

EDUCATION SCRUTINY COMMITTEE – 3 DECEMBER 2015

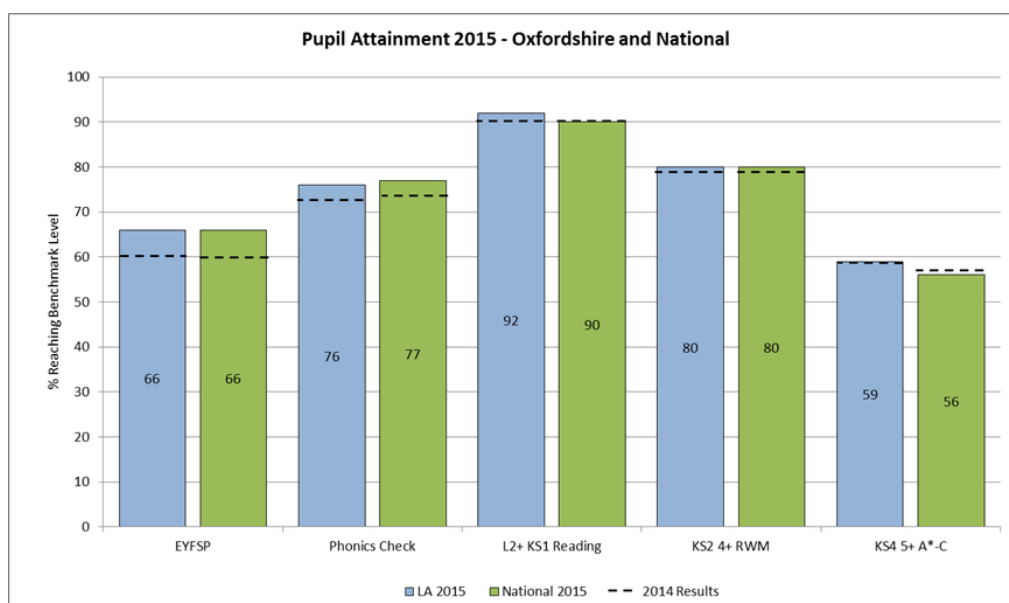
EDUCATION ATTAINMENT REPORT 2015

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.

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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

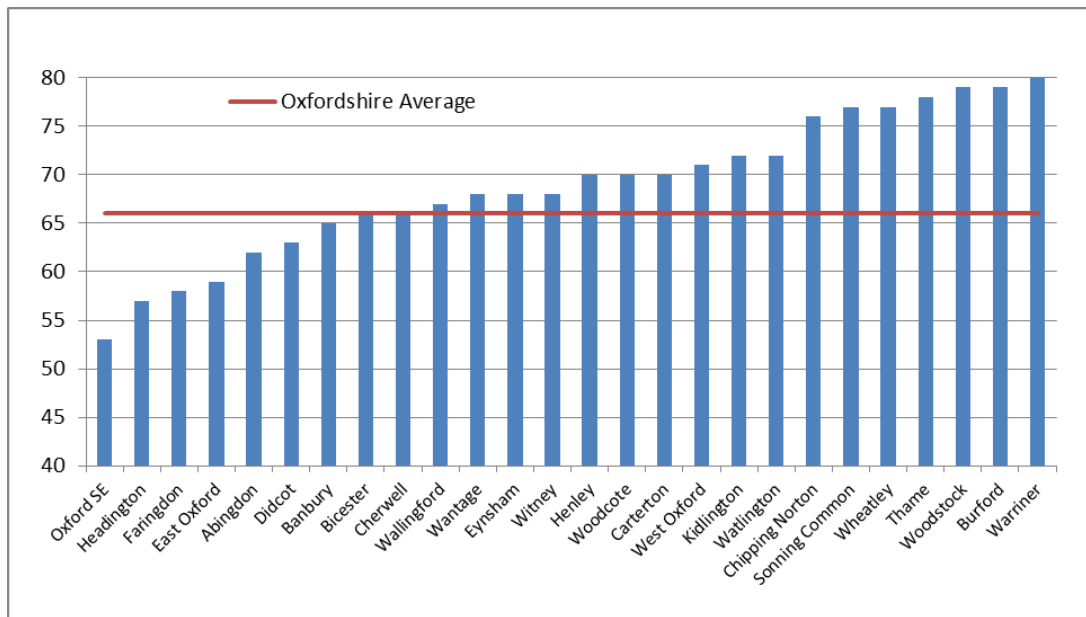
Other Pupil Groups

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.

ESC6

- 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

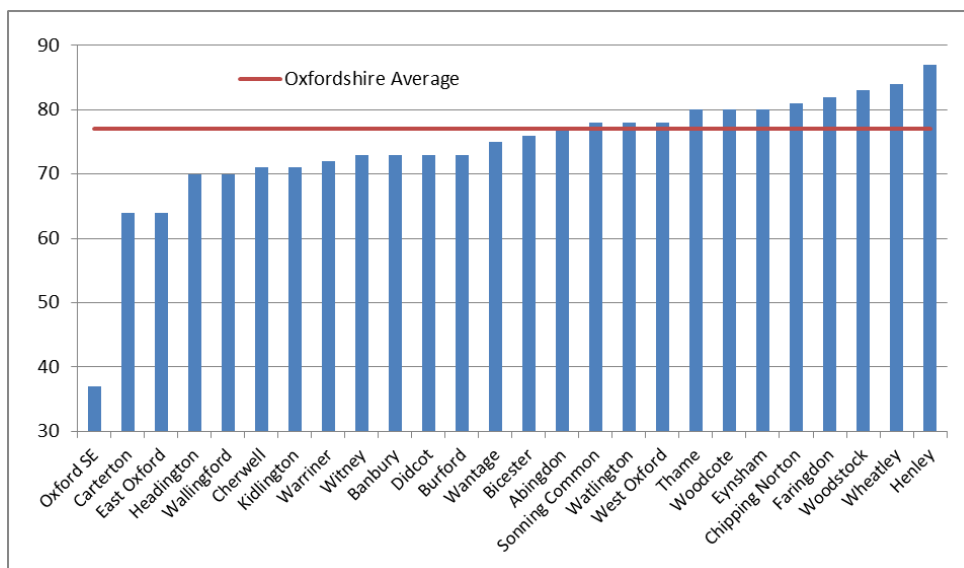
40. The majority of pupil groups performed below the national averages at the end of the Year 1 checks, with the exception of those from White backgrounds.
41. 13% of Oxfordshire children with statement of SEN or an Education, Health and Care (EHC) Plan achieve the expected standard, lower than the national 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	2 nd	95	top
Oxford	89	lowest	83	lowest	91	lowest
South	92	2 nd	89	2 nd	94	2 nd
Vale	92	2 nd	90	top	94	2 nd
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.

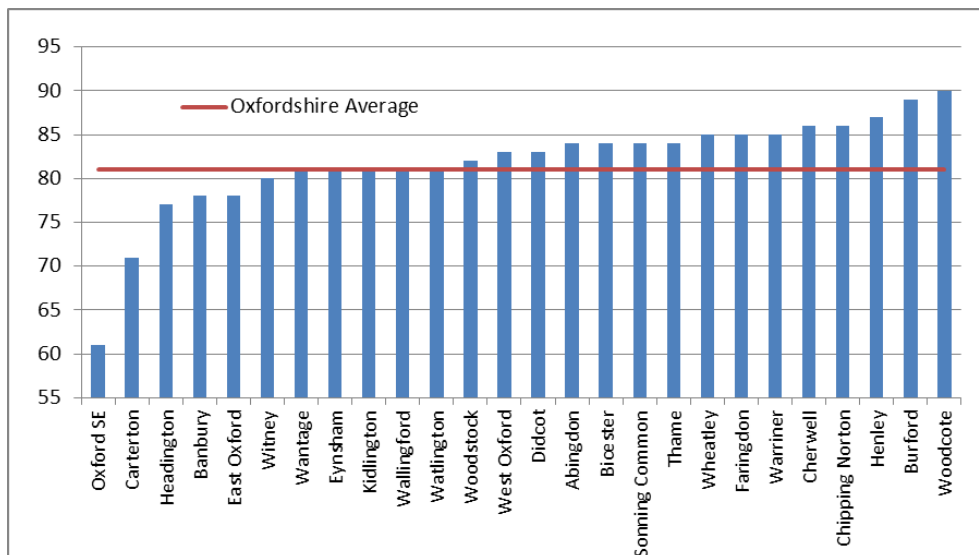
Other Pupil Groups (provisional)

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%).

ESC6

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

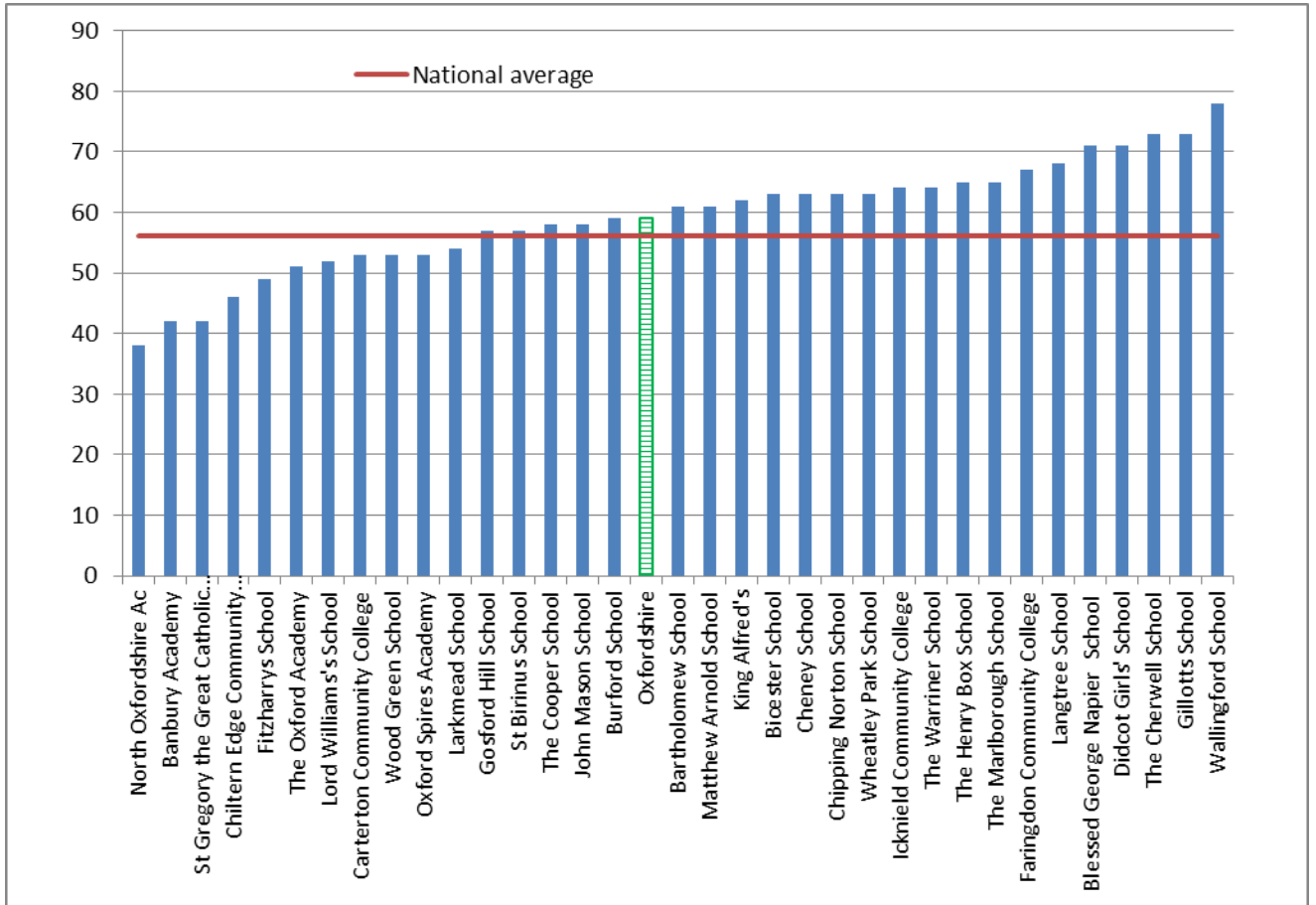
Background papers: None

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

[November 2015]

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

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	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