

# **SLOUGH LOCAL AUTHORITY OUTCOMES REPORT 2018**

## **Appendix 1: Slough Local Authority School Outcomes Report 2018**

### **1. Introduction**

The purpose of this report is to provide an overview of outcomes in Slough local authority (LA) and to analyse patterns and trends over time where possible. The report covers EYFSP, Key Stage 2, Key Stage 4 and Key Stage 5, together with Ofsted outcomes in Slough schools

#### **1.1 Executive Summary of education outcomes in Slough 2017/18**

- 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 the Slough is 86% which is equal to the national average.
- Standards in key measures are above national average in EYFSP, Key Stage 2 and significantly above the national average at Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and in line with the national average for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage the LA ranks 40<sup>th</sup> against all other local authorities for pupils achieving a good level of development which has increased by 23 places from 63<sup>rd</sup> in 2017 and 43 places from 83<sup>rd</sup> in 2016.
- At KS2 the LA is ranked 32<sup>nd</sup> against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which has increased by 23 places from 55<sup>th</sup> in 2017 and 31 places from 63<sup>rd</sup> in 2016.
- At KS4 the LA is ranked 17<sup>th</sup> for progress 8 against all other local authorities, decreasing by three places from 14<sup>th</sup> in 2017 and one place from 16<sup>th</sup> in 2016.
- At KS5 the LA is ranked 76<sup>th</sup> out 152 LAs for average point score entry per A-Level, a decline of 26 places from 50<sup>th</sup> in 2017. It is ranked 60<sup>th</sup> for AAB in facilitating subjects, a decline of 31 places from 2017.
- Girls are outperforming boys at all key stages but the gaps are greatest at KS4.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and not disadvantaged are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, however the gap between disadvantaged and not disadvantaged pupils is higher than the national average.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations for low attainment

continue to be gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

## 2. Partnership Arrangements

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 (STSA)** and council officers. It is chaired by the Service Lead – School Effectiveness. The SSIB has an overview of all school improvement visits. It is in the process of setting local priorities and doing a deep data dive on individual schools to analyse school achievement and identify areas of strength in the system so schools can more readily and effectively support each other
- The LA works closely with STSA. The local school improvement fund is overseen jointly through the STSA and the Senior Education Liaison Officer for the LA. (see below)
- The LA has regular meetings with the Regional Schools Commissioner (RSC) and the link HMI inspector for Slough.
- Autumn Term Visits (ATVs) are carried out by school effectiveness partners each year and offered to all schools

## 3. The Slough Local School Improvement Fund (SLSIF)

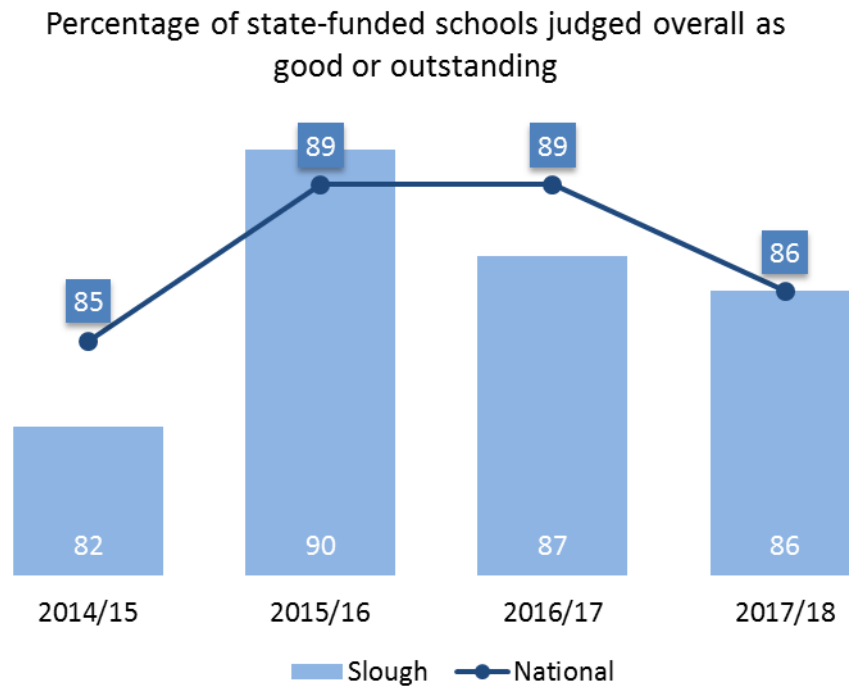
The SLSIF arises from of an agreement by schools forum in 2016/17 to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives. An additional £30,000 was also set aside for specific primary school initiatives. The fund was been topped up by an additional £49,500 in 2017/18 again through agreement with schools forum, bringing the total fund to £229,500. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities.

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. To date approximately £162,000 has been spent from this fund to support school to school work and approximately £67,000 remains.

In the current academic year the council continues to administer the SLSIF to schools in partnership with STSA. This is supported and overseen on behalf of the council by the Senior Education Liaison Officer; a local head teacher seconded who is working two days a week. This continues to be a source of strength in the local school system with collaboration across schools on both small and large scales.

## 4. Ofsted Judgements

**Table 4a: Overall Ofsted judgements August 2018**



The overall effectiveness of schools in Slough has improved since 2014/15 and is in line with the national average.

In 2017/18 there were five Section 5 Ofsted inspections. Of these five schools two were judged outstanding and three were judged good. The two schools judged outstanding had not previously had an inspection and were both free schools. These are Eden Girls School and The Langley Academy Primary school

There are currently three 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. These are The Grove Academy Free School, Arbour Vale School and Lynch Hill Enterprise Academy.

All maintained schools in Slough are good or better. Arbour Vale School which was judged as inadequate and placed in Special Measures in June 2017 has since become an academy and joined the Orchard Hill College Academy Trust (OHCAT). Therefore the school will not have an Ofsted designation until it is re-inspected.

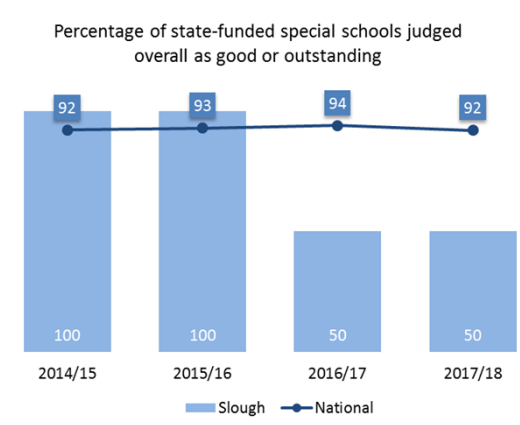
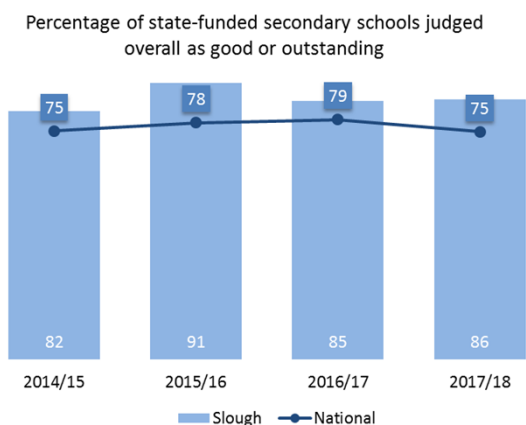
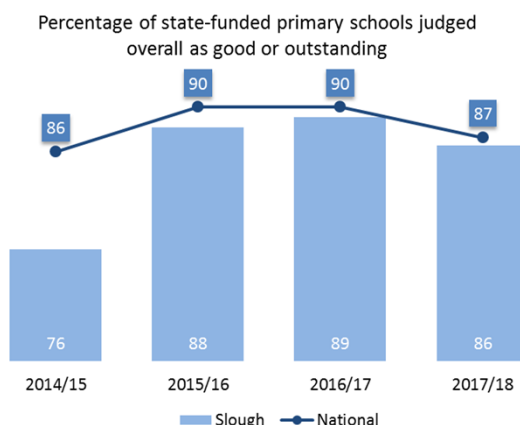
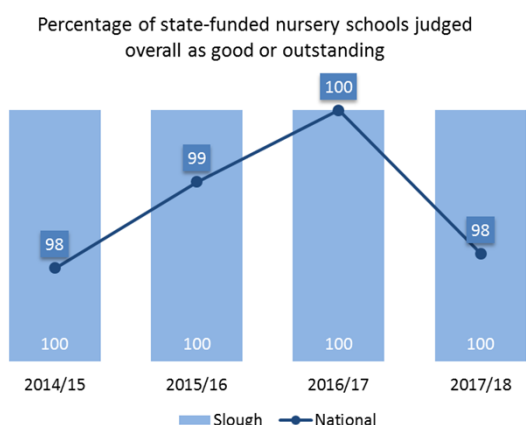
Academies engage with the LA by choice and are under no obligation to work with us. However, as an LA we offer all schools support regardless of designation. Lynch Hill Enterprise Academy (LHEA) was judged as inadequate in June 2017. The LA is working with the RSC and others schools to facilitate improvement. LHEA has now been re-brokered to a local trust, Slough and East Berkshire Multi-Academy Trust (SEBMAT). This means that the school will not have an Ofsted designation until it is re-inspected.

Godolphin Infants (now called Phoenix Infants), Foxborough and Parlaunt Park primary schools are judged as requires improvement, having been inspected in the 2016/17 academic year. Beechwood School is also currently judged as requires improvement, but is due an inspection this academic year (2018/19). All schools continue to engage positively with the LA and have taken up the offer of LA support from our school effectiveness partners.

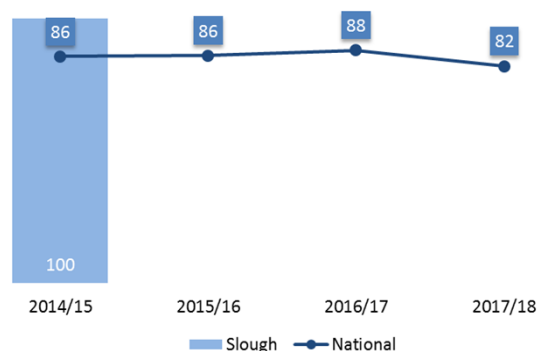
Due to the length of time between Ofsted inspection cycles some schools currently judged as requires improvement or inadequate will not have a full inspection this academic year.

## 4.1 Ofsted Judgements by Phase

**Table 4b: Judgements by phase**



Percentage of state-funded PRU's judged overall as good or outstanding



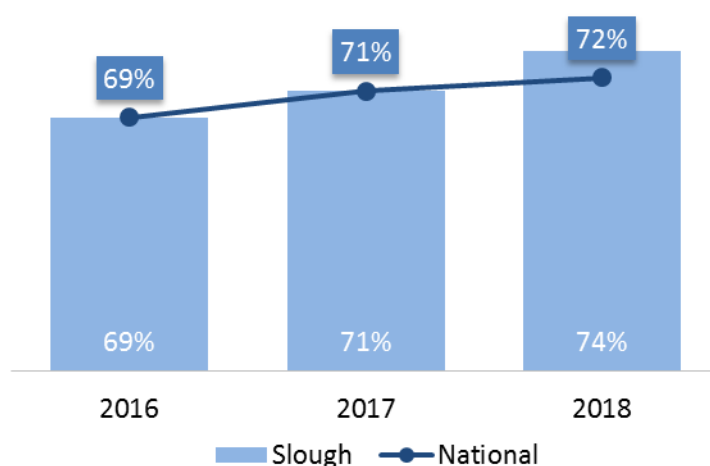
## 5. EYFSP

### 5.1 Overview

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 2018 the proportion of children achieving GLD for the LA was **74%** compared to a national average of **72%**. The LA GLD has exceeded the national figure for 2018 and been in line with the national average for the two years previously.

**Table 5a**

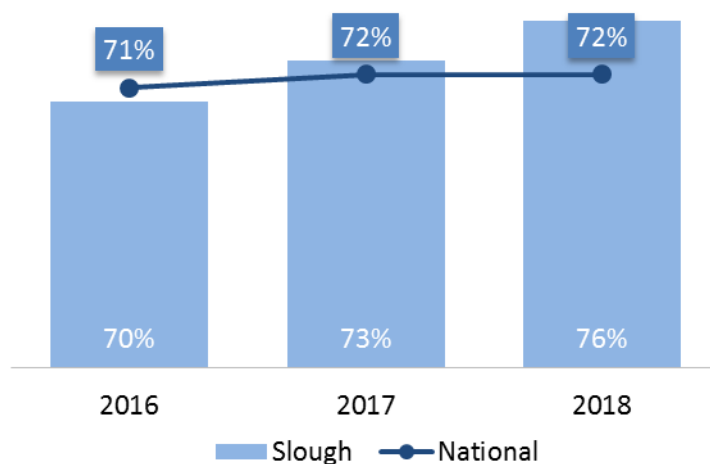
Percentage of children achieving a good level of development at EYFSP



The percentage of children attaining 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 resulting in an improvement to overall GLD figures.

**Table 5b**

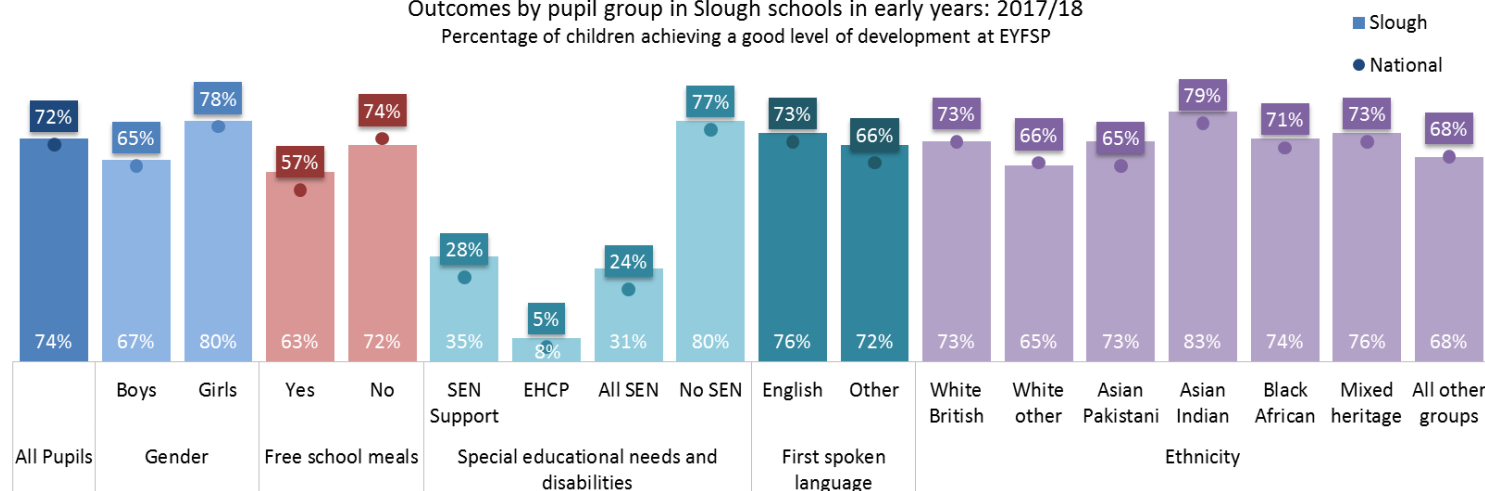
Percentage of children achieving a good level of development in communication & language and literacy at EYFSP



## 6. Outcomes by pupil group

**Table 6a**

Outcomes by pupil group in Slough schools in early years: 2017/18  
Percentage of children achieving a good level of development at EYFSP



### 6.1 Ethnicity

Outcomes at EYFSP vary between different ethnic groups although all are broadly in line with or above the national average. Each of the main ethnic groups experienced an increase in attainment of GLD in 2018. The largest percentage increase was for the white British pupil group. GLD outcomes for this group in Slough are now the same as the national figure.

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 two 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 sustained progress.

### 6.2 SEND

Slough children with Special Educational Needs and Disabilities achieve better outcomes than similar children nationally. However children with SEND continue to achieve significantly less well than their peers and early years provision must continue to focus on improving attainment for this group.

### 6.3 Outcomes for children in receipt of free school meals

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' outcomes are higher than boys.

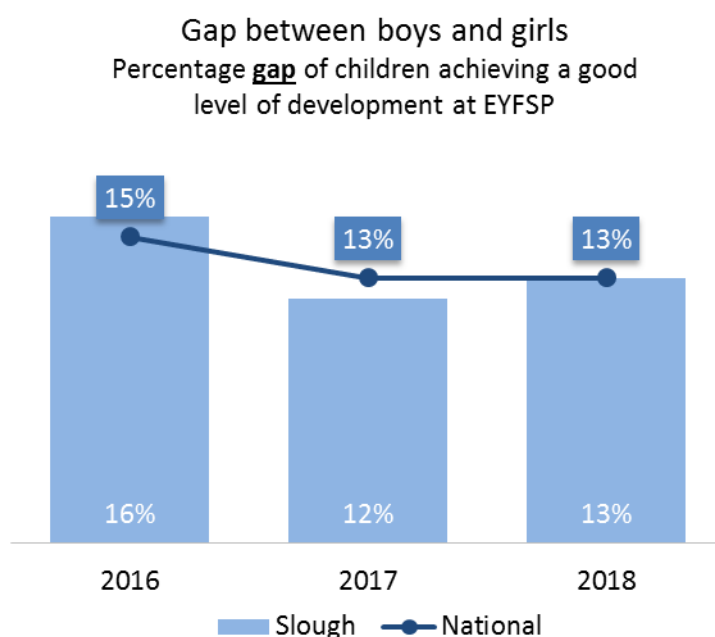
Outcomes for Slough children meeting the free school meals criteria are higher than those for similar pupils nationally and at 63% have increased by 3% in 2018. This is greater than the LA's percentage GLD increase of 2.4%, indicating a small closing of the gap for disadvantaged children.

## 6.4 Gender

Greater percentages of girls attain ELGs in virtually every area of learning at EYFSP. However, there is an upward trend in attainment in the LA for both boys and girls which demonstrates positive progress.

Table 2d below illustrates the closing of the gender gap in the LA to be in line with national in 2018. The context for these figures is that both boys and girls attainment increased in 2018 but girls' attainment increased more.

**Table 6b**

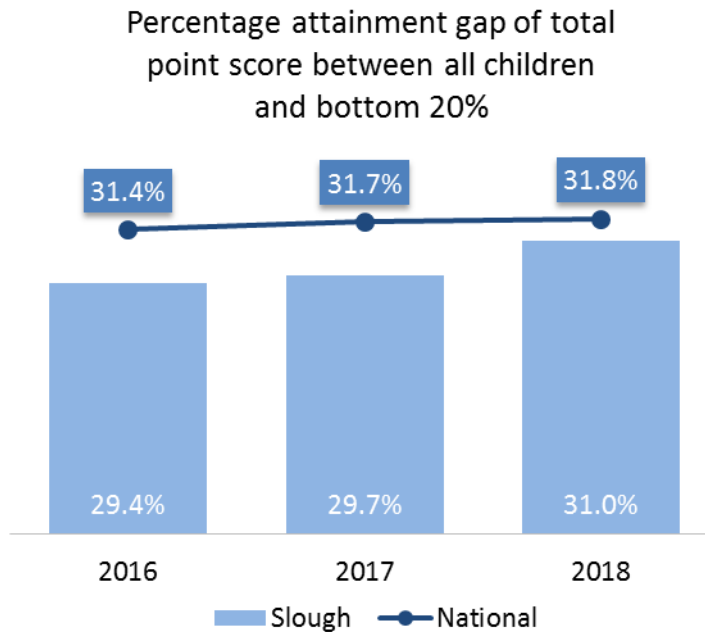


Boys' attainment continues to be a key focus for all support and development work by the LA Early Years Service as it is a re-occurring factor when we analyse the attainment of specific ethnic groups and language speakers.



## 6.5 Gap between all children and the lowest attaining 20%

Table 6c



The LA gap widened slightly in 2018 but is smaller than the national average.

## 7. Conclusion

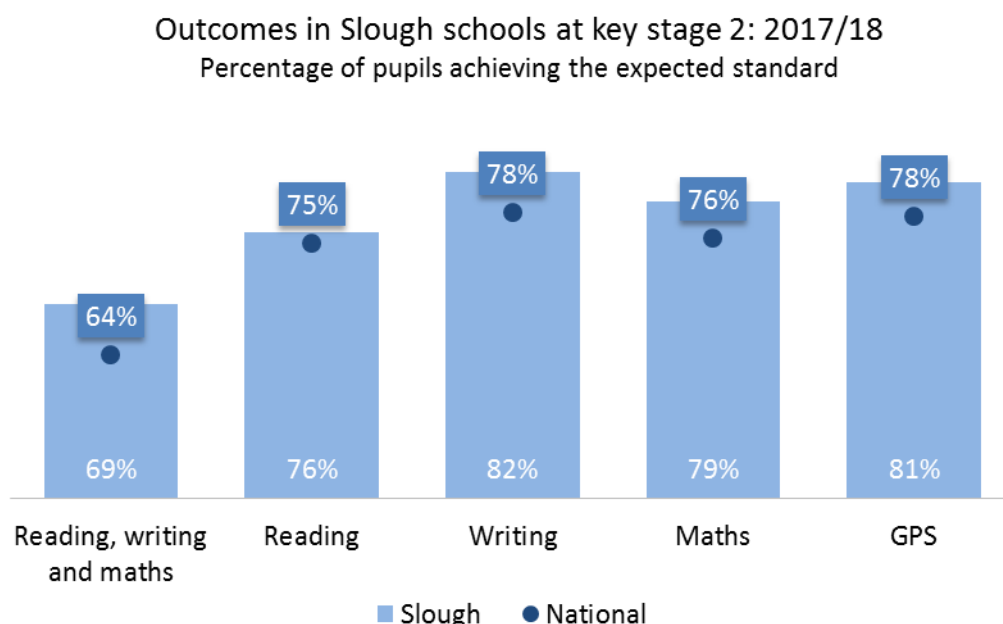
- Outcomes in Early Years in Slough continue to increase over time, in both prime and specific areas of learning.
- Analysis of a number of groups where outcomes are lower than the Slough average clearly shows that the common thread is boys' attainment in comparison with girls. There is considerable progress with boys' outcomes, 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 improve practitioner knowledge of effective inclusive practice across the sector.
- The Slough Early Years service continues to provide support and challenge across the Early Years sector (private, voluntary, independent settings, schools and childminders). From March 2019 onwards there will be a focus on raising awareness amongst providers, of the importance of quality teaching and learning in determining both the EYFS Profile data set as well as their own. This focus on teaching will reflect Ofsted's stated aim for their new early years inspection framework of judging the quality of education rather than outcomes.
- An early Years setting 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. In 2019 practitioners are being encouraged to engage in action research to measure the impact of making changes to provision designed to support 'physical players' and thereby improve their personal, social and emotional development.

- The Early Years service has provided support and challenge for a school where the GLD was below expectation in 2018.
- The Slough Early Years service continues to utilise and develop the communication and literacy programme called I Talk. Developments for 2019 are part of partnership working with Public Health that will see support materials for parents made more easily available. This support for early communication skills supports the progression of literacy towards the end of EYFSP.

## 8. Key Stage 2

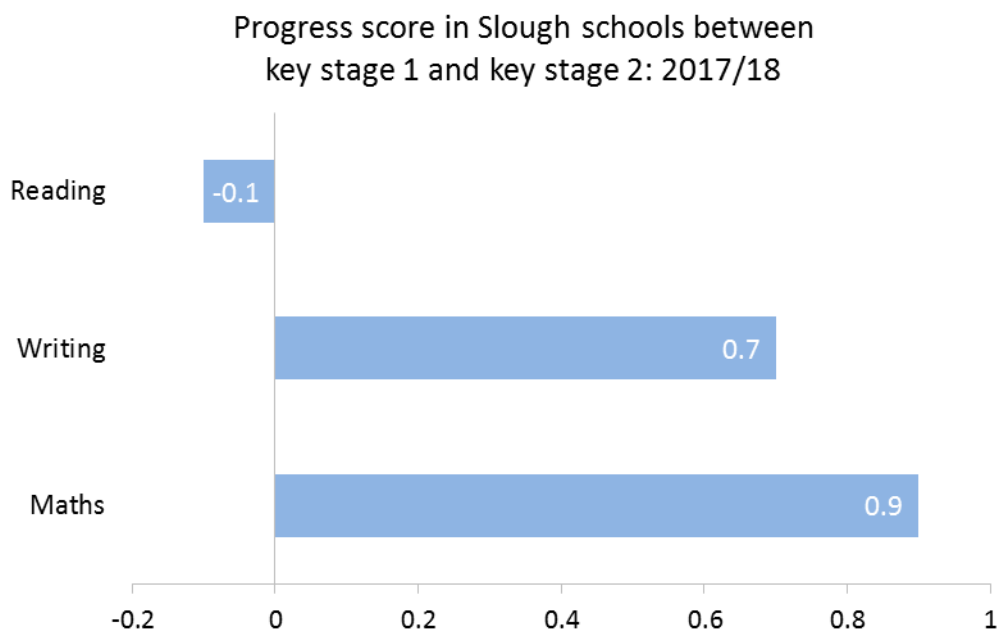
Outcomes in Slough primary schools for reading, writing and mathematics at Key Stage 2 have continued to improve in 2018 and are now above the national average.

**Table 8a: KS2 RWM**



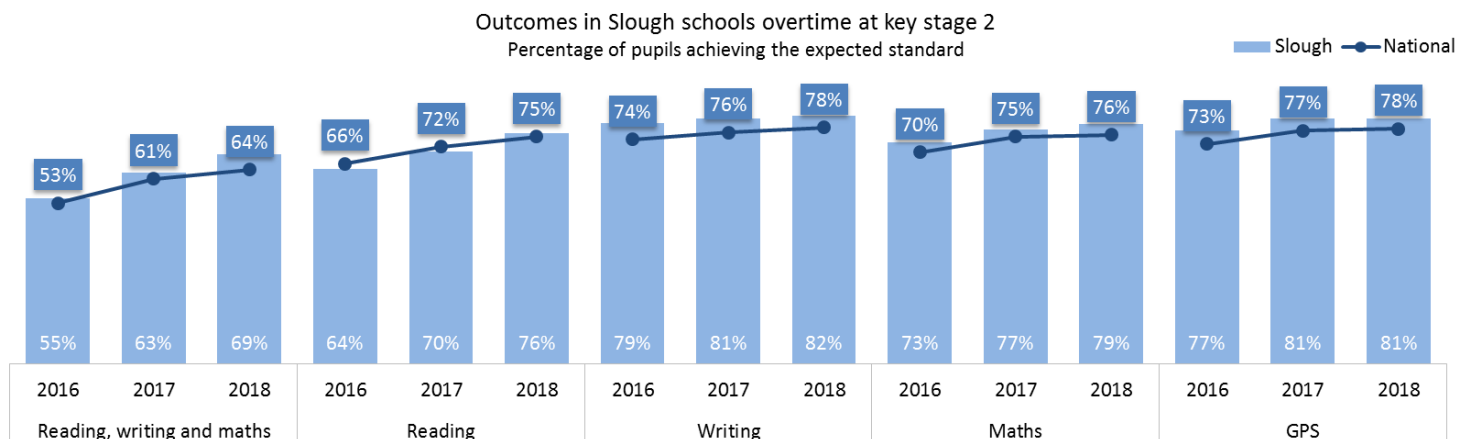
In 2018 KS2 attainment outcomes across Slough were above national average

**Table 8b: KS2 Progress**



Progress from Key Stage 1 to Key Stage 2 in Slough schools is slightly below national average in reading but significantly above national average in writing and maths.

**Table 8c: KS2 Outcomes over time**



There has been an upward trend in attainment for the last three years in reading, writing and maths. GPS has remained the same from 2017 to 2018, but still above the national average.

## 9. KS2 Coasting Measure

In 2018 a primary school falls within the coasting definition if in each of 2016, 2017 and 2018:

- Fewer than 85% of pupils achieved the expected standard at the end of primary school; and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

Claycots Primary school is defined as 'coasting' as it has met the criteria for coasting in the last three years. However the school had an Ofsted inspection in November 2018 and was judged overall to be a good school.

**Note:** The DfE are currently consulting on removing the coasting and floor standard data measures as triggers for intervention and are proposing to provide support only for schools with two consecutive Ofsted judgements. Further information can be found here <https://www.gov.uk/government/news/government-sets-out-plans-to-support-underperforming-schools>

### 9.1 KS2 Floor Standards

The DfE have defined floor standards for KS2 :

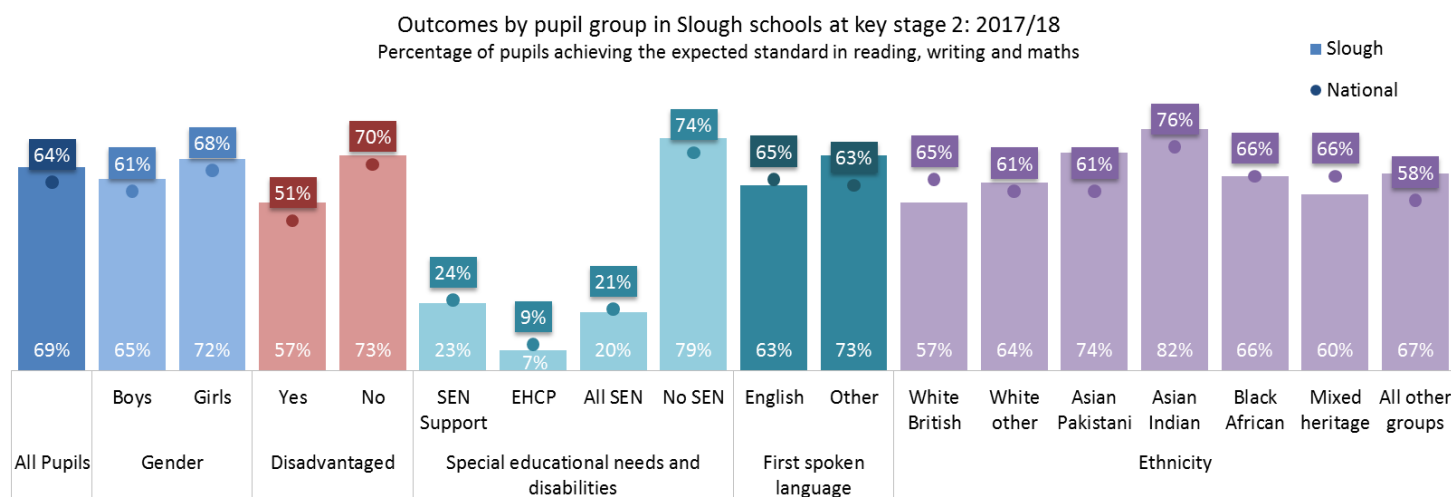
- In 2018, a school will be above the floor if at least 65 per cent of pupils meet the expected standard in reading, writing and maths at key stage 2, or if it achieves "sufficient progress scores" in all three subjects.

- This year, the required progress scores are -5 in reading, -5 in maths and -7 in writing.

No primary school in the LA was below the 2018 DfE floor standard.

## 10. Outcomes by pupil group

**Table 10a**



In 2018 outcomes for most pupil groups, including disadvantaged pupils, in Slough were in line with or above national average.

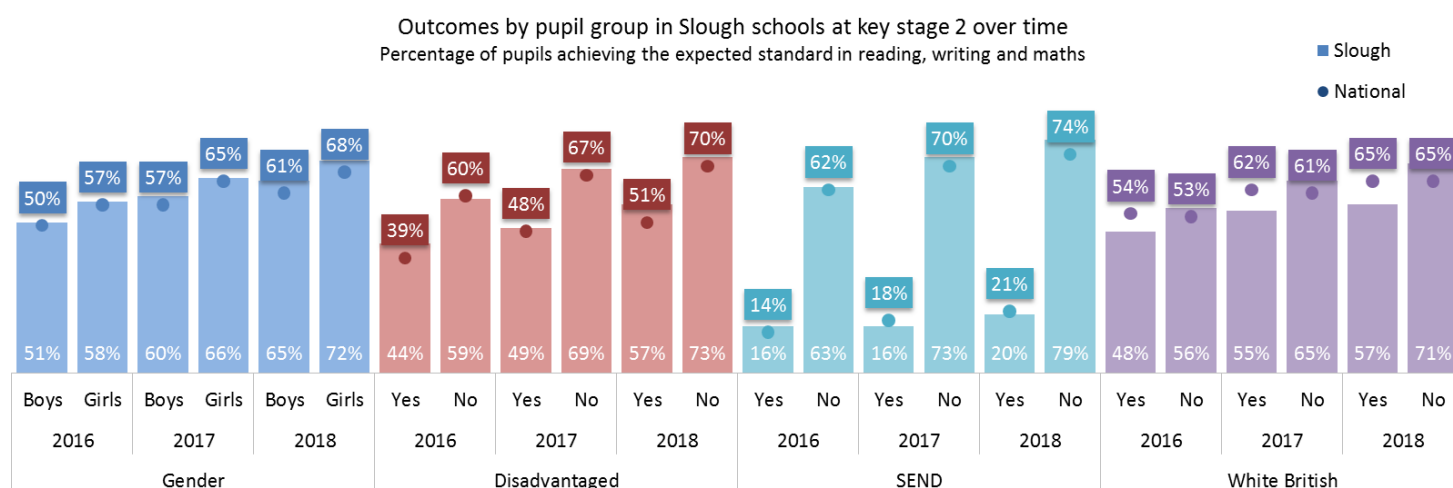
Attainment outcomes for Asian Pakistani and Asian Indian pupils are particularly high and also significantly above the national average for similar pupils.

Outcomes for the following groups are significantly below national average for similar pupils:

- White British pupils
- Pupils of mixed heritage

## 11. Outcomes by pupil group over time

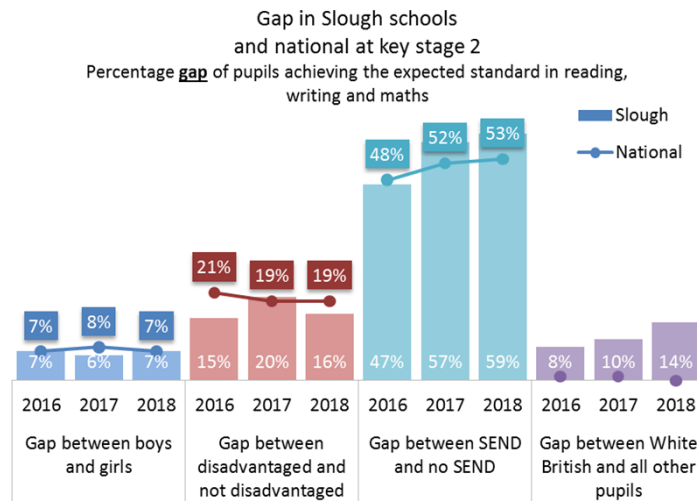
**Table 11a**



An analysis of outcomes of key groups over time allows us to look at trends and measure against local and national averages. In turn we can work with schools to set local priorities.

## 12. Closing the Gap

**Table 12a**



### 12.1 Gender Gap

The gap between boys and girls within the LA in 2018 is in line with the gap between boys and girls nationally. This has been broadly the same over the last three years.

### 12.2 Disadvantaged Gap

The gap between pupils who are disadvantaged and those who are not disadvantaged within the LA is smaller than the gap nationally. In 2016 the gap in the LA was also smaller than the national average but in 2017 it was 1% higher than the national average.

*\* The DfE define disadvantage as those who have been entitled to free school meals (FSM) in the last 6 years; who have been in LA care for 1 day or more; or who have left LA care for adoption, special guardianship or a child arrangement*

### 12.3 SEND Outcomes

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 the LA SEND children have the lowest levels of outcomes and the largest gaps to the outcomes 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 the LA. In some cases children with SEND will have extremely complex needs. The nature of the 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 Effectiveness Partners will also discuss the progress of children with SEND when they visit each school.

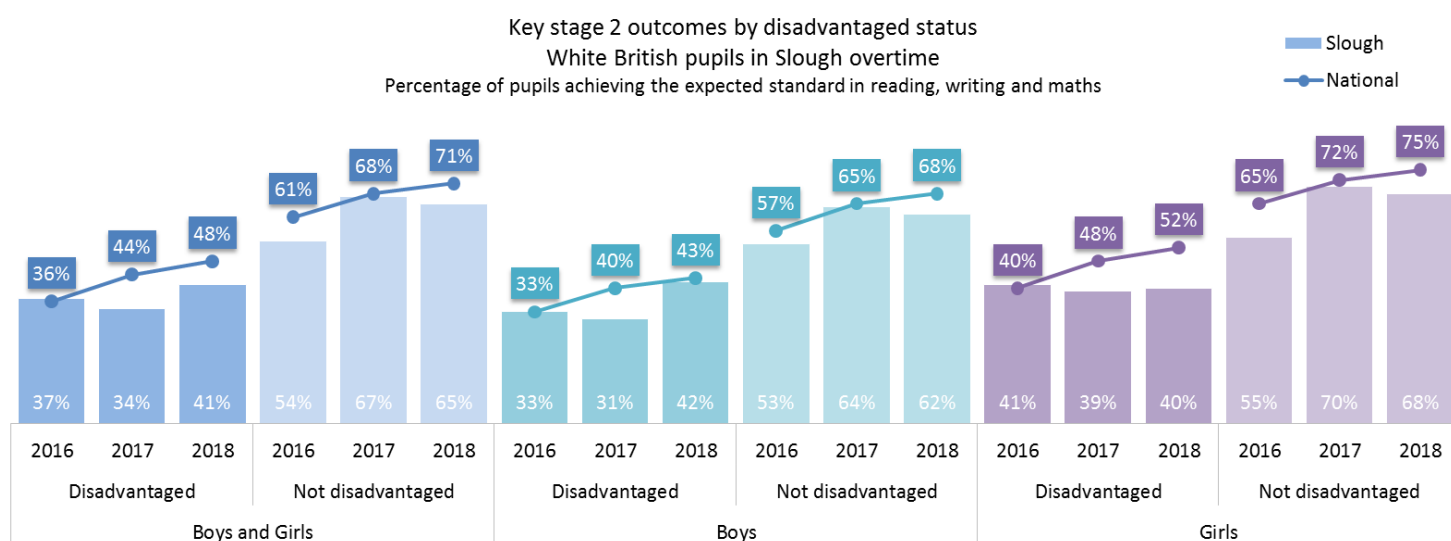
## 12.4 White British Gap

The lowest attaining ethnic group in Slough are those who are white British. Outcomes for white British pupils are below the national average for all pupils in 2018 and below the average of 65% for white British pupils nationally. (Table 11a) There is however a clear distinction between the outcomes for disadvantaged and not disadvantaged white British pupils in Slough. Outcomes for those who are not disadvantaged are 3% above those for all white British pupils nationally, though still below those of not disadvantaged white British pupils (71%). (Table 12b)

Outcomes for disadvantaged white British pupils in Slough are well below those of similar pupils nationally, this is particularly true for girls. This suggests disadvantage and gender rather than ethnicity alone, are the biggest factors in the low attainment of white British pupils in Slough.

## 12.5 White British, Disadvantaged and Gender

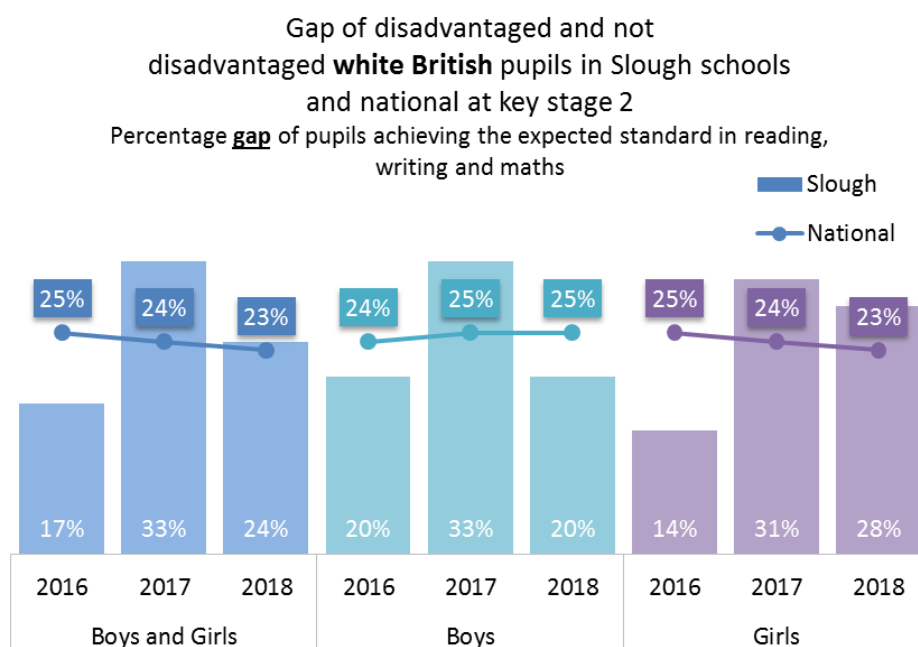
**Table 12b**



In 2018, 392 pupils at the end of KS2 were white British out of 2,299 in total which represents 17% of the entire cohort. Of those 392, 136 were classed as disadvantaged, which represents 34% of the white British cohort and 6% of the whole KS2 cohort. White British pupils make up 22% of the whole disadvantaged cohort.

The small number of the cohort makes it difficult to draw significant conclusions that are statistically relevant. In addition the numbers of white British pupils are spread out amongst schools in the LA, for example there are only 10 primary schools out of 29 who have a cohort of 17% or more of white British pupils.

**Table 12c**



In 2018 the gap between pupils who were white British and disadvantaged and white British and not disadvantaged was in line with national. There is however a difference by gender with gaps for disadvantaged and not disadvantaged white British boys being smaller than the national gap but larger for girls.

The trend in the LA has been inconsistent in the last three years however, what must be considered again is the size of the cohort which can have an impact on statistics fluctuating from year to year.

### 13. Conclusion

- In summary headline outcomes in Slough schools at KS2 are positive. The priority remains that of focusing on raising standards overall in reading and in particular for pupils who are white British and disadvantaged.
- All schools have engaged with the programme of Autumn Term Visits (ATV).
- The information from the school visits has enabled the SSIB to bring together the intelligence gained from schools to look more closely at developing strategies for reading, especially for boys and for the disadvantaged.
- The data schools have provided will mean schools and their areas of strength can be identified and support can potentially be brokered through school to school support
- The SEND School Effectiveness Officer continues to chair a network for Special Educational Needs Co-ordinators (KS2 and KS4). This role has now been firmly established since its inception in January 2018.

## 14. Key Stage 4

Slough is one of 36 local authorities nationally with a high proportion of selective schools. Four of the 14 secondary schools in Slough are selective, accounting for 33% of the GCSE cohort. Nationally outcomes data is not broken down by selective and non selective schools; however we have done so for this report. Whilst comparisons are provided between the LA non-selective schools and all schools nationally, 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 between either selective or non-selective schools with national averages must be treated with caution.***

### 14.1 KS4 Performance Measures

There are four headline performance measures for secondary schools at KS4: Attainment 8; Progress 8; English Baccalaureate and the basics measure of Grade 5 and higher in both English and mathematics.

When comparing 2018 headline measures to the equivalent data from 2017 and 2016, it is important to note the changes in methodology underpinning the 2018 data; including the move to a new point score scale which was introduced for English and maths in 2017 and extended to further subjects in 2018 ; the introduction of reformed GCSEs in the vast majority of subjects, now graded on the 9 to 1 scale; and changes from a threshold to an average score for the Ebacc. ***Therefore, direct comparisons with previous years should be treated with caution.***

## 15. Attainment 8

Attainment 8 measures the total outcomes of students 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.

Nationally, in comparison to 2017, the average Attainment 8 score per student has increased slightly. This is partly due to the availability of more points from the new GCSEs. A total of 90 points is now available to students whereas in 2016 and 2017 that total was 86.5 as the A\* was worth only 8.5 points in unreformed GCSEs.

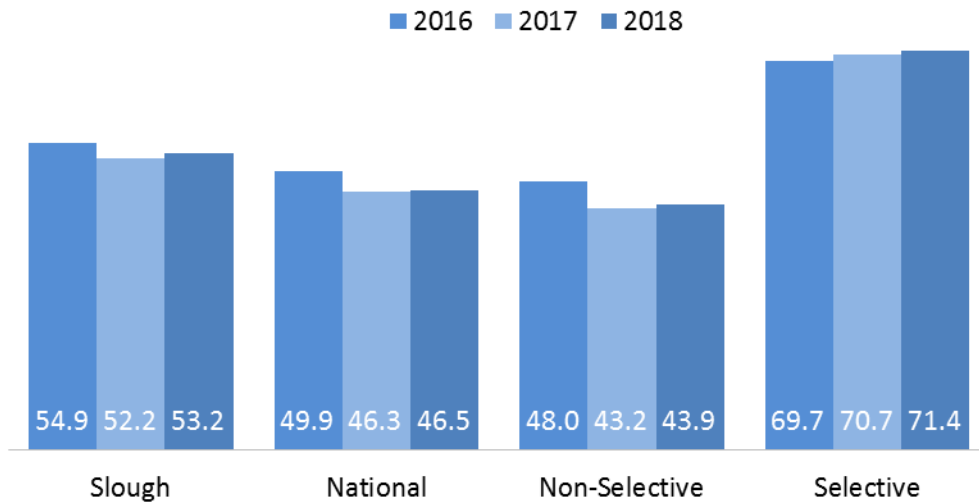
This means that Attainment 8 scores are expected to be higher in selective schools, as they have a significantly high proportion of high prior attaining students

Attainment 8 outcomes in Slough are significantly above the national average.



**Table 15a**

Average attainment 8 score



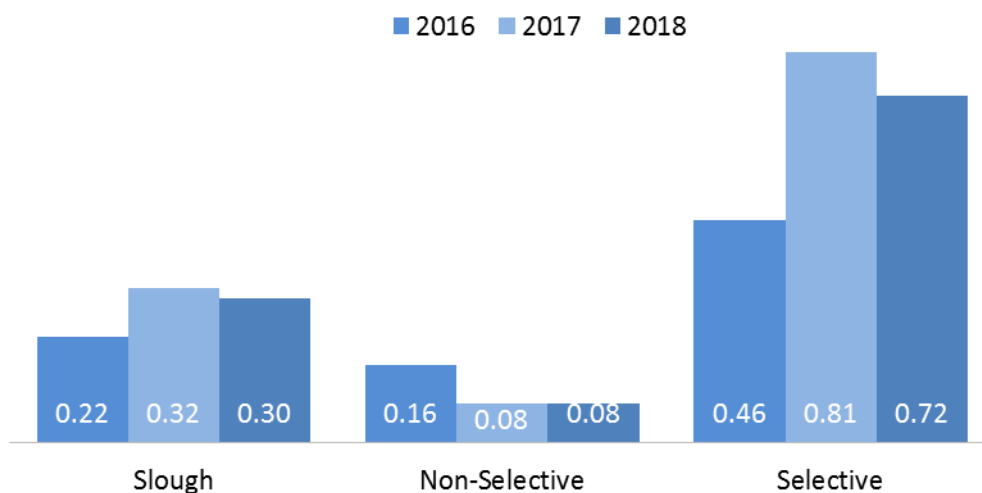
## 16. Progress 8

Progress 8 measures the values added a student makes between the end of key stage 2 and the end of key stage 4. It compares students' outcomes (their Attainment 8 score) with the average Attainment 8 score of all students nationally who had a similar starting point (or 'prior attainment'). It is 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 2018.

Progress 8 scores for Slough Schools are above the national average for both selective and non-selective schools.

**Table 16a**

Average progress 8 score in Slough Schools



## 17. Outcomes in English and Maths – The Basics

From 2017, the 'Basics' headline indicator measures the percentage of students achieving a Grade 5 or above in both English and maths.

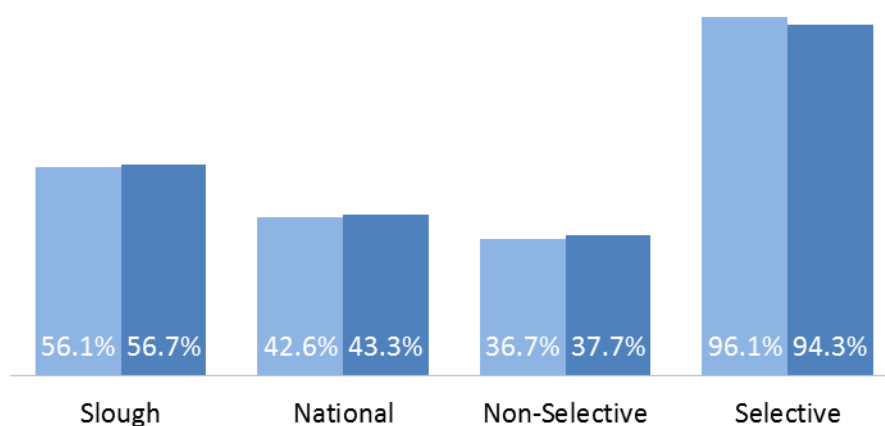
Direct comparison with previous grades is not possible although Grades 4 and 5 are broadly comparable to Grade C. The DfE have stated that a grade 4 will be considered a 'standard' pass equal to the bottom of a Grade C and a grade 5 a 'strong' pass equal to the top of Grade C, lower end of Grade B. Students 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.

Outcomes in Slough are above the national average in these measures.

**Table 17a**

Percentage of pupils achieving grade 5 or above in  
English and maths GCSEs

■ 2017 ■ 2018



## 18. The English Baccalaureate (EBacc) entry and outcomes

The EBacc was first introduced into the performance tables in 2009/10. It is the DfE's benchmark for a formal academic curriculum. The EBacc is made up of English, maths, two sciences, a language, and either history or geography.

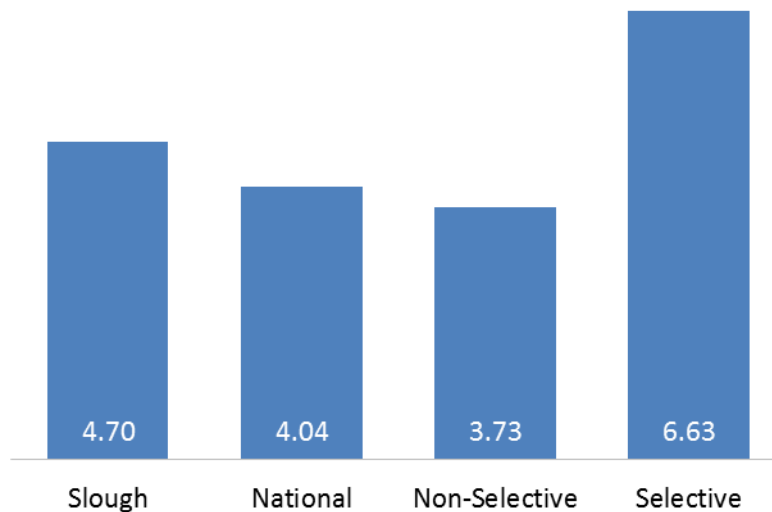
In 2017, the headline EBacc attainment measure was awarded to students who achieved a Grade 5 in English and maths and Grade 4 in all other subjects.

In 2018, the attainment measure now requires a Grade 5 in all subjects. Thus, year on year comparisons are not possible.

Slough LA selective schools were above the national average for entering and attaining the Ebacc and non-selective schools were below the national average for entering and attaining the Ebacc.

**Table 18a**

Average Ebacc score in 2018



## **19. KS4 Coasting measure**

The DfE have defined the coasting schools' measure for outcomes at Key Stage 4 as:

In 2018, a secondary school will be defined as coasting if the school's progress 8 score is -0.25 or below for three consecutive years.

Beechwood School's Progress 8 score has been below the coasting threshold for the past 3 years. Wexham School has been below the coasting threshold for the last 2 years.

### **19.1 KS4 Floor Standards**

The DfE have defined the floor standards for outcomes at Key Stage 4 as:

In 2018, a school will be below the floor standard if its Progress 8 score is below -0.5.

In 2018 both Beechwood School and Wexham School were below floor standards.

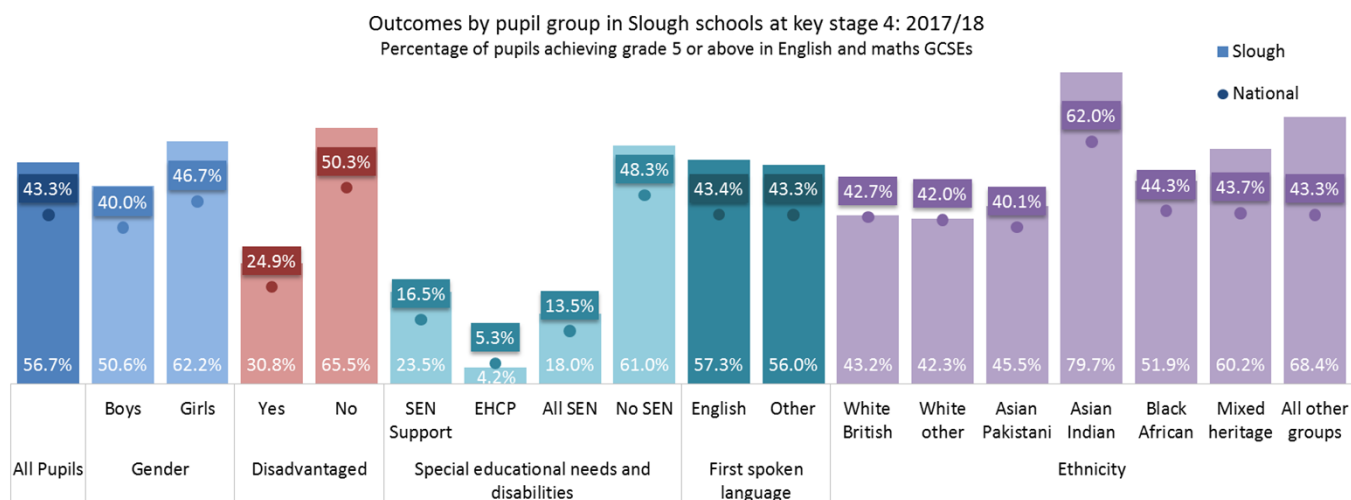
As outlined above the DfE are currently consulting on plans to remove the Coasting and Floor Standard data measures.

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.

Beechwood School is an academy and also works collaboratively with the LA. It converted to academy status in November 2016 and will be due an Ofsted visit from November 2018 onwards.

## 20. Outcomes by pupil group

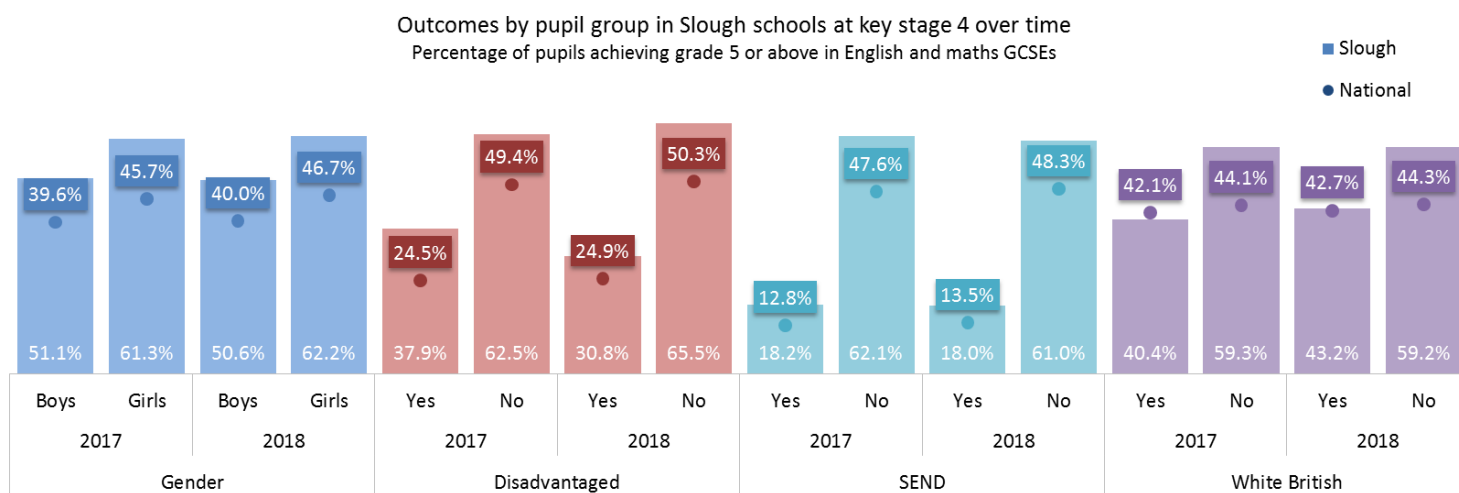
Table 20a



The percentage of pupils achieving Grade 5 or above in English and maths in Slough is above average for almost all pupil groups compared to similar pupils nationally. The exception is pupils with an EHCP.

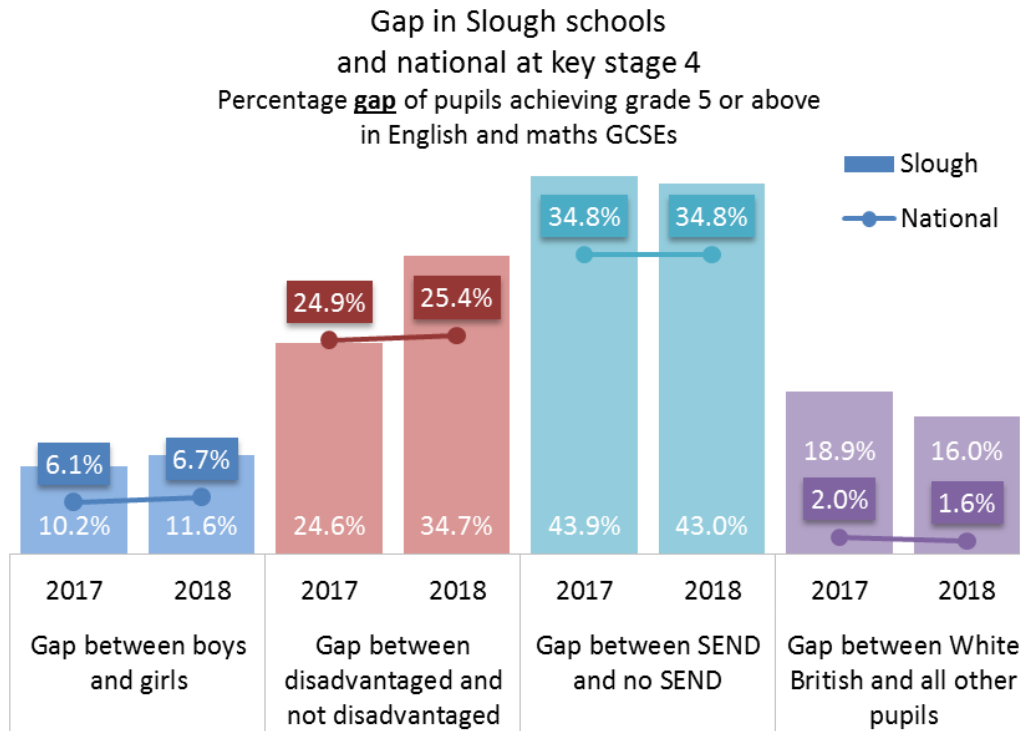
## 21. Outcomes by pupil group over time

Table 21a



## 22. Closing the Gap

**Table 22a**



### 22.1 Gender Gap

The gap between boys and girls within Slough in 2018 is larger than the gap between boys and girls nationally.

### 22.2 Disadvantaged Gap

Outcomes for disadvantaged students in Slough are significantly better than those for disadvantaged students nationally. The gap between disadvantaged and not disadvantaged pupils in Slough increased in 2018 and is larger than national. Whilst the gap has widened this is only for one year and cannot be considered a trend. It should also be noted that only 11% of the disadvantaged cohort attended selective schools, this is likely to make the gap larger than average.

### 22.3 SEND Outcomes

Please see earlier reference on reporting on children with SEND.

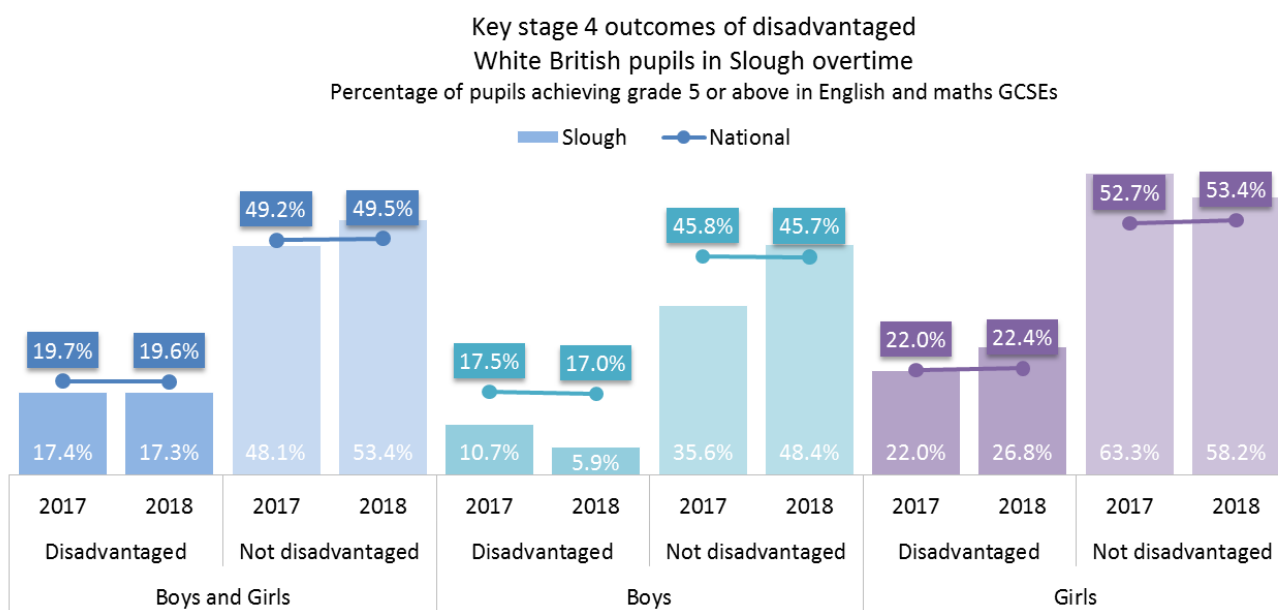
### 22.4 White British Gap

The gap between white British pupils and all other pupils in the LA is larger than the gap nationally and has been for the last two years. The small number of white British pupils must be borne in mind when attributing statistical significance. In 2018 1,679 pupils

completed KS4. The number of white British pupils was 266 which represents 16% of the entire cohort of these pupils 75 were disadvantaged which represents 28% of the white British cohort and 4% of the whole KS4 cohort. In addition as with primary schools white British pupils are spread widely, for example only 5 of 11 secondary schools where GCSEs were sat had a representative proportion (16%) or more white British pupils and only one of these was a selective school.

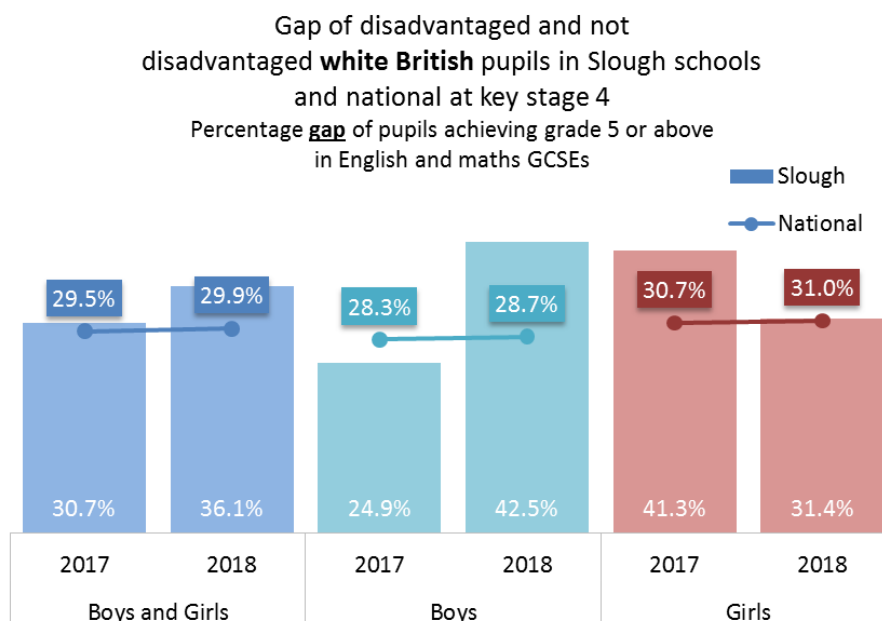
## 22.5 White British, Disadvantaged and Gender

**Table 22b**



One of the lowest achieving groups in the LA is white British disadvantaged boys. The outcomes for white British disadvantaged boys in 2017 and 2018 were below that of white British disadvantaged boys nationally and declined from 2017 to 2018. Of the white British cohort who is not disadvantaged, outcomes in the LA has gone from being just under the national average to above the national average. This indicates that disadvantage and gender is a greater factor in lower outcomes than ethnicity alone.

**Table 22c**



The gap between white British disadvantaged boys and white British not disadvantaged boys within the LA was smaller than the national gap in 2017. However in 2018 the gap within the LA was larger than the national gap. This represents a significant widening of the gap but it is one year's worth of data.

The gap between white British disadvantaged girls and white British not disadvantaged girls within the LA in 2017 was larger than the national gap. However in 2018 the gap within the LA was marginally smaller compared to the national gap. This represents a significant closing of the gap but it is one year's worth of data.

## **23. Conclusion**

- In summary headline outcomes overall at KS4 are positive in the LA for pupils across Slough selective and non selective schools. The priority remains that of focusing on raising standards for disadvantaged pupils.
- All schools have engaged with the programme of ATV.
- The information from the school visits has enabled the SSIB to bring together the intelligence gained from schools to look more closely at developing raising attainment for boys, the disadvantaged and white British pupils.
- A Secondary Senior Leader group has been established to create a network of good practice and CPD at a senior leadership level.

## **24. Key Stage 5**

This year we are reporting on KS5 A-level results only and not applied general entries. This is partly to do with a decline in applied general entries and partly to do with the reforms in post-16 study making it difficult to have meaningful data comparisons. A further explanation can be found here [https://ffteducationdatalab.org.uk/2019/01/key-stage-5-performance-tables-2018-where-have-all-the-applied-general-entries-gone/?utm\\_source=FFT+Education+Datalab&utm\\_campaign=7a6ac63050-EMAIL\\_CAMPAIGN\\_2019\\_01\\_24\\_11\\_43&utm\\_medium=email&utm\\_term=0\\_69bf38d335-7a6ac63050-130462565](https://ffteducationdatalab.org.uk/2019/01/key-stage-5-performance-tables-2018-where-have-all-the-applied-general-entries-gone/?utm_source=FFT+Education+Datalab&utm_campaign=7a6ac63050-EMAIL_CAMPAIGN_2019_01_24_11_43&utm_medium=email&utm_term=0_69bf38d335-7a6ac63050-130462565)

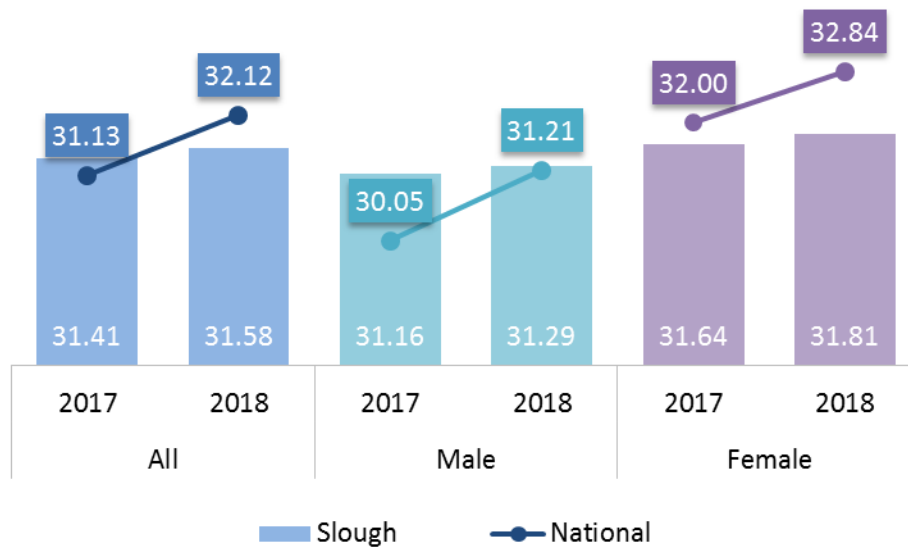
We report below on two main indicators which are:

1. Average point score per A-Level entry
2. Percentage attaining 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)*

**Table 24a: APS per A-Level Entry**

A-Level outcomes: Average point score per entry

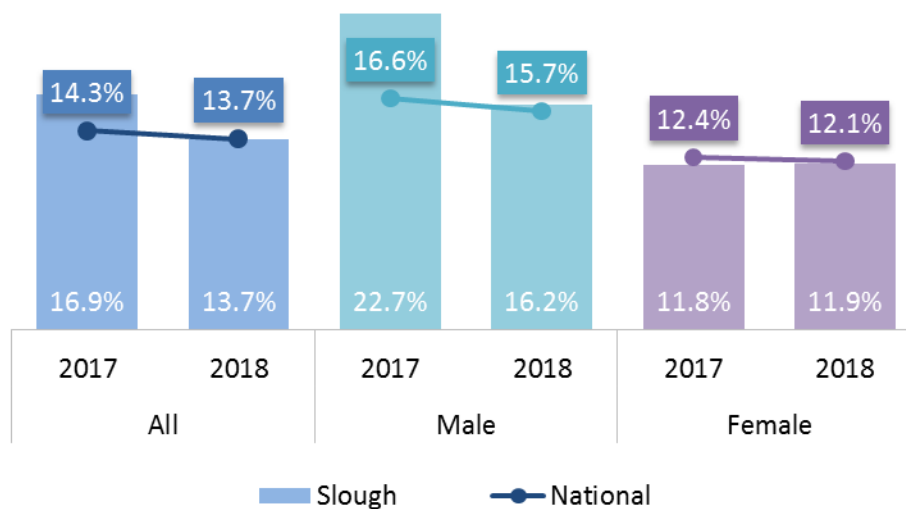


Average Point Score outcomes in Slough schools and colleges are slightly below the national average. Outcomes in facilitating subjects are in line with the national average. Windsor Forest Colleges groups account for 511 students in the A Level cohort.

#### 24.1 AAB or Higher in at least 2 Facilitating Subjects

**Table 24b**

A-Level outcomes: AAB or higher in at least 2 facilitating subjects





## **25. Minimum Standards**

In 2018 the DfE defined 16 to 18 minimum standards as

- Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero.

In the 2017 to 2018 academic year, the thresholds, i.e. the value added scores set by the Department for academic and applied general qualifications, are –0.56 and –0.58 respectively.

In 2018 the LA had no schools or colleges that were below the minimum standards for post-16.

## **26. Gender**

Table 5a shows that boys in the LA are above the national average in 2017 and slightly above the national average in 2018 in point score per A-Level entry. However girls are below the national average in 2017 and 2018.

The gap between boys and girls within the LA was smaller than the national average in 2017 and 2018 however this is due to the lower outcomes of girls against the national average in the last two years.

### **26.1 Gender – AAB in at least 2 facilitating subjects**

Boys are higher than girls in attaining AAB in at least 2 facilitating subjects. This is a national trend. Boys were above the national average in 2017 and 2018. Girls were just below the national average in 2017 and 2018. This may be due to the different combination of subjects chosen by boys and girls.

## **27. Conclusion**

- In summary outcomes at post-16 continues not to be as strong overall as other key stages in terms of attainment.
- The LA, with permission of the secondary schools, has continued to purchase 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> The LA report gives an overview of all schools and allows them to analyse patterns and trends across the town to share with school leaders.
- The findings from this report will be fed back to schools in order to inform priorities and share and disseminate identified effective practice.

## EYFSP by school

	Percentage achieving a good level of development		
	2016	2017	2018
Arbour Vale School	0	0	0
Castleview Primary School	90	88	80
Cippenham Infant School	72	68	75
Cippenham Primary School	75	75	73
Claycots School	69	72	74
Colnbrook CE Primary School	53	65	66
Foxborough Primary School	37	71	67
Godolphin Infant School	65	75	72
Holy Family Catholic Primary School	65	70	71
Iqra Slough Islamic Primary School	79	81	83
Grove Academy	-	-	82
James Elliman Academy	69	74	77
Khalsa Primary School	80	80	88
Langley Hall Primary Academy	74	80	86
Littledown School	-	0	-
Lynch Hill School Primary Academy	67	59	67
Marish Primary School	75	75	78
Montem Academy	68	76	74
Our Lady of Peace Catholic Primary School	76	66	75
Parlaunt Park Primary Academy	55	61	79
Penn Wood Primary and Nursery School	57	59	59
Pippins School	85	73	78
Priory School	70	69	67
Ryvers School	60	79	77
St Anthony's Catholic Primary School	51	55	52
St Ethelbert's Catholic Primary School	65	56	73
St Mary's CE Primary School	83	80	74
The Langley Academy Primary	84	76	80
Western House Academy	67	73	70
Wexham Court Primary School	75	79	71
Willow Primary School	76	76	81
<b>Slough LA (excluding PVI's)</b>	<b>69.2</b>	<b>71.2</b>	<b>73.6</b>
<b>Slough LA (including PVI's)</b>	<b>69.1</b>	<b>71.2</b>	<b>73.6</b>
<b>National Average</b>	<b>69.3</b>	<b>70.7</b>	<b>71.5</b>
<b>Difference from National</b>	<b>-0.2</b>	<b>0.5</b>	<b>2.1</b>
<b>Slough National Ranking (out of 152 LA's)</b>	<b>83rd</b>	<b>63rd</b>	<b>40th</b>

### LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

## KS2 results by school

School	Percentage achieving the expected standard in reading, writing and maths			Reading progress score		Writing progress score		Maths progress score		Ofsted Outcome	Date of Inspection
	2016	2017	2018	2017	2018	2017	2018	2017	2018		
Arbour Vale School	0	0	0	-3.8	-2.6	-3.7	-3.8	-3.8	-2.9	No formal designation	-
Castleview Primary School	90	91	88	2.2	1.2	0.4	0.1	2.8	2.5	Outstanding	01/11/2006
Cippenham Primary School	47	65	57	-2.3	-1.7	-2.9	-2.7	-1.9	-1.9	Good	17/01/2018
Claycots School	48	56	63	-4.1	-2.1	1.6	0.2	-4.5	-2.6	Good	03/02/2015
Colnbrook CE Primary School	33	41	48	1.2	1.3	1.9	3.4	1.3	0.1	Good	07/11/2018
Foxborough Primary School	39	39	39	-1.4	1.6	1.4	4.0	-1.6	0.2	Requires Improvement	06/12/2016
Godolphin Junior Academy	56	64	76	-0.4	0.0	2.8	2.8	0.9	1.9	No formal designation	-
Holy Family Catholic Primary School	72	81	76	1.9	2.7	1.1	3.5	2.7	3.2	Good	22/05/2018
Iqra Slough Islamic Primary School	55	57	84	-2.6	-0.6	1.3	1.3	-1.7	1.4	Good	04/10/2016
James Elliman Academy	51	53	74	-1.5	0.7	1.7	1.3	0.7	1.7	Good	08/11/2018
Khalsa Primary School	73	69	79	-1.2	-0.6	-0.6	-1.4	1.8	1.5	Outstanding	19/10/2011
Langley Hall Primary Academy	62	67	78	-1.3	3.9	2.7	2.9	2.3	3.4	Good	16/11/2016
Littledown School	20	14	15	-4.8	-7.7	-7.7	-7.1	-8.8	-8.9	Good	06/07/2016
Lynch Hill School Primary Academy	71	78	69	2.4	0.1	1.3	1.6	4.2	2.6	Outstanding	10/07/2008
Marish Primary School	70	75	90	5.0	2.4	4.2	2.3	4.8	3.0	Good	18/11/2015
Montem Academy	37	53	63	-1.3	-1.6	5.2	4.1	1.4	2.1	Outstanding	23/11/2016
Our Lady of Peace Catholic Primary	64	65	68	-0.4	-1.2	0.2	-1.5	-0.4	-0.3	Outstanding	11/03/2008
Parlaunt Park Primary Academy	21	65	69	1.3	0.8	-1.2	0.8	2.3	2.1	Requires Improvement	12/07/2017
Penn Wood Primary and Nursery School	64	55	74	-1.2	1.8	1.6	2.5	2.6	5.0	Good	20/09/2018
Pippins School	54	71	71	-1.0	-1.9	0.6	-2.5	2.6	-2.4	Good	31/01/2017
Priory School	52	55	66	0.5	0.5	-2.0	0.9	1.6	0.5	Good	03/02/2015
Ryvers School	48	73	66	0.9	0.3	2.7	-0.1	3.4	1.8	Good	15/03/2016
St Anthony's Catholic Primary School	55	68	66	-0.4	-1.8	3.2	-0.4	2.9	-0.3	Good	28/02/2012
St Ethelbert's Catholic Primary School	49	54	64	-3.0	-0.6	-0.7	-0.5	-0.5	0.6	Good	21/01/2015
St Mary's CE Primary School	49	60	66	-2.7	-2.4	-1.0	-0.3	-1.2	-0.7	Good	27/01/2016
Western House Academy	54	54	56	0.2	-0.4	0.7	-2.0	1.3	-1.2	Good	14/06/2017
Wexham Court Primary School	53	58	64	-0.4	-1.0	1.5	-0.5	1.3	-1.0	Good	12/07/2016
Willow Primary School	79	67	83	-0.5	1.2	2.2	0.9	0.3	3.4	Good	21/06/2016

Slough LA	55	63	69	-0.3	-0.1	1.0	0.7	1.0	0.9
National	53	61	64	-	-	-	-	-	-
Difference	2	2	5	-	-	-	-	-	-
Slough national ranking (out of 152 LA's)	63rd	55th	32nd	110th	96th	25th	33rd	38th	39th

### LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

### Progress Description

Well Above Average
Above Average
Average
Below Average
Well Below Average

## KS4 results by school

	Progress 8 score			Attainment 8 score			Percentage achieving grade 5 or above in English and maths GCSEs		Percentage entering the English Baccalaureate		EBacc average point score	Ofsted Outcome	Date of Inspection
	2016	2017	2018	2016	2017	2018	2017	2018	2017	2018	2018		
Baylis Court School	0.42	0.50	0.97	52.6	49.6	54.1	58	60	9	47	4.58	Outstanding	15/10/2007
Beechwood School	-0.62	-0.79	-0.58	43.2	37.0	39.5	15	22	8	2	3.06	Requires Improvement	04/05/2016
Herschel Grammar School	0.44	0.74	0.54	69.5	67.0	68.0	91	90	40	35	6.01	Outstanding	18/09/2012
The Langley Academy	0.22	0.23	0.19	53.4	46.2	45.8	36	43	25	17	3.84	Good	28/11/2017
Langley Grammar School	0.35	0.64	0.96	69.8	71.9	76.6	98	99	80	72	7.07	Outstanding	06/03/2007
Slough and Eton CE Business School	0.28	0.22	0.18	47.8	43.0	43.5	37	37	7	5	3.38	Outstanding	21/11/2013
St Bernard's Catholic Grammar School	0.36	0.68	0.33	69.1	71.0	69.8	97	91	86	88	6.68	Outstanding	29/09/2011
St Joseph's Catholic High School	0.39	0.58	0.55	49.6	49.8	49.8	41	47	67	69	4.55	Good	12/01/2016
Upton Court Grammar School	0.65	1.19	0.99	70.2	72.4	71.0	98	96	88	95	6.80	Outstanding	30/01/2008
The Westgate School	0.16	0.53	0.29	48.2	50.1	47.0	52	44	37	30	4.15	Outstanding	31/10/2018
Wexham School	-0.05	-0.61	-0.86	43.4	32.4	34.9	21	14	24	29	3.17	Good	21/11/2017
Arbour Vale School	-1.55	-1.38	-1.41	0.4	0.8	0.0	0	0	0	0	0.00	No formal designation	-
<b>Slough LA</b>	<b>0.22</b>	<b>0.32</b>	<b>0.30</b>	<b>54.9</b>	<b>52.2</b>	<b>53.2</b>	<b>56.1</b>	<b>56.7</b>	<b>40.4</b>	<b>41.5</b>	<b>4.70</b>		
<b>National: state funded schools only</b>	<b>-0.03</b>	<b>-0.03</b>	<b>-0.02</b>	<b>49.9</b>	<b>46.3</b>	<b>46.5</b>	<b>42.6</b>	<b>43.3</b>	<b>38.2</b>	<b>38.4</b>	<b>4.04</b>		
<b>Slough LA - National Diff</b>	<b>0.25</b>	<b>0.35</b>	<b>0.32</b>	<b>5.0</b>	<b>5.9</b>	<b>6.7</b>	<b>13.5</b>	<b>13.4</b>	<b>2.2</b>	<b>3.1</b>	<b>0.66</b>		
<b>Slough national ranking (out of 152 LA's)</b>	<b>16th</b>	<b>14th</b>	<b>17th</b>	<b>8th</b>	<b>9th</b>	<b>7th</b>	<b>9th</b>	<b>8th</b>	<b>57th</b>	<b>54th</b>	<b>12th</b>		
<b>Slough non-selective schools</b>	<b>0.10</b>	<b>0.10</b>	<b>0.08</b>	<b>47.5</b>	<b>43.0</b>	<b>43.9</b>	<b>36.3</b>	<b>37.7</b>	<b>23.7</b>	<b>26.7</b>	<b>3.73</b>		
<b>Slough selective schools</b>	<b>0.46</b>	<b>0.83</b>	<b>0.72</b>	<b>69.6</b>	<b>70.6</b>	<b>71.4</b>	<b>95.9</b>	<b>94.3</b>	<b>74.7</b>	<b>70.8</b>	<b>6.63</b>		
<b>Pupils resident in Slough</b>	<b>0.13</b>	<b>0.18</b>	<b>0.20</b>	<b>51.2</b>	<b>47.4</b>	<b>48.9</b>	<b>45.8</b>	<b>47.7</b>	<b>32.0</b>	<b>33.9</b>	<b>4.25</b>		

### LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

### Progress Description

Well Above Average
Above Average
Average
Below Average
Well Below Average

## KS5 results by school

	Progress score		Average point score per entry		Achieving AAB or higher in at least 2 facilitating subjects		Student's best 3 A levels (points)	
	2017	2018	2017	2018	2017	2018	2017	2018
Baylis Court School	0.02	0.20	33.73	34.83	0.0%	3.3%	35.66	35.94
Beechwood School	0.07	0.00	25.00	30.27	SUPP	0.0%	SUPP	36.33
Herschel Grammar School	-0.08	-0.08	34.52	35.55	21.1%	22.4%	37.27	37.69
The Langley Academy	-0.14	0.15	23.84	29.61	0.0%	13.3%	28.01	31.51
Langley Grammar School	0.13	0.09	40.22	38.79	35.9%	26.8%	42.52	39.80
Slough and Eton CE Business School	-0.02	-0.16	26.98	23.79	4.8%	5.6%	33.02	22.65
St Bernard's Catholic Grammar School	-0.19	0.01	35.48	37.98	27.1%	29.4%	37.57	38.99
St Joseph's Catholic High School	0.02	0.28	26.74	28.97	0.0%	3.5%	32.53	25.50
Upton Court Grammar School	-0.12	-0.21	31.39	31.80	20.9%	18.8%	36.44	35.77
The Westgate School	0.03	-0.19	27.42	23.61	11.1%	3.6%	34.44	27.50
Wexham School	-0.24	-0.23	21.13	21.65	0.0%	0.0%	26.27	21.14
Arbour Vale School	NE	NE	NA	NA	NA	NA	NA	NA
<b>Slough LA</b>	<b>-</b>	<b>-</b>	<b>31.41</b>	<b>31.58</b>	<b>16.9%</b>	<b>13.7%</b>	<b>34.88</b>	<b>32.90</b>
<b>National: state funded schools only</b>	<b>0.00</b>	<b>0.00</b>	<b>31.13</b>	<b>32.12</b>	<b>14.3%</b>	<b>13.7%</b>	<b>34.09</b>	<b>32.49</b>
<b>Slough LA - National Diff</b>			<b>0.28</b>	<b>-0.54</b>	<b>2.6%</b>	<b>0.0%</b>	<b>0.79</b>	<b>0.41</b>
<b>Slough national ranking (out of 152 LA's)</b>			<b>50th</b>	<b>76th</b>	<b>29th</b>	<b>60th</b>	<b>43rd</b>	<b>56th</b>

### LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

### Progress Description

Well Above Average
Above Average
Average
Below Average
Well Below Average