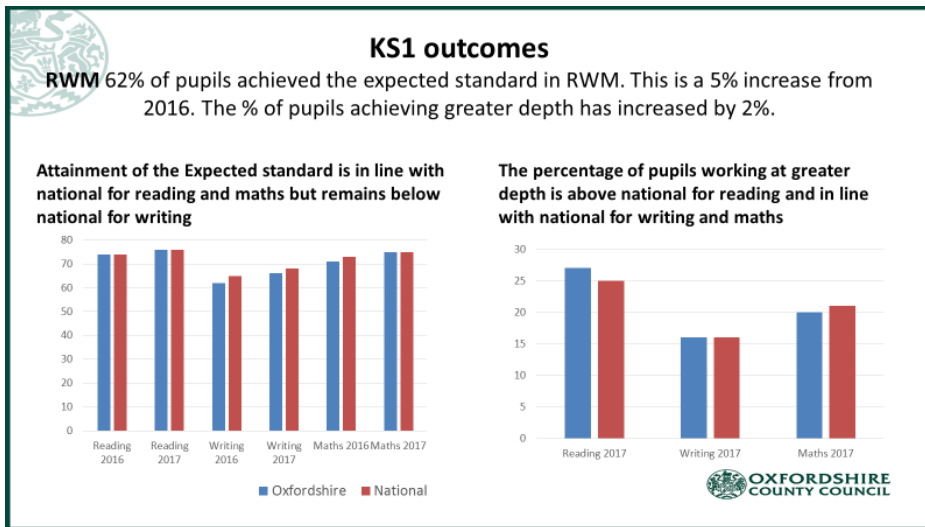


# Oxfordshire Primary Outcomes 2017



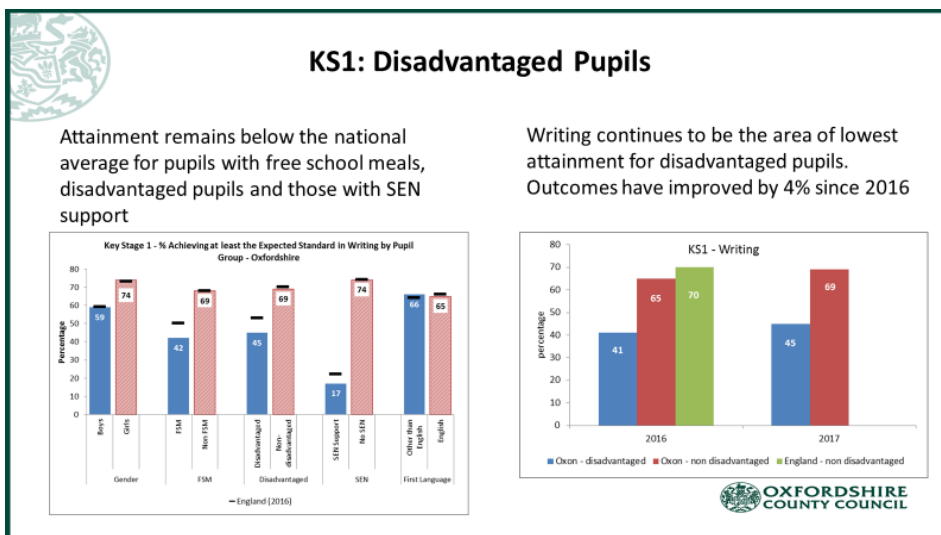
**Reading, Writing and Maths** 62% of pupils achieved the expected standard in RWM. This is a 5% increase from 2016. The % of pupils achieving greater depth has increased by 2%.

**Reading** 76% achieved the expected standard, 1% above national.

**Writing** 66% achieved the expected standard, 2% below national (this gap has narrowed by 1%).

**Maths** 75% achieved the expected standard, in-line with national (was 1% below in 2016).

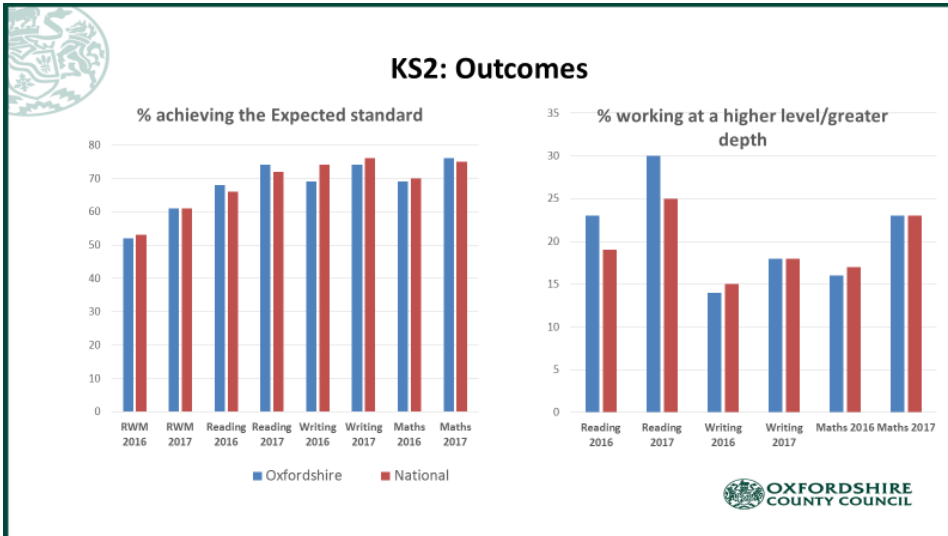
Outcomes have improved in all subjects. Outcomes in Writing have increased by 4% from 2016. An additional 152 pupils reaching the expected standard would have put outcomes in line with the national average. However, outcomes in Writing are below those for Reading and Maths, a persistent pattern for the LA (and statistical neighbours/nationally)



## Disadvantaged pupils

Outcomes for disadvantaged pupils remain below those of non-disadvantaged pupils. Outcomes in all areas have improved. The disadvantaged gap (2016) varied from 23%pts in reading (16%pts nationally) to 29%pts in writing (17%pts nationally).

The disadvantaged gap between Oxfordshire and other Las in 2017 varied from 21%pts in reading to 25%pts in writing. Gaps in Reading and Writing have remained constant at 24% but the gap in Maths has narrowed by 1%



**KS2 outcomes** 61% of Oxfordshire pupils at the end of key stage 2 reached the expected standard in **reading, writing and maths** compared to 62% nationally. This represents a 9% rise in the LA's results. Oxfordshire has moved up into the 2<sup>nd</sup> quartile nationally for both this measure and for pupils achieving the higher standard. The LA's results are also in-line with statistical neighbours with Oxfordshire now ranked 5<sup>th</sup> compared with 9<sup>th</sup> in 2016 for the % of pupils achieving at least the expected in reading, writing and maths.

**Reading:** In Oxfordshire 74% of pupils reached the expected standard in reading this is above the national average of 71% and in-line with the statistical neighbour average. This places Oxfordshire in the top quartile nationally

### Writing

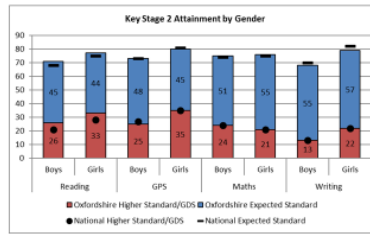
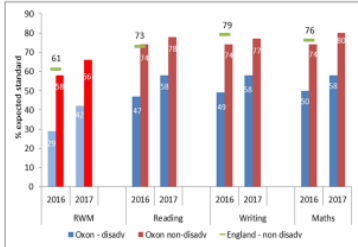
Although still below the national result, this represents an 8%pt increase in the proportion of pupils achieving at least the expected standard in writing, and shows a slightly greater increase than nationally. However, this result does place Oxfordshire in the bottom quartile nationally. The proportion of pupils working at greater depth in writing is in-line with the national figure at 9%. The gap between outcomes in Writing in Oxfordshire and those nationally is narrowing (5% in 2016, 3% in 2017)

There is a distinct gender gap in writing for Oxfordshire at 11%pts. 79% of girls achieved the expected standard compared to 68% of boys. The gap is also seen for those pupils working at greater depth.



## KS2: Vulnerable groups

- Disadvantaged pupils - 42% achieved the expected (29% in 2016) - 6% points below National outcomes. Outcomes have improved across all areas
- Pupils eligible for FSM - 38% (29% in 2016) - 5% points below National outcomes



- Boys - 57% compared to 66% of girls. Writing remains the area of lowest attainment for boys (Oxf 68%, Nat 71%)
- EAL - 55% (42% 2016) - 6% points below National outcomes.
- SEN Support - 17% (9% 2016)



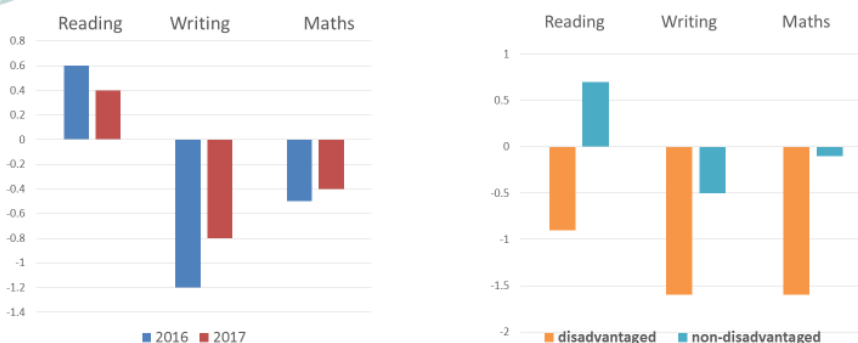
The attainment of pupils at SEN support in reading, writing and maths (RWM) has increased significantly and they have diminished the difference with their peers. 8% improvement compared with 9% improvement for all pupils. Pupils with SEN in Oxfordshire also attained better than pupils with SEN nationally. Disadvantaged learners have also attained better in 2017 but the gap between them and their peers has not diminished. Those with a statement or an EHCP attained in line with national average. Writing remains the weakest area for all children.

There has been a strong focus on improving systems, structures and provision for pupils with SEN support through the Oxford Brookes National Award for SENCOs which is jointly taught by OXSIT. SENCOs are now well equipped to assess need and to plan provision which overcomes barriers. There is a good knowledge of additional interventions to support progress. An increasing number of primary headteachers have completed the NASENCO thus developing more inclusive schools. There is still much more to be done in ensuring teaching and learning includes all learners and that there is a focus in primary schools improving the outcomes of those at SEN support.

The addition of progress measures in Position Statements will support schools and system leaders to evaluate impact of actions to improve the outcomes for pupils with SEN.



## KS2 Progress



Progress in reading is significantly above national but progress in writing and in maths is significantly below that nationally. Disadvantaged pupils make less progress than non-disadvantaged pupils in Reading, Writing and Maths, with the largest gap being in Maths.



## Challenges and the LA response

### Challenges

- Breaking the pattern of low attainment in Writing for all children and particularly boys, disadvantaged pupils and those eligible for FSM
- Accelerating progress in Writing (including vulnerable groups and more able pupils)
- Improving outcomes in Reading for pupils with EAL
- Raising expectations for disadvantaged pupils
- Improving the quality of teaching of Writing

### LA response

- Detailed data analysis for schools through Position Statements
- Pendulum
- Commissioning external English consultants to work with subject leaders and teachers
- System Leaders working with school leaders to analyse data and review the SIP
- System Leaders lesson observations
- SEN reviews
- Statements of Action – challenge
- SSIF bid and subsequent LA initiative



## LA response

The LA provides schools with analysis of data through annual Position Statements. These give school leaders a clear picture of outcomes for all pupils at EYFSP, KS1, Yr1 and 2 Phonics, Ks 1 and 2 and KS1 to 2 progress for all children and disadvantaged pupils. These are RAG rated and give an instant picture of areas of weakness.

Schools have access to pendulum which gives them data for all key stages for 2 years and comparisons with outcomes at an LA and National level.

Schools with the lowest outcomes in Writing (and Maths) are allocated support from external consultants (Primary Support Team) who work with subject leaders to analyse data, identify weaknesses in teaching and learning and provide training for teachers and TAs. (add impact).

System Leaders are heads from Good/Outstanding schools (some also Ofsted inspectors) support all schools – Good/Outstanding schools have one visit to look at data and SIPs; targeted schools of concern (incl leadership, outcomes) receive 3 visits; RI schools receive 5 visits. SLs work closely with HTs to review the effectiveness of the SIP and the quality of teaching and learning. Focus on outcomes and progress. Analysis with HTs focus on outcomes and progress for vulnerable groups and subjects of underachievement.

Schools with significant concerns or where leaders (including governors) don't have a clear view of outcomes and quality of provision have a funded school review to identify these and identify areas for improvement.

Statements of Action are written for, and agreed with, leaders in schools of concern to the LA. These respond to areas of weakness and set clear actions for the LA and includes clear outcomes and monitoring points. These focus on leaders' (including governors) analysis of data, improving the quality of teaching (consistency), developing middle/subject leaders, holding senior and middle leaders and teachers to account for outcomes and progress. The LA funds support from SLs, subject and leadership consultants.

