

SLOUGH LOCAL AUTHORITY OUTCOMES REPORT 2019

Appendix 1: Slough Local Authority School Outcomes Report 2019

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 2018/19

- 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 92% which is above the national average of 86%
- Standards in key measures are above national average in EYFSP, Key Stage 2 and Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage the LA ranks 33rd against all other local authorities for pupils achieving a good level of development which has increased by 7 places from 40th in 2018, 30 places from 63rd in 2017 and 50 places from 83rd in 2016.
- At KS2 the LA is ranked 30th against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which has increased by 2 places from 32nd in 2018, 25 places from 55th in 2017 and 33 places from 63rd in 2016.
- At KS4 the LA is ranked 15th for progress 8 against all other local authorities, increasing by 2 places from 17th in 2018, decreasing by one place from 14th in 2017.
- At KS5 the LA is ranked 110th out of 152 LAs for average point score entry per A-Level, a decline of 34 places from 76th in 2018.
- Girls are outperforming boys' at all key stages 2 and 4 and the gap is slightly greater at KS4 than KS2.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and all other pupils are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, and the gap between disadvantaged and all other pupils is smaller 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 – Schools. The SSIB has an overview of all school improvement visits. It helps set local priorities 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 (LSIF) is overseen jointly through the STSA and the LA.
- The LA has regular meetings with the Regional Schools Commissioner (RSC) and the link HMI inspector for Slough.
- Annual Conversations through Autumn Term Visits (ATVs) are carried out by a School Effectiveness Partners (SEP) each year and offered to all schools and academies, funded by the LA.
- In 2019 the LA introduced a partnership offer for schools which provides various additional school improvement services such as additional consultancy time and enhanced access to the Education Safeguarding Officer. Contributions differ based on the size, cohort and phase of the school to reflect the difference in funding for those settings. The LA contributes £250,000 to the local school system. All schools are given a core offer which includes an annual visit by an LA School Effectiveness Partner. Approximately 65% of schools signed up to the partnership offer in 2019/20.

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.

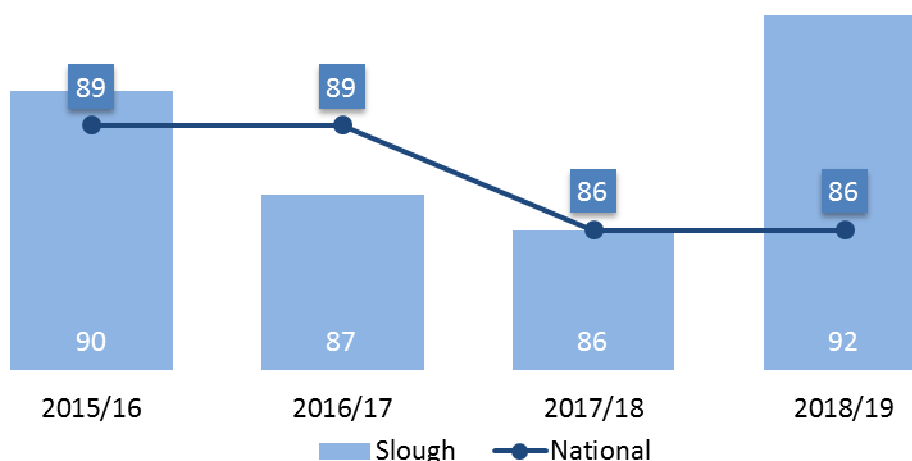
The LA and STSA oversee the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes. To date approximately £220,000 has been spent from this fund to support school to school work and approximately £9,000 remains.

In the current academic year the council continues to administer the LSIF to schools in partnership with STSA. 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 2019

Percentage of state-funded schools judged overall as good or outstanding



The overall effectiveness of schools in Slough has improved since 2015/16 and is above the national average.

In 2018/19, eighteen schools (35% of schools in total) were visited by Ofsted (either section 5 or section 8). Outcomes are below:

School	Ofsted Outcome
Penn Wood Primary	Good
Cippenham Nursery	Good
Haybrook College	Good
The Westgate	Outstanding
Baylis Court Nursery	Good
James Elliman Primary	Good
Colnbrook Primary	Good
Claycots Primary	Good
St Josephs Catholic Secondary	Good
Priory Primary	Good
St Ethelbert's Primary	Good
Our Lady of Peace Primary	Good
Phoenix Infants	Good
St Anthony's Primary	Good
Foxborough Primary	Good
Godolphin Junior	Good

Beechwood Secondary	Requires Improvement
Holy Family Primary	Good

There are currently three schools that have no formal Ofsted designation, either because they are free schools yet to be inspected or because they have recently converted to academy status as sponsored academies. These are: Grove Academy Free School, Arbour Vale Academy and Lynch Hill Enterprise Academy.

All maintained schools in Slough are currently judged good or better by Ofsted .

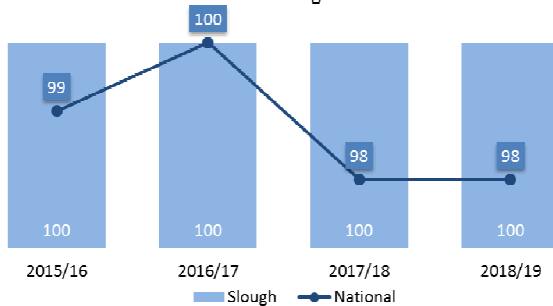
Academies engage with the LA by choice and are under no obligation to work with us from a school improvement perspective. However, as an LA we offer all schools support regardless of designation. This year 100% of schools engaged with the LA with at least an ATV through a SEP.

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

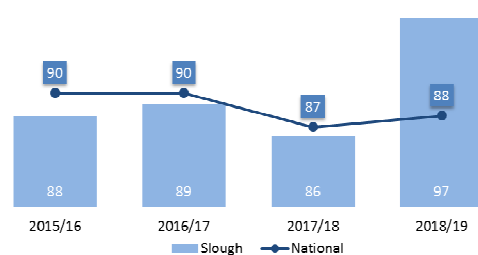
4.1 Ofsted Judgements by Phase

Table 4b

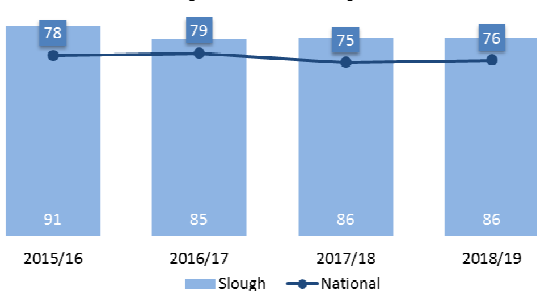
Percentage of state-funded schools judged overall as good or outstanding



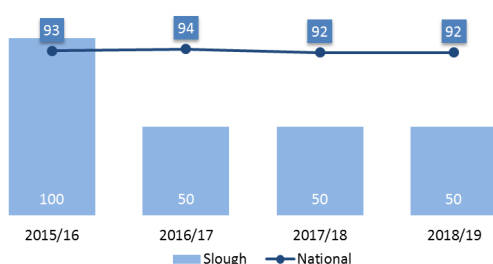
Percentage of state-funded primary schools judged overall as good or outstanding



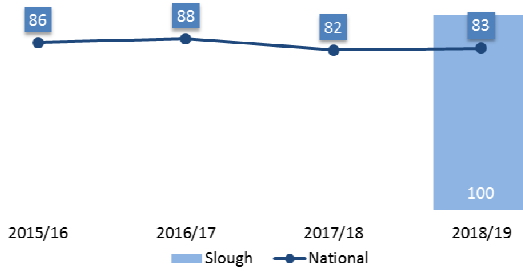
Percentage of state-funded secondary schools judged overall as good or outstanding



Percentage of state-funded special schools judged overall as good or outstanding



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



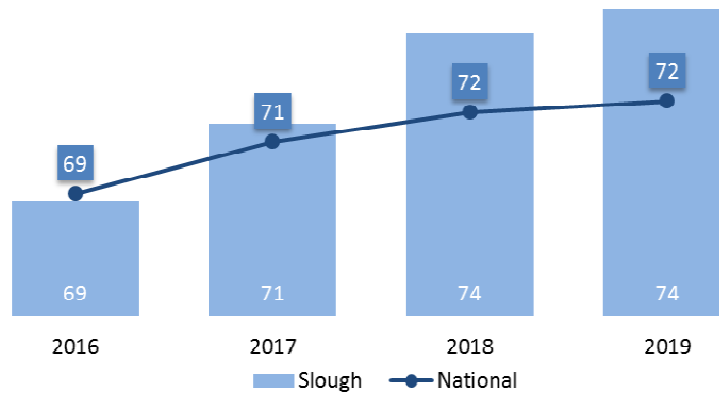
5. EYFSP

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 levels in all of the prime early learning goals (ELG) and the ELGs in literacy and mathematics. In summer 2019 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 2019 and been in line with the national average for the two years previously.

Table 5a

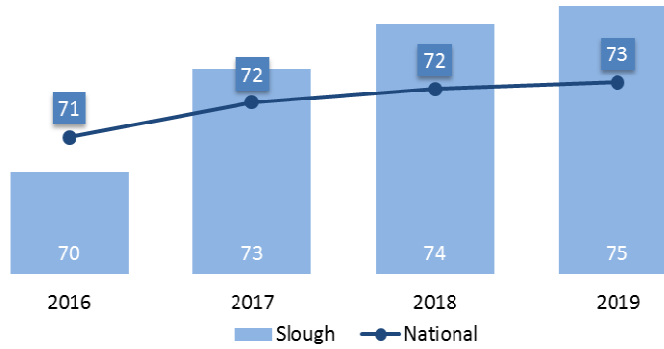
Percentage achieving a good level of development



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

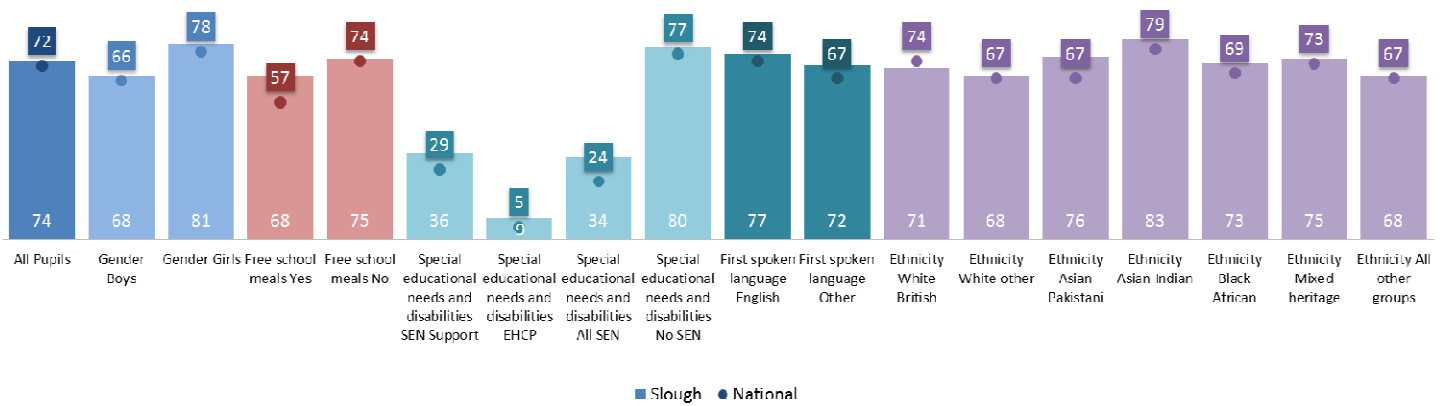
Percentage achieving a good level of development in communication & language and literacy at EYFSP



6. Outcomes by pupil group

Table 6a

Achievement by pupil group in Slough schools in early years: 2018/19
Percentage of children achieving a good level of development at EYFSP



6.1 Ethnicity

Outcomes at EYFSP are broadly in line with or above the national average for all ethnic groups. Attainment of GLD increased for all the main ethnic groups in 2019. The largest percentage increase was for the white British pupil group. GLD outcomes for this group in Slough are now broadly in line with 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 children in Slough 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 EYFS 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 EYFS outcomes for children in receipt of free school meals

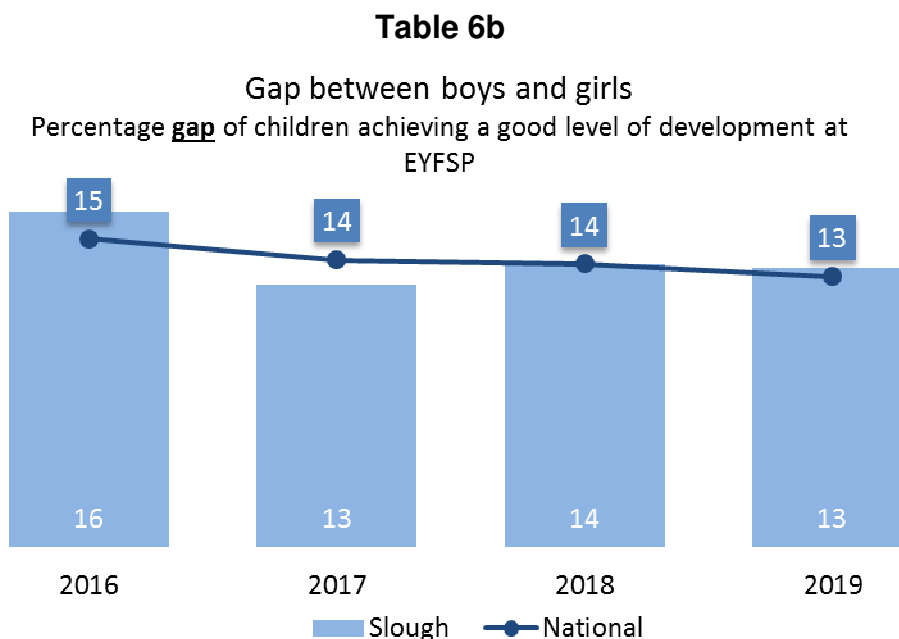
There has been an increase over time in the percentage of children in receipt of free school meals achieving a GLD at the end of EYFS (*Please note that Free School Meals (FSM) criteria is often under-reported in Early years*). As with the GLD figures for the whole cohort, girls' outcomes are higher 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 2019. This is greater than the LA's percentage GLD increase of 2.4%, indicating a small closing of the gap for children in receipt of free school meals.

6.4 EYFS 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. The early years service has put in place targeted interventions and provided continuing professional development across the sector.

Table 2d below illustrates the closing of the gender gap in the LA to be in line with national in 2019. The context for these figures is that both boys and girls attainment increased in 2019 but girls' attainment increased more.

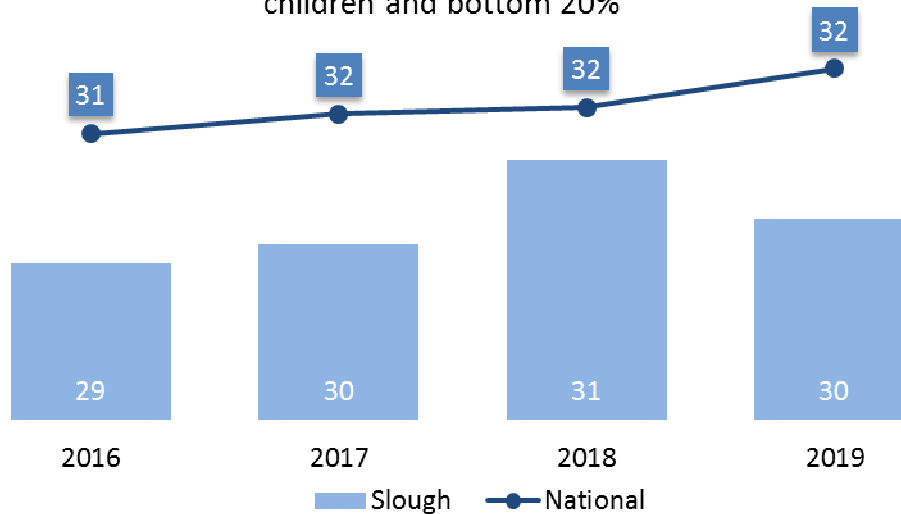


Boys' attainment continues to be a key focus for all support and development work by the LA Early Years Service as it is a re-occurring factor when we analyse the attainment of specific ethnic groups and language speakers.

6.5 Gap between all children and the lowest attaining 20%

Table 6c

Percentage attainment gap of total point score between all children and bottom 20%



The LA gap widened slightly in 2019 but is smaller than the national average.

7. EYFS Conclusion

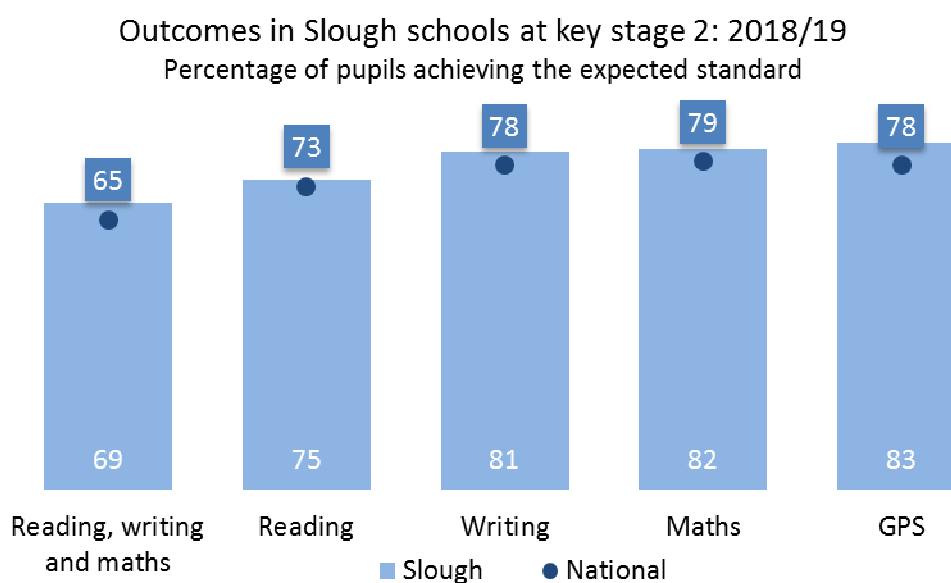
- Outcomes in Early Years in Slough continue to increase over time, in both prime and specific areas of learning.
- Analysis of a number of groups ,where outcomes are lower than the Slough average, clearly shows that the common thread is boys' attainment in comparison with girls. There is considerable 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, children's centres, schools and childminders). From March 2019 onwards there has been 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 aim in the 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 EYFSP is addressed specifically in training and forums through advice and challenge. In 2019-20 practitioners are being encouraged to focus on supporting and observing boys' learning making changes to provision and their teaching and interactions designed to support active learning and the importance of outdoor learning and thereby improve their personal, social and emotional development, communication and language and literacy development..

- The Early Years service has provided support and challenge to any school where the GLD was below expectation in 2019.
- The Slough Early Years service continues to utilise and develop the communication and literacy programme, 'I Talk'. Developments for 2019 are part of partnership working with Public Health, SALT have delivered training sessions for practitioners and there is a focus on the production of 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

In 2019 outcomes in Slough primary schools for Reading, Writing and Mathematics (RWM) attainment in Key Stage 2 remained the same as 2018 and well above the national average.

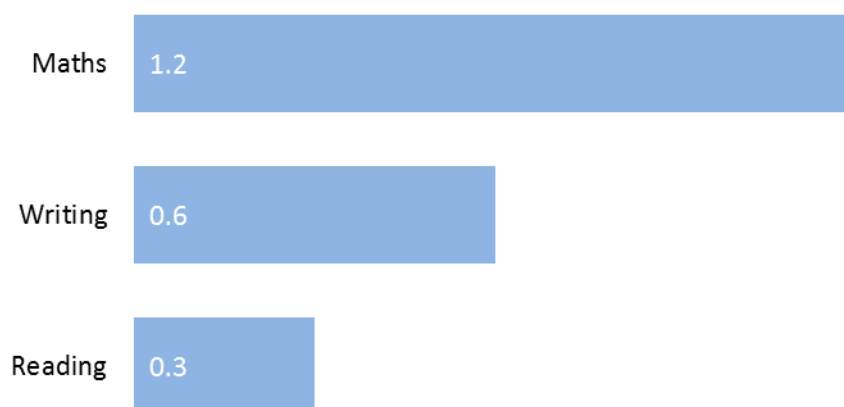
Table 8a: KS2 RWM



In 2019 KS2 attainment outcomes across Slough were above national average

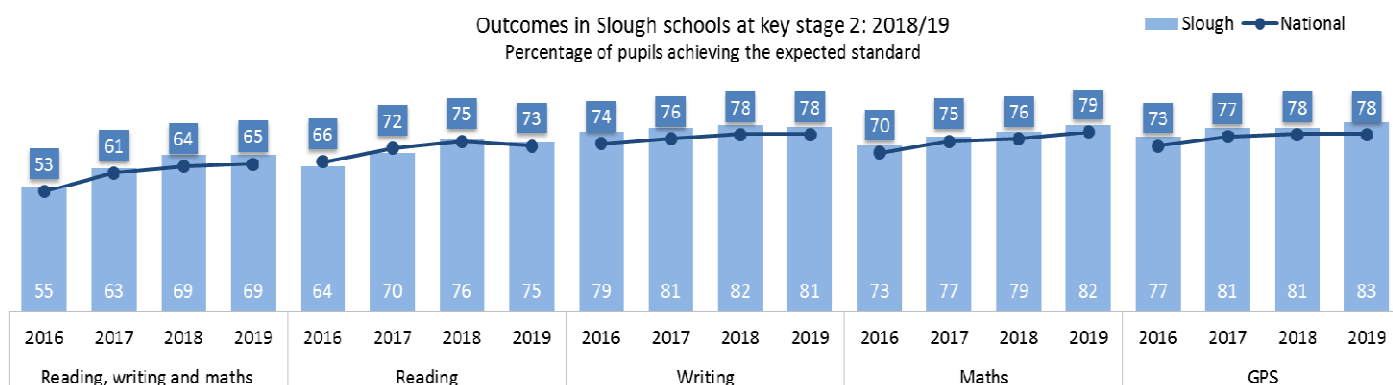
Table 8b: KS2 Progress

Progress score in Slough schools between key stage 1 and key stage 2: 2018/19



Progress from Key Stage 1 to Key Stage 2 in Slough schools is above national average in reading, writing and maths.

Table 8c: KS2 Outcomes over time



Outcomes in Slough have been above average for the last three years in reading, writing and maths.

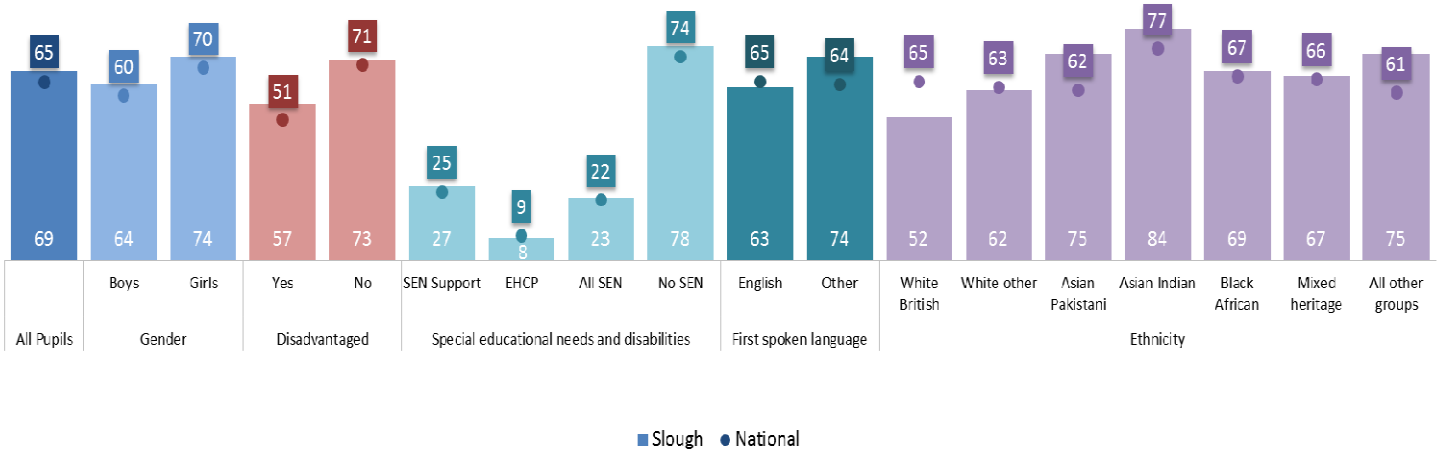
9. KS2 Coasting Measure and KS2 Floor Standards

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. Further details can be found here <https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

10. KS2 outcomes by pupil group

Table 10a

Achievement by pupil group in Slough schools at key stage 2: 2018/19
Percentage of children achieving the expected standard in reading, writing and mathematics



In 2019 outcomes for most pupil groups, including disadvantaged pupils, in Slough were above national average.

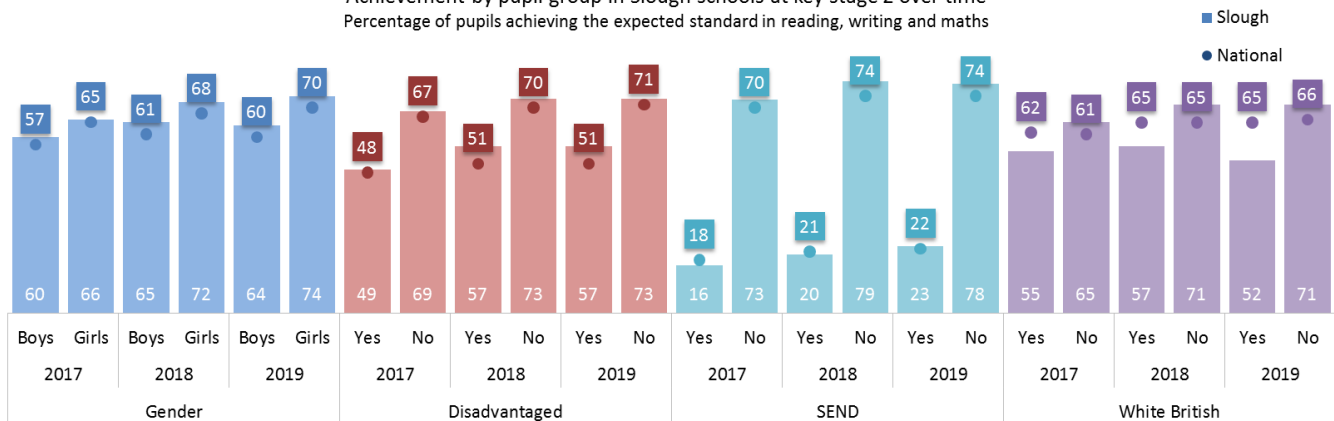
Attainment outcomes for Asian Pakistani and Asian Indian pupils are particularly high and also significantly above the national average for similar pupils.

Outcomes for white British pupils are significantly below national average for similar pupils and the gap has widened this year:

11. KS2 outcomes by pupil group over time

Table 11a

Achievement by pupil group in Slough schools at key stage 2 over time
Percentage of pupils achieving the expected standard in reading, writing and maths

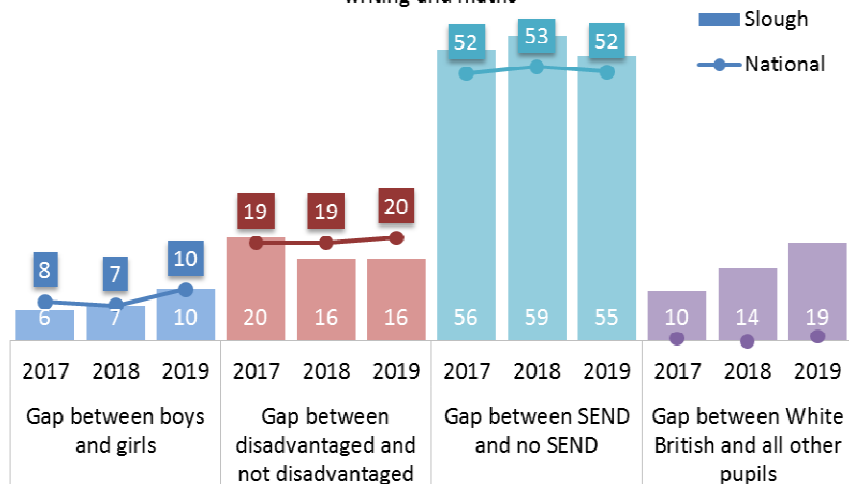


An analysis of outcomes of key groups over time allows us to look at trends and measure against local and national averages. In turn we can work with schools to set local priorities.

12. KS2 Achievement Gaps

Table 12a

Achievement gap in Slough schools and national at key stage 2
Percentage gap of pupils achieving the expected standard in reading, writing and maths



12.1 KS2 Gender Gap

The gap between boys and girls within the LA in 2019 is in line with the gap between boys and girls nationally. This has been broadly the same over the last three years.

12.2 KS2 Disadvantaged Gap

The gap between pupils who are disadvantaged* and those who are not disadvantaged within the LA is smaller than the gap nationally. The gap has widened slightly nationally.

* 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 KS2 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 KS2 White British Gap

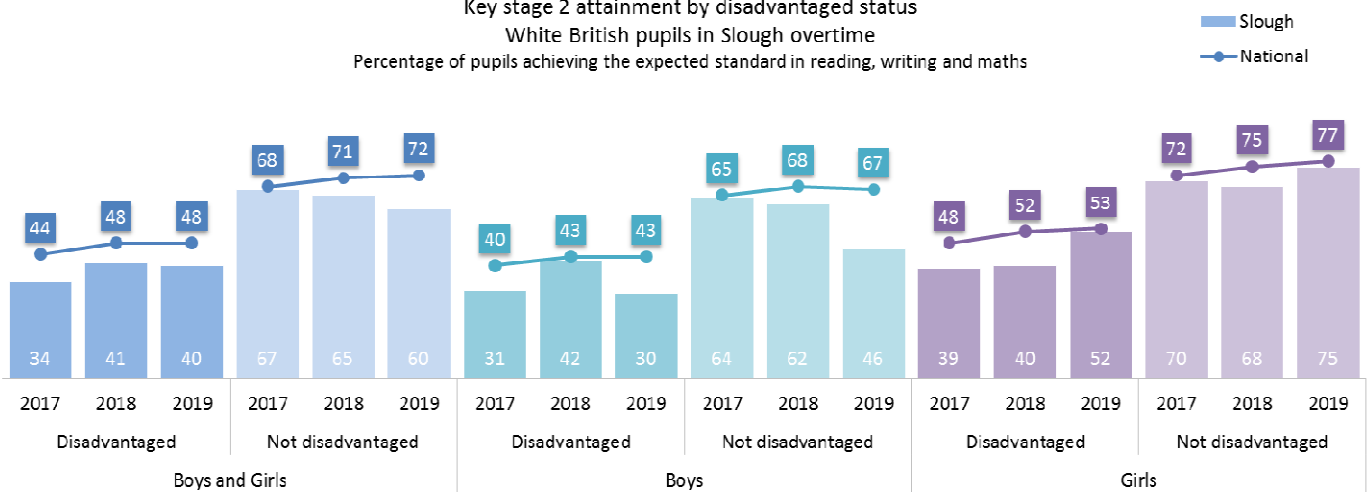
The lowest attaining ethnic group in Slough are those who are white British. Outcomes for white British pupils are well below the national average for all white British pupils in 2019 (Table 11a) and well below the national average for all pupils 65%.

Outcomes for both disadvantaged and non disadvantaged girls in Slough are broadly in line with those of similar pupils nationally, but this is not the case for white British boys. This suggests gender rather than ethnicity alone is the biggest factors in the low attainment of white British pupils in Slough.

12.5 White British, Disadvantaged and Gender

Table 12b

Key stage 2 attainment by disadvantaged status
White British pupils in Slough overtime
Percentage of pupils achieving the expected standard in reading, writing and maths



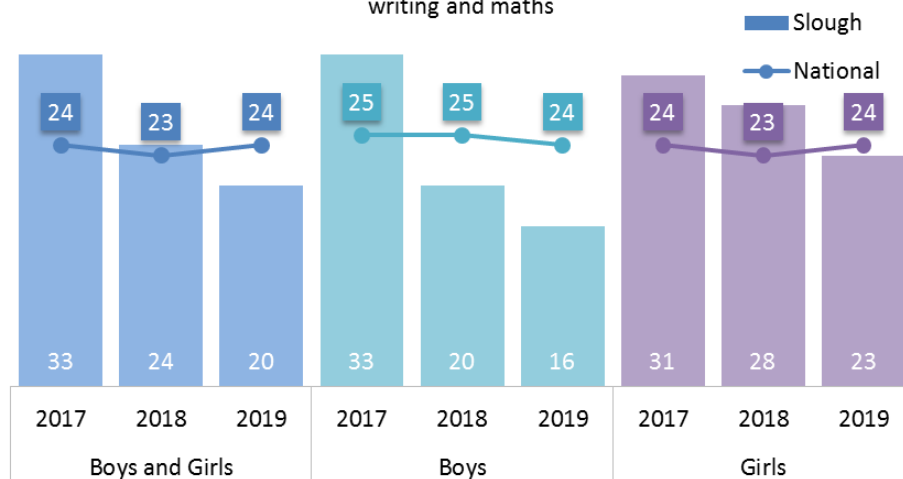
In 2019, 362 pupils at the end of KS2 were white British out of 2,360 in total which represents 15% of the entire cohort. Of those 362, 145 were classed as disadvantaged, (76 boys, 69 girls) which represents 40% of the white British cohort and 6% of the whole KS2 cohort. White British pupils make up 22% of the entire disadvantaged cohort.

In 2019 outcomes for white British girls who are disadvantaged has risen to just under the national average and white British girls who are not disadvantaged are also just under the national average. Both groups have improved significantly this year. By contrast outcomes for white British disadvantaged boys and white British not disadvantaged boys have fallen significantly. This area will require further investigation with schools.

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 15% or more of white British pupils.

Table 12c

Achievement gap of disadvantaged and not disadvantaged **white British** pupils in Slough schools and national at key stage 2
 Percentage gap of pupils achieving the expected standard in reading, writing and maths



In 2019 the gap between pupils who were white British and disadvantaged and white British and not disadvantaged was smaller than national. However, this is due in large part to the fact that white British not disadvantaged boys' outcomes were much lower than national, so this statistic must be treated with caution. The gap between white British disadvantaged girls and not disadvantaged girls is broadly in line with the national average and has improved from the last two years.

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 proportions 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 (although this is now above national average) and in particular for pupils who are white British boys.
- 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. (This is a continuing local priority)
- 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 chairs a network for Special Educational Needs Co-ordinators (KS2 and KS4).

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

This report will focus on four main headline performance measures for secondary schools at KS4: Attainment 8; Progress 8; English Baccalaureate and the measure of Grade 5 and higher in both English and mathematics.

When comparing 2019 headline measures to the equivalent data from 2017 it is important to note the move to a new point score scale which was introduced for English and maths in 2017 and extended to further subjects in 2018 and 2019; 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.

15. Attainment 8

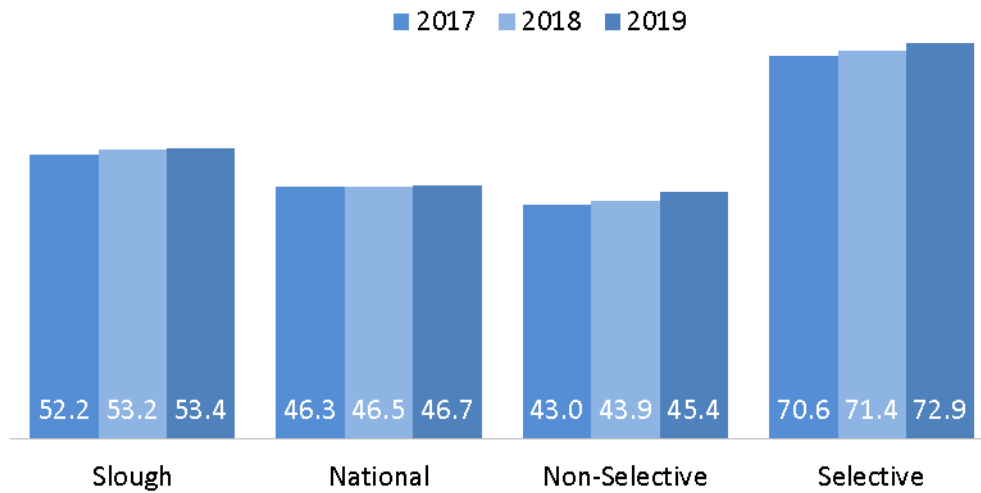
Attainment 8 measures the total outcomes of students in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc)

Nationally, Attainment 8 scores for English, Mathematics, EBacc and open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

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

Table 15a

Average attainment 8 score



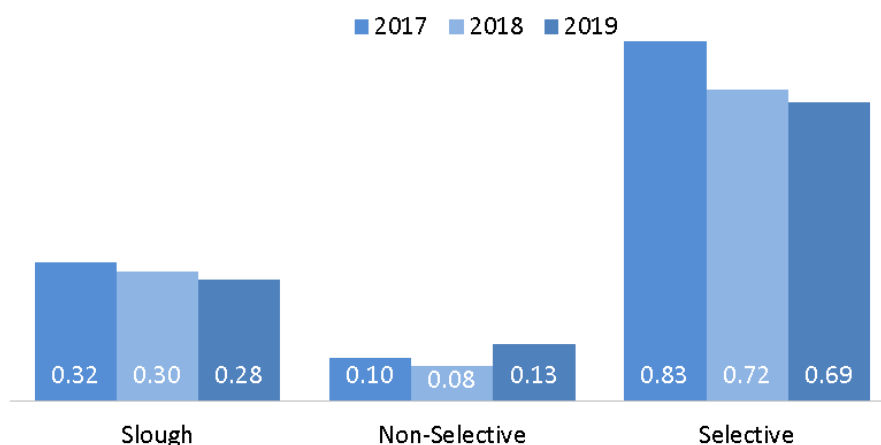
16. Progress 8

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 in 2019 Progress 8 scores for mainstream schools run from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3.

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



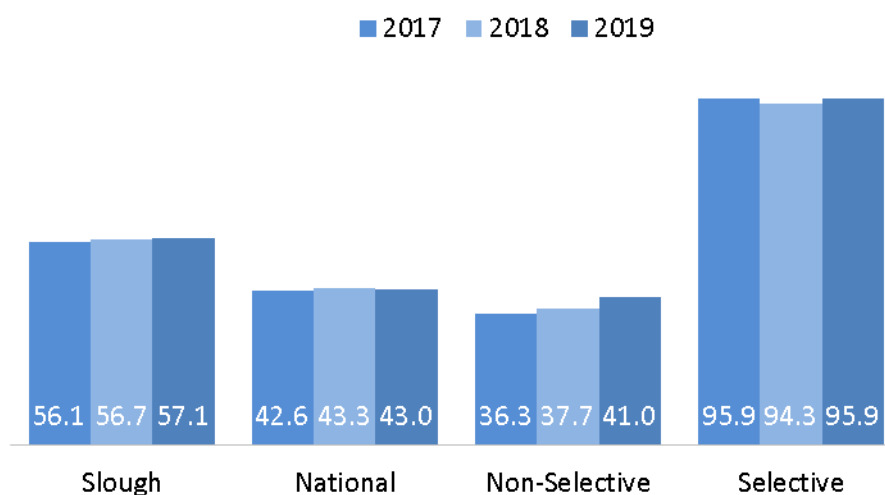
17. KS4 outcomes in English and maths – Grade 5 and above

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

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



18. The English Baccalaureate (EBacc) entry and outcomes

As announced in July 2017, from 2018 the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

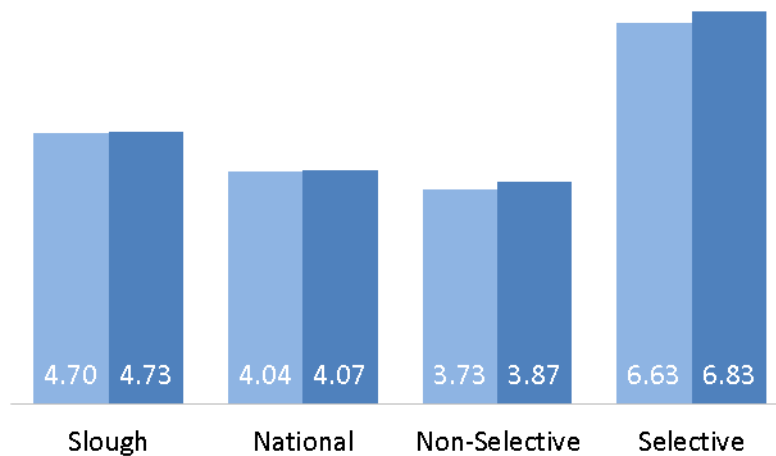
Note: In 2017, the headline EBacc attainment measure was awarded to students who achieved a Grade 5 in English and maths and Grade 4 in all other subjects. So comparison with 2017 should be treated with caution.

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

■ 2018 ■ 2019



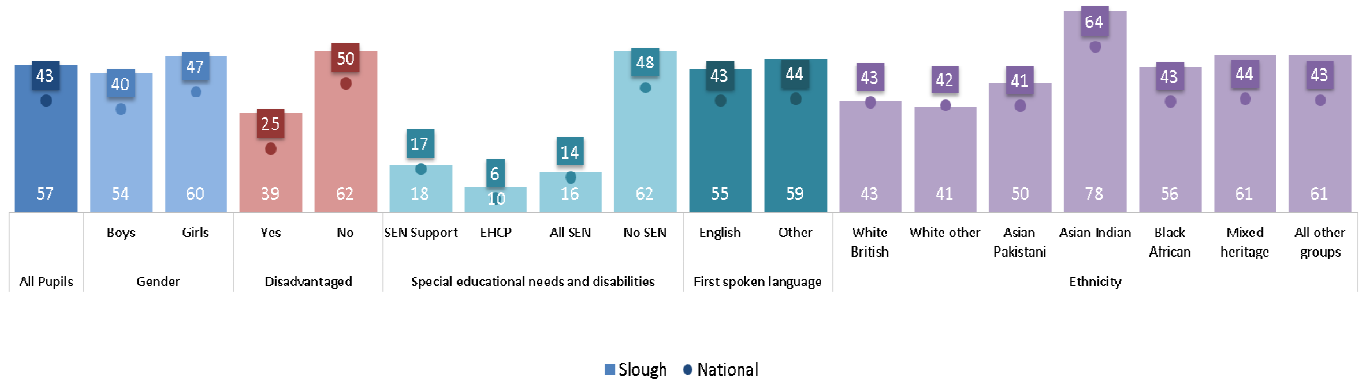
19. KS4 Coasting Measure and KS4 Floor Standards

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. Further details can be found here <https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

20. KS4 outcomes by pupil group (grade 5 and above E&M)

Table 20a

Achievement by pupil group in Slough schools at key stage 4: 2018/19
Percentage achieving GCSE grade 5 or above in English and mathematics

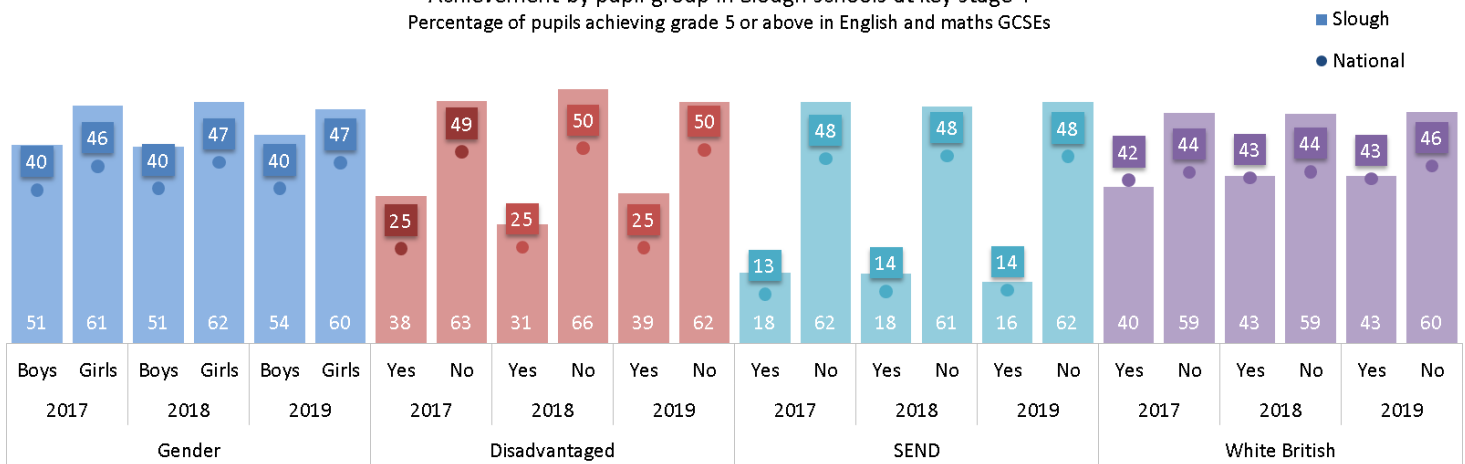


The percentage of pupils achieving Grade 5 in English and maths in Slough is in line with or above average for almost all pupil groups compared to similar pupils nationally.

21. KS4 outcomes by pupil group over time (grade 5 and above E&M)

Table 21a

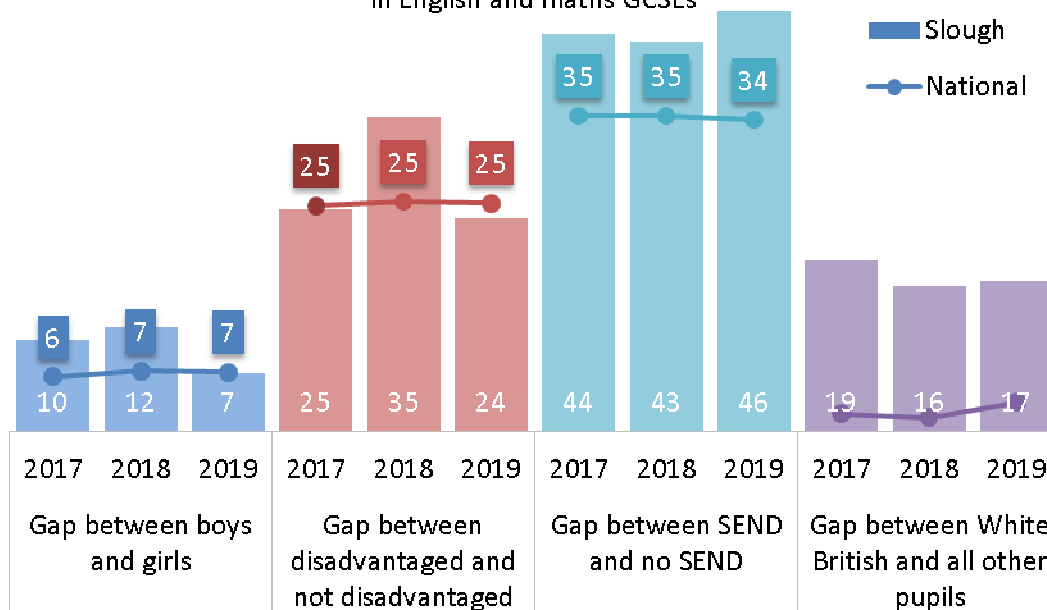
Achievement by pupil group in Slough schools at key stage 4
Percentage of pupils achieving grade 5 or above in English and maths GCSEs



22. KS4 achievement gaps

Table 22a

Achievement gap in Slough schools and national at key stage 4
 Percentage of pupils achieving grade 5 or above in English and maths GCSEs



2.1 KS4 Gender Gap

The gap between boys and girls within Slough in 2019 is in line with the gap between boys and girls nationally.

2.2 KS4 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 decreased in 2019 and is smaller than national. It has decreased significantly since 2018 and back to similar level from 2017.

2.3 KS4 SEND Outcomes

Please see earlier reference on reporting on children with SEND.

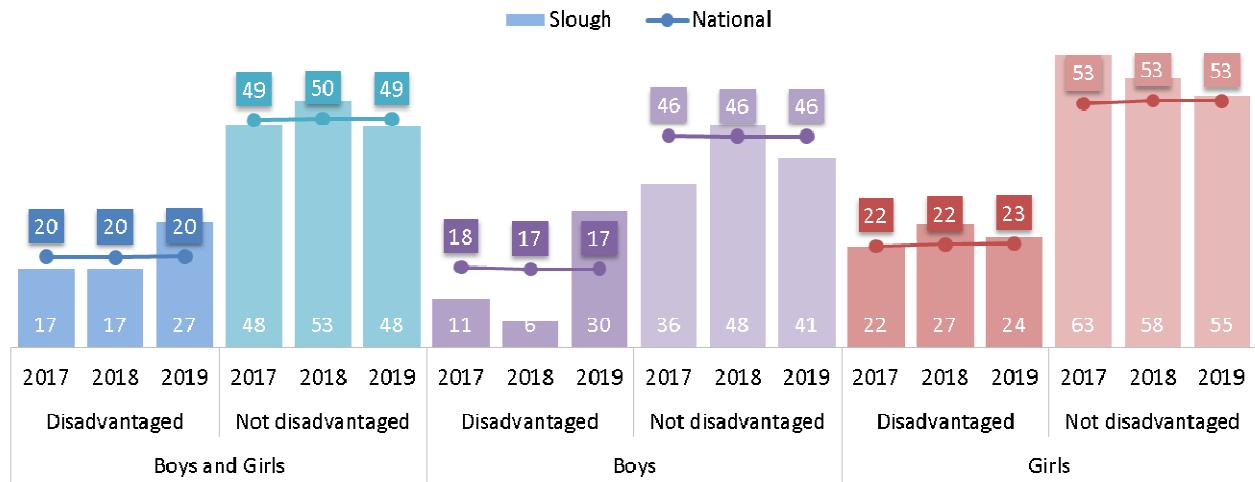
2.4 KS4 White British Gap

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 three years. The small number of white British pupils must be borne in mind when attributing statistical significance. In 2019 1,856 pupils completed KS4. The number of white British pupils was 290 which represents 16% of the entire cohort of these pupils 64 were disadvantaged which represents 22% of the white British cohort and 3% 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 KS4 White British, Disadvantaged and Gender

Table 22b

Key stage 4 attainment of disadvantaged
White British pupils in Slough overtime
Percentage of pupils achieving grade 5 or above in English and maths GCSEs

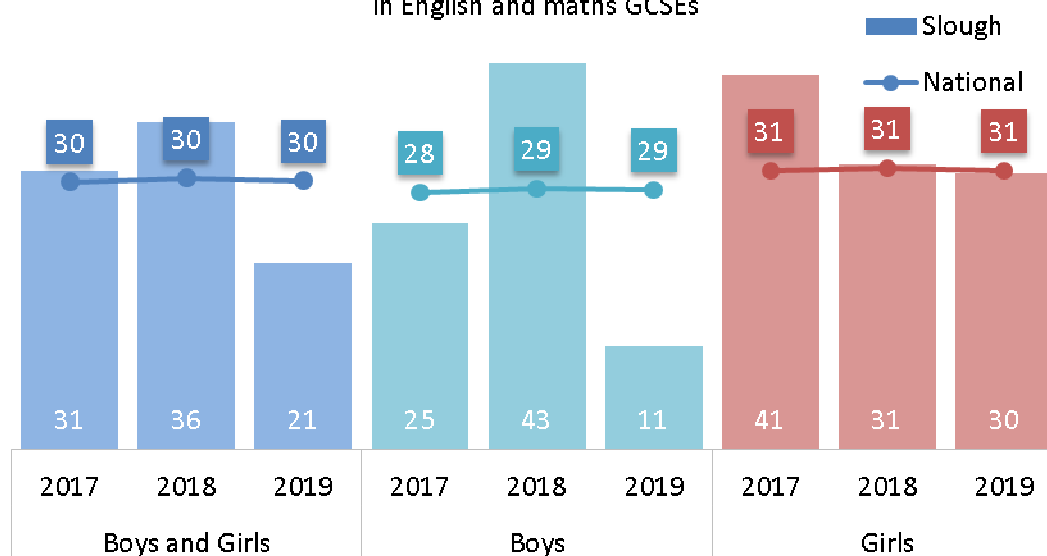


The outcomes of white British disadvantaged pupils in the LA have risen above the average for white British disadvantaged pupils nationally. This is a significant increase from last year. This can be attributed to outcomes for white British disadvantaged boys having risen significantly above national. However, as it is above national for only one of the last three years it cannot be considered a trend.

Outcomes for white British not disadvantaged boys have fallen below national average having been above national last year. Outcomes for this group have been inconsistent in the last three years and require further investigation with schools.

Table 22c

Achievement gap of disadvantaged and not disadvantaged **white British** pupils in Slough schools and national at key stage 4
Percentage of pupils achieving grade 5 or above in English and maths GCSEs



The gap between white British disadvantaged boys and white British not disadvantaged boys within the LA was smaller than the national gap in 2019. However this is due in large part to outcomes for white British boys that are not disadvantaged being below national.

The gap between white British disadvantaged girls and white British not disadvantaged girls within the LA in 2019 was just below the national gap. It has been broadly consistent for the past two years.

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 continuing to raise standards for disadvantaged pupils.
- All schools have engaged with the programme of ATVs.
- 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. In addition this year a group for middle leaders was also established.

24. Key Stage 5

We report below on three main indicators which are:

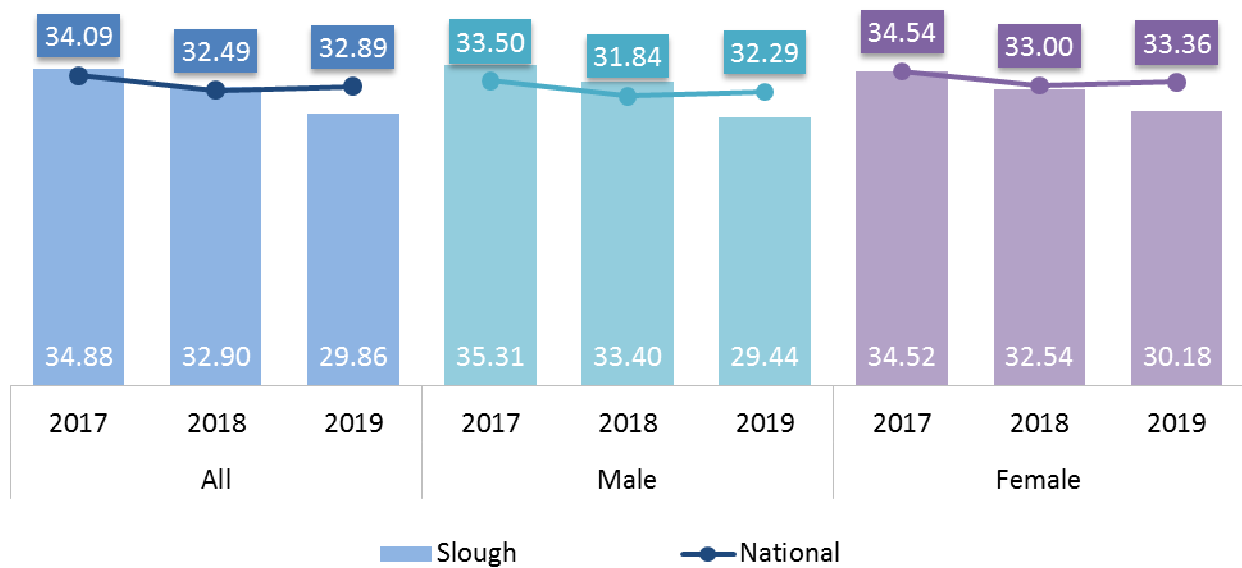
1. Average point score per A-Level entry (best 3)
2. Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects*
3. Average point score per Applied General entry

**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)*

NB Windsor Forest Colleges groups account for 383 students in the A Level cohort.

Table 24a

Average point score per entry: students best 3 A-Level

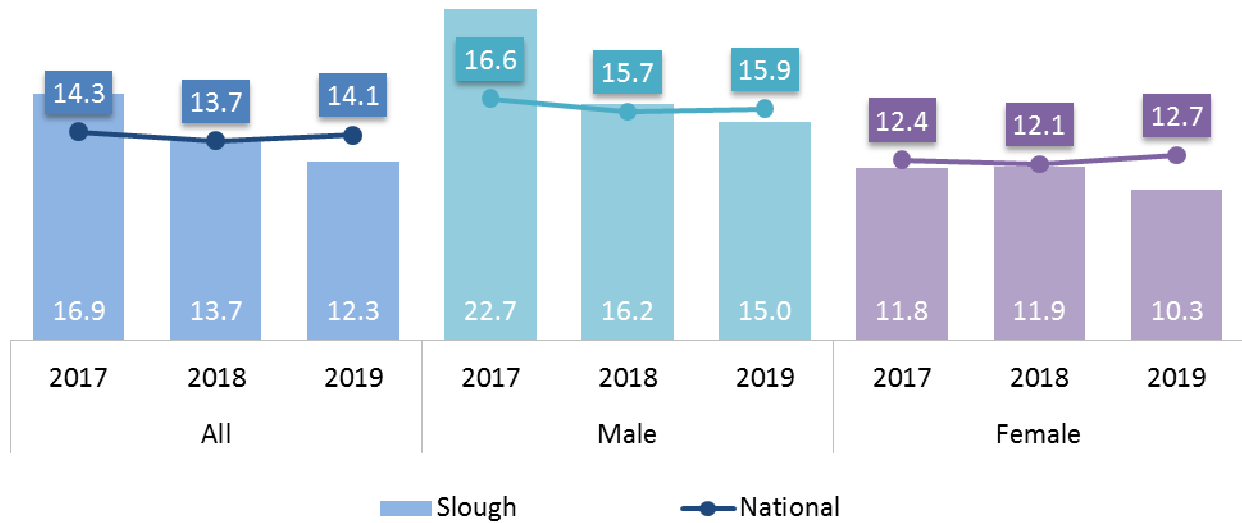


The average point score per entry for best 3 A-levels is falling in Slough and has been for the last three years. This is in contrast to the national APS per entry which has been on an upward trend over the last three years.

24.1 AAB or Higher in at least 2 Facilitating Subjects

Table 24b

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

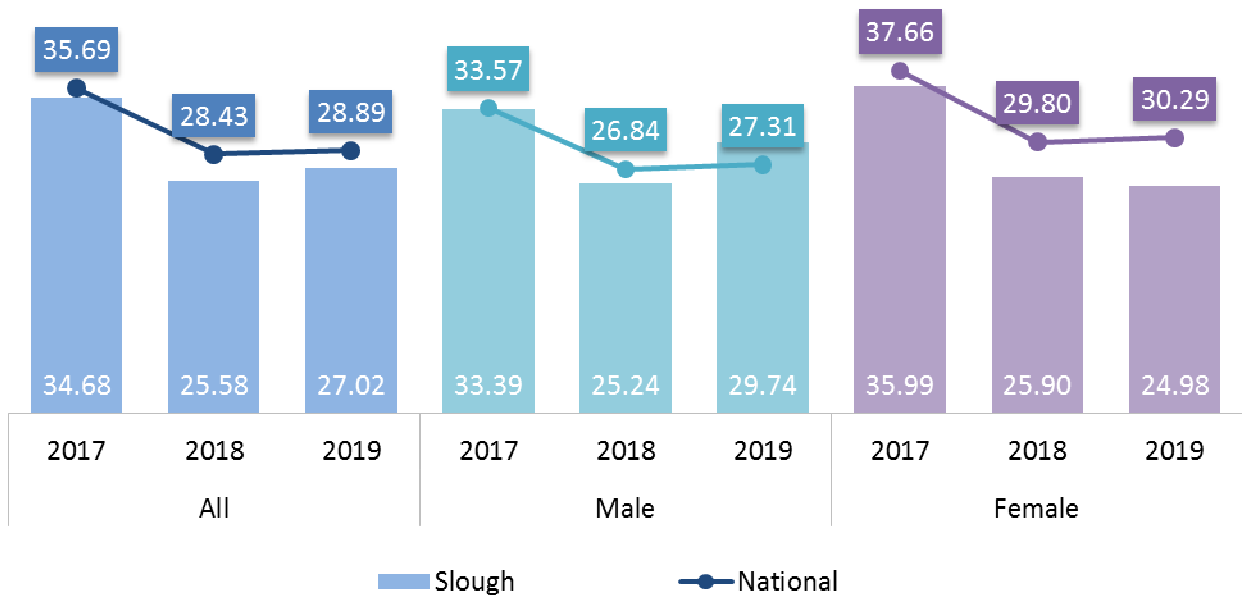


The percentage of students achieving AAB in facilitating subjects is falling in Slough and has been for the last three years. This is in contrast to national APS which has been broadly consistent over the last three years.

24.2 Applied Entry Subjects

Table 24c

Average point score per entry: applied general students



Outcomes for APS per general entry applied are below national average and have been for the last three years. Outcomes for girls have been on a downward trend for the last

three years. In 2019 outcomes for boys was above national, having declined the previous two years.

25. KS5 Minimum Standards

From September 2019, minimum standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. Further details can be found here

<https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

26. KS5 Gender

Table 24a shows boys and girls in the LA are below the national average for APS in best 3 A-levels, although girls' outcomes were higher than boys. The gap between boys and girls within the LA was smaller than the national average in 2019, however this is due to the lower outcomes of both groups against the national average.

26.1 KS5 Gender – AAB in at least 2 facilitating subjects

Boys' outcomes are higher than girls in attaining AAB in at least 2 facilitating subjects. This is a national trend. In 2019 boys and girls outcomes were below the national average with the gap between boys and girls wider than national.

26.2 KS5 Gender – Applied General Students

Outcomes for boys over the last three years has been inconsistent but was above national in 2019. Outcomes for girls are showing a downward trend and remained under national for each of the last three years. The gap between boys and girls has widened against national in 2019.

27. Conclusion

- In summary outcomes at post-16 continues an overall downward trend. This is a priority for work with schools.
- 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. This year all schools were invited to a presentation from the ALPS team and as a result heads have met to put together a strategy specific for post-16 and will apply to the local school improvement fund for support. This is in the early stages of planning.

EYFSP by school

	Percentage Achieving a Good Level of Development			
	2016	2017	2018	2019
Arbour Vale School	0	0	0	0
Castleview Primary School	90	88	80	78
Cippenham Infant School	72	68	75	82
Cippenham Primary School	75	75	73	72
Claycots School	69	72	74	72
Colnbrook CE Primary School	53	65	66	70
Foxborough Primary School	37	71	67	69
Grove Academy	-	-	82	60
Holy Family Catholic Primary School	65	70	71	83
Iqra Slough Islamic Primary School	79	81	83	80
James Elliman Academy	69	74	77	73
Khalsa Primary School	80	80	88	85
Langley Hall Primary Academy	74	80	86	84
Littledown School	-	0	-	-
Lynch Hill School Primary Academy	67	59	67	75
Marish Primary School	75	75	78	82
Montem Academy	68	76	74	73
Our Lady of Peace Catholic Primary School	76	66	75	65
Parlaunt Park Primary Academy	55	61	79	78
Penn Wood Primary and Nursery School	57	59	59	63
Phoenix Infant Academy	65	75	72	78
Pippins School	85	73	78	81
Priory School	70	69	67	68
Ryvers School	60	79	77	71
St Anthony's Catholic Primary School	51	55	52	69
St Ethelbert's Catholic Primary School	65	56	73	65
St Mary's CE Primary School	83	80	74	72
The Langley Academy Primary	84	76	80	82
Western House Academy	67	73	70	76
Wexham Court Primary School	75	79	71	75
Willow Primary School	76	76	81	74
Slough LA (excluding PVI's)	69.2	71.2	73.6	74.2
Slough	69.1	71.2	73.6	74.3
National	69.3	70.7	71.5	71.8
Diff from National	-0.2	0.5	2.1	2.5
Slough National Ranking	83rd	63rd	40th	33rd

LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

KS2 results by school

School	Cohort	Percentage of pupils reaching the expected standard in reading, writing and maths					KS1-2 Average progress score									Ofsted outcome	Date of inspection	
		2016	2017	2018	2019	Diff	Reading			Writing			Maths					
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019					
Arbour Vale School	19	0	0	0	0	0	-3.8	-2.6	-7.4	-3.7	-3.8	-6.9	-3.8	-2.9	-8.2	No Designation	N/A	
Castleview Primary School	96	90	91	88	93	5	2.2	1.2	2.2	0.4	0.1	1.2	2.8	2.5	3.1	Outstanding	01/11/2006	
Cippenham Primary School	146	47	65	57	65	8	-2.3	-1.7	-1.2	-2.9	-2.7	-1.5	-1.9	-1.9	-1.2	Good	17/01/2018	
Claycots School	213	48	56	63	59	-4	-4.1	-2.1	-2.4	1.6	0.2	-1.0	-4.5	-2.6	-2.0	Good	03/02/2015	
Colnbrook CE Primary School	29	33	41	48	52	4	1.2	1.3	1.5	1.9	3.4	1.4	1.3	0.1	0.1	Good	07/11/2018	
Foxborough Primary School	55	39	39	39	60	21	-1.4	1.6	0.4	1.4	4.0	1.5	-1.6	0.2	0.8	Good	30/04/2019	
Godolphin Junior Academy	118	56	64	76	82	6	-0.4	0.0	1.5	2.8	2.8	3.5	0.9	1.9	1.9	Good	18/06/2019	
Holy Family Catholic Primary School	61	72	81	76	79	3	1.9	2.7	1.5	1.1	3.5	2.6	2.7	3.2	3.0	Outstanding	25/06/2019	
Iqra Slough Islamic Primary School	86	55	57	84	92	8	-2.6	-0.6	2.3	1.3	1.3	1.5	-1.7	1.4	3.1	Good	04/10/2016	
James Elliman Academy	88	51	53	74	72	-2	-1.5	0.7	2.2	1.7	1.3	-0.3	0.7	1.7	2.0	Good	08/11/2018	
Khalsa Primary School	62	73	69	79	95	16	-1.2	-0.6	2.6	-0.6	-1.4	1.0	1.8	1.5	2.1	Outstanding	15/01/2020	
Langley Hall Primary Academy	103	62	67	78	68	-10	-1.3	3.9	0.0	2.7	2.9	1.8	2.3	3.4	0.7	Good	16/11/2016	
The Langley Heritage Primary	81	21	65	69	68	-1	1.3	0.8	1.0	-1.2	0.8	1.1	2.3	2.1	1.5	Good	19/11/2019	
Littledown School	8	20	14	15	0	-15	-4.8	-7.7	-11.9	-7.7	-7.1	-	-8.8	-8.9	-12.2	Good	06/07/2016	
Lynch Hill School Primary Academy	120	71	78	69	77	8	2.4	0.1	2.2	1.3	1.6	1.3	4.2	2.6	2.7	Outstanding	10/07/2008	
Marish Primary School	99	70	75	90	85	-5	5.0	2.4	2.3	4.2	2.3	1.3	4.8	3.0	3.5	Good	04/07/2019	
Montem Academy	122	37	53	63	63	0	-1.3	-1.6	-2.5	5.2	4.1	4.2	1.4	2.1	1.7	Outstanding	23/11/2016	
Our Lady of Peace Catholic Primary	87	64	65	68	64	-4	-0.4	-1.2	-0.9	0.2	-1.5	-0.9	-0.4	-0.3	2.0	Good	19/03/2019	
Penn Wood Primary and Nursery	88	64	55	74	68	-6	-1.2	1.8	2.4	1.6	2.5	2.4	2.6	5.0	4.1	Good	20/09/2018	
Pippins School	23	54	71	71	70	-1	-1.0	-1.9	-1.2	0.6	-2.5	-0.3	2.6	-2.4	1.0	Good	31/01/2017	
Priory School	137	52	55	66	53	-13	0.5	0.5	0.4	-2.0	0.9	-0.5	1.6	0.5	-0.8	Good	12/03/2019	
Ryvers School	91	48	73	66	67	1	0.9	0.3	1.3	2.7	-0.1	-1.3	3.4	1.8	1.9	Good	16/10/2019	
St Anthony's Catholic Primary School	80	55	68	66	50	-16	-0.4	-1.8	-3.0	3.2	-0.4	-1.0	2.9	-0.3	-1.2	Good	19/03/2019	
St Ethelbert's Catholic Primary	58	49	54	64	66	2	-3.0	-0.6	-1.3	-0.7	-0.5	-1.8	-0.5	0.6	-0.7	Good	12/03/2019	
St Mary's CE Primary School	59	49	60	66	69	3	-2.7	-2.4	1.0	-1.0	-0.3	0.6	-1.2	-0.7	1.8	Good	08/10/2019	
Western House Academy	83	54	54	56	61	5	0.2	-0.4	-0.8	0.7	-2.0	2.9	1.3	-1.2	0.4	Good	14/06/2017	
Wexham Court Primary School	90	53	58	64	72	8	-0.4	-1.0	0.8	1.5	-0.5	-1.5	1.3	-1.0	3.3	Good	12/07/2016	
Willow Primary School	59	79	67	83	85	2	-0.5	1.2	4.9	2.2	0.9	3.6	0.3	3.4	4.6	Good	21/06/2016	
Slough LA	2361	55	63	69	69	0	-0.3	-0.1	0.3	1.0	0.7	0.6	1.0	0.9	1.2			
National	-	53	61	64	65	1	-	-	-	-	-	-	-	-	-			
Difference	-	2	2	5	4		-	-	-	-	-	-	-	-	-			
Slough national ranking (out of 152 LA's)		63rd	55th	32nd	31st		110th	96th	58th	25th	33rd	38th	38th	39th	22nd			
LA Quartiles		Progress Description																
		Well Above Average																
1st Quartile		Above Average																
2nd Quartile		Average																
3rd Quartile		Below Average																
Bottom Quartile		Well Below Average																

KS4 results by school

	Number of pupils	Progress 8 Score			Attainment 8 Score			% Grade 5 or above in English and maths GCSEs			% entering the English Baccalaureate		EBacc average point score		Ofsted outcome	Date of inspection
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2018	2019	2018	2019		
Baylis Court	156	0.50	0.97	0.69	49.6	54.1	55.6	58	60	57	47	57	4.58	4.82	Outstanding	15/10/2007
Beechwood	125	-0.79	-0.58	-0.50	37.0	39.5	38.7	15	22	27	2	1	3.06	3.02	Requires Improvement	25/06/2019
Ditton Park	116	-	-	0.18	-	-	45.4	-	-	37	-	78	-	4.17	Good	20/06/2017
Eden Girls'	51	-	-	1.19	-	-	61.7	-	-	69	-	90	-	5.71	Outstanding	02/05/2018
Herschel Grammar	122	0.74	0.54	0.97	67.0	68.0	74.0	91	90	94	35	43	6.01	6.63	Outstanding	18/09/2012
The Langley Academy	175	0.23	0.19	0.35	46.2	45.8	48.0	36	43	44	17	25	3.84	4.01	Good	28/11/2017
Langley Grammar	153	0.64	0.96	0.55	71.9	76.6	73.5	98	99	97	72	85	7.07	6.99	Outstanding	06/03/2007
Lynch Hill Enterprise	57	-	-	-0.16	-	-	44.4	-	-	42	-	9	-	3.84	No Designation	N/A
Slough and Eton CE	171	0.22	0.18	0.09	43.0	43.5	43.0	37	37	39	5	4	3.38	3.28	Outstanding	21/11/2013
St Bernard's Catholic	115	0.68	0.33	0.53	71.0	69.8	72.7	97	91	96	88	95	6.68	6.91	Outstanding	29/09/2011
St Joseph's Catholic	130	0.58	0.55	0.43	49.8	49.8	50.7	41	47	47	69	75	4.55	4.65	Good	12/01/2016
Upton Court Grammar	146	1.19	0.99	0.73	72.4	71.0	71.9	98	96	97	95	95	6.80	6.80	Outstanding	30/01/2008
The Westgate	157	0.53	0.29	0.25	50.1	47.0	46.8	52	44	45	30	16	4.15	3.88	Outstanding	31/10/2018
Wexham	152	-0.61	-0.86	-0.62	32.4	34.9	37.4	21	14	29	29	30	3.17	3.30	Good	21/11/2017
Arbour Vale	28	-1.38	-1.41	-	0.8	0.0	-	0	0	-	0	-	0.00	-	No Designation	N/A
Slough LA	1854	0.32	0.30	0.28	52.2	53.2	53.4	56.1	56.7	57.1	41.5	47.4	4.70	4.73		
National		-0.03	-0.02	-0.03	46.3	46.5	46.7	42.6	43.3	43.0	38.4	40.0	4.04	4.07		
Slough LA - National Diff		0.35	0.32	0.31	5.9	6.7	6.7	13.5	13.4	14.1	3.1	7.4	0.66	0.66		
Slough national ranking		14th	17th	16th	9th	7th	10th	9th	8th	7th	54th	33rd	12th	11th		
Slough LA	2753	0.32	0.30	0.28	52.2	53.2	53.4	56.1	56.7	57.1	41.5	47.4	4.70	4.73		
Pupils resident of Slough	1699	0.18	0.20	0.19	47.4	48.9	49.4	45.8	47.7	48.2	33.9	38.6	4.25	4.29		
Slough non-selective scho	584	0.10	0.08	0.13	43.0	43.9	45.4	36.3	37.7	41.2	26.7	35.2	3.73	3.87		
Slough selective schools	2169	0.83	0.72	0.69	70.6	71.4	73.0	95.9	94.3	96.1	70.8	80.2	6.63	6.84		
National: state funded schools only		-0.03	-0.02	-0.03	46.3	46.5	46.7	42.6	43.3	43.0	38.4	40	4.04	4.07		

2016 to 2019 figures based on DfE statistical release and secondary performance tables dated Jan 2020

KS5 results by school

		A level performance											
	Number of students entered	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	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Baylis Court School	65	0.02	0.20	-0.17	33.73	34.83	31.53	0.0%	3.3%	3.5%	35.66	35.94	31.64
Beechwood School	26	0.07	0.00	0.32	25.00	30.27	29.85	SUPP	0.0%	0.0%	SUPP	36.33	30.00
Herschel Grammar School	160	-0.08	-0.08	-0.06	34.52	35.55	37.24	21.1%	22.4%	35.2%	37.27	37.69	37.95
The Langley Academy	108	-0.14	0.15	-0.21	23.84	29.61	25.08	0.0%	13.3%	4.1%	28.01	31.51	26.04
Langley Grammar School	158	0.13	0.09	0.04	40.22	38.79	38.75	35.9%	26.8%	28.8%	42.52	39.80	39.35
Slough and Eton CE Business School	106	-0.02	-0.16	-0.36	26.98	23.79	22.20	4.8%	5.6%	3.1%	33.02	22.65	22.76
St Bernard's Catholic Grammar School	127	-0.19	0.01	-0.45	35.48	37.98	33.32	27.1%	29.4%	16.7%	37.57	38.99	33.09
St Joseph's Catholic High School	68	0.02	0.28	-0.21	26.74	28.97	24.76	0.0%	3.5%	1.6%	32.53	25.50	23.28
Upton Court Grammar School	143	-0.12	-0.21	-0.30	31.39	31.80	31.60	20.9%	18.8%	21.1%	36.44	35.77	33.56
The Westgate School	56	0.03	-0.19	-0.47	27.42	23.61	26.41	11.1%	3.6%	4.5%	34.44	27.50	27.63
Wexham School	55	-0.24	-0.23	-0.22	21.13	21.65	18.20	0.0%	0.0%	0.0%	26.27	21.14	19.24
Arbour Vale School	0	NE	NE	NE	NA	NA	NA	NA	NA	NA	NA	NA	NA
Slough LA	1072	-	-	-	31.41	31.58	30.54	16.9%	13.7%	12.3%	34.88	32.90	29.86
National: state funded schools only	-	0.00	0.00	0.00	31.13	32.12	32.87	14.3%	13.7%	14.1%	34.09	32.49	32.89
Slough LA - National Diff					0.28	-0.54	-2.33	2.6%	0.0%	-1.8%	0.79	0.41	-3.03
Slough national ranking (out of 152 LA's)					50th	76th	116th	29th	60th	76th	43rd	56th	123rd

LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

Progress Description

Well Above Average
Above Average
Average
Below Average
Well Below Average