

EDUCATION SCRUTINY COMMITTEE – 3 APRIL 2014

Educational Attainment of Vulnerable Groups – 2012/13 academic year

Report by Deputy Director, for Education & Early Intervention

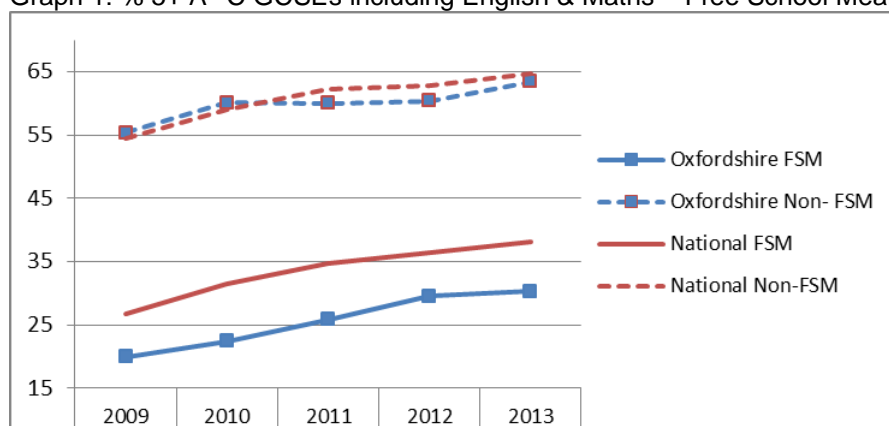
Overall children in Oxfordshire generally attain well at school, with educational performance above the national average at key stage 2 and in line with the national average at key stage 4. However there are specific vulnerable groups where attainment is noticeably below that of the same cohort nationally.

In this report key stage 4 performance relates to the % attaining 5 or more GCSEs at A*-C including English and maths. Key stage 2 performance relates to the % attaining at least level 4 in reading, writing and maths. Due to a change in definition this is only available for the last two years.

1. Pupils known to be eligible for Free School Meals (FSM):

1a. Key Stage 4

Graph 1: % 5+ A*-C GCSEs including English & Maths – Free School Meals



	Free School Meal Gap (%pts)				
	2009	2010	2011	2012	2013
Oxfordshire	36	38	34	31	33
National	28	28	28	26	27

- 70% of pupils known to be eligible for Free School Meals in Oxfordshire leave school without 5 GCSEs at A*-C including English and maths. Nationally this proportion is 62%.
- Oxfordshire's FSM attainment at GCSE ranks 125th out of 152 LAs.
- The FSM gap relates to the difference in attainment between those eligible for free school meals and the rest of the cohort.
- Oxfordshire's non-FSM attainment is in line with national but that of Oxfordshire's FSM pupils falls below that nationally, resulting in a wider attainment gap.
- The FSM gap in Oxfordshire had been decreasing since 2010 but it widened again in 2013. The cohort has increased from 450 in 2009 to 540 in 2013, with a significant increase between 2012 and 2013 which corresponds to the period in which the gap widened.
- Oxfordshire FSM pupils are broadly in line with national for the proportion achieving 5+ GCSEs at any grade. However the county falls significantly below the national average for the proportion achieving at least 5 GCSEs at A*-C. This indicates that it is achieving the higher grades is the potential challenge for this group of children.
- A similar pattern is shown for pupil premium (for those pupils eligible for FSM at any point in the last 6 years) – although only 2 years data is available.

1b. Key Stage 2

	% Level 4+ Reading, Writing and maths					
	2012			2013		
	FSM	Non FSM	FSM gap (%pts)	FSM	Non FSM	FSM gap (%pts)
Oxfordshire	56	79	23	58	80	22
National	59	78	19	60	79	19

- Only 58% of key stage 2 pupils eligible for free school meals in Oxfordshire achieve the expected level 4 in reading, writing and maths compared to 80% of those not eligible for free school meals.
- The FSM attainment gap at key stage 2 in Oxfordshire (22%points) is again wider than that nationally (19%points). In a similar pattern to key stage 4 this is because the attainment of non FSM pupils in Oxfordshire is above that nationally but the attainment of FSM pupils is slightly lower than that of the same cohort nationally.
- The FSM attainment gap in Oxfordshire decreased very slightly this year.
- Attainment by FSM and gender shows that girls who are eligible for FSM outperform the boys, both in Oxfordshire and nationally. Only half (50%) of boys in Oxfordshire eligible for FSM achieve level 4 or above compared with 67% of girls eligible for FSM.

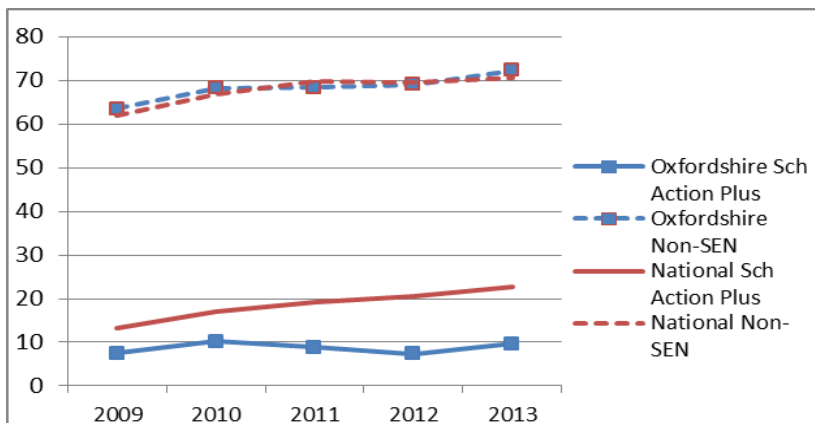
2. Special Educational Needs (SEN)

Pupils with special educational needs (SEN) have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. Almost one in every 5 pupils has SEN – approximately 19000 pupils in Oxfordshire. Pupils with SEN are currently classified into three distinct levels of need: School Action (where extra or different help is given); School Action Plus (where the school receives advice or support from an outside specialist e.g. specialist teacher, speech & language therapist, educational psychologist) and Statement (a formal assessment has been carried out). The SEN reforms from September 2014 will see these definitions replaced.

Nationally the attainment of pupils with any SEN is below that of those with no SEN. In Oxfordshire the performance of the School Action Plus cohorts fall significantly below that nationally.

2a. Key Stage 4 – School Action Plus

Graph 2: % 5+ A*-C GCSEs including English & Maths – School Action Plus



ESC7

	School Action Plus Gap (%pts)				
	2009	2010	2011	2012	2013
Oxfordshire	56	58	60	62	63
National	49	50	51	50	49

- Only 10% of Oxfordshire pupils at School Action Plus achieved 5 or more GCSEs at grade C or above. Nationally 23% of pupils achieved this threshold.
- In 2013 Oxfordshire was the 4th lowest performing authority for this group of pupils. Last year (2012) it was the lowest performing authority with only 7% of pupils achieving this measure.
- The School Action Plus gap refers to the difference in attainment between those at School Action Plus and those with no SEN.
- The gap in Oxfordshire has steadily increased over the last 5 years (mainly because the performance of the School Action Plus cohort has remained the same whilst that of the rest of the cohort has improved). Nationally the gap has decreased since 2011 as the performance of the School Action Plus cohort has been increasing.
- The numbers of pupils at School Action Plus in Oxfordshire has remained relatively constant at around 420 pupils over the last 5 years.
- At key stage 4 the performance of pupils with a statement in Oxfordshire (10%) is in line with that nationally, whereas the performance of those at School Action (22% attain 5A*-C GCSEs including English and maths) is below that nationally (29%).

2b. Key Stage 2 – School Action Plus

	% Level 4+ Reading, Writing and maths					
	2012			2013		
	School Action Plus	No SEN	SAP gap (%pts)	School Action Plus	No SEN	SAP gap (%pts)
Oxfordshire	22	91	69	21	91	70
National	29	88	59	31	88	57

- In Oxfordshire 9% of pupils at the end of key stage 2 (540 pupils in 2013) were at School Action Plus.
- In Oxfordshire less than a quarter of pupils at School Action Plus (22%) achieved the expected level 4 in reading, writing and maths compared with 91% of those with no special educational needs.
- In Oxfordshire pupils with no identified Special Educational Needs perform better than the national figure whereas those at School Action Plus do less well. This means that the School Action Plus gap in Oxfordshire is wider than it is nationally.
- This gap increased slightly in 2013.
- Pupils at School Action in Oxfordshire perform better than the same cohort nationally, with 45% achieving at least level 4 in reading, writing and maths compared to 42%.
- Pupils with a statement of special educational needs in Oxfordshire (9%) do less well than the national figure (14%).

3. Looked After Children

3a. Key Stage 4

- In 2013 there were 47 looked after children/young people that took GCSEs. Of these 35 had been continuously looked after for at least a year and form the reported cohort for whom comparative data is published.
- The performance against the key headline figure (5 or more A*-C GCSEs including English and Maths), showed a decrease in both the proportion and the number of Looked After Children achieving this benchmark. This measure has varied over previous years but has continuously remained below 10% and remains below the national (15%) and

ESC7

regional averages. This figure is suppressed by the DfE due to the small numbers of children involved.

- 30% of the cohort did achieve 5 GCSEs at A*-C grades in any subjects.
- 86% of the cohort had special educational needs with half of these at School Action Plus.

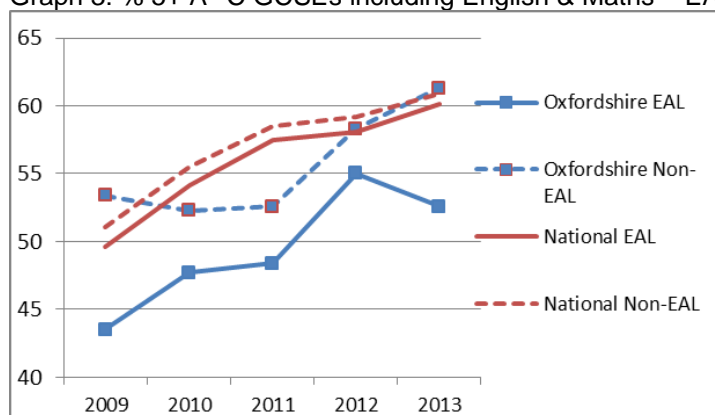
3b. Key Stage 2

- In 2013 there were 17 Looked After Children at the end of Key Stage 2, with 11 of these children being looked after continuously for over a year and hence part of the reported cohort.
- At least half the Oxfordshire cohort achieved level 4 in reading and in maths which is slightly below the national average. The small cohort needs to be taken into account though.

4. English as an Additional Language (EAL)

4a. Key Stage 4

Graph 3: % 5+ A*-C GCSEs including English & Maths – EAL



	EAL Gap (%pts)				
	2009	2010	2011	2012	2013
cohort	335	400	380	405	515
Oxfordshire	10	5	4	3	9
National	2	1	1	1	1

- Nationally there is only a slight difference in performance between those with English as an Additional Language (60.1%) and the rest of the cohort (60.9%).
- In Oxfordshire the gap is much more pronounced with 52.6% of EAL pupils achieving at least 5 GCSEs at A*-C including English and maths compared to 61.3% of those for whom English is a first language.
- The EAL gap in Oxfordshire has been wider than that nationally for a number of years. In 2013 it increased significantly (from 3%pts to 9%pts).
- The number of children at the end of key stage 4 with EAL also increased significantly last year (from 405 in 2012 to 515 in 2013).

4b. Key Stage 2

	% Level 4+ Reading, Writing and maths					
	2012			2013		
	EAL	Non EAL	EAL gap (%pts)	EAL	Non EAL	EAL gap (%pts)
Oxfordshire	73	77	4	70	79	9
National	73	75	2	73	76	3

- In 2013 10% of the cohort (605 pupils) had English as an Additional Language, this represents a slight increase from 2012 when it was 9%.
- The EAL gap in Oxfordshire has more than doubled since 2012. The gap nationally has increased slightly during this time.

5. Ethnicity

- Generally most ethnic groups have relatively small cohorts and so performance can easily fluctuate during this time.
- At key stage 2 the attainment of pupils from Mixed ethnic groups (79%) is above the national average (77%). Whereas pupils from Asian (69% in Oxfordshire) and Black (65%) ethnic groups perform below the same cohorts nationally.
- At key stage 4 the attainment of Mixed, Asian and Black ethnic groups in Oxfordshire fell below that nationally. In particular only 51% of Asian pupils in Oxfordshire achieved 5A*-C GCSEs including English and maths compared to 65% nationally.

6. Gender

- Although not a vulnerable group, there is a noticeable difference in performance between boys and girls.
- In 2013, 56.1% of boys in Oxfordshire achieved at least 5 GCSEs at A*-C including English and maths compared with 65.2% of girls. It is interesting to note that girls' attainment in Oxfordshire is slightly lower than that nationally (65.9%) but boys' performance is slightly above that nationally (55.9%).
- At key stage 2 both boys and girls in Oxfordshire perform above the national averages. In 2013 74% of boys in Oxfordshire achieved level 4 or above in reading, writing and maths whereas 82% of girls did so.

FRANCES CRAVEN
Deputy Director for Education & Early Intervention

Contact Officer: Alison Wallis, Performance & Information Team; Tel: (01865) 815140

March 2014