

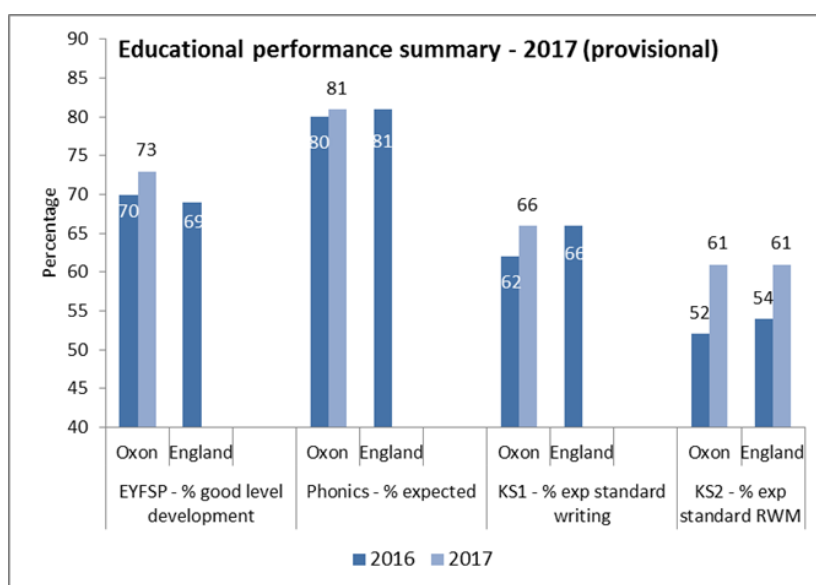
EDUCATION SCRUTINY COMMITTEE – 27 SEPTEMBER 2017

EDUCATIONAL ATTAINMENT 2016/17 OVERVIEW (PRIMARY SCHOOLS)

Report by Director for Children's Services

1. This report presents an early overview of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2016-17.

Overview of educational performance



2. 2017 provisional data shows that educational performance in Oxfordshire has increased in all four of the key assessment stages.
3. 3 year trend data is available for Early Years and Phonics screening. Due to the changing curriculum and assessments, two years of data is available for key stages 1 and 2. This can be found in appendix A.
4. Increases in performance generally reflect a similar increase to provisional national figures.
5. Performance at Early Years Foundation Stage (EYFS) has risen from 60% of children with a good level of development in 2014 to 73% in 2017. In 2016 the Oxfordshire figure rose above the national average for the first time since the new assessment started. This trend looks like it is continuing this year. Validated figures and national comparisons will be published by the DfE in October.
6. In 2016 the proportion of Oxfordshire children reaching the expected standard in writing at key stage 1 was amongst the lowest nationally (62% compared with 66%). This proportion has increased to 66% this year. Early indications are that although

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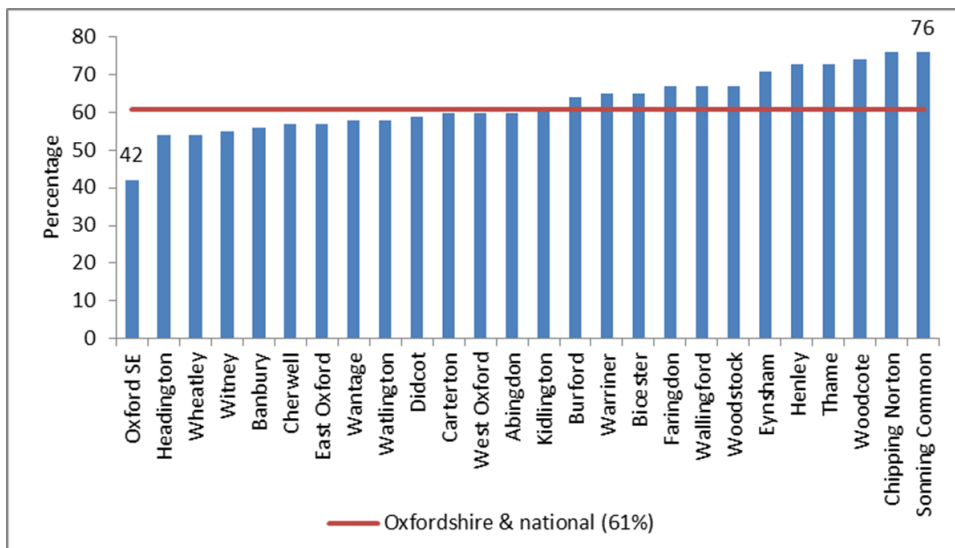
this figure is likely to remain below the national average, the gap will have decreased.

7. Key stage 1 and phonics validated data and national comparisons are due to be published by the DfE at the end of September.
8. Key stage 2 comparisons have already been published by the DfE. In Oxfordshire the proportion of children reaching the expected standard in reading, writing and maths has increased from 52% to 61%. Oxfordshire now performs in line with the national average for this measure.
9. For individual subject areas at key stage 2, Oxfordshire performs above the national average in reading (74% compared with 71%), in line with the national average in maths (75%) and below the national average in writing (73% compared with 76%).

Attainment by school partnership

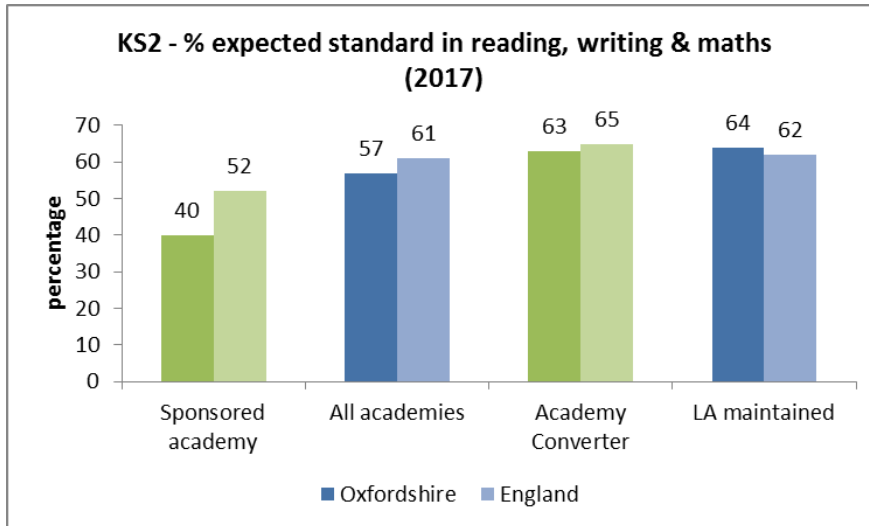
10. There continues to be a degree of variation in performance between school partnerships.
11. At key stage 2 the proportion of children reaching the expected standard in reading, writing and maths varies from 42% across the Oxford South East partnership to 76% across the Sonning Common partnership.
12. It should be noted that there is also a difference in cohort sizes – there were 260 children at the end of this key stage in the Oxford South East partnership but 100 in the Sonning Common partnership. This will affect the statistical significance of the results.
13. In order for Oxford South East partnership to perform in line with the national and Oxfordshire average (61%) then an additional 50 children would need to have met the expected standard in all 3 subjects. In order for the partnership to be in line with the highest performing partnership then a further 39 children would need to meet the standard.

KS2 - % expected level in reading, writing & maths by school partnership



14. Similar performance is seen in the other key stages.

Performance by school type



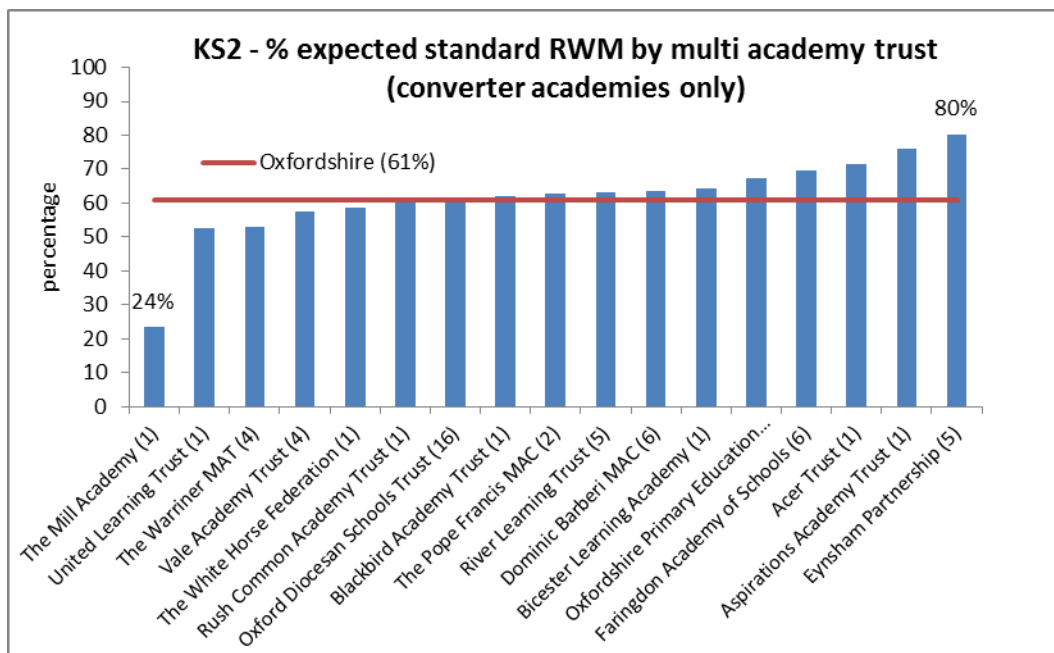
15. At key stage 2, a slightly greater proportion of pupils attending LA maintained mainstream primary schools in Oxfordshire (64%) reach the expected level compared with those in academies (62%). This is a different pattern to that nationally where academies slightly outperform LA maintained schools.
16. Within Oxfordshire both converter and sponsored academies have lower performance than those nationally. The smaller number of schools and hence pupils within these groups means that a small change in the performance of pupils can have a comparatively larger impact on the overall average.
17. There is a similar pattern at other key stages.

Key stage 2 attainment of sponsored academies by length of time open.

18. The attainment of sponsored academies in Oxfordshire show more variation than those nationally.
19. The majority of time open bands in the table below show an increase in KS2 performance between 2016 and 2017, reflecting the increase in performance nationally during this time.
20. The exception being those schools opened for 2 academic years where the average performance dipped slightly.
21. The group of sponsored academies that have been open for 4 academic years also show lower average attainment than other schools.

| Length of time open as a sponsored academy | Number of schools | % expected standard reading, writing & maths | | | |
|--|-------------------|--|------|---------|------|
| | | Oxfordshire | | England | |
| | | 2016 | 2017 | 2016 | 2017 |
| < 1 academic year | 2 | 32 | 42 | Na | Na |
| 1 academic year | 1 | 4 | 33 | 37 | 49 |
| 2 academic years | 2 | 45 | 36 | 44 | 53 |
| 3 academic years | 3 | 35 | 45 | 44 | 52 |
| 4 academic years | 4 | 28 | 31 | 43 | 53 |
| 5 academic years | 2 | 37 | 48 | 48 | 50 |
| All schools | | 52 | 54 | 61 | 61 |

Key stage 2 results by multi academy trust (MAT) (converter academies only)



Numbers in brackets refer to the number of converter academies in the MAT. The MAT may also contain sponsored academies and secondary schools as well as schools in other local authorities.

- 22. There are 62 converter academies within 17 multi academy trusts (MATs) in Oxfordshire.
- 23. The performance of these MATs at key stage 2 shows a degree of variation, with 24% of pupils at schools in The Mill Academy Trust achieving the expected level in reading, writing and maths to 80% of pupils in the Eynsham Partnership.

Maintained schools supported during 2016/17 academic year

- 24. During 2016/17 academic year, school improvement support to primary schools in Oxfordshire was provided based on the tier of support the school was placed in. These tiers were primarily based on Ofsted judgements, school attainment and progress as well as any other factors which could potentially lead to the school not being Good at a future inspection. School improvement activities were managed by

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partners through the Operational Group and provided by School Improvement Leader (SIL) visits. SILs are national leaders of education, local leaders of education or Ofsted inspectors.

25. Tier 4 schools were LA maintained schools causing concern and hence received the maximum level of support.
26. At the start of the 2016/17 academic year 13 maintained schools fell in this category.
27. 11 of these 13 schools have shown increased performance at KS2 between 2015/16 and 2016/2017 – with 7 schools showing increases of over 10% points.
28. 7 of these tier 4 schools were inspected by Ofsted during the academic year and all moved from requiring improvement to good (and hence no longer a tier 4 school of concern).
29. Four of these schools subsequently became academies (two sponsored academies due to being previously being judged as inadequate by Ofsted and 2 converter academies).
30. 5 further maintained schools were moved into tier 4 during the academic year following Ofsted judgement of requiring improvement. Key stage 2 performance is mixed for this group of schools, with 3 showing a decline in performance (against a county and national increase in performance). These schools will continue to be supported during the 2017/18 academic year.

Other schools of concern during 2016/17 academic year

Schools falling below the DfE Floor Standard in 2016

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

31. 17 Oxfordshire primary schools met these criteria in 2016. Early analysis of the data meant that all of these schools were written to by the Strategic Lead for Education Quality at the start of the 2016/17 academic year, alerting them to the possibility that they would fall in this category. Follow up and appropriate support was provided as necessary.
32. 5 were academies (3 sponsored academies and 2 converter academies).
33. Responsibility for school improvement within academies is within the remit of the Regional School Commissioner.
34. 12 were LA maintained schools, with 2 of the schools subsequently becoming academies (one a sponsored academy and the other a converter academy). These schools were Tier 3 schools for the purposes of allocating support (good/outstanding schools at risk of not being good following any inspection) and as such had a set number of visits arranged through the Operational Group.

35. 6 of these 12 schools are also part of the Oxford Diocese.
36. Early indications are that 5 of these 17 schools will remain below the 2017 floor standard (2 academies and 3 LA maintained schools) and appropriate support will continue to be provided through the Operational Group as necessary.

Coasting schools

The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential.
The coasting definition is based on a three years of data, using the same performance measures that underpin the floor standards.

37. In 2016 three Oxfordshire primary schools (1%) met the coasting school definition, which was below the national average of 3% of primary schools defined as coasting.
38. All three schools were academies.
39. Again early analysis of the data allowed these schools to be identified at the start of the academic year. This was followed by written communication from the Strategic Lead for Education Quality and appropriate support was provided as necessary.

Potential schools of concern following 2017 results

40. Early indications are that 19 primary schools in Oxfordshire will fall below the DfE floor standard definition this year. 10 of these schools are currently LA maintained and 9 are academies (2 sponsored academies and 7 converter academies).
41. 5 of these 19 schools were also below floor standard in 2016.
42. The majority of these schools are below floor due to significantly low progress in maths (13 out of the 19 schools).
43. These schools will only be confirmed by the DfE in December.
44. The thresholds for the coasting school definition have yet to be published by the DfE. If they remain unchanged from 2016 then three Oxfordshire primary schools are likely to meet this definition. All three of these schools also meet the below floor standard definition. Two are academies and one LA maintained school.
45. Coasting schools will be confirmed by the DfE in December.
46. During 2017/18 the School Improvement Guarantee sets out the arrangements for support to schools based on the vision that *'We want every Oxfordshire child to attend a school or setting that is at least good'*.
47. There are currently only 6 LA maintained schools that are judged as Requiring Improvement, with just one that is likely to have an inspection during the 2017/18 academic year. These schools will receive bespoke support brokered through the

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Operational Group so that the school is judged good at the next inspection. A School Quality Assurance (SQA) meeting, chaired by a local authority officer, may be used to check that support for the school is robust and making a difference.

48. One inadequate primary school which will continue to access bespoke support as necessary until the date of academisation.
49. There will continue to be targeted work with good and outstanding maintained schools at risk of being judged less than good. These schools are identified through attainment and progress data, accuracy of judgements at moderation at all key stages or through school leadership, including governance, judged as less than good (e.g. in school review). A series of three half day visits will be provided by a Partnership System Leader (previously called 'SIL'). These visits will be prioritised in autumn term, and by inspection due date.

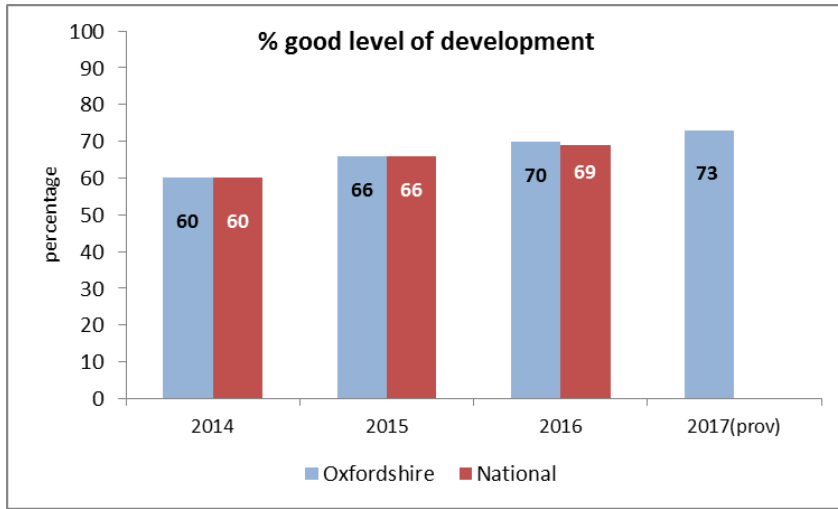
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Director for Children's Services

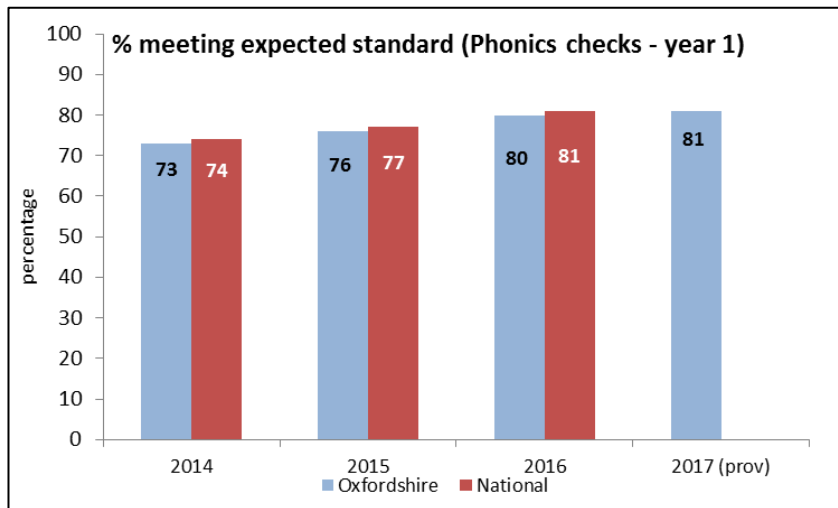
Contact officer: Alison Wallis, Performance & Information Team

14 September 2017

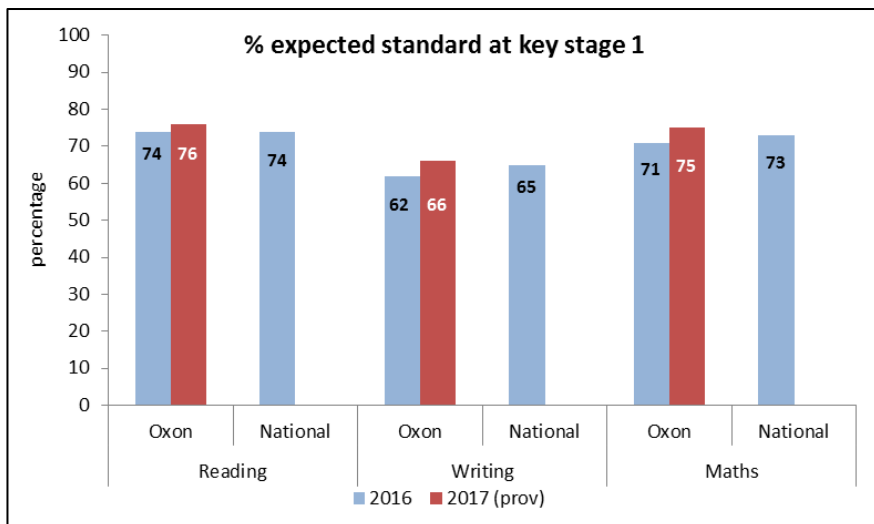
1. Early Years Foundation Stage – 4 year trend (provisional data)



2. Phonics Screening (Year 1)



3. Key stage 1



4. Key stage 2

