

Divisions Affected -

EDUCATION & YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE – 20 May 2024

Oxfordshire Pupil Outcomes: Validated Exams Data Report by Lisa Lyons

RECOMMENDATION

1. The Committee is RECOMMENDED to

Read the attached report on the educational performance of children attending Oxfordshire schools and discuss the key information set out within it. Whilst the committee are not required to make any specific decisions relating directly to this report, the information contained within it should play a key role in informing future policy decisions cutting across all aspects of LA's approach to education, schools and learning in Oxfordshire.

Executive Summary

Scope of the report

2. This report on the educational performance of children in Oxfordshire sets out the validated pupil outcomes in all statutory assessments for children aged 5-18. Specifically, the assessments included in this report are as follows,
- a. Early Years Foundation Stage (EYFS) assessments taken by children at the end of Reception Class, aged 5,
 - b. Key Stage 1 assessments in Reading, Writing and Maths taken by children at the end of Year 2, aged 7,
 - c. Key Stage 2 assessments in Reading, Writing and maths taken by children at the end of primary school, aged 11,
 - d. GCSE exams taken by children at the end of Year 11, aged 16,
 - e. A-Level exams taken by children in Year 13, aged 18.

3. Along with average outcomes for all Oxfordshire children, the report provides information on outcomes achieved by priority groups, identified as such both locally and nationally. Focus groups included in the report are.
 - a. Disadvantaged children (defined as those in receipt of Free School Meals)
 - b. Children from Black and Minority Ethnic groups
 - c. Children with Special Educational Needs (both those on SEN Support and those with an EHC Plan)
4. For context the outcomes for all the groups, in each of the assessment areas are benchmarked against outcomes for same groups of children nationally, regionally and in statistical neighbour authorities. This enables the reader to draw conclusions around performance of children in Oxfordshire relative to children outside of Oxfordshire.

Summary Headlines and key messages from the data

5. On average and taken collectively, the educational performance of children in Oxfordshire compares favourably with children nationally. Compared against all recognised performance indicators from EYFS to GCSEs, the outcomes for children in Oxfordshire are either broadly in line with or above the levels of performance seen nationally.
6. Disadvantaged children (those on Free School Meals) generally perform less well than the same group of children nationally. However, there is evidence that other LAs in the region (South East) and statistical neighbours face similar challenges in reducing the disadvantaged gaps.
7. Outcomes for children with SEND paints a more mixed picture. Against some indicators Oxfordshire Children with SEND perform better than their national, regional and stat neighbour counterparts whilst in other areas they perform less well.
8. Black and Minority Ethnic groups typically perform less well than their peers nationally. The gap is widest for children from Black and Asian heritage groups.
9. Analysis by locality shows that the percentage of children reaching the expected standards at each assessment point is highest in the Woodstock locality. The performance of other localities changes depending on the indicator used.
10. Outcomes at GCSE and A Level in 2023 fell on the previous year. This was consistent with the national trend however in terms of A Levels this means that

the A Level average point score in Oxfordshire is lower than each of the benchmarks used (national, regional and statistical neighbour)

Corporate Policies and Priorities

11. The issues raised in this report relate directly to our corporate vision: *to lead positive change by working in partnership to make Oxfordshire a greener, fairer and healthier county*. The issues raised and the work to address these links directly to 2 of the 9 strategic priorities: To tackle inequalities in Oxfordshire and to create opportunities for children and young people to reach their full potential.

Financial Implications

12. There are no financial implications arising from the content of this report.

Comments checked by:

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Legal Implications

13. There are no legal implications arising from the content of this report. The taking of such action (the gathering of data about education and learning) is lawful under the general power of competence in Section 1 of the Localism Act 2011. There are no issues relating to GDPR as the data does not enable identification of an individual school or child, and the information is available to the public.

Comments checked by: Naomi Bentley-Walls

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Staff Implications

14. There are no staffing implications arising from anything contained in this report.

Equality & Inclusion Implications

15. There are no equality or inclusion implications arising from directly from this report. However, the report identifies a potential inequality in educational achievement for children in Oxfordshire which needs to be addressed through service and corporate plans.

Sustainability Implications

16. There are no sustainability implication arising from this report.

Risk Management

17. Oxfordshire's schools continue to perform well. This performance mitigates risks to the council in terms of the life chances of children and young people. However, as shown above, certain groups perform less well. Initiatives have been developed to support schools in tackling this performance gap so that all Oxfordshire's children and young people can thrive.

Consultations

18. Information from consultations does not form any part of this report. Data shared does not enable identification of either an individual school or child. All data shared is publicly available.

NAME

Lisa Lyons, Director of Children's Services

Annex: Nil

Background papers: Nil

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May 2024