Public Document Pack

Notice of a Meeting

OXFORDSHIRE COUNTY COUNCIL

Education Scrutiny Committee
Thursday, 3 December 2015 at 10.00 am
County Hall

Membership

Chairman Councillor Mark Gray
Deputy Chairman - Councillor Michael Waine

Councillors:	Kevin Bulmer	Pete Handley	Richard Langridge
	Steve Curran	Steve Harrod	Sandy Lovatt
	Tim Hallchurch MBE	John Howson	Gillian Sanders
Co-optees:	Mrs Sue Matthew		
By Invitation:	Ian Jones	Carole Thomson	

Notes: ***Date of next meeting:*** *11 February 2016*

What does this Committee review or scrutinise?

- a focus on the following key areas:
  - work in relation to the education strategy, and including review of an annual report on progress;
  - constructive challenge on performance issues highlighting issues where the Committee can support the improvement dialogue;
  - reviewing the Council's education functions including early years, Special Education Needs and school place planning;
  - reviewing the progress of, and any issues emanating from, the School Organisation Stakeholder Group with regard to admissions patterns and arrangements;
  - reviewing issues raised by the Schools Forum.
- assists the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
- provides a challenge to schools and academies and to hold them to account for their academic performance;
- promotes jointed up working across organisations in the education sector within Oxfordshire.

How can I have my say?

We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

For more information about this Committee please contact:

Chairman	-	Councillor Mark Gray E.Mail: mark.gray2@oxfordshire.gov.uk
Senior Policy Officer	-	*Sarah Jelley, Tel: (01865) 896450* *Email: sarah.jelley@oxfordshire.gov.uk*
Policy & Performance Officer	-	*Andreea Anastasiu, Tel: (01865) 323535* *Email: andreea.anastasiu@oxfordshire.gov.uk*
Committee Officer	-	*Sue Whitehead, Tel: (01865) 810262* *sue.whitehead@oxfordshire.gov.uk*

P G Clark

Peter G. Clark
Head of Paid Service

November 2015

About the County Council
The Oxfordshire County Council is made up of 63 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny
Scrutiny is about:

- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:

- Making day to day service decisions
- Investigating individual complaints.

What does this Committee do?
The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session.

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting

A hearing loop is available at County Hall.

recycled paper

AGENDA

1. Introduction and Welcome

2. Apologies for Absence and Temporary Appointments

3. Declarations of Interest - see guidance note of the back page

4. Minutes (Pages 1 - 8)

To approve the minutes of the meeting held on 1 October 2915 (**ESC4**) and to receive information arising from them.

5. Petitions and Public Address

6. Education Attainment Report 2015 (Pages 9 - 82)

1015

Rebecca Matthews, Interim Deputy Director, Education & Learning will present the report that gives an overview of the educational outcomes of children and young people in Oxfordshire schools for the academic year 2014-15.

The Education Scrutiny Committee is RECOMMENDED to note the 2015 Education Attainment Outcomes as detailed in this report and agree the areas of focus identified.

7. Draft Education Strategy 2015-18 (Pages 83 - 98)

1100

Rebecca Matthews, Interim Deputy Director, Education & Learning will attend for the Education Strategy that reflects the role of the Local Authority for the future. It seeks to identify the key outcomes for the next three years and how schools, setting and colleges can work together to achieve their targets.

The Education Scrutiny Committee is RECOMMENDED to comment on the draft Strategy attached at Appendix 1.

recycled paper

8. Draft Strategy for Equity and Excellence in Education (Pages 99 - 116)

1125

Mark Jenner, Improvement and Development Manager for Vulnerable Learners will attend to present the draft Strategy for Equity and Excellence in Education.

9. Exclusions (Pages 117 - 118)

1145

Mark Jenner, Improvement and Development Manager for Vulnerable Learners will attend to present a summary of the data on permanent exclusions for 2014/5 in schools in Oxfordshire.

10. Young People Not in Education, Employment, or Training: Report of the Working Group (Pages 119 - 128)

1215

Councillor Pete Handley will present the report that gives a summary of the discussion and the recommendations of the working group to the Education Scrutiny Committee.

The Education Scrutiny Committee is RECOMMENDED to:

(a) Recognise the positive trajectory of Oxfordshire County Council in supporting young people not in education, employment or training;

(b) Encourage Early Intervention and Economy & Skills teams to link on a regular basis with the Education and Learning Senior Management Team to ensure clarity and joint working;

(c) Ensure governors are aware of their statutory responsibilities in relation to NEETs.

11. Verbal Update Report and Changes to the LA Risk Register for the Local Authority Arrangements to Support School Improvement (LAASSI) Inspection Framework

1240

Rebecca Matthews, Interim Deputy Director, Education & Learning will attend to update members.

12. **Forward Plan and Committee Business** (Pages 129 - 130)

1250

An opportunity to discuss and prioritise future topics for the Committee, potential approaches to its work and to discuss the schedule for future meetings.

Close of meeting

Declarations of Interest

The duty to declare…..
Under the Localism Act 2011 it is a criminal offence to
(a) fail to register a disclosable pecuniary interest within 28 days of election or co-option (or re-election or re-appointment), or
(b) provide false or misleading information on registration, or
(c) participate in discussion or voting in a meeting on a matter in which the member or co-opted member has a disclosable pecuniary interest.

Whose Interests must be included?
The Act provides that the interests which must be notified are those of a member or co-opted member of the authority, **or**

- those of a spouse or civil partner of the member or co-opted member;
- those of a person with whom the member or co-opted member is living as husband/wife
- those of a person with whom the member or co-opted member is living as if they were civil partners.

(in each case where the member or co-opted member is aware that the other person has the interest).

What if I remember that I have a Disclosable Pecuniary Interest during the Meeting?.
The Code requires that, at a meeting, where a member or co-opted member has a disclosable interest (of which they are aware) in any matter being considered, they disclose that interest to the meeting. The Council will continue to include an appropriate item on agendas for all meetings, to facilitate this.

Although not explicitly required by the legislation or by the code, it is recommended that in the interests of transparency and for the benefit of all in attendance at the meeting (including members of the public) the nature as well as the existence of the interest is disclosed.

A member or co-opted member who has disclosed a pecuniary interest at a meeting must not participate (or participate further) in any discussion of the matter; and must not participate in any vote or further vote taken; and must withdraw from the room.

Members are asked to continue to pay regard to the following provisions in the code that *"You must serve only the public interest and must never improperly confer an advantage or disadvantage on any person including yourself"* or *"You must not place yourself in situations where your honesty and integrity may be questioned…..".*

Please seek advice from the Monitoring Officer prior to the meeting should you have any doubt about your approach.

List of Disclosable Pecuniary Interests:
Employment (includes"*any employment, office, trade, profession or vocation carried on for profit or gain*".), **Sponsorship, Contracts, Land, Licences, Corporate Tenancies, Securities.**

For a full list of Disclosable Pecuniary Interests and further Guidance on this matter please see the Guide to the New Code of Conduct and Register of Interests at Members' conduct guidelines. http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Elected+members/ or contact Glenn Watson on (01865) 815270 or glenn.watson@oxfordshire.gov.uk for a hard copy of the document.

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Thursday, 1 October 2015 commencing at 10.00 am and finishing at 1.05 pm

Present:

Voting Members:	Councillor Mark Gray – in the Chair
	Councillor Michael Waine (Deputy Chairman) Councillor Kevin Bulmer Councillor Steve Curran Councillor Tim Hallchurch MBE Councillor Pete Handley Councillor John Howson Councillor Richard Langridge Councillor Sandy Lovatt Councillor Gill Sanders Mrs Sue Matthew
Other Members in Attendance:	Councillor Melinda Tilley
By Invitation:	Ian Jones, Carole Thomson
Officers:	
Whole of meeting	Andreea Anastasiu, Policy Officer; Sue Whitehead (Corporate Services)

Part of meeting

Agenda Item	**Officer Attending**
6	Rebecca Matthews, Interim Deputy Director, Education and Learning
8	Rebecca Matthews, Interim Deputy Director, Education and Learning and Gillian McKee, Finance Business Partner for Children Education & Families (CEF)
9	Rebecca Matthews, Interim Deputy Director, Education and Learning

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting and agreed as set out below. Copies of the agenda and reports are attached to the signed Minutes.

31/15 INTRODUCTION AND WELCOME
(Agenda No. 1)

The Chairman welcomed everyone to the meeting and in particular Sir Robin Bosher and HMI Sarah Hubbard who were here for agenda item 5.

32/15 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS
(Agenda No. 2)

Apologies were received from Councillor Harrod (Councillor Mills substituting).

33/15 OFSTED REGIONAL DIRECTOR, SOUTH EAST REGION DISCUSSION
(Agenda No. 5)

Sir Robin Bosher, Ofsted Regional Director, South East Region and Sarah Hubbard, Her Majesty's Inspector, South East Region updated the Committee on the work of Ofsted and its priorities.

Sir Robin explained the organisational framework for Ofsted and commented that the regionalisation meant that it was possible for the regional offices to get to know the authorities in a region better and he introduced Sarah Hubbard who was Oxfordshire's link HMI. He detailed the new operating model and that they were bringing in a new common framework. Inspections had been brought wholly in house and a rigorous assessment programme was in place to ensure quality. The number of current practitioners (Head Teachers and Deputy Head Teachers) had been increased and it was his wish to see the proportion grow. Ofsted benefitted from their experience and the Inspectors gain by taking back their knowledge and understanding of Ofsted to their schools and local areas. He explained that the common framework would apply across schools, colleges and early years and that the new model would see good schools get a 1 day short inspection every 3 years with the option for Ofsted to convert it to a full inspection if necessary.

Sarah Hubbard as Oxfordshire's link HMI commented that she had a productive relationship with County Council officers and noted recent results highlighting achievement and areas of concern.

There followed a question and answer session where the following points were made:

1) Sir Robin advised that the link HMIs, as an excellent resource, were the key in respect of Ofsted supporting the Committee in providing constructive challenge to schools and academies and in assisting the council in its role of championing good educational outcomes for Oxfordshire and young people. Sarah Hubbard added that there were a number of handbooks on the framework that Members may find helpful. She also referred to a recent report on NE Lincolnshire that provided valuable insight into areas of concern.
2) Asked about the view of the Scrutiny function across the South East area Sarah Hubbard referred to an interesting report of a Select Committee held on 27 January on the way in which Scrutiny Committees work. She commented that some areas seemed to be doing a good job and highlighted the work in Bristol,

York, Calderdale and Hampshire. She added that it was very much an evolving landscape but that it was clear that as elected members there was a role for Scrutiny to play. Sir Robin added that it was very much a mixed menu.

3) There was some discussion on the way in which the role of the county council as champions of all children in Oxfordshire could be reconciled with the limited leverage in relation to academies. In particular a member referred to the different relationship with multi academy trusts and concerns about how the county could deal with remote policy making. Sir Robin recognised the role of the county council in representing all children and young people and indicated that there are ways to approach the task. An important aspect was to keep good regular data on all schools that was reported regularly to the Committee. If academies were not willing to release information such as GCSE results then it was important to let the Regional Commissioner know. He encouraged the Committee to use the Regional Commissioner for the purpose of challenging academies. It was important to be clear about concerns and to hold him to account by inviting him back as necessary. The same was true for Chief Executives of Multi Academy Trusts. He added that the local authority had an absolute right to access around safeguarding. It was important to get into the schools, to meet the leadership and to forge those relationships that would allow the council to fulfil its responsibilities. Sarah Hubbard added that the council had a statutory duty under missing children and that attendance figures and the way that these are monitored were key.
4) Sir Robin, asked about his relationship as Ofsted Regional Director with the Regional Commissioner and other educational organisations, advised that there was no formal relationship. Independence was paramount for Ofsted. They had a meeting once a year to share data.
5) Asked about the inspection of home schooling Sir Robin undertook to provide a brief factual note.
6) Sir Robin responded to questions on the quality of Inspections and maintaining that quality in the face of budget pressures and replied that he had confidence in the Head of Ofsted who would do his utmost to maintain quality. Asked about an increase in desk analysis, Sarah Hubbard gave an assurance that this was not the direction of travel.
7) There were a number of questions around the consistency of judgements by inspectors and Sir Robin assured members that ensuring consistency was one of his key priorities. Ofsted had invested heavily in training and he detailed what it entailed. It was early days and he would be happy to update members on his next visit to the Committee.
8) There was discussion around the issue of schools who were net importers of challenging pupils and how they were treated by Ofsted. There was also discussion of the importance of encouraging good headteachers to take on challenging schools. Sir Robin stated that a challenging school would not always get a bad report as they would be judged on the progress being made. It was important that headteachers were not penalised for having the right values and a new accolade was available for “Outstanding Leaders”. A head teacher taking on a challenging school could request a 6 month inspection holiday.
9) With regard to challenging pupils Sir Robin indicated that permanent exclusion figures were a key aspect of the inspection, not just the numbers but the reasons. If there was concern that a school was over excluding the local authority should write to the Regional Commissioner. Inspections looked beyond the data and would also find schools that were managing to retain pupils against all the odds.

10) Asked how Ofsted assesses British values in a multicultural society and how the Committee could help to promote and encourage such values Sarah Hubbard replied that they always looked at protected groups under the equalities legislation. Assessments looked to see that the fundamental social, moral, spiritual and cultural agenda was reflected in the curriculum. She referred to the PREVENT agenda which was relatively new to schools.
11) With regard to narrowing the gap and asked about best practice elsewhere Sir Robin highlighted the London and Manchester Challenges. Sarah Hubbard detailed the types of factors that led to schools not narrowing the gap effectively. This included where 5-20% of the students were from a disadvantaged background, where leadership was less effective with governors not taking the gap into account (often due to lack of data) and the where the quality of teaching was not sufficient.
12) Asked about the position in Oxfordshire Sarah Hubbard highlighted the good work that was being carried out and the areas of concern.

The Chairman thanked Sir Robin and Sarah Hubbard for their attendance and it was AGREED that they be invited to attend again next year.

34/15 DISCUSSION ON THE MATTERS RAISED DURING THE PREVIOUS ITEM
(Agenda No. 6)

Rebecca Matthews, Interim Deputy Director, Education and Learning attended for this item together with Councillor Melinda Tilley, Cabinet member for Children, Education and Families. Councillor Tilley welcomed the approach set out by Sir Robin which seemed to be to look for the good work being done. Rebecca Matthews commented that the discussion had raised a number of interesting points. She welcomed the possibility for a new head teacher in a school requiring improvement to seek a delay in the inspection. They did have a good relationship with the Regional Commissioner and were already building relationships are suggested by Sir Robin. She gave examples of meetings with Multi Academy Trusts to consider permanent exclusions. It was AGREED that the Committee receive regular updates on how relationships were building.

Councillor Curran asked to be kept informed with regard to the concerns over Blackbird Leys which Sarah Hubbard had referred to.

A councillor suggested that Didcot Girls School be invited to a meeting as they had been used as an example of good practice. Rebecca Matthews indicated that it would be helpful to wait for the annual report and to arrange something appropriate at that point. Councillor Tilley added that there were other outstanding schools.

35/15 MINUTES
(Agenda No. 7)

The Minutes of the meeting held on 9 July were approved and signed as a correct record subject to the following corrections:

Minute 28/15 – the word ‘dome’ corrected to read ‘done’ in point (4);

Minute 29/15 – The spelling of 'Sarah Varnum' to be corrected to read 'Sarah Varnom'.

In relation to Minute 27/15 Rebecca Matthews advised that in relation to action (j) referred to in the first paragraph of the preamble an interim person was in post.

36/15 SCHOOLS REVENUE BALANCES - UPDATE

(Agenda No. 8)

The Committee considered a report that gave an update on the meetings held with maintained schools in the Spring of 2015 to challenge plans for use of balances, where schools had consistently retained surplus revenue balances at the end of the last four financial years. Rebecca Matthews, Interim Deputy Director for Education and Learning and Gillian McKee, Finance Business Partner for Children Education & Families (CEF) attended to respond to questions.

Rebecca Matthews explained how the three schools invited in to discuss the level of their balances had been chosen. A member welcomed the overall reduction in balances set out in paragraph 10 of the report. The Chairman noted that there would be an update at the end of the year and Rebecca Matthews confirmed that schools were very aware that they would be scrutinised.

It was suggested that given the tough budgetary position in future more focus should be on those schools just breaking even, or in deficit and those schools becoming academies. It was suggested that this Committee should consider whether a report was needed on academy and free school balances.

The Education Scrutiny Committee AGREED: to:

(a) note the contents of the report;
(b) note that schools will be reminded of the need to spend revenue funding on current cohorts of pupils as part of the annual budget setting process;
(c) note that if schools are identified as having consistent surplus balances they will be challenged and may be invited in to discuss proposed use of balances with Councillors and the Deputy Director for Education & Learning.

At this point it was agreed to vary the order of the agenda.

37/15 MACINTYRE ACADEMIES TRUST - ENDEAVOUR ACADEMY: A REVIEW OF THE FIRST YEAR OF ACTIVITY (PRESENTATION)

(Agenda No. 10)

Brenda Mullen, Managing Director of MacIntyre Academies Trust and Nicky Wills, Principal, Endeavour Academy gave a presentation on the first year of the Endeavour Academy and the work of MacIntyre Academies Trust.

The Committee was advised of the background of the Trust which had its roots in Oxfordshire and worked closely with the County Council. Nicky Wills explained the Academy provided local educational provision for children with autism having

complex needs and included residential provision, both long term and short breaks. She detailed the services available for children and young people at the Academy, explained the approach to learning and how achievements and progress was measured.

During discussion members heard how the split between school and home life was managed for those children who were residential. There was no scope to enlarge the school but they were looking at other models including opening a hub within a mainstream school. There was some discussion of the trends in cases of autism and a suggestion that future demand could be problematic. Brenda Mullen explained that they worked within the legal requirements and would treat a cross boundary application like any other. Nicky explained the process to select pupils for the schools and the importance of family involvement. That involvement was facilitated if the children were local. The 25 places at the school were based on a needs analysis by the County Council. Funding was the same as for other academies with the social care funding through children's services.

Responding to a question about arrangements for children after the school Brenda Mullen explained that The MacIntyre Academies Trust was set up to run the schools but was supported by a national charity. They had a long history and practice of working with people with a learning disability. Nicky Wills added that they worked with other agencies and supported families but there were limited opportunities out there.

The Chairman thanked Brenda Mullen and Nicky Wills for their attendance.

38/15 UPDATE REPORT AND CHANGES TO THE LA RISK REGISTER FOR THE LOCAL AUTHORITY ARRANGEMENTS TO SUPPORT SCHOOL IMPROVEMENT

(Agenda No. 9)

The Committee considered a report that outlined the progress being made by the Local Authority in preparation for a potential Ofsted inspection of school improvement functions. It highlighted changes to the LA Risk Register against the key triggers.

Rebecca Matthews, Interim Deputy Director of Education and Learning introduced the contents of the report.

The Chairman referred to the large number of items for this Committee to consider as set out in the appendix and it was noted that some of these would need to be considered only bi-annually.

Rebecca Matthews responded to concerns around the traded service, financial aspects of schools, the need to challenge academy and local authority schools and NEETs and the funding available to parents.

The Committee AGREED to note the Update Report and to continue to ensure that their forward work plan contains appropriate Scrutiny coverage of the nine inspection themes.

39/15 YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT, OR TRAINING: PROGRESS REPORT OF THE WORKING GROUP

(Agenda No. 11)

It was proposed and AGREED to defer consideration of this item to the next meeting.

40/15 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 12)

After consideration of the forward plan the following items were prioritised:

Schools' Performance Data
Draft Education Strategy
Draft Vulnerable Learners Strategy
NEETs
Exclusions (to also include the positive aspect of schools doing well to keep challenging pupils in school)

Reference was made to comments from Sarah Harding that tuition for those coming into nursery work was inadequate which was concerning. Rebecca Matthews indicated that this had implications for the County Council in terms of in-house training once employed.

It was AGREED that future visits be arranged to see the work of the MacIntyre Academies Trust and the UTC

..... in the Chair

Date of signing 2015

This page is intentionally left blank

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 3 DECEMBER 2015

EDUCATION ATTAINMENT REPORT 2015

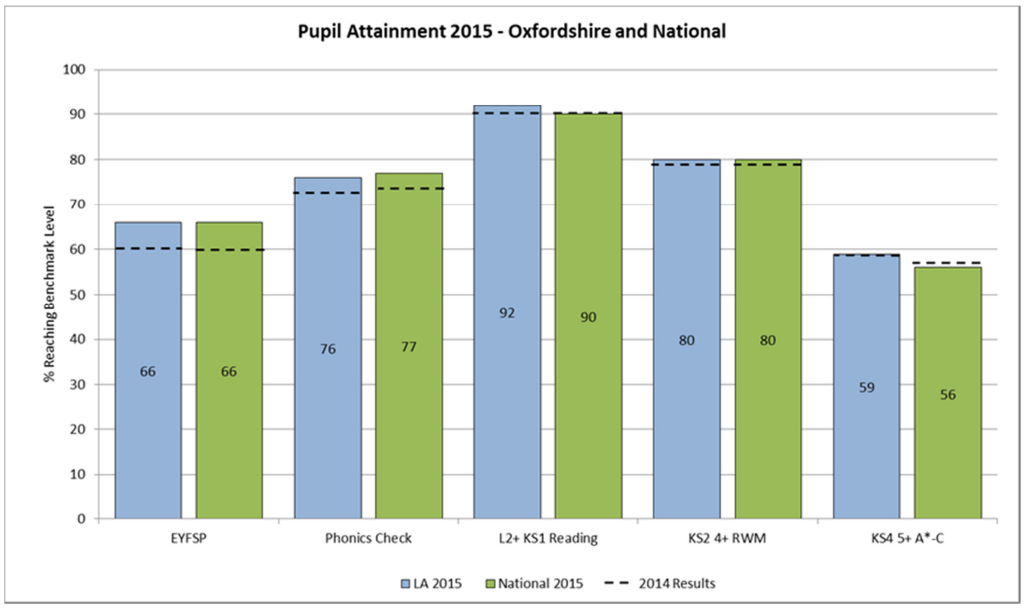
Report by Interim Deputy Director - Education & Learning

Introduction

1. This report presents an overview of the educational outcomes of children and young people in Oxfordshire schools for the academic year 2014-15.

2. In 2015, results in Oxfordshire primary schools increased from 2014 figures and are generally in line or above the national average. Provisional performance for Key Stage 4 is at a similar level to 2014 and Oxfordshire remains several percentage points above the national average.

Graph 1: Attainment at each Threshold Level in 2015



3. Oxfordshire generally performs towards the lower end of its statistical neighbour family of similar authorities. (Oxfordshire's statistical neighbours are: Bath & NE Somerset, Bracknell Forest, Buckinghamshire, Cambridgeshire, Gloucestershire, Hampshire, Hertfordshire, West Berkshire, West Sussex and Wiltshire).

4. At all Key Stages the gap between disadvantaged and other pupils in Oxfordshire has narrowed this year. In all instances, this is due to increased performance of the disadvantaged group. However, the disadvantaged gap remains significantly wider than that nationally.

5. There is a high degree of variation in performance across the county. Results for each Key Stage are provided by school partnership area.

6. The Oxfordshire Education Strategy 2015-2018 was put out for consultation in October. This sets out Oxfordshire's vision for education and aims to achieve an improving quality of education and rising standards, a closing of the performance gap between vulnerable learners and their peers and robust safeguarding ensuring the well-being of every child and young person.

7. A Strategy for Excellence and Equality in Education, also out for consultation in October, focuses on improving the attainment and progress of those learners vulnerable to underachievement in all schools and settings in Oxfordshire and focus on improving attendance and reducing exclusions.

8. From September 2014, the classification of Special Educational Needs (SEN) changed nationally. Children who require additional support that can be provided within the school are classified as requiring SEN Support. Those children who require further support now have an Education Health and Care Plan (EHC Plan). This means that direct comparisons with previous years are not appropriate.

QUALITY OF OXFORDSHIRE SCHOOLS

9. **Quality of Oxfordshire schools (as of 31 October 2015)**

Ofsted Judgements		% schools judged to be Good or Outstanding			
		August 2012	August 2013	August 2014	October 2015
Primary Schools	Oxfordshire	62	75	82	87
	England	69	78	81	85
Secondary Schools	Oxfordshire	69	85	83	88
	England	66	71	70	75

10. The proportion of Oxfordshire schools judged to be good or outstanding by Ofsted continues to improve and is above the national average for all types of school:

100% of nursery schools are good/outstanding.
92% of special schools (11 out of 12) are good/outstanding.
86% of pupils attend good or outstanding primary schools.
88% of pupils attend good or outstanding secondary schools.

11. The proportion of schools that are judged to be outstanding remains lower than average with only 10% of primary schools (nationally the figure is 18%) and 15% of secondary schools (nationally 22%) currently classed as outstanding.

12. Four primary schools are currently judged to be inadequate. These include three academies (Abbey Woods Academy, Orchard Meadow Primary School and Windale Primary School) and one LA maintained school (William Morris Primary School). The Schools and Learning Service reports on a termly basis to the Regional Schools Commissioner regarding any concerns about provision in the three academies. The service follows the Academy Performance protocol, which ensures focused communication and challenge from the LA to the academies and provides the academies with the opportunity to purchase professional support from Oxfordshire County Council. The academies access the universal offer of support from the Foundation Years Service.

13. The maintained school judged to be inadequate has had intensive support from Oxfordshire County Council services and from local leaders. A Task Group monitors and challenges the progress that the school is making and reports back to the Member for Education on a regular basis. A formal Warning Notice was issued by the LA and a reconstituted governing body was formed, chaired by Oxfordshire County Council. There have been many staff changes and currently the school is being led by an interim headteacher from the academy chain GLF. It is hoped that the school will convert to an academy in February 2016, with GLF as the sponsor.

Analysis by Key Stage

Early Years Foundation Stage Profile

14. The Early Years Foundation Stage Profile (EYFSP) summarises children's attainment at the end of the Reception year. To reach a Good Level of Development (GLD), children have to meet at least an expected level in all the prime areas of learning (communication; physical development and personal, social and emotional development) as well as in literacy and numeracy.

15. In 2015, 66% of children in Oxfordshire achieved a Good Level of Development by the end of the Early Years Foundation Stage, in line with the national figure. This was a 6 %point increase from 2014, both in Oxfordshire and nationally.

16. When compared with its statistical neighbour group, the county is ranked 7th out of 11. Performance within this group varies from 63.5% (West Sussex) to 73% (Bracknell Forest and Hampshire).

17. Literacy, and in particular writing, is the area in which Oxfordshire continues to perform slightly below the national average. Only 70% of Oxfordshire children reach the expected level in writing.

18. Oxfordshire's highest performance is in Physical Development and also in Expressive Arts & Design, where 89% of children reach the expected level.

20. The proportion of children making a Good Level of Development varies between schools, from 14% to 100%.

20. The performance of LA maintained schools is higher than that in academies.

School Type	Cohort	% GLD 2015
LA maintained	5494	68.3
Academy	2014	63.1

Disadvantaged Pupils

21. 46% of **pupils known to be eligible for free school meals** in Oxfordshire reached a Good Level of Development this year, compared with 38% in 2014. This represents a significant achievement for children eligible for Free Schools Meals. National comparisons for this measure will be published at the end of November.

EYFSP	% Good Level of Development					
	Oxfordshire			England		
	2013	2014	2015	2013	2014	2015
Free School Meal pupils	27	38	46	36	45	N/A
Non FSM pupils	50	63	68	55	64	N/A
Free School Meal gap	**-23**	**-25**	**-22**	**-19**	**-19**	**N/A**

Other Pupil Groups

22. Girls have a higher performance than boys in all areas of learning, particularly in literacy, where 77% of girls make the expected level compared to 61% of boys.

23. Locally held data highlights the variation in performance between pupils from different ethnic backgrounds. Some of these pupil groups are small and, hence, a degree of variation is to be expected between years, making these results not statistically significant. National comparative data is due to be published towards the end of November.

24. Ethnic minority groups that performed well this year include:

- Asian Indian (76% of 79 children).
- White Irish (76% of 17 children).

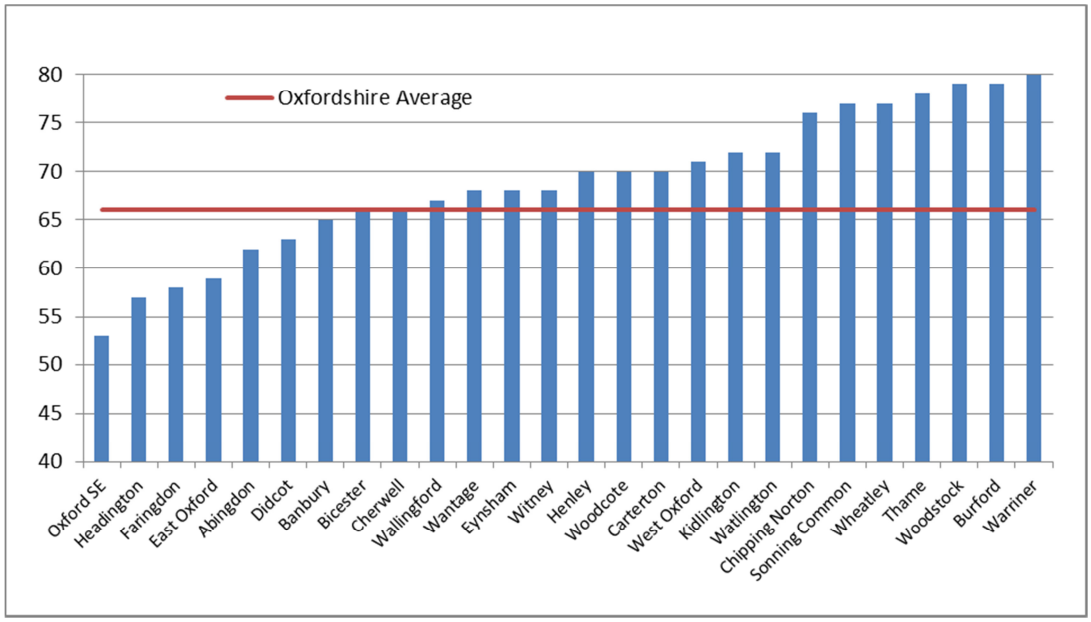
25. Minority ethnic groups that perform less well include:

- Bangladeshi (28% of 36 children).
- Black Caribbean (42% of 100 children).
- Black Other (48% of 25 children).
- Pakistani (49% of 171 children).

School Partnership Data

26. The performance of different School Partnerships varies from 53% reaching a Good Level of Development in Oxford SE (a slight increase from 52% in 2014) to 80% in Warriner partnership (an increase from 68% in 2014). A full breakdown of partnership level data can be found on page 22.

Graph 2: % Good Level of Development by School Partnership (2015)



27. The EYFSP will be collected nationally for the last time in 2016. Guidance from the Government about how standards in the Foundation Stage will be monitored after this date is awaited.

28. Locally, schools and settings use a variety of systems to track children's progress. These include local authority tracking systems Oxfordshire Pupil Tracker (OPT) and the Early Years Tracking Tool (EYTT).

Areas of Focus for Early Years

29. The universal offer to all schools and settings includes:

- An Early Years 'Offer' with named team members working with schools and settings in school partnership areas.
- The development of local Leaders of Early Learning to lead local networking opportunities.

30. There is also targeted support for specific schools and settings selected using the EYFSP data:

- A targeted project aimed at improving literacy, based on developing the quality of the teaching of phonological awareness.

- Commissioned targeted work with schools where the Good Level of Development was low in 2015, for example in Oxford City led by Early Excellence.
- Funded targeted training for schools and settings with inspection outcomes that were less than good or with low EYFSP data.
- Targeted work with partners in relation to underperforming groups e.g. focusing Personal Education Plans for Looked After Children under the age of five who attend schools or settings.
- A focus on improving outcomes for funded two year-olds through improving practice in schools and settings.

Phonics Screening Checks

31. Children take the phonics screening check at the end of Year 1 of primary school. Pupils who do not reach the expected standard in Year 1 have to take the check again in Year 2.

Phonic Checks	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire	7350	69	73	76		84	88	91
England		69	74	77		85	88	90
SN average		70	74	77		86	89	91

32. Overall, 76% of Year 1 pupils taking the check in Oxfordshire achieved the expected standard, an increase from 73% in 2014.

33. Performance remains slightly below the national average and Oxfordshire is 9th out of 11 when compared to statistical neighbours.

34. In Oxfordshire, girls (79%) continue to out-perform boys (73%) at Phonics Screening. However, Oxfordshire girls perform below the national average (81%), whereas the boys are in line.

35. By the end of Year 2 improvements are seen as 91% of children now reach the expected standard (Years 1 and 2 combined), which is above the national average (90%).

36. The performance of LA maintained schools is slightly higher than that in academies, although the difference is less pronounced than at other key stages.

School Type	Cohort	% expected level (Year 1) 2015
LA maintained	5140	77
Academy	2166	75

Disadvantaged Pupils

37. The gap in performance in phonics between disadvantaged children and their peers remains significantly wider in Oxfordshire (22 %points) than that nationally (14 %pts). Although non-disadvantaged pupils perform to a broadly similar level to those nationally, disadvantaged pupils in Oxfordshire perform significantly less well than the same group nationally.

Phonics Screening	Cohort 2015	Oxfordshire				England		
		2013	2014	2015		2013	2014	2015
Disadvantaged pupils	993	49	54	57		57	63	66
Non disadvantaged	6356	72	76	79		73	78	80
Gap		**-23**	**-22**	**-22**		**-16**	**-15**	**-14**

38. Comparative data for other local authorities is provided for Free School Meal pupils rather than for disadvantaged pupils. This shows that the Free School Meal gap in Oxfordshire widened in 2015 from 23 %pts to 25 %pts. Nationally, the gap had narrowed to 14 %points.

39. The free school meal gap in Oxfordshire is the second widest nationally (the only local authority with a wider gap is Richmond on Thames).

Other Pupil Groups

40. The majority of pupil groups performed below the national averages at the end of the Year 1 checks, with the exception of those from White backgrounds.

41. 13% of Oxfordshire children with statement of SEN or an Education, Health and Care (EHC) Plan achieve the expected standard, lower than the national figure of 18%. Similarly, 37% of Oxfordshire children at SEN Support achieve the expected standard compared with 42% nationally.

42. The EAL gap in Oxfordshire (5 %points) is wider than that nationally (1 %point). This is due to lower performance of pupils with EAL in Oxfordshire (72% reaching the expected level, compared with 76% nationally).

43. The ethnic minority groups that perform significantly below the same cohort nationally include:

- Pakistani pupils (65% of 170), performed 11 %points below national.
- Mixed White/Black Caribbean pupils (65% of 94), 9 %points below national.
- Mixed White/Black African pupils (70% of 86), 9 %points below national.

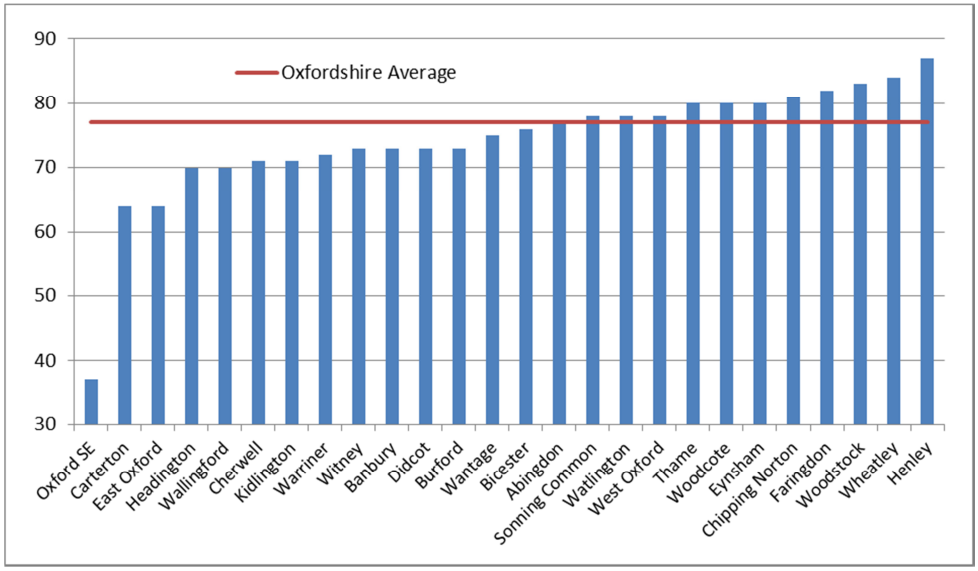
44. However, by the end of Year 2 most pupil groups perform in line or above the national average. The exception being:

- Pupils with a statement of SEN or an Education Health Care Plan (8 %points below national),.
- Pakistani children (5 %points below national).
- Children from Mixed Other backgrounds (3 %points below national).

School Partnership Data

45. Again, there is a variation in performance of different school partnerships, from 37% of children working at the expected level in Oxford SE to 87% in Henley. A full set of School Partnership data can be found on page 22.

Graph 3: % Working at Expected Level of Phonics (2015) by Partnership



Areas of Focus for Phonics

46. The Schools and Learning team are working in partnership with the Early Years team with a focus on closing the gap for disadvantaged children in Oxfordshire by raising standards in practice and provision in EYFS and Year One to support children's phonological development. The focus will be on improving teaching and learning processes and methods:

- Identified classroom strategies to Close the Gap.
- Collaborative and co-operative learning.
- Peer involvement in learning – *Leaders of Learning supporting practitioners working with disadvantaged children*.
- Making learning for reading explicit – establishing whole school approach to reading using synthetic phonics approach.
- Effective scaffolding practices by teachers and practitioners.

Key Stage 1

Key Stage 1	Oxfordshire			National			Statistical Neighbour Av		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
% Level 2+ Reading	89	90	92	89	90	90	91	91	92
% Level 2+ Writing	86	86	88	85	86	88	87	88	89
% Level 2+ Mathematics	93	92	94	91	92	93	93	93	94

47. Key Stage 1 performance in Oxfordshire increased by 2 %pts in reading, writing and in mathematics this year.

48. This places Oxfordshire in line or above the national figure in all three subjects.

49. In 2015, Oxfordshire's performance against statistical neighbours has increased in both reading and in mathematics, with the county ranked 3rd out of 11. However, in writing, Oxfordshire remains just below the statistical neighbour average (ranked 6th out of 11).

50. Oxfordshire continues to perform well with more able pupils, especially in reading, where 34% achieve level 3 compared with 32% nationally.

51. Performance continues to be higher in LA maintained schools than in academies, particularly in writing where there is a 6 %pt difference in performance.

Key Stage 1	Cohort	% level 2+ (2015)		
		Reading	Writing	Mathematics
LA maintained	5730	92	90	94
Academy	1931	89	84	92

52. Girls out-perform boys at all levels and the gender gap widens from level 2+ to level 3+. The exception is in mathematics, where girls out-perform boys at level 2+ and level 2b+, but this reverses markedly at level 3, with 30% boys reaching this level compared with 24% of girls.

Disadvantaged Pupils

53. The Key Stage 1 gap between disadvantaged children and their peers continues to be wider in Oxfordshire than that nationally, particularly in writing.

54. However, the disadvantaged gaps in Oxfordshire have narrowed from last year at a faster rate than those nationally. This is generally due to increased performance by disadvantaged children in Oxfordshire this year. In particular, performance in writing has increased from 70-76% compared with an increase of only 2 %points nationally.

Key Stage 1	Cohort	% level 2+					
		Reading		Writing		Mathematics	
		Oxon	England	Oxon	England	Oxon	England
Disadvantaged	1217	82	84	76	79	86	87
Non disadvantaged	6442	93	93	91	91	95	95
Disadvantaged gap 2015	**1217**	**-11**	**-9**	**-15**	**-11**	**-9**	**-8**
Disadvantaged gap 2014	1182	-15	-10	-19	-12	-11	-8
Disadvantaged gap 2013	1205	-14	-12	-16	-14	-9	-9

Other Pupil Groups

55. Children in Oxfordshire at SEN Support perform significantly below the national average in both reading (61% compared to 64% nationally) and writing (49% level 2+ compared to 55% nationally).

56. The performance of children with a statement of SEN or an EHC Plan in Oxfordshire is also lower than that nationally, especially in writing (15% achieving level 2+ in Oxfordshire compared with 21% nationally) and in mathematics (23% compared with 29%).

57. In 2015, the majority of ethnic minority groups in Oxfordshire performed broadly in line with the same groups nationally. The exceptions are:

- Gypsy/Roma pupils perform significantly **better** than national in all three subjects (although this is a relatively small cohort of 16 children).
- Any Other White pupils also perform significantly **better** than national in all three subjects.
- Pakistani pupils perform significantly **below** the national average in mathematics (86% of 193 children compared with 90% nationally).

58. Children with English as an Additional Language (EAL) in Oxfordshire performed in line or slightly better than the same cohort nationally in 2015.

District Level Data

59. The Department for Education (DfE) has published comparative data at district level, as well as national level, for Key Stage 1. This shows the wide range of performance across the county.

60. West Oxfordshire falls in the top 25% of districts in all three subjects, whereas Oxford City continues to appear in the bottom 25% of districts in all subject areas. In particular Oxford City has the third lowest performance nationally for writing and the fourth lowest for mathematics (out of 326 districts).

District	% Level 2+ at KS1					
	Reading		Writing		Mathematics	
	%	Quartile	%	Quartile	%	Quartile
Cherwell	93	top	89	2nd	95	top
Oxford	89	lowest	83	lowest	91	lowest
South	92	2nd	89	2nd	94	2nd
Vale	92	2nd	90	top	94	2nd
West	93	top	91	top	95	top

61. School Partnership data can be found on page 22.

Areas of Focus at Key Stage 1

62. The Schools and Learning team are working in partnership with schools on the following:

- Improving quality first teaching to ensure that all children and young people have access to an appropriate curriculum.
- Establishing assessment systems that are effective in monitoring and reporting on pupils' achievements.
- The recently completed School Quality Assurance Strategy 2015-18 clarifies what schools can expect from both the LA and its partners of their quality assurance of school improvement functions.
- Oxfordshire Partners in Learning is widening its brief to develop a traded offer that will cover all areas of Education and Learning and school services.
- Equity and Excellence for all pupils in Oxfordshire.
- There are specific projects in place to support learning:
  - Every Child a Reader
  - Mathematics Specialist Teacher programme
  - Leading Teachers for mathematics and English
- Tasks groups are in place to monitor and challenge all schools of concern.

Key Stage 2

Key Stage 2	% level 4+ Reading, Writing and Mathematics			% expected 2 levels of progress					
				Reading		Writing		Mathematics	
	2013	2014	2015	2014	2015	2014	2015	2014	2015
Oxfordshire	78	79	80	92	92	94	95	91	90
England	75	79	80	91	91	93	94	90	90
Statistical Neighbour Aver	77	80	80	91	91	93	93	89	84

63. In 2015, 80% of children at the end of Key Stage 2 in Oxfordshire achieved at least the expected level 4 in reading, writing and in mathematics. This was a slight increase from 79% in 2014 and means that the county performs in line with the national average and in the middle of its statistical neighbour group.

64. Hertfordshire is the highest performing statistical neighbour. In order to match their performance (83%), an additional 300 children would need to move from level 3 to level 4. This is just over one pupil per primary school.

65. Oxfordshire performs slightly above the national average for reading (90% achieving level 4 or above compared with 89% nationally). In writing and mathematics, the county is in line with the national averages.

66. Oxfordshire continues to perform well with the more able pupils – with 26% achieving at least level 5 in reading, writing and mathematics compared with 24% nationally.

67. The proportion of Oxfordshire children making at least the expected progress (2 levels) between Key Stages 1 and 2 is in line with the national figure for mathematics (90%) and above the national figures for both reading (92% compared with 91%) and writing (95% compared with 94%). Oxfordshire is ranked in the top two of the statistical neighbour group for these measures.

68. Girls out-perform boys in reading and writing at all levels, whereas boys have higher performance in mathematics, and this gap increases at the higher levels.

69. The DfE's **Key Stage 2 Floor Standard** states the minimum requirements for attainment (65%) and expected progress (below the national median in all reading, writing and mathematics) for schools.

70. In 2015, it is likely that there will be seven primary schools in Oxfordshire that fall below this standard. This list will be confirmed in December 2015 following the publication of the Key Stage 2 performance tables. This is an improvement from 2014 when 10 Oxfordshire schools fell into this category. However, there is still work to do to ensure that no school in Oxfordshire falls below the floor standard.

71. Performance, for both attainment and progress, continues to be higher in LA maintained schools than in academies.

School Type	Cohort	% L4+ Reading, Writing & Mathematics	% expected 2 levels progress			No schools below floor
			Reading	Writing	Mathematics	
LA maintained	4976	83	93	96	92	3
Academy	1510	77	92	95	89	4

Disadvantaged Pupils (provisional)

72. The Key Stage 2 attainment gap between disadvantaged pupils and their peers has narrowed this year (from 20 %points in 2014 to 18 %points in 2015). This is due to the performance of disadvantaged pupils increasing at a greater rate than that of non-disadvantaged pupils.

Key Stage 2	Cohort	% Level 4+ Reading, Writing & Mathematics					
		Oxfordshire			England		
		2013	2014	2015*	2013	2014	2015*
Disadvantaged	1396	62	62	66	63	67	70
Non disadvantaged	5165	82	82	84	81	83	85
Disadvantaged gap 2015		**-20**	**-20**	**-18**	**-18**	**-16**	**-15**

Source: Ofsted Raiseonline. *2015 data provisional.

73. The disadvantaged pupil gap at Key Stage 2 in Oxfordshire continues to be significantly below the national average.

Other Pupil Groups (provisional)

74. At Key Stage 2 there is little difference in performance between Oxfordshire and national figures for children with Special Educational Needs. 16% of children with a statement of SEN or an Education Health and Care (EHC) Plan achieve the level 4 threshold in both Oxfordshire and England. 40% of children with SEN Support (i.e. receiving additional support through the school) achieve level 4 in reading, writing and mathematics in Oxfordshire, slightly below the national figure of 43%.

75. 74% of children with English as an Additional Language (EAL) achieved at least level 4 in reading, writing and mathematics in Oxfordshire, an increase from 71% in 2014. The EAL gap in performance in Oxfordshire remains wider (7 %pts) than that nationally (4 %pts).

76. Pupils from Indian backgrounds in Oxfordshire performed better than the national figures (96% of the 52 children achieve level 4 in reading, writing and in mathematics compared to 87% nationally).

77. The performance of several ethnic minority groups is lower than that nationally. These include:

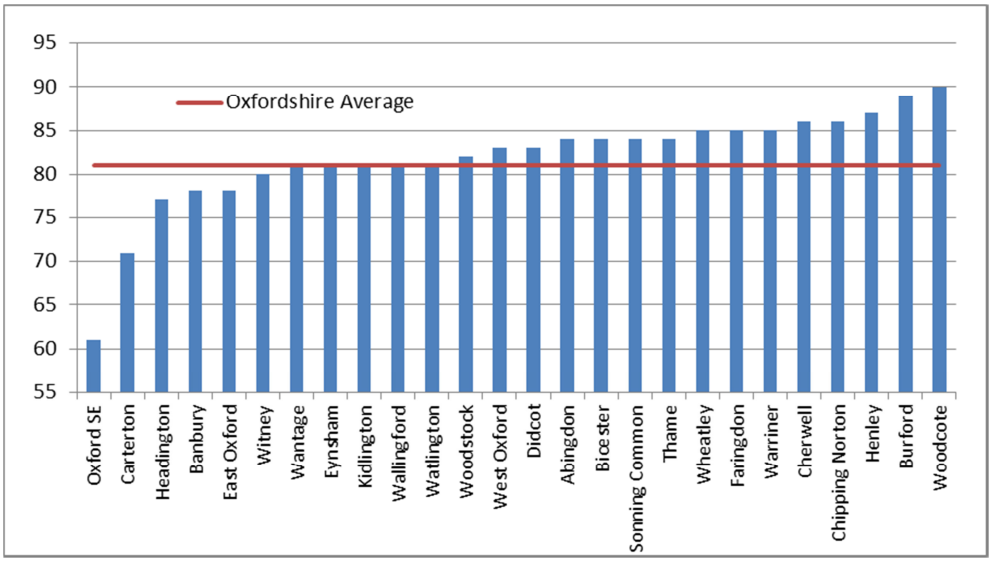
- Black Caribbean children (61% of 28 pupils) compared with 75%.
- Black Other children (67% of 30 pupils) compared with 77%.
- Mixed White/Black African children (71% of 56 pupils) compared with 81%.

78. In 2015, 55% of Looked After Children (8 out of a cohort of 15 children) achieved level 4 or above in reading, writing and mathematics. This is a slight increase from 2014 when 41% achieved this measure, although the small cohort size means data can be expected to fluctuate between years. In 2014, the national figure was 45%, and comparative data for this year will be released in December. Many of these children experience considerable disturbance in their lives and, hence, the progress that this cohort make between Key Stages 1 and 2 is a more meaningful measure. 60% (9 out of 15) made the expected progress in 2015.

School Partnership Data

79. Performance of school partnerships varies from 61% of pupils achieving level 4 or above in reading, writing and mathematics in Oxford SE to the Woodcote partnership, where 90% of children reach this level.

Graph 4: % level 4+ Reading, Writing and Mathematics by Partnership (2015)



Areas of Focus at Key Stage 2

80. The Schools and Learning team are working in partnership with schools to address the following areas:

- Improving quality first teaching to ensure that all children and young people have access to an appropriate curriculum.
- Establishing assessment systems that are effective in monitoring and reporting on pupils' achievements.
- The recently completed School Quality Assurance Strategy 2015-18 clarifies what schools can expect from both LA and its partners of their quality assurance of school improvement functions.
- Oxfordshire Partners in Learning is widening its brief to develop a traded offer that will cover all areas of Education and Learning and school services.
- Equity and Excellence for all pupils across Oxfordshire.
- There are specific projects in place to support learning:
  - Every Child Counts
  - Success at Arithmetic
  - Mathematics Specialist Teacher programme
  - Leading Teachers for Mathematics and English
- Tasks groups are in place to monitor and challenge all schools of concern.

Key Stage 4

81. Data relating to GCSEs remains provisional and will be finalised in January 2016. Comparative data for vulnerable groups will also be available then.

82. From 2014 there have been significant changes to the ways in which the main performance measure at Key Stage 4 is calculated, including the use of a pupil's first entry result rather than their best grade.

Key Stage 4	% 5+ GCSEs at A*-C including English & Mathematics			% expected 3 levels of progress			
				English		Mathematics	
	2013	2014	2015*	2014	2015*	2014	2015*
Oxfordshire	60.6	59.4	59.1	74	73	71	71
England	60.8	56.8	56.3	72	70	67	67
Statistical Neighbour Av	62.6	60.6	60.9	74	73	70	71

*2015 results provisional

83. Provisional results indicate that in Oxfordshire **59.1% of children achieved at least 5 GCSEs at grades A*-C, including in English and in mathematics**. This figure is in line with 2014 final figures and is expected to increase when validated figures are published. (For comparison, the provisional result for Oxfordshire in 2014 was 58.6%).

84. Oxfordshire remains ahead of the national figure (56.3%) for this key measure, ranking just outside the top 25% of local authorities nationally.

85. Oxfordshire still does not perform strongly within its statistical neighbour group, ranked 8th out of 11 local authorities. Performance within this group varies from 57.3% achieving 5+ A*-C, including English and mathematics in Bracknell Forest to 68.2% in Buckinghamshire.

86. In 2015, **73% of Oxfordshire children made the expected 3 levels of progress** between Key Stages 2 and 4 in English and 71% did so in mathematics.

87. In both these key measures, Oxfordshire again performs well compared with the national average, especially for progress in mathematics where the county is ranked in the top quartile of local authorities nationally. In both measures, Oxfordshire is in line with the statistical neighbour average.

88. 25% of pupils attained the English Baccalaureate (A*-C in English, mathematics, 2 sciences, modern language and a humanities subject) in Oxfordshire, above the national average of 22%.

89. Girls continue to out-perform boys at this key measure, with 65% of girls in Oxfordshire achieving at least 5 GCSEs at A*-C, including English and mathematics compared with 54% of boys. This follows the national pattern.

90. The DfE's **Key Stage 4 Floor Standard** sets the minimum standard in attainment and progress. Local data indicates that one school may potentially fall below this standard. This will be confirmed in January 2016.

91. In contrast to the picture in primary schools, attainment at Key Stage 4 is significantly higher in academies than in LA maintained schools. This is also true for rates of expected progress in English. However, a slightly higher proportion of children in LA maintained schools made expected progress in mathematics compared to those in academies.

	Number of schools	% 5 A*-C GCSES, including English and Mathematics	% expected 3 levels progress	
			English	Mathematics
LA maintained	6	53.5	65	72
Academy	28	60.5	75	71

Disadvantaged Pupils (provisional)

92. Locally held data indicates that the disadvantaged gap within Oxfordshire has narrowed this year. This is partly due to an increase in performance of disadvantaged children, but also a slight decrease in the proportion of non-disadvantaged children achieving the threshold measure.

Key Stage 4	% 5 A*-C GCSEs, including English and Mathematics			
	Oxfordshire		England	
	2014	2015*	2014	2015*
Disadvantaged pupils	32	35	36	N/A
Non-disadvantaged pupils	66	65	62	N/A
KS4 disadvantaged gap	-34	-30	-26	N/A

*2015 data remains provisional

Other Pupil Groups

93. In previous years, the performance of children with Special Educational Needs in Oxfordshire has been significantly lower than the same cohort nationally, particularly for those at School Action Plus. The changes to the classification of SEN means that direct comparisons to previous years are not possible. Provisional figures show that children in Oxfordshire with a statement of SEN or EHC Plan perform in line with those nationally (8% achieving 5A*-C GCSEs, including English and mathematics compared with 9% nationally). However, only 15% of Oxfordshire children at SEN Support (i.e. those children who received additional support provided by a school, but without an EHC Plan) achieve this key measure, compared with 23% nationally.

94. The EAL gap in Oxfordshire (3.7 %points) is slightly wider than that nationally (2.9%). This is mainly due to children with English as a First Language in Oxfordshire performing particularly strongly (59.4%) compared to those nationally (56.5%).

95. 59.0% of White British children in Oxfordshire achieve at least 5 GCSEs at A*-C, including English and mathematics compared with 56.2% nationally.

96. Ethnic minority groups that perform better than White British children in Oxfordshire include:

- White Other Children - 67.4% (163 out of 242 children).
- Indian - 64.8% (35 out of 54 children).
- White/Asian - 63.2% (43 out of 68 children).
- White/Black African - 63.0% (17 out of 24 children).

97. Groups that perform less well include:

- Black Caribbean - 41.9% (13 out of 31 children).
- Pakistani - 45.5% (60 out of 132 children).

98. The performance of Looked After Children at Key Stage 4 has increased this year, with 6 out of the cohort of 43 children (14%) achieving 5 GCSEs at A*-C, including in English and mathematics. In 2014, the national comparison for Looked After Children was 12%. This figure will be available in December.

Geographical Variation

99. Key Stage 4 data is not provided at partnership level as the majority of partnerships only contain one secondary school. School level data is shown at Appendix A on page 21.

100. There continues to be wide variation in performance between schools, from 38% at North Oxfordshire Academy to 78% at Wallingford School.

101. The Oxford Academy saw the greatest most improvement this year, increasing from 28% in 2014 to 52% in 2015.

Areas of Focus at Key Stage 4

- There are six maintained secondary schools in Oxfordshire. The group meets on a termly basis with a LA officer to discuss county and school specific issues. This ensures that as maintained schools, they continue to receive a service from the LA.
- A secondary headteacher is seconded one day per week as School Intervention Leader to support underperforming secondary schools. There is a greater focus of Oxfordshire Teaching Schools Alliance (OTSA) support for secondary schools.
- The Schools and Learning service reports on a termly basis to the Regional Schools Commissioner regarding any concerns about provision in the secondary academies. The Academy Performance protocol ensures focused communication and challenge from the LA to

the academies and provides them with the opportunity to purchase professional support from Oxfordshire County Council.

- Attendance. The number of permanent exclusions is already well-above that of last year. The LA is working with schools to try and understand their difficulties and support them in keeping children in school whilst meeting their needs appropriately.

Key Stage 5

102. At Key Stage 5, grades for A-level and equivalent qualifications are converted into point scores, with the key performance measure being the average point score per examination entry. In Oxfordshire, this remains broadly level around 209 points (210 points is a grade C) and slightly below the national and statistical neighbour figures.

103. From 2013, there has been a national focus on facilitating subjects. These are A-level courses that have been selected by the Russell Group of Universities to be subjects that "facilitate" a wide range of courses for university study. These subjects are biology, chemistry, physics, mathematics, further mathematics, geography, history, English Literature, modern and classical languages.

Key Stage 5	Oxfordshire			England 2015	Statistical Neighbour
	2013	2014	2015		
Average point score per entry – all level 3 qualifications	209.1	208.8	209.2	211.9	214.4
% of candidates gaining 2+ A levels	93.0	92.6	91.2	88.3	90.3
% of candidates gaining AAB or better (A levels)	17.0	16.0	16.4	15.5	18.8
% of candidates gaining AAB or better (A levels) with at least 2 in facilitating subjects		13.3	12.8	11.5	14.3

104. The proportion of candidates achieving at least 2 A-levels in Oxfordshire has decreased over the last three years (from 93.0% in 2013 to 91.2% in 2015), but still remains above the national average (88.3%).

105. 16.4% of candidates achieved at least AAB in A-level subjects in Oxfordshire. This puts them just outside the top quartile nationally. This is also true when facilitating subjects are taken into account.

106. A slightly higher proportion of girls (91.6%) in Oxfordshire achieve at least 2 A-levels compared with boys (90.8%). This is similar to the national pattern. However, a greater proportion of boys in Oxfordshire (16.8%) achieve AAB or better than girls (16.1%). Nationally, girls still slightly out-perform boys at this measure (15.6% compared to 15.3%). This becomes more pronounced when just considering the facilitating subjects, when boys out-perform girls by 3.8 %points in Oxfordshire compared with 2.3 %points nationally.

Key Areas of Focus at Key Stage 5

- There are six maintained secondary schools in Oxfordshire. The group meets on a termly basis with a LA officer to discuss county and school specific issues. This ensures that as maintained schools, they continue to receive a service from the LA.
- A secondary headteacher is seconded one day per week as School Intervention Leader to support underperforming secondary schools. There is a greater focus of OTSA support for secondary schools.
- The Schools and Learning service reports on a termly basis to the Regional Schools Commissioner regarding any concerns about provision in the secondary academies. The Academy Performance protocol ensures focused communication and challenge from the LA to the academies and provides them with the opportunity to purchase professional support from Oxfordshire County Council.
- Oxfordshire County Council has bought in the services of Advanced Level Performance Systems (ALPS) to supply all LA maintained and academies providing post-16 education a full report on AS and A2 performance data, which benchmarks performance against national data. As part of the contract, they offer feedback sessions to each school or college, a launch event and a mini conference. They also meet with the LA on three occasions to brief the data team on what ALPS could bring to the county, countywide performance data and provide a review of feedback sessions. 28 schools have taken up the offer this year.

Financial and Staff Implications

107. There are no direct financial or staff implications as a result of this report.

Equalities Implications

109. There are no direct implications as a result of this report. However, it may help to inform targeted work to improve those areas where underperformance has been identified.

RECOMMENDATION

110. The Education Scrutiny Committee is RECOMMENDED to note the 2015 Education Attainment Outcomes as detailed in this report and agree the areas of focus identified.

REBECCA MATTHEWS
Interim Deputy Director – Education and Learning

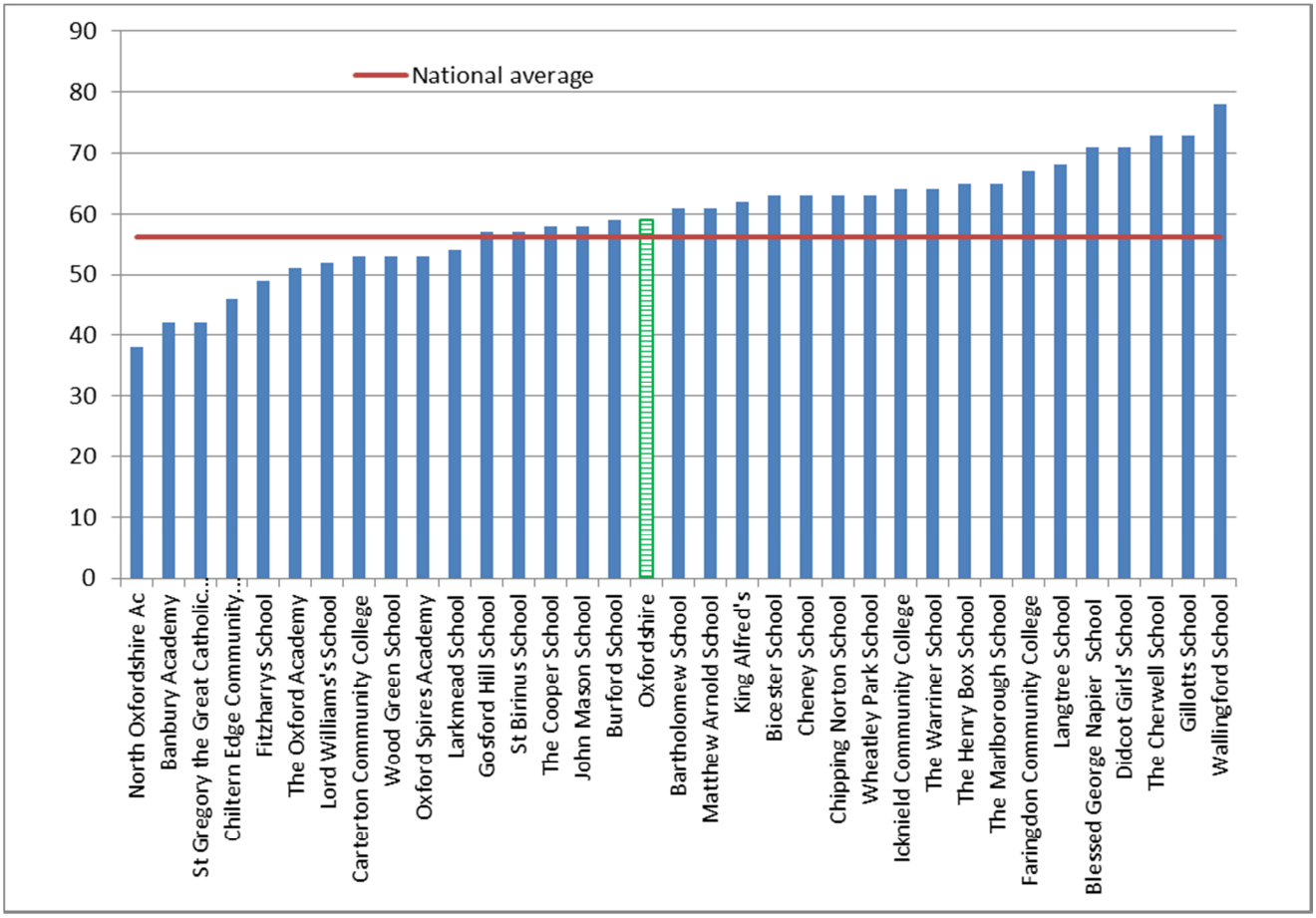
Background papers: None

Contact Officer: Sarah Varnom, Interim Head of Service – Schools and Learning - 01865 328508 – sarah.varnom@oxfordshire.gov.uk

[November 2015]

Appendix A

Key Stage 4 Performance - % 5 GCSEs at A*-C, including in English and Mathematics (2015)



Appendix B

Key Stage Performance by School Partnership (2015)

	EYFSP	Phonics	Key Stage 1 (% Level 2+)			Key Stage 2	Expected progress KS1-2		
	% GLD	% expect level	Reading	Writing	Mathematics	% L4+ RWM	Reading	Writing	Mathematics
Oxfordshire	**66**	**77**	**91**	**88**	**93**	**81**	**89**	**93**	**88**
Abingdon	62	76	90	88	92	84	91	95	91
Banbury	64	72	92	87	95	78	86	94	88
Bicester	65	76	90	87	92	84	91	94	91
Burford	79	73	96	96	98	89	89	96	91
Carterton	70	64	88	83	90	71	79	87	74
Cherwell	66	70	92	89	93	86	89	91	88
Chipping Norton	76	81	94	90	96	86	91	93	89
Didcot	63	73	93	89	95	83	93	96	89
East Oxford	59	64	90	85	92	78	87	95	90
Eynsham	68	80	93	93	96	81	88	92	85
Faringdon	58	82	93	90	95	85	85	93	90
Headington	57	70	84	78	90	77	82	96	86
Henley	70	87	93	93	96	87	93	96	93
Kidlington	72	71	92	92	96	81	90	95	89
Oxford SE	52	36	79	71	84	61	82	86	72
Sonning Common	74	75	96	94	97	84	84	86	88
Thame	78	80	93	91	95	84	91	92	91
Wallingford	67	70	93	89	92	81	87	93	82
Wantage	67	74	93	92	95	81	88	92	85
Warriner	80	72	95	93	95	85	96	95	90

	EYFSP	Phonics	Key Stage 1 (% Level 2+)			Key Stage 2	Expected progress KS1-2		
	% GLD	% expect level	Reading	Writing	Mathematics	% L4+ RWM	Reading	Writing	Mathematics
Watlington	72	78	92	90	93	81	91	91	90
West Oxford	71	78	91	87	95	83	93	95	87
Wheatley	76	82	95	91	97	85	90	93	91
Witney	68	72	93	91	95	80	86	93	85
Woodcote	70	80	96	89	97	90	97	96	94
Woodstock	79	83	97	95	98	82	94	96	93

This page is intentionally left blank

OXFORDSHIRE COUNTY COUNCIL

Appendix C (Background Paper)

School Quality Assurance Strategy
2015-18

Ambition for All Schools to be Outstanding
October 2015

Contact: Pauline Anderson, School Quality Assurance Manager

School Quality Assurance Strategy 2015-18

1. Introduction

This document is intended to clarify what schools can expect from both the Local Authority (LA) and its partners as part of their quality assurance of school improvement functions. It is a practical interpretation of the Education Strategy 2015-18, which explains Oxfordshire's position on the changing role of local authorities, the importance of local partnerships, system leadership and the increase in school autonomy and diversity in the education system. The LA role is to:

- Influence organisational change and development whilst keeping the best interests of all learners at the heart of our work.
- Build capacity for a sustainable system-led model of school improvement with inclusion being central to our work.
- Continuously evaluate our practice and processes and respond positively to challenge.
- Challenge discriminatory practices in ourselves and others and promote inclusive practice.
- Listen well and provide high quality feedback.
- Strengthen collegiate working and partnerships – building supportive learning networks across services and schools.
- Draw on a wide range of evidence to ensure that self-evaluation and risk assessments are valid, rigorous, systematic and transparent.
- Recognise and celebrate schools' achievements - promote and share effective practice.
- Set ambitious targets for improvement in order to fulfil our role as advocate for learners; explore innovative and creative approaches to improvement/problem solving using research where relevant.

2. Partnerships

The partnership between schools, teaching schools, the LA and other local providers is central to the delivery of high quality school improvement services.

2.1 Strategic Schools Partnership

This group's key purpose is to ensure coherence and strategic oversight for school improvement in order that the transformational outcomes for all Oxfordshire learners, and especially those for vulnerable and disadvantaged learners, are improved in line with The Education Strategy 2015-18 (Appendix 1). The Strategic Schools Partnership is a Board of key partners and providers brought together to review strategic issues for education in Oxfordshire. The Board will identify priority commissioning themes for countywide improvement, research and effective practice to encourage school to school support (Terms of Reference - Appendix 2).

2.2 The Operational School to School Support Group

The Operational School to School Support Group (Terms of Reference - Appendix 3) reports to the Strategic Schools Partnership and implements and commissions to meet the priorities identified via a standardised, quality assured, specification process using a range of potential providers. For example:

- Oxfordshire Local Authority
- Oxfordshire Teaching Schools Alliance (OTSA)
- Local Area Partnerships
- The Anglican and Catholic Dioceses
- School Collaborative companies
- Multi-academy trusts
- Accredited school based providers for school to school support (National Leaders in Education (NLE); Local Leaders in Education (LLE); Specialist Leaders in Education; Leading Teachers; National Leaders of Governance (NLG) etc.)
- Approved Provider List of individuals and companies

2.3 School Partnership Groups

Local area school partnerships are autonomous groups led by their headteachers to identify and address common issues across their partnership. They provide a starting point for collaboration between schools and they seek to determine the efficient delivery of CPD and support. The chairs of the partnerships meet regularly with Local Authority representatives and the Local Authority offers a School Intervention Leader (SIL) to be the main point of contact and support partnership working for one day a term (6 days per academic year).

2.4 Oxfordshire Governors' Association

Oxfordshire Governors' Association aims to further the education of children in Oxfordshire schools and to promote co-operation. All governors of state schools in the county are members of the Association. The officers and the executive committee are elected at the Annual General Meeting. The executive committee has representatives from across the three divisions of the county - North, South and Central - and across different types of school. It works to represent the views and opinions of the board of school governors, to bring to the notice of the authorities concerned the needs and interests of schools and to press for action where it is required. It acts as a consultative body on behalf of Oxfordshire governors with the relevant authorities and is represented on many LA and county committees and groups.

2.5 Secondary, Special and Primary Representatives

Each phase has its own association. The chair of the association is the main point of contact for consulting and liaising with other schools and wider partners. The organisation for primary schools is the Oxfordshire Primary Headteachers' Association (OPHTA); for special schools it is the Oxfordshire Association of Special School Headteachers (OSHTA) and for secondary schools the Oxfordshire Schools Secondary Headteachers' Association (OSSHTA).

2.6 Multi-academy Trusts

Multi-academy trusts increasingly deliver education in Oxfordshire as well as school improvement services and engage in collaborative work with others. They are represented in strategic partnerships and local partnership arrangements between groups of schools.

3. Data Analysis and Risk Assessment

LA data and analysis services provide a central collection point for data which is shared with schools via 'Perspective Lite'. The data team provides analysis for schools and groups of schools, some of which is provided at no cost to the school and some of which is traded.

Each year in the autumn term, every school receives an Autumn Position Statement derived from data and field intelligence (Appendix 4). This is used by governing bodies and school leaders to establish the position of their school in relation to a series of indicators and compare it with national and county averages and, wherever possible, with statistical neighbours.

All schools are offered a half day visit by a School Intervention Leader (SIL) to discuss the Position Statement, gain the views of school leaders (including governors) and identify good practice within the school. Where there are sufficient indicators to cause concern, the school will be required to meet with the LA to determine its programme for any additional monitoring, intervention, challenge and support. The LA then commissions or brokers support and monitors the progress of the school.

Special schools are allocated a link officer who discusses data and intelligence with school leaders and brokers support as required.

4. Monitoring, Support and Challenge

The LA has a strategy for intervening early in under-performing schools and a robust process whereby support is tailored to the school's specific circumstances. This may involve a range of Local Authority officers and/or external support. The LA may also act as a broker for school to school support. Using information from the Autumn Position Statement, the school's self-evaluation and local intelligence, an overall judgement of categorisation is determined using a 'best fit' principle from these criteria.

The three categories are:

Light Touch Schools are offered 0.5 days contact time with a link Local Authority officer or commissioned individual (LLE/NLE/Consultant/SIL) to discuss data.

Schools at Risk of Under-Performing are entitled to up to 6 days of contact time from either a link LA officer or brokered individual as above.

Schools Causing Concern - Requiring Improvement/Serious Weaknesses/ Special Measures are entitled to up to 20 days, including Ofsted and HMI liaison work.

Support for schools will come from a variety of different places. Schools will continue to commission their own support; other support may be commissioned through the teaching schools or through the Strategic Schools Partnership Board or its Operational School to School Support Group and agreed with the school(s) involved.

Under the traded brand of 'Oxfordshire Partners in Learning', the LA works with all schools to provide a high quality bespoke offer, as well as providing courses and programmes designed to make a difference and help schools to achieve the best outcomes for all pupils. Academies broker their own support for improvement and may work with the LA, other schools in local partnerships through collaborative arrangement and other providers. All interested parties are welcome to purchase Oxfordshire County Council traded services (link to Oxfordshire Partners in Learning - Appendix 5).

5. Schools Causing Concern

All schools categorised as 'special measures, 'serious weaknesses' or 'requiring improvement' by Ofsted will immediately trigger a School Causing Concern category. The LA has a statutory role with Schools Causing Concern and will oversee and monitor the progress of schools in this category through a formal Task Group (Appendix 6). The impact of any support commissioned by the school is also a focus for scrutiny by Oxfordshire County Council via the Lead Member for Education.

There is a clear expectation by the Department for Education (DfE) that where the school has been judged by Ofsted to be inadequate or the school is 'coasting', conversion to Academy status with a strong sponsor will be the normal route to secure improvement. The DfE's Schools Causing Concern guidance is adhered to (Appendix 7). Support for Schools Causing Concern may be brokered or commissioned through the LA, local partnerships and the Operational School to School Support Group.

Support for the academy conversion process is available from the Oxfordshire Academies Team. The Academies Protocol clarifies the LA's role with

academies and their relationship with the Regional Schools' Commissioner. (Appendix 7a)

6. Supporting High Quality Leadership

6.1 Leadership Development Programmes

Leadership Development Programmes, including new headteacher induction, are available through Oxfordshire County Council. These may be accessed directly or may be brokered through the Strategic Schools Partnership Board and its Operational School to School Support Group. Leadership programmes can also be accessed through the National College of Teaching and Leadership, which include programmes for school governors and middle leaders.

6.2 Quality Assurance of Governance

The LA has a commitment to support and ensure effective governance. The clerking service for governors is quality assured through high level training and a national accreditation programme. The Oxfordshire County Council governance manager attends Schools of Concern briefings and contributes to Task Groups as appropriate. The LA commissions governance reviews using a range of experienced and skilled staff. Governors are encouraged to follow a developmental path and the training that is provided is quality assured using self-reflection and appraisal. The LA has a statutory role to represent the Director of Children's Services at headteacher recruitment. This includes attendance at shortlisting and interviews and the provision of advice and guidance.

6.3 Advocating for Vulnerable Groups

The document 'A Strategy for Equity and Excellence in Education' sets out Oxfordshire's strategy to close attainment gaps for those vulnerable to underachieve (Appendix 8). It has four priorities:

- Priority 1 – Improve achievement for those who are disadvantaged.
- Priority 2 – Improve the achievement of those with Special Educational Needs.
- Priority 3 – Improve attendance and reduce persistent absence.
- Priority 4 – Reduce permanent and fixed term exclusions.

The strategy is overseen by the Strategic Schools Partnership and involves the whole range of partners across the Oxfordshire education system.

7. Assessment and Moderation

The LA provides a robust statutory moderation process for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. This work is commissioned from an approved provider and is quality assured by a SIL, so that practitioner judgements are evaluated in line with statutory requirements. There are teams of experienced school-based moderators, including teachers and headteachers, drawn from good and outstanding schools. The LA works in partnership with other local authorities to ensure that quality assurance is externally validated. In view of significant national changes to assessment in schools, the LA is working in partnership with schools to ensure that assessment systems are fit for purpose and that good practice in assessment is shared across the system. Moderation services are available to all providers.

8. Ofsted and HMI

The LA has a strategic role to account for the quality of schools in Oxfordshire. The Head of Schools and Learning liaises regularly with our regional HMI. When grade 3 and 4 schools are inspected, LA staff or their commissioned counterparts contact the school, hold discussions with the lead inspector during the inspection and, if required, attend the feedback. During a new Short Inspection, LA staff will have a watching brief over the school and provide feedback as above. The LA gives formal feedback to the Director for Children, Education & Families and Interim Deputy Director – Education and Learning and to council members about the inspection. The LA also has role in the monitoring and challenge of schools judged to Require Improvement, including attendance at Section 8 monitoring inspection visits and liaison with the relevant inspector linked to those schools.

9. Newly Qualified Teachers

The LA has delegated the support for newly qualified teachers to OTSA. Termly reports are commissioned from OTSA as the Appropriate Body and regular meetings are held to ensure the quality of newly qualified teachers. The impact of support for newly qualified teachers is monitored through the Operational School to School Support Group.

10. Post 16

Most schools in Oxfordshire offer sixth forms. A small group in the south of the county operate as 11-16 schools and young people move after year 11 to sixth form provision in colleges of FE or independent providers. A multi-disciplinary group focusing on post 16 learning under the ‘Raising the Participation Age’ agenda has been in place since the inception of this duty. This pulls together the expertise of Oxfordshire colleagues with a responsibility for young people’s post-16 destinations and particularly focusses on the needs of our most vulnerable learners to build aspiration and achievement. Links with schools are good and have played a significant part

in the improvement of Oxfordshire's figures for NEET, September Guarantee and Participation in Learning.

11. Other Local Authority Statutory Duties

- To act as an advocate for all children and young people in Oxfordshire.
- To establish and service a Standing Advisory Council to support Religious Education.
- To monitor children missing education and those children not in receipt of a minimum of 21 hours education.
- To ensure that families who elect to home educate meet their statutory obligation within a safe environment.
- To secure the correct licenses and work permits for children participating in employment.
- To reduce the need for exclusions and support effective transfers of pupils who are permanently excluded to secure continuity of education.

12. Summary

This is a working document that reflects the changing nature of school improvement services and the growing role of school leaders in developing a self-improving school system. The LA has its continued statutory roles as set out here and is, furthermore, highly committed to building capacity with the school sector and working transparently to co-deliver school improvement support. The LA also has a traded offer as 'Oxfordshire Partners in Learning' (OPL), which is continuously evolving to deliver high-quality services that respond to the needs of schools in Oxfordshire.

Oxfordshire
Partners in Learning

Primary Phase – Data Pack 2015

Oxfordshire

OXFORDSHIRE COUNTY COUNCIL

Performance and Information Team

Contents

1. Early Years Foundation Stage Profile

1.1	% Good level of development trend – all pupils and by gender	page 5
1.2	% Good level of development trend – disadvantaged pupils	page 5
1.3a	% Good level of development trend – free school meals	page 5
1.3b/c	% Good level of development trend – free school meal – gender	page 5
1.4a	% Good level of development trend – statement of SEN/ EHC plan	page 6
1.4b	% Good level of development trend – SEN Support	page 6
1.4c	% Good level of development trend – any SEN	page 6
1.5	% Good level of development trend – EAL	page 6
1.6	% Good level of development trend – ethnicity	page 7
1.7a	% Early learning goals – all pupils	page 8
1.7b	% Early learning goals – boys	page 9
1.7c	% Early learning goals – girls	page 10

2. Phonics screening checks:

2.1a-c	% expected standard Year 1 & Year 2 trend – all pupils and by gender	page 12
2.2a	% expected standard Year 1 & Year 2 trend – disadvantaged pupils	page 12

2.2b % expected standard Year 1 & Year 2 trend – non disadvantaged page 12

2.3a-c % expected standard Year 1 & Year 2 trend – Free School Meals page 13

2.4 % expected standard Year 1 & Year 2 trend – by pupil type page 14

2.5 % expected standard Year 1 & Year 2 trend – by ethnicity page 15

2.6 Breakdown of phonics marks (Year 1) all pupils and by gender page 16

2.7 Breakdown of phonics marks (Year 1) – Free School Meals page 16

2.8 Breakdown of phonics marks (Year 1) – EAL page 16

2.9 Breakdown of phonics marks (Year 1) – ethnicity page 17

2.10a Breakdown of phonics marks (Year 1) – SEN Support page 17

2.10b Breakdown of phonics marks (Year 1) – Statement of SEN/ EHC plan page 17

3. Key Stage 1

3.1a-c Percentage reaching all Key Stage 1 levels trend – all pupils and by gender page 19

3.2a Percentage of pupils achieving each level of Key Stage 1 by pupil type – reading page 20

3.2b Percentage of pupils achieving each level of Key Stage 1 by ethnicity – reading page 21

3.3a Percentage of pupils achieving each level of Key Stage 1 by pupil type – writing page 22

3.3b Percentage of pupils achieving each level of Key Stage 1 by ethnicity – writing page 23

3.4a Percentage of pupils achieving each level of Key Stage 1 by pupil type – maths page 24

3.4b Percentage of pupils achieving each level of Key Stage 1 by ethnicity – maths page 25

4. Key Stage 2

4.1	Percentage pupils attaining or surpassing each Key Stage 2 level - combined Reading, writing & maths	page 27
4.2a	Percentage pupils attaining or surpassing each Key Stage 2 level - reading	page 27
4.2b	Percentage pupils attaining or surpassing each Key Stage 2 level - writing	page 28
4.2c	Percentage pupils attaining or surpassing each Key Stage 2 level - maths	page 28
4.3a	Percentage pupils achieving level 4 or above at Key Stage 2 (2015) by pupil type	page 29
4.3b	Percentage pupils achieving level 4 or above at Key Stage 2 (2015) by ethnicity	page 30
4.4a	Percentage pupils achieving level 5 or above at Key Stage 2 (2015) by pupil type	page 31
4.4b	Percentage pupils achieving level 5 or above at Key Stage 2 (2015) by ethnicity	page 32
4.5a	Percentage pupils making expected progress Key Stages 1-2 – trend	page 33
4.5b	Percentage pupils making above expected progress Key Stages 1-2 trend	page 33
4.6a	Percentage of pupils making expected progress Key Stages 1-2 by pupil type	page 34
4.6b	Percentage of pupils making expected progress Key Stages 1-2 by ethnicity	page 35
4.7a	Value Added (2015) by pupil type	page 36
4.7b	Value Added (2015) by ethnicity	page 37
4.8a	LA and national transition matrices (2015) – reading	page 38
4.8a	LA and national transition matrices (2015) – writing	page 39

1.

Early Years Foundation Stage Profile

1.1 % Good level of development trend – all pupils

	Cohort 2015	% Good level of development								
		All pupils			Boys			Girls		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Oxfordshire	7686	48	60	66	41	52	58	55	69	75
England		52	60	66	44	52	59	60	69	74
SN average		55	63	68	47	55	61	64	71	76

1.2 % Good level of development trend – Disadvantaged pupils

	Cohort 2015	% Good level of development								
		Disadvantaged pupils			Non Disadvantaged pupils			Disadvantaged gap (within LA)		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Oxfordshire			39	45		63	69		-24	-24
England										

Disadvantaged performance is not published at a national level for Early Years.

1.3a % Good level of development trend – FSM pupils

	Cohort 2015	% Good level of development								
		FSM pupils			Non FSM pupils			FSM gap (within LA)		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Oxfordshire	7074	27	38	46	50	63	68	-23	-25	-22
England		36	45	*	55	64	*	-19	-19	*
SN average		34	39	*	58	65	*	-24	-25	*

1.3b % Good level of development trend – FSM boys

	Cohort 2015	% Good level of development								
		FSM boys			Non FSM boys			FSM gap (within LA)		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Oxfordshire	3671	20	30	38	43	54	60	-23	-24	-22
England		29	36	*	47	56	*	-18	-20	*
SN average		25	32	*	49	57	*	-24	-25	*

1.3c % Good level of development trend – FSM girls

	Cohort 2015	% Good level of development								
		FSM girls			Non FSM girls			FSM gap (within LA)		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Oxfordshire	3397	33	47	55	58	71	76	-25	-24	-21
England		44	53	*	63	72	*	-19	-19	*
SN average		43	47	*	67	73	*	-23	-26	*

1.4a % Good level of development trend – Statement of SEN/ EHC plan

	Cohort 2015	% Good level of development								
		Any SEN				No SEN			SEN Statement gap (within LA)	
		2013	2014	2015		2013	2014	2015	2013	2014	2015
Oxfordshire	89	3	4	5		51	64	70	-48	-60	-65
England		2	3	*		56	66	*	-54	-63	*
SN average		8	15	*		59	67	*	-51	-52	*

1.4b % Good level of development trend – SEN Support

	Cohort 2015	% Good level of development								
		SEN Support				No SEN			SEN Support gap (within LA)	
		2013	2014	2015		2013	2014	2015	2013	2014	2015
Oxfordshire	370	9	14	18		51	64	70	-42	-50	-52
England		16	21	*		56	66	*	-40	-45	*
SN average		15	20	*		59	67	*	-44	-47	*

1.4c % Good level of development trend – Any SEN pupils

	Cohort 2015	% Good level of development								
		Statement/ EHCP				No SEN			SEN gap (within LA)	
		2013	2014	2015		2013	2014	2015	2013	2014	2015
Oxfordshire	459	9	12	15		51	64	70	-42	-52	-55
England		14	19	*		56	66	*	-42	-47	*
SN average		na	na	na		na	na	na	na	na	na

*SN data not available for Statement due to suppression of low numbers.

1.5% Good level of development trend – EAL pupils

	Cohort 2015	% Good level of development								
		First Language – not English				First Language English			EAL gap (within LA)	
		2013	2014	2015		2013	2014	2015	2013	2014	2015
Oxfordshire		38	52	*		51	62	*	-13	-10	*
England		45	53	*		54	63	*	-10	-10	*
SN average		43	50	*		57	64	*	-14	-14	*

*2015 comparative data due to be released end Nov 2015

1.6 % Good level of development trend – Ethnicity

	Cohort 2015	% Good level of development								
		Oxfordshire			National			gap from national		
		2013	2014	2015	2013	2014	2015*	2013	2014	2015*
White British	5421	50	62	71	54	63		-5	-1	
Non White British	1803	42	57	60	47	56		-5	+1	
Asian	**440**	**38**	**49**	**58**	**47**	**57**		**-9**	**-8**	
Asian – Bangladeshi	36	38	28	28	45	55		-7	-27	
Asian – Indian	79	50	61	76	57	67		-7	-6	
Asian – Pakistani	171	31	39	49	41	50		-10	-11	
Asian – Other	154	41	59	65	48	59		-7	0	
Black	**171**	**40**	**58**	**56**	**51**	**59**		**-11**	**-1**	
Black – African	127	40	58	60	51	60		-11	-2	
Black – Caribbean	19	40	50	42	49	58		-9	-8	
Black – Other	25	36	67	48	49	57		-13	+10	
Chinese	23	53	71	74	49	58		+4	+13	
Mixed	**492**	**46**	**62**	**63**	**53**	**62**		**-7**	**0**	
Mixed – White/ Asian	168	50	72	68	57	66		-7	+6	
Mixed – White/ Black African	72	43	54	56	52	62		-9	-8	
Mixed – White/ Black Caribbean	100	36	48	57	49	58		-13	-10	
Mixed – Other	152	54	66	65	54	63		0	+3	
White	**6018**	**50**	**62**	**68**	**53**	**62**		**-3**	**0**	
White – Irish	17	67	71	76	58	63		+9	+8	
White – Traveller of Irish Heritage	4	12.5	39	50	24	31		-11.5	+8	
White – Gypsy/ Roma	10	33	38	10	16	19		+17	+19	
White – Other	566	41	59	61	41	50		0	+9	
Other Background	80	38	46	49	44	51		-6	-5	

2015 comparative data due to be released end Nov 2015

1.7a Early Years Foundation Stage – All pupils

Early Learning Goals		Oxfordshire % Eme	Oxfordshire % Exp	Oxfordshire % Exc	Oxfordshire % Exp or Exc	England % Eme	England % Exp	England % Exc	England % Exp or Exc
	Good Level of Development				66				66
PRIME LEARNING GOALS	**Communication and Language**								
	Listening and attention	12	67	21	88	14	63	23	86
	Understanding	12	66	22	88	15	62	22	88
	Speaking	14	69	17	86	16	65	19	84
	Physical Development								
	Moving and handling	9	75	16	91	10	70	19	90
	Health and self-care	7	77	16	93	9	71	20	91
	Personal, Social & Emotional Development								
	Self-confidence and self-awareness	9	76	15	91	11	70	19	89
	Managing feelings and behaviour	11	76	14	89	13	71	17	87
	Making relationships	8	78	14	92	11	72	17	89
SPECIFIC LEARNING GOALS	**Literacy**								
	Reading	23	59	17	76	24	56	20	76
	Writing	30	61	9	70	29	58	13	71
	Mathematics								
	Numbers	22	62	14	78	23	62	16	77
	Shape, space and measures	16	73	11	84	19	66	14	81
	Understanding the world								
	People and communities	12	79	9	88	15	72	13	85
	The world	12	77	12	89	15	70	15	85
	Technology	6	86	8	94	8	78	13	92
	Expressive arts and design								
	Exploring media and materials	9	78	13	91	12	72	16	88
	Being imaginative	9	80	11	91	13	73	14	87
AREAS OF LEARNING	Communication and language			12	83			14	80
	Physical development			10	89			14	87
	Personal, social and emotional development			8	86			10	84
	Literacy			8	69			12	70
	Mathematics			9	77			12	76
	Understanding the world			3	86			7	82
	Expressive arts and design			8	89			11	85
OVERALL	Prime learning goals				78				76
	Specific learning goals				66				66
	All learning goals				65				64

1.7b Early Years Foundation Stage - Boys

Early Learning Goals		% Eme	% Exp	% Exc	% Exp or Exc		% Eme	% Exp	% Exc	% Exp or Exc
		Oxfordshire					England			
	Good Level of Development				58.4					58.6
PRIME LEARNING GOALS	**Communication and Language**									
	Listening and attention	17	67	16	84		19	63	18	81
	Understanding	46	66	18	84		49	62	19	81
	Speaking	18	67	15	82		20	64	16	80
	Physical Development									
	Moving and handling	13	75	12	87		15	71	14	85
	Health and self-care	9	78	12	91		12	72	16	88
	Personal, Social & Emotional Development									
	Self-confidence and self-awareness	12	76	12	88		15	70	15	85
	Managing feelings and behaviour	15	75	10	85		18	70	12	82
	Making relationships	12	78	10	88		15	72	13	85
SPECIFIC LEARNING GOALS	**Literacy**									
	Reading	29	56	14	71		29	53	17	71
	Writing	38	56	6	62		36	55	9	64
	Mathematics									
	Numbers	26	59	15	75		26	57	16	74
	Shape, space and measures	19	69	12	81		23	63	12	81
	Understanding the world									
	People and communities	16	76	8	84		19	70	11	81
	The world	15	72	14	86		18	67	15	82
	Technology	7	84	9	93		9	76	15	91
	Expressive arts and design									
	Exploring media and materials	14	78	8	86		18	73	10	82
	Being imaginative	14	80	7	86		18	73	9	82
	Communication and language			10	77				11	74
AREAS OF LEARNING	Physical development			7	84				10	82
	Personal, social and emotional development			5	81				7	78
	Literacy			5	61				8	63
	Mathematics			10	73				12	72
	Understanding the world			3	82				7	78
	Expressive arts and design			5	83				9	79
OVERALL	Prime learning goals				71					69
	Specific learning goals				58					58
	All learning goals				56					71

1.7c Early Years Foundation Stage - Girls

Early Learning Goals		Oxfordshire % Eme	Oxfordshire % Exp	Oxfordshire % Exc	Oxfordshire % Exp or Exc	England % Eme	England % Exp	England % Exc	England % Exp or Exc
	Good Level of Development				74.6				74.3
PRIME LEARNING GOALS	**Communication and Language**								
	Listening and attention	6	67	26	93	9	62	29	91
	Understanding	8	66	26	92	10	62	27	90
	Speaking	9	71	20	91	11	66	22	89
	Physical Development								
	Moving and handling	4	75	21	96	6	69	25	94
	Health and self-care	4	76	20	96	6	70	25	94
	Personal, Social & Emotional Development								
	Self-confidence and self-awareness	6	77	18	94	8	70	22	92
	Managing feelings and behaviour	6	76	18	94	7	71	22	93
	Making relationships	4	79	17	96	7	72	21	93
SPECIFIC LEARNING GOALS	**Literacy**								
	Reading	29	56	15	83	29	53	17	71
	Writing	38	56	6	78	36	55	9	64
	Mathematics								
	Numbers	26	59	15	82	26	57	16	74
	Shape, space and measures	19	69	12	88	23	63	14	77
	Understanding the world								
	People and communities	16	76	8	93	19	70	11	81
	The world	15	72	14	92	18	67	15	82
	Technology	7	84	9	96	9	76	15	91
	Expressive arts and design								
	Exploring media and materials	14	78	8	96	18	73	10	82
	Being imaginative	14	80	7	96	18	73	9	82
	Communication and language			15	89			17	86
AREAS OF LEARNING	Physical development			14	95			18	92
	Personal, social and emotional development			10	92			13	89
	Literacy			5	61			8	63
	Mathematics			10	73			12	72
	Understanding the world			3	82			7	78
	Expressive arts and design			5	83			7	79
OVERALL	Prime learning goals				86				84
	Specific learning goals				74				58
	All learning goals				73				73

2.

Phonics Screening Checks

2.1a % expected standard by end of Year 1 & Year 2 – all pupils

	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire	7350	69	73	76		84	88	91
England		69	74	77		85	88	90
SN average		70	74	77		86	89	91

2.1b % expected standard by end of Year 1 & Year 2– boys

	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire		64	70	73		82	86	88
England		65	70	73		82	86	88
SN average		66	71	73		84	87	89

2.1c % expected standard by end of Year 1 & Year 2– girls

	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire		73	77	79		87	91	93
England		73	78	81		87	91	92
SN average		74	78	80		88	92	93

2.2a % expected standard at end of Year 1 & Year 2 trend- Disadvantaged pupils

	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire		49	54	57		-	-	82
England		57	63	66		-	-	84

2.2b % expected standard at end of Year 1 & Year 2 trend - Non -disadvantaged pupils

	Cohort 2015	% Expected standard by end of Year 1				% Expected standard by end of Year 2		
		2013	2014	2015		2013	2014	2015
Oxfordshire		72	76	79		-	-	93
England		73	78	80		-	-	92
Disadvantaged gap								
Oxfordshire		-23	-22	-22				-11
England		-16	-15	-14				-8

2.3a % expected standard at end of Year 1 & Year 2 trend - FSM pupils

	Cohort 2015	% Expected standard by end of Year 1			FSM gap within LA (%pts)			National gap – compared to national non disadvantaged (%pts)		
		2013	2014	2015	2013	2014	2015	2013 (72%)	2014 (77%)	2015 (79%)
Oxfordshire	711	48	53	54	-23	-23	-25	-24	-24	-25
England		56	61	65	-16	-16	-14			
SN average		49	54	57	-22	-23	-22	-23	-23	-22

2.3b % expected standard at end of Year 1 & Year 2 trend - FSM boys

	Cohort 2015	% Expected standard by end of Year 1			FSM gap (boys) within LA (%pts)			National gap – compared to national non disadvantaged (%pts)		
		2013	2014	2015	2013	2014	2015	2013 (69%)	2014 (74%)	2015 (76%)
Oxfordshire	372	43	49	51	-24	-23	-25	-26	-25	-25
England		51	56	60	-18	-18	-16			
SN average		43	48	51	-25	-26	-24	-26	-26	-25

2.3c % expected standard at end of Year 1 & Year 2 trend - FSM girls

	Cohort 2015	% Expected standard by end of Year 1			FSM gap (girls) within LA (%pts)			National gap – compared to national non disadvantaged (%pts)		
		2013	2014	2015	2013	2014	2015	2013 (76%)	2014 (81%)	2015 (83%)
Oxfordshire	339	54	57	58	-22	-22	-24	-22	-24	-25
England		61	66	70	-15	-15	-13			
SN average		55	60	62	-20	-20	-21	-21	-21	-21

2.4 Percentage reaching expected standard (2015) by pupil type

	End of Year 1					End of Year 2		
	Cohort 2015	% expected standard				% expected standard		
		Oxfordshire	England	Difference from national		Oxfordshire	England	Difference from national
All pupils	7349	76	77	-1		91	90	+1
Boys	3805	73	73	0		88	88	0
Girls	3544	79	81	-2		93	92	+1
FSM6 pupils (deprivation pupil premium)	953	57	66	-9		82	84	-2
Non FSM6 pupils	6396	79	80	-1		93	92	+1
Looked After Children	20	35	55	-20		85	73	+12
Not Looked After Children	7329	76	77	-1		91	90	+1
Disadvantaged pupils	993	57	66	-9		82	84	-2
Non Disadvantaged pupils	6356	78	80	-2		93	92	+1
Disadvantaged pupil gap		-21	-14	-7		-11	-8	-3
First Language – English	6183	77	77	0		91	91	0
First Language – Other	1062	72	76	-4		90	89	+1
EAL gap		-5	-1	-4		-1	-2	-1
SEN Support	727	37	42	-5		63	67	-4
Statement of SEN/ EHC plan	111	13	18	-5		21	29	-8
No SEN	6511	82	83	-1		96	95	+1

2.5 Percentage of pupils reaching expected standard (2015) by ethnicity

	End of Year 1				End of Year 2		
	Cohort 2015	% expected standard			% expected standard		
		Oxfordshire	England	Difference from national	Oxfordshire	England	Difference from national
White British	5408	77	77	0	92	91	+1
ASIAN							
Asian - Bangladeshi	40	73	79	-6	90	91	-1
Asian – Indian	75	87	86	+1	94	94	0
Asian – Pakistani	170	65	76	-11	85	90	-5
Asian – Other	151	78	82	-4	92	92	0
BLACK							
Black – African	144	81	81	0	91	92	-1
Black – Caribbean	27	70	75	-5	92	88	+4
Black – Other	27	74	76	-2	85	89	-4
CHINESE	**41**	**88**	**84**	**+4**	**89**	**88**	**+1**
MIXED							
Mixed – White/ Asian	159	82	82	0	93	93	0
Mixed – White/ Black African	86	70	79	-9	91	91	0
Mixed – White/ Black Caribbean	94	65	74	-9	88	88	0
Mixed – Other	155	81	80	+1	88	91	-3
WHITE							
White – Irish	18	83	77	+6	90	90	0
White – Traveller of Irish Heritage	6	67	40	+27	38	57	-19
White – Gypsy/ Roma	9	67	32	+35	81	53	+28
White - Other	530	76	73	+3	91	87	+4
OTHER BACKGROUND	**80**	**65**	**75**	**-10**	**89**	**88**	**+1**

2.6 Breakdown of Phonics marks (Year 1) – all pupils and by gender

				Phonics Mark (%)							
		Pupils Total	*Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*
Oxon	All Pupils	7350	2	4	6	11	79	1616	5603	22	76
	Boys	3806	2	5	7	12	76	936	2786	25	73
	Girls	3544	1	3	4	11	82	680	2817	19	79
England	All Pupils		2	4	5	11	80			21	77
	Boys		2	5	7	12	76			25	73
	Girls		1	3	4	10	83			18	81

2.7 Breakdown of Phonics marks (Year 1) – Free School Meal pupils

				Phonics Mark (%)									
		Pupils Total	*% Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*	*Gap Within LA*	*Gap from national non disadvantage*
Oxon	All Pupils	748	3	13	12	17	58	311	415	42	54	-25	-24
	Boys	393	3	17	13	14	55	175	205	45	52	-25	-26
	Girls	355	2.5	8	11	19	62	136	210	38	59	-24	-25
England	All Pupils		3							32	65	-14	
	Boys		4							36	60	-16	
	Girls		2							28	70	-13	

2.8 Breakdown of Phonics marks (Year 1) –EAL pupils

				Phonics Mark (%)							
		Pupils Total	*% Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*
Oxon	EAL	1051	2	6	5	14	75	264	763	25	73
	Non EAL	6133	1.5	4	6	11	80	1299	4739	21	77
	Gap									4	-4

2.9 Breakdown of Phonics marks (Year 1) – by ethnicity

				Phonics Mark (%)							
		Pupils Total	*% Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*
Oxon	White British	5364	1	4	6	11	79	1160	4119	22	77
	White Non British	552	2	5	5	11	79	122	418	22	76
	Asian - Bangladeshi	40	0	5	5	18	73	22	29	29	73
	Asian – Indian	75	0	0	1	12	87	10	65	13	87
	Asian – Pakistani	162	3	11	6	14	69	50	107	31	66
	Asian - Other										
	Black – African	137	1	4	3	8	85	22	113	17	82
	Black - Caribbean	27	3	4	8	15	73	8	19	27	70
	Black - Other										
	Chinese	41	2	3	5	3	90	4	36	10	88
	Mixed – White/ Black African	86	2	5	6	18	71	84	60	28	70
	Mixed – White/ Asian	155	1	1	5	8	86	27	127	18	82
	Mixed – White/ Black Caribbean	93	0	9	11	13	68	32	61	34	66
	Mixed - Other										
	White - Irish										
	White - Irish Traveller	6	0	17	0	17	67	2	4	33	67
	White - Romany	8	0	0	13	13	75	3	5	39	63
	White – Gypsy/ Roma										
	Other										

2.10a Breakdown of Phonics marks (Year 1) – SEN support

				% Phonics Mark (%)							
		Pupils Total	*% Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*
Oxon	All Pupils	720	2	22	20	19	39	426	264	59	37
	Boys	513	2	22	18	18	42	290	205	57	40
	Girls	207	0	22	24	22	32	136	59	66	29

2.10b Breakdown of Phonics marks (Year 1) – Statement of SEN/ EHC plan

				Phonics Mark (%)							
		Pupils Total	*Disapplied*	*0-10*	*11-20*	*21-30*	*31-40*	*Working towards*	*Working at*	*% Working towards*	*% Working at*
Oxon	All Pupils	110	56	45	13	11	32	33	14	30	13
	Boys	76	53	43	11	14	31	25	10	33	13
	Girls	34	65	50	17	0	33	8	4	24	12

3.

Key Stage 1

3.1a Percentage reaching all key stage 1 levels trend - all pupils

			Reading				Writing				Maths			
		Pupils	%L2+	L2b+	%L3+	APS	*%L2+*	*L2b+*	*%L3+*	*APS*	*%L2+*	*L2b+*	*%L3+*	*APS*
Oxfordshire	2012	6904	88	78	30	16.3	83	65	14	14.7	91	78	23	16.1
	2013	7117	90	81	32	16.6	86	69	16	15.1	93	80	25	16.3
	2014	7335	90	82	33	16.7	86	71	17	15.2	92	82	25	16.4
	2015	7660	92	76	34	16.9	88	73	18	15.5	94	84	27	16.6
England	2012		87	76	27		83	64	14		91	76	22	
	2013		89	79	29		85	67	15		91	78	23	
	2014		90	81	31		86	70	16		92	80	24	
	2015		90	82	32	16.6	88	72	18	15.3	93	82	26	16.4

3.1b Percentage reaching all key stage 1 levels trend - boys

			Reading				Writing				Maths			
		Pupils	*%L2+*	L2b+	*%L3+*	*APS*	*%L2+*	*L2b+*	*%L3+*	*APS*	*%L2+*	*L2b+*	*%L3+*	*APS*
Oxfordshire	2012	3502	86	73	27	15.9	78	57	10	14.0	91	77	26	16.2
	2013	3682	87	77	27	16.1	82	61	11	14.4	92	79	28	16.4
	2014	3730	87	78	28	16.2	82	62	12	14.5	91	81	28	16.4
	2015	3874	88	79	29	16.3	84	65	14	14.7	92	82	30	16.6
England	2012		84	72	23		78	57	10		89	75	24	
	2013		86	74	25		80	60	10		90	76	25	
	2014		87	77	26		82	62	11		92	78	26	
	2015		88	78	27	16.1	83	65	13	14.6	91	80	24	16.4

3.1c Percentage reaching all key stage 1 levels trend - girls

			Reading				Writing				Maths			
		Pupils	*%L2+*	L2b+	*%L3+*	*APS*	*%L2+*	*L2b+*	*%L3+*	*APS*	*%L2+*	*L2b+*	*%L3+*	*APS*
Oxfordshire	2012	3402	91	82	33	16.8	88	73	18	15.5	92	80	19	16.0
	2013	3454	92	85	38	17.1	90	77	22	15.9	94	81	22	16.3
	2014	3605	93	87	38	17.3	91	79	22	16.0	94	84	22	16.4
	2015	3786	95	88	39	17.4	93	81	23	16.3	95	85	24	16.6
England	2012		90	81	31		88	72	18		92	78	19	
	2013		92	73	33		90	75	20		93	80	21	
	2014		93	85	35		91	77	21		93	82	22	
	2015		93	86	37	17.2	92	80	23	16.1	94	83	24	16.5

3.2a Percentage of pupils achieving each level at Key Stage 1 by pupil type (2015) - Reading

		Key Stage 1 Reading - 2015											
		Oxfordshire				National				Gap from national			
	Pupils Total	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
All pupils	7659	92	84	63	34	90	82	59	32	+2	+2	+4	+2
Boys	3873	88	79	56	29	88	78	53	27	0	+1	+3	+2
Girls	3786	95	88	69	39	93	86	65	37	+2	+2	+4	+2
FSM6 pupils	1180	82	68	43	16	84	72	44	19	-2	-4	-1	-3
Non FSM6 pupils	6479	93	86	66	37	93	86	64	36	0	0	+2	+1
Looked After Children	26	85	58	12	4	73	59	32	12	+12	-1	-20	-8
Not Looked After	7633	92	84	63	34	91	82	59	32	+1	+2	+4	+2
Disadvantaged Pupils	1217	82	69	42	16	84	72	44	19	-2	-3	-2	-3
Not disadvantaged	6442	93	86	66	38	93	86	64	37	0	0	2	+1
Disadvantaged gap		**-11**	**-17**	**-24**	**-22**	**-9**	**-14**	**-20**	**-18**	**-2**	**-3**	**-4**	**-4**
First Language - English	6546	92	84	64	36	91	83	61	33	+1	+1	+3	+3
First Language - Other	1051	89	80	54	25	88	78	53	26	+1	+2	+1	-1
EAL gap		**-3**	**-4**	**-10**	**-11**	**-3**	**-5**	**-8**	**-7**	**0**	**+1**	**-2**	**-4**
SEN support	914	61	38	15	5	64	44	18	6	-3	-6	-3	-1
SEN with statement/ EHC plan	122	25	16	10	4	27	19	9	3	-2	-3	+1	+1
No SEN	6623	97	91	70	39	96	90	67	37	+1	+1	+3	+2

3.2b Percentage of pupils achieving each level at Key Stage 1 by ethnicity (2015) - Reading

		Key Stage 1 2015 - Reading											
		Oxfordshire				National				Gap from national			
Ethnicity	*Pupils Total*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
White British	5691	92	85	64	36	91	83	61	33	+1	+2	+3	+3
ASIAN													
Asian - Bangladeshi	50	90	72	48	16	90	82	57	28	0	-10	-9	-12
Asian - Indian	70	94	91	67	36	95	89	69	41	-1	+2	-2	-5
Asian - Pakistani	193	88	76	45	20	89	79	51	23	-1	-3	-6	-3
Asian - Other	172	91	85	65	34	92	84	60	33	-1	+1	+5	+1
BLACK													
Black - African	152	92	82	59	23	92	84	59	30	0	-2	0	-7
Black - Caribbean	24	92	88	63	33	90	80	52	24	+2	+8	+11	+9
Black - Other	20	85	85	50	20	89	81	55	27	-4	+4	-5	-7
CHINESE	**21**	**81**	**81**	**71**	**52**	**92**	**86**	**67**	**41**	**-11**	**-5**	**+4**	**+11**
MIXED													
Mixed - White/ Asian	144	94	88	74	48	93	87	67	41	+1	+1	+7	+7
Mixed - White/ Black African	87	91	83	57	34	91	83	61	34	0	0	-4	0
Mixed - White/ Black Caribbean	118	87	75	48	14	90	81	56	27	-3	-6	-8	-13
Mixed - Other	148	91	86	66	39	91	84	62	35	0	+2	+4	+4
WHITE													
White - Irish	31	90	87	71	39	91	83	65	38	-1	+4	+6	+1
White - Traveller of Irish Heritage	8	13	0	0	0	57	40	18	6	-44	-40	-18	-6
White - Gypsy/ Roma	16	75	69	25	6	48	32	14	4	+27	+37	+11	+2
White - Other	539	89	81	56	31	85	75	50	25	+4	+6	+6	+6
OTHER BACKGROUND	**74**	**89**	**80**	**59**	**27**	**87**	**76**	**51**	**25**	**+2**	**+4**	**+8**	**+2**

3.3a Percentage of pupils achieving each level at Key Stage 1 by pupil type (2015) - Writing

		Key Stage 1 Writing - 2015											
		Oxfordshire				National				Gap from national			
	Pupils Total	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
All pupils	7659	88	73	43	18	88	72	41	18	0	+1	+2	0
Boys	3873	84	65	34	14	83	65	33	13	+1	0	+1	+1
Girls	3786	93	81	52	23	92	80	50	23	+1	+1	+2	0
FSM6 pupils	1180	75	53	24	6	79	59	27	9	-4	-6	-3	-3
Non FSM6 pupils	6479	91	77	47	21	90	77	46	21	+1	0	+1	0
Looked After Children	26	58	27	8	4	65	44	17	5	-7	-17	-9	-1
Not Looked After	7633	88	73	43	18	88	72	41	18	0	+1	+2	0
Disadvantaged Pupils	1217	76	53	24	6	79	59	27	9	-3	-6	-3	-3
Not disadvantaged	6442	91	77	47	21	91	77	47	21	0	0	0	0
Disadvantaged gap		**-15**	**-24**	**-23**	**-15**	**-12**	**-18**	**-20**	**-12**	**-3**	**-6**	**-3**	**-3**
First Language - English	6546	89	74	44	19	88	73	42	18	+1	+1	+2	+1
First Language - Other	1051	85	69	37	14	85	69	38	15	0	0	-1	-1
EAL gap		**-4**	**-5**	**-7**	**-5**	**-3**	**-4**	**-4**	**-3**	**-1**	**-1**	**-3**	**-2**
SEN support	914	49	23	6	2	55	27	8	2	-6	-4	-2	0
SEN with statement/ EHC plan	122	15	10	4	1	21	11	4	1	-6	-1	0	0
No SEN	6623	95	81	49	21	94	81	48	20	+1	0	+1	+1

3.3b Percentage of pupils achieving each level at Key Stage 1 by ethnicity (2015) - Writing

		Key Stage 1 2015 - Writing											
		Oxfordshire				National				Gap from national			
Ethnicity	*Pupils Total*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
White British	5691	89	74	44	19	88	73	42	18				
ASIAN													
Asian - Bangladeshi	50	82	66	32	8	88	73	41	17	-6	-7	-9	-9
Asian - Indian	70	93	86	49	16	93	83	55	26	0	+3	-6	-10
Asian - Pakistani	193	84	62	28	10	86	69	36	13	-2	-7	-8	-3
Asian - Other	172	89	76	47	20	89	76	45	20	0	0	+2	0
BLACK													
Black - African	152	89	73	35	11	89	75	42	18	0	-2	-7	-7
Black - Caribbean	24	92	79	50	17	86	68	33	13	+6	+11	+17	+4
Black - Other	20	90	70	40	15	87	71	38	14	+3	-1	+2	+1
CHINESE	**21**	**76**	**76**	**62**	**29**	**91**	**79**	**54**	**27**	**-15**	**-3**	**+8**	**+2**
MIXED													
Mixed - White/ Asian	144	93	76	51	28	91	79	51	25	+2	-3	0	+3
Mixed - White/ Black African	87	88	72	44	14	88	73	44	20	0	-1	0	-6
Mixed - White/ Black Caribbean	118	81	64	30	8	86	70	37	14	-5	-6	-7	-6
Mixed - Other	148	91	76	53	22	88	75	45	20	+3	+1	+8	+2
White - Irish	31	90	65	48	19	87	74	45	19	+3	-9	+3	0
White - Traveller of Irish Heritage	8	0	0	0	0	51	29	9	2	-51	-29	-9	-2
White - Gypsy/ Roma	16	69	44	6	6	44	23	6	2	+25	+21	0	+4
White - Other	539	86	71	39	19	82	66	35	14	+4	+5	+4	+5
OTHER BACKGROUND	**74**	**85**	**74**	**41**	**12**	**84**	**67**	**36**	**14**	**+1**	**+7**	**+5**	**-2**

3.4a Percentage of pupils achieving each level at Key Stage 1 by pupil type (2015) - Maths

		Key Stage 1 Maths - 2015											
		Oxfordshire				National				Gap from national			
	Pupils Total	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
All pupils	7659	94	84	58	27	93	82	55	26	+1	+2	+3	+1
Boys	3873	92	82	58	30	91	80	54	28	+1	+2	+4	+2
Girls	3786	95	85	58	24	94	83	56	24	+1	+2	+2	0
FSM6 pupils	1180	86	69	40	12	88	71	40	15	-2	-2	0	-3
Non FSM6 pupils	6479	95	87	62	29	95	85	60	30	0	+2	+2	-1
Looked After Children	26	77	46	15	4	76	56	28	8	+1	-10	-13	-4
Not Looked After	7633	94	84	58	27	93	82	55	26	+1	+2	+3	+1
Disadvantaged Pupils	1217	86	69	39	12	87	71	40	15	-1	-2	-1	-3
Not disadvantaged	6442	95	87	62	30	95	85	60	30	0	+2	+2	0
Disadvantaged gap		**-9**	**-18**	**-23**	**-18**	**-8**	**-14**	**-20**	**-15**	**-1**	**-4**	**-3**	**-3**
First Language – English	6546	94	85	60	28	93	83	56	27	+1	+2	+4	+1
First Language - Other	1051	91	80	50	22	91	79	51	24	0	+1	-1	-2
EAL gap		**-3**	**-5**	**-10**	**-6**	**-2**	**-4**	**-5**	**-3**	**-1**	**-1**	**-5**	**-3**
SEN support	914	72	44	18	6	73	45	18	6	-1	-1	0	0
SEN with statement/ EHC plan	122	23	16	10	5	29	19	9	3	-6	-3	+1	+2
No SEN	6623	98	91	65	30	98	89	62	30	0	+2	+3	0

3.4b Percentage of pupils achieving each level at Key Stage 1 by ethnicity (2015) - maths

		Key Stage 1 2015 - Maths											
		Oxfordshire				National				Gap from national			
Ethnicity	*Pupils Total*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*	*L2c+*	*L2b+*	*L2a+*	*L3+*
White British	5691	94	85	61	28	94	83	56	27	0	+2	+5	+1
ASIAN													
Asian - Bangladeshi	50	94	76	40	12	92	81	53	24	+2	-5	-13	-12
Asian - Indian	70	94	89	64	30	96	88	66	37	-2	+1	-2	-7
Asian - Pakistani	193	86	69	33	13	90	77	46	19	-4	-8	-13	-6
Asian - Other	172	92	85	52	26	93	83	58	31	-1	+2	-6	-5
BLACK													
Black - African	152	88	76	45	21	92	80	52	23	-4	-4	-7	-2
Black - Caribbean	24	96	88	54	21	91	75	42	16	+5	+13	+12	+5
Black - Other	20	85	60	45	25	91	77	46	20	-6	-17	-1	+5
CHINESE	**21**	**90**	**86**	**81**	**57**	**96**	**91**	**74**	**49**	**-6**	**-5**	**+7**	**+8**
MIXED													
Mixed - White/ Asian	144	95	81	62	37	95	85	63	34	0	-4	-1	+3
Mixed - White/ Black African	87	94	84	55	17	93	81	54	25	+1	+3	+1	-8
Mixed - White/ Black Caribbean	118	88	76	39	11	92	78	49	20	-4	-2	-10	-9
Mixed - Other	148	95	87	64	32	93	83	57	28	+2	+4	+7	+4
White - Irish	31	97	87	68	29	94	82	59	30	+3	+5	+29	-1
White - Traveller of Irish Heritage	8	50	25	0	0	67	48	19	6	-17	-23	-19	-6
White - Gypsy/ Roma	16	94	69	19	6	59	36	14	3	+35	+33	+5	+3
White - Other	539	94	84	58	27	91	79	52	24	+3	+5	+6	+3
OTHER BACKGROUND	**74**	**91**	**78**	**46**	**18**	**90**	**78**	**50**	**23**	**+1**	**0**	**-4**	**-5**

4.

Key Stage 2

4.1 Percentage pupils attaining or surpassing each Key Stage 2 level for combined reading, writing and maths - trend

			%L3+			%L4+			%L4B+			%L5+			APS		
		Number Pupils	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*
Oxfordshire	2011	6148	91	89	94	67	63	72	59	55	63	13	10	16	27.5	27.2	27.9
	2012	6173	93	92	94	77	73	80	67	65	69	23	19	26	28.6	28.4	28.8
	2013	6029	94	92	96	78	74	82	66	64	68	24	21	26	28.7	28.5	28.3
	2014	6367	94	92	95	78	75	81	68	65	70	26	23	28	28.9	28.8	29.1
	2015	6557	94	92	95	80	78	83	71	69	72	26	24	28	29.9	29.5	30.3
England	2011		-	-	-	67	62	72	-	-	-	13	11	16	27.5	-	-
	2012		-	-	-	75	71	79	-	-	-	20	17	23	28.2	28.0	28.5
	2013		93	91	94	75	72	79	63	61	65	21	18	24	28.0	28.1	28.6
	2014		93	92	95	79	76	82	67	65	69	24	20	27	28.0	28.5	28.9
	2015		94	92	95	80	77	83	69	68	71	24	22	27	28.0	28.6	29.0

4.2a Percentage pupils attaining or surpassing each Key Stage 2 level trend - reading

			%L3+			%L4+			%L4b+			%L5+			APS		
		Pupils	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*
Oxfordshire	2011	6148	93	91	95	85	81	88	76	70	81	44	38	51	28.5	27.6	29.1
	2012	6173	94	93	96	88	86	90	80	77	83	53	48	59	29.3	28.7	29.8
	2013	6029	95	93	97	87	85	90	78	75	80	51	47	54	29.1	28.6	29.5
	2014	6367	94	93	96	88	87	90	79	76	82	52	48	56	29.3	28.9	29.7
	2015	6557	95	94	96	90	87	92	82	79	85	51	47	56	30.2	29.5	30.9
England	2011		93	91	95	84	80	87	-	-	-	42	37	48	28.1	-	-
	2012		94	93	96	87	84	90	-	-	-	48	43	54	28.8	28.2	29.4
	2013		94	93	96	86	83	88	75	72	78	44	41	48	28.5	28.1	29.0
	2014		95	93	96	89	87	90	78	76	78	49	46	53	29.0	28.6	29.4
	2015		95	94	96	89	87	91	80	78	83	48	44	53	29.0	28.5	29.4

4.2b Percentage pupils attaining or surpassing each Key Stage 2 level trend - writing

			%L3+			%L4+			%L4b+			%L5+			APS		
		Pupils	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*
Oxfordshire	2011	6148	95	93	97	75	68	82	-	-	-	19	15	24	26.5	25.6	27.2
	2012	6173	96	95	98	82	78	87	-	-	-	31	23	38	27.6	26.7	28.5
	2013	6029	97	95	98	85	80	90	-	-	-	34	27	41	27.9	27.0	28.9
	2014	6367	97	95	98	86	81	91	-	-	-	36	29	44	28.2	27.4	29.2
	2015	6557	97	95	98	87	83	91	-	-	-	39	31	47	30.1	29.5	30.8
England	2011		-	-	-	75	68	81	-	-	-	20	15	25	26.4	-	-
	2012		-	-	-	81	76	87	-	-	-	28	22	35	27.3	26.4	28.1
	2013		96	94	97	83	78	88	-	-	-	30	23	38	27.5	26.6	28.4
	2014		96	95	97	85	81	90	-	-	-	33	26	41	27.9	27.0	28.7
	2015		96	95	98	87	83	91	-	-	-	36	28	44	28.2	27.3	29.0

4.2c Percentage pupils attaining or surpassing each Key Stage 2 level trend- maths

			%L3+			%L4+			%L4b+			%L5+			APS		
		Pupils	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*	*All*	*Boys*	*Girls*
Oxfordshire	2011	6148	95	94	96	81	81	81	70	71	69	36	37	34	27.7	27.8	27.6
	2012	6173	96	95	96	86	86	85	76	77	75	41	44	38	28.6	28.9	28.4
	2013	6029	96	96	97	86	86	86	74	74	73	41	44	39	28.9	29.1	28.6
	2014	6367	96	95	96	86	86	86	76	76	76	42	45	38	29.1	29.4	28.8
	2015	6557	96	96	97	87	88	87	78	79	77	43	47	38	29.2	29.6	28.8
England	2011		95	94	96	80	80	80	-	-	-	35	37	33	27.6	-	-
	2012		96	95	96	84	84	84	-	-	-	39	42	36	28.4	28.6	28.2
	2013		96	95	96	85	85	85	73	74	72	41	43	39	28.7	28.9	28.5
	2014		96	95	97	86	86	86	76	76	75	42	44	40	29.0	29.2	28.8
	2015		96	95	96	87	87	87	77	78	76	41	45	37	29.0	29.3	28.7

4.3a Percentage of pupils achieving level 4 or above at Key Stage 2 (2015) by pupil type

		% Level 4+											
		Oxfordshire				National				Gap from national			
	Pupils Total	*R*	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*
All pupils	6561	90	87	87	80	89	87	87	80	+1	0	0	0
Boys	3364	87	83	88	78	87	83	87	77	0	0	+1	+1
Girls	3197	92	91	87	83	91	91	87	83	+1	0	0	0
FSM6 pupils	1364	80	75	77	66	83	79	80	70	-3	-4	-3	-4
Non FSM6 pupils	5197	92	90	90	84	92	90	90	84	0	0	0	0
Looked After Children	32	72	59	59	47	71	63	65	53	+1	-4	-6	-6
Not Looked After	6529	90	87	87	81	89	87	87	80	+1	0	0	+1
Disadvantaged Pupils	1396	80	75	77	66	83	79	80	70	-3	-4	-3	-4
Not disadvantaged	5165	92	90	90	84	92	90	90	85	0	0	0	-1
Low prior attainment	1112	58	46	51	31	58	47	53	33	0	-1	-2	-2
Middle prior attainment	3594	96	96	93	89	95	95	93	88	+1	+1	0	+1
High prior attainment	1541	100	100	100	100	100	100	100	99	0	0	0	+1
English as First Language	5810	90	88	88	81	90	88	87	81	0	0	+1	0
English as Additional Lang	729	83	82	84	74	84	83	86	77	-1	-1	-2	-3
SEN support	1056	67	56	61	40	68	57	64	43	-1	-1	-3	-3
SEN with statement/ EHC plan	217	31	21	27	16	30	21	26	16	+1	0	+1	0
No SEN	5228	96	96	95	91	95	95	94	90	+1	+1	+1	+1

4.3b Percentage of pupils achieving level 4 or above at Key Stage 2 (2015) by ethnicity

Ethnicity	Pupils Total	% Level 4+											
		Oxfordshire				National				Gap from national			
		R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
White British	5142	90	88	88	81	90	88	87	81	0	0	+1	0
ASIAN													
Asian - Bangladeshi	39	95	87	82	79	90	89	89	83	+5	-2	-7	-4
Asian - Indian	52	100	98	96	96	92	92	92	87	+8	+6	+4	+9
Asian - Pakistani	152	84	84	78	72	85	85	85	77	-1	-1	-7	-5
Asian - Other	124	88	90	92	79	89	89	91	84	-1	+1	+1	-5
BLACK													
Black - African	95	91	85	89	79	89	88	86	81	+2	-3	+3	-2
Black - Caribbean	28	86	71	71	61	88	85	82	75	-2	-14	-11	-14
Black - Other	30	90	77	73	67	87	85	83	77	+3	-8	-10	-10
CHINESE	**20**	**90**	**90**	**100**	**90**	**91**	**91**	**96**	**88**	**-1**	**-1**	**+4**	**+2**
MIXED													
Mixed - White/ Asian	110	93	88	92	85	92	91	90	85	+1	-3	+2	0
Mixed - White/ Black African	56	84	88	79	71	90	88	87	81	-6	0	-8	-10
Mixed - White/ Black Caribbean	94	91	84	79	70	88	86	84	77	+3	-2	-5	-7
Mixed - Other	102	90	87	86	81	90	88	88	82	0	-1	-2	-1
WHITE													
White - Irish	11	100	100	100	100	92	90	90	85	+8	+10	+10	+15
White - Traveller of Irish Heritage	8	38	25	63	25	62	52	59	43	-24	-27	+4	-18
White - Gypsy/ Roma	8	63	50	63	50	44	39	45	29	+19	+11	+18	+21
White - Other	345	83	82	85	75	81	79	84	73	+2	+3	+1	+2
OTHER BACKGROUND	**67**	**81**	**78**	**85**	**75**	**83**	**82**	**86**	**76**	**-2**	**-4**	**-1**	**-1**

4.4a Percentage of pupils achieving level 5 or above at Key Stage 2 (2015) by pupil type

		% Level 5+											
		Oxfordshire				National				Gap from national			
Ethnicity	*Pupils Total*	*R*	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*
All pupils	6561	51	39	43	26	48	36	41	24	+3	+3	+2	+2
Boys	3364	47	31	47	24	44	28	45	22	+3	+3	+2	+2
Girls	3197	56	47	38	28	53	44	37	26	+3	+3	+1	+2
FSM6 pupils	1364	29	21	21	9	34	22	28	13	-5	-1	-7	-4
Non FSM6 pupils	5197	57	44	49	31	55	42	47	29	+2	+2	+2	+2
Looked After Children	32	34	16	22	3	26	13	17	6	+8	+3	+5	-3
Not Looked After	6529	51	39	43	26	48	36	42	24	+3	+3	+1	+2
Disadvantaged Pupils	1396	29	20	21	9	34	22	28	13	-5	-2	-7	-4
Not disadvantaged	5165	57	44	49	31	55	42	48	29	+2	+2	+1	+2
Low prior attainment	1112	8	2	5	1	9	1	6	0	-1	+1	-1	+1
Middle prior attainment	3594	48	32	37	15	44	27	36	13	+4	+5	+1	+2
High prior attainment	1541	92	85	84	71	89	83	82	67	+3	+2	+2	+4
English as First Language	5810	53	40	43	27	50	37	42	25	+3	+3	+1	+2
English as Additional Lang	729	38	33	40	22	40	33	41	21	-2	0	-1	+1
SEN support	1056	15	5	11	3	17	6	13	3	-2	-1	-2	0
SEN with statement/ EHC plan	217	11	3	6	0	10	3	7	2	+1	0	-1	-2
No SEN	5228	60	47	51	32	56	43	48	29	+4	+4	+3	+3

4.4b Percentage of pupils achieving level 5 or above at Key Stage 2 (2015) by ethnicity

Ethnicity	Pupils Total	% Level 5+											
		Oxfordshire				National				Gap from national			
		R	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*	*R*	*W*	*M*	*RWM*
White British	5142	53	40	44	27	50	36	42	24	+3	+4	+2	+3
ASIAN													
Asian - Bangladeshi	39	38	31	26	15	42	37	42	23	-4	-6	-16	-8
Asian - Indian	52	67	58	69	44	55	47	57	35	+12	+11	+12	+9
Asian - Pakistani	152	26	30	30	12	36	30	36	17	-10	0	-6	-5
Asian - Other	124	41	40	40	23	49	42	53	30	-8	-2	-13	-7
BLACK													
Black - African	95	34	38	31	16	45	35	37	21	-11	+3	-6	-5
Black - Caribbean	28	25	18	14	7	38	27	26	14	-13	-9	-12	-7
Black - Other	30	40	30	13	10	40	32	31	17	0	-2	-18	-7
CHINESE	**20**	**50**	**50**	**60**	**35**	**61**	**54**	**71**	**45**	**-11**	**-4**	**-11**	**-10**
MIXED													
Mixed - White/ Asian	110	59	51	55	41	58	45	50	33	+1	+6	+5	+8
Mixed - White/ Black African	56	46	30	30	23	51	39	40	25	-5	-9	-10	-2
Mixed - White/ Black Caribbean	96	44	27	28	14	44	31	32	18	0	-4	-4	-2
Mixed - Other	104	53	43	43	30	52	40	44	27	+1	+3	-1	+3
WHITE													
White - Irish	11	73	45	45	36	59	42	49	32	+14	+3	-4	+4
White - Traveller of Irish Heritage	8	0	0	13	0	18	9	13	4	-18	-9	0	-4
White - Gypsy/ Roma	8	13	13	25	13	11	4	7	2	+2	+9	+18	+11
White - Other	345	47	38	47	29	42	30	42	21	+5	+8	+5	+8
OTHER BACKGROUND	**67**	**37**	**30**	**40**	**21**	**40**	**31**	**42**	**21**	**-3**	**-1**	**-2**	**0**

4.5a Percentage of pupils making expected progress Key Stages 1-2 - trend

		% making expected 2 levels of progress key stage 1-2								
		Reading			Writing			Maths		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Oxfordshire	2012	92	na	na	92	na	na	88	89	88
	2013	90	89	92	93	92	95	89	89	89
	2014	92	91	92	94	93	96	91	91	90
	2015	92	91	93	95	93	96	90	91	90
England	2012	90	na	na	90	na	na	87	88	87
	2013	88	87	89	92	90	93	88	88	88
	2014	91	90	91	93	91	94	90	90	89
	2015	91	90	92	94	93	95	90	90	89

2010 progress data only provided by gender for English and not reading and writing separately

4.5b Percentage of pupils making more than expected progress Key Stages 1-2 – trend

		% making more than expected progress (3+ levels) key stage 1-2								
		Reading			Writing			Maths		
		All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Oxfordshire	2012	36	na	na	33	na	na	29	na	na
	2013	33	34	32	35	33	37	31	34	28
	2014	35	38	33	37	36	39	33	37	30
	2015	35	36	35	42	40	44	35	38	31
England	2012	34	na	na	28	na	na	26	na	Na
	2013	30	32	28	30	28	32	31	33	30
	2014	35	37	33	33	31	35	35	37	33
	2015	33	35	32	36	34	38	34	38	31

4.6a Percentage of pupils making expected progress Key Stages 1-2 (2015) by pupil type

	% making expected progress (2 levels) key stages 1-2										
		Oxfordshire			England			Difference from national		
	Pupils Total	R	W	M	R	W	M	R	W	M
All pupils	6282	92	95	90	91	94	90	+1	+1	0
Boys	3220	91	93	91	90	93	90	+1	0	+1
Girls	3062	93	96	90	92	95	89	+1	+1	+1
FSM6 pupils	1332	88	91	84	88	92	86	0	-1	-2
Non FSM6 pupils	4950	93	96	92	92	95	91	+1	+1	+1
Looked After Children	31	77	81	71	82	84	78	-5	-3	-7
Not Looked After	6251	92	95	90	91	94	90	+1	+1	0
Disadvantaged Pupils	1360	88	91	84	88	92	86	0	-1	-2
Not disadvantaged	4922	93	96	92	92	95	91	+1	+1	+1
Disadvantaged gap		-5	-5	-8	-4	-3	-5	-1	-2	-3
Low prior attainment	111	78	87	74	80	87	76	-2	0	-2
Middle prior attainment	3594	96	96	93	95	96	92	+1	0	+1
High prior attainment	1541	93	97	95	92	97	93	+1	0	+2
First Language - English	5664	92	95	90	91	94	89	+1	+1	+1
First Language - Other	606	91	95	92	91	94	92	0	+1	0
EAL gap		-1	0	-2	0	0	-3	-1	0	-1
SEN support	1023	82	88	78	83	88	79	-1	0	-1
SEN with statement/ EHC plan	204	48	53	42	49	54	47	-1	-1	-5
No SEN	5055	96	98	95	94	97	93	+2	+1	+2

4.6b Percentage of pupils making expected progress Key Stages 1-2 (2015) by ethnicity

	% making expected progress (2 levels) key stages 1-2									
		Oxfordshire			England			Difference from national		
	Pupils Total	R	W	M	R	W	M	R	W	M
White British	5040	92	95	90	91	94	89	+1	+1	+1
ASIAN										
Asian – Bangladeshi	39	97	97	87	93	96	92	+4	+1	-5
Asian – Indian	50	98	100	96	93	96	94	+5	+4	+2
Asian – Pakistani	146	89	98	89	89	94	90	0	+4	-1
Asian – Other	109	92	96	96	92	95	93	0	+1	+3
BLACK										
Black – African	87	93	93	97	92	95	91	+1	-2	+6
Black – Caribbean	28	96	89	82	90	93	87	+6	-4	-5
Black – Other	27	96	89	85	90	93	87	+6	-4	-2
CHINESE	**18**	**95**	**95**	**100**	**94**	**97**	**97**	**+1**	**-2**	**+3**
MIXED										
Mixed – White/ Asian	105	93	94	95	93	95	92	0	-1	+3
Mixed – White/ Black African	51	90	96	86	91	94	90	-1	+2	-4
Mixed – White/ Black Caribbean	93	87	91	82	91	94	87	-4	-3	-5
Mixed – Other	99	93	97	93	92	95	90	+1	+2	+3
WHITE										
White – Irish	10	100	90	100	94	97	91	+6	-7	+9
White – Traveller of Irish Heritage	7	71	71	71	83	86	81	-12	-15	-10
White – Gypsy/ Roma	7	86	86	86	74	78	76	-12	-8	-10
White – Other	259	91	94	90	91	94	92	0	0	-2
OTHER BACKGROUND	**51**	**90**	**94**	**92**	**91**	**94**	**92**	**-1**	**0**	**0**

Ethnicity data from unvalidated LA Raiseonline. National data for overarching ethnicity groups available in December.

4.7a Value Added (2015) by pupil type

	Value Added – Key Stages 1-2									
		Oxfordshire			England			Combined Value Added		
	Pupils Total	R	W	M	R	W	M	2013	2014	2015
All pupils	6241	100.0	100.1	99.9	100.0	100.0	100.0	100.0	100.0	100.0
Boys	3194	99.9	99.8	100.4	99.9	99.7	100.5	100.1	100.1	100.1
Girls	3047	100.2	100.5	99.5	100.0	100.3	99.5	100.0	99.9	99.9
FSM6 pupils	1327	99.4	99.7	99.2	99.7	99.8	99.8	99.5	99.4	99.4
Non FSM6 pupils	4914	100.2	100.3	100.1	100.0	100.0	100.1	100.2	100.1	100.2
Looked After Children	31	99.2	98.4	98.4	100.0	99.7	99.6	98.0	97.6	98.6
Not Looked After	6210	100.0	100.1	99.9	99.9	100.0	100.0	100.0	100.0	100.0
Disadvantaged Pupils	1355	99.4	99.7	99.2	99.7	99.8	99.7	99.5	99.4	99.4
Not disadvantaged	4886	100.2	100.3	100.1	100.0	100.0	100.1	100.2	100.1	100.2
Low prior attainment	1108	99.3	99.6	100.2	100.1	100.2	100.2	99.6	99.7	99.4
Middle prior attainment	3592	100.2	100.2	100.0	100.0	99.9	100.0	100.1	100.0	100.0
High prior attainment	1541	100.2	100.3	99.8	99.8	99.9	99.8	100.1	100.1	100.2
First Language - English	5640	100.0	100.1	99.8	99.9	99.8	99.8	99.9	99.9	99.9
First Language - Other	591	100.1	100.9	100.9	100.1	100.6	101.0	101.0	100.6	100.7
SEN support	1020	99.2	99.4	99.2	99.3	99.3	99.4	99.5	99.4	99.3
SEN with statement/ EHC plan	200	95.1	94.8	94.9	97.8	97.6	98.0	93.7	95.3	94.9
No SEN	5021	100.4	100.5	100.3	100.1	100.1	100.1	100.4	100.3	100.1

4.7b Value Added (2015) by ethnicity

	Value Added – Key Stages 1-2									
		Oxfordshire			England			Combined Value Added		
	Pupils Total	R	W	M	R	W	M	2013	2014	2015
White British	5031	100.0	100.0	99.8	99.9	99.8	99.7	99.9	99.9	99.9
ASIAN										
Asian – Bangladeshi	39	101.3	101.2	100.5	100.1	100.6	100.9	99.9	100.7	100.9
Asian – Indian	50	101.3	101.6	102.1	100.0	100.3	101.2	100.3	100.7	101.8
Asian – Pakistani	145	99.2	100.6	100.1	99.6	100.1	100.3	100.6	99.7	100.0
Asian – Other	109	100.4	101.3	101.2	100.1	100.5	101.6	100.8	101.1	101.0
BLACK										
Black – African	86	99.9	100.7	100.8	100.3	100.6	100.6	100.5	99.6	100.5
Black – Caribbean	28	99.9	98.7	98.2	99.9	99.9	99.5	99.0	99.5	98.8
Black – Other	27	99.9	99.2	98.1	100.1	100.4	100.1	99.8	99.4	98.8
CHINESE	**18**	**101.3**	**102.2**	**102.3**	**100.5**	**101.0**	**102.4**	**99.8**	**100.7**	**102.0**
MIXED										
Mixed – White/ Asian	105	100.4	100.5	100.6	100.2	100.1	100.4	100.7	100.3	100.5
Mixed – White/ Black African	51	99.7	100.5	99.7	100.2	100.2	99.9	99.9	100.3	99.9
Mixed – White/ Black Caribbean	93	99.9	99.6	99.0	99.9	99.9	99.5	99.5	99.8	99.4
Mixed – Other	98	100.1	100.8	99.8	100.3	100.3	100.3	100.2	100.3	100.1
WHITE										
White – Irish	10	101.0	101.1	101.1	100.6	100.3	100.4	100.8	99.3	101.1
White – Traveller of Irish Heritage	7	96.4	97.8	96.3	99.6	99.7	99.7	98.3	100.9	96.7
White – Gypsy/ Roma	7	99.2	98.8	100.1	99.3	99.7	99.6	100.4	99.1	99.5
White – Other	259	100.3	100.9	100.9	100.7	100.9	101.2	101.4	101.0	100.8
OTHER BACKGROUND	**51**	**100.1**	**100.8**	**100.9**	**100.3**	**100.7**	**101.2**	**100.8**	**101.1**	**100.7**

Ethnicity data from unvalidated LA Raiseonline. National data for overarching ethnicity groups available in December

4.8a LA and national transition matrices (2015) - Reading

Oxfordshire

Coverage: 95.4% (6561 Pupils)

		% pupils OXFORDSHIRE										Number pupils included in transition matrices	Total pupils with prior attainment
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)		
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1		2	1	10.5	10.5	36	38.5	1	21	n/a	14	314
	< 1		23	14	33	9	18	2		62.5	30	128	128
	1		0.1	1	17	22.0	52	8		82	60	791	791
	2		< 0.1		1	4	50	45		95	45	3703	3703
	3					0.1	8	90	2	92	2	1617	1617
	4							87.5	12.5	12.5	n/a	8	8
	Total	**0**	**1**	**0.5**	**4**	**6**	**38.5**	**51**	**1**	**92**	**35.5**	**6261**	**6561**

England

Coverage: 95.6%

		% pupils ENGLAND										Number pupils included in transition matrices	Total number pupils with prior attainment
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)		
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1	< 0.1	3	3.5	14.5	10	37.5	30.5	0.2	2	n/a		
	< 1	< 0.1	22	13	33	11.5	17	3		65	32		
	1		0.3	1	15	22	52.5	9		84	62		
	2	< 0.1	< 0.1	< 0.1	1	5	53	42	< 0.1	95	42		
	3		< 0.1		< 0.1	0.1	11	88	1	89	1		
	4						0.7	93	7	7	n/a		
	Total	**< 0.1**	**1**	**1**	**4**	**6**	**41**	**48**	**0.2**	**91**	**33**		

Data from unvalidated Raiseonline 2015.

4.8b LA and national transition matrices (2015) - Writing

Oxfordshire

Coverage: 95.6% (6561 Pupils)

		% pupils OXFORDSHIRE											
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)	Number pupils included in transition matrices	Total number pupils with prior attainment
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1		2.5	1	9	19	42	22	4	50	n/a	24	315
	< 1		16	13	27	33	11	0.5		71	44	189	189
	1		0.1	0.3	7	35	55	3		93	58	1059	1059
	2		0.1		0.1	3	55	40	1.5	97	41.5	4296	4296
	3						6	74.5	20	94	20	702	702
	4										n/a		
	Total	0.0	1	0.5	2	10	48	36	3	95	42	6270	6561

England

Coverage: 95.7%

		% pupils ENGLAND											
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)	Number pupils included in transition matrices	Total number pupils with prior attainment
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1	0.1	4	4	11	18	44	18	1	15	n/a		
	< 1	0.2	18	12	27	29	13	1	< 0.1	70	43		
	1	< 0.1	0.4	0.5	5	37	55	2	< 0.1	94	57		
	2	< 0.1	0.2	< 0.1	0.1	4	60	35	1	96	36		
	3	< 0.1	0.2		< 0.1	0.1	7	80	12.5	92	12.5		
	4							23	77	77	n/a		
	Total	< 0.1	1.0	0.6	2	10	51	34	2	94	36		

Data from unvalidated Raiseonline 2015.

4.8c LA and national transition matrices - Maths

Oxfordshire

Coverage: 95.7% (6561 Pupils)

		% pupils OXFORDSHIRE											
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)	Number pupils included in transition matrices	Total no pupils with prior attainment
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1		1	1	6	11	43	29	10	86	n/a	36	315
	< 1		31	15	32	14	7	1		54	22	91	91
	1		0.2	1	19	43	34	2		79	36	513	513
	2				0.5	8	57.5	32	2	92	34	4346	4346
	3				0.1		7	55	38	93	38	1293	1293
	4								100	100	n/a	x	x
	Total	**0**	**0.5**	**0.5**	**2.5**	**9**	**44**	**33**	**9.5**	**90**	**35**	**6282**	**6561**

England

Coverage: 95.8%

		% pupils ENGLAND											
		Key Stage 2 level								Exp prog (2 levels)	Ab Exp prog (3 levels)	Number pupils included in transition matrices	Total no pupils with prior attainment
		No KS2	< 1	1	2	3	4	5	6				
Key Stage 1 level	A, D or No KS1	< 0.1	3	1.5	11	12	42	24.5	6	58	n/a		
	< 1	< 0.1	29	16	32.5	14	8	1	0.1	55	23		
	1	< 0.1	0.5	1	17	38	41	3	< 0.1	81	43		
	2	< 0.1	< 0.1	< 0.1	1	8	58	31	2	92	34		
	3	< 0.1	< 0.1		< 0.1	0.1	10	56	34	90	34		
	4							2	98	98	n/a		
	Total	**< 0.1**	**1**	**0.5**	**3**	**9**	**46**	**33**	**9**	**90**	**34**		

Data from unvalidated Raiseonline 2015.

This page is intentionally left blank

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 3 DECEMBER 2015

EDUCATION STRATEGY 2015-18

Report by Interim Deputy Director - Education & Learning

Introduction

1. The Education Strategy reflects the role of the Local Authority for the future. It seeks to identify the key outcomes for the next three years and how schools, setting and colleges can work together to achieve their targets.

Consultation

2. A draft copy of the strategy was placed on Schools News and sent to chairs of governors in October 2015. It has been sent to district councils, the Children's Trust, the Strategic Schools Partnership and other partners. Once consultation responses have been received, these will be considered and a final version produced.

Financial and Staff Implications

3. None.

Equalities Implications

4. None.

RECOMMENDATION

5. The Education Scrutiny Committee is RECOMMENDED to comment on the draft Strategy attached at Appendix 1.

REBECCA MATTHEWS
Interim Deputy Director – Education and Learning

Background papers: None

Contact Officer: Rebecca Matthews, Interim Deputy Director – Education and Learning - 01865 815125 – rebecca.matthews@oxfordshire.gov.uk

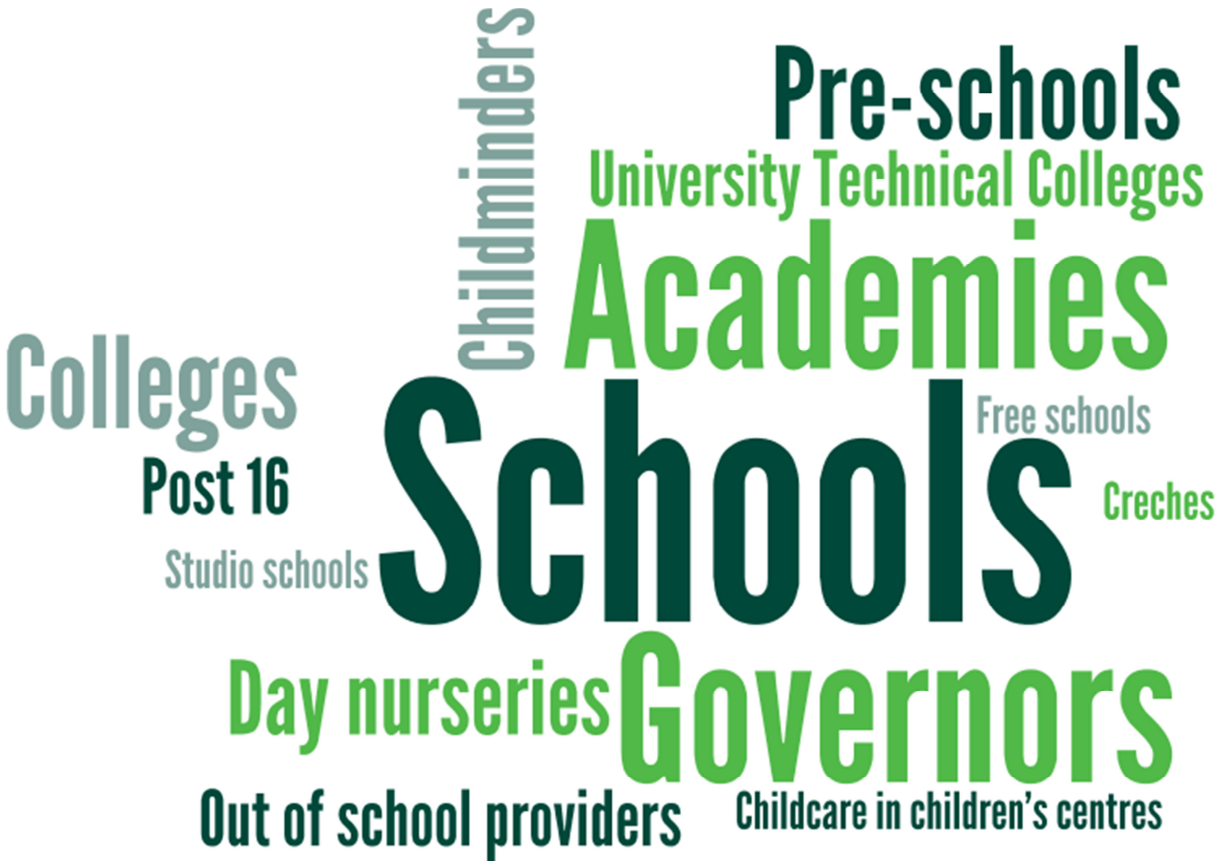
[November 2015]

This page is intentionally left blank

APPENDIX 1

Oxfordshire Education Strategy

2015-2018



OXFORDSHIRE COUNTY COUNCIL

Contents

Introduction 1
Our vision for education 2
Scope of the Education Strategy 3
What this strategy aims to achieve 5
Strategic Schools Partnership 6
Outcomes 7
Theme A - Improving quality and rising standards 7
Theme B - Closing the performance gap for vulnerable learners 9
Theme C - Safeguarding and wellbeing 11

Introduction

The growth of school autonomy is one of the defining features of the recent history of the English education system. A range of reforms has been introduced that have increased dramatically the autonomy of schools and have aimed to create a self-improving school system led by networks of schools. These reforms have transformed the role of schools and local authorities, and stimulated debate about the conditions necessary to encourage and sustain a self-improving school system.

It is in this context that this strategy is presented. Oxfordshire is developing new ways of working with all schools, including academies. The shape and ethos of the education system in Oxfordshire is becoming characterised by a series of networks of schools, rather than a collection of standalone, self-managing schools. The way in which the Local Authority discharges its functions has also undergone significant change. We are, however, expected to maintain oversight of local education provision, champion the interests of children, and commission school improvement from local system-leading schools.

The quality of education provided in Oxfordshire is often good and sometimes outstanding. The Ofsted profile of schools is improving as are standards of attainment. However, across the county as a whole, standards for all learners in Oxfordshire are not yet good enough. This is particularly the case for vulnerable groups. Cultures, systems and practice are not fully effective in ensuring that all schools and settings have the support and challenge to become as good as the best. Oxfordshire is not occupying its legitimate place in the top quartile nationally.

In Oxfordshire, there is a growing collective view that what is needed is a local solution for local issues. Oxfordshire has existing good and outstanding practice on which to build. There is a determination to address those issues that present themselves in many schools and settings, to learn from each other and to work collaboratively to maximise impact. Partners recognise a responsibility for the education and well-being of all children and young people within the county and understand that their contribution to success can be played out on a much wider scale than in an individual educational establishment. This moral purpose motivates and sustains commitment, but it must be underpinned by trust and reciprocity.

The role of the modern Local Authority

- ✓ Provide an inspirational educational vision.
- ✓ Maximise use of influence to shape the system.
- ✓ Act as champion and advocate for all children and their families.
- ✓ Achieve a collective approach towards vulnerable pupils.
- ✓ Champion and promote educational excellence, whether schools are maintained or academies that are part of, and accountable to, the local educational community.
- ✓ Put the use of pupil performance data at the heart of what teachers, schools and the Local Authority do.
- ✓ Have an overview of the performance of all schools and settings, to prevent the slide into poor performance in schools irrespective of the status of the provider.

This strategy identifies those areas where influence can be brought to bear, both on those areas of underperformance across the county, and on our statutory responsibilities, in an effort to galvanise and renew efforts to improve performance and provide the highest quality of education for all.

Our vision for education

Our vision is for an autonomous and self-improving education system and we are committed to enabling schools and settings to promote excellence and lead their own improvement. This is set within the context of a well-planned continuum of provision from birth to 25 that meets the needs of children and young people in Oxfordshire. Our ultimate purpose is to improve attainment, achievement and well-being, including the progression into employment for young people, by developing collective capacity in the county.

We need to develop the right culture for improvement, including a guarantee of effective challenge from highly credible professionals. We recognise that there will be greater opportunity for sustained improvement when schools and the whole education community take responsibility for the required changes. This emphasises the importance of system leadership which, by definition, is the concerted effort of many people working together at different places in the system and at different levels, rather than single leaders acting unilaterally.

Scope of the Education Strategy

The outcomes outlined in the 2012-15 Education Strategy, *Improving Educational Outcomes in Oxfordshire* were largely achieved, with the exception of closing the gap for vulnerable groups. In the intervening three years, much has changed. This is a time of unprecedented local and national change, with system diversity meaning academies, free schools, faith schools and community schools are all represented in the county.

We have had a number of new Ofsted frameworks, each raising the bar; we have a new government with an agenda to raise standards; and we have to develop working relationships with new regional roles, such as Ofsted and the Regional Schools Commissioner. Budget reductions as a result of decrease in central government grants have had, and will continue to have, a significant impact on the centrally retained funding for school support services.

The Education Strategy for Oxfordshire (2015-18) encompasses those areas of statutory responsibility for Oxfordshire, namely:

- Special Educational Needs
- School admissions, organisation and place planning
- School Improvement
- Foundation Years

- New legal duties came into force in September 2014, through the Children and Families Act, to reform the way support is provided for children and young people with **special educational needs and disabilities**. Our aim is for every child and young person with SEN or a disability to be able to develop their potential and live happy and fulfilled lives.
- We have a unique responsibility to make sure there are enough **school and childcare places** available for local children and young people. No other local or national body shares the duty to secure sufficient primary and secondary schools, although we increasingly have to work with schools and other partners to deliver the places needed.
- The responsibility for **school improvement** is now firmly embedded with schools and their governing bodies. So it is timely to consider, as part of this

new education strategy, opportunities that can harness limited resources, engage partners and other agencies that can effect change, develop different delivery models, and consequently a step change in performance.

- Leaders of **Early Learning** are being empowered across the county by the Early Years Board so that schools and settings can lead their own improvement. The Early Years Team has a refreshed offer for all early years and childcare providers from September 2015. The new offer is designed to support all aspects of a child's early education and care, with an emphasis on delivering the best outcomes for Oxfordshire's children. This 'offer' is open to all Council funded early education providers in Oxfordshire (maintained schools, academies, independent schools, and private, voluntary and independent childcare providers including childminders).

The Corporate plan, 2015-18, A Thriving Oxfordshire states that the Council 'has a crucial leadership role in ensuring there is a diverse supply of strong schools for the County's children and a key role in continuing to improve educational attainment in the county.'

Oxfordshire's Children and Young People's plan 2015-18 wants Oxfordshire to be 'the best place in England for children and young people to grow up in, by working with every child and young person to develop the skills, confidence and opportunities they need to achieve their full potential.'

The Children and Families Act 2014 recognises the value of integration of education provision with health and social care provision to improve children and young people's well-being:

- *Physical and mental health and emotional well-being.*
- *Protection from abuse and neglect.*
- *Control by them over their day to day lives.*
- *Participation in education, training or recreation.*
- *Social and economic well-being.*
- *Domestic, family and personal relationships.*
- *The contribution made by them to society.*

What this strategy aims to achieve

- An improving quality of education and rising standards.
- A closing of the performance gap between vulnerable learners and their peers.
- Robust safeguarding and ensuring the well-being of every child and young person.

We want:

- Every school and setting in Oxfordshire to be at least good by 2018.
- More Oxfordshire schools and settings to be outstanding – at least 25% by 2018.
- Improved standards across the county to ensure that outcomes for children and young people are consistently in the highest performing 25% of local authorities.
- A reduced achievement gap between children and young people from deprived backgrounds to be in line with the highest performing 25% of local authorities nationally, with a strong equalities and early intervention approach promoted across all education providers.
- The attendance of all children and young people to match the attendance rates of the highest performing authorities.
- A reduction of both fixed term and permanent exclusions across the county.
- Strong collaboration between early years settings, schools, alternative providers and colleges in order to realise the vision and improve education in Oxfordshire.
- A more extensive and higher quality offer for pupils requiring an alternative provision.
- A resilient and sustainable market of school and childcare places meeting local demand and responding to national initiatives, including delivering the 30 hours childcare offer.
- Every local area to offer a wide range of high quality provision to ensure that vulnerable children and young people can remain in their local area wherever possible.

In achieving our aims and reflecting the changing role of the Local Authority, we have identified the following five key levers for effecting change:

- Strategic leadership
- Market development
- Support and challenge
- Influence and inspiration
- Using data

Strategic Schools Partnership

The formation of the Strategic Schools Partnership provides an alliance between the Council, schools and key partners to work collectively towards the improvement to which all aspire. Strong leadership, professional trust and defined structures are crucial for the success of the Strategic Schools Partnership in order to achieve the expected collaborative advantage. There are similar arrangements in place for the Early Years Partnership, driving forward the local leadership of early learning.

The aim of the Strategic Schools Partnership is to encourage head teachers and other partners to assume leadership responsibilities on a wider scale and encourage strong school to school collaboration. System leaders have existed in education for some time with the designation of National Leader of Education (NLE) and Local Leader of Education (LLE), National Leaders of Governance and Teaching School Alliances. These roles share the conviction that leaders should strive for the success of other schools and their students, not just their own.

Our Strategic Schools Partnership takes this concept to another level and seeks to identify leaders who would assume responsibility for the commissioning, co-ordination and evaluation of school improvement to help all schools in the area become as good as they can be.

The parallel Early Years Board is developing leaders of early learning across the county to support networks of best early years practice.

Outcomes

Theme A - Improving quality and rising standards

Data

- The percentage of schools and settings which are at least good is increasing, but too few are outstanding.
- Most additional places are created in schools which are at least good.
- Standards are rising at KS1 and KS2, but not yet be at a fast enough rate to put Oxfordshire in the top quartile of local authorities.
- The percentage of children reaching a Good Level of Development has risen again.

Examples of key actions we are taking for the life of this strategy

Strategic leadership:

- Commission high quality school to school support through the Strategic Schools Partnership Board.
- Develop an effective practice map to share expertise from OTSA, collaborative companies and other partners.
- Develop Leaders of Early Learning through the Early Years Strategic Board.
- Develop a new service model for School Improvement to be a fully traded model, ensuring all statutory duties are met.
- Review the Attendance Strategy to improve rates of attendance.
- Identify through the Strategic Schools Partnership those areas or themes of particular concern and commission partners to work to address them.
- Engage with all schools to support whole system improvement, not just those in an Ofsted category.
- Map school partnerships, federations, Multi Academy Trusts and collaborative companies to encourage effective collaboration.

Market development:

- Link more closely strategic place planning with quality provision.
- Encourage the expansion of high quality alternative provision.
- Disseminate better information about the range of alternative providers.
- Respond to the extension to a 30 hour child care offer.

Support and challenge:

- Only approach sponsors who have good track record of achievement.
- Use the relationship with Regional Schools Commissioner to challenge quality in order to ensure failing academies recover quickly.
- Target support with under performing schools to secure improvement at speed.

Influence and inspire:

- Direct funding to specific projects – Every Child Counts, Every Child a Writer and Every Child a Reader.
- Develop a forward thinking, creative and inspirational offer for training in the county.
- Continue to deliver high quality funded places for disadvantaged two year-olds.
- Work with school partnerships and collaborations to research the impact of pedagogy on pupil outcomes.
- Research and training on recruitment and retention to ensure we appoint and keep the best.

Using data:

- Focus commissioning based on outcomes in Early Years settings to develop leaders of early learning.
- Share better quality of data more widely in a timely fashion, e.g. the Autumn Position Statement.
- Identify and map effective practice and disseminate it across the county.

Theme B - Closing the performance gap for vulnerable learners

Data

- Most minority ethnic groups perform less well than nationally.
- Children with Special Educational Needs, other than those with Statements/Education, Health & Care Plans, perform less well than their peers.
- Children in the care system have low levels of attainment.
- The attainment gap between children eligible for free school meals and those who are not is wider than nationally, but has narrowed for the second year in a row.
- Looked After Children's GCSE performance is much improved, but still far below their peers.
- Not all schools are meeting the legal requirement in terms of having an accessibility plan.

Examples of key actions we are taking for the life of this strategy

Strategic leadership:

- Develop more effective commissioning processes which co-ordinate education, health and care resources to deliver high impact, low cost provision.
- Provide SEN Support Guidance to ensure a consistent approach to identifying when a child or young person has special educational needs and how to support them to achieve good outcomes.
- Challenge the use of Pupil Premium income.
- Challenge the presumption of low achievement for children in or on the edge of care
- Review and consult on the Equity and Excellence in Education Strategy
- Co-ordinate more effectively education, health and care services for 0-25 year olds, particularly at points of transition.
- Provide integrated services for 0-19 year olds.

Market development:

- Increase the range and quality of specialist provision in local areas.
- Use the opportunities arising from building new schools to create centres of specialist expertise through more resource based provision supporting children with low incidence SEN and social, emotional and mental health needs.
- Encourage the promotion of Alternative Provision and Special Free Schools.
- Increase the range of employment programmes for vulnerable learners, including Supported Internships.

Support and challenge:

- Develop and evaluate programmes to support vulnerable learners, e.g. Aspiration Networks.
- Promote the role of Governor with lead for Vulnerable Learners.
- Evaluate managed moves to ensure their success and be more aspirational for the educational outcomes for children in care.
- Improve the quality and range of information available to support informed choices.
- Provide networks of schools with training and advice to ensure quality first teaching addresses the needs of all learners with SEND.

Influence and inspire:

- Promote collaborative working with parents across education, health and care services and the voluntary sector.
- Encourage and model good practice at In Year Fair Access Panels.
- Commission services from highly credible and specialist staff.
- Use the Caremark as a quality standard for excellent school practice with children in care

Data and trends:

- Identify schools that 'buck the trend'.

Theme C - Safeguarding and wellbeing

This priority is a direct response to the learning from the Child Sexual Exploitation (CSE) cases and Serious Case Reviews in Oxfordshire.

Key areas for consideration for schools and settings are:

- Poor attendance, unexplained absences and reduced timetables.
- Exclusion, temporary and permanent, particularly for vulnerable children.
- Too many children have attendance rates which are too low to enable them to achieve and leave them vulnerable to exploitation.
- Overall exclusion rates are relatively low, but rising, and in a few schools are unacceptably high.
- Vulnerability is not always taken into account when children are excluded from school.
- Record keeping and transfer when children change school is not always comprehensive.

Examples of key actions we are taking for the life of this strategy

Strategic leadership:

- Raise awareness of and training for CSE and its impact on children and young people.
    - Implement Academy Protocols.
    - Strategic involvement in the MASH.
    - Speed up in year admissions.

Market development:

- Audit the wide range of providers to ensure compliance with OSCB requirements.

Support and challenge:

- Use Annual Safeguarding Audits of settings and schools to develop a systematic approach to alert areas of non-compliance.
- Undertake a strategic overview of analysis of Ofsted reports.
- Learn from serious case reviews and internal audit.
- Focus on the risks inherent in Elective Home Education.
- Maintain a strategic scrutiny of children missing out of education.

Influence and inspire:

- Promote projects such as Primary GLS theatre, Values vs. Violence and Chelsea's Choice.
- Provide advice for the Anti-Bullying Co-ordinator e.g. Sexting.
- Develop Prevent training.
- Develop FGM support.
- Promote a positive view of difference.

Using data:

- Identify and challenge schools with high or rising levels of exclusions.
- Identify and challenge schools with high or rising absence rates.

A Strategy for Equity and Excellence in Education

In order to close attainment gaps for those vulnerable to underachievement

Oxfordshire's Children and Young People's plan 2015-18 wants Oxfordshire to be 'the best place in England for children and young people to grow up in, by working with every child and young person to develop the skills, confidence and opportunities they need to achieve their full potential.'

Oxfordshire Education Strategy 2015 – 18 has a vision of an 'autonomous and self-improving education system' where 'schools and settings promote excellence'. This will be delivered by having the 'right culture for improvement, including a guarantee of effective challenge from highly credible professionals'. To achieve this within the education system, collective responsibility through system leadership is required.

Educational improvement must be delivered for children in parallel with the vision of the Health and Wellbeing Board. This is to deliver better quality care, improve health outcomes and improve the public's experience of health and social care services. The second priority is to 'improve the achievement of those with Special Educational Needs'

The work of the local authority is to: provide an inspirational vision; influence and shape quality and diversity of provision; achieve collective approaches to child vulnerability; and promote improvement by challenging and supporting towards excellence in education for children. It will put the use of the pupil performance data at the heart of what teachers, schools and the local authority do, having an overview of performance. It will challenge schools and settings to improve where there is evidence of poor performance. It will therefore remorselessly act as the champion for the child no matter where the child is educated.

This strategy document is constructed with this school improvement landscape in mind. It aims to tackle the gap between the county council's ambition for children and what results tell us. It will focus on improving the attainment and progress of those learners vulnerable to underachievement in all schools and settings in Oxfordshire and focus on improving attendance and reducing exclusions.

It is imperative that all those involved in education in the county focus their development on their contribution to this strategy. Individual action plans will form the method of implementation of such a strategy. Any accountability will be by evaluating the impact of each plan against its contribution.

This strategy recognises the complexity of delivering high quality education and presents a vision for the county and an outline and guidance for schools and clusters working together to interpret and make local decisions. It encourages improvement to be based on evidence of what works.

DRAFT

Contents

Page		
2		Introduction Aims of the Strategy
3	**Priority 1**	**Improve achievement for those who are disadvantaged**
5	**Priority 2**	**Improve the achievement of those with Special Educational Needs**
7	**Priority 3**	**Improve attendance and reduce persistent absence**
9	**Priority 4**	**Reduce permanent and fixed term exclusions**
11	What will make this strategy work?	Commissioning Boards Operational group Local Authority Oxfordshire Teaching Schools Alliance
12		School and Setting Leadership Governance Health Alternative Providers
13		Cross Cutting Themes
14		Legislative Framework
15	Appendix A Appendix B	What is already happening in Oxfordshire? Ways to effectively use pupil premium funding
16	Appendix C Appendix D	Sutton trust / EEF toolkit Governors questions to use to support and challenge

DRAFT

Introduction

This strategy recognises 'the highest performing education systems are those that combine equity with quality'[1] and the link between educational under-achievement and poverty[2]

In this document the themes of equity and excellence are defined as follows:

Equity is achieved with *fairness*, making sure that personal and social circumstances should not be an obstacle to achieving educational potential, and *inclusion*, ensuring a basic minimum standard of education for all.

Excellence is achieved when the quality of leadership, welfare and teaching enable learning that is consistently high, producing high achievement for all.

Data tells us that most pupils achieve at expected levels in Oxfordshire, and many exceed these. However, there are significant groups of pupils that underachieve and for whom education in Oxfordshire does not provide equity or excellence.

Any strategy for improvement within Oxfordshire will only be effective if all those involved in the education of its children work in partnership towards its aims.

Overall attainment 2015

		Oxon	National
Phonics y1		76%	77%
KS1 L2+	Reading	92%	90%
	Writing	88%	88%
	Maths	94%	93%
KS2 L4+		80%	80%
KS4 5A* to C in EM		59.1%	56.3%

Unvalidated data

Comparison of Oxfordshire CC to its statistical neighbours 2015 (out of 11)

		All	Dis	SEN
Phonics y1		7th	9th	na
KS1 L2+	Reading	1st	na	na
	Writing	2nd		
	Maths	1st		
KS2 L4+		7th	na	na
KS4 5A* to C inc EM		8th	na	na

na means data will be added when full datasets are sent in Dec 15 and Jan 16

What this strategy aims to achieve by 2018

1. A transformation in learning for those vulnerable to underachieve
2. A full time suitable education place for every child
3. Teaching that effectively focusses on the learning needs of all pupils, and that intervenes early when underachievement is detected or suspected
4. Leadership that develops schools and settings with a culture focussing on **equity** and **excellence**
5. All schools and settings effectively focussing pupil premium grant on closing gaps in attainment for those disadvantaged pupils (annual sample of websites)
6. To close the attainment gap between those (as in RAISE):
   a. who are disadvantaged and others
   b. who have SEN and those who do not
   c. with EAL and those who do not
   d. who are in the care of the local authority and those who are not
7. Persistent absence reduces to prevent underachievement
8. Local provision effectively manages the behaviour of pupils so that permanent exclusions significantly reduce to 30 or fewer
9. To reduce the number of vulnerable learners who are not in employment education or training (NEET)

[1] OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing
[2] Child Poverty in the UK: DWP & DfE, 2012, para 7

DRAFT

Priority 1: Improve achievement for those who are disadvantaged

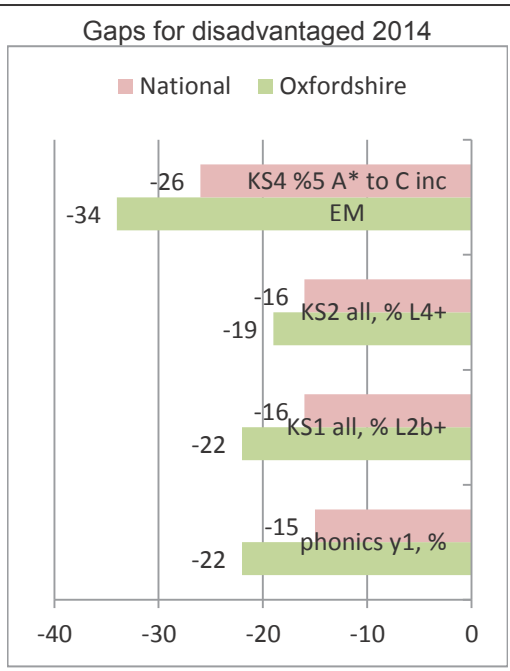
Disadvantaged pupils are defined as those in receipt of Free School Meals within the last 6 years, those in care, those who have been adopted from care and those children of service families. Pupil premium funding is presently available to schools to close attainment gaps.

At all stages of education in Oxfordshire the gap for disadvantaged pupils is wider than that nationally.

There is not sufficient a focus in settings, schools and partnerships on closing attainment gaps for those disadvantaged.

There are pockets of good practice in the county that are nationally and locally recognised, for example with the national pupil premium awards.

All school leadership needs to interpret the concepts of equity and excellence in their vision of education.



Issue	Desired outcome	Opportunities
a. The gap between those disadvantaged and others is too wide across Oxfordshire and in many schools	The gap for disadvantaged pupils and others narrows throughout the time frame of this strategy for Oxfordshire, local partnerships and schools. Pupil premium is used to close attainment gaps for all disadvantaged pupils.	Governing bodies support and challenge school leadership to close the attainment gap. The LA challenges schools to close the attainment gap through the use of data
b. Not all schools or partnerships of schools effectively analyse data concerning attainment gaps and continuously act to close it	All partnerships to be willing to share performance data. Improvement strategies should be based on best practice. School improvement plans will describe how to close attainment gaps	Schools, school partnerships and school to school support should use the EEF tool kit to support improvement planning [Appendix C]
c. The LA does not yet challenge schools enough to close attainment gaps	All schools will be challenged concerning the attainment and progress for disadvantaged learners	School performance statements to include disadvantaged RAG
d. Not all school leadership has an improvement focus on equity and excellence	All improvement plans focus on improving the attainment of disadvantaged learners. Effectively use pupil premium funding	Use J Dunford's 10 steps [Appendix B] and governors question [Appendix D]

DRAFT

e. Not all teaching effectively closes attainment gaps	Quality First Teaching includes meeting the learning needs of the disadvantaged learners	Refocus teacher development and teacher training
f. Children in care make insufficient progress	The designated teacher acts as a corporate parent so that children in care's learning needs are fully met	All PEPs focus on education need using pupil premium plus
g. The gap in attainment for groups of learners with English as an additional language (EAL) are too wide	The attainment gap for children with EAL narrows and eventually disappears	School-to-school support is used to spread good practice with EAL teaching.
h. Not all schools know of the contribution to a child's attainment alternative provision makes.	Schools require alternative provision to regularly inform them of the effectiveness of their contribution to improving attainment. Schools evaluate the quality of provision	Inspection expects schools to know the contribution to pupils attainment
i. Too many disadvantaged young people are NEET	School leadership considers equity to be about gaining equality of outcome. Positive action is taken by schools, colleges and the LA to alleviate barriers to learning so that pathways in progression are open for as long as possible. Schools develop pupil resilience for learning.	Schools, colleges and the LA effectively engage in the 100% participation strategy. Schools develop teaching and school culture that develops pupil resilience.

Closing the attainment gap by changing the school vision

One primary school in Witney improved the average score at KS2 by nearly one level over 4 years by changing their vision and subsequent policy to focus on equity and excellence. Teaching now enables all children and groups to achieve so the value added for disadvantaged groups is significantly better than national performance. Governors ensure the vision is realised.

Focussing on parental engagement and targeting those disadvantaged

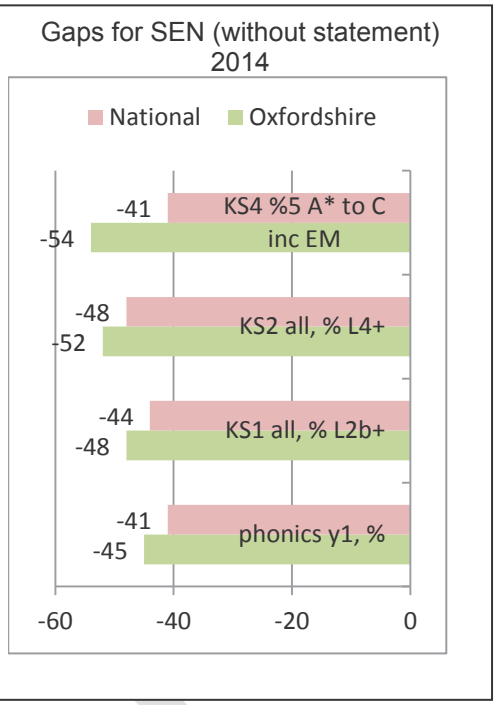
An Oxford City primary school, with a high proportion of learners disadvantaged, including a large group of English as an additional language pupil's, has improved progress for those vulnerable to underachievement. The 2014 data for KS1-2 was the best the school has ever achieved. The school focussed on improving parental engagement with learning which resulted with an improving trend over 3 years, with disadvantaged pupils closing the gap in all areas from 2012-14 and in 2014 value added data from KS1-2 were all significantly above national figures and closing the gap in all areas.

Priority 2: Improve the achievement of those with Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In school, these pupils have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

In all stages of education in Oxfordshire the gap is wider than national data.

All school leaders need to set aspirational targets for progress and outcomes and plan to achieve them for this group of pupils. Whatever strategy is developed to improve the attainment of those with SEND the development of quality first teaching is the beginning.



Issue	Desired Outcome	Opportunities
a. Knowledge and skills of staff to ensure identification and planning for those pupils with SEND is not always effective	Training, coaching and mentoring by leaders to ensure that all staff have the skills to meet the needs of pupils with SEND. Quality first teaching in schools and settings.	Oxfordshire's SEN support and guidance to create consistency. Training opportunities taken. School to school support focusses on SEND. Use school improvement strategies with a focus on SEND.
b. Insufficient focus on high aspirations and expectations for pupils with SEND resulting in too many not making expected progress.	Leaders have a relentless focus on ensuring pupils with SEND and other vulnerable groups close the gap through inclusive teaching and learning, an inclusive ethos and a clear commitment to making a difference for these pupils. All schools to be challenged on the outcome of pupils with SEND	School performance statements to include SEN RAG. Focus on progress as well as attainment.
c. Interventions are sometimes used as the main means of addressing difficulties rather than to complement and extend classroom learning.	All schools implement rigorous provision management to ensure that no pupil is withdrawn from class unless there is clear evidence of sustained impact. Research and evidence based practice determines most appropriate early intervention. Learning from intervention programmes is explicitly linked to classroom teaching. Effective use of SEN and high needs funding. Local range of quality and specialist provision meets local demand.	J Dunford's 10 steps Greg Brookes 'What works in literacy' Latest research documents found on Oxfordshire school inclusion team's website The SEN infrastructure and placement strategy will develop more local provision and outreach.

DRAFT

d.	Not all pupils with SEND are identified early enough. Accuracy in identifying barriers to learning and monitoring progress over time needs to be more rigorous.	All schools to use the SEN Support guidance effectively and consistently to both identify and plan for individual pupils. Ensure young people and parents are at the heart of the review process with regular meetings to support parental partnership with school focussing on learning and progress.	Annual review of school engagement with guidance through SENCO networks. The review cycle outlined in the 2014 SEN Code of practice puts the child and the parent at the centre of the review cycle
e.	For children with more complex needs, approaches are not always integrated across education, health and social care, especially at transition to adult life	Integrated assessments leading to a single Education, Health and Care Plan	Implementing Education, Health and Care Plans with a focus on person centred, outcomes planning.
f.	Effective strategies and interventions for children with social, emotional and mental health (SEMH) needs are not consistently employed	Children with SEMH needs are addressed early and there is effective multi-agency support when needed, to support children in their local areas	Implement new CAMHS model and transformation plan 2015 – 2020 New integrating 0 - 19 services provided by Children's Centres, Early Intervention Hubs and Children's Social Care.
g.	Not all schools or partnerships of schools effectively analyse data concerning attainment gaps and continuously act to close it	All schools to be challenged on attainment and progress of pupils with SEND. Leaders to develop analysis of vulnerable group data to inform actions.	Schools to work in partnership to ensure local solutions to meeting individuals learning needs
h.	Information about provision and services is not always readily available or high quality	Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices	The Local Offer sets out in one place all information on SEND

Raising attainment using data and provision mapping

In a village primary school, a review raised concerns about SEN provision. The school had an average percentage of SEN pupils, but higher than average number of Forces pupils.

With a new Headteacher, in January 2013 an inspection judged the school to be grade 3.

Supported by an LA consultant, the new SENCO worked on ensuring that pupils' needs were correctly identified and that good quality provision was put in place. The deployment of TAs was changed so rigorous provision management enabled the school to develop high quality intervention. HMI recognised that clear data analysis for vulnerable groups began to reflect better progress. The school is now a good school and the hard work of the SENCO was also rewarded with a distinction for the NASENCO award.

Raising attainment in writing for all pupils

A large primary school in Oxford invested in speaking and listening based activates in order to boost children's vocabulary.

This has accelerated progress in reading and writing attainment for all pupils but especially those on the SEN register. This focus included an emphasis on storytelling and teaching vocabulary that children used in reading comprehension and writing. A traffic light system was introduced for new vocabulary and key words in each topic that children applied in their work.

The value added for pupils on the SEN register at the end of key stage 2 was 101.7 in writing and 101.6 in reading. The school moved from good to outstanding.

Priority 3
Improve attendance and reduce persistent absence

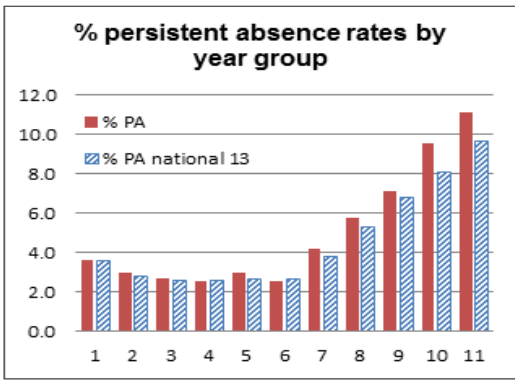
Attendance is too low and persistent absence is too high in Oxfordshire

There is a strong link between high attendance and high achievement.

From September 2015 the definition of persistent absence will be 10% or more of unauthorised absences. School leadership increasingly will need to plan to prevent absence and seek to intervene early when patterns of attendance raise a concern. The partnership with the local authority will use effectively its full powers to ensure attendance.

The use of prosecution in cases of children subject to or at risk of sexual exploitation has been criticised.

Patterns of absence from school, alternative provision or a setting, whether it is for a full or part of a day, may well be an indication of a safeguarding concern. There are emerging correlations between Child Sexual Exploitation (CSE) and poor attendance.



% Persistent Absence by SEN		Statement	School Action Plus	School Action	No SEN
Primary	Oxon 13/14	10.2	7.5	4.5	2
	National 12/13	8	6.1	4.8	2.1
Secondary	Oxon 13/14	16.3	20.9	10.9	5
	National 12/13	11.8	16.4	10.6	4.9

Issue	Desired Outcome	Opportunities
a. Absence and persistent absence is too high	The reasons for poor attendance are quickly identified. Early prevention is prioritised	Schools and partnerships examine and improve their processes of attendance analysis and family communication.
b. Intervention is not put in place early enough to avoid entrenched poor attendance	Absences is analysed and challenged. Information is shared appropriately with other professionals so that links can be made and decisions about support and intervention accurately judged.	LA attendance team available for early advice. Schools will use legal processes or look to reduce absence trend.
c. Patterns in pupil absence are not sufficiently considered as early indications of safeguarding concerns	School leadership should develop a culture of 'continuous professional curiosity'. Early patterns and changes in attendance are identified and challenged. Safeguarding links are made by all staff.	Robust school attendance monitoring systems produce safeguarding questions. Partnerships with schools and external agencies (e.g. multi agency safeguarding hub, MASH) link to risks of harm.
d. Reduced timetables are not always used effectively	If reduced timetables are used a child should also have provision for the remainder of the school hours	School leadership to take responsibility for safeguarding a child during school hours
e. The LA does not have a full view of attendance as data is not available from some schools.	Schools, especially academies must at least be legally compliant with regard to attendance data and compatibility issues need to be resolved.	Appropriate data should be utilised by all schools jointly with the Attendance Team (if trading) and targets set. Patterns challenge leadership around appropriate action.

DRAFT

f. Authorised absence rates are too high in Oxfordshire's secondary schools	Schools to reduce the uses of the C code – 'other authorised absences' and the B code 'educated off site' Data to be analysed by schools and LA to establish the reason for high authorised absence.	Governors and improvement conversations to examine attendance issues. Partnerships consider the level of illness and challenge this locally.
g. There is a gap in effective information sharing leading to children at additional risk of harm [Serious Case Review A-F]	LA and schools use data more effectively to avoid inappropriate referrals and prompt closer working between schools and relevant agencies. Data sharing protocols agreed between the LA and all schools.	Governors check that data sharing protocols are effective. School and LA culture keeps children free from harm.
h. The number of inappropriate referrals for prosecution is too high.	Full investigations should be thoroughly completed by schools prior to referral to the Attendance Team.	Schools fully explore the cause of poor attendance of individuals and engage other agencies ie mental health services (PCAMHS), Thriving Families, Medical/Health etc before considering a referral to the County Attendance Team.
i. Children subject to or at risk of Child Sexual Exploitation continue to be referred to the Attendance Team for prosecution against recommendations	Alternative interventions should be rigorously sought when there is a significant known risk of Child Sexual Exploitation	Child Sexual Exploitation screening tool to be completed by school prior to referral to Attendance Team for all children over the age of ten.
j. There is an increase in the number of families who opt to home educate when attendance concerns are raised.	School leadership must take advise when discussing home education so they follow statute. LA will follow their escalation policy when schools are suspected of unofficial exclusion.	Early advice is sought by school leadership from the LA when attendance and exclusion are discussed with parents.
k. Reduced timetables are sometimes being used long term and without reintegration plans or parental permission.	Schools leadership uses reduced timetables to a minimum following LA guidance. LA challenge unlawful use of reduced timetables.	School leadership checks out with the Attendance Team the proposed use of reduce timetables. Alternatives are also considered
l. Alternative provision does not always report daily attendance to the home school	Schools retain responsibility for pupils who are educated offsite and must ensure that they have arrangements in place to monitor attendance and for the reporting of absence.	Contracts and service level agreements between schools and providers should include a protocol for monitoring attendance.

Effective multiagency working to engage parents and the child to improve attendance at school

Child P is a vulnerable girl and does not always realise when she is in danger of child sexual exploitation. Police were notified as she left without the parent or school knowing where she is.

After the school had sent a warning and raised concerns with the attendance team, a multiagency panel meeting was held. At this point the parent did not attend and a contract was sent out with an attendance target and review date. After the social worker explained the process to the parent, they began to communicate with the attendance team. More complex issues materialised, but the parent and child began to engage with agencies and targets and promises met. An Educational Supervision Order was now considered the appropriate route as the parent and student were willing to engage with agencies.

Attendance continues to improve and the parent and child P often contacting the attendance team.

Priority 4

Reduce permanent and fixed term exclusions

DfE statutory guidance recommends that "… permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."
In 2014-15 permanent exclusions nearly doubled from the previous year with much younger primary aged pupils excluded.

In Oxfordshire, when pupils are permanently excluded, moves to a new school or alternative provision are considered at secondary level by in-year fair access panels. In 2014/15, interim places at the PRU were quickly filled and the requirement for day 6 provision was not always met. Whilst some schools felt too much pressure to take excluded pupils, others declined to participate in arrangements in the Fair Access protocol.

The serious case review A-F recommended that "…decisions around exclusion from school and its management (risk assessments and plans) take into account that the behaviour is or may be related to exploitation."

In order to ensure the learning needs of these children are better met, preventing underachievement, improvement is needed.

Permanent exclusions	overall	secondary	primary
2013/14	30	20	10
2014/15*	53	45	8

Permanent exclusions in 2014/15

SEN
37 had identified SEN

By gender
11 were female
42 were male

Areas excluded pupils from
12 south
20 central
21 north

*this data may be revised

Issue	Desired Outcome	Opportunities
a. Secondary aged pupils permanent exclusions are too high	Schools are able to manage pupils liable to exclusion locally School leadership from all secondary schools engage with the Fair Access protocol and In Year Fair Access Panels (IYFAP) who effectively place pupils	Undertake robust research with Schools and OCC staff. Effectively implement research findings. School leadership engages with IYFAP and plans local provision
b. Primary aged pupil's exclusions are stubbornly high and occurring for younger pupils	Schools are able to access local support and provision to manage pupil need. Quality First Teaching and school leadership manages challenging behaviour	Research on the causes. The plan will support schools to prevent exclusions. School partnerships consider how to support each other.
c. In school practice to prevent exclusion is too variable	Quality First Teaching is developed by all teachers. Reintegration and exclusion officers are always used to advise leadership. Schools seek specialist support early	Research will recommend how to improve communication. School inclusion consultants provide advice on behaviour
d. There is an incomplete knowledge of the range of alternative provision	Alternative provision meets need. LA stimulates local provision to strengthened and expand as required.	The Alternative Providers List (APL) is updated and special outreach work used

e.	Fixed term exclusion data is not provided to the LA by all schools. This gives an inaccurate overall picture of exclusion rates in Oxfordshire	Schools provide detailed information about fixed term exclusions to the LA. All parties demonstrate that data sharing safeguards pupils	Research demonstrates the issues with communication and sharing data which are corrected
f.	The protocol for the exclusion of looked after children is not always followed	Designated Teachers (DTs) know and ensure that the protocol is followed. Senior School Leadership should involve the DTs and discuss the situation with the Virtual School from an early stage.	Designated teachers (DTs) will be reminded of the protocol in newsletters and at conferences
g.	There is a link between Child Sexual Exploitation (CSE) and exclusions	The permanent exclusion of children known to be at risk of CSE are avoided, LA has an internal alert system to ensure that DLT are notified of any permanent exclusion involving children at risk of CSE.	Additional support is considered by school and LA that enables the child to stay in their existing school.

Developing internal provision to prevent exclusions and raise attainment

A secondary school in south Oxfordshire tackled poor behaviour and exclusions by using the old caretaker's house to develop a safe, therapeutic and learning centre. The school appointed a specialist worker to run the provision and they bought in counselling providers if needed. Working with family support and teacher input, students are able learn in the centre and often are supported back into mainstream classes. In 2014/15 the attainment gap for disadvantaged students remains narrow with no permanent exclusions. In 2013/14 the school was the only secondary school in Oxfordshire in the top quintile nationally for persistent absence.

The vision and values from this project are being translated into a local primary model in the area.

What will make this strategy work?

The cross cutting themes underpin all improvement in Oxfordshire for all those involved in education.

In order to raise attainment for all groups and close the attainment gap for vulnerable groups:

1) The Strategic Schools Partnership and Early Years Board in Oxfordshire will:
   a) build capacity to improve achievement, attendance and behaviour across Oxfordshire's school system
   b) contribute their collective expertise to a strategic improvement plan
   c) commission research into the causes of exclusion [priority 4]
   d) monitor and steer improvement strategies [1, 2, 3, 4].
2) The operational group of the strategic partnerships will:
   a) act under the direction of the commissioning groups
   b) inform the commissioning groups concerning achievement of vulnerable learners, gather partner's actions in a strategic plan, monitor its impact and steer future actions
   c) will act collaboratively and be made up of about 8 key practitioners and system leaders, drawing on advice from other partners.
3) The LA will be a champion for the child by:
   a) placing children, young people and families at the centre of planning, and working with them to develop co-ordinated approaches to securing better outcomes [1, 2, 3, 4]
   b) promoting the best practice in Oxfordshire in achieving equity and excellence to influence improvement [1, 2, 3, 4]
   c) monitoring schools and partnerships, identifying underachievement for vulnerable groups or high levels of persistent absence and challenging them to improve [1, 2, 3, 4]
   d) monitoring settings with weak provision for vulnerable groups or individuals and challenging them to improve
   e) brokering intervention and support to improve teaching and leadership [1, 2]
   f) brokering or trading support to improve English, mathematics and special needs leadership [1, 2]
   g) acting in partnership according to the requirements in the SEND code of practice [2]
   h) hosting a Virtual School for Looked After Children that advocates for improving the education outcomes and challenges and supports schools to achieve this [1, 2, 3, 4]
   i) monitoring gaps in provision, targeting and brokering additional provision for those that present the most challenges to learning [3]
4) Oxfordshire Teaching Schools Alliance (OTSA) will provide research and training by:
   a) Using the best practice in Oxfordshire in achieving equity and excellence to influence improvement [1, 2]
   b) Focus training on inclusive teaching for disadvantaged learners [1]
   c) training and brokered school-to-school support with a focus on using best practice in the county with high achievement for all groups of learners [1, 2, 3, 4]
   d) disseminating recent local and national research to improve teaching and leadership [1, 2, 3, 4]

DRAFT

5) School and Setting Leadership will lead improvement by:
   a) developing equity and excellence as a cultural and professional imperative [1, 2]
   b) set targets that are high and ambitious for all learners vulnerable to under-achieve [1, 2]
   c) delivering high standards of achievement for all groups and individuals [1, 2 and Appendix C]
   d) developing resilience and self-improving structures that enable teachers to teach those that present even the most challenges to learning [1, 2, 3, 4]
   e) promoting inclusive quality first teaching [1, 2, 3]
   f) using leadership of the SENCO and designated teacher so that they have significant influence in teaching children with SEND and who are in care [1, 2]
   g) using their best practice and work in partnership with other schools, settings and professionals to improve provision for all vulnerable learners [1, 2, 4]
   h) using pupil premium funding effectively to raise the attainment of those disadvantaged [1 and Appendix B]
   i) working in partnership with other schools and professionals to ensure access to education for all vulnerable children and young people without school places [1, 2, 3, 4]
   j) working in partnership with the school nurse in order to make decisions about a child [1, 2, 3, 4]
6) Governance will monitor, challenge and support by:
   a) Making sure that school or setting vision emphasises equity and excellence
   b) Frequently questioning senior leadership to close attainment gaps including using effectively pupil premium for disadvantaged pupils [1, 2, 3, 4 and Appendix C]
   c) Championing those children who present the most challenges [1, 2, 3, 4]
7) Health will work in partnership by:
   a) building capacity to promote emotional health and wellbeing, healthy eating and physical activity, positive relationships and sex education through a school nurse in every secondary school , as well as an offer 'early help' to vulnerable learners to help prevent problems[1, 2, 3, 4]
   b) listening to schools to develop the new CAMHS model and transformation plan 2015 – 20
   c) continuing the work identified in the Joint Teenage Pregnancy Strategy to reduce teenage pregnancy and conception rates.
   d) Working with the county council to ascertain the connection between underachievement and data concerning young people's health and to jointly plan intervention (the Joint Strategic Needs Analysis) [1, 2, 3]
8) Alternative providers will:
   a) Be able to inform the school of a child's attendance [3]
   b) Regularly inform the home school of the child's engagement with learning and their contribution towards improving attainment [1, 4]

The operational group of the strategic boards will monitor each partner's plans, impact and contribution to the delivery of this strategy for the strategic partnerships.

DRAFT

Cross cutting themes

In order to achieve equity and excellence in Oxfordshire School, setting and alternative provision leadership will:

1. aim high and make the outcomes for learners vulnerable to underachieve the drivers for improvement
2. direct resources to the learners with the greatest need and monitor and evaluate their impact on achievement standards
3. always expect more by setting targets to achieve excellence and more equity, particularly related to low attainment and those who are missing out on education
4. be ambitious for those learners liable to underachieve
5. develop a relentless focus on early intervention
6. promote the development of the child as a continuous learner
7. ensure that learners have a sense of belonging to a safe place to learn from the outset

system leaders will:

8. promote a culture of mutual trust and accountability to provide excellence and equity for all learners
9. develop a relentless focus on effective partnership working, including with families, to strengthen learning
10. develop excellent provision for equity.

Using targeted interventions for reading to raise attainment

A primary school on the outskirts of Oxford, with high EAL, focussed interventions on reading for those that were in receipt of pupil premium. In 2014 their value added performance is now above national for the first time in 3 years.

Using partnerships to improve teaching and learning

A partnership of six primary schools and a secondary school used innovation funds to explore common themes in teaching and learning, including national lead in curriculum development given by Mick Waters. Cluster results at KS2 and KS4 continue to rise and strengths spread across schools.

What is meant by the term 'vulnerable learner'?

Learners vulnerable to underachievement include children and young people: growing up in deprived communities; with special educational needs and / or disabilities; from some minority ethnic communities; who are young carers; in the County Council's care and care leavers; including unaccompanied asylum-seeking young people and privately fostered children; with mental health or substance misuse problems; living in inappropriate, inadequate or temporary accommodation; living in households where there is domestic abuse; parents affected by mental health or learning difficulties; who are teenage parents; or children of teenage parents; who are at risk of offending or in the youth justice system; not in education; training and employment; and those missing school because of reduced timetables, persistent absence or exclusion. Some children and young people have compounded needs as they span several groups.

DRAFT

Legislative framework

Children Missing Education	Identification of children missing from education. Pupils Missing Out (PMO) – Oxfordshire work on access and Inclusion to secure minimum of 21 hours education for all pupils.	Education act 1996 section 436A Ofsted Access and Inclusion report November 2013
Elective Home Education (EHE)	To establish the identity of all children educated at home. To identify all children not in suitable forms of education in their area and to intervene if there are safeguarding concerns.	Education Act 1996 Section 436A and 437
Attendance	Support for school attendance including investigation of whereabouts of young people. Written notices to parents for non-attendance. Support through Education Supervision orders. Support to schools for prosecution. Published escalation route to penalty notices.	Education regulations 2006 Education Act 1996 Section 446 Education Act 1996 Section 447 Education regulations 2007
Child performance and employment	Administration and enforcing requirements to protect pupils participating in employment and performance by providing performance licences and work permits.	Children and young persons act 1963 and child performance regulations 1968
Exclusions	Support and guidance to schools with at risk pupils. Support to schools and governors on excluding a pupil. Day 6 provision for excluded pupils. In Year Fair Access protocols for secondary schools to reduce the need to exclude.	DFE exclusion from maintained schools 2012. Education Act 2011. School Discipline Regulations 2012. Education Inspection 2006. Education Regulations 2007
Looked after Children and Care Leavers (the Virtual School) [CLA]	Promotion of the educational achievement of looked after children, care leavers and those on the edge of care. Duties of the Head of the Virtual School for Looked after Children. Support and guidance for designated teachers.	Children's Act 1989, as amended by the Children Act 2004 and the Children & Families Act 2014. Education Act 2005. Education and Inspections Act 2006. Children and Young Persons Act 2008. Promoting the education of looked after children - Statutory guidance for local authorities, July 2014 The role and responsibilities of the designated teacher for looked after children - Statutory guidance for school governing bodies, 2009
Special Education Needs and Disabilities [SEND]	Statutory guidance for schools and local authorities.	Inclusive schooling: children with special educational needs, November 2001 SEND code of practice: 0 to 25 years, May 2015 Supporting pupils at school with medical conditions, September 2014
Schools Causing Concern	Local authorities duties and responsibilities with schools causing concern	Schools causing concern: statutory guidance for local authorities, January 2015

DRAFT

Appendix A

What's already happening in Oxfordshire?

Early years

www.oxfordshire.gov.uk/ and go to early years

Oxfordshire Partners in Learning (OPL), http://schools.oxfordshire.gov.uk/cms/node/2384

- Primary Literacy & Numeracy

  Every Child Counts, Every Child a Reader, Every Child a Writer
- Inclusion consultants, www.oxsit.org.uk/
- Attendance team
- Governor training (inc on exclusions)

Oxfordshire teaching schools alliance (OTSA)

www.otsa.org.uk/

Children in the Care of Oxfordshire, Virtual School for Looked After Children and Care Leavers (0 -25)

https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25

Edge of Care strategy, a new development of assessment and move on centres

Special Educational Needs

http://schools.oxfordshire.gov.uk/cms/content/special-educational-needs

Appendix B

Ways to effectively use pupil premium funding

Dr John Dunford advises a 10 step process.

Set ambition

Analyse barriers to learning

Decide on the desired outcomes

Identify success criteria

Evaluate your current strategies

Research the evidence of what works best

Decide on the optimum range of strategies

Staff training

Frequently monitor pupil progress

Publish an audit trail on the school website

Evidence shows that with thought and planning on the part of a school, this money really can make a difference to the lives of disadvantaged children.

For the details of each step and further information about the work of Dr Dunford in his role as Champion of the Pupil Premium go to,

https://johndunfordconsulting.wordpress.com/

DRAFT

Appendix C
Sutton trust - EEF toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

It supports school leadership to prioritise by evaluating the cost to a school of each strategy verses the impact each has made on pupil achievement.

https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/

Appendix D

Governance questions to use:

Concerning performance data for vulnerable learners:

- Is the attainment gap for disadvantaged learners closing?
- Is the attainment gap for SEN learners closing?
- Is the attainment gap for black and ethnic minority learners closing?
- Is the progress for disadvantaged learners better than for others?
- Is the attainment and progress for children in the care of the local authority improving compared to others?
- Is learning accelerating for disadvantaged and black and ethnic minority pupils and for those that have SEN?

Concerning attendance and exclusion:

- What is the data for attendance and exclusions and how does this compare nationally and locally?
- Does the school do everything possible before exclusion is used?
- Does the school communicate widely with all agencies before the decision to exclude is used?
- Does school leadership adhere to the county protocol for attendance and exclusion of children in the care of the local authority?
- What measures are the school taking to improve attendance?
- Is the school using its full powers to improve attendance?

Concerning pupil premium:

- Can we identify how much money is allocated to the school for the pupil premium (and early years pupil premium)
- Can we identify how much money is allocated to the setting for the early years pupil premium
- Does the school use evidence from Ofsted/Education Endowment Foundation information when considering effective ways to spend pupil premium?
- Do the improvement plans identify and target issues in the performance of pupils who are eligible for the Pupil Premium?
- Does the school meet the requirement to publish its use and the impact on disadvantaged children of pupil premium on its website?
- What is the quality of the Personal Education Plan (PEP) for children in care and how is effective the pupil premium plus money allocated via it used?
- Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

Ofsted publications: The Pupil Premium, How schools are spending the funding successfully (Feb 2013). The Pupil Premium, an update (July 2014)

DRAFT

This page is intentionally left blank

Education Scrutiny Committee – 03 December 2015

Permanent Exclusions in Oxfordshire Schools 2014-15

Background

This report sets out in summary the data on permanent exclusions for 2014/5 in schools in Oxfordshire. It indicates that actions are set out both in the Education Plan 2015-18 and in more detail the Equity and Excellence in Education strategy, to be discussed on the same agenda.

Summary

- Permanent exclusions increased in 2014/15 to 53 from a recent declining trend
- Permanent exclusions for secondary school aged students increased from 20 in 2013/14 to 45 in 2014/15, for primary aged pupils they declined from 10 to 8
- There were indications that there may be a trend towards younger aged pupils being permanently excluded
- Schools who have exhibited high permanent exclusion rates have been asked to account for their decisions by the DCS
- Reducing permanent exclusions is a high priority in the education plan 2015-18.

Provision for those permanently excluded

The School Admissions Code requires every local authority to have in place a Fair Access Protocol. The Fair Access Protocol for Oxfordshire applies to all state funded mainstream schools.

There are four area-based In Year Fair Access Panels (IYFAP) in Oxfordshire which operate under an agreed protocol. The purpose of the Fair Access Protocol is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum.

Data for 2014-15

Of the 53 Permanent Exclusions:

- 11 were female, 42 male
- 74% had some identified special educational need
    - 3 had a statement of special education need
- 85% were excluded when secondary aged
    - All the females were in years 8, 9 or 10
- 44 were of white British heritage, including all the females.
- Permanent exclusion occurred most commonly in the two summer terms,
    - Autumn 13, Spring 16, Summer 24

The reasons for exclusion were:

Drug and alcohol related	5
Persistent disruptive behaviour	16

Physical assault against adult	8
Physical assault against pupil	7
Verbal abuse or threating behaviour to an adult	13
Verbal abuse or threating behaviour to a pupil	4

Mark Jenner, Improvement and Development Manager for Vulnerable Learners Children Education and Families, Schools and Learning

EDUCATION SCRUTINY COMMITTEE – 03 DECEMBER 2015

YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEETs) WORKING GROUP REPORT

Report by Councillor Peter Handley, Chairman of the NEETs Working Group

Introduction

1. Under its Terms of Reference, the Education Scrutiny Committee may establish working groups in order to explore issues further.

2. At the July 2015 meeting of the Education Scrutiny Committee it was agreed that a working group of the committee be set up to consider in further detail the issue of young people not in education, employment or training (NEETs) in Oxfordshire.

3. This report provides a summary of the discussion and the recommendations of the working group to the Education Scrutiny Committee.

Young People Not in Education, Employment or Training (NEETs) Working Group

4. The NEETs working group is chaired by Cllr Peter Handley. Membership consists of the following ESC councillors: Cllr Mark Gray, Cllr Michael Waine, and Cllr Steve Curran. In addition, the Deputy Director for Education & Learning and other relevant officers attend the meetings of the group as required.

5. The group's initial meeting was held at County Hall on Thursday 03 September 2015. A follow up meeting of the working group was held on 24 November 2015 to consider some of the matters arising from the initial discussion.

Summary of Discussion

6. At the September meeting, the working group were provided with an overview of the number of NEETs in Oxfordshire and the county council's statutory duties in relation to NEETs. Members heard that figures have improved significantly over the last few years and that Oxfordshire is in a strong position compared to its statistical neighbours.

7. Furthermore the working group discussed the employment and apprenticeship opportunities available to young people in Oxfordshire, and heard from officers that the county council is working closely with local employers and

schools to match job opportunities with young people and to make sure young people have the right skills and training when they leave education.

8. Further information about the local and national picture in relation to NEETs and the council's responsibilities and work to support NEETs is available in the report attached at Annex 1.

9. Overall the working group were satisfied that the county council has robust systems in place to deal with NEETs and recommended that the issue does not require further attention from the committee.

10. In particular, the group noted that figures compare very favourably with neighbours and nationally, and advised that the council continue to look at areas of further improvement. There was acknowledgment that while individual cases of concern may occur, the county council provides appropriate support to young people not in education, employment or training in Oxfordshire and that the system used for updating children leaving education is working well.

RECOMMENDATION

The Education Scrutiny Committee is RECOMMENDED to:

(a) Recognise the positive trajectory of Oxfordshire County Council in supporting young people not in education, employment or training;

(b) Encourage Early Intervention and Economy & Skills teams to link on a regular basis with the Education and Learning Senior Management Team to ensure clarity and joint working;

(c) Ensure governors are aware of their statutory responsibilities in relation to NEETs.

Councillor Peter Handley
Chairman of the Young People not in Education, Employment or Training (NEETs) Working Group

Contact Officer: Andreea Anastasiu, Policy Officer, Chief Executive's Office

November 2015

Annex 1

Education Scrutiny Committee

Young People not in Education, Employment or Training (NEETs) Working Group

03 September 2015

1. YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEETS) IN OXFORDSHIRE

The Local Picture (*Please note all statistics below use July 2015 data*)

- **How many young people are NEET in Oxfordshire? (National Curriculum Years 12 – 14)**

No. 602 (total number to track) 3.2% Actual NEET 3.5% Adjusted NEET

Adjusted NEET Comparison: National 5.4%
SE 5.0%

Statistical neighbours

Cambridgeshire	3.6%
Bath and North East Somerset	3.5%
West Berkshire	6.9%
Hertfordshire	7.1%
Wiltshire	4.4%
Hampshire	4.5%
Gloucestershire	5.8%
Bracknell Forest	10.0%
Buckinghamshire	2.9%
Surrey	1.8%

- **How many young people's destinations are not known?**

No. 708 3.8% Not Known

Year 12 – 1.2%
Year 13 – 3.5%
Year 14 – 6.9%

Not Known Comparison: National 13.2%
SE 16.4%

Year 12 – National 8.6% SE 13.2%
Year 13 – National 14.5% SE 16.1%
Year 14 – National 16.5% SE 19.9%

Statistical neighbours

Cambridgeshire	1.9%
Bath and North East Somerset	7.3%
West Berkshire	67.3%
Hertfordshire	42.3%
Wiltshire	8.1%
Hampshire	14.6%
Gloucestershire	16.4%
Bracknell Forest	66.0%
Buckinghamshire	2.2%
Surrey	5.6%

- **How old are the NEET young people?**

16 – 84
17 – 181
18 – 241
19 – 96

Year 12 – 133
Year 13 – 223
Year 14 – 246

Adjusted NEET
Year 12 – 2.2%
Year 13 – 3.7%
Year 14 – 4.7%

Adjusted NEET Comparison:

Year 12 – National 3.5%	SE 2.9%
Year 13 – National 5.2%	SE 4.7%
Year 14 – National 7.5%	SE 7.5%

- **How long have these young people been NEET?**

Less than 3 months – 119
3-6 months – 177
6-12 months – 170
12 months + -- 136

- **Where do these NEET young people live?**

Oxford – 166
West Oxfordshire – 79
Cherwell – 197
VofWH – 71
South Oxfordshire – 89

- **What is the level of qualification held by these NEET young people?**

Below Lev 1 – 241
Lev 1 – 145
Lev 2 – 90
Above Lev 2 – 5
Unknown – 121

- **How many belong to vulnerable groups?**

LAC/LC – 30
Young Carers – 42
YOS – 12
Homelessness – 37
LDD – 214
Teenage parents – 104
Pregnant – 27

2. COUNCIL'S RESPONSIBILITIES

The Local Authority has a number of statutory duties linked to NEETs:

i) Section 68, Education and Skills Act 2008 "Local authorities are required to secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) and those aged 20-24 with a learning difficulty in their area (under sections 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009)) and to make available to young people age 19 and below support that will encourage, enable or assist them to participate in education or training"

ii) The Education and Skills Act 2008 "further requires local authorities to promote the effective participation of all 16 and 17 year old residents in learning and to make arrangements to identify young people resident in the authority who are not participating".

iii) The Education Act 2011 "Local Authorities will retain their duty to encourage, enable or assist young people's participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work"

iv) The Education Act 2011 "requires schools to secure access to independent careers guidance for pupils in years 8 - 13 **and provide relevant information about pupils to local authority support services.** New statutory guidance "Careers guidance and Inspiration in schools" and non-statutory departmental guidance for governing bodies, school leaders and school staff (April 2014) produced to support the duty. The new duty broadens school responsibilities including requiring a school to:
    - have a careers strategy;
    - be aware of the need for young people to achieve grade C or better in English and Maths;
    - work in partnership with employers;
    - ensure effective linkage to STEM (science, technology, engineering and maths) subjects;
    - develop entrepreneurial skills and linkage to out of school opportunities to help deliver career aspirations"

v) Education Act 2011 "to enable authorities to fulfil these duties, they will continue to track **all** young people's participation through the Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post

16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people's post 16 plans and the offers they receive along with the current circumstances and activities"

vi) Statutory guidance 'Careers guidance and inspiration in schools' April 2014 "Schools should work with local authorities to identify those at risk of not participation post 16. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have post 16 plans and received an offer of a suitable place in post 16 education or training under the 'September Guarantee' and that they are assisted to take up the place"

vii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) "local authorities are expected to lead the September Guarantee process which underpins the delivery of this duty"

viii) Education and Skills Act 2008 – "Schools should work in partnership with local authorities to ensure they know what services are available and how young people can be referred for support. All educational establishments have a duty to notify local authorities whenever a 16 or 17 year old leaves education or training before completion. It is for schools and LAs to agree local arrangements for ensuring this duty is met"

ix) Statutory guidance 'Careers guidance and inspiration in schools' April 2014 "Local Authorities also track young peoples' progress after they leave school and schools may want to ask their local authority to share this information with them"

x) (Section 27 of the Children and Families Act 2014). "Local authorities **must** carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014). Local authorities **must** keep their educational and training provision and social care provision for children and young people with SEN or disabilities under review"

xi) NCCIS guidance (DfE 2015/16 "CCIS is essentially a local database that provides local authorities (LAs) with the information they need to support young people to engage in education and training; to identify those who are not participating and to plan services that meet young people's needs. It also enables LAs to provide management information to DfE through NCCIS. Information recorded on NCCIS is used to:
• monitor the extent to which young people are meeting the duty to participate in education or training. This requires pupils who reached the compulsory school leaving age in summer 2014 and beyond to continue in full time education or training, and apprenticeship, or full time employment combined with part time study until at least their 18th birthday
• produce local authority monthly tables, which are available on the NCCIS portal, for services to compare and benchmark their performance against others
• produce public tables that are available on GOV.UK:

- proportion of 16- and 17-year-olds in education and training;

- NEET data by local authority; and
- the September Guarantee
• combine with other administrative data to help DfE produce statistical first releases (SFR) such as the KS4 and KS5 destination measures and the NEET Quarterly Brief
• evaluate policies such as the Youth Contract and traineeships"

xii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) "In order to discharge this duty, local authorities must collect information to identify young people who are not participating, or who are at risk of not doing so, to target their resources on those who need them most. The information collected must be in the format specified in the Client Caseload Information System (CCIS) Management Information requirement. To meet this requirement, local authorities will need to have arrangements in place to confirm young people's current activity at regular intervals. This may be through exchange of information with current education and training providers and others services as well as direct contact with young people"

xiii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) " Local authorities will be expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post 16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. Tools such as NEET indicators may support this".

xiv) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) "16 – 17 year olds are, in certain circumstances, eligible to claim Job Seeker's Allowance (JSA), Income Support (IS) or Employment Support Allowance (ESA). Whilst decisions about payment or benefit will be made by the Jobcentre Plus, any under 18 wishing to make a claim must first register with the local authority as a condition of entitlement. Local Authorities must follow the processes set out in the 'Benefits Liaison Guidance' issued by DWP to ensure that benefit regulations are adhered to".

3. THE SYSTEM USED FOR UPDATING CHILDREN LEAVING EDUCATION

A number of related processes are used to ensure accurate information is received and input onto the CCIS system.

a) Each year information of all young people in Year 8 is uploaded onto the CCIS database
b) We are currently working with ICT to get a refresher of this information for Year 11
c) Each year in March/ April/May schools provide a list of all the 'intended destinations' of young people in year 11. Through June to August, schools and colleges provide a list of all young people offered places
d) In Sept/Oct schools provide a list of the actual destinations and colleges provide a list of all young people who have started a course

e) Other Learning providers provide information about all young people in their provision
f) Schools data team provide information about the GCSE and A level results
g) Schools, colleges and learning providers inform LA when a young person leaves
h) SEN colleagues provide information about young people with Education and Health Care Plans and support high need LDD young people
i) Virtual school/Social Care data provides monthly information about LAC/CL
j) YJS provides data about young people in Youth Justice
k) Health provides data monthly on births to teenage parents
l) Social Care provides information on Young Carers
m) Early Intervention through Hubs and central Youth, Engagement and Opportunities team follow up and support young people with no intended destinations, young people with no actual destinations, those who have stated they want a destination, NEET young people and those young people who have moved to EET to check they are still in EET

4. SUPPORT FOR NEET YOUNG PEOPLE

Early Intervention – provides a range of support for NEET young people:

- www.Oxme.info – website containing opportunities information – Jobs, apprenticeships, traineeships, learning. This includes sending young people weekly 'hot jobs' information and workers current jobs/learning information. Links also to facebook and twitter
- Webchat and helplines - access every day to an on,ine helpline for young people to ask questions and receive immediate answers to a range of issues/problems
- Job Clubs, Drop Ins and Activities – access to regular activity
- Face to face appointments - individual appointments for specific support
- Outreach to NEET young people – contact from Hubs to every NEET young person every 45 days
- Specialist NEET Support – targeted at young people in vulnerable groups, working close with YJS, SEND, Virtual School. Young Carers, Family Nurse partnership. One to one support provided by specialists
- Direct contact with young people who have indicated they intend to do an apprenticeship (City Deal funded)
- Support for schools and colleges – to provide quality Careers Education, Information, Advice and Guidance (CEIAG).
- Provision of annual Risk of NEET Indicator (RONI) information highlighting young people most at risk of becoming NEET so support can be put in place by the school
- Data Sharing
- ESIF projects to be tendered through Big Lottery (Autumn 15) a) to support transition from school for those most likely to become NEET and b) provide engagement programmes for young people NEET for six months or more

(See detail in Statement of Service for EI – attached as annex)

Economy and Skills – provides a range of structures that support young people, working closely with the Skills Board and Oxfordshire Local Enterprise Partnership (OxLEP).

- Prepares information about the local labour market, producing an biannual publication supporting schools and others to link learning with jobs available locally both now and predicted for the future.
- Links with developers for major construction projects to create Employment and Skills Plans (ESPs) aimed at securing opportunities and employment for young people both during construction and end- user phase (e.g. Westgate shopping centre)
- As part of Oxfordshire's city deal 'Oxfordshire Apprenticeships' (OA) works with employers with an aim to increase the number of apprenticeships available for young people by supporting them to take on apprentices. OA also works with schools to promote apprenticeships to young people as an option post 16 or post A levels and can provide one to one support to young people struggling to secure an apprenticeship.
- Provides 'Oxfordshire Work Experience' – a service paid for by schools to support schools/colleges with work experience for students.
- Manages 'Opportunities to Inspire' (O2i) linking schools and employers to enhance the CEIAG offer in schools.
- Maintains relationships with post 16 providers to influence learning provision to ensure sufficiency of places, including identifying any gaps and seeking to fill these.

Contact officer: Ruth Ashwell, Service Manager Youth Engagement & Opportunities, Tel: 01865 810649, Email: Ruth.Ashwell@Oxfordshire.gov.uk

This page is intentionally left blank

Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
Education Scrutiny Committee Meeting	11-Feb-16			
Annual Report of the Virtual School for Looked After Children and Care Leavers			Mark Jenner (Headteacher, Virtual School)	
LAASSI Ofsted Inspection Framework Update			Rebecca Matthews	Regular update
Education of Gypsy, Roma & Traveller Pupils			Rebecca Matthews	As requested at ESC 09 July
Provision of Suitable School Places in Areas of Growth			Roy Leach	
Challenge of recruiting teachers, staff retention & impact on the market			Rebecca Matthews	Strategic Board are looking at this Q. How many are white working class boys Q. What could be done with the Housing Associations
Children on the Edge of Care Schools Response			Mark Jenner	
Coasting Schools			Sarah Varnom	Added from June meeting, policy briefing
Governors			Rebecca Matthews	Added from June meeting, policy briefing
Behaviours in Schools			Sarah Varnom	Added from June meeting, policy briefing
Consequences of the raised learning age to 18 (Including the on-going additional costs to schools)			Sarah Varnom	
Special Educational Needs and Gifted Children			Sarah Varnom	
Free School Meals - Consequences and additional costs to schools			John Mitchell	Consider inviting a couple of schools to provide update.
How have the free schools affected the capital allocation?			Roy Leach	
Report back on Science after talking to Teaching Schools Alliance			Rebecca Matthews	
Sch Place Planning – CIL, S106			Roy Leach	Has the counties model kept up with the changes in

				development legislation
Oxford City Reading Campaign results				Recommendation of the Education Attainment Working Group (3 July)
A Level results in colleges that offer vocational subjects				Recommendation of the Education Attainment Working Group (3 July)
Children Educated at Home				As requested at ESC 01 Oct
The Role of Schools (and particularly school nurses) in smoking cessation				Recommendation of the Performance Scrutiny Committee (24 September)
Training for Teachers (particularly for Early Years)				As requested at ESC 01 Oct
Education Scrutiny Committee Meeting	25-Apr-16			
LAASSI Ofsted Inspection Framework Update				
Education Scrutiny Committee Meeting	04-Jul-16			
Regional Schools Commissioner follow up discussion		Martin Post, Regional Schools Commissioner		As agreed at ESC 09 July 2015
LAASSI Ofsted Inspection Framework Update				
Education Scrutiny Committee Meeting	26-Sep-16			
LAASSI Ofsted Inspection Framework Update				
Ofsted Regional Director/ HMI SE Region follow-up discussion		Sir Robin Bosher/ HMI Sarah Hubbard		As agreed at ESC 01 October 2015
Education Scrutiny Committee Meeting	12-Dec-16			
LAASSI Ofsted Inspection Framework Update				
Education Scrutiny Committee Meeting	13-Mar-17			
LAASSI Ofsted Inspection Framework Update				