

## ATTAINMENT WORKING PARTY – REPORT TO EDUCATION SCRUTINY COMMITTEE – 22 JANUARY 2015

1. The Attainment Working Party met on a number of occasions during 2014 to discuss attainment in schools across Oxfordshire. In addition to reviewing the outcomes at different Key Stages, the Working Party also looked at the monitoring tools used by officers in their understanding of how successful schools are at achieving their educational aims and how schools can be supported to improve outcomes in the current climate where local authorities have few remaining powers.
2. Other specific topics discussed during the meetings of the working party included:

Performance in rural primary schools and whether the suppression of small incidence data might allow underperformance by individual children in such schools to go un-noticed.

The issue of performance by students at further education colleges and the ability of the County to request information now that the leaving age has effectively increased to eighteen.

The outcome of Ofsted inspections and the actions taken by the County where there were concerns about school performance. The Working Party did not discuss the outcome of any 'no notice' inspections although these may form an important part of future inspections.

The relative performance on reading of Oxford City schools in both the County and City reading schemes and the city schools enrolled in neither scheme.

The performance by different groups including outcomes by gender and free school meals eligibility.

3. Some of these issues were then referred to the Scrutiny Committee for further discussion.
4. What is clear from the work of the group is that there are wide disparities between the best and worst schools in the county irrespective of whether they are traditional maintained schools, voluntary aided or controlled schools or an academy of any description. For instance, based on the 2014 Key State 2 results, the DfE has recorded 16 primary schools in the county that ranked in first place in their new comparison tables of each school with 124 other similar schools. However, there were 10 schools ranked between 120-125<sup>th</sup> place in the comparisons, including one school ranked in 125<sup>th</sup> place. At Key Stage 4 in 2013, one school was in the top five

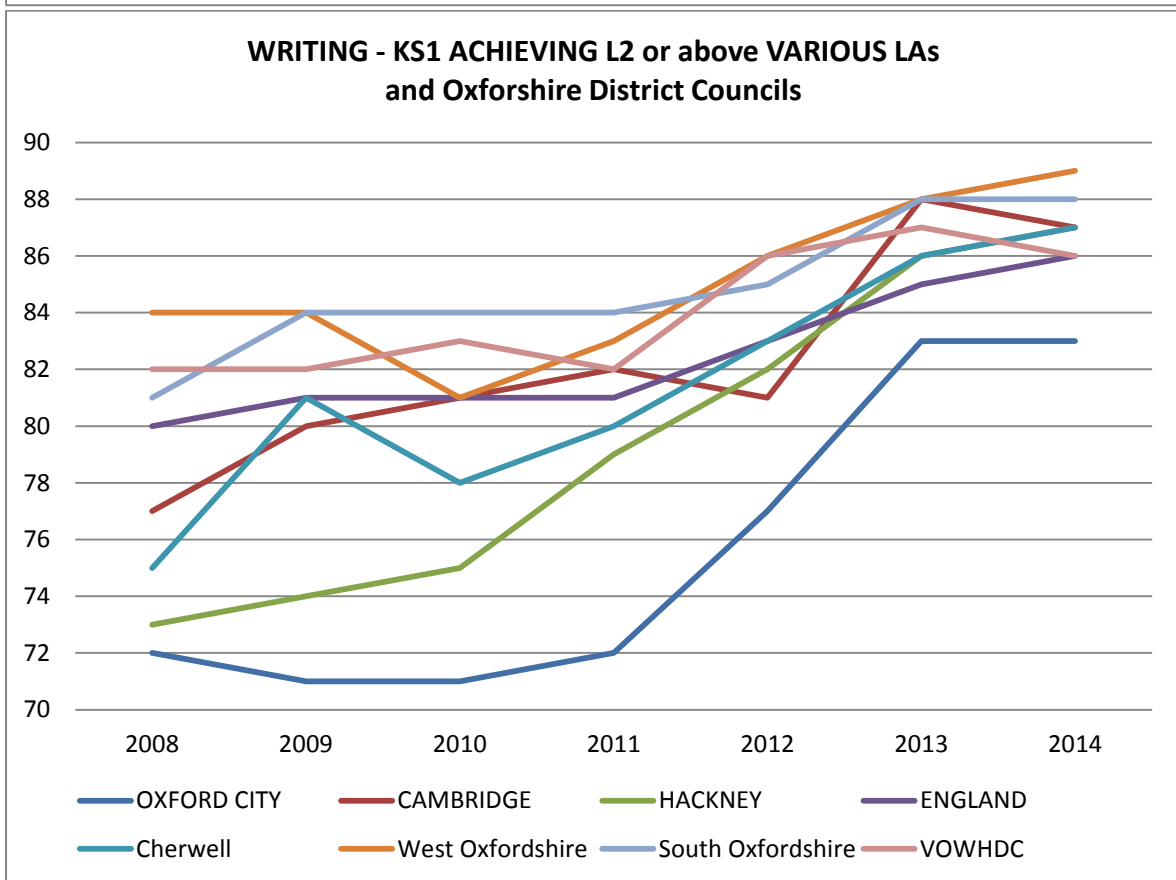
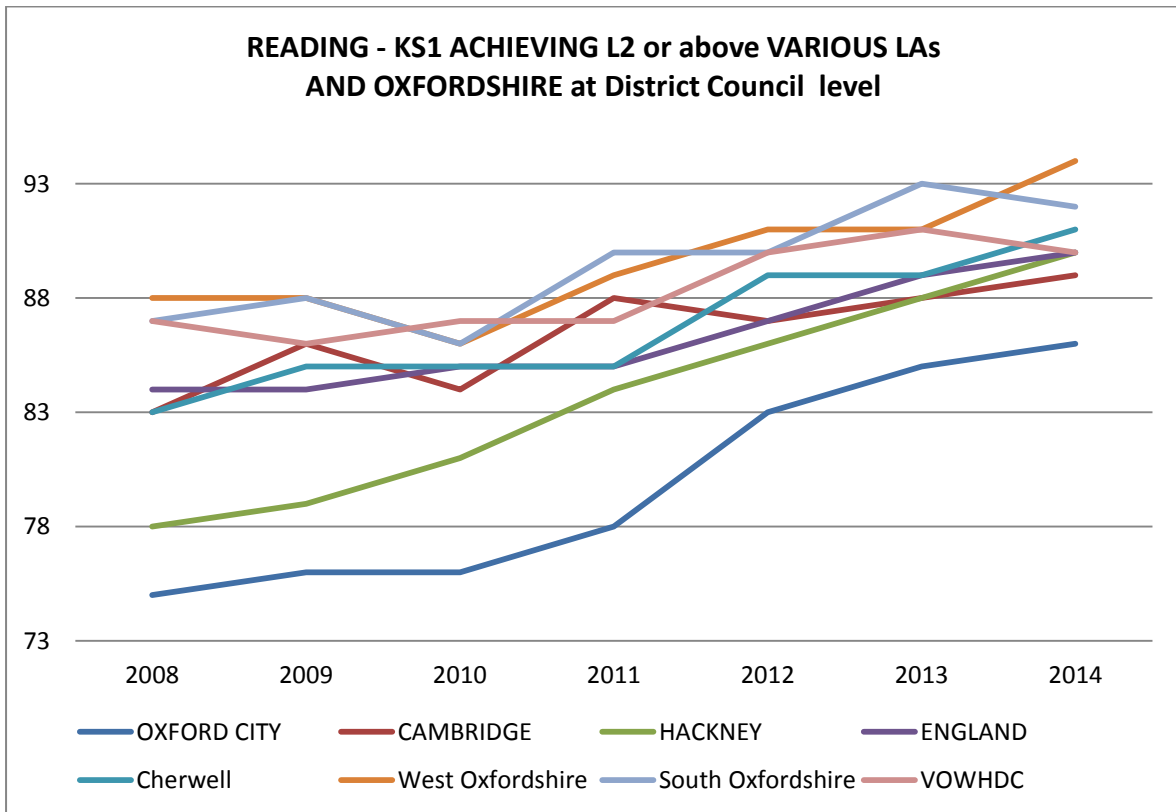
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out of 55 schools in the comparisons, whereas four schools were placed in the lowest five of their comparative schools.

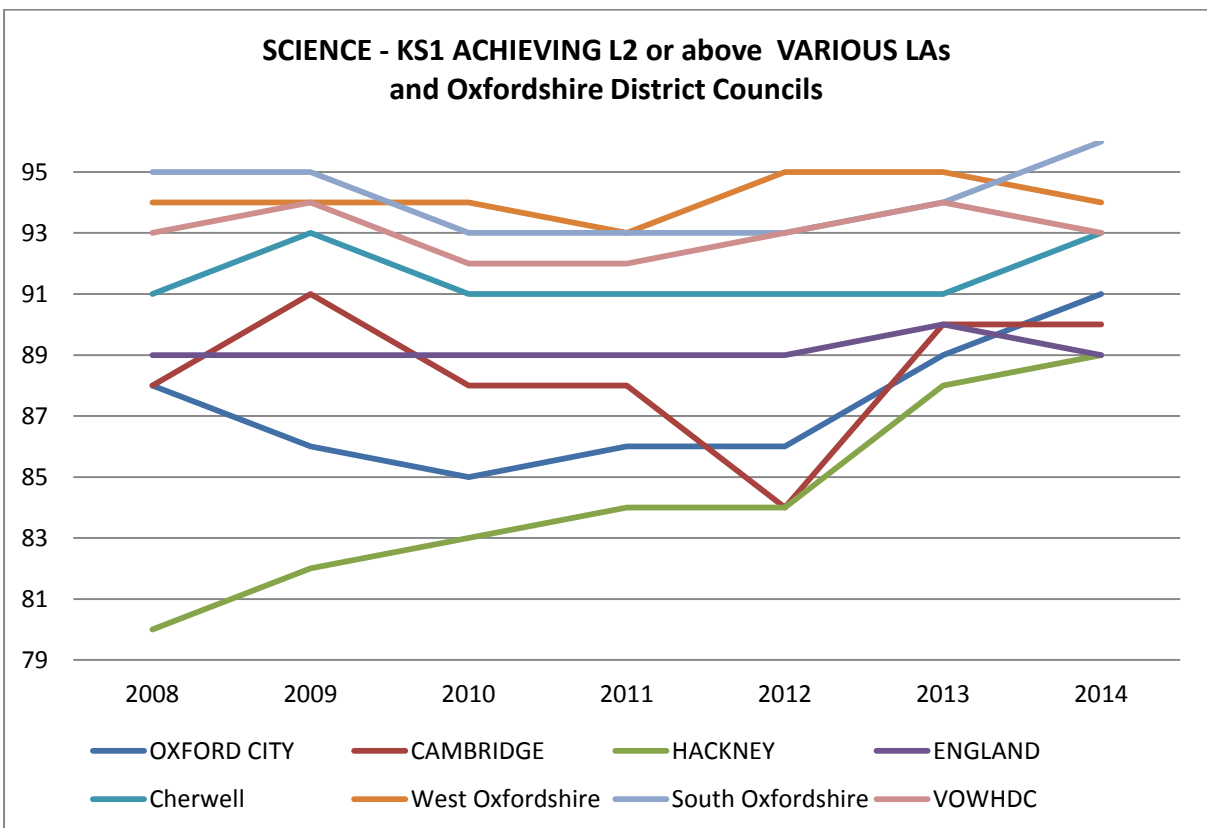
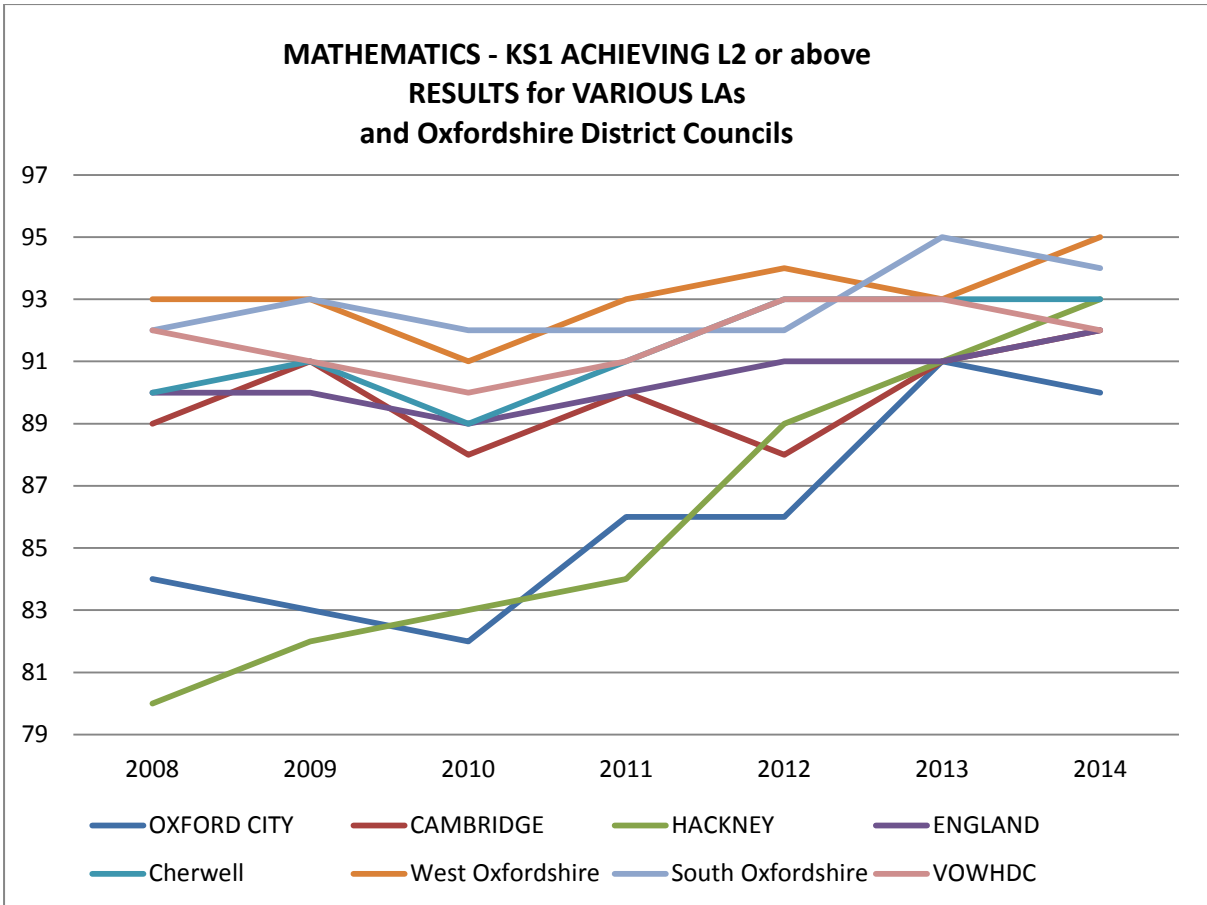
5. The working group also identified that Oxfordshire secondary schools has often performed well in mathematics for the more able and felt that more should be made of this fact in view of the importance of STEM subjects to the local economy, although the least able under-performed at Key at Stage 4 in 2013 and remained an issue for some schools.
6. However, the major concern remains over the lack of progress towards the closing of the gap between different groups despite the provision of Pupil and Service Children Premiums.

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Outcomes  
Key Stage 1



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### Key Stage 2

				<a href="#">% achieving level 4b or above in reading and maths tests and level 4 or above in writing TA</a>			
	<a href="#">2014</a>	<a href="#">2013</a>	<a href="#">2012</a>		<a href="#">Reading</a>	<a href="#">Writing</a>	<a href="#">Maths</a>
<b>England - all schools</b>	79%	75%	75%	67%	91%	93%	89%
<b>England - state funded schools only</b>	79%	75%	74%	67%	91%	93%	90%
<b>Oxfordshire</b>	78%	78%	77%	67%	92%	94%	91%

### 3 year rolling average - % achieving L4 or above in Reading, Writing and Mathematics

	<a href="#">All pupils</a>	<a href="#">Disadvantaged pupils</a>	<a href="#">Other pupils</a>	<a href="#">In-school gap between disadvantaged and other</a>	<a href="#">Gap between school disadvantaged and national disadvantaged</a>	<a href="#">Average based on 3 years?</a>	<a href="#">All pupils</a>	<a href="#">Disadvantaged pupils</a>	<a href="#">Other pupils</a>
<b>England - all schools</b>	76%	64%	81%	-17	NA	Yes	0	0	0
<b>England - state funded schools only</b>	76%	64%	81%	-17	NA	Yes	0	0	0
<b>Oxfordshire</b>	78%	61%	82%	-21	-3	Yes	18555	3722	14833

	<a href="#">all pupils</a>	<a href="#">low</a>	<a href="#">middle</a>	<a href="#">high</a>	<a href="#">all pupils</a>	<a href="#">low</a>	<a href="#">middle</a>	<a href="#">high</a>	<a href="#">all pupils</a>	<a href="#">low</a>	<a href="#">middle</a>	<a href="#">high</a>	<a href="#">all pupils</a>	<a href="#">low</a>	<a href="#">middle</a>	<a href="#">high</a>
<b>England - all schools</b>	6%	30%	1%	0%		79%	30%	86%	99%	67%	18%	71%	98%	24%	0%	13%
<b>England - state funded schools only</b>	6%	30%	1%	0%		79%	30%	86%	99%	67%	18%	71%	98%	24%	0%	13%
<b>Oxfordshire</b>	6%	28%	1%	0%		78%	29%	86%	99%	67%	19%	71%	98%	26%	0%	14%

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	<a href="#">% of pupils making expected progress in reading</a>	<a href="#">% of pupils included in reading progress measure</a>	<a href="#">% of pupils making expected progress in writing</a>	<a href="#">% of pupils included in writing progress measure</a>	<a href="#">% of pupils making expected progress in maths</a>	<a href="#">% of pupils included in maths progress measure</a>
<b>England - all schools</b>	91%	NA	93%	NA	89%	NA
<b>England - state funded schools only</b>	91%	NA	93%	NA	90%	NA
<b>Oxfordshire</b>	92%	95%	94%	95%	91%	96%

### Key Stage 4

Validated 2014 results will not be issued until later in January. The following is based on results up to 2013.

	% making expected progress		% 5 A*-Cs including English & Mathematics				<a href="#">% achieving grades A*-C in English and maths GCSEs</a>
	<a href="#">English</a>	<a href="#">Maths</a>	<a href="#">2010</a>	<a href="#">2011</a>	<a href="#">2012</a>	<a href="#">2013</a>	
<b>England - all schools</b>	NA	NA	53.50%	59.00%	59.40%	59.20%	60.00%
<b>England - state funded schools only</b>	70.40%	70.80%	55.10%	58.20%	58.80%	60.60%	61.30%
<b>Oxfordshire</b>	70.40%	71.10%	57.30%	57.40%	57.90%	60.60%	61.60%

	% making expected progress in English					% making expected progress in maths				
	<a href="#">All pupils</a>	<a href="#">Low attainers</a>	<a href="#">Middle attainers</a>	<a href="#">High attainers</a>	<a href="#">Coverage</a>	<a href="#">All pupils</a>	<a href="#">Low attainers</a>	<a href="#">Middle attainers</a>	<a href="#">High attainers</a>	<a href="#">Coverage</a>
<b>England - all schools</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>England - state funded schools only</b>	70.40%	45.20%	68.60%	86.20%	96.90%	70.80%	29.70%	72.70%	87.80%	97.30%
<b>Oxfordshire</b>	70.40%	44.30%	68.80%	85.70%	97.30%	71.10%	27.70%	74.00%	88.60%	97.60%

7. The charts and tables clearly reveal the overall strength of education in Oxfordshire but the need to focus on improving outcomes for low attainers and disadvantaged groups.

### **Recommendation**

8. Education Scrutiny Committee is RECOMMENDED to:
  - (i) accept this report from the Attainment working Group.
  - (ii) disband the working party in view of a lack of officer time to support its work, but keep the main issues under review on a regular basis.