

HERTFORDSHIRE COUNTY COUNCIL

**ENTERPRISE, EDUCATION AND SKILLS CABINET PANEL
FRIDAY 13 FEBRUARY 2015 AT 10.00 a.m.**

Agenda Item No.

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STANDARDS AND QUALITY IN HERTFORDSHIRE SCHOOLS

Report of the Director of Children's Services

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Executive Member: Christopher Hayward - Enterprise, Education & Skills

1. Purpose of report

To provide Members with an overview of standards and quality in Hertfordshire schools and other settings for the academic year September 2013 to July 2014.

2. Summary

2.1 This report informs members about standards and quality in schools and other settings. It presents evidence from inspections, test and examination results and other assessments.

2.2 In the academic year 2013/14, the summer's test and examination results indicate sustained high standards in tests and examinations; results were maintained or improved at most key stages where trend data is available.

2.3 For many vulnerable groups, the gap between their achievement and that of all children is closing but for some it remains wide, particularly those on free school meals (FSM) and children looked after (CLA).

2.4 At the end of the academic year 2013/14, a higher percentage of Hertfordshire schools were judged good or outstanding in their Ofsted inspections than nationally. The percentage of Hertfordshire schools in an Ofsted inadequate category was much lower than the national figure.

3. Recommendation

3.1 The Panel is invited to note and comment upon the report.

4. Background

- 4.1 In setting up Herts for Learning (HfL) in 2013, HCC has put in place robust arrangements to ensure that the local authority's (LA's) statutory duties for school improvement are effectively fulfilled whilst retaining provision for non-statutory support to schools and settings through a traded offer. From September 1st 2013, HCC commissioned Herts for Learning to deliver the local authority's statutory school improvement functions alongside enhanced additional traded services as the best way of ensuring sustainable provision to meet the changing needs of schools and the local authority.
- 4.2 In 2013, Ofsted introduced an inspection framework for local authorities to evaluate their arrangements for fulfilling their statutory duties to promote high standards in schools and other providers so that children and young people achieve well and fulfil their potential (as defined by section 13A of the Education Act 1996). This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.
- 4.3 Not all local authorities will be inspected to a regular cycle or interval. Where inspections of schools or other providers raise concerns about the effectiveness of a local authority's education functions or where Ofsted become aware of other concerns, an inspection may be carried out. Ofsted have also stated that they may inspect local authorities to gather evidence of good practice.
- 4.4 A local authority may be inspected where one or more of the following apply:
- where the proportion of children who attend a good or outstanding school is lower than that found nationally
 - where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that these schools are not improving rapidly enough
 - where there is a higher than average proportion of schools that have not been judged to be good by Ofsted
 - where attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak
 - where rates of progress, relative to starting points, are lower than that found nationally and/or where the trend of improvement is weak
 - where pupils eligible for the pupil premium achieve less well than pupils not eligible for the pupil premium nationally
 - where qualifying complaints to Ofsted about schools in a local authority are a matter of concern
 - where the Secretary of State requires an inspection of local authority school improvement functions.
- 4.5 This report includes quintile positions which compare Hertfordshire outcome data to all other local authorities (from 148 to 151 in total, depending on key stage). Schools are now measured in this way on Ofsted's school data dashboard giving schools, governors and the public a clear indication of benchmarked performance.

- 4.6 Hertfordshire's performance for most indicators places the authority in the 1st and 2nd quintiles (the top 20% or 40% of all LAs). The 3rd quintile shows performance at approximately the same as the national average. Those few areas where performance is currently in the 4th quintile are being addressed in Hertfordshire as improvement priorities for Herts for Learning. In 2014 there is one measure which places Hertfordshire in the 5th quintile, the gap between the performance of free school pupils and their peers achieving 5A*-C GCSEs including English and mathematics.
- 4.7 Graphs have been provided for the key indicators where trend data is available. They show Hertfordshire performance alongside national (Nat) and statistical neighbours (SN).
- 4.8 This year the DfE has changed the group of local authorities considered our 'statistical neighbours' following analysis of the 2011 national census (see appendix 1). The statistical neighbour data included in the graphs for 2014 reflects this new group; the data for 2012 and 2013 reflects the previous group of authorities.

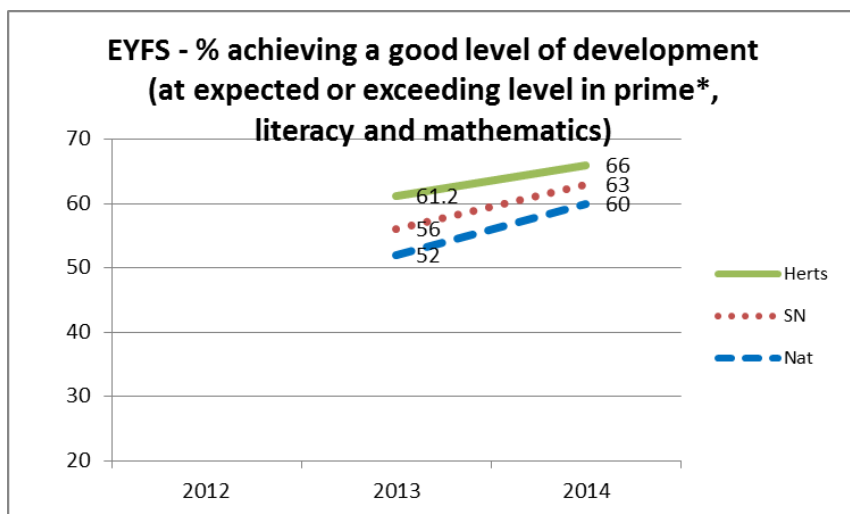
5. Introduction

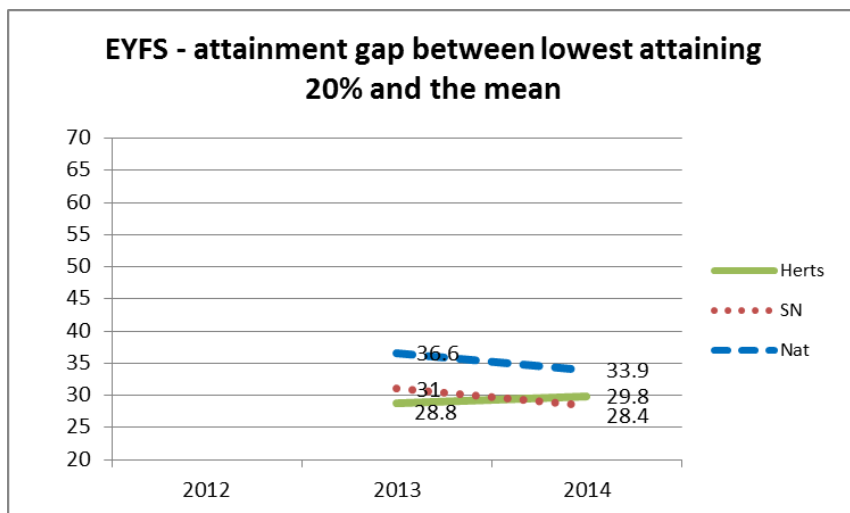
- 5.1 In the academic year 2013/14 the summer's test and examination results indicate sustained high standards in tests and examinations; results were maintained or improved at most key stages where trend data is available. Performance for the key attainment indicators remains in the top quintile for all local authorities in England for all secondary school indicators, the Early Years Foundation stage (Good Level of Development), and some key stage 1 and 2 indicators. In total, performance is in the top quintile for 10 key indicators.
- 5.2 For many vulnerable groups, the gap between their achievement and that of all children is closing but for some it remains very wide, particularly for disadvantaged children (those on free school meals (FSM) and children looked after (CLA)). In 2014, progress was made in closing the gap for disadvantaged children at key stage 2 but the gaps at the other key stages remain similar to 2013 and all gaps are larger than national.
- 5.3 At the end of the academic year 2013/14, a higher percentage of Hertfordshire schools were judged good and outstanding in their Ofsted inspections than the national figure, an improvement from 2012/13. The percentage of schools judged outstanding, was also higher than the national proportion. The percentage of Hertfordshire schools in an Ofsted inadequate category was much lower than the national figure.

6. Early Years Foundation Stage (EYFS)

6.1 A new EYFS Profile was introduced in 2013 along with a new indicator measuring a ‘Good Level of Development’ (GLD). The profile is carried out in the final term of the year in which a child reaches age five. The new profile and revised EYFS simplify the learning and development requirements by reducing the number of early learning goals from 69 to 17 and have a stronger emphasis on the three prime* areas which are most essential for children’s healthy development: communication and language; physical; and personal, social and emotional development. From 2013, children are defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals relating to personal, social and emotional development; physical development; communication and language and mathematics and literacy.

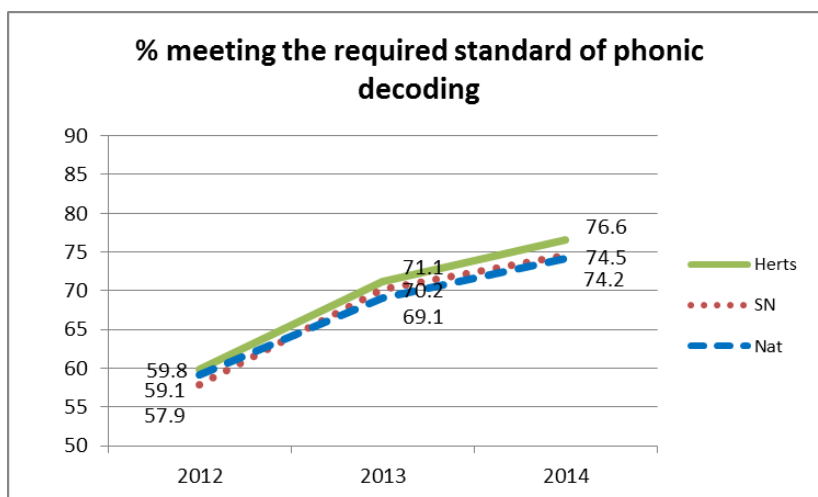
6.2 In 2014, 66% of children achieved a Good Level of Development, an improvement of 4.8 percentage points (ppts) from 2013 and placing Hertfordshire 17th when ranked against all other local authorities. The attainment gap between the lowest attaining 20% of young children and the mean was 29.8%, a slight increase of 1 ppt from 2013, but 4.1 ppts lower than the national gap.



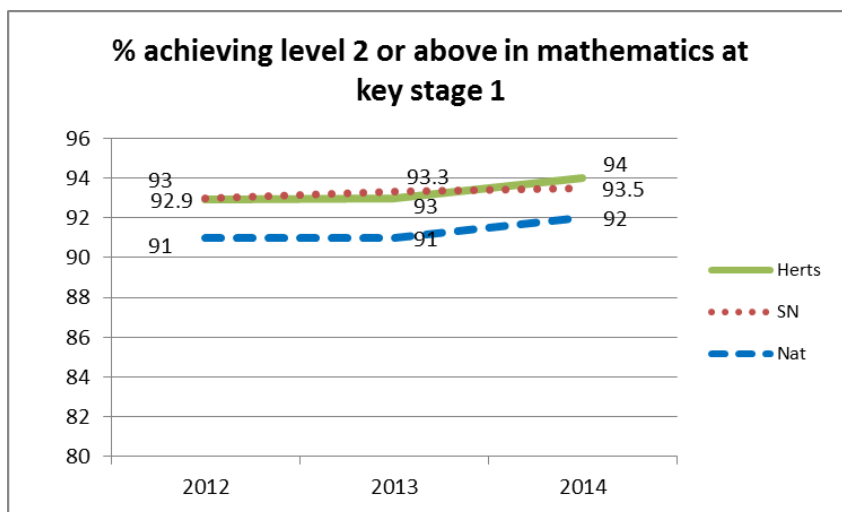
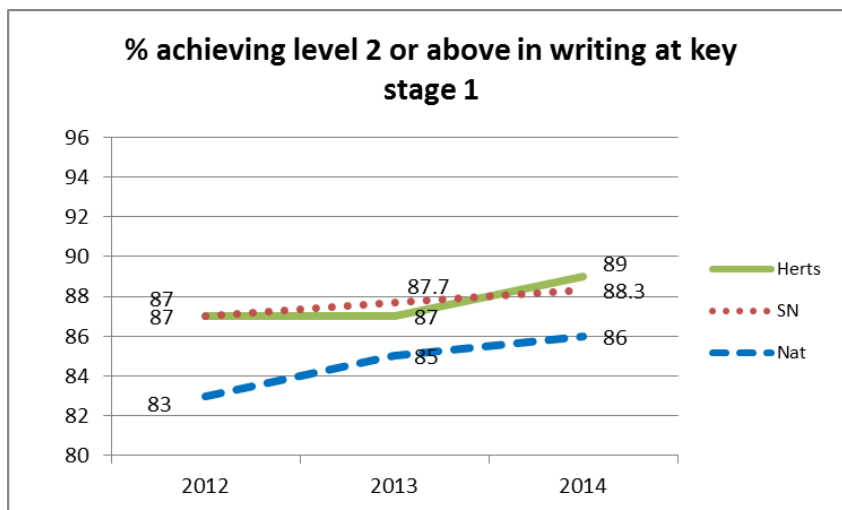
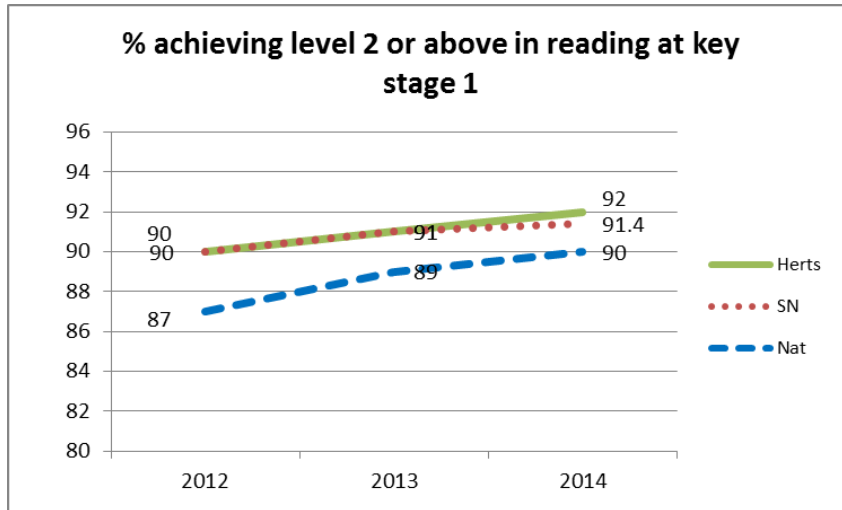


7. Phonics screening check and Key Stage 1

7.1 The phonics screening check was introduced in 2012. It is a statutory assessment for all children in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. 76.6% of Hertfordshire year 1 pupils met the expected standard in 2014, compared with 71.1% in 2013 and 59.8% in 2012. Nationally 74.2% of year 1 pupils met the expected standard in 2014, compared with 69.1% in 2013 and 59.1% in 2012.



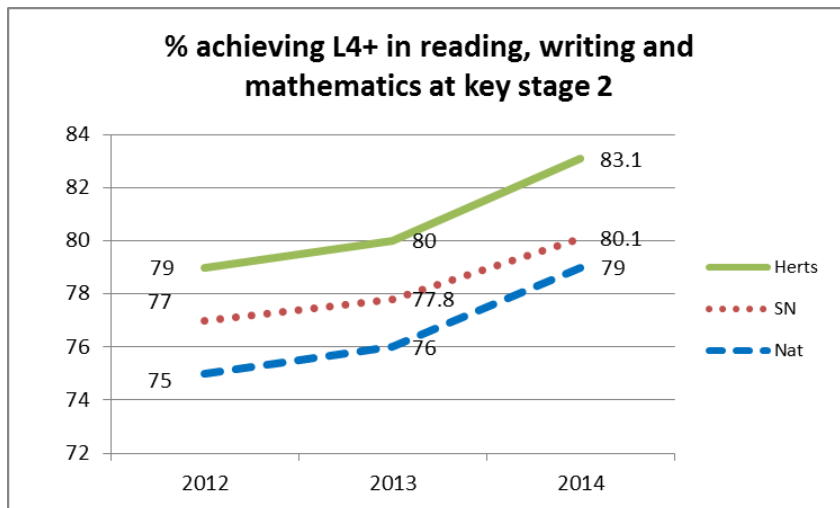
7.2 At key stage 1, performance has increased by 1 ppt in reading and mathematics and 2 ppts in writing for those achieving level 2 or above. Hertfordshire's performance is 2 ppts above national for reading and mathematics and 3 ppts above for writing. Hertfordshire is in the top quintile for reading and writing but remains in the 2nd quintile for mathematics.



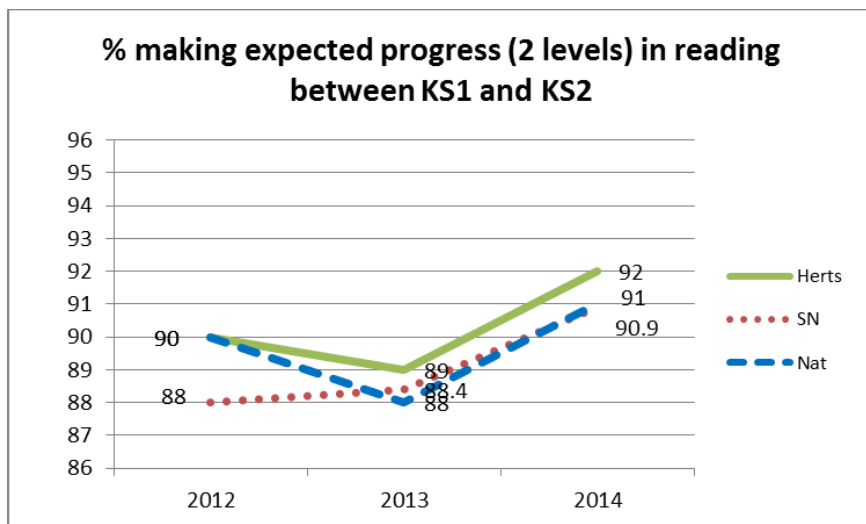
8. Key Stage 2

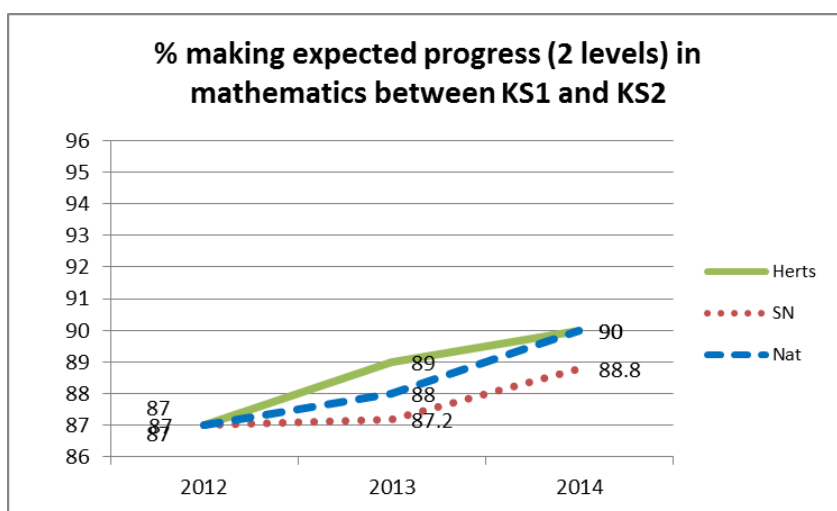
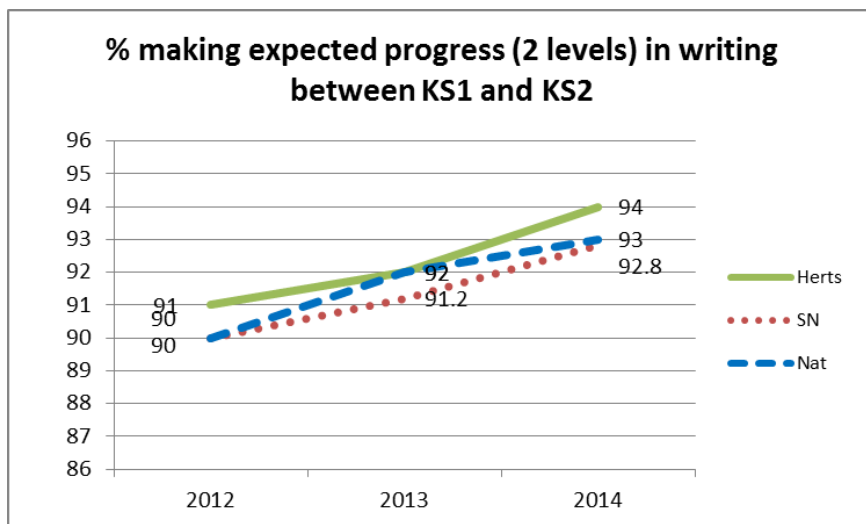
- 8.1 A 3 ppt increase has been achieved in the percentage of children achieving level 4 or above in reading, writing and mathematics (83.1%) in 2014, in line

with the national increase. At 4 ppts above national, Hertfordshire is placed in the top quintile of all local authorities where it is ranked 19th.



8.2 In 2014, progress from key stage 1 to key stage 2 in reading increased by 3 ppts to 92% (alongside a similar increase nationally to 91%). Progress in writing increased by 2 ppts to 94%, nationally the increase was 1 ppt to 93%. Progress in mathematics increased in 2014 to 90% of pupils from 89% in 2013, whereas the national percentage increased by 2 ppts (to 90%). This data now places Hertfordshire in the 3rd quintile for the three progress measures.





8.3 In 2014, floor standards for primary schools became more challenging as they now require at least 65% of pupils (an increase from 60% of pupils in 2013) to attain level 4 or above in all subjects (i.e. reading, writing and mathematics) and to meet national medians in expected progress from key stage 1 in reading, writing and mathematics. Five Hertfordshire primary schools are below this revised floor standard in 2014 in comparison to 12 schools in 2013. This figure represents only 2% of Hertfordshire schools, a reduction from 3% in 2013 and is lower than the 6% of all schools nationally.

9. Key Stage 4

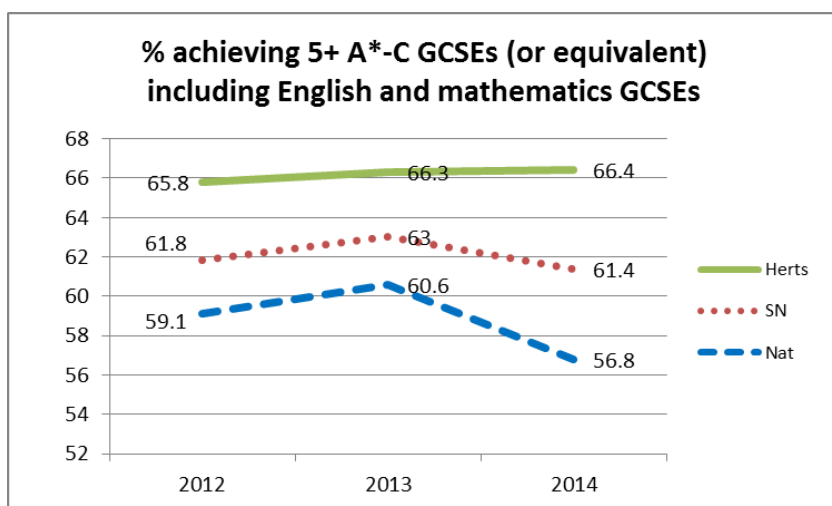
9.1 In 2014 there were changes at key stage 4 which included:

- only the first entry after 29 September 2013 counted for GCSEs in the EBacc subjects (pupils in some schools sat examinations early and then had a second attempt)
- only 2 vocational qualifications per student could be included (each now counting as 1 GCSE only)
- the removal of speaking and listening element from English/English language GCSEs

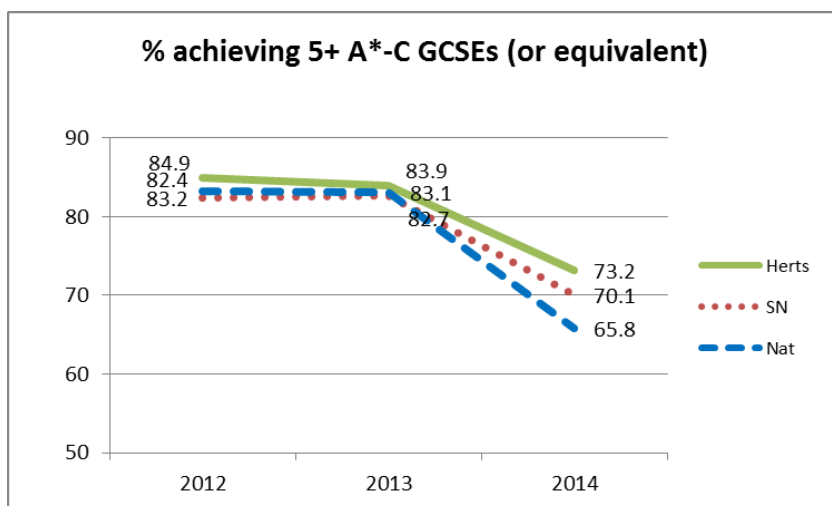
These changes have made a significant impact nationally, but in Hertfordshire the impact overall has been minimal. Hertfordshire is now in the top quintile for all six key secondary indicators (three indicators in 2013).

The DfE’s data release highlights ‘due to reforms to the educational and assessment systems for key stage 4 during 2013/14 it is not possible to make comparisons with earlier years.’ Therefore 2013 data below is for information only.

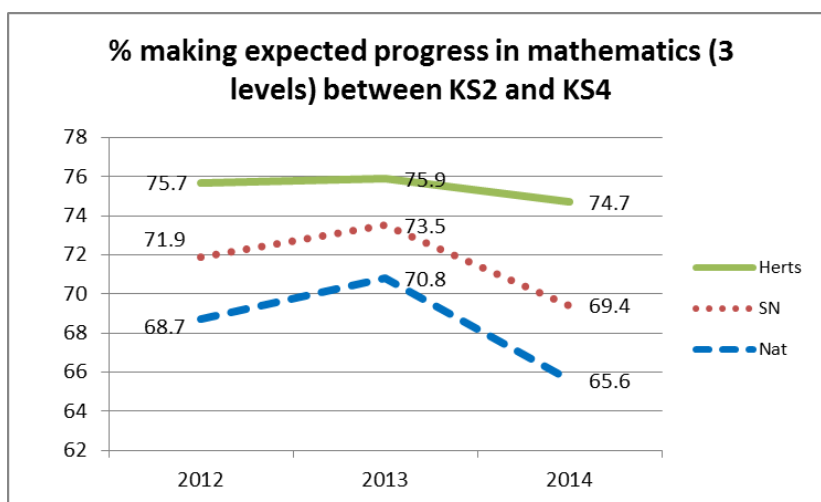
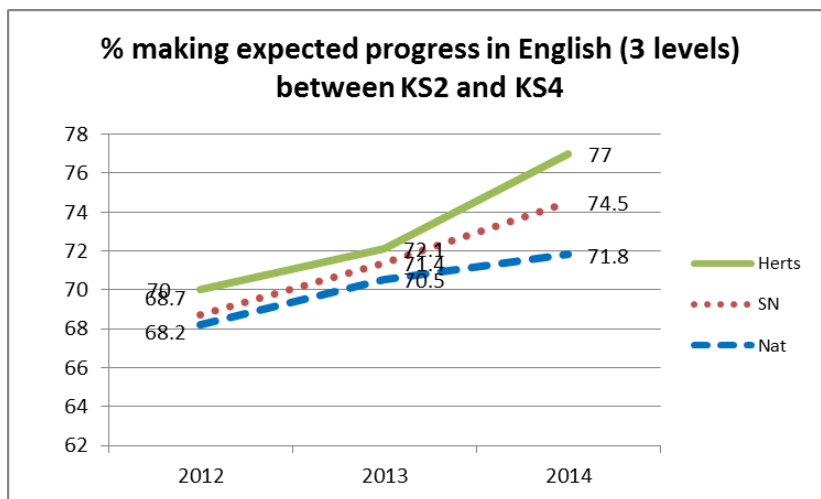
- 9.2 Results for key stage 4 in Hertfordshire secondary schools show that performance improved slightly in the percentage achieving 5+A*-C GCSEs including English and mathematics (66.4%). Nationally the figure for state funded schools decreased by 3.8 ppts. Hertfordshire remains in the 1st quintile and ranked 11th of all LAs on this measure.



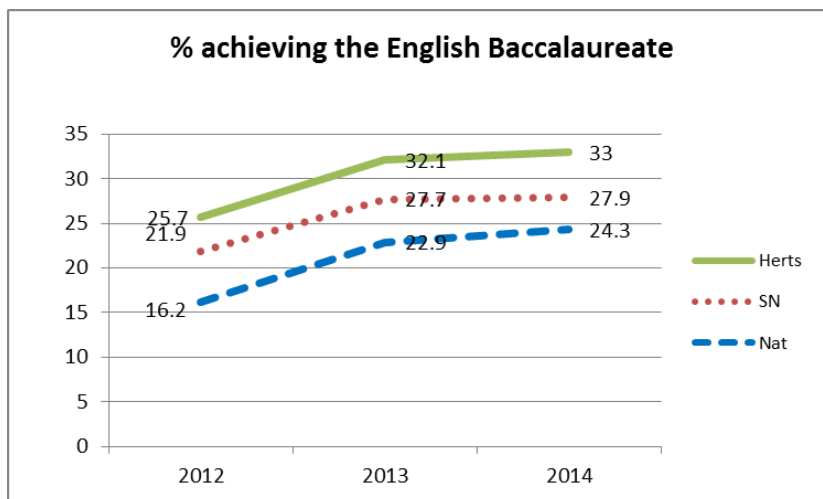
- 9.3 In the 5+A*-C in any subject measure, the percentage attaining this benchmark reduced to 73.2%. The reduction nationally was greater. Hertfordshire now ranks 16th out of 150 LAs on this measure, up from a ranking of 75th in 2013 and is now in the first quintile, up from the 3rd quintile in 2013.



9.4 The percentage of students making expected progress in English from key stage 2 to key stage 4 has increased by 5.6 ppts from 2013 to 77.0%. Progress in mathematics at 74.7% is a slight reduction from 2013 (1.2 ppts), however nationally there was a 5.2 ppts reduction and Hertfordshire is now placed 13th out of all local authorities. Both progress figures place Hertfordshire in the top quintile.



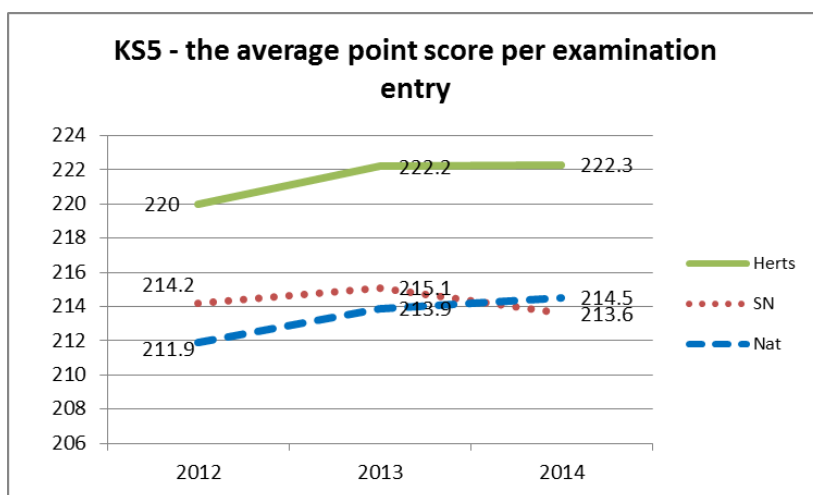
9.5 The English Baccalaureate was introduced as a performance measure in 2010. It is not a qualification in itself; the measure recognises where pupils have secured a GCSE C grade or better across a core group of academic subjects – English, mathematics, history or geography, two sciences and a language. In Hertfordshire data shows 33.0% of pupils achieved this measure in 2014, a slight increase on 2013. This performance is 8.7 ppts above the national figure and places Hertfordshire in the 1st quintile.



9.6 To be above the floor standard in 2014 secondary schools must have at least 40% of pupils achieving five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics, and not be below the median school score for the percentage of pupils making expected progress between key stage 2 and key stage 4 in English and in mathematics. Following the changes outlined in 9.1, one Hertfordshire maintained secondary schools and one non-maintained school is below floor standard this year. This represents 2.6% of Hertfordshire secondary schools against a national average of 11.2%.

10. Key stage 5

10.1 At key stage 5, grades for A level and equivalent qualifications are converted into point scores. The average point score per examination entry (the key indicator for quality at key stage 5) for Hertfordshire schools, shows high performance over a three year period. In 2014, the figure of 222.3 places Hertfordshire in the 1st quintile and 7.8 points above the national figure.



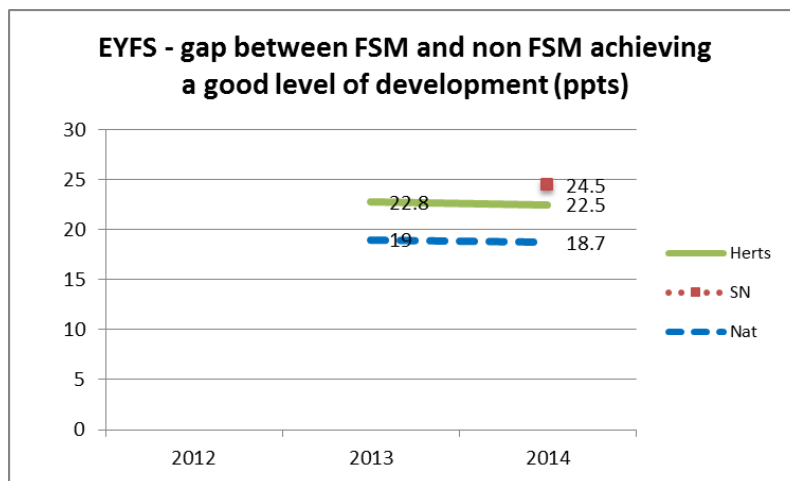
11. Performance of pupils in receipt of free school meals (FSM)

11.1 There are currently two measures used by the DfE to measure performance of children from lower socio-economic groups

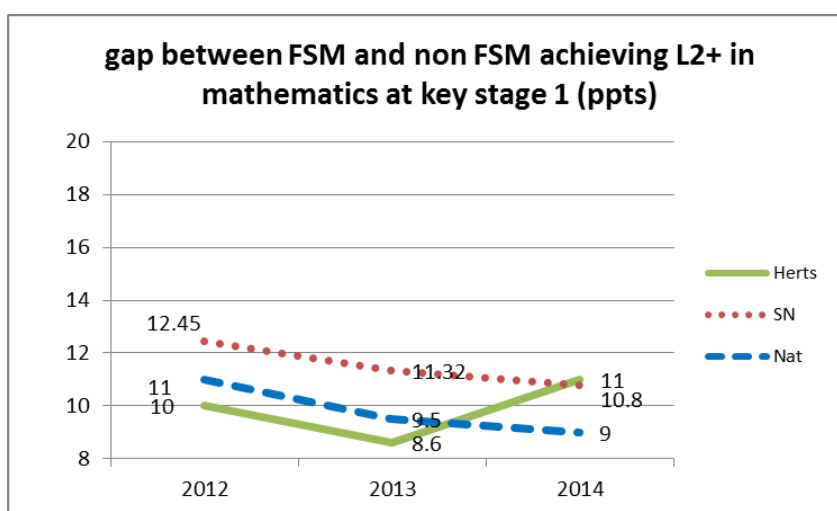
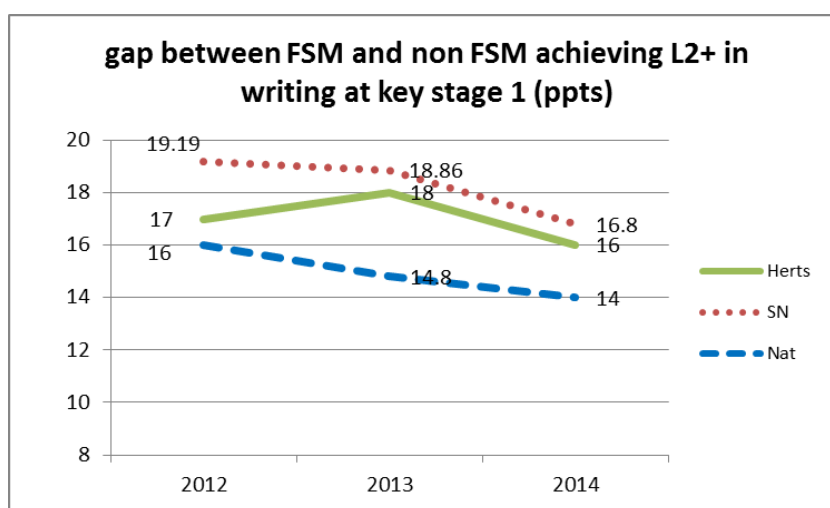
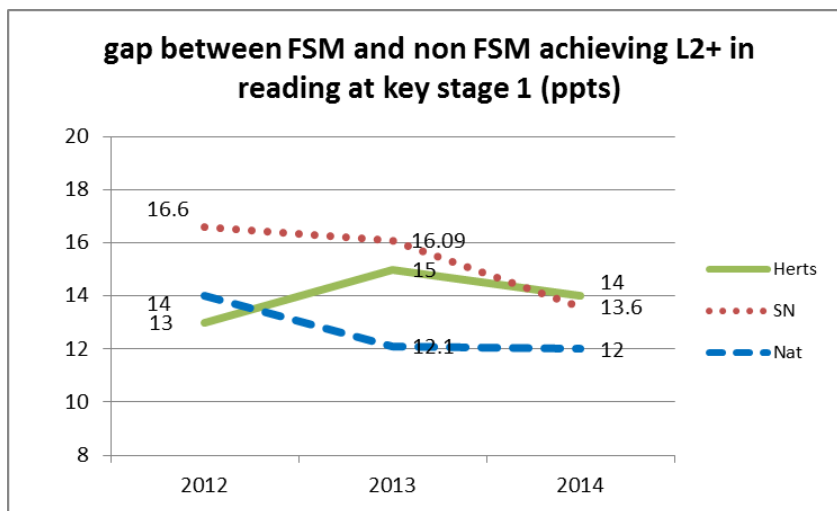
- FSM pupils - pupils eligible for and receiving free school meals in the year of the test/assessment
- FSM Ever 6 pupils - pupils eligible for and received a free school meal at any time over the previous six years

The term ‘disadvantaged pupils’ refers to both FSM Ever 6 pupils and children looked after.

11.2 At the early years foundation stage in 2014 the gap between FSM and non FSM children in Hertfordshire is 22.5 ppts, a slight reduction on the 2013 figure of 22.8 ppts. This gap is 3.8 ppts larger than national, placing Hertfordshire in the 4th quintile, however 46% of FSM children in Hertfordshire achieve a Good Level of Development compared to 45% nationally.

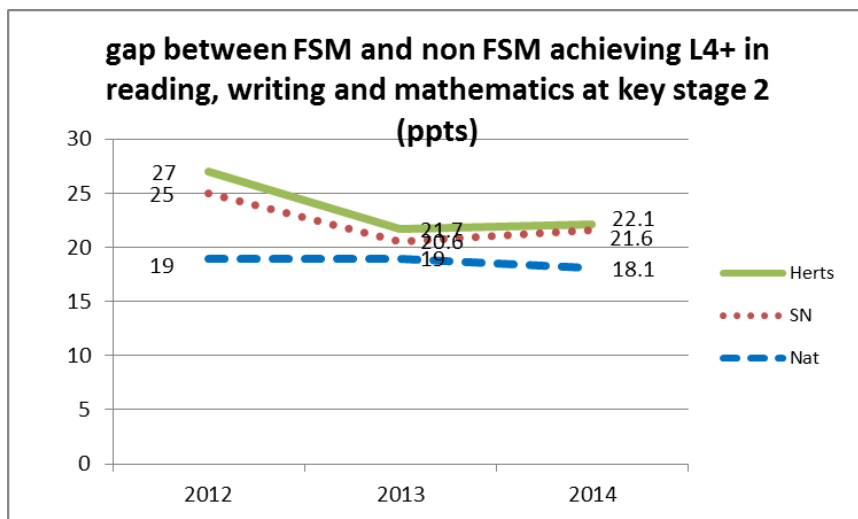


11.3 At key stage 1, in 2014 the gap between FSM and non FSM children in Hertfordshire is larger than national for reading and writing and mathematics, placing Hertfordshire in the 4th quintile. Hertfordshire FSM pupils achieve 1 ppt less than national in the three subject areas. The gap has reduced this year for reading and writing, but has increased from 2013 for mathematics. The national gap has remained similar for all three aspects in 2014.

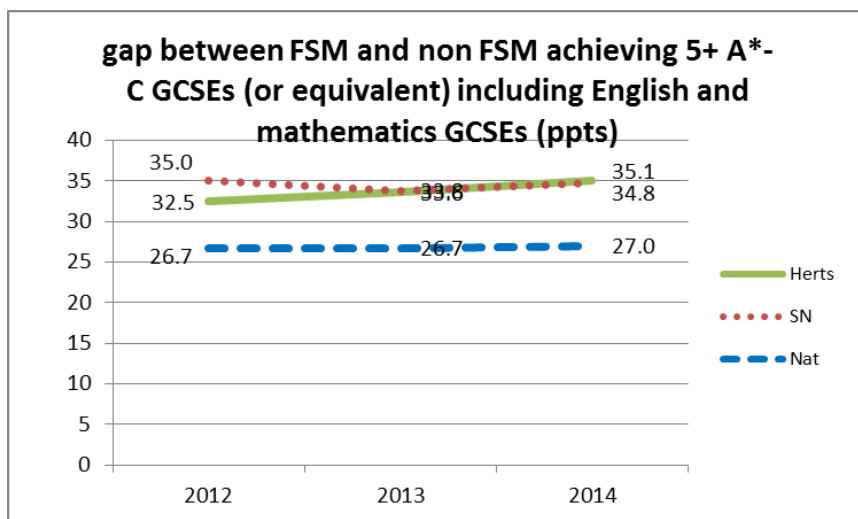


11.4 In 2013, Hertfordshire was one of the most improved local authorities in narrowing the FSM gap for pupils at key stage 2. The gap in 2014, however, has increased slightly to 22.1 ppts and Hertfordshire is now ranked 117th in comparison to other LAs and in the 4th quintile. This gap is larger than national; 63% Hertfordshire FSM pupils achieve L4+ in reading, writing and mathematics compared to 64% of FSM pupils nationally. The focus on

improving performance for this group of pupils will continue to be a priority in 2014/15.



11.5 In 2014, at key stage 4, the gap between the attainment of FSM pupils attaining 5+A* - C at GCSE and non FSM pupils is 35.1 ppts which is 8.1 ppt greater than the gap nationally. This gap has widened slightly from 2013, as has the national gap. This places Hertfordshire in the 5th quintile compared to other LAs.

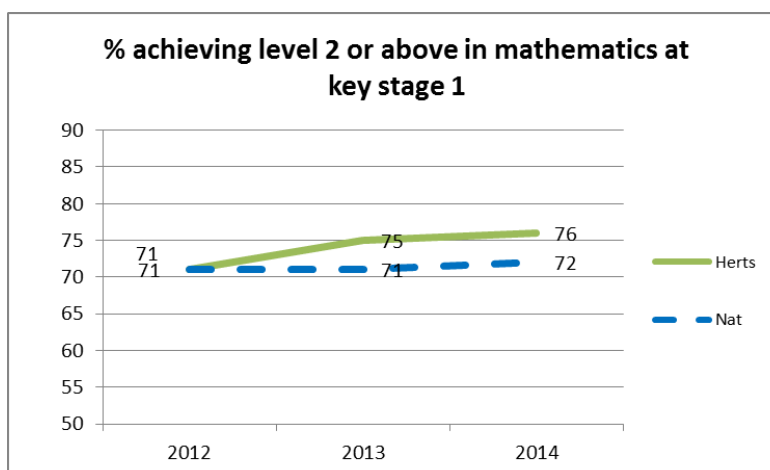
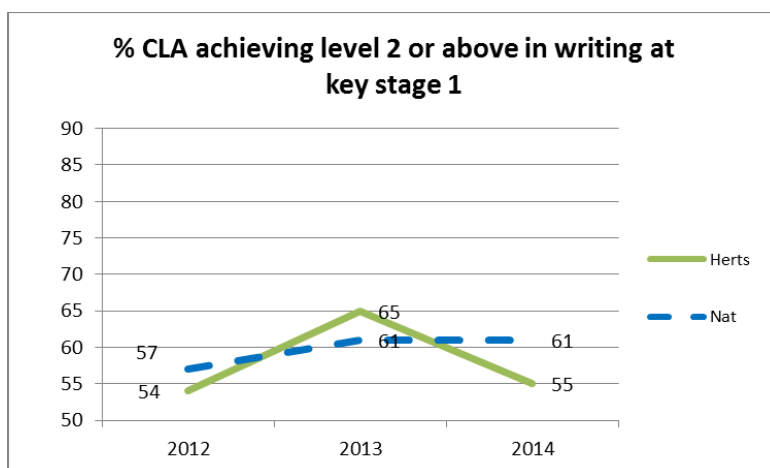
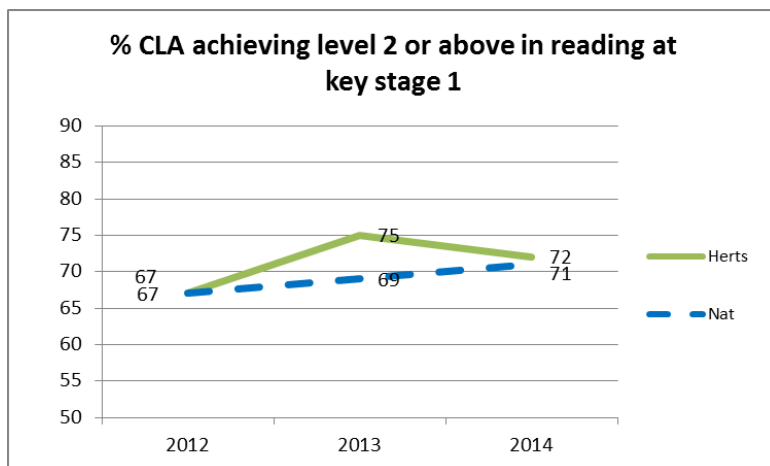


12. Performance of children looked after

12.1 The attainment gap between Children Looked After (CLA) and all Hertfordshire children is still large. Performance in Hertfordshire improved at key stage 2 in 2014 and is now well above national outcomes for CLA, however performance at key stages 1 and 4 was variable. Data in this section refers to CLA for whom Hertfordshire is the corporate parent, which is reported by the DfE.

12.2 At key stage 1, 2014 outcomes for CLA show a slight decrease of 3 ppts to 72% of CLA achieving L2 or above in reading from 2013, following an increase in the previous year. Outcomes in writing have decreased to 55% achieving

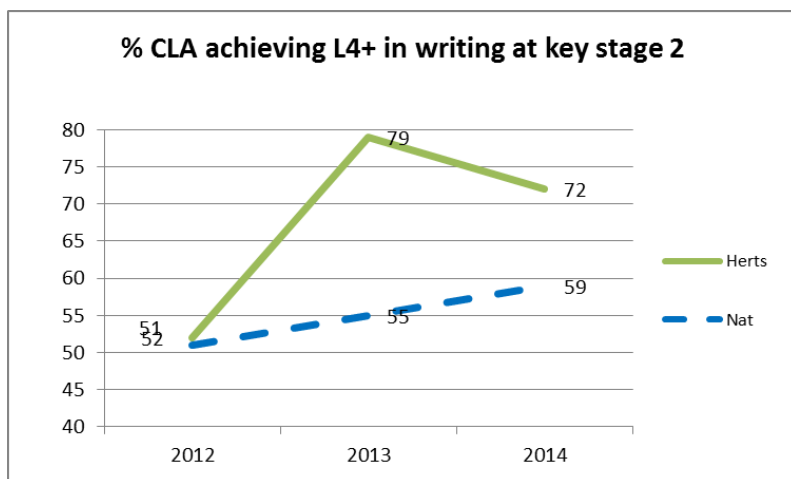
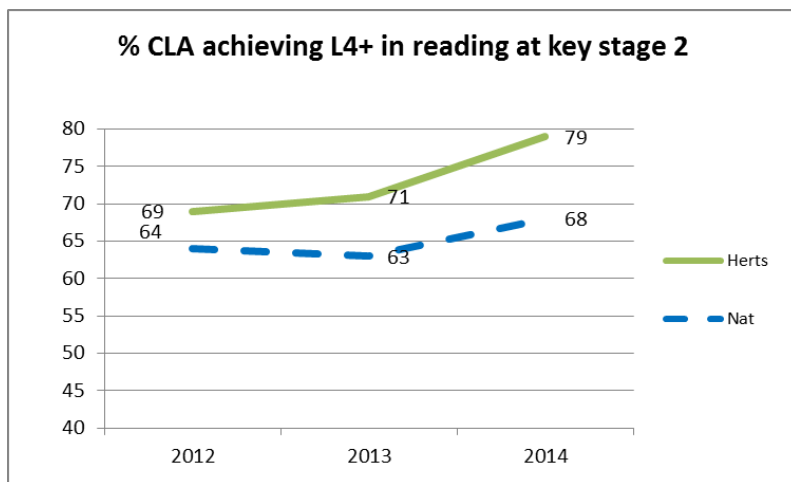
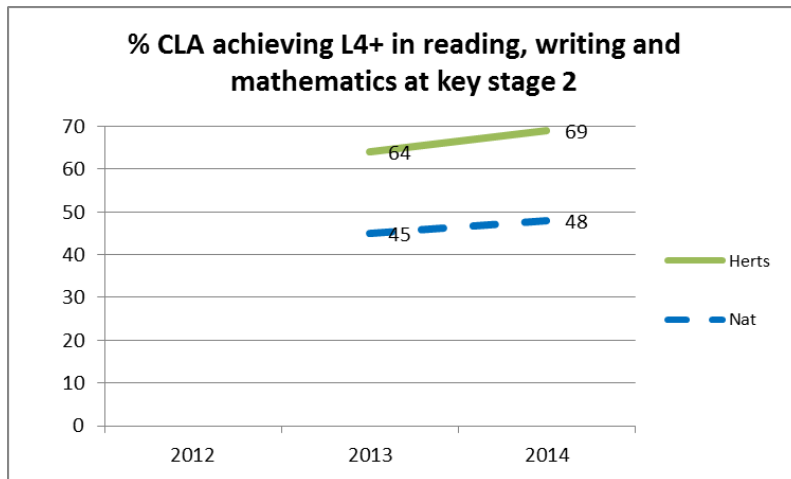
level 2 or above (10 pts), however the percentage achieving level 2 or above in mathematics improved from 2013 by 1 ppt to 76%. Performance in reading and mathematics remains above the national average, however writing is now below.

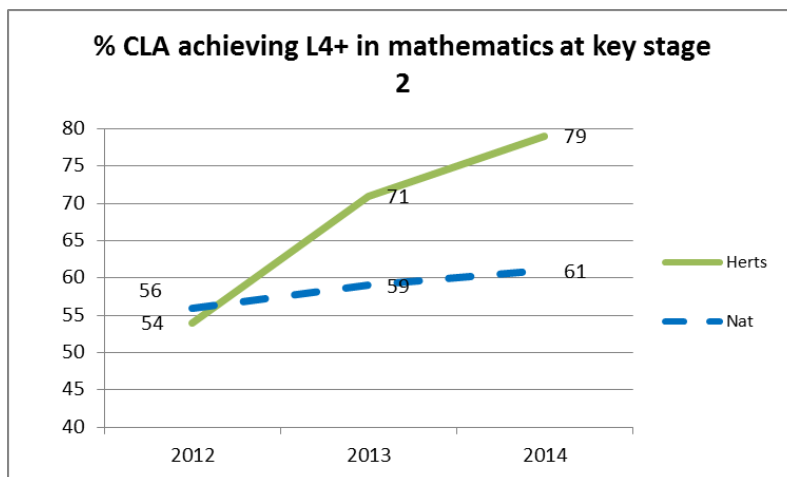


12.3 At key stage 2 performance of Children Looked After is strong compared to national; 69% of achieved level 4 or above in reading, writing and mathematics. This is an increase of 5 pts from 2013 and 21 pts above national (data is not available for 2012). In the separated subjects the 2014

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data shows an improvement of 8 ppts in reading and mathematics to 79% and a 7 ppt decrease in the percentage of CLA achieving level 4 in writing to 72%. These three measures are 11-18 ppts above national percentages.





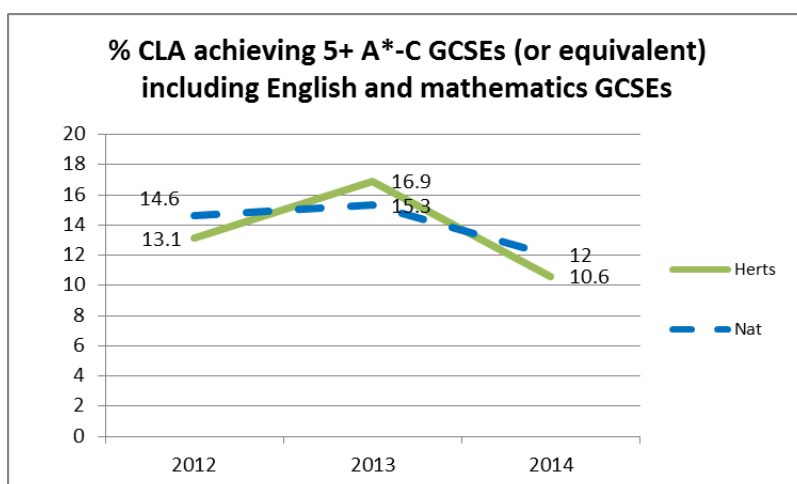
12.4 The accountability changes referred to in paragraph 9.1 also apply to Children Looked After. As a result of the much smaller cohort size the changes in reporting outcomes for the end of key stage 4 have a larger impact on the reported outcomes. For this reason the DfE has published two sets of data.

The first data set removes the changes outlined in paragraph 9.1. Using this methodology, 13.8% of CLA achieved 5 A*- C GCSE including English and mathematics, compared to a national figure of 14.4%.

The second data set takes into account the changes outlined in paragraph 9.1. Using this methodology 10.6% of CLA achieved 5 A*- C GCSE including English and mathematics compared to the national figure of 12%.

The DfE’s Statistical First Release highlights ‘*due to reforms to the educational and assessment systems for key stage 4 during 2013/14 it is not possible to make comparisons with earlier years.*’ (SFR 49/2014).

The graph below shows the second data set, taking into account the changes.

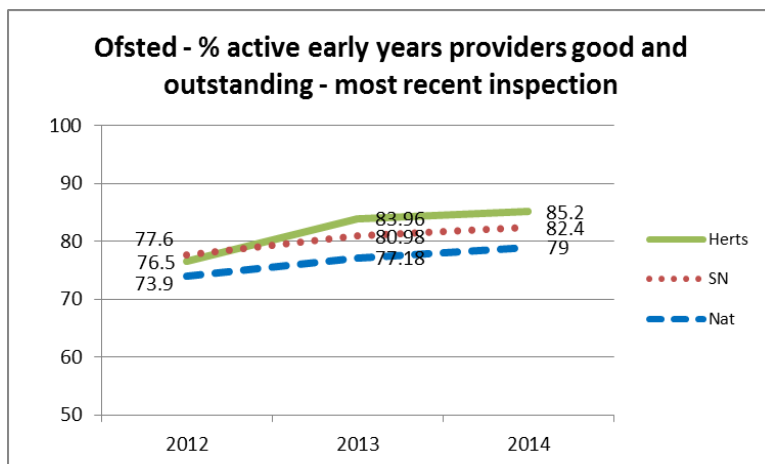


13. District variation

- 13.1 There has been a reduction in the gap between the highest and lowest performing districts in all key stages in 2014.
- 13.2 In the early years foundation stage, the gap between the highest and lowest performing districts for the percentage of children reaching a Good Level of Development has reduced by almost 8 ppts from 18 ppts in 2013 to 10.1 ppts in 2014. Watford is the lowest performing district at this key stage and St Albans is the highest. The most improved districts in 2014 were Three Rivers and Watford.
- 13.3 At key stage 1 the gaps reduced in 2014, particularly in mathematics. In reading it reduced from 6.2 ppts to 4.8 ppts, in writing from 8.7 ppts to 7.8 ppts and the biggest reduction was in mathematics, from 5.9 ppts to 3.9 ppts. The two lowest performing districts at this key stage are Watford and Welwyn Hatfield and the highest is St Albans. The most improved districts in 2014 were Dacorum (reading), Welwyn Hatfield (writing), and Dacorum (mathematics).
- 13.4 At key stage 2, the gap narrowed considerably from 14.7 ppts to 8.6 ppts for the percentage of pupils achieving level 4+ in reading, writing and mathematics. The lowest performing district at key stage 2 is Stevenage and the highest are St Albans and Hertsmere. The most improved district in 2014 was Three Rivers.
- 13.5 At key stage 4, provisional data shows that the 2014 gap reduced slightly to 28.7 ppts with Stevenage as the lowest performing district and Three Rivers as the highest performing district. The most improved district in 2014 was Hertsmere.

14. School quality – based on Hertfordshire schools' most recent Ofsted inspections

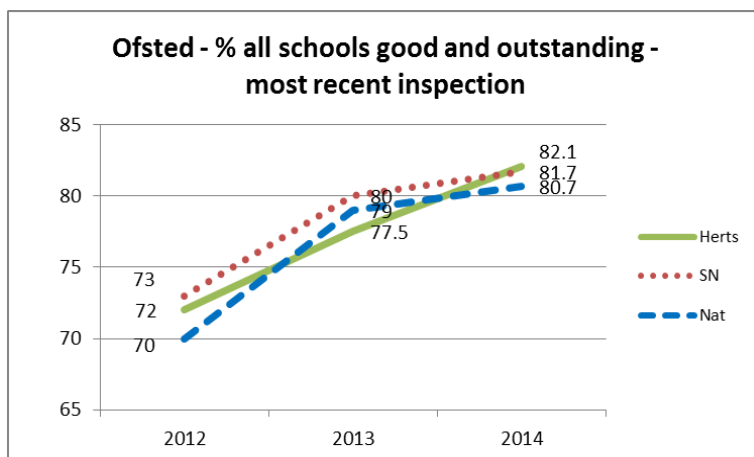
- 14.1 A new Ofsted framework was introduced in September 2012 when the previous judgement of 'satisfactory' was replaced with 'Requires Improvement'. Further amendments were included in September 2014 with the introduction of separate judgements for early years and the sixth form. Ofsted no longer routinely inspects outstanding schools and identifies schools for inspection through regular risk assessments based on performance. As a result the sample inspected each year is not representative of all schools.
- 14.2 At the end of the academic year, 85.2% of all early years providers were judged good or outstanding. This is an increase of 2 ppts from the end of 2012 and 6 ppts above the national figure of 79%.



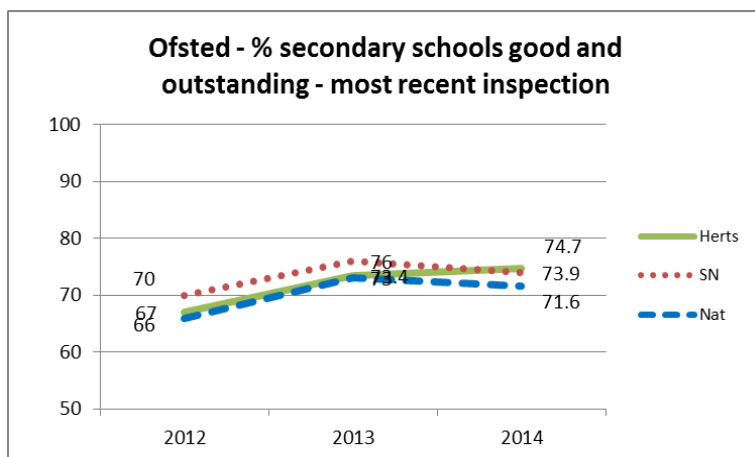
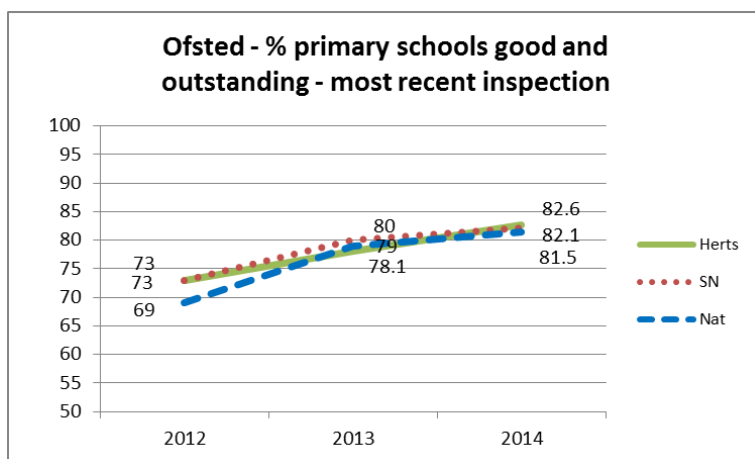
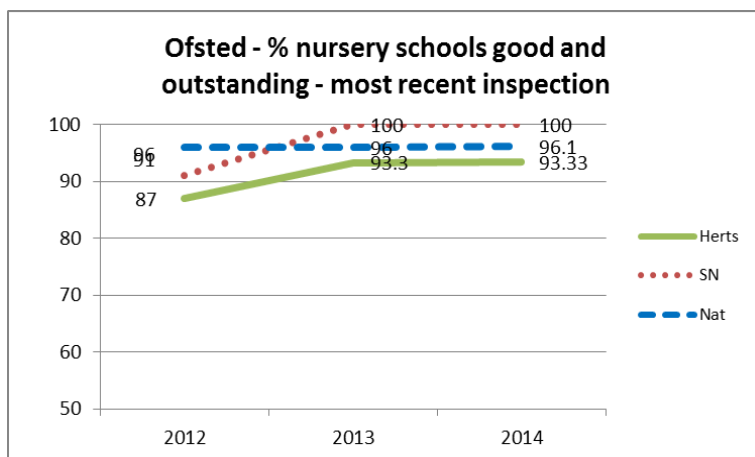
14.3 41 of Hertfordshire’s children’s centres had been inspected and had reports published by the end of June 2014 (the latest dataset available from Ofsted). The percentage of centres judged good or outstanding was 70.7%, 3.9 ppts above the national average of 66.8% and 12.1 ppts above the average of our statistical neighbours (58.6%). It is expected that the remainder of the Hertfordshire centres will have been inspected by the end of March 2015. The two children’s centres which were inspected during July and August 2014 received outstanding judgements.

14.4 At the end of the academic year 2013/14, the percentage of all schools judged good or outstanding, the recognised benchmark, was 82.1%, higher than the national figure of 80.7%. This percentage has increased at a higher rate than the national percentage over the year and Hertfordshire is now placed in the 3rd quintile of all LAs. The percentage of all Hertfordshire schools judged outstanding by Ofsted at their most recent inspection remains higher than the national proportion at 23.5% (national 19.7%).

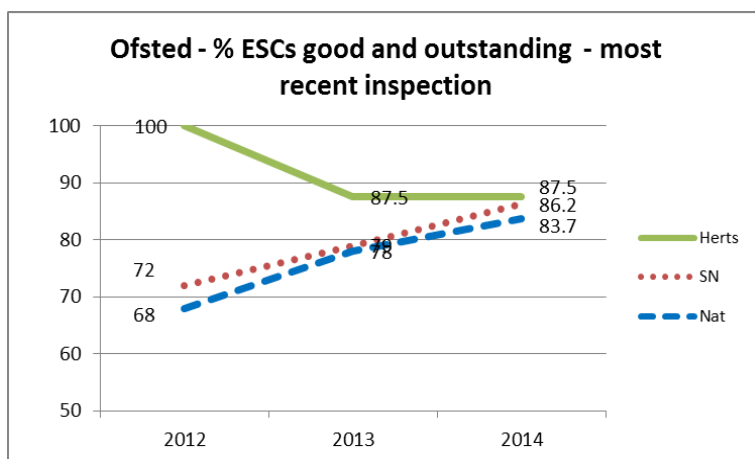
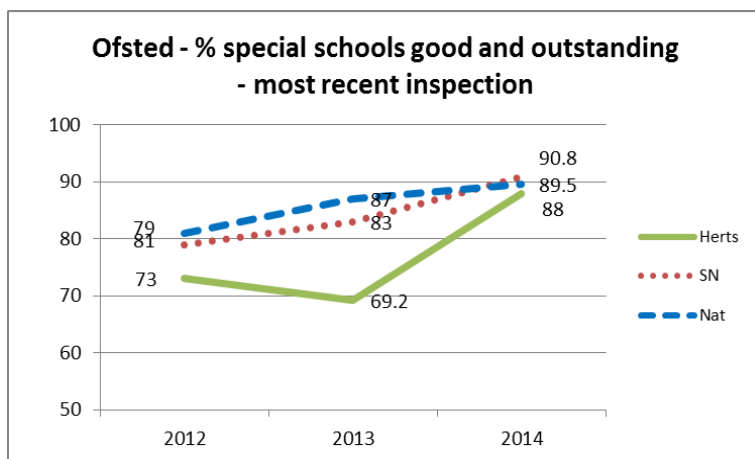
The percentage of schools judged requiring improvement was marginally lower than the national figure at all phases (16.8%, national 16.9%). 1.15% of all Hertfordshire schools were in an Ofsted inadequate category which is well below the national figure of 2.39%.



14.5 The picture varies by phase with a higher percentage of nursery schools achieving a good or outstanding grading which reflects the national picture. At the end of the academic year 2013/14, Hertfordshire was marginally above the national and statistical neighbour average for primary and secondary schools and slightly below the national and statistical neighbour figure for nursery schools. However the small number of nursery schools means that the outcome of just one inspection makes a significant difference to the overall percentage.



- 14.6 The percentage of Hertfordshire special schools judged good or outstanding was 1.5 ppts lower than the national figure. The percentage of Education Support Centres which were graded good or outstanding was 3.8 ppts higher than the national percentage. However the small numbers in each of these school groups means that the outcome of just one inspection makes a significant difference to the overall percentage.



- 14.7 There is a variation in quality amongst districts in Ofsted outcomes as there is in attainment. The gap between the highest and lowest performing district for the percentage of all schools judged good and outstanding at their latest inspection at 31 July 2014 was 21 percentage points; a significant improvement from 2013 when the gap was 36 ppts. The lowest performing district at the end of July 2014 was Stevenage (where 69% of all schools were good and outstanding, an improvement from 53% in 2013). The highest performing district was East Herts which improved from 85% of schools good and outstanding in 2013 to 90% in 2014.

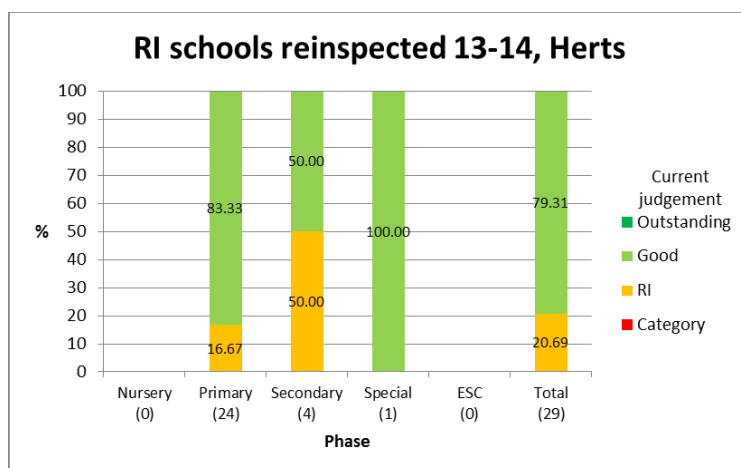
15. School quality – Ofsted inspections during the academic year 2012/13

- 15.1 During the academic year 2013/14, of the 181 Hertfordshire schools selected by Ofsted to receive section 5 inspections, the proportion of schools judged outstanding was 10% (18 schools), good 60.8% (110 schools), requiring

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improvement 27.1% (49 schools) and 2.2% (4 schools) judged inadequate. A larger proportion of all schools inspected were judged as good or outstanding than in the previous year, 70.7% up from 62.8% in 2012/13 (128 schools), whereas the national figure for this measure decreased from 78% to 63%.

- 15.2 The proportion of good or outstanding secondary schools in Hertfordshire (58%) increased by 3 pts in 2013/14 from 2012/2013 (55%) and the proportion of good or outstanding primary/nursery schools increased by 8 pts from 63% to 71% over the same period.
- 15.3 Nine of the 11 special schools and all of the three Education Support Centres (ESCs) inspected in 2013/14 were judged to be good or outstanding.
- 15.4 Three primary/nursery schools and one secondary school were judged inadequate in 2013/14. No special schools or ESCs were judged inadequate during the year.
- 15.5 Of the 181 schools inspected during the academic year 2013/2014, 80% improved or remained at the same grade (primary/nursery 78%, secondary 75%, special 100% and ESCs 100%). This is a marginal increase from the previous year when 79% of schools improved or remained at the same grade.
- 15.6 29 Hertfordshire schools previously judged requiring improvement (RI) were re-inspected in 2013/14. Over 79% of these schools improved to good. This is a higher percentage than the national figure (67%).



16. Progress in priorities identified for 2012/13

Progress was achieved in two out of the three areas identified for improvement in 2013/14.

- 16.1 The percentage of schools judged by Ofsted to be good or outstanding increased at a faster rate than national and a high percentage of schools judged to require improvement improved to good. Hertfordshire was included as a case study of good practice in Sir Michael Wilshaw's annual HMCI (Her Majesty's Chief Inspector of Schools) report:

‘Hertfordshire stands out in the region as performing substantially above regional and national levels on a wide range of indicators...The percentage of good and outstanding schools in the county has risen from 77% in August 2013 to 82% in August 2014.’

Work will continue with those schools currently judged as requiring improvement or inadequate to support them to become good and support will be offered to good and outstanding schools to retain/improve their judgement at their next inspection.

- 16.2 The biggest challenge for Hertfordshire is to improve the educational performance of disadvantaged children. The gap between children receiving free school meals and other Hertfordshire children is not reducing at a fast enough rate. The gaps remain larger than national at all key stages. The performance of children looked after at key stage 2 improved in 2014 and is much better than national, however performance of this pupil group at key stage 4 needs to improve. The focus on improving performance for disadvantaged pupils will continue in 2014/15.
- 16.4 Greater geographical consistency has been achieved in both measures of attainment/achievement and school quality. The gap between the highest and lowest performing district for the percentage of all schools judged good and outstanding at their latest inspection has reduced considerably. Gaps have reduced between the highest and lowest district at every key stage, however the gap at key stage 4 remains large.

17. Priorities for 2014/15

- 17.1 Following the review of 2013/14 performance, the priorities identified for 2014/15 remain as stated in Hertfordshire’s Strategy for School Improvement 2014-17:
- (i) Increase the number of good or better schools or settings as judged by Ofsted
 - (ii) Close the gap for vulnerable groups whilst maintaining at least expected progress for all
 - (iii) Achieve greater geographical consistency in outcomes across the county

18. Financial implications

- 18.1 There are no financial implications arising from this report.

19. Conclusion

This report provides an overview of the quality of work in our schools and early years settings. The overall picture is one of continued improvement with clear

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priorities to continue the drive for all schools to be good or outstanding and to close the achievement gap for disadvantaged children.

Hertfordshire's statistical neighbours

Current - Autumn 2014

Bracknell Forest

Buckinghamshire

Cambridgeshire

Central Bedfordshire

Hampshire

Oxfordshire

Trafford

Warwickshire

West Berkshire

West Sussex

Previous

Bracknell Forest

Buckinghamshire

Cambridgeshire

Central Bedfordshire

Cheshire East

Hampshire

Oxfordshire

Surrey

Trafford

West Berkshire