

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2019

EDUCATIONAL PERFORMANCE KEY OUTCOMES 2017/18

Report by Head of School Improvement and Learning

RECOMMENDATION

1. **The Education Scrutiny Committee is RECOMMENDED to note the report for discussion.**

Executive Summary

1. This Annual Education Performance Report gives a summary and overall analysis of key outcomes and progress measures as well as analysis by key cohorts.

Overall messages:

1. Early Years Foundation Stage outcomes continue to increase and remain above the national average.
2. Phonics screening outcomes continue to increase and remain in line with the national average.
3. Key stage 1 outcomes remain above national in both reading and mathematics.
4. Writing has increased at a greater rate than that nationally and in 2018 is just below the national average.
5. Key stage 2 performance in Oxfordshire in 2017 was at national, in 2018 Oxfordshire attainment rose by 1% but the national performance rose by 2% thus we are now 1% below the national average.
6. GCSE average Attainment 8-point score is slightly above the national average.
7. The performance of pupils known to be eligible for free school meals (FSM) / disadvantaged continues to be an area of focus, remaining in the lowest quartiles for all key stage performance measures.
8. The performance of pupils with SEND support increased at both key stage 1 and 2. Performance decreased for this group of pupils in the Early Years Foundation Stage profile and phonics screening.

Early Years Foundation Stage outcomes 2018

Key Messages:

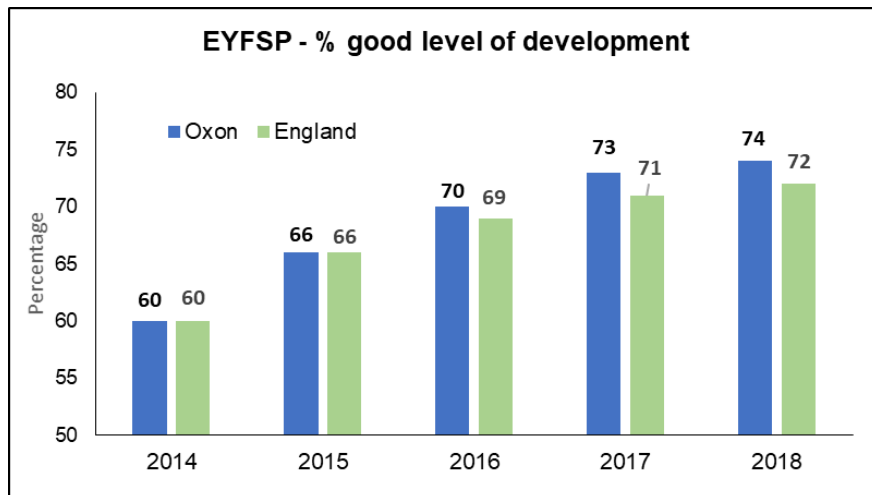
- 74% of children in Oxfordshire achieved a good level of development at the end of the early years foundation stage. This remains above the national average of 72%.
- The FSM gap in Oxfordshire increased this year from 20%points to 23%pts. Nationally the gap remained at 17%pts.
- The proportion of Oxfordshire pupils with SEND support who achieved a good level of development dipped from 22% in 2017 to 19% in 2018. Nationally the proportion has continued to increase.
Oxfordshire is one of the lowest 12 local authorities for this measure and is the lowest of the statistical neighbour group.
- West and South Oxfordshire districts remain in the top quartile for the proportion of pupils achieving a good level of development in 2018. Performance across Oxford City has increased this year, moving the district into the 3rd quartile.

The early years foundation stage profile (EYFSP) is a teacher assessment of children’s development at the end of the early years foundation stage (the end of the academic year in which the child turns five).

All providers of state-funded early years education, including: academies, free schools, and private, voluntary and independent (PVI) providers in England are within the scope of the EYFSP teacher assessments.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics.

Overall performance – Pupils making a good level of development:

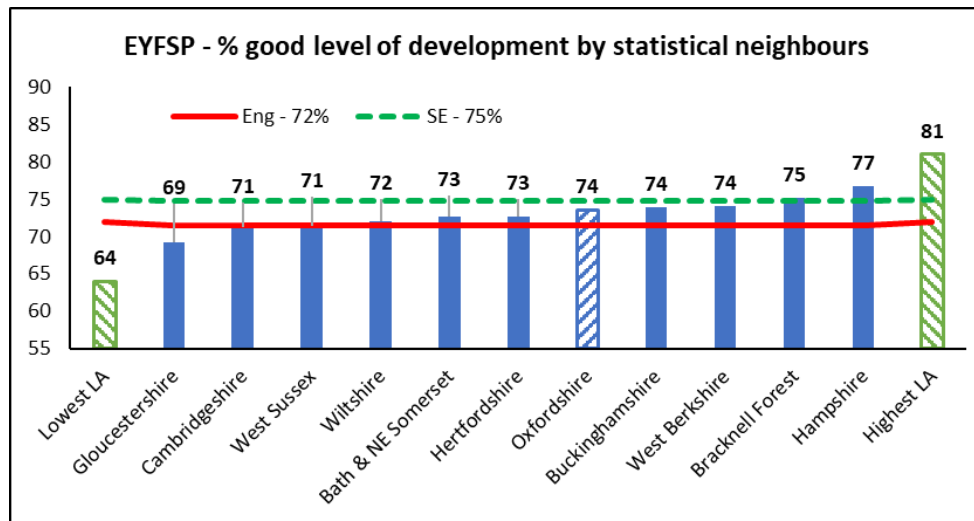


- The percentage of children making a good level of development has increased year on year since 2013 both nationally and in Oxfordshire.
- In 2018, 74% of Oxfordshire children made a good level of development; 2% above the national average of 72%

	Cohort	EYFSP - % good level of development		
		2016	2017	2018
Oxfordshire	7655	70	73	74
England		69	71	72

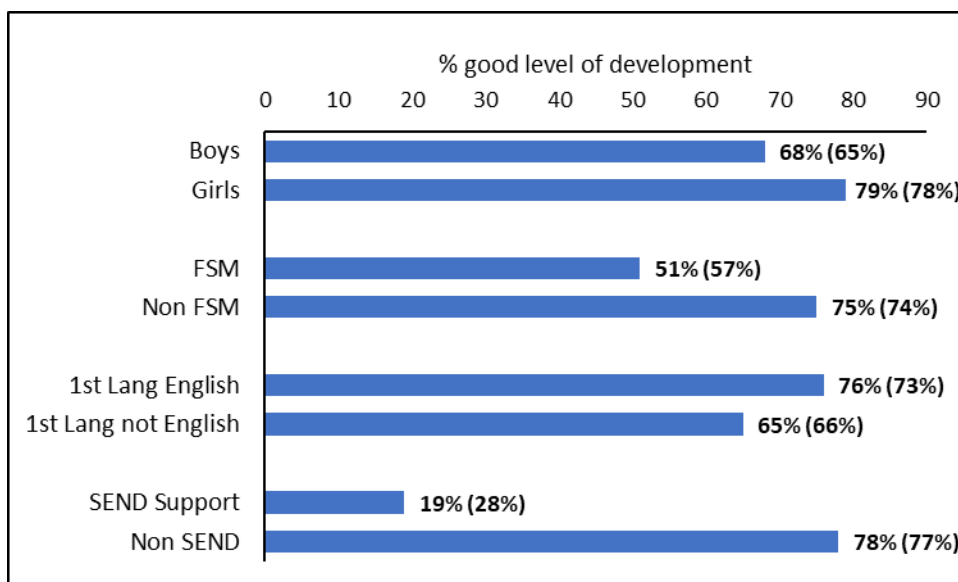
- Oxfordshire is ranked towards the middle of the statistical neighbour group but 1% below the South East average (75%).

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(Lowest performing LA – Oldham, Highest performing LA – City of London & Richmond upon Thames).

Performance by pupil groups:



(National figures are in brackets)

- Girls continue to perform better than boys both locally and nationally at this key indicator. However, in 2018, 68% of boys in Oxfordshire achieved a good level of development, 3%points above the national figure.
- Although the performance of all pupils in Oxfordshire is above the national average, the performance of pupil groups that are known to be vulnerable to underachievement falls below the same groups nationally.
- This is most noticeable for those eligible for free school meals and those at SEND support.

Achievement of pupils known to be eligible for free school meals (FSM):

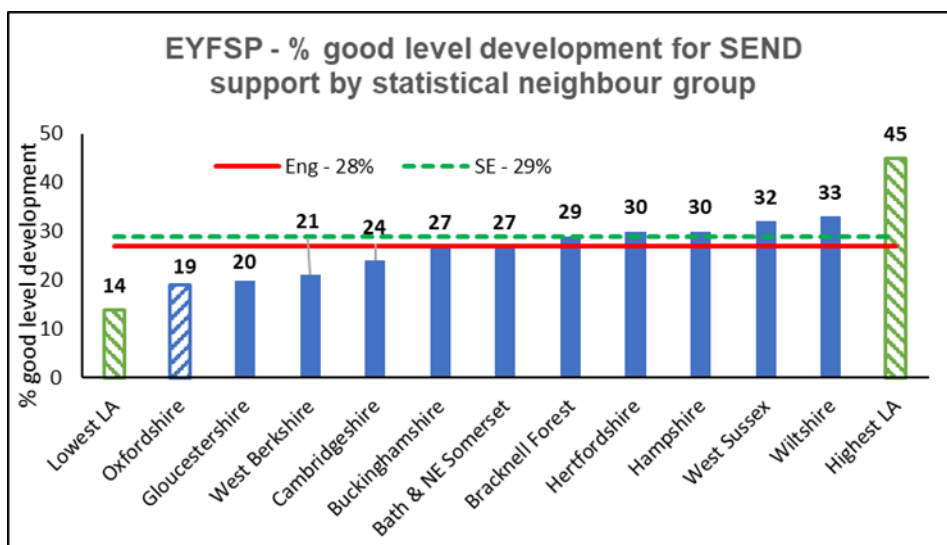
	Cohort	% at least good level of development					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	7655	70	73	74	69	71	72
FSM eligible	672	51	53	51	54	56	57
Non FSM eligible	6993	72	74	75	72	73	74
FSM Gap (%pts)		-21	-20	-23	-18	-17	-17

- In 2018, 51% of pupils known to be eligible for free school meals (FSM) in Oxfordshire achieved a good level of development. This is a decline from 53% in 2017.
- Nationally the performance of FSM pupils has continued to increase from 56% to 57%
- Oxfordshire is ranked in the lowest 20% (quartile) nationally for FSM performance.
- This means that the FSM gap in Oxfordshire increased this year from 20% points to 23% points. Nationally the gap remained at 17%pts.
- An additional 15 FSM pupils would need to achieve a good level of development in order for Oxfordshire’s performance to be in line with that nationally.
- 44% of FSM boys in Oxfordshire and 58% of FSM girls in Oxfordshire achieved a good level of development, lower than the performance of the same groups nationally (49% and 65% respectively).

Pupils with Special Educational Needs (SEND)

	Cohort	% good level of development					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	7655	70	73	74	69	71	72
SEND support	444	20	22	19	26	27	28
No SEND	6955	75	77	78	75	76	77

- The proportion of Oxfordshire pupils with SEND support who achieved a good level of development from 22% in 2017 to 19% in 2018. Nationally the proportion has continued to increase.
- Oxfordshire falls in the lowest 12 local authorities for this measure and is the lowest of the statistical neighbour group.



(Lowest performing LA nationally – Hartlepool, highest performing – Waltham Forest)

- An additional 38 pupils with SEND support would need to achieve a good level of development in order to be in line with the national average.
- The number of pupils with an ECHP who achieved a good level of development is low and hence suppressed.

Year 1 Phonics screening outcomes- 2018

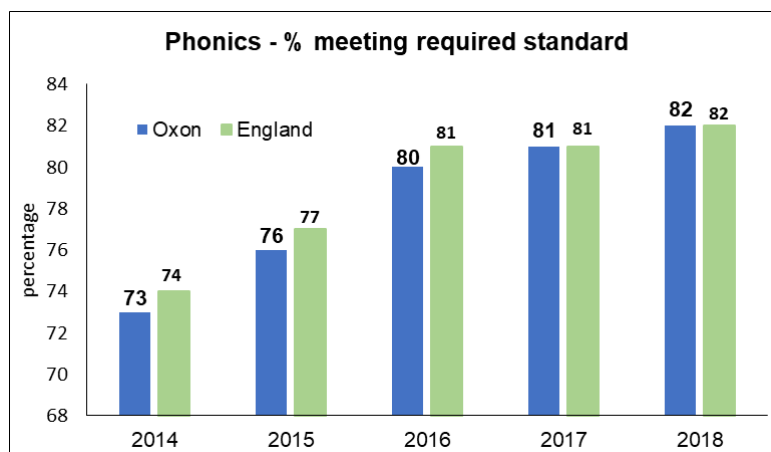
Key Messages:

- More than 8 in 10 Oxfordshire pupils (82%) met the expected standard in the phonics screening check in year 1, a 1 percentage point increase from 2017. This is in line with the national average.
- By the end of year 2, more than 9 in 10 Oxfordshire pupils (93%) met the standard, the same proportion as in 2017, above the national average of 92%.
- The **FSM gap** in Oxfordshire (20 %points) is amongst the widest nationally – with only 9 local authorities having wider FSM gaps.
- The FSM gap is even more marked when broken down by gender, the FSM gap for **boys** in Oxfordshire is 26%pts which is 10%pts wider than that nationally. This is also the 4th widest in the country.
- the % of **SEND support** pupils in Oxfordshire who meet the expected standard in phonics has dropped this year from 44% to 42%. Nationally the trend has continued to increase to 48%.
- Oxfordshire ranks in the lowest quartile nationally for this measure.

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check.

Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2018, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32.

Phonics screening checks – overall performance:

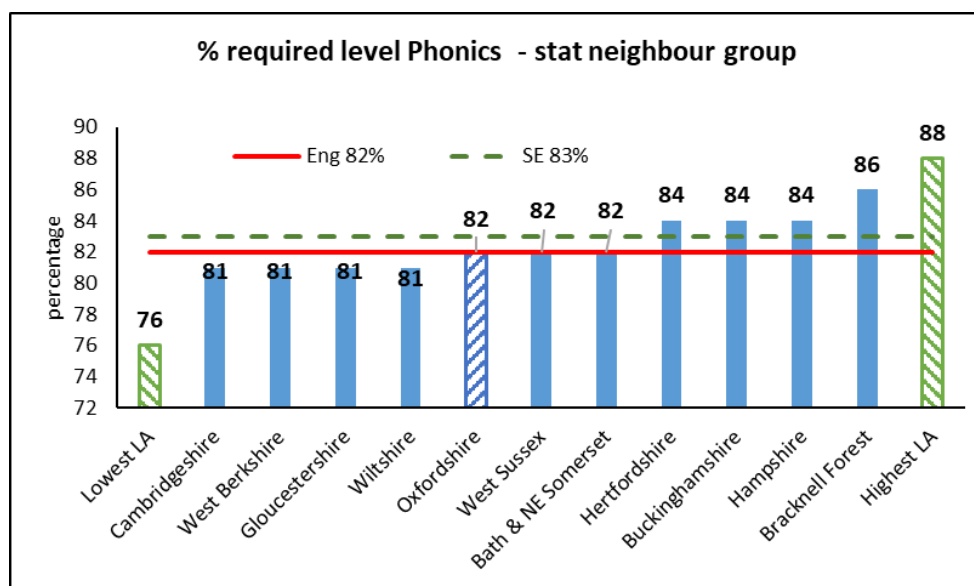


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- The proportion of Oxfordshire pupils meeting the required standard in the Phonics screening check at the end of Year 1 increased this year and remains in line with the national average (82%).
- Nationally results vary from 76% (Peterborough) to 88% (4 London Boroughs).

	Cohort	Phonics Yr1 - % meeting required standard				
		2014	2015	2016	2017	2018
Oxfordshire	7771	73	76	80	81	82
England		74	77	81	81	82
SN average		74	77	80	81	83

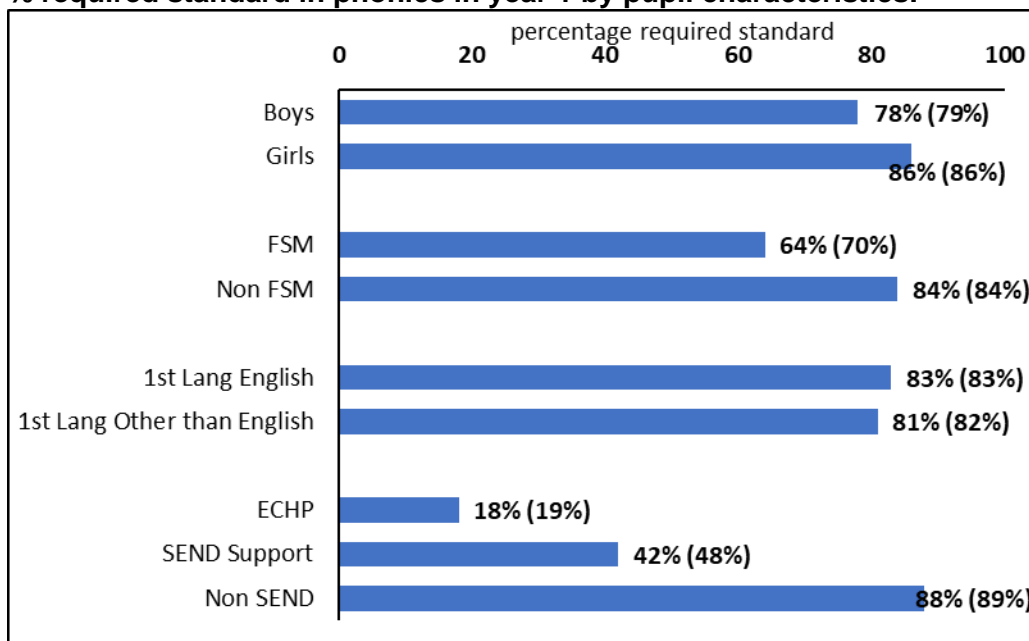
- Oxfordshire performs slightly below the statistical neighbour average (83%) and South-East average (83%).
- It would take an additional 75 children to meet the required standard in order to be in line with the South East and statistical neighbour average (83%).



(Lowest performing LA nationally – Peterborough, highest LA – 4 London boroughs)

2. Performance of pupil groups:

% required standard in phonics in year 1 by pupil characteristics:



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(National comparisons are in brackets)

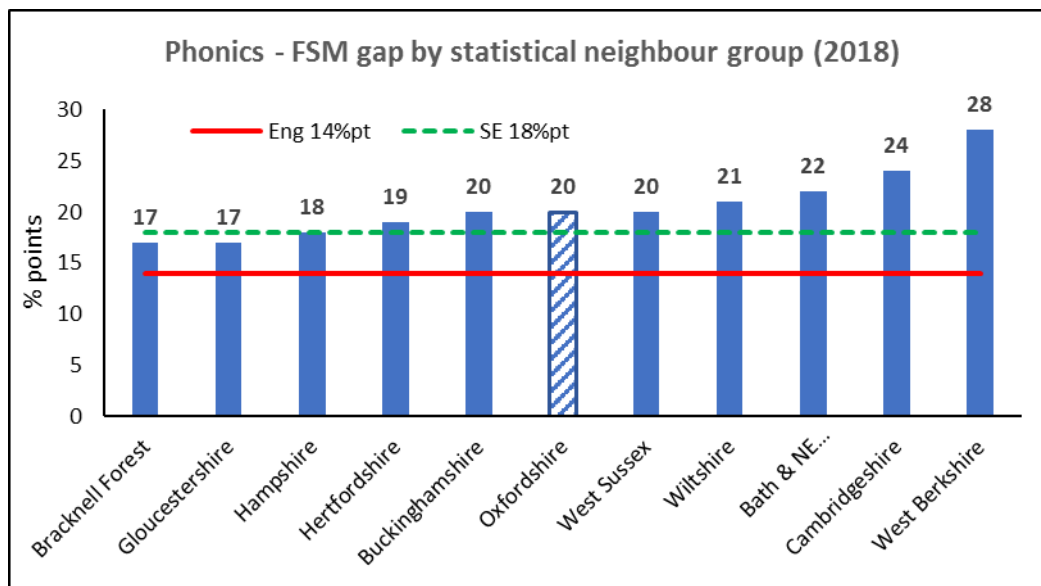
- A greater proportion of girls continue to meet the phonics standard, with 86% of girls and 78% of boys meeting the standard in year 1 in 2018. In Oxfordshire the performance of boys has dipped slightly below the national average.
- Pupils known to be eligible for free school meals and pupils with SEND support where the performance in Oxfordshire falls below that of the same groups of pupils nationally.

a. Free School Meals (FSM)

	Cohort	% at least expected standard					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	7771	80	81	82	77	78	82
FSM eligible	672	63	62	64	69	68	70
Non FSM eligible	6993	82	83	84	83	83	84
FSM Gap (%pts)		-20	-21	-20	-14	-15	-14

- In 2018, 64% of pupils eligible for free school meals (FSM) in Oxfordshire met the expected standard in phonics, compared to 84% of all other pupils. This is an increase of 2% points from 2017 and a similar increase can be seen for the same group of pupils nationally.
- This FSM gap has fluctuated around 20%pts over the last 3 years and remains 6% wider than that nationally (in 2018 the national FSM gap is 14 percentage points).
- The FSM gap is amongst the widest nationally – with only 9 Local authorities having wider FSM gaps (4 of these 9 our Oxfordshire’s statistical neighbours).
- All of Oxfordshire’s statistical neighbours have a FSM gap which is wider than the national gap.
- In order for the FSM gap to be in line with that nationally (14%pts) an additional 40 FSM pupils would need to meet the required standard.

Free school meal gap is defined as the difference between the attainment of children known to be eligible for FSM in Oxfordshire and non FSM children nationally.

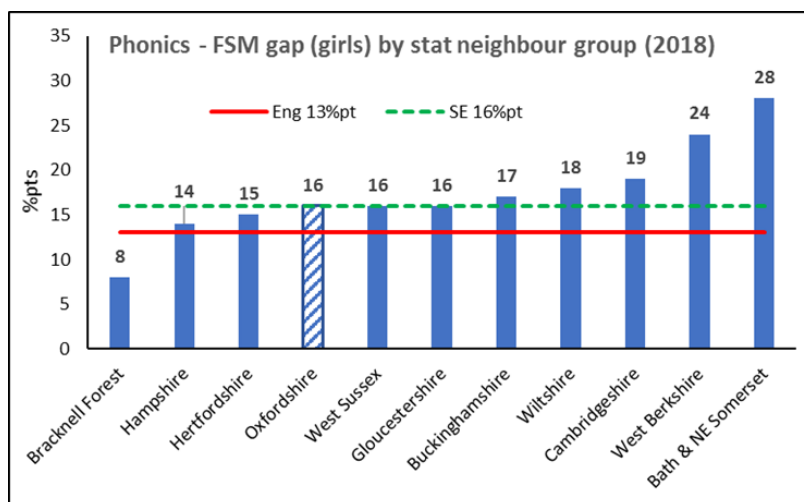
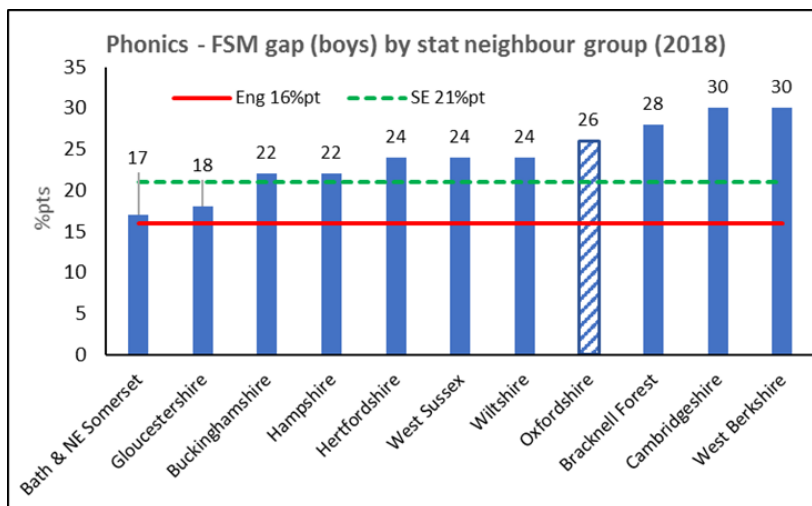


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- The FSM gap for phonics screening becomes more marked when looked at by gender.

	% required standard – Phonics screening checks			
	Boys		Girls	
	Oxon	England	Oxon	England
FSM	55	65	72	75
Non FSM	80	81	88	88
FSM gap	26%pts	16%pts	16%pts	13%pts
National ranking (/150)	145		108	

- The FSM gap for **girls** in Oxfordshire is 16%pts which is only 3%pts wider than the national gap.
- The FSM gap for **boys** in Oxfordshire is 26%pts which is 10%pts wider than that nationally.
- The FSM gap for boys is the 4th widest in the country with only 3 local authorities having wider gaps (Cambridgeshire, West Berkshire and Bracknell Forest) – these are all statistical neighbours of Oxfordshire.



- In order for the FSM gap (boys) to be in line with that of FSM boys nationally (16%pts) – and additional 33 boys would need to meet the required standard.

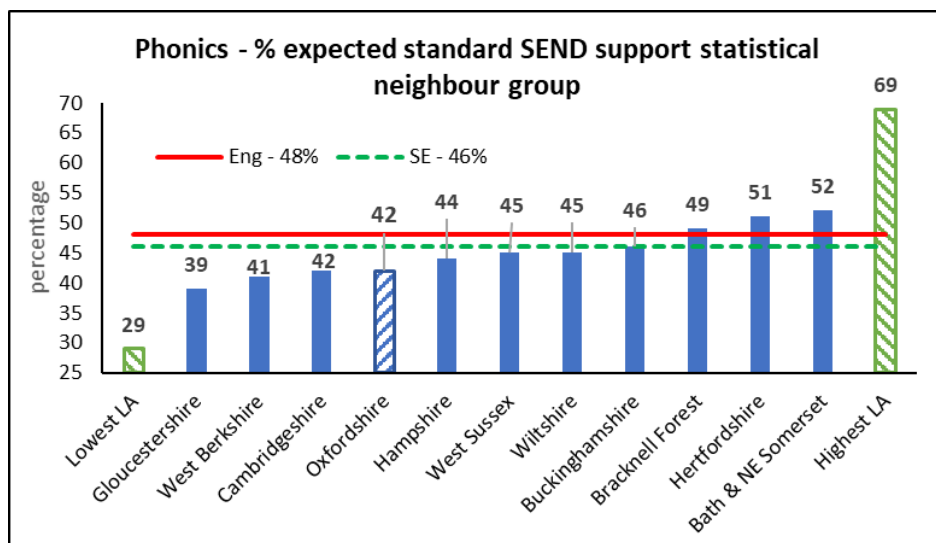
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- In order for the attainment of FSM boys to be in line with **all pupils** nationally (82%), an additional 93 FSM boys would need to meet the required standard.
- This difference between genders is not so pronounced when looked at all pupils (as opposed to FSM cohort) where boys and girls attain in line with the national averages.

2b. Pupils with Special Educational Needs:

	Cohort	% meeting expected standard					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	7771	80	81	82	77	78	82
SEND support	774	41	44	42	46	47	48
SEND statement/ EHCP	97	16	15	18	18	18	19
No SEN	6794	85	86	88	86	87	89

- the % of SEND support pupils in Oxfordshire who meet the expected standard in phonics has dropped this year from 44% to 42%. Nationally the trend has continued to increase so that almost half of the cohort meet the expected standard (48%).
- Hence this group of pupils in Oxfordshire are further below the national average.
- Oxfordshire ranks in the lowest quartile nationally for this measure
- An additional 45 pupils would need to be working at the expected standard in order for the performance of this group of pupils to be in line with that nationally.



(Lowest LA – NE Lincolnshire, Highest LA – Herefordshire)

3. Year 2 Phonic Screening

Those pupils who did not meet the standard in year 1 are re-checked at the end of year 2.

	% expected standard – Year 2		
	2016	2017	2018
Oxfordshire	92	93	93
England	91	92	92

- 93% of pupils in Oxfordshire achieved the threshold mark by the end of year 2. This is above the national average of 92%.

Key Stage 1 Outcomes

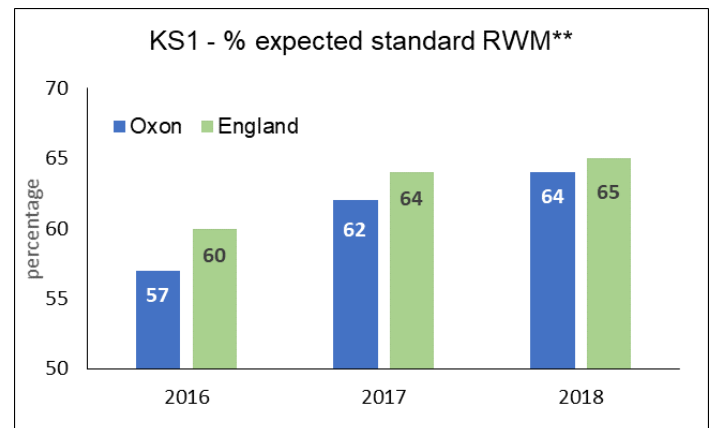
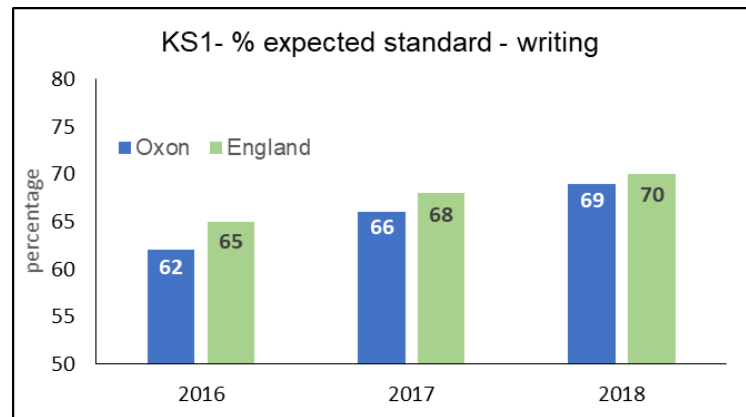
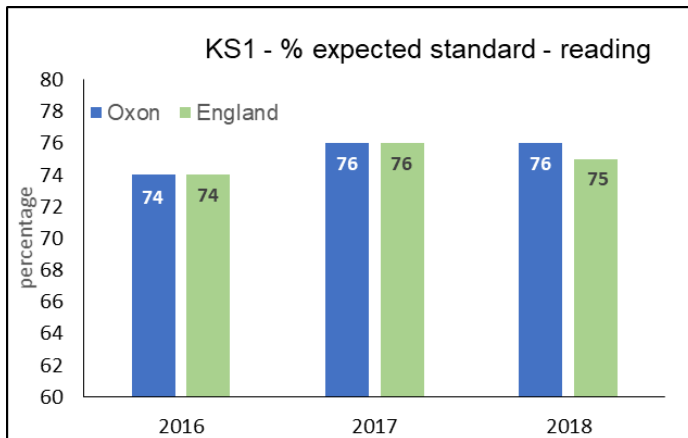
Key Messages:

- Compared to the national picture, Oxfordshire performs above the national average in both reading and mathematics at key stage 1.
- Attainment in writing has increased at a greater rate than that nationally and in 2018 falls just below the national average.
- The Free School Meal (FSM) gap remains much wider in Oxfordshire than that nationally. In both reading and writing the gap in Oxfordshire remains amongst the widest 10% of local authorities.
- The FSM gap in reading widened this year from 22%pts in 2017 to 26%pts.
- The performance of SEND support pupils in Oxfordshire at key stage 1 has continued to increase in all areas since 2016. Since 2017 the most noticeable increases are in writing (from 17% to 21%) and in maths (from 32% to 36%).

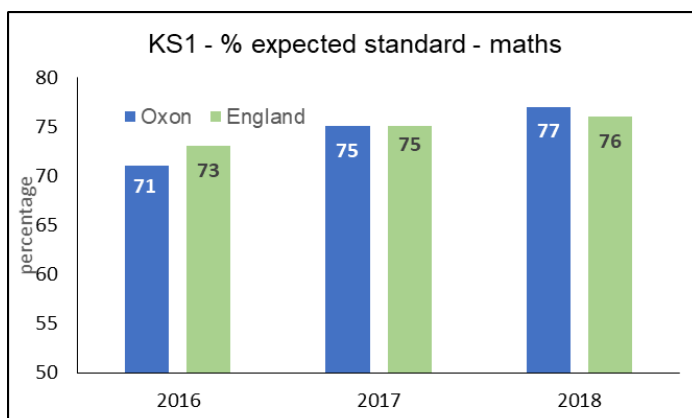
** RMW data from locally held sources

1. Summary

a) % reaching at least expected standard



- At the end of key stage 1, Oxfordshire performs slightly above the national



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average in both reading (76% compared with 75%) and in mathematics (77% compared with 76%)

- In writing, attainment has steadily increased by more than that nationally since 2016, Oxfordshire increasing by 7%pts during this time and nationally by 5%pts. Oxfordshire is hence just below the national average in 2018 (69% reaching the expected standard compared with 70% nationally).
- Oxfordshire remains in line with the statistical neighbour average for mathematics but slightly below for both reading and writing.
- 64% of pupils in Oxfordshire reach in expected standard in all of reading, writing and maths. This is slightly below the national average of 65%.

		% at least the expected standard			
		Cohort	2016	2017	2018
Reading	Oxon	7987	74	76	76
	England		74	76	75
	SN average		75	76	77
Writing	Oxon	7987	62	66	69
	England		65	68	70
	SN average		64	67	71
Maths	Oxon	7987	71	75	77
	England		73	75	76
	SN average		72	75	77
Reading/ writing & maths **	Oxon	7987	57	62	64
	England		60	64	65

** locally held data. SN comparisons not available.

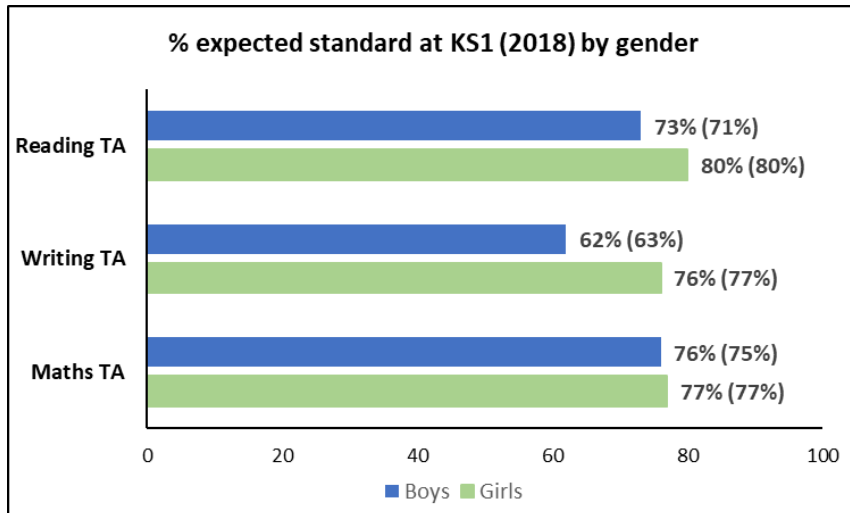
b) Working at greater depth

- The proportion of pupils working at a greater depth in maths has increased this year to 22%, in line with that nationally.
- The proportion of pupils working at a greater depth in both writing and in reading has decreased slightly this year.
- 11% of Oxfordshire pupils (approximately 880) are working at greater depth in each of reading, writing and maths.

	Cohort	KS1 % greater depth											
		Reading			Writing			Maths			RWM*		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Oxfordshire	7987	26	28	27	14	16	15	19	20	22	9	11	11
England		23	26	26	13	16	16	18	21	22	9	11	12

2. Key stage 1 by pupil groups:

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- A greater proportion of girls reached the expected standard than boys in all key stage1 subjects.
- **Writing** has the largest difference in attainment by gender, with a gap of 14 percentage points between girls (76%) and boys (62%). This gap is identical to that nationally for writing.
- **Reading** – gender gap in Oxfordshire is 7%pts compared with 9% nationally. This is due to a greater proportion of Oxfordshire boys reaching the expected standard in reading (73%) compared with nationally (71%).
- **Maths** – gender gap is just 1%pt in Oxfordshire compared with 2%pts nationally. Again due to a slightly higher proportion of boys in Oxfordshire reaching the expected standard (76%) than those nationally (75%). Girls perform in line with the national average.
- These gaps all remained the same in 2018 compared to 2017.

2b. KS1 by Free School Meal (FSM) eligibility

The free school meal (FSM) gap is the difference in attainment between those pupils known to be eligible for free school meals and the national performance of non FSM pupils.

- The performance of pupils eligible for FSM in Oxfordshire remains lower than that of FSM pupils elsewhere in the county with the FSM gap being amongst the widest in the country in all 3 subjects.

		% Expected standard KS1		
		Oxon	England	SN average
Reading	FSM eligible	53	60	55
	Non FSM eligible	79	78	79
	FSM Gap	-25	-18	-23
Writing	FSM eligible	44	53	46
	Non FSM eligible	71	73	73
	FSM Gap	-29	-20	-27
Maths	FSM eligible	55	61	54
	Non FSM eligible	79	79	79
	FSM Gap	-24	-18	-25

Reading

- 53% of pupils eligible for Free School Meals in Oxfordshire reached the expected standard in reading, compared with 60% nationally.
- This places Oxfordshire amongst the lowest attaining 10% of local authorities for this measure. (ranked 136/150).
- The FSM gap for reading in Oxfordshire is -25%pts. This is the 12th widest in the country.

Writing:

- 44% of pupils eligible for FSM in Oxfordshire reach the expected standard in writing, compared with 53% nationally.
- Oxfordshire ranks amongst the lowest 10 local authorities for this measure. (ranked 140/150).
- The FSM gap for writing in Oxfordshire is -29%pts, compared with 20%pts nationally. This is the 10th widest in the country.

Maths:

- 55% of pupils eligible for FSM in Oxfordshire reach the expected standard in maths, compared with 61% nationally.
- Oxfordshire ranks 122/150 local authorities for this measure.
- The FSM gap for maths in Oxfordshire is -24%pts, compared with 18%pts nationally

Free school meal (FSM) gap time series:

		FSM attainment gap (%pts)		
		2016	2017	2018
Reading	Oxfordshire	-25	-22	-26
	England	-17	-17	-18
Writing	Oxfordshire	-31	-28	-27
	England	-18	-19	-20
Maths	Oxfordshire	-27	-24	-24
	England	-18	-18	-18

- The KS1 FSM attainment gap in reading widened noticeably this year – from 22%pts to 26%pts. Nationally there was a slight increase of 1%pts.
- The FSM attainment gap in writing narrowed very slightly (28%pts to 27%pts) and the gap in maths remained the same (18%pts).
- In all cases the FSM gap at key stage 1 in Oxfordshire remains much wider than that nationally.
- There is a marked difference in attainment of FSM pupils by gender but it is not consistent across the 3 subjects.
- At KS1 reading it is **FSM girls** where performance is the furthest below national.
 - FSM girls reading – 57% compared with 66% nationally. Oxfordshire ranks 139th/ 150 local authorities.
 - FSM boys reading – 50% meet the expected standard in Oxfordshire compared with 55% nationally. Oxfordshire ranks just inside the 3rd quartile for this measure.
- At KS1 writing it is **FSM boys** where performance is the furthest below national.
 - FSM girls writing – 54% compared with 61% nationally. Oxfordshire ranks 130th/ 150 local authorities.

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- FSM boys writing – 34% meet the expected standard in Oxfordshire compared with 45% nationally. Oxfordshire is the 5th lowest local authority for this measure (ranking 146/150).
- At KS1 maths it is FSM girls where performance is the furthest below national.
 - FSM girls maths – 53% compared with 63% nationally. Oxfordshire ranks 137th/ 150 local authorities.
 - FSM boys writing – 56% meet the expected standard in Oxfordshire compared with 59% nationally. Oxfordshire ranks 99th/150.

2c. Attainment of SEND pupils

SEND Support

- This has been an area of concern at all key stages for a number of years.
- The SEND support cohort at KS1 has grown by 22% (from 859 to 1047) since 2016.
- At KS1 the performance of this cohort of pupils has increased year on year from 2016.

		Cohort	% expected standard SEND - Support			
			Reading	Writing	Maths	RWM*
Oxon	2016	859	28	13	28	11
	2017	904	31	17	32	14
	2018	1047	32	21	36	21
England	2016		32	21	33	17
	2017		33	23	35	14
	2018		33	25	36	21

- The performance of SEND support pupils in Oxfordshire at key stage 1 has continued to increase in all areas since 2016. Since 2017 the most noticeable increases are in writing (from 17% to 21%) and in maths (from 32% to 36%).
- In 2018 the % of SEND support pupils reaching the expected standard in Oxfordshire is in line with national average in maths and slightly below in reading.
- In writing – in 2016 the attainment of this cohort of pupils in Oxfordshire was the lowest in the country. Although this remains below the national average in 2018, performance has increased and the county ranks in the 3rd quartile nationally (106th out of 150 local authorities).

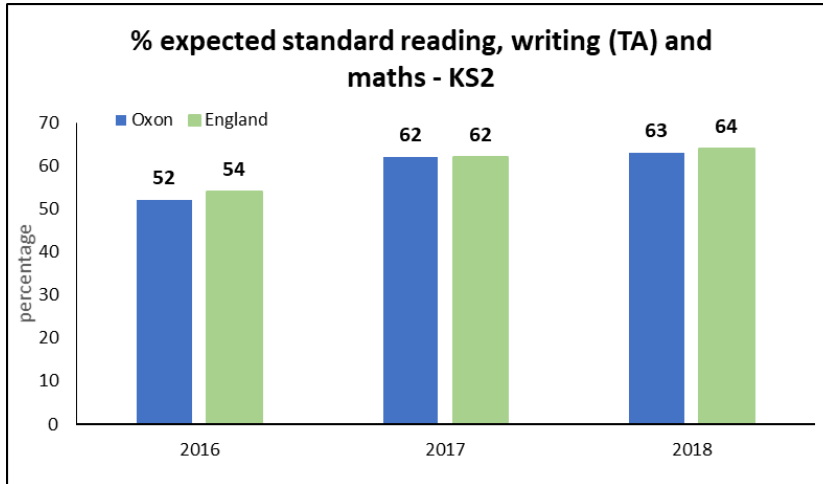
Key Stage 2 Outcomes

Key messages:

- The proportion of pupils in Oxfordshire achieving the expected standard at key stage 2 in reading, writing and maths has fallen below the national average
- The % of disadvantaged pupils in Oxfordshire reaching the expected standard in reading, writing & maths has decreased slightly this year to 41%. Nationally the performance of this group of pupils has continued to rise to 51%.
- Oxfordshire ranks as the joint 5th lowest local authority (out of 152) for this measure.
- The % of pupils with SEND support achieving the expected standard in reading, writing and maths increased by 3%pts between 2017 and 2018, both nationally and across Oxfordshire.

Overall attainment

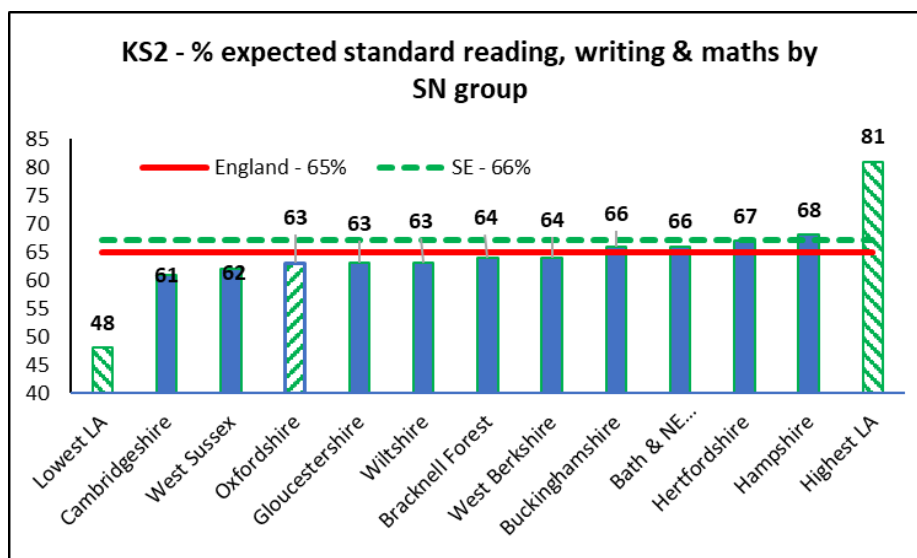
- 63% of Oxfordshire pupils achieving the expected standard at KS2 in reading, writing and maths compared with 64% nationally
- This places Oxfordshire in the 3rd quartile nationally for this combined measure.



- For the individual subject areas:
 - Reading – 76% of Oxfordshire pupils reach the expected standard in reading compared with 75% nationally. This is an increase from 74% in 2017. Oxfordshire falls within the 3rd quartile nationally for this measure.
 - Writing – attainment has increased from 74% to 77% reaching the expected standard in 2018 but this remains below the national average of 78%. Oxfordshire is ranked on the border of the 3rd/bottom quartile.
 - Maths – in 2018 attainment fell from 76% to 74%. This is below the national average of 76% and ranks in the lowest quartile nationally.

	Cohort	% expected standard in reading, writing and maths		
		2016	2017	2018
Oxfordshire	7062	52	61	63
England		53	61	64
Stat neighbour average		54	61	64

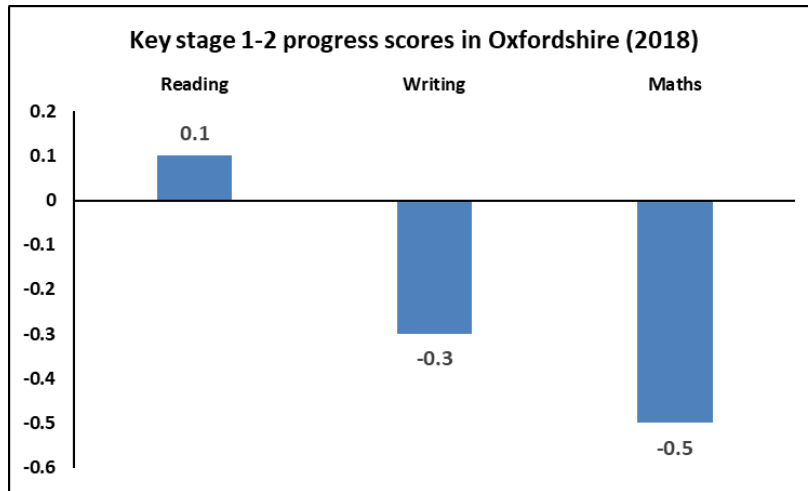
- Compared to the statistical neighbour group, Oxfordshire now is ranked joint 3rd lowest.



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(Lowest LA nationally Bedford, highest LA – Richmond upon Thames)

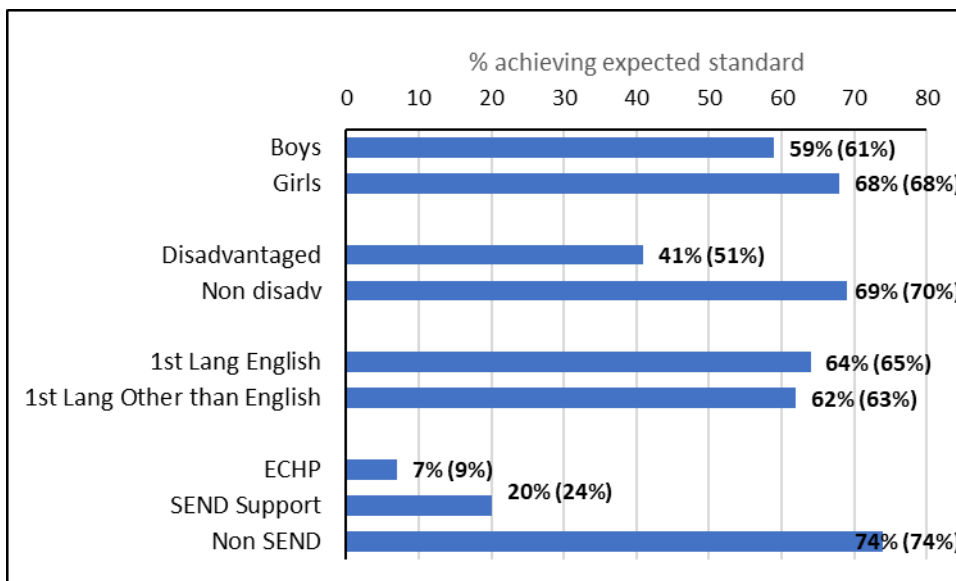
Key stage 1-2 progress data:



- Pupils in Oxfordshire make slightly more progress (0.1) in reading than other pupils with the same starting point.
- Pupils in Oxfordshire make less progress in both writing (-0.3) and maths (-0.5) than other pupils with the same starting point. In both of these cases progress is statistically significantly lower than that nationally.

Attainment and progress by pupil characteristics:

% reaching the expected standard in reading, writing and maths for different characteristic groups:



(National figures in brackets)

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- Girls continue to outperform boys both locally and nationally. In Oxfordshire the performance of boys drops slightly below the national average.
- Performance of disadvantaged pupils and those with special educational needs in Oxfordshire is lower than the same groups nationally.
- Progress scores showed a similar pattern with girls progressing more in reading and writing (equivalent to 0.7 scaled score points). Boys made more progress in maths.
- Pupils with a first language other than English make the most progress (compared to other pupils with the same starting points) in both writing and maths. In both cases progress in Oxfordshire is statistically significant.
- Girls make more progress in reading and writing than boys. Boys make the most progress in maths.
- Disadvantaged pupils and those with special educational needs are the groups that make the least progress (compared to others with the same starting point).

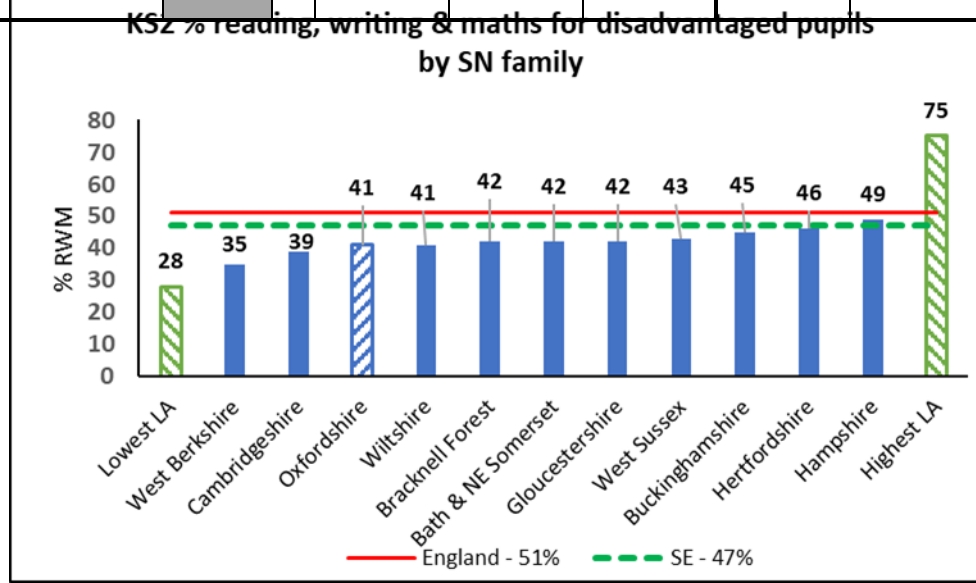
Disadvantaged pupils

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order.

a. Attainment of disadvantaged pupils

- 25% of Oxfordshire pupils at the end of key stage 2 were classed as disadvantaged in 2018 compared with 31% nationally.
- In 2018, 41% of disadvantaged pupils in Oxfordshire reached the expected standard in reading, writing & maths. This is a slight decrease from 42% in 2017. Nationally the % of disadvantaged pupils reaching the expected standard has risen from 48% to 51% during the same time period.
- Only 5 local authorities (out of 152) have lower disadvantaged attainment at key stage 2 than Oxfordshire.
- The disadvantaged gap at key stage 2 has widened again to 30%points. Nationally the gap has remained at 20%points.

	Cohort	% expected standard in reading, writing and maths (KS2)					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	7062	52	62	63	54	62	64
Disadvantaged	1421	29	41	41	39	48	51
Non-disadvantaged	5641	58	67	69	61	68	71
Disadvantage Gap (%pts)		-32	-27	-30	-22	-20	-20



ESC6

(Lowest LA – Bedford, Highest performing LA – City of London)

- Oxfordshire ranks as the joint 5th lowest local authority (out of 152) for the attainment of disadvantaged pupils at KS2 – alongside a statistical neighbour Wiltshire. Two other statistical neighbours (Cambridgeshire – 39% and West Berkshire – 35%) have lower disadvantaged attainment.
- For the gap to be the same as that nationally – an additional 140 disadvantaged pupils in Oxfordshire would be needed to achieve the expected standard

b. Progress of disadvantaged pupils

- Disadvantaged pupils make less progress than other pupils with the same starting points. In Oxfordshire disadvantaged pupils also make less progress than other disadvantaged pupils nationally
- The difference in progress between disadvantaged and non-disadvantaged pupils in Oxfordshire is 1.2 scale point (in maths), 1.2 scale point in writing and 1.5 scale points in reading.
- Nationally the difference is less than one scale point in each subject.

2. Special Educational Needs

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified special educational needs

		% expected standard reading, writing & maths		
		No SEND	SEND Support	ECHP
Oxfordshire	Cohort	5761	1062	230
	%	74	20	7
England		74	24	9

- For pupils with no SEND, Oxfordshire performs in line with the national average
- Attainment for pupils at SEND support and those with ECH plans falls below the national average.
- The proportion of pupils with SEND support achieving the expected standard in reading, writing and maths increased by 3%pts between 2017 and 2018, both nationally and across Oxfordshire.

		% expected standard reading, writing & maths – SEND support		
		2016	2017	2018
Oxfordshire	Cohort		1108	1062
	%	9	17	20
England		16	21	24

- Oxfordshire ranks towards the middle of the statistical neighbour family for this measure.
- In order to be in line with the national figure (24%), an additional 42 children with SEND support would need to reach the expected standard in reading, writing and maths.

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- Pupils with any special educational need make less progress than other pupils, both nationally as well as in Oxfordshire.
- In **writing and maths** progress of SEND support pupils in Oxfordshire falls below that of the same group nationally.
- Progress of SEND support pupils in Oxfordshire is towards the top of the statistical neighbour group.
- In both subjects SEND support pupils in Oxfordshire make 0.6 of a scaled point less progress than SEND support pupils nationally.

Key stage 2 attainment by school partnership

Below floor standard

- In 2018 there are 7 primary schools in Oxfordshire that fall below the KS2 floor standards. This equates to 3% of schools and hence is in line with the national average.
- The proportion of schools below floor standard in Oxfordshire has fallen from 8% (17 primary schools) in 2016 to 3% in 2018.

	Schools below KS2 floor standards		
	2016	2017	2018
Oxfordshire	17 8%	16 8%	7 3%
England	5%	4%	3%

Coasting schools

- In 2018 there are 10 primary schools in Oxfordshire that fall within the Coasting School definition – equating to 5%. This is in line with the national average.

Key Stage 4 Outcomes

Headline measures:

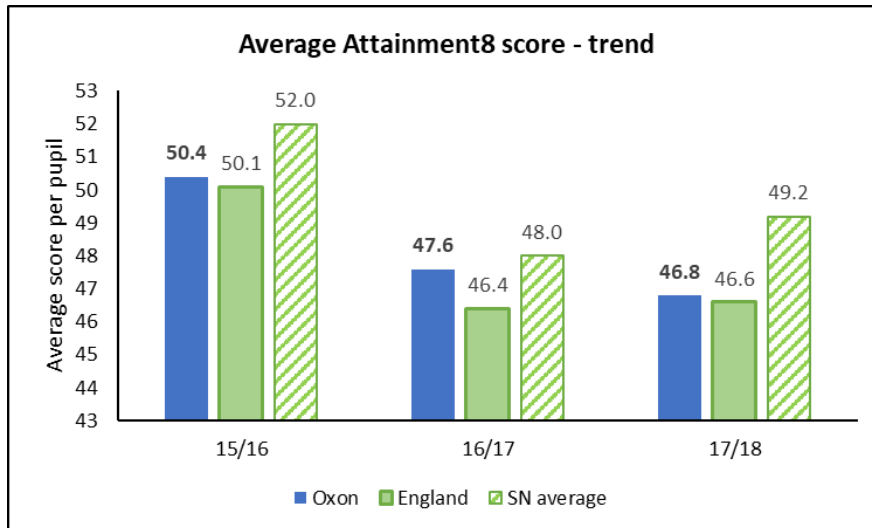
1. Attainment 8 by element:

Attainment 8 is made up of eight slots – with a maximum score of 90.

- **English element** (double weighted if the combined English qualification, or both language and literature if taken). Maximum point score for element - 18
- **Maths element** (double weighted). Maximum point score for element - 18
- **EBacc element**: three further qualifications which count towards the English Baccalaureate (sciences, language). Maximum point score for element - 27
- **Open element** – three further qualifications that can be GCSE qualification (including EBacc subjects if not counted in EBacc element) or any other non-GCSE qualifications from the DfE approved list. Maximum point score for element - 27

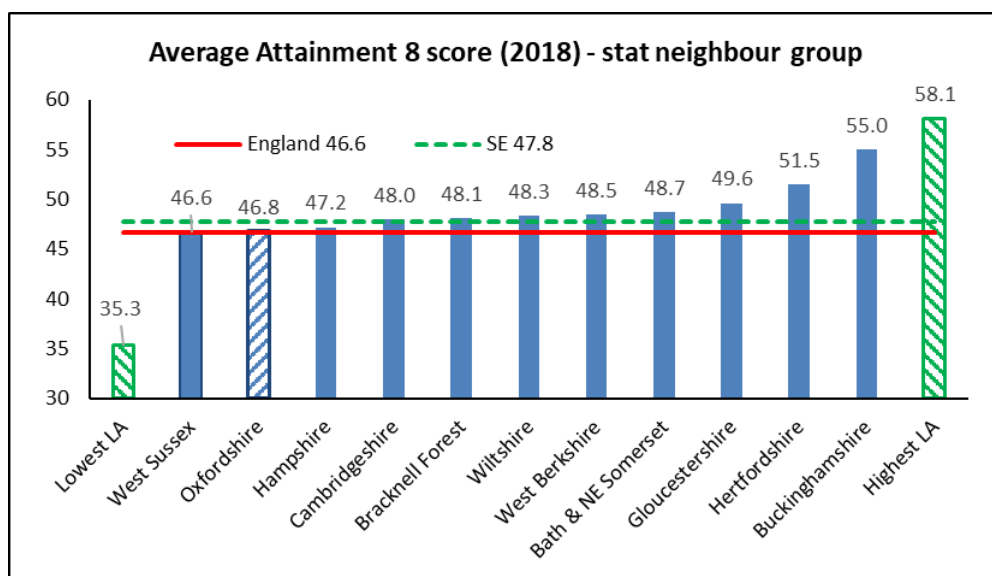
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- Nationally the trend in Attainment 8 score (for state funded schools) increased slightly to 46.6. The average Attainment 8 score nationally for all schools (including independent schools) is 44.5.
- Oxfordshire remains slightly above the national average and remains in the 2nd quartile nationally.
- The average Attainment 8 score per pupil across Oxfordshire dipped by 0.8 points to 46.8 in 2018.



	Average Attainment 8 point score per pupil		
	2015/16	2016/17	2017/18
Oxfordshire	50.4	47.6	46.8
England (state funded)	50.1	46.4	46.6
Stat neighbour average	52.0	48.0	49.2

- In 2017/18 Oxfordshire now has the second lowest Attainment 8 score out of its statistical neighbour group.



Attainment 8 by element

	Average Attainment 8 score per pupil	Average point score in each element				Av score per pupil in Open element	
		English	Maths	EBacc	Open	GCSE	Non-GCSE
Oxfordshire	46.8	10.1	9.2	13.7	13.8	12.4	1.4
England	46.6	9.9	9.1	13.4	14.2	12.1	2.2
Range	35.3 (Knowsley)	7.9 (Knowsley)	6.8 (Knowsley)	9.7 (Knowsley)	10.9 (Knowsley)	8.3 (Hull)	0.5 (Slough)
	58.1 (Sutton)	12.0 (Sutton)	11.6 (Sutton)	17.1 (Sutton)	17.5 (Sutton)	16.8 (Kingston)	5.6 (Halton)

- Oxfordshire has a higher average point score than national for the English, maths and EBacc elements of the Attainment 8.
- However, the point scores for both English and maths decreased slightly this year and relative rankings fell from being in the top quartile to the second quartile for both these elements.
- The average point score for the **EBacc element** increased both in Oxfordshire (from 13.0 to 13.7) and nationally – this would be expected due to the change in reformed GCSEs in this element (in 2017 the maximum score a pupil could achieve was 27, in 2018 it is 30).
- The average point score for the **open element** in Oxfordshire fell noticeably this year from 14.6 in 2016/17 to 13.8 in 2017/18. This has fallen further behind the national figure (which fell from 14.8 to 14.2) and Oxfordshire ranks 96th out of 150 local authorities for this measure.
- The open element comprises of GCSE and non- GCSE components. Oxfordshire continues to have a higher GCSE point score (12.4 compared with 12.1 nationally – placing the county in the 2nd quartile) but a much lower non-GCSE component (1.4 compared with 2.2 – falling in the 3rd quartile) nationally.

The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90. Any changes in the average score per pupil in the EBacc and open slots, may reflect changes in the maximum available point scores for the reformed GCSEs which count in these slots, as well as any changes in pupil attainment.

Progress 8 was introduced in 2016 as the headline indicator of school performance determining the floor standard. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils’ results are compared to the progress of other pupils nationally with similar prior attainment. Every increase in every grade a pupil achieves will attract additional credit in the performance tables.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

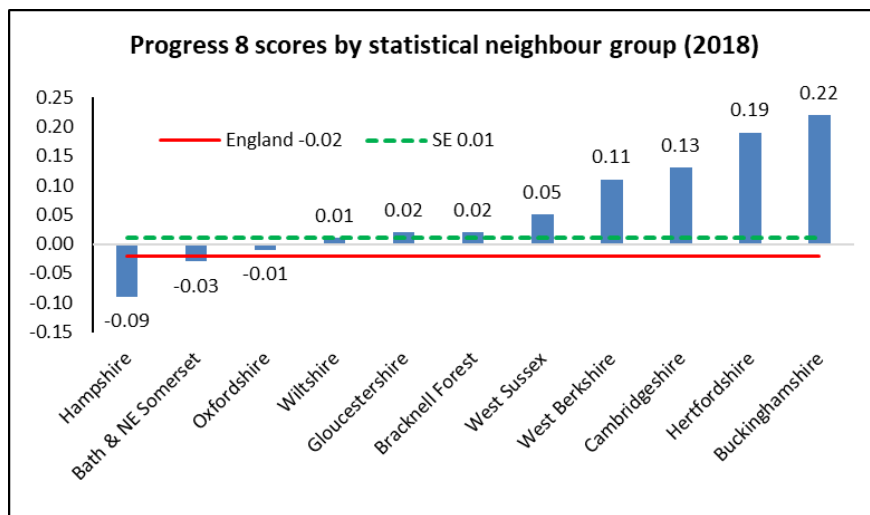
A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

ESC6

- In 2018 the overall Progress 8 score per pupil in Oxfordshire is -0.01, which indicates that pupils in Oxfordshire make broadly the same progress between key stages 2 and 4 than those with the same starting points nationally.
- Nationally Progress 8 scores vary between -0.82 in Knowsley and 0.57 in Barnet.

	Overall Progress 8 point score per pupil		
	2015/16	2016/17	2017/18
Oxfordshire	0.01	0	-0.01
England (state funded)	-0.03	-0.03	-0.03
Stat neighbour average	0.04	-0.03	0.06

- The Progress 8 score for Oxfordshire is the 3rd lowest out of the statistical neighbour group.



Progress 8 scores by element

	Progress 8 score				
	Overall	English	Maths	EBacc	Open
Oxfordshire	-0.01	0.05	0.06	0.05	-0.17
England	-0.02	-0.04	-0.02	-0.03	-0.04
Range	-0.82 Knowsley	-0.78 Blackpool	-0.75 Knowsley	-0.88 Knowsley	-0.88 Knowsley
	0.57 Barnet	0.60 Brent	0.60 Brent	0.71 Ealing	0.52 Kingston - Thames

- In the English, maths and Ebacc elements of Progress 8, Oxfordshire is statistically significantly above the national averages. This means that Oxfordshire pupils make more progress in these elements than pupils of similar starting points nationally.
- However, progress in the Open element in Oxfordshire (-0.17) remains significantly below the national average (-0.04).

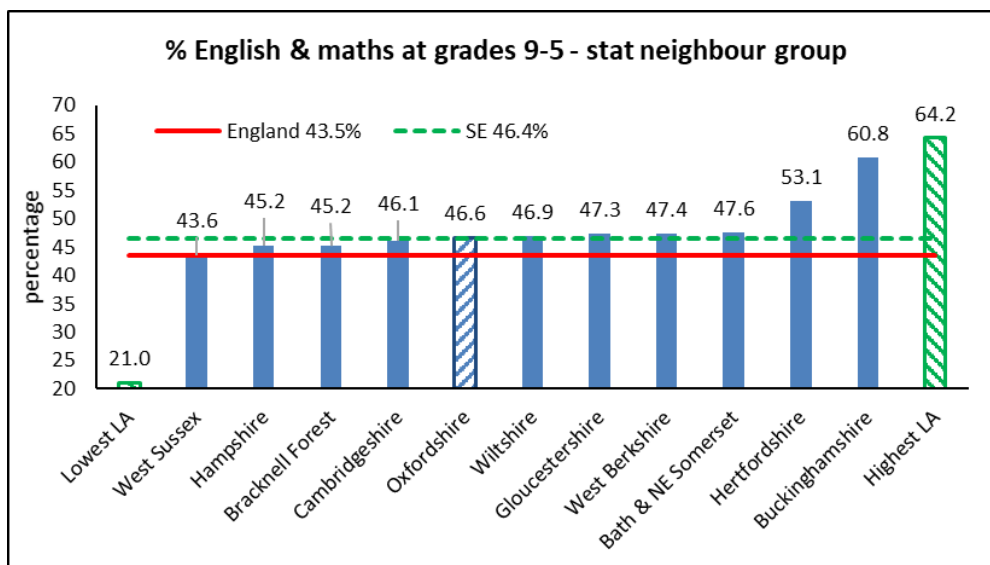
3. English and maths

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale.

In March 2017, the department announced that the ‘strong’ pass would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the **percentage of pupils achieving a grade 5 or above in English and maths**. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables.

	% pupils achieving English & maths			
	Grade 9-5 pass		Grade 9-4 pass	
	2017	2018	2017	2018
Oxfordshire	48.1	46.3	68.2	66.7
England	42.9	43.2	64.2	64.4
SN average	45.8	48.3	67.5	69.3

- In 2017 Oxfordshire ranked in the top quartile for both these measures.
- In 2018 46.6% of pupils in Oxfordshire achieved **grades 5-9 in both English and maths**. This remains above the national average for state schools (43.2%) but is a decrease from 48.1% of pupils in 2017.
- Nationally the proportion achieving this measure has increased, hence Oxfordshire has slipped down the national rankings slightly to be in the second quartile.
- Oxfordshire has also fallen within the statistical neighbour group from 3rd to 7th.
- A similar pattern is seen for pupils achieving grades 4-9 in both English and maths. In Oxfordshire this proportion of decreased from 68.2% in 2017 to 66.7% in 2018, although the national picture for state schools has shown a slight increase to 64.4%.



(Lowest LA nationally Knowsley, Highest LA Kingston upon Thames)

4. English Baccalaureate

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

This is calculated by allocating points to a pupil's best grades in EBacc subjects, as follows:

- the better grade of either English language or English literature (**both subjects must be taken**);
- the grade for maths;
- the best two grades from exams taken in science or combined science
- the better grade of either geography or history; and
- the best grade in a language.

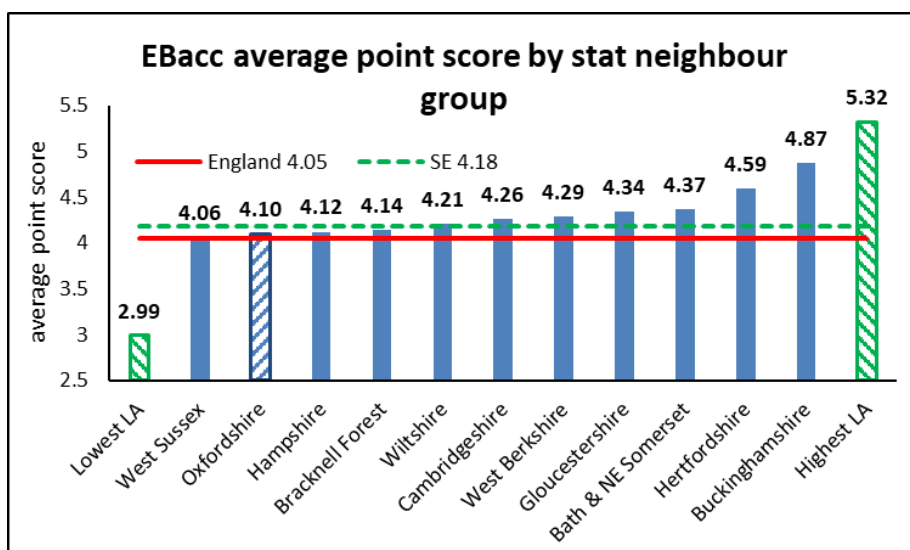
- Just over one third of pupils in Oxfordshire (34.0%) are entered for a combination of subjects that allow them to qualify for the English Baccalaureate. This is lower than the national figure of 38.5%.
This is also a decrease from 2017 when 36% of Oxfordshire pupils were entered for the EBacc.

EBacc average point score:

	Average point score for EBacc components					
	Overall	English	Maths	Sciences	History or Geography	Languages
Oxfordshire	4.10	5.04	4.62	4.65	3.56	2.05
England	4.05	4.95	4.53	4.51	3.56	2.26

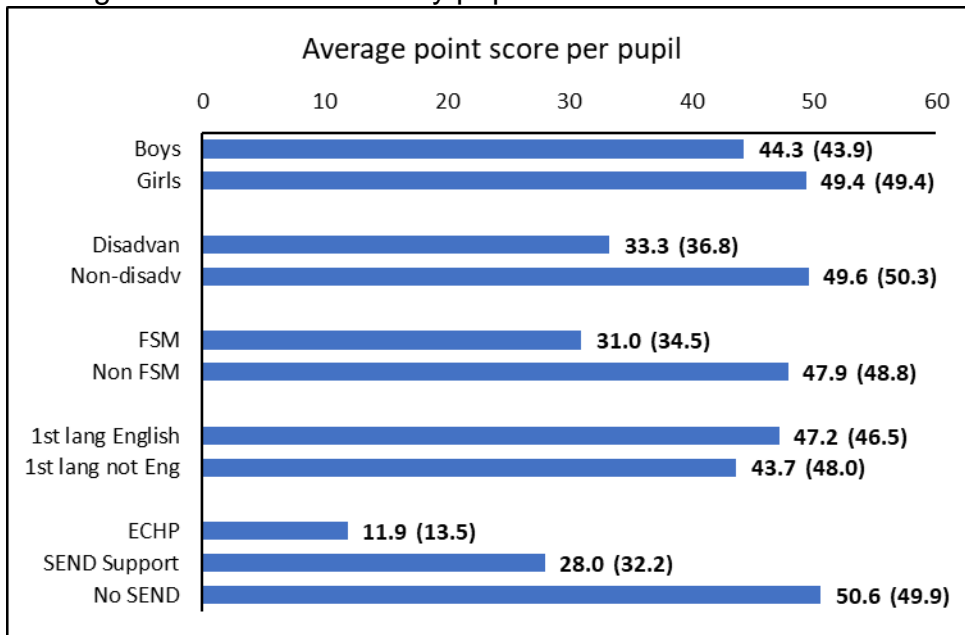
The maximum EBacc average point score is 10.75. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero.

- Oxfordshire has a slightly higher average point score (4.10) for overall EBacc compared with national (4.05). However it is ranked 2nd lowest of the statistical neighbour group for this measure.



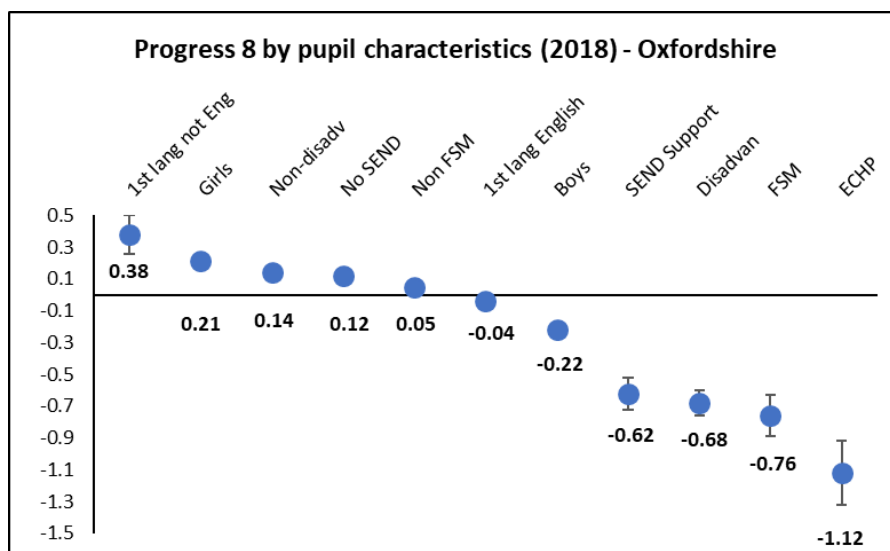
Key stage 4 performance by pupil characteristics:

Average Attainment 8 score by pupil characteristics



(National figures are in brackets)

- In 2018 the general pattern of attainment gaps for Attainment 8 remained the same as in 2017 both locally and nationally. The gaps between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest gap remained between pupils with SEN and those with no identified needs.
- Oxfordshire pupils with a first language other than English have a lower Attainment 8 score (43.7) than those nationally (48.0).
- Nationally those with a first language other than English have higher Attainment 8 scores than those with English as a first language. In Oxfordshire the opposite is true.
- As with other key stages, the performance of disadvantaged pupils, those known to be eligible for free school meals and those with SEND in Oxfordshire falls below those of the same groups nationally.



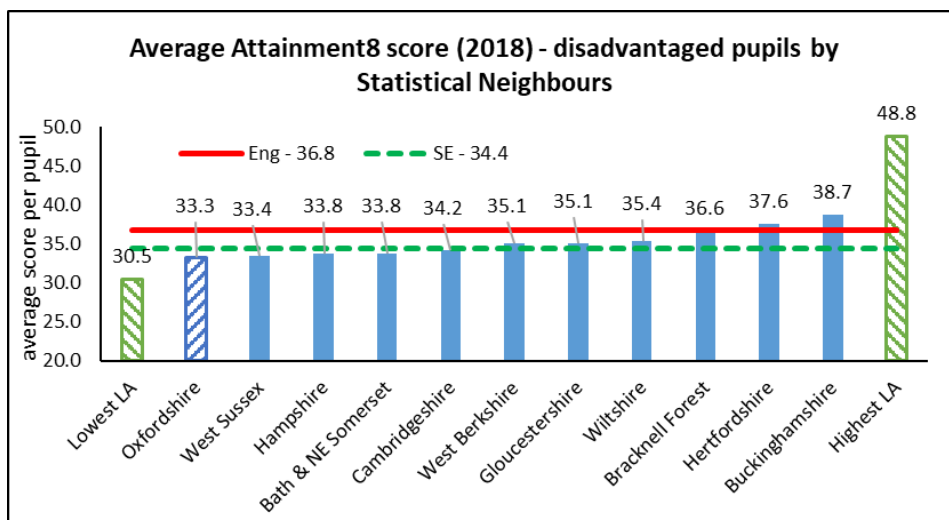
ESC6

- Pupils with a first language other than English make the most progress (0.38) compared to other pupils with the same starting point. A similar pattern is seen nationally where these pupils have a progress 8 score of 0.49.
- Girls make more progress (0.21) between key stages 2 and 4 than boys do (-0.22). Again this reflects the national picture.
- As at key stage 2, pupils known to be eligible for free school meals, disadvantaged pupils and those at SEND support make less progress than other pupils with the same starting points. Oxfordshire pupils in these groups make less progress than the same cohorts nationally.

Attainment and progress of disadvantaged pupils:

	Cohort	Average attainment 8 score per disadvantaged pupil		
		2016	2017	2018
Oxfordshire	995	38.7	35.0	33.0
England		41.2	37.1	36.8
Statistical Neighbour average		39.8	34.7	35.4

- The attainment 8 score for disadvantaged pupils in Oxfordshire decreased by 2.0 points to 33.0 in 2018. Nationally the score decreased slightly to 36.8.
- Oxfordshire is ranked in the lowest quartile nationally for this measure and the lowest of the statistical neighbour group.



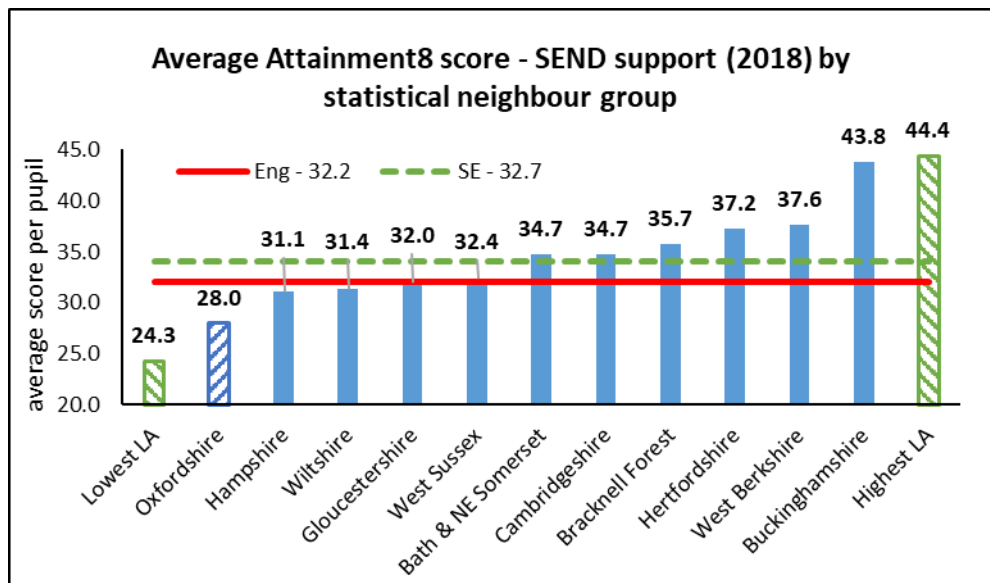
- Progress 8 score (-0.68) for disadvantaged pupils in Oxfordshire falls in the lowest quartile nationally. Again, it is the lowest of the statistical neighbour group.

Attainment and progress of pupils with Special Educational Needs (SEND)

	Cohort	Average attainment 8 score per disadvantaged pupil					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
ECHP	168	15.2	12.3	11.9	17.0	13.9	13.5
SEND support	697	32.8	28.5	28.0	36.2	31.9	32.3
No SEND	5021	54.2	51.3	50.6	53.3	49.7	49.9

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- The attainment of pupils with any Special Educational Need (SEND) is lower than that of pupils with no SEND.
- The Attainment 8 score for pupils with no SEND in Oxfordshire (50.6) is higher than for the same group nationally (49.9).
- The Attainment 8 score for pupils with a statement of SEND or an education health and care plan (EHP) in Oxfordshire is lower than for the same groups nationally, indicating a wider SEND gap within Oxfordshire.
- The Attainment 8 score for SEND support pupils in Oxfordshire decreased this year to 28.0. Nationally the figure increased to 32.3.
- Oxfordshire is ranked in the lowest 20 local authorities nationally for the attainment of SEND support pupils and is the lowest of the statistical neighbour group.



(Lowest LA – Knowsley, Highest LA – Wandsworth)

Schools below key stage 4 floor standards and coasting schools

The 2018 floor standard is the same as in 2017. A school is below the floor if:

1. its Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero.

- In 2018, 3 Oxfordshire schools (8.8%) fell below the floor standard definition. Nationally the proportion is 11.6%

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. A secondary school will meet the coasting definition if:

In 2016, 2017 and 2018 the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

- In 2018, 1 Oxfordshire secondary school (3.0%) falls within the coasting definition. This is much lower than the national average of 9.2%.

A-level and other 16-18 results

16-18 attainment

This covers attainment for A level, applied general, and tech level students who finished 16-18 study in 2017/18. The attainment measures show the results that students achieved by the end of 16-18 study. They take into account results achieved in all qualifications recognised in the 2018 performance tables and during all years of 16-18 study.

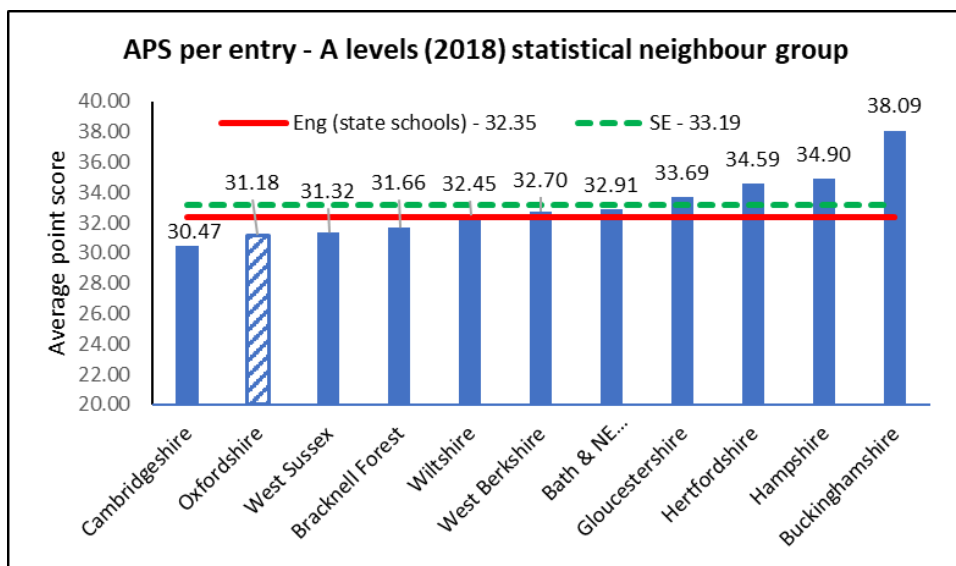
Data below is for schools only and the national comparison is for state-funded schools.

Headline measures

The headline attainment measure is the average point score (APS) per entry. The APS per entry measure is reported separately for cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, technical certificate and level 2 vocational qualifications.

		Average point score per entry								
		A - levels			Applied general			Tech level		
		16	17	18	16	17	18	16	17	18
Oxon	Cohort	2980	2915	2691	639	778	221	46	81	32
	APS	30.92	31.47	31.18	32.10	32.01	27.43	35.29	41.31	26.62
Eng	APS	30.84	31.45	32.35	37.99	39.60	29.09	36.89	38.47	31.49

- In 2018, the APS per entry for A levels, expressed as a grade, remained stable (C) compared to 2017. The underlying point score in Oxfordshire is 31.18 a slight decrease from 31.47 in 2017.
- This is lower than the national (for all state funded schools) APS per entry of 32.35 – equivalent to a grade C+.
- The number of A-level students in state funded schools in Oxfordshire fell by 7% compared to 2017, nationally the fall was 5%. The drop in A level students is explained nationally by the decrease in AS level entries as result of A level reforms since September 2015. This is because students entering AS levels only are included in the A level cohort.



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- In 2018, the number of students who took applied general and tech level qualifications by the end of 16-18 study dropped compared to 2017, both in Oxfordshire and nationally. This is as a result of the changes to the accountability regime for vocational qualifications, as a result of recommendations from Professor Alison Wolf's Review of Vocational Education. This significantly raised the quality threshold for qualifications to be included in the 16-18 performance measures.
- The APS per entry for applied general and tech level students also fell, to 27.43 and 26.62 respectively. In both of these measures Oxfordshire falls below the national average.

A level students:

There are 3 further performance measures for A level students:

1. APS per entry – best 3 A levels

	Average point score – best 3 A levels		
	2016	2017	2018
Oxfordshire	33.94	34.17	32.29
England	34.42	34.71	33.46

- The average point score per entry in the best 3 A levels (32.29) dropped compared to 2017 (34.17).
- This decrease is also seen nationally and Oxfordshire performs below the national average for this measure (33.46)
- The proportion of students who achieved 3 A*-A or better and AAB or better also fell, to 10.2% and 17.6% respectively. This decrease is more pronounced in Oxfordshire than nationally.

2. % students achieving 3 A*-A grades

	A-level - % achieving 3 A* or As		
	2016	2017	2018
Oxfordshire	11.2	12.6	10.2
England	11.5	12.0	11.8

2b. % achieving grades AAB or better

	A-level - % attaining AAB		
	2016	2017	2018
Oxfordshire	19.0	21.0	17.6
England	19.9	20.7	19.7

2018 16 to 18 minimum standards

A 16 to 18 provider is seen as underperforming and below the minimum standard if:

1. Its value-added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. it has a value-added score below the threshold set by the Department for Education. For 2018, the thresholds are -0.56 and -0.58 for academic and applied general qualifications respectively.

ESC6

- 5.7% of Oxfordshire providers (2 providers) fall below the level 3 academic minimum standards. Nationally the figure is 5.0%
- 27.3% of the 11 Oxfordshire providers assessed against the level 3 applied general minimum standards fall below the minimum standard. Nationally the figure is 5.6%.

A level: A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

Academic qualifications: include qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

Applied general: Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

Tech level qualifications: Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 and over that want to specialise in a specific industry or prepare for a particular job.

Kim James

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