

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016

EDUCATION ATTAINMENT REPORT 2016 (PROVISIONAL RESULTS)

Report by the Director for Children's Services

INTRODUCTION

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 2015-16.
2. 2016 has seen significant changes to tests and assessments at both key stages 1 and 2, and it is the first year to assess and report on the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect this revised curriculum. These changes to assessments at the end of key stage 2 and key stage 1 means that comparison with previous years is not possible.
3. Provisional results published by the DfE in September indicate that at key stage 2 Oxfordshire performs in line with national average, although performance in writing tests is in the lowest 25% nationally.
4. There have been no changes to how the Early Years Foundation Stage and Phonics Screening Checks are assessed and so trend data are available for both of these measures. In both instances performance has increased from 2015, national comparative data will be available later in the year.
5. There continues to be a variation in performance between localities and types of school. The performance across Local Authority (LA) maintained schools and converter academies is broadly similar, with noticeably lower performance across sponsored academies.
6. Performance data for secondary schools will be available from late October.

ANALYSIS BY KEY STAGE (PROVISIONAL)

Key Stage 2

7. In 2016 pupils sat tests in reading, mathematics and grammar, punctuation & spelling (GPS), receiving results as a scaled score between 80 and 120. The expected standard in the tests is a scaled score of 100 or above. A scaled score of 110 or above shows that a pupil has reached a high score.

8. Schools were also required to submit teacher assessments for every child; with the target being working at least at the expected standard. There is also a category for working at greater depth in writing only.
9. The key stage 2 headline performance measures have now changed to be:
 - % of pupils achieving the expected standard in the combined measure of Reading, Writing and Maths;
 - Average progress made by pupils in reading, writing and in maths between key stages 1 and 2 (this is now a value added measure comparing how well pupils have done compared to other pupils at the same starting point).
10. The DfE released provisional national and local authority performance figures for key stage 2 on the 1st September. Progress figures and pupil group performance will be published in mid December.

Key stage 2 provisional results

	Cohort	Reading, writing & maths		Reading (Test)		Writing (Teacher Assessment)		Maths (Test)		Grammar, Punctuation & Spelling	
		% Expected	% Higher Standard	% Expected	% Higher Standard	% Expected	% Greater*	% Expected	% Higher Standard	% Expected	% Higher Standard
Oxfordshire	6719	52	6	68	22	68	14	69	16	71	22
England		52	5	66	19	73	14	70	17	72	22
Statistical Neighbour Average		53	6	69	23	79	14	69	17	71	23

*NB pupils are classed as working at higher standard in ks2 tests or working at greater depth in teacher assessments.

11. Just over half of the pupils in Oxfordshire (52%) reached the expected standard in reading, writing and maths in the new assessment; this is in line with the national figure.
12. Pupils in Oxfordshire perform slightly above the national average in reading tests.
13. Performance in maths and also in grammar, punctuation & spelling (GPS) tests is slightly below the national average but in line with the statistical neighbour average.
14. Oxfordshire's performance is particularly low in writing (which was teacher assessed) where only 68% of pupils are at the expected standard compared

with 73% nationally. Oxfordshire falls in the bottom 25% of local authorities for this measure.

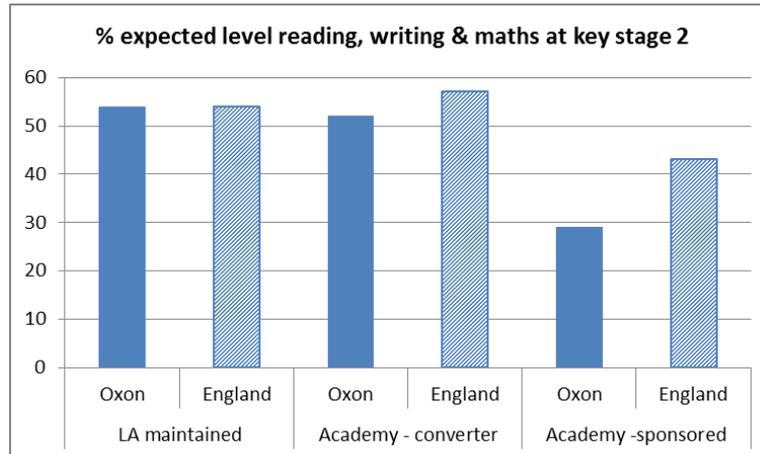
15. Oxfordshire performs well with more able children as the proportion working at a higher standard/ greater depth is in line or above national averages for all except maths.
16. There is a wide variation in performance between schools, from 0-100% of pupils achieving the new expected standard in reading, writing and maths.

Key stage 2 attainment by school type

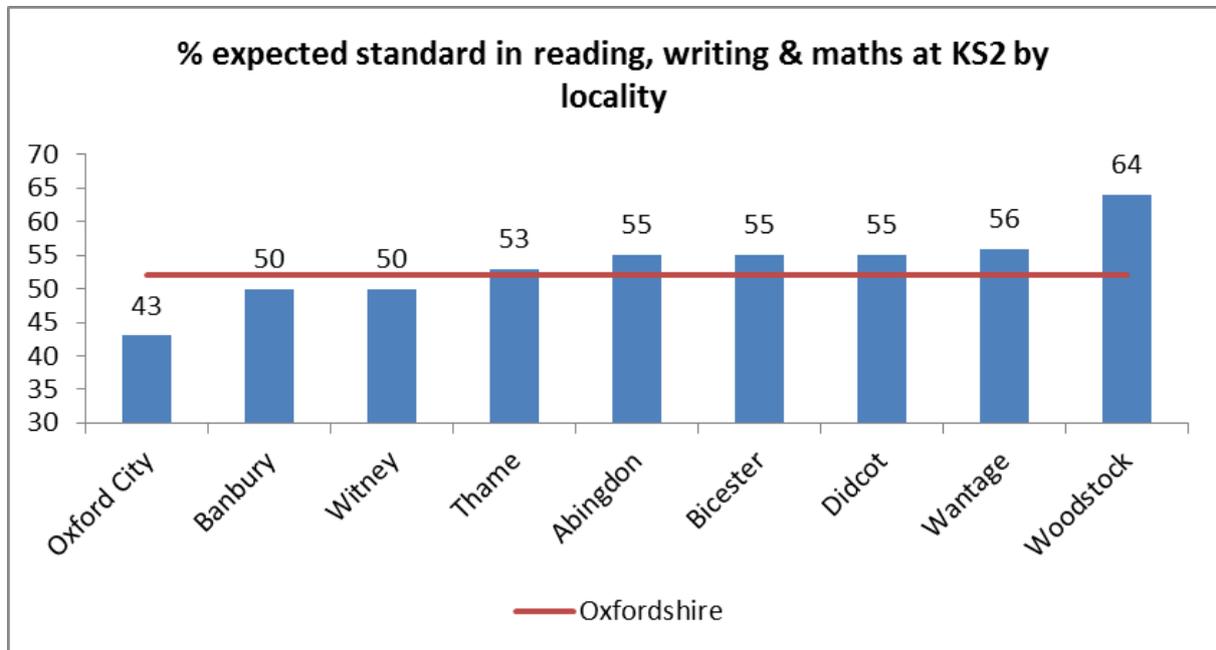
Type		No Schools	No pupils	% at least expected standard				
				Reading, Writing & Maths	Reading	Writing	Maths	GPS
LA maintained (mainstream)	Oxon	168	4739	54	71	71	72	74
	England			54	67	75	71	74
Academy sponsored (mainstream)	Oxon	12	465	29	46	48	50	52
	England			43	54	71	62	63
Academy converter (mainstream)	Oxon	48	1442	52	68	70	69	71
	England			57	70	77	73	76

17. The majority of primary schools in Oxfordshire are still maintained by the local authority. Key stage 2 performance in these schools is broadly in line with that of similar schools nationally.
18. The performance of converter academies across Oxfordshire is slightly below that of maintained schools and below that of converter academies nationally.
19. A sponsored academy is a formerly maintained school that has been transformed to academy status as part of a government intervention strategy, generally due to poor performance. There are 12 primary schools that are sponsored academies in Oxfordshire. The performance of this group of schools is noticeably lower than the other school types in Oxfordshire, which is to be expected, but the performance is also lower than that of sponsored academies across the country. This is particularly noticeable for writing in sponsored academies where only 48% achieve the expected standard in Oxfordshire academies compared with 71% nationally. (See appendix A for a list of sponsored academies).

ESC7



Key stage 2 performance by locality



20. There continues to be a noticeable variation in performance across the 9 Oxfordshire localities.

43% of children reach the expected standard in reading, writing and maths across the 30 primary schools in Oxford City compared with 64% of children in the 28 primary schools in the Woodstock/ Chipping Norton locality.

Key Stage 1

21. From 2016 the target at the end of key stage 1 is for every child to be working at least at the expected standard in the separate areas of reading, writing and mathematics. There are also categories for those working at greater depth and those working lower than the expected standard

% Expected Standard			% Greater Depth		
Reading	Writing	Maths	Reading	Writing	Maths

ESC7

Oxfordshire	74	62	71	26	14	19
England	nya	nya	nya	nya	nya	nya

22. The DfE will publish local authority and national figures for key stage 1 at the end of September which will allow comparative analysis to be completed.
23. A lower proportion of children reach the expected standard in writing (62%) compared with the other subjects (71% in reading and 74% in maths).

Key stage 1 performance by school type

School Type		Number of schools	Number of pupils	% at least expected standard – key stage 1		
				Reading	Writing	Maths
LA maintained (mainstream)	Oxon	168	6236	77	63	72
	England			Nya	Nya	nya
Academy sponsored (mainstream)	Oxon	12	523	69	50	57
	England			Nya	Nya	nya
Academy – converter (mainstream)	Oxon	51	1656	74	63	71
	England			Nya	Nya	Nya
Free Schools	Oxon	3	127	76	69	78
	England			Nya	Nya	nya

24. Key stage 1 performance across the LA maintained schools and converter academies in Oxfordshire is broadly similar, with the exception of reading where 77% of children in LA maintained schools reach the expected standard compared to 74% in converter academies.
25. There are 3 free schools with children at the end of key stage 1. Performance across this group of schools is in line or higher than in other Oxfordshire school types.
26. Again the performance across sponsored academies in Oxfordshire is lower than that of other school types, particularly in writing and in maths.

Key Stage 1 performance by locality

Locality	Number of schools	Number of pupils	% at least expected standard		
			Reading	Writing	Maths
Abingdon	21	681	73	61	71
Banbury	26	907	69	61	69
Bicester	24	791	77	67	76
Didcot	30	921	73	59	71
Oxford City	32	1417	72	54	66
Thame	25	558	79	66	75
Wantage	27	712	77	67	74
Witney	21	640	76	64	71
Woodstock	28	615	80	69	74

27. Oxford City and Banbury localities have the lowest performance in each subject area.
28. Woodstock is the highest performing locality for reading and for writing at key stage 1, whereas Bicester has the greatest proportion of children reaching the expected level in maths.
29. Writing has the greatest variation in performance at key stage 1, from 54% of children in Oxford City to 69% of children in Woodstock locality reaching the expected standard.

Phonics Screening – Year 1

30. Children take the phonics screening check at the end of Year 1 of primary school. Pupils who do not reach the expected standard in Year 1 have to take the check again in Year 2.
31. There has been no change to how phonics is assessed and hence a 3 year trend is available for this measure.
32. Validated figures and national comparisons, including those for all pupil groups will be released by the DfE in late September.

Phonic Checks	Cohort 2016	% Expected standard by end of Year 1		
		2014	2015	2016
Oxfordshire	7574	73	76	80
England		74	77	nya
SN average		74	77	nya

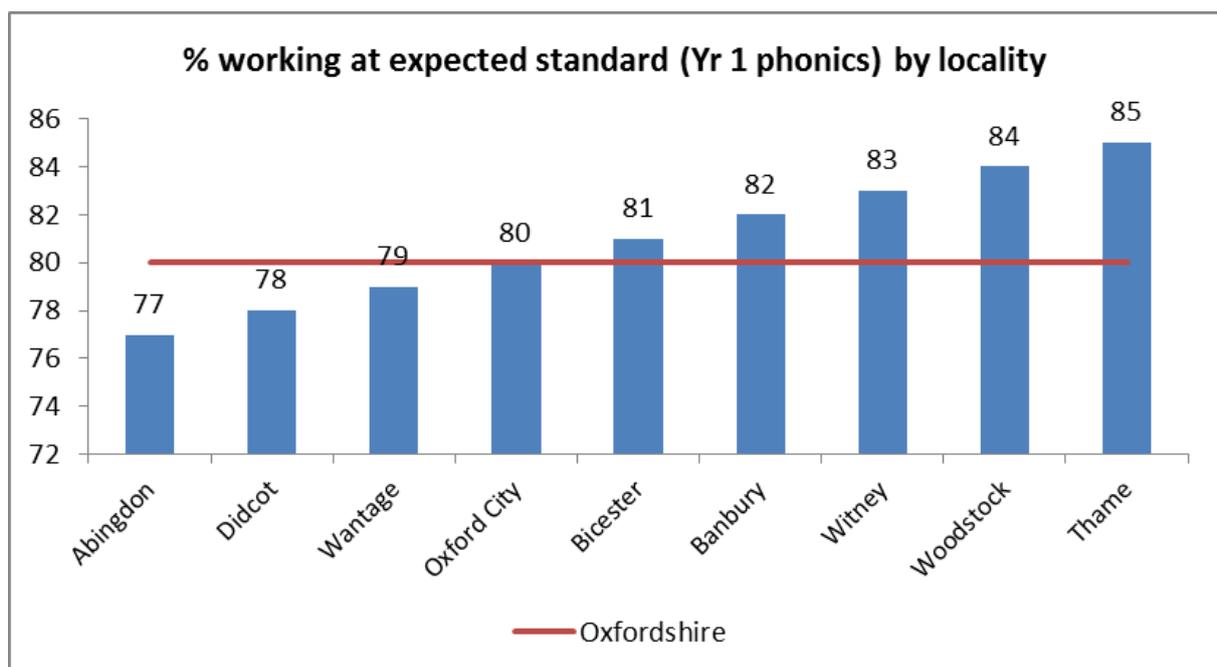
- 33. The proportion of children reaching the expected standard in the phonics screening checks at the end of Year 1 in Oxfordshire has increased to 80%, from 73% in 2014.
- 34. In previous years performance in Oxfordshire has been very slightly below the national average.
- 35. Performance at school level varies from just under half of pupils working at the expected standard (48%) to 10 schools where all the pupils are at the expected standard.

Phonics screening performance by school type

School Type		Number of schools	Number of pupils	% Working at expected standard
LA maintained (mainstream)	Oxon	168	5083	82
	England			nya
Academy sponsored (mainstream)	Oxon	12	573	76
	England			nya
Academy converter (mainstream)	Oxon	51	1729	79
	England			nya
Free Schools	Oxon	3	143	78
	England			nya

- 36. 82% of children in LA maintained schools are working at the expected standard. There is less variation in performance between types of school at this stage.

Phonics screening performance by locality



37. The performance of the different localities shows a different pattern for this performance measure. At other key stages Oxford City and Banbury localities show the lowest performance. For the phonics screening however it is the three localities in the south and vale areas (Abingdon, Didcot and Wantage localities) that have the lowest performance.

Early Years Foundation Stage Profile

38. The Early Years Foundation Stage Profile (EYFSP) summarises children’s attainment at the end of the Reception year. To reach a Good Level of Development (GLD), children have to meet at least an expected level in all the prime areas of learning (communication; physical development and personal, social and emotional development) as well as in literacy and numeracy.
39. There have not been any changes to the performance measures for 2016 and so a 3 year trend is available.
40. The EYFS profile was due to become non-statutory from 2016 but the DfE have recently announced that it will continue for another year.
41. The DfE will publish national and LA comparative figures for the EYFSP in late October.

Phonic Checks	Cohort 2016	% Good level of development		
		2014	2015	2016
Oxfordshire	8042	60	66	70
England		60	66	nya
SN average		63	68	nya

40. In 2016 70% of Oxfordshire children reached a good level of development by the end of the Early Years Foundation Stage. This is an increase from 60% in 2014.
Performance in Oxfordshire has been in line with the national average over the last few years.
41. The proportion of children reaching a Good Level of Development varies between schools, from 31% to 100% (4 schools).

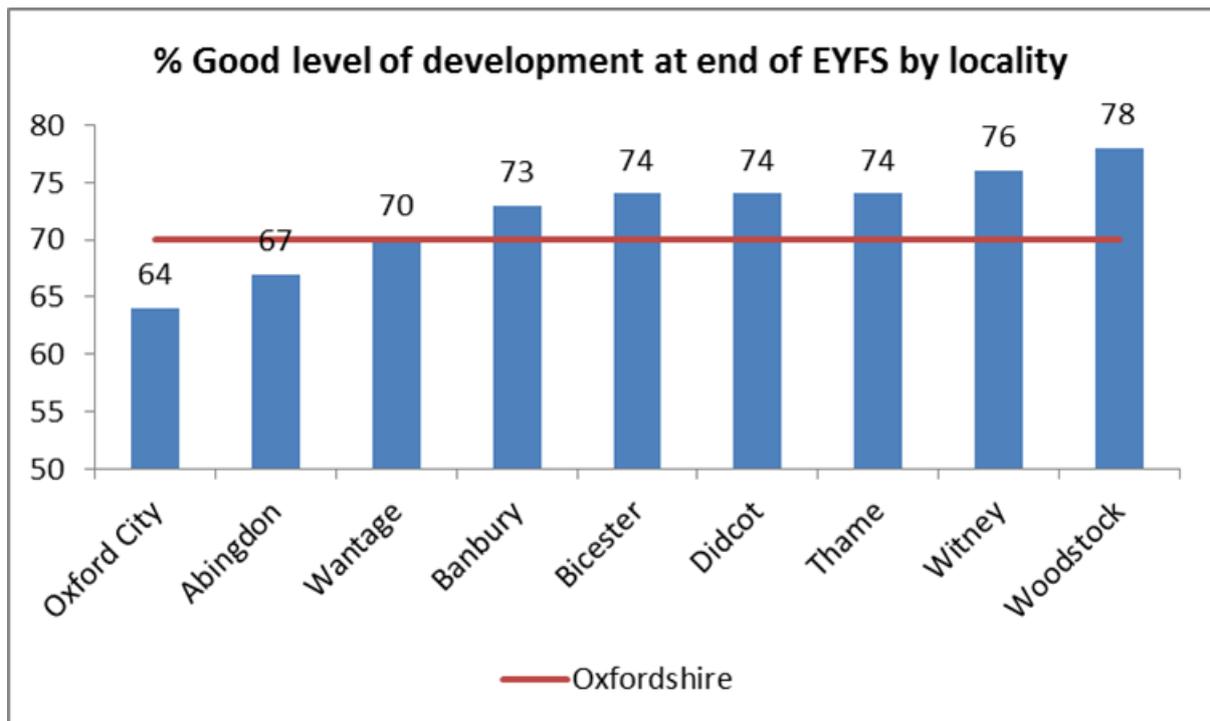
EYFSP performance by school type

School Type		Number of schools	Number of pupils	% Good Level of Development
LA maintained (mainstream)	Oxon	171	5385	72
	England			Nya
Academy sponsored (mainstream)	Oxon	12	641	64
	England			Nya
Academy –	Oxon	51	1811	71

converter (mainstream)	England			Nya
Free Schools	Oxon	3	173	58
	England			nya
Private, Voluntary & Independent Setting	Oxon	37	151	49
	England			

- 41. The performance across LA maintained schools and converter academies is again broadly similar. Performance is noticeably lower across the 12 sponsored academies and the 3 free schools.
- 42. There are 37 private, independent or voluntary settings (e.g. pre-schools, nursery schools and independent schools who claim nursery education funding) who had children at the end of the Foundation Stage. Just under half of the children in these settings reached a good level of development.

EYFSP performance by locality



- 43. Performance across the nine localities varies from 64% in Oxford City to 78% of children in Woodstock reaching a good level of development. (This excludes the PVI settings).

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APPENDIX A – SPONSORED ACADEMIES

A sponsored academy is a formerly maintained school that has been transformed to academy status as part of a government intervention strategy, generally due to poor performance. They are consequently run by a Government-approved sponsor.

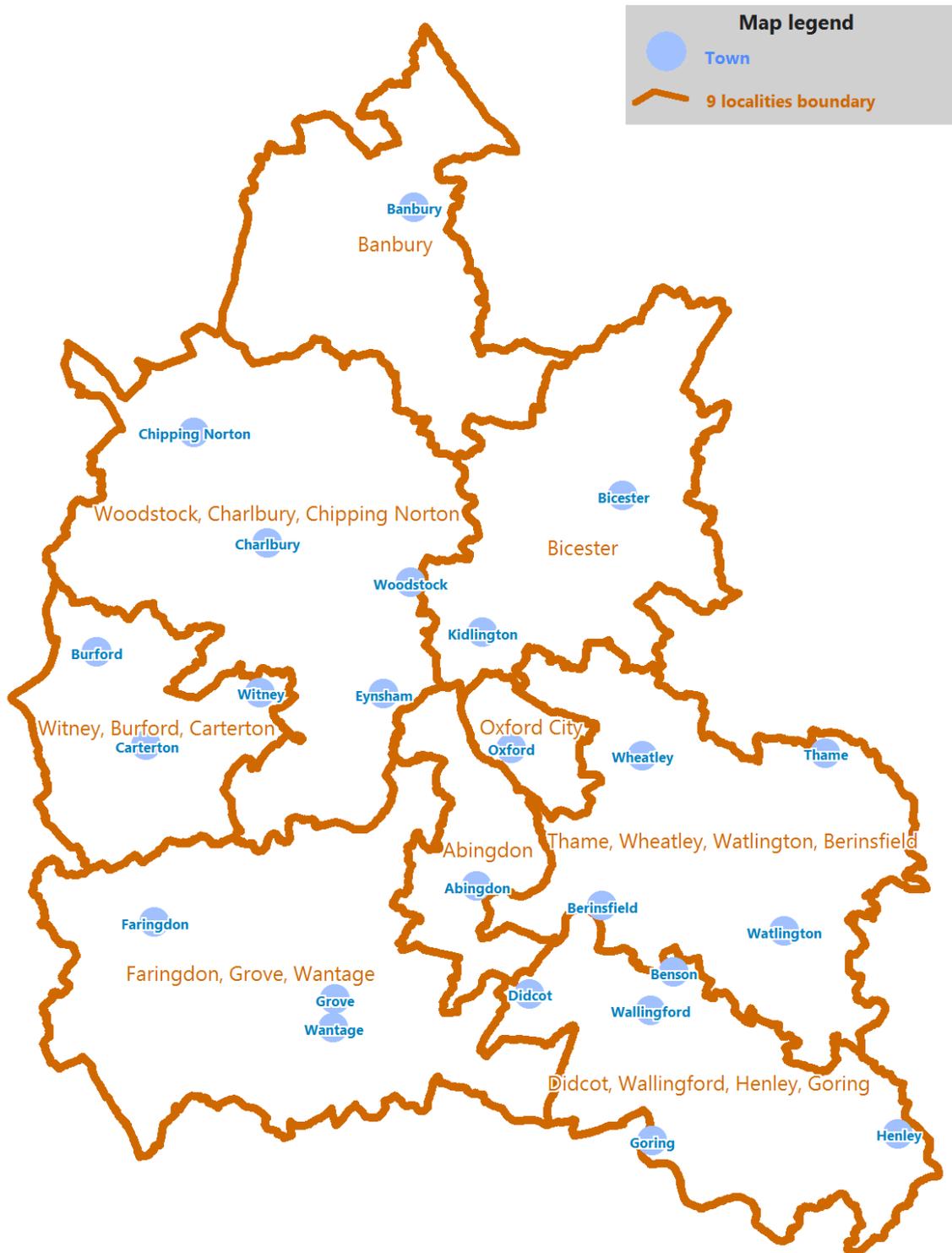
There are currently 12 primary schools that are sponsored academies in Oxfordshire.

These are: Abbey Woods Academy; Bayards Hill School; Cutteslowe Primary School; Dashwood Banbury Academy; Eynsham Primary School; John Henry Newman Academy; Millbrook Primary School; Orchard Meadow Primary School; St Christopher’s Cowley; Wheatley Primary School; William Morris School; Windale Primary School

APPENDIX B – TIMELINE FOR PUBLICATION OF ATTAINMENT RESULTS BY DFE

Key Stage	Data level				Date available
	LA	National	Pupil Group	School	
Key Stage 1	Y	Y	Y		End September
Phonics Screening	Y	Y	Y		End September
EYFSP	Y	Y			Late October
GCSE / A Level	Y	Y			Mid October
EYFSP			Y		End November
Key Stage 2	Y	Y	Y	Y	December
GCSE/ A Level	Y	Y	Y	Y	January

APPENDIX C – MAP OF LOCALITIES IN OXFORDSHIRE



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