

EDUCATION SCRUTINY COMMITTEE – 12 DECEMBER 2016

EDUCATION ATTAINMENT REPORT (SECONDARY) 2016 (Provisional results)

Report by Strategic Lead – Education Quality

Introduction

1. This report presents an overview of the provisional educational outcomes of children and young people in Oxfordshire secondary schools for the academic year 2015-16.
2. A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement.
3. Provisional results published by the DfE in October indicates that overall Oxfordshire performs broadly in line or above the national average in these key measures; however the county performs less well when compared against its statistical neighbour group¹.
4. There continues to be a variation in performance between localities and types of school within the county.
5. Comparative data for different groups of pupils (e.g. disadvantaged pupils) have not yet been published by the DfE. This data will be available from mid-January 2017.

Table 1: Key headline measures

	Average Attainment 8 score per pupil	Progress 8 Score	A*-C English & Maths	EBacc achievement
Oxfordshire	50.3	0.02	65.4	24.5
England	49.8	-0.03	62.8	24.6
Statistical Neighbour average	51.8	1.04	66.7	28.5

Attainment 8

6. Attainment 8 is the new headline measure and is made up from eight subjects:

¹ Statistical neighbour group – a set of local authorities designated by National Foundation for Educational Research (NFER) on behalf of the DfE as having the most similar socio-economic characteristics. Oxfordshire's statistical neighbours are Bath & NE Somerset, Bracknell Forest, Buckinghamshire, Cambridgeshire, Gloucestershire, Hampshire, Hertfordshire, West Berkshire, West Sussex and Wiltshire.

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- English element (double weighted). This is based on the highest point score of a pupil's English language or English literature qualification. This will be double weighted provided that both qualifications have been taken. In 2016 an English (combined) qualification can be included and double weighted. If only GCSE English literature or English language is taken then this qualification will count in the English slot, but will not be double-weighted.
 - Maths element. A double weighted mathematics element that will contain the point score of the pupil's mathematics qualification.
 - English Baccalaureate (EBacc) element. This includes the three highest point scores from any of the qualifications that contribute to the EBacc (science subjects, computer science, history, geography, and languages)
 - Open element - The remaining element contains the three highest point scores in any three **other** subjects. This can include English language or literature (as only the highest one is counted in the English slot), further GCSE qualifications (including any EBacc subjects not included in the EBacc element if more than three EBacc qualifications were taken) or any other non-GCSE qualifications on the DfE approved list.
 - The Attainment 8 score is the sum of the 4 separate elements (English, mathematics, EBacc and Open elements).
7. The maximum Attainment 8 score for a pupil taking only GCSE qualifications is 80, for a pupil who achieves eight A* grades at GCSE in qualifying subjects².
8. For illustration, 8 C grades at GCSE would give an Attainment 8 score of 50 and 8 B grades an Attainment 8 score of 60. See Appendix C page 11 for worked examples in calculating Attainment 8.

Table 2: Attainment 8 scores by element

	Average Attainment 8 score per pupil	English element	Maths element	EBacc element	Open element
Oxfordshire	50.3	10.7	10.0	14.1	15.5
England	49.8	10.5	9.8	13.7	15.7

9. The Attainment 8 score for Oxfordshire is 50.3 (broadly equivalent to 8 C grades). Although this is slightly above the national figure (49.8) it is the lowest of the statistical neighbour group. Buckinghamshire has the highest Attainment 8 score (55.3). See chart on page 4 for statistical neighbour performance.
10. The scores per pupil for the English, mathematics and EBacc elements are very slightly higher in Oxfordshire than those nationally. However the attainment score for the Open element drops slightly below the national figure.

² Key Stage 4 point scores (2016) – A* - 8, A - 7, B - 6, C - 5, D - 4, E - 3, F - 2, G - 1

11. The Open element comprises of GCSE and non-GCSE subjects. Table 3 indicates that it is the non-GCSE subjects in which Oxfordshire’s attainment falls below the national average.

Table 3: Attainment 8 Open element

	Attainment 8 – Open element		
	Total	GCSE component only	Non-GCSE component only
Oxfordshire	15.5	13.8	1.7
England	15.7	12.9	2.8

12. Approximately three quarters (74%) of the Oxfordshire cohort only had GCSE subjects making up their Open element. 24% of pupils had combinations of GCSE and non-GCSE subjects. Only a minority of pupils only had non-GCSE subjects in this element.
13. The choice of curriculum on offer at a school will affect the combination of subjects that make up the Open element which means that careful interpretation of this element is necessary. Schools where pupils take a wide range of EBacc subjects (e.g. triple sciences, languages, geography and/or history) will find that the lower grades for these subjects populate their Open element (the 3 subjects with the higher grades will populate the EBacc element). Schools where pupils take subjects that are not included in the EBacc (art, drama, sport and non-GCSE subjects) will have their grades in these subjects populating their Open element.

Progress 8

14. Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils’ achievement (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior’ attainment). Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is zero³. A positive Progress 8 score indicates that on average pupils within a school (or group) have made more progress than similar pupils nationally.
15. The DfE guidance states that Progress 8 scores should be interpreted alongside their associated confidence intervals in order to determine whether their progress score is statistically significant.
16. Oxfordshire’s Progress 8 figure of 0.02 means that on average pupils in the county are making slightly more progress than pupils with the same prior attainment nationally.

³ For all mainstream pupils nationally, the average Progress 8 score will be zero. When including pupils at special schools the national average will not be zero. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average

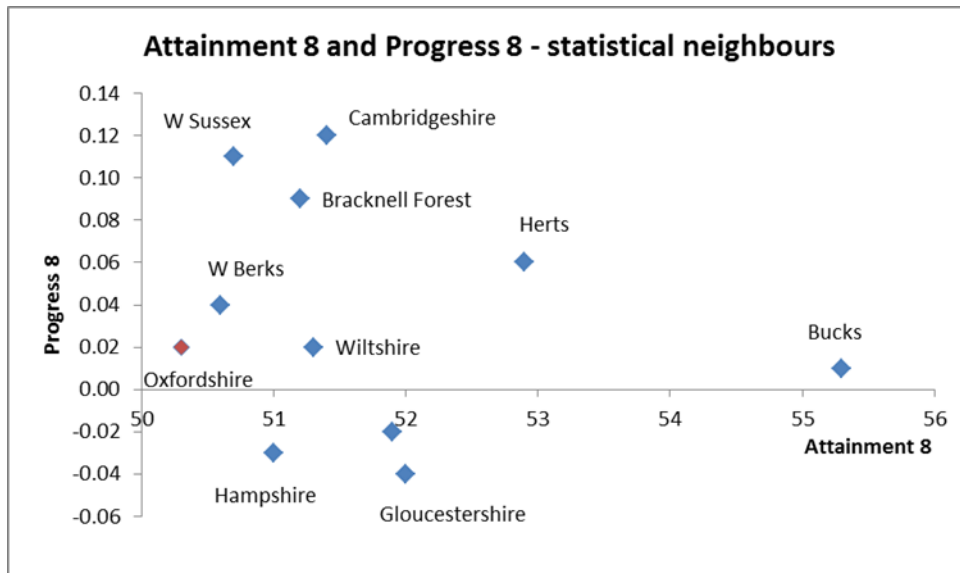
Table 4: Progress 8 scores by element

	Progress scores				
	Overall Progress 8 measure	English element	Maths element	EBacc element	Open element
Oxfordshire	0.02	0.06 Sig above ⁴	0.09 Sig above	0.09 Sig above	-0.13 Sig below
England	-0.03	-0.04	-0.02	-0.02	-0.04

17. Progress scores for the English, maths and EBacc elements show that the progress made by pupils in Oxfordshire is significantly above average compared to the progress made by pupils nationally who has the same prior attainment.

Oxfordshire’s performance is broadly in the middle of the statistical neighbour group for these elements.

Chart 1: Attainment and progress by statistical neighbours



Attainment in English and maths (A*-C)

Table 5: Attainment in English and maths – 3 year trend

	% English & Maths (A*-C)		
	2014	2015	2016
Oxfordshire	57.4	62.1	65.4
England	58.9	59.2	62.6
Statistical Neighbour Average	58.2	63.9	66.7

18. Attainment in English and maths at grades A*-C increased by 3.3%points in Oxfordshire between 2015 and 2016. This remains higher than the national figure of 62.6%, which also saw a similar increase.

⁴ Sig above indicates that the progress score is statistically significantly above the national average. Sig below indicates that the progress score is statistically significantly below the national average.

The majority of this increase is due to a change in methodology in 2016. This new methodology requires pupils to achieve an A*-C in either language or literature, with no requirements to take both. Previously pupils had to take exams in both English language and literature, but achieve an A*-C in English language.

19. At school level in Oxfordshire the proportion of pupils achieving A*-C in English and mathematics varies from 42% to 86%.

Attainment at 5 A*-C GCSEs including in English and mathematics

20. This is no longer a key performance measure. The DfE have provided indicative figures for 2016 data to local authorities for information, however due to changes in methodology (e.g. in English) a direct comparison with previous years is not advisable.
21. Provisional data for Oxfordshire indicates that 58.7% of pupils achieved at least 5 A*-C GCSEs including in English and maths. In 2016 this figure was 59.7%.

Key performance measures by school:

Appendix A on page 9 shows the Attainment 8 and Progress 8 scores by school in Oxfordshire.

22. There continues to be a degree of variation in both attainment and performance between schools in the county.
23. The Attainment 8 score in Oxfordshire varies from 43.1 to 58.5.
The Progress 8 score in Oxfordshire varies from -0.39 to 0.8.
24. The Progress 8 figure for The Oxford Academy (0.82) is significantly higher than that of other schools in the county.
This is the 14th highest Progress 8 score out of all secondary schools nationally.
This indicates that on average pupils at The Oxford Academy achieved 0.8 of a grade higher than other pupils with the same prior attainment.

Key performance measures by locality.

25. Overall schools in the Didcot locality have the highest attainment and progress scores in the county.
26. Progress 8 scores in both Didcot and Oxford localities are noticeably higher than elsewhere in the county. This indicates that pupils in these two areas make more progress between key stages 2 and 4 than pupils with similar prior attainment nationally.

Table 6: Attainment and progress scores by locality (provisional)

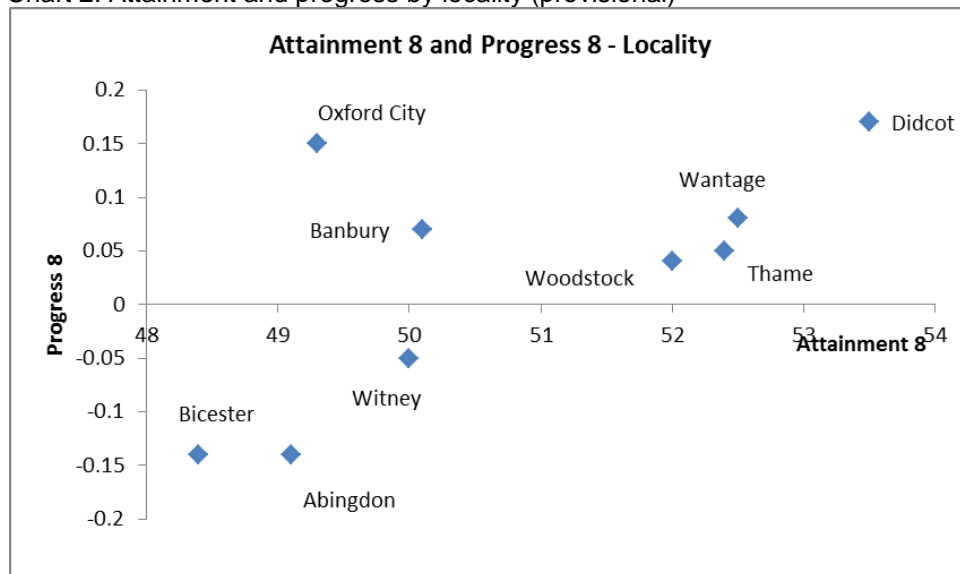
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Locality	Attainment score 8	Progress score 8
Abingdon	49.1	-0.14
Banbury	50.1	0.07
Bicester	48.4	-0.14
Didcot	53.5	0.17
Oxford	49.3	0.15
Thame	52.4	0.05
Wantage & Faringdon	52.5	0.08
Witney & Carterton	50.0	-0.05
Woodstock & Chipping Norton	52.0	0.04

(Locality data excludes pupils attending special schools)

27. Three localities, Bicester, Abingdon and Witney, have negative Progress 8 scores, indicating that on average pupils makes slightly less progress in these areas than pupils with the same prior attainment nationally. All three of these localities have lower Attainment 8 scores as well.
28. The DfE publish district level comparisons. These are due in January 2017.

Chart 2: Attainment and progress by locality (provisional)



Attainment by gender

Table 7: Key performance measures by gender (provisional)

	% of Cohort	Attainment 8		Progress 8		A*-C English & maths	
		Oxfordshire	National	Oxfordshire	National	Oxfordshire	National
Girls	2922 (49%)	52.9	52.1	0.18	0.11	70.2	66.7
Boys	3053 (51%)	47.7	47.5	-0.14	-0.17	60.8	58.6

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29. Nationally girls continue to outperform boys, making considerably more progress as well as having higher attainment.
30. Girls in Oxfordshire have a higher Attainment 8 score (52.9) than girls nationally (52.1) and their progress is significantly higher than that of all pupils with the same prior attainment nationally.
31. Boys in Oxfordshire have an Attainment 8 score (47.7) that is broadly in line with all boys nationally. Their Progress 8 score (-0.14) indicates that boys in Oxfordshire make less progress compared to all pupils with the same prior attainment nationally, but they do make more progress than the national boys cohort (-0.17).

Attainment by prior attainment band⁵

Table 8: Key performance measures by prior attainment (provisional)

Prior attainment	% of Cohort		Attainment 8		Progress 8		A*-C English & maths	
	Oxon	National	Oxon	National	Oxon	National	Oxon	National
Low	18.4	16.9	28.2	31.3	-0.21	0	10.8	11.8
Middle	52.2	51.8	49.7	49.2	0.06	0	66.8	62.6
High	29.4	31.3	65.0	64.3	0.08	0	97.1	95.7

32. In 2016 the key stage 4 cohort in Oxfordshire had a slightly higher proportion of low prior attaining pupils (18.4% compared with 16.9%) and a slightly lower proportion of high prior attaining pupils (29.4% compared with 31.3%) than the national distribution.
33. The low prior attaining cohort in Oxfordshire performs less well at the key headline measures than the same cohort nationally. In particular the Progress 8 score for this cohort is statistically significantly below the national average, with pupils making 0.2 of a grade on average less than similar pupils nationally.
Only 10.8% of this cohort achieved an A*-C at GCSE in both English and mathematics.
34. Pupils who achieved the expected level 4 at key stage 2 (Middle prior attainment group) in Oxfordshire perform slightly above the same group nationally. This is most noticeable in English and maths where 66.8% achieved at least a C grade in both subjects compared with 62.6% nationally.
35. High prior attaining pupils in Oxfordshire continue to perform well at key stage 4.

Attainment by school type

Table 9: Key performance measures by school type (provisional)

⁵ Low prior attainment – achieved below the expected level 4 at key stage 2
 Middle prior attainment – achieved the expected level 4 at key stage 2
 High prior attainment – achieved above the expected level 4 at key stage 2

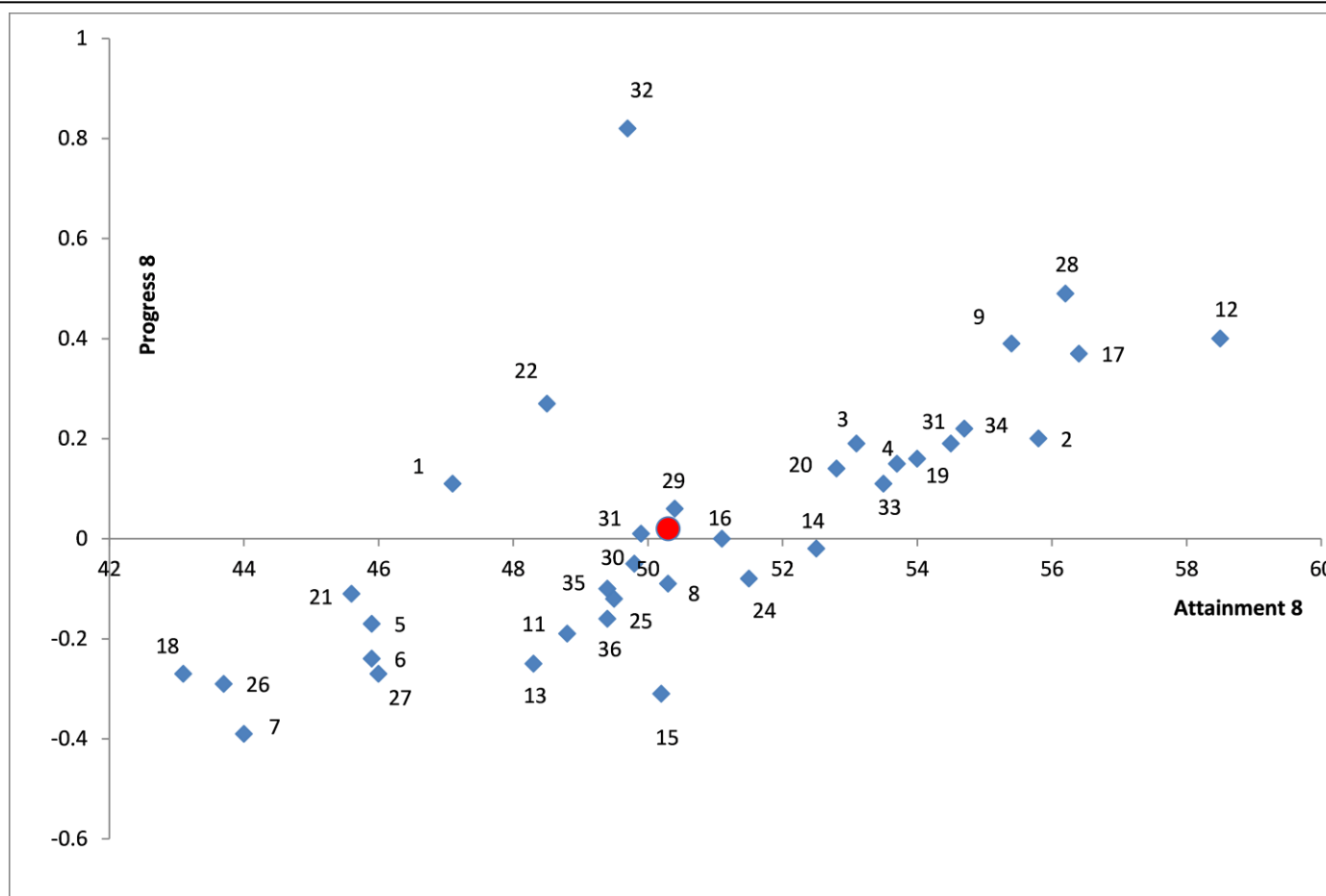
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School Type	Number of schools	Number of pupils	Attainment 8		Progress 8	
			Oxfordshire	National	Oxfordshire	National
LA maintained mainstream	6	715	47.3	49.8	-0.2	-0.03
Academies – convertor	23	4461	52.0	53.2	0.07	0.09
Academies - sponsored	5	679	47.1	45.8	0.09	-0.14

36. The majority of secondary schools in Oxfordshire are convertor academies. This group of schools have the highest average Attainment 8 score (52.0) within the county. However this is lower than the average for this group of schools nationally (53.2). The average progress across this group of schools is broadly in line with that for convertor academies nationally.
37. There are five sponsored academies in Oxfordshire⁶. As a group these schools perform noticeably better than sponsored academies nationally. In particular pupils in these schools make significantly more progress (Progress 8 score of 0.08) than pupils nationally (who have a Progress 8 score of zero) and pupils in sponsored academies nationally (Progress 8 score -0.14).
This is primarily due to the high progress of pupils at The Oxford Academy.
38. Attainment and progress of pupils in the six LA maintained schools falls below that of LA maintained schools nationally. The Progress 8 score of -0.2 means that on average pupils in this group of schools achieve 0.2 of a grade less than pupils with similar prior attainment nationally.

⁶ Banbury Academy, Bicester School, North Oxfordshire Academy, Oxford Spires, The Oxford Academy

**Appendix A.
Attainment and Progress by school (provisional)**



1	Banbury Academy
2	Bartholomew School
3	Blessed George Napier
4	Burford School
5	Carterton CC
6	Cheney School
7	Chiltern Edge
8	Chipping Norton School
9	Didcot Girls' School
10	Faringdon CC
11	Fitzharrys School
12	Gillotts School
13	Gosford Hill School
14	Icknield Community College
15	John Mason School
16	King Alfred's
17	Langtree School
18	Larkmead School
19	Lord Williams's School
20	Matthew Arnold School
21	North Oxfordshire Academy
22	Oxford Spires Academy
23	Oxfordshire
24	Space Studio Banbury
25	St Birinus School
26	St Gregory the Great
27	The Bicester School
28	The Cherwell School
29	The Cooper School
30	The Henry Box School
31	The Marlborough
32	The Oxford Academy
33	The Warriner School
34	Wallingford School
35	Wheatley Park School

Appendix B. List of schools by locality

Abingdon	Fitzharrys School
	John Mason School
	Larkmead School
	Matthew Arnold School
Banbury	Banbury Academy
	Blessed George Napier Catholic School
	North Oxfordshire Academy
	The Warriner School
Bicester	Gosford Hill School
	The Bicester School
	The Cooper School
Didcot	Chiltern Edge School
	Didcot Girls' School
	Gillotts School
	Langtree School
	St Birinus School
	Wallingford School
Oxford City	Cheney School
	Oxford Spires Academy
	St Gregory the Great Catholic School
	The Cherwell School
	The Oxford Academy
Thame	Icknield Community College
	Lord Williams's School
	Wheatley Park School
Wantage	Faringdon Community College
	King Alfred's Academy
Witney	Burford Secondary School
	Carterton Community College
	The Henry Box School
	Wood Green School
Woodstock	Bartholomew School
	Chipping Norton School
	The Marlborough CofE School

Appendix C.

Calculating Attainment 8

Worked Example A

Table 1 sets out how the Attainment 8 score would be calculated for a particular pupil, Gillian.

	Qualification	Grade	Points	Included in measure?	Element	Doubled	Total Points
1	GCSE maths	A	7	Y	Maths	Y	14
2	GCSE English Language	A*	8	Y	English	Y	16
3	GCSE English Literature	B	6	Y	Other	N	6
4	GCSE Core Science	A	7	Y	EBacc	N	7
5	GCSE Additional Science	B	6	Y	EBacc	N	6
6	GCSE art	C	5	Y	Other	N	5
7	GCSE French	A*	8	Y	EBacc	N	8
8	GCSE Spanish	B	6	Y	Other	N	6
9	GCSE Religion Studies	D	4	N			

Attainment 8 score is the sum of the elements = 68

Dividing the Attainment 8 score by 10 gives the pupil's average grade. In this case it is 6.8, between a GCSE grade A and B.

Worked Example B

Table 2 sets out how the Attainment 8 score would be calculated for a particular pupil, Hardip.

	Qualification	Grade	Points	Included in measure?	Element	Doubled	Total Points
1	GCSE maths	D	4	Y	Maths	Y	8
2	GCSE English Language	C	5	Y	English	N	5
3	GCSE Core Science	C	5	Y	EBacc	N	5
4	BTEC First Award in Hospitality	Merit	6	Y	Other	N	6
5	BTEC First Award in Sport	Pass	5	Y	Other	N	5
6	Cambridge National Certificate in Business & Enterprise	Pass	5	Y	Other	N	5
7	NCFE Certificate in Engineering Studies	Pass	5	N			

The English point score is not doubled as Hardip did not take both English language and Literature.

He has only taken one EBacc subject, so he scores zero for two of the three EBacc slots. Only three of his four non-GCSE qualifications are counted in the Other slot.

Attainment 8 score is the sum of the elements = 34

Dividing the Attainment 8 score by 10 gives the pupil's average grade. In this case it is 3.4, between a GCSE grade D and E.