

EDUCATION SCRUTINY COMMITTEE

19 SEPTEMBER 2013

A REPORT ON THE PROVISIONAL GCSE & A-LEVEL RESULTS IN OXFORDSHIRE MAINTAINED SCHOOLS AND ACADEMIES

**Report by Frances Craven, Deputy Director for Education & Early
Intervention**

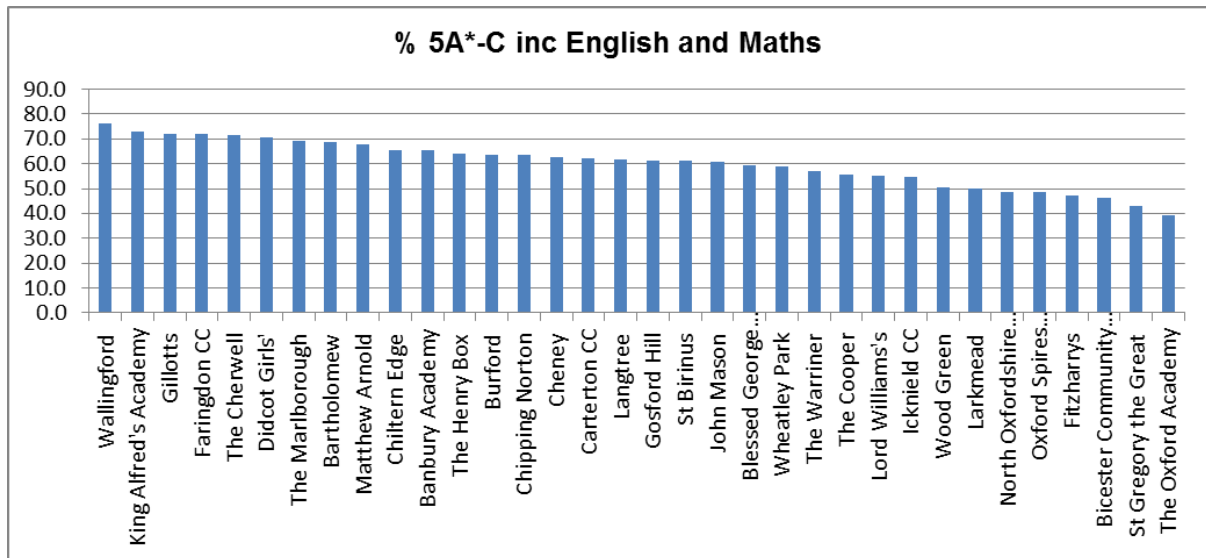
Introduction

1. GCSE results were provided to the local authority by schools and academies on Thursday the 22nd August. All 34 schools provided their results to show the percentage of pupils who gained 5A* to C with English and maths.
2. A-Level results were provided to the local authority by schools and academies on Thursday 15th August 2013. 28 schools have a sixth form but only 27 of these schools offer an A-Level programme.
3. Please note all data is provisional at this time and we will not be receiving the next set of validated data until the 24th September 2013.

Headline results showing the percentage of pupils achieving 5+ A*-C GCSE including English and maths

4. Provisional figures show that 60.3% of Oxfordshire pupils achieved 5A*-C GCSEs including English and maths – this is an increase from 57.9% in 2012.
5. There is a large variation in results across Oxfordshire schools. The school with the highest percentage of pupils achieving 5A* to C with English and maths is Wallingford with 76%. This figure has been maintained from 2012. Oxford Academy however have the lowest percentage of pupils with only 42% achieving 5A* to C with English and maths. This does however mean they are above the floor standards of 40%. Although this result is low it is an improvement of more than 50% on the outcome for 2012 which was 26%.
6. Table 1 shows the range of performance.

Table 1



Comparisons with 2012 results for 5A* to C GCSE with English and maths

7. Annex 1 shows a summary outline of the results by school. Schools highlighted in green have improved, orange shows schools that have remained the same since last year and those highlighted pink have decreased in performance.
8. 20 out of the 34 Oxfordshire schools (59%) have shown an increase in performance this year – most noticeably Henry Box (up 20%pts) and Chipping Norton (up 18%pts)
9. 2 schools remained the same – Wallingford (76%) and Gillott's (72%)
10. 12 schools showed a decrease in performance compared with last year. Most noticeably The Cooper School (down 11%pts), Lord Williams' (down 10%pts) and North Oxfordshire Academy (down 10%pts).
11. Further work will need to be done to examine the results over time once the next set of validated data is returned.

Oxfordshire schools performance in GCSE English and maths

12. There has been a greater focus on improvements in English and maths across all phases over the last 10 years. The key indicator at GCSE now measures 5A* to C's with English and maths included. However for those schools where we currently have all of their provisional data sets, some

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show big differences in the percentage of children achieving 5A* to C with English and maths and those without both English and maths included.

13. Schools to note are:
 - The Cooper School – 33%pt difference (92% 5A*-C and 55% 5A*-C with E/M)
 - Carterton Community College – 28%pt difference (90% 5A*-C and 62% 5A*-C with E/M)
 - Gosford Hill – 26%pt difference (87% 5A*-C and 61% 5A*-C with E/M)
 - Banbury Academy – 23%pt difference (88% 5A*-C and 65% 5A*-C with E/M)
14. Further analysis will be carried out within subjects and across different pupil groups.

English GCSE (%A*-C)

15. There is a wide variation in English results especially for boys. (Please note the gender breakdown is not yet available for 5 schools and not applicable to 2 further schools).
16. Across all schools and all pupils the biggest variation in English results is from Faringdon at 84% to St Gregory's 47%.
 - Focusing on boys' English results, the greatest variation is Faringdon 84% to St Gregory's 35%.
 - Focusing on girls' English results, the greatest variation is from Gillott's at 91% to St Gregory's 59%.
17. Girls outperform boys in all schools except Langtree (boys 1%pt higher).
18. Greatest gender differences:
 - Icknield School 28%pts difference (girls 74%, boys 46%)
 - St Gregory the Great School 24%pointts difference (girls 59%, boys 35%)
 - Bicester Community College 22%pointts difference (girls 65%, boys 43%)
 - The Warriner School 22%points difference (girls 75%, boys 53%)
 - John Mason School 22%points difference (girls 75%, boys 54%)
19. Across core subjects further analysis will be carried out with regards to other pupil groups, for example, those on free school meals and with English as an additional language to look at trends in performance over time.

Maths GCSE (%A*-C)

20. There is a similar variation in maths results between the performances of boys and girls. (Please note the gender breakdown is not yet available for 5 schools and not applicable to 2 further schools).
21. Across all schools and all pupils the biggest variation in maths results is from Chipping Norton at 88% to Oxford Spires 58%.
 - Focusing on boys' maths results, the greatest variation is Bartholomew 89% to Lord Williams's 58%
 - Focusing on girls' maths results, the greatest variation is from Chipping Norton at 89% to Oxford Spires at 56%
22. Boys outperform girls in maths in 14 schools (data not available for 7 schools) – particularly noticeable in Wood Green (15%pts difference) and BGN (12%pts). However at Matthew Arnold girls outperform boys by 10%pts.
23. NB. It seems to have been maths results that have contributed to Lord Williams's decrease in results this year. They have the lowest % of boys with A*-C in maths and one of the lowest girls results.

The National Context for GCSE

24. Most students taking GCSEs are aged 16 (Year 11) and at the end of Key Stage 4, but GCSEs can be taken by students of any age.
25. There are several differences with GCSEs this summer, which means that the cohort of students who took GCSEs this summer is likely to be different from the 2012 cohort of students, even though the standard set will be the same as in summer 2012. For example:
 - a) There are more entries this year from students in Year 10 or earlier years. See table 2.
Overall results will be dependent upon the extent to which early entry pupils are ready to take GCSEs.

Table 2

Table to show the percentage of students taking GCSEs in year 11		
	2011	2012
Maths	72%	67%
English	79%	75%
English language	80%	83%

- b) Entries for International GCSEs (IGCSEs) have increased significantly this summer. If schools with high ability students are moving to

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IGCSEs, then we could see a lower proportion of higher grades at GCSE than in 2012.

- c) Some students, particularly in maths, enter for more than one qualification in the same subject, either with the same exam board or with different exam boards.
- d) Changes have been made to the GCSE science suite to make these qualifications more challenging. New qualifications in biology, chemistry, physics, additional science and additional applied science will be awarded for the first time. These new GCSEs are designed to be more challenging, because the previous syllabuses did not adequately test the subject content and were not sufficiently demanding.
- e) Spelling and Grammar are now being considered in humanities assessment.

A-Level Results

- 26. Results are available for 27 of the 28 schools. The Oxford Academy KS5 Programme focuses on BTEC and the International Baccalaureate and so there are no A-Level results for this school.
- 27. 87.6% students achieved 2+A*-E A-Level passes. Performance Table result for 2012 (excluding colleges) was 92.4%.
- 28. 3.4% students achieved 2+A*-B A-Level passes (Performance Table results for 2012 (excluding colleges) was 40.5%).
- 29. For each measure girls have outperformed boys.

Actions

- 30. Schools Intervention Leaders will be visiting all schools and academies to review the GCSE outcomes and to identify priority actions and any challenge required for schools and academies.
- 31. In term 2 training will be available for all heads of English and maths to review Ofsted requirements and to meet with exam boards to explore new requirements in relation to each subject.
- 32. On 24 September 2013, when the next set of data is available there will be further scrutiny of school and academy performance that will inform the next stage of intervention where required.

Financial and Staff Implications

33. Within Schools and learning there are 5 school intervention leaders who will provide support and challenge to schools to secure further analysis and follow actions and training as required.

RECOMMENDATION

34. **The Education Scrutiny Committee is RECOMMENDED to note this report which is currently based on provisional data and to comment on the proposed actions to be taken.**

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Background papers:

Annex 1 Summary of GCSE results

Annex 2 Provisional A level results

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