

Divisions Affected – All

People Overview & Scrutiny Committee

30th March 2023

2022 Education Pupil Outcomes Data

Report by Hayley Good (Deputy Director of Education)

RECOMMENDATION

1. **The People Overview & Scrutiny Committee is asked to note the pupil outcomes and attendance data for 2022.**

Executive Summary

The last full set of pupil outcomes data was for the summer series 2019. During 2020 and 2021 assessment methodology was changed and no individual school level data was published nationally. In line with Department for Education (DfE) recommendations, 2022 data should *'not be compared with data from previous years or between schools and colleges'*.

2. A separate Power Point presentation is circulated alongside this report which contains relevant, detailed summary information by education phase/key stage, from Early Years through to Post 16. It contains the main areas of positive achievement but also areas of challenge for the education system within Oxfordshire. The data includes summary performance of all state funded schools within Oxfordshire including Local Authority maintained schools and academies.
3. Within Oxfordshire, 56% of all schools are academies, 44% are LA maintained. 49% of Oxfordshire primary schools, 95% of secondary schools and 73% of special schools are academies. Oxfordshire County Council has no direct control over academies, these schools are accountable to the Secretary of State for Education, via the Department for Education Regional Director.
4. The headlines from this presentation are: that disadvantaged pupils in Oxfordshire at all key stages perform less well than their peers nationally.
5. Pupils with additional needs and an Education, Health and Care Plan (EHCP) do less well than their peers nationally in some key stages. Pupils on SEN

support do better than their peers nationally at some key stages and less well in others. The picture is inconsistent.

6. Pupils do well at key stage 4; particularly GCSE attainment at grade 5 and above in English and Mathematics for pupils with no special educational needs.
7. Oxfordshire students achieve reasonably well at Key Stage 5 (A levels) compared to their peers nationally. However key stage 5 outcomes for applied (vocational) qualifications were significantly below those of their peers nationally.
8. There are some inconsistencies regarding the performance of different ethnic groups. These are being further explored by officers for future discussion and appropriate mitigations to be identified.

School Attendance Data

9. A separate detailed document containing detailed attendance data for the academic year 2021/22 is also circulated alongside this report. This is the last full-year attendance data set available from the Department for Education. It should be noted that this time period includes some disruption due to the COVID pandemic.

The headlines from this document are:

10. During 2021/22 academic year 7.8% of sessions were missed due to absence in Oxfordshire, this is above (worse) than that reported nationally (7.6% of sessions).
11. Persistent absence in Oxfordshire was 22.1%, below (better) than the national average of 22.5%.
12. Severe absence was in-line with national average with a rate of 1.7%
13. In Oxfordshire secondary schools overall absence, persistent absence and severe absence rates are above (worse) than the national average.
14. In Oxfordshire primary schools overall absence is above (worse) than the national average, for persistent absence it is below (better) than the national average and for severe absence it is in-line with the national average.
15. In Oxfordshire special schools overall absence, persistent absence and severe absence rates from Oxfordshire special schools were all lower (better) than the national average.
16. Absence rates were highest for pupils with an Education Health and Care Plan.

17. Absence rates continue to be highest for Travellers of Irish Heritage and Gypsy/ Roma pupils.
18. Persistent absence is highest for those pupils with a primary additional need of Social, Emotional and Mental Health.
19. Pupils with Autistic spectrum disorder in Oxfordshire had higher absence rates than the national average for this cohort.

Corporate Policies and Priorities

20. This report supports corporate plan priority 7, to 'Create opportunities for children and young people to reach their full potential.' It is intended that this report raises awareness and highlights those areas where Oxfordshire children and young people are doing well in schools and settings. Conversely, it highlights those areas requiring wider awareness and focus to address underperformance and tackle inequalities.
21. Oxfordshire County Council has commissioned an independently chaired Education Commission. The commission has members drawn from schools, education and other areas of public life and services across the county. The Commission is independent and is gathering evidence, listening to the voices of a wide range of stakeholders including young people and their families, educators and businesses. The Commission is an exciting opportunity to think about how we work together to shape our education system for Oxfordshire's children. Members of the Commission will be talking to as many people, schools, and groups as possible to find out what is working well and what needs to change. The commission met for the first time in January and will report back its findings and recommendations to Cabinet in July.

Financial Implications

22. Currently the Learning and School Improvement team consists of only one full time officer and a 0.4fte of commissioned support for maintained schools causing concern. The School Improvement grant from central government ceases on 31st March 2023. We currently receive £56,400 revenue funding from the Council budget. Schools Forum have agreed to de-delegate £230,000 for school improvement activity for 2023/24.

23. In order to deliver on the new DfE statutory regulations in relation to school attendance which will be in place from September 2023, the structure and capacity of the OCC Attendance Team will be reviewed.

Comments checked by:

Sarah Fogden, Finance Business Partner. sarah.fogden@oxfordshire.gov.uk

Legal Implications

24. There are no legal implications for the school improvement aspects of this report, however the new Section 19 statutory attendance regulations may require additional capacity from September 2023.

25.

Comments checked by:

Paul Grant, Head of Legal Services. Paul.Grant@oxfordshie.gov.uk

Equality & Inclusion Implications

26. There are equality implications for children whose outcomes are below those of their peers nationally and regionally. Further work needs to be undertaken in order to fully assess the impact of this.

Sustainability Implications

27. There are no sustainability implications as a result of the information contained within this report.

Risk Management

28. There are no new corporate risks identified as a result of the information contained within this report.

NAME

Kevin Gordon, Corporate Director Children's Services

Annex:

None

Background papers:

Powerpoint presentation containing performance data for schools and settings 2022

School attendance data summary for primary, secondary
and special schools for 2021/22

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