

**EDUCATION SCRUTINY COMMITTEE
14 NOVEMBER 2013**

**A REPORT FOR EDUCATION SCRUTINY COMMITTEE ON THE
PROVISIONAL GCSE RESULTS IN OXFORDSHIRE MAINTAINED
SCHOOLS AND ACADEMIES**

Report by Sue Bainbridge, Schools and Learning Manager

N.B. This is an amended and up-dated version of the report which previously came to Committee on the 19 September 2013. Amendments and up-dated information is shown marked in italic print.

Introduction

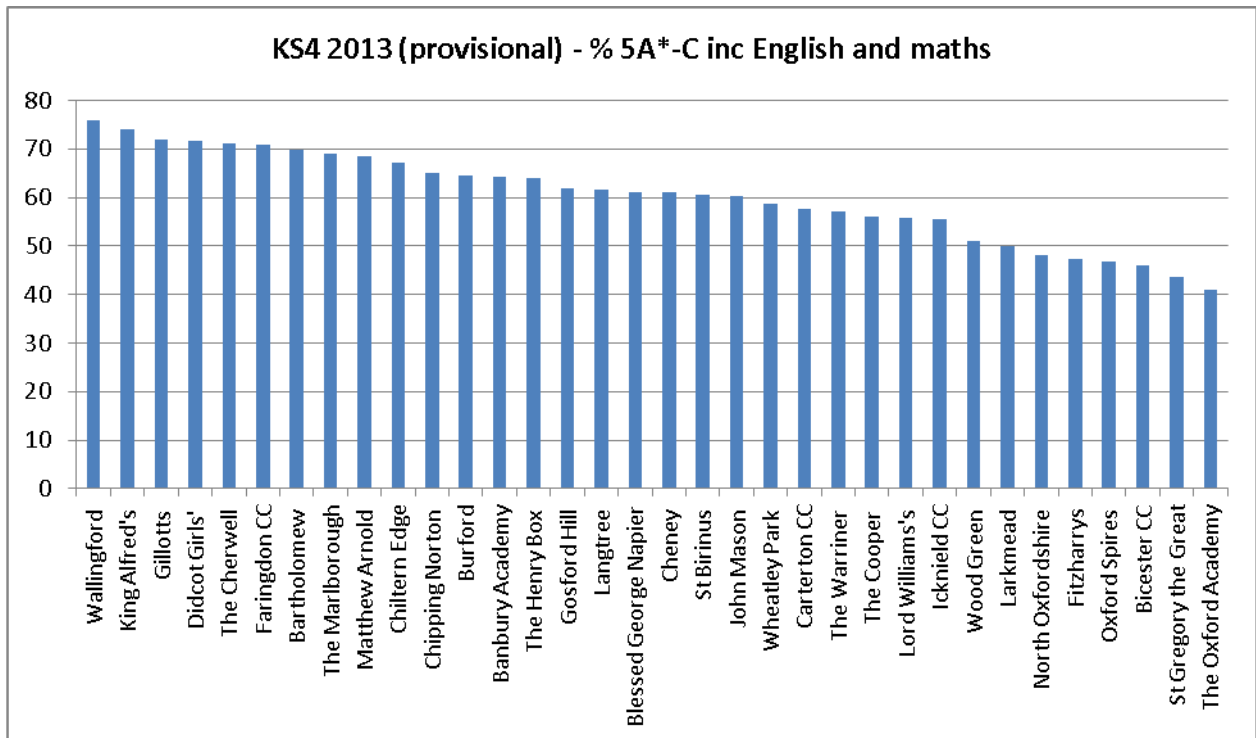
1. GCSE results were provided to the Local Authority by schools and academies on Thursday the 22nd August. All 34 schools provided their results to show the percentage of pupils who gained 5A* to C with English and mathematics. Many schools provided more detailed information regarding other indicators as shown on the spreadsheet at appendix 1.
2. *Please note the Local Authority now has access to updated Key Stage 4 results from EPAS (online educational attainment and achievement performance analysis tool). This data still remains provisional until the Performance Tables are published in January 2014 and so do not take into account any discounted pupils or re-marks that may have taken place during the summer.*

Headline results showing the percentage of pupils achieving 5+ A*-C including English and maths

3. *Following the publication of the Statistical First Release (SFR) for Key Stage 4 in October figures show that provisionally 60.3% of Oxfordshire pupils achieved 5A*-C GCSE's including English and maths – this is an increase from 57.9% in 2012.*
4. There is a large variation in results across Oxfordshire schools. The school with the highest percentage of pupils achieving 5A* to C with English and maths is Wallingford with 76%. This figure has been maintained from 2012. Oxford Academy however have the lowest percentage of pupils with 41% achieving 5A* to C with English and maths. Although this result is low, it is an improvement of 50% on the outcome for 2012 which was 26%. *Provisionally, no Oxfordshire primary schools are below floor standards (ie.minimum standards that the Government expects schools to meet).*

5. Table 1 shows the range of performance.

Table 1



Comparisons with 2012 results for 5A* to C with English and maths

6. Appendix 2 shows a summary outline of the results by school. Schools highlighted in green have improved, orange shows schools that have remained the same since last year, and those highlighted pink have decreased in performance.
7. 20 out of the 34 Oxfordshire schools (59%) have shown an increase in performance this year – most noticeably Henry Box (up 20%pts) and Chipping Norton (up 19%pts).
8. 2 schools remained the same – Wallingford (76%) and Gillotts (72%).
9. 12 schools showed a decrease in performance compared with last year. Most noticeably, *The Cooper School, North Oxfordshire Academy and Oxford Spires Academy are all down 11%pts.*
10. Further work will need to be done to examine the results over time once the next set of validated data is *returned in January 2014.*

Oxfordshire schools performance in English and maths

11. There has been a greater focus on improvements in English and maths across all phases over the last 10 years. The key indicator at GCSE now measures 5A* to C's with English and maths included. However for those schools where we currently have all of their provisional data sets, some show big differences in the percentage of children achieving 5A* to C with English and maths and those without both English and maths included.
12. Schools to note are:
 - *The Oxford Academy – 42%pt difference (83% 5A*-C and 41% 5A*-C with E/M)*
 - *North Oxfordshire Academy – 41%pt difference (89% 5A*-C and 48% 5A*-C with E/M)*
 - *The Cooper School – 34%pt difference (90% 5A*-C and 56% 5A*-C with E/M)*
13. Further analysis will be carried out within subjects and across different pupil groups.

English (%A*-C)

14. There is a wide variation in English results especially for boys.
15. Across all schools and all pupils the biggest variation in English results is from
 - Faringdon at 84% to St Gregory's 47%.
 - Focusing on boys' English results, the greatest variation is Faringdon 83% to St Gregory's 35%
 - Focusing on girls' English results, the greatest variation is from Gillotts at 91% to *The Oxford Academy* 56%
16. *Girls outperform boys in all schools except Faringdon Community College (9%pts), Oxford Spires Academy (3%pts) and The Marlborough School (4%pts).*
17. *Greatest gender differences:*
 - *Icknield School* 26%pts difference (girls 74%, boys 48%)
 - *St Gregory's* 24%pts difference (girls 59%, boys 35%)
 - *Bicester Community College* 22%pts difference (girls 65%, boys 43%)
 - *The Warriner* 23%pts difference (girls 76%, boys 53%)
18. Across core subjects further analysis will be carried out with regards to other pupil groups, for example, those on free school meals and with English as an additional language to look at trends in performance over time.

Maths (%A*-C)

19. There is a similar variation in maths results between the performance of boys and girls.
20. Across all schools and all pupils the biggest variation in maths results is from Chipping Norton at 87% to *North Oxfordshire Academy* 53%.
Focusing on boys' maths results, the greatest variation is Bartholomew 89% to *North Oxfordshire Academy* 45%.
Focusing on girls' maths results, the greatest variation is from Chipping Norton at 89% to Oxford Spires at 56%.
21. Boys outperform girls in maths in 17 schools. This is particularly noticeable in Wood Green (15%pts difference) and BGN (11%pts). *However at North Oxfordshire Academy girls outperform boys by 17%pts.*

NB. It seems to have been maths results that have contributed to Lord Williams's decrease in results this year. They have the lowest % of boys with A*-C in maths and one of the lowest girls results.

The National context

22. Most students taking GCSEs are aged 16 (Year 11) and at the end of Key Stage 4, but GCSEs can be taken by students of any age.
23. There are several differences with GCSEs this summer, which means that the cohort of students who took GCSEs this summer is likely to be different from the 2012 cohort of students, even though the standard set will be the same as in summer 2012. For example:
24. There are more entries this year from students in Year 10 or earlier years. See table 2.
Overall results will be dependent upon the extent to which early entry pupils are ready to take GCSEs.

Table 2

Table to show the percentage of students taking GCSEs in year 11		
	2011	2012
Maths	72%	67%
English	79%	75%
English language	80%	83%

25. Entries for International GCSEs (IGCSEs) have increased significantly this summer. If schools with high ability students are moving to IGCSEs, then we could see a lower proportion of higher grades at GCSE than in 2012.

26. Some students, particularly in maths, enter for more than one qualification in the same subject, either with the same exam board or with different exam boards.
27. Changes have been made to the GCSE science suite to make these qualifications more challenging. New qualifications in biology, chemistry, physics, additional science and additional applied science will be awarded for the first time. These new GCSEs are designed to be more challenging, because the previous syllabuses did not adequately test the subject content and were not sufficiently demanding.
28. Spelling and Grammar are now being considered in humanities assessment.

Actions

29. Schools Intervention Leaders will be visiting all schools and academies to review the GCSE outcomes and to identify priority actions and any challenge required for schools and academies.
30. In the term 2 training will be available for all heads of English and maths to review OFSTED requirements and to meet with exam boards to explore new requirements in relation to each subject.

Financial and Staff Implications

32. Within Schools and learning there are 5 school intervention leaders who will provide support and challenge to schools to secure further analysis and follow actions and training as required.

RECOMMENDATION

33. **The Education and Scrutiny Committee is RECOMMENDED to note this report which is currently based on provisional data and to comment on the proposed actions to be taken.**

Background papers:

Appendix 1 GCSE full set of provisional BCSE data
Appendix 2 GCSE summary data

Contact Officer: Sue Bainbridge, Schools & Learning Manager
Tel: (01865) 328508

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