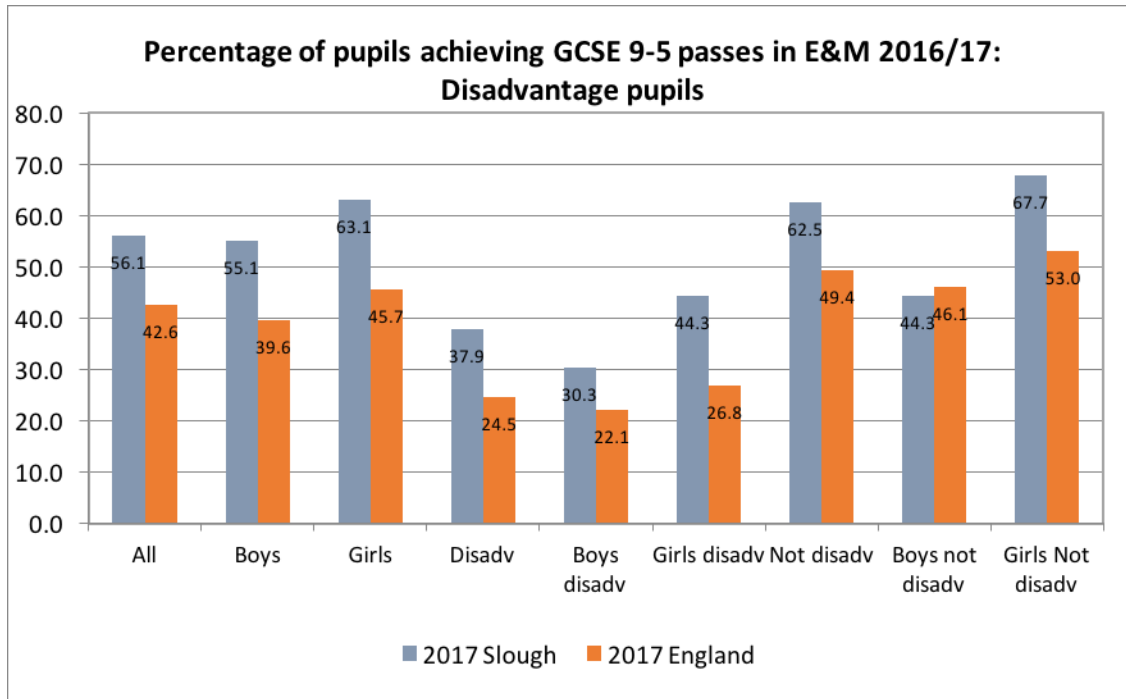
2016	All Pupils	Disadvantaged pupils		
		No Disadv	Disadv	Disadv Gap
National - State Funded Schools	49.9	53.5	41.2	12.3
Slough LA	54.9	57.3	47.6	9.7
Slough Non Selective	47.5	48.8	45.0	3.8
Slough Selective	69.7	69.8	68.4	1.4

2017	All Pupils	Disadvantaged pupils		
		No Disadv	Disadv	Disadv Gap
National - State Funded Schools	63.9	71.2	44.3	26.9
Slough LA	73.4	79.2	56.7	22.5
Slough Non Selective	60.5	65.8	50.0	15.8
Slough Selective	99.8	99.8	100.0	0.2

5.81 The tables above show that overall the gap is widening between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils in Slough are doing better than other disadvantaged pupils nationally.

5.82 Table 16b suggests that nationally and regionally the impact of disadvantage is greater for boys than girls. It is of note that a higher proportion of disadvantaged girls in Slough schools gained a grade 9-5 pass in English and mathematics than *all* students nationally.

Table 16b:



Individual Secondary Schools

	Number of pupils at the end of key stage 4	Progress 8 Score		Attainment 8 Score		% Grade 4 or above in English and maths GCSEs in 2017	% Grade 5 or above in English and maths GCSEs in 2017	% entering the English Baccalaureate in 2017	% achieving the English Baccalaureate in 2017 (including a 9-5 pass in English and maths)	Ofsted Grade	Date
		2016	2017	2016	2017						
Baylis Court School	155	0.42	0.50	52.6	49.6	75	58	9	2	Outstanding	15/10/2007
Beechwood School	136	-0.62	-0.79	43.2	37.0	42	15	8	2	Requires Improvement	04/05/2016
Herschel Grammar School	120	0.44	0.74	69.5	67.0	99	91	40	36	Outstanding	18/09/2012
The Langley Academy	177	0.22	0.23	53.4	46.2	64	36	25	12	Good	28/11/2017
Langley Grammar School	153	0.35	0.64	69.8	71.9	100	98	80	71	Outstanding	06/03/2007
Slough and Eton CE Business School	174	0.28	0.22	47.8	43.0	65	37	7	7	Outstanding	21/11/2013
St Bernard's Catholic Grammar School	125	0.36	0.68	69.1	71.0	100	97	86	78	Outstanding	29/09/2011
St Joseph's Catholic High School	129	0.39	0.58	49.6	49.8	76	41	67	31	Good	12/01/2016
Upton Court Grammar School	140	0.65	1.19	70.2	72.4	100	98	88	71	Outstanding	30/01/2008
The Westgate School	159	0.16	0.53	48.2	50.1	73	52	37	23	Outstanding	20/03/2014
Wexham School	156	-0.05	-0.61	43.4	32.4	37	21	24	5	Good	21/11/2017
Arbour Vale School	23	-1.55	-1.38	0.4	0.8	0	0	0	0	Inadequate	13/06/2017
Slough LA	1647	0.22	0.32	54.9	52.2	73.4	56.1	40.4	28.8		
National: state funded schools only		-0.03	-0.03	49.9	46.3	63.9	42.6	38.2	21.3		
Slough LA - National Diff		0.25	0.35	5.0	5.9	9.5	13.5	2.2	7.5		
Slough national ranking (out of 152 LA's)		16th	14th	8th	9th	11th	9th	57th	22nd		
Slough LA	1647	0.22	0.32	54.9	52.2	73.4	56.1	40.4	28.8		
Pupils resident of Slough	1699	0.13	0.18	51.2	47.4	66.6	45.8	32.0	19.5		
Slough non-selective schools	1109	0.10	0.10	47.5	43.0	-	36.3	23.7	11.1		
Slough selective schools	538	0.46	0.83	69.6	70.6	-	95.9	74.7	64.9		
South East		0.02	-0.02	51.0	47.4	66.5	45.8	40.0	23.8		
National: state funded schools only		-0.03	-0.03	49.9	46.3	63.9	42.6	38.2	21.3		

*note Eden Girls, Ditton Park Academy and Lynch Hill Enterprise Academy do not appear on the table as they have no results to report. For Ofsted outcomes Eden has no formal designation, Ditton Park has been judged good and Lynch Hill Enterprise Academy has been judged inadequate.

LA Quartiles		Progress Description	
DARK GREEN	1st Quartile	Well Above Average	
LIGHT GREEN	2nd Quartile	Above Average	
AMBER	3rd Quartile	Average	
RED	Bottom Quartile	Below Average	
		Well Below Average	

5.83 The table above shows the results for each individual school and in addition the overall results for pupils' resident in Slough. Pupils resident in Slough are performing above the national average for: attainment 8; progress 8; % grade 4 and above in English and maths GCSE and % grade 5 and above in English and maths GCSE.

Conclusion

5.84 In summary headline performance at KS4 is significantly above national average. Selective schools continue to deliver high standards in Slough. It is also clear is that non- selective schools are on the whole performing well and providing a quality education for the majority of pupils. However, as demonstrated in this report there is variability between schools and in the outcomes for groups.

Key Stage 5

Overview

5.85 Slough secondary schools are experiencing variable results when it comes to post-16 education. We report below on three main indicators which are:

1. Average point score per A-Level entry
2. Average point score per Applied General entry
3. Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects*

**Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses. They are: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Languages (Classical and Modern)*

5.86 Average A Level Point Score outcomes in Slough have progressed from just below the national average in 2016 to just above the national average in 2017. Slough remains just below the South East average.

Table 19a: APS per A-Level Entry

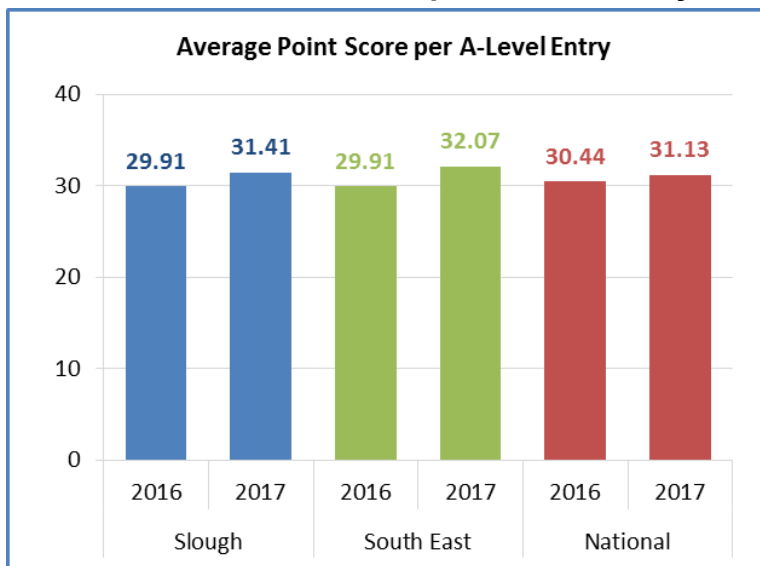
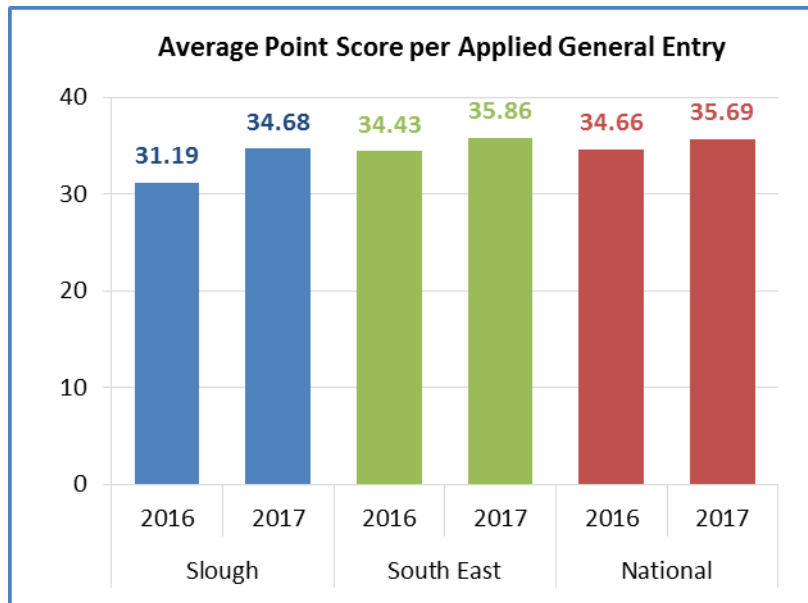
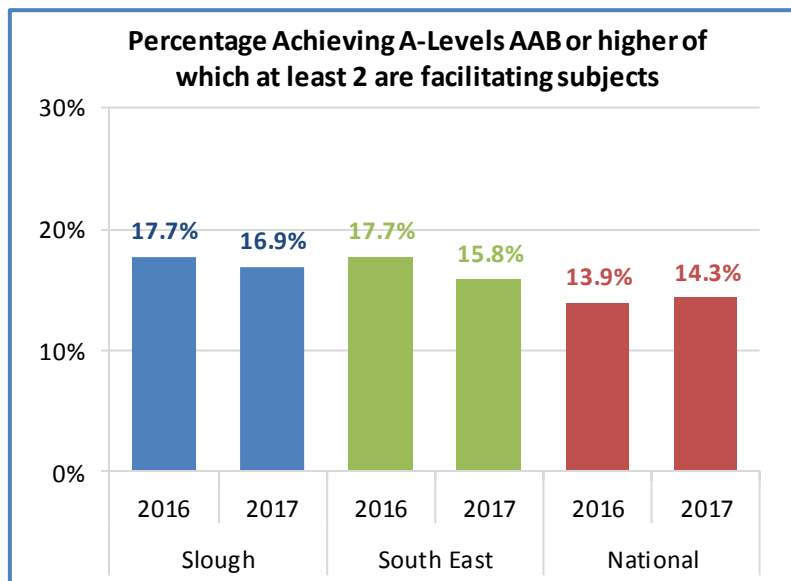


Table 19b: APS per Applied General Entry



- 5.87 Scores for Applied General qualifications have progressed from under the national average in 2016 to just below the national average in 2017. Slough remains below the South East average also.
- 5.88 The table below shows the performance in Slough Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects
- 5.89 Slough has declined slightly from 2016 to 2017 but still remains well above national average and also above the South East average for 2017. The majority of strong performance comes from the selective schools who account for 96% of all pupils that achieved AAB in at least 2 facilitating subjects.

Table 19c: AAB or Higher in at least 2 Facilitating Subjects



Minimum Standards

5.90 In 2017 the DfE defined 16 to 18 minimum standards as:

A 16 to 18 provider is seen as underperforming and below the minimum standard if:

1. Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. It has a value added score below the threshold set by the Department for Education.

For 2017, the thresholds are -0.52 and -0.65 for academic and applied general qualifications respectively.

In Slough no schools were below the minimum standards for post-16.

Statistical Neighbours

5.91 Slough's overall rank against statistical neighbours is strong and has improved in all categories from 2016 to 2017 as the table below shows:

Table 19d: Statistical Neighbours

Ranking of Slough LA Against its Statistical Neighbours	Slough LA Rank (out of 11 LAs)	
	2016	2017
Average point score per A-Level entry	5th	3rd
Percentage Achieving A-Levels AAB or higher of which at least 2 are facilitating subjects	2nd	2nd
Average Point Score per Applied General Entry	11th	7th

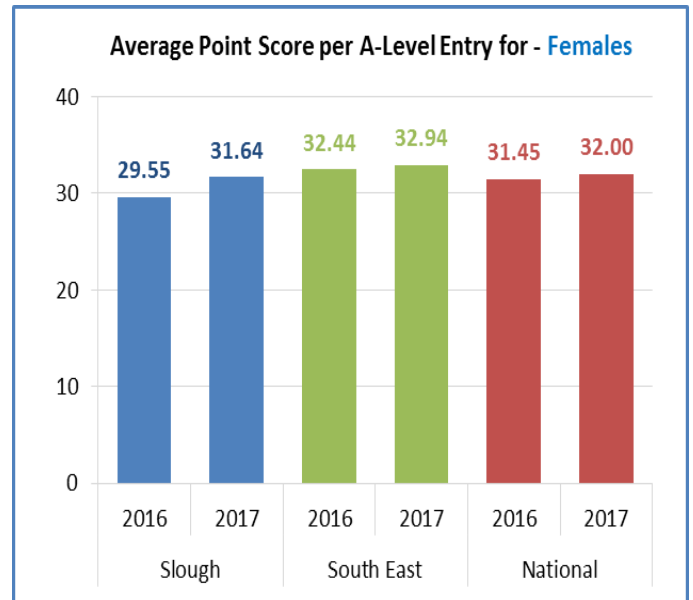
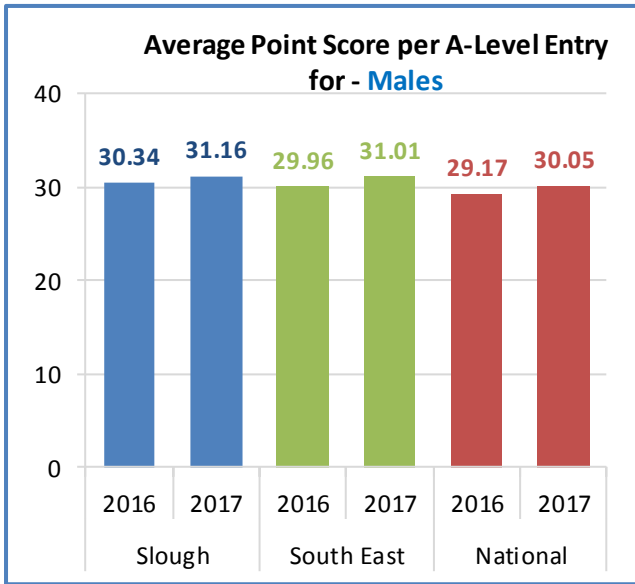
5.92 Slough is above the national average for points score per A-Level entry but below the South East average. Slough is above the national average and south east for 2 facilitating. For Applied General entry Slough is in the bottom half when compared to statistical neighbours. It is important to note that only 20% of the student cohorts in Slough were entered for Applied General entry.

Performance by gender

Gender - A-Level entry

5.93 The tables below show that boys are performing above the national average and the South East average whereas girls are performing in line with the national average and just below the South East average.

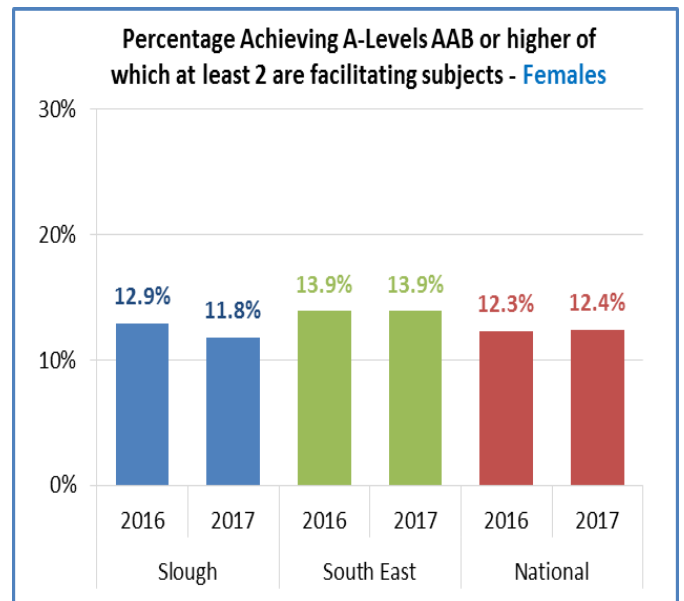
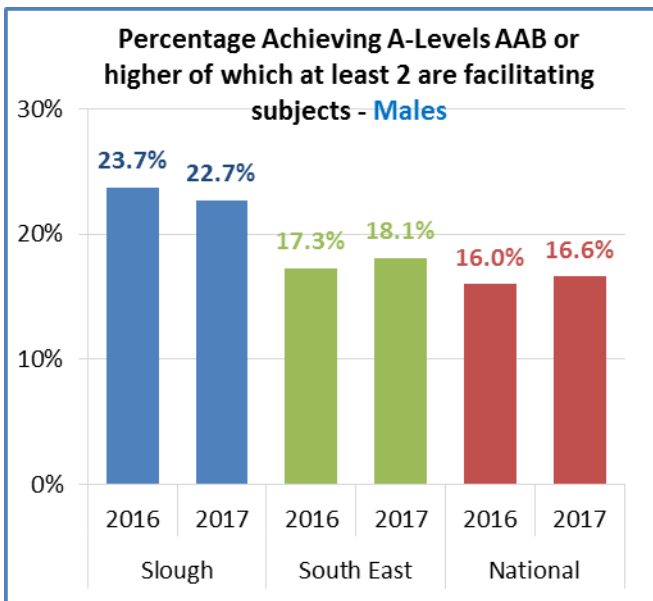
Table 19e: A-Level by Gender



Gender – AAB in at least 2 facilitating subjects

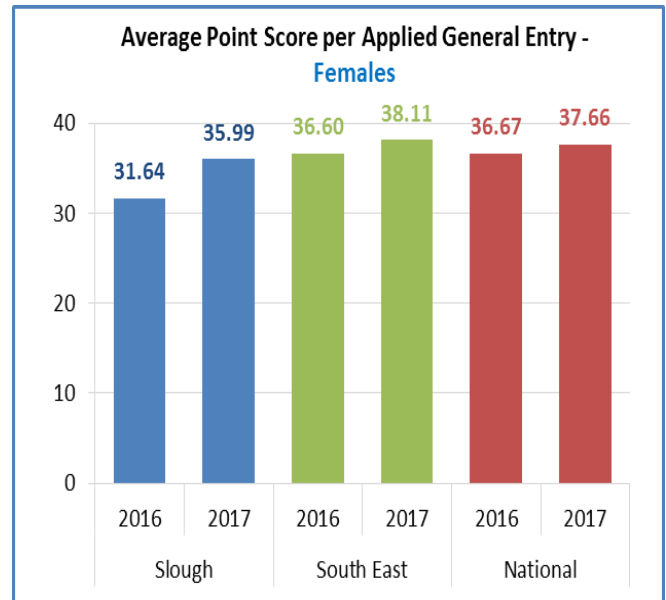
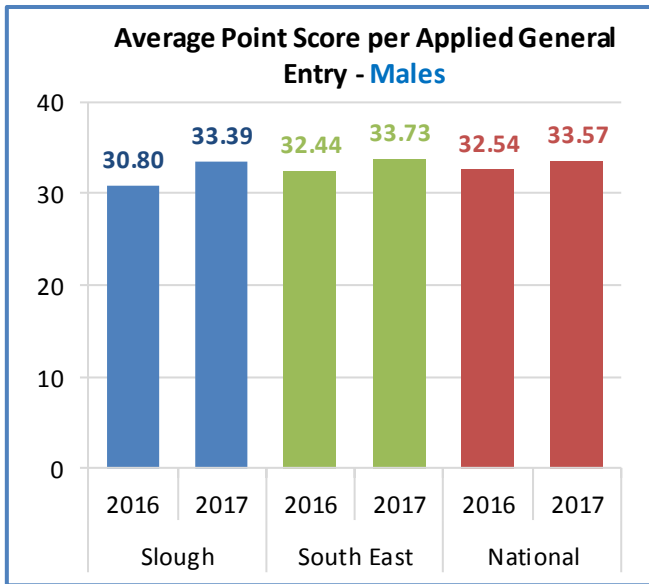
5.94 Boys are outperforming girls in achieving at AAB in at least 2 facilitating subjects. Whilst there has been a decline in boys’ achievement from 2016 to 2017 they remain above the national and South East average. Girls are performing in line with the national average. This may be due to the combination of subjects chosen by boys and girls.

Table 19f: AAB in at least 2 facilitating subjects



5.95 Girls are outperforming boys in Applied General entry qualifications with both boys and girls showing an upward trend from 2016 to 2017. Boys and girls below the national average and South East average. The upward trend shows positive progress.

Table 19g: Applied General Entry by Gender



Individual Schools

	A level performance							Applied general qualifications			
	Number of students entered	Progress score	Average point score per academic entry expressed as an A level grade	Average point score per academic entry	Achieving AAB or higher in at least 2 facilitating subjects	Student's best 3 A levels (grade)	Student's best 3 A levels (points)	Number of students entered	Progress score	Average point score per applied general entry expressed as a vocational grade	Average point score per applied general entry
Baylis Court School	56	0.02	C+	33.73	0.0%	B-	35.66	NE	NE	NE	NE
Beechwood School	21	0.07	C-	25.00	SUPP	SUPP	SUPP	21	0.28	Dist+	39.55
Herschel Grammar School	140	-0.08	C+	34.52	21.1%	B-	37.27	NE	NE	NE	NE
The Langley Academy	91	-0.14	D+	23.84	0.0%	C-	28.01	48	-0.13	Dist	35.37
Langley Grammar School	164	0.13	B	40.22	35.9%	B+	42.52	NE	NE	NE	NE
Slough and Eton CE Business School	56	-0.02	C-	26.98	4.8%	C+	33.02	47	0.00	Dist+	37.51
St Bernard's Catholic Grammar School	133	-0.19	B-	22.60	27.1%	B-	37.57	NE	NE	NE	NE
St Joseph's Catholic High School	41	0.02	C-	26.74	0.0%	C+	32.53	17	-0.09	Dist+	39.91
Upton Court Grammar School	172	-0.12	C	31.39	20.9%	B-	36.44	NE	NE	NE	NE
The Westgate School	39	0.03	C-	27.42	11.1%	C+	34.44	18	-0.10	Dist+	38.07
Wexham School	47	-0.24	D	21.13	0.0%	C-	26.27	41	-0.31	Dist-	32.62
Arbour Vale School	0	NE	N/A	0.00	NA	NA	NA	NE	NE	NE	NE
Slough LA	960	-	C	31.41	16.9%	C+	34.88	192	-	Dist	34.68
National: state funded schools only	-	0.00	C	31.13	14.3%	C+	34.09	-	0.00	Dist	35.69
Slough LA - National Diff				0.28	2.6%		0.79				-1.01
Slough national ranking (out of 152 LA's)				50th	29th		43rd				96th

DARK GREEN	1st Quartile
LIGHT GREEN	2nd Quartile
AMBER	3rd Quartile
RED	Bottom Quartile

Well Above Average
Above Average
Average
Below Average
Well Below Average

Conclusion

5.96 In summary performance at post-16 is not as strong overall, as other key stages in terms of progress and more work can be done to work with schools in improving outcomes at post-16.

6. **Comments of Other Committees**

This information has not been to any other committees.

7. **Conclusion**

School Improvement Strategic Priorities and Developments

- 7.1 This has been a year of key developments in the School Effectiveness Team. The appointment of Rachel Cross (Headteacher seconded from St Mary's Primary) as the Senior Education Liaison Officer between the Local Authority and the Slough Teaching School Alliance (STSA) has meant that the progress of the Local School Improvement Fund (LSIF) is already beginning to have an impact in schools. There are a significant number of schools working together on collaborative projects, the largest of which is the Primary Vocabulary Project.
- 7.2 At a national level the local authority, STSA and key schools are working in collaboration to include a bid for funding to support and build on the work already done at a primary level in vocabulary through the LSIF.
- 7.3 The newly formed School Improvement Board has already met twice and has been able to identify priorities for initiatives in both the primary and secondary phase. A key role of this board is to revise and shape a new School Improvement Strategy document to support schools.
- 7.4 The qualitative feedback that we have received is that schools are beginning to see a change in the relationship between the local authority and the school community. We have had recent success in engaging 5 primary academies that have previously had no working relationship with the local authority.

EYFS and Nursery

- Slough Early Years Service continues to provide support and challenge across the Early Years Sector (Private, voluntary, Independent settings, Schools and childminders). From Sept 2016 there has been a focus on raising awareness amongst providers, of the importance of understanding the EYFS Profile data set and applying similar analysis to the cohort data in the setting.
- The Partnership Improvement Plan (PIP) which forms the basis of our professional development conversations with providers now has a section on data analysis that includes the key focus areas for the academic year. Providers, particularly childminders, report finding this useful as a basis for their own cohort analysis. The impact of this message has been greatly enhanced by providers reporting back to clusters / briefing and forums that Ofsted inspectors have been increasingly requesting this level of detail during the inspection process.
- Early Years Settings receiving an Ofsted judgement of Requires Improvement or Inadequate have a Focussed Improvement Partnership Plan (FIPP) put in place by the Early Years Advisory Teacher. This is designed to address each of the priority areas for development identified by Ofsted.
- The gender gap in attainment at the end of EYFS is addressed specifically in training and forums through advice and challenge. Practitioners have

responded particularly well to practical demonstrations of best practice through sensory play workshops, muddy kitchen sessions and incorporating mathematical learning in these situations.

- The Early Years Service is currently working with a school where the ATV has identified EYFS assessment and planning as a key priority.
- Slough Early Years Service continues to utilise and develop the communication and literacy programme called I Talk. Data collected from over 1800 children per term in 2017 clearly demonstrates the impact of the strategies and percentages of children at risk of delay in speech and language development reduce over each academic year. This support for early communication skills supports the progression of literacy towards the end of EYFS.

Primary

- A Senior Standards and Effectiveness Officer (Primary) (SSEO) has been appointed (September 2017). She has, together with a team of consultants, undertaken Autumn Term Visits (ATVs) for those schools wishing to engage. This has been very encouraging across the primary sector and the feedback from the visits has been positive.
- The information from the revised visit format has enabled the SSEO to bring together the intelligence gained from schools in to identify common themes, in terms of areas for development, and areas of expertise.
- The SSEO is working in conjunction with STSA to develop the strength of the networks across schools in response to feedback from schools. She has attended and presented to the Maths network and has set up a Curriculum Network. These groups have huge potential to share good practice and to develop middle leadership.
- In order to address the Disadvantaged local priority the SSEO has pulled together a research group that is set to meet in March. This again has been positive and has engaged schools across the board including those who have previously not engaged.

Secondary

7.5 Within the Secondary phase there have also been some key developments in the approach to School Effectiveness.

- A Senior Standards and Effectiveness Officer (Secondary) has been appointed. She has undertaken ATVs for those schools wishing to engage.
- A Secondary Senior Leader group will be established view to creating a network of good practice at a senior leadership level.

Special

- We have engaged an SEND specialist consultant this year to work with the Special Schools which is in response to direct feedback from these settings. She is also a SEND Ofsted Inspector and has already been able to offer invaluable support to Arbour Vale and her bespoke support was mentioned in Ofsted feedback within the primary sector.
- There has also been a SEND School Effectiveness Officer appointed who has already pulled together a network for Special Educational Needs Co-

ordinators. This role is a much valued link between the SEND and School Effectiveness teams.

Post-16

- The LA, with permission of Slough schools, has bought the ALPS LA report for post-16. ALPS is a reporting system that analyses individual courses in each school in greater depth and identify areas of need. It is widely used by schools nationally, but the LA report will give an overview of all schools and thus allows us to analyse patterns and trends across the town to share with school leaders.
- In general there is a gap in a strategic 14-19 group which could fit into the priorities of the council in terms of apprenticeship and employment strategy for young people and meet the aims of the five year plan. This is a work in progress.

8. **Appendices Attached**

None

9. **Background Papers**

1. School Improvement Strategy (on request)
2. Slough Education Partnership Board terms of reference (on request)
3. School Improvement Board terms of reference (on request)

Links

Results for all schools, multi-academy trusts and local authorities nationally can be found on the DfE Website

<https://www.compare-school-performance.service.gov.uk>