



# **Oxford Strategic Partnership**

## **30<sup>th</sup> April 2019**

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**Head of Service**  
**School Improvement and Learning**



# Oxfordshire – Good schools

## Good schools for all pupils



Golden thread - ‘Safeguarding culture’



% Good and outstanding schools



% reaching the ‘Standard’ at all key stages  
(focus on disadvantaged students)



# School Improvement Roles

Local Authority works in partnership with:

- **Schools / Academies / Settings ( HT and FGBs)**
- **Oxfordshire Teaching School Alliances (OTSA)**
- **Oxfordshire Schools Strategic Partnership (OSSP) and Operations Group**
- **Regional Schools Commissioner/OfSTED**

We focus our support on schools where need is greatest based on risk analysis.



# Oxford City Update - Primary

- 31 Primary Schools in Oxford City
- 25 Good or Outstanding
- 2 Null (exempt from inspection)
- 2 Inadequate
- 2 Requiring Improvement
  
- 81 % Good or Outstanding ( 1 Sch.=3%)
  - 89% Oxfordshire
  - 87% Nationally



# Oxford City Update - Secondary

- 5 Secondary Schools in Oxford City
- 4 Good or Outstanding
- 1 Inadequate
  
- 80% Good or Outstanding
  - 85% Oxfordshire
  - 76% Nationally



# Special schools

- Woodeaton Manor – Good +
- Iffley – 0
- Northfield – 1
- Northern House – 0
- Mable Pritchard – G-
- Endeavor Academy –G



# Inspection outcomes and themes

## Good schools demonstrate

- Strong leadership (including Governance , senior and middle managers)
- Accurate judgements of strengths & weaknesses
- Good curriculum design
- Good progress for vulnerable groups
- Established and consistent safeguarding procedures
- Strong safeguarding culture



# Oxfordshire - Good Schools Good Schools for all pupils



*“If we get the early years right, we pave the way for a lifetime of achievement. If we get them wrong, we miss a unique opportunity to shape a child’s future.”*

(From ‘Unknown Children: Destined for Disadvantage’)





# Educational Performance in Oxfordshire 2017/18

Validated data  
February 2019

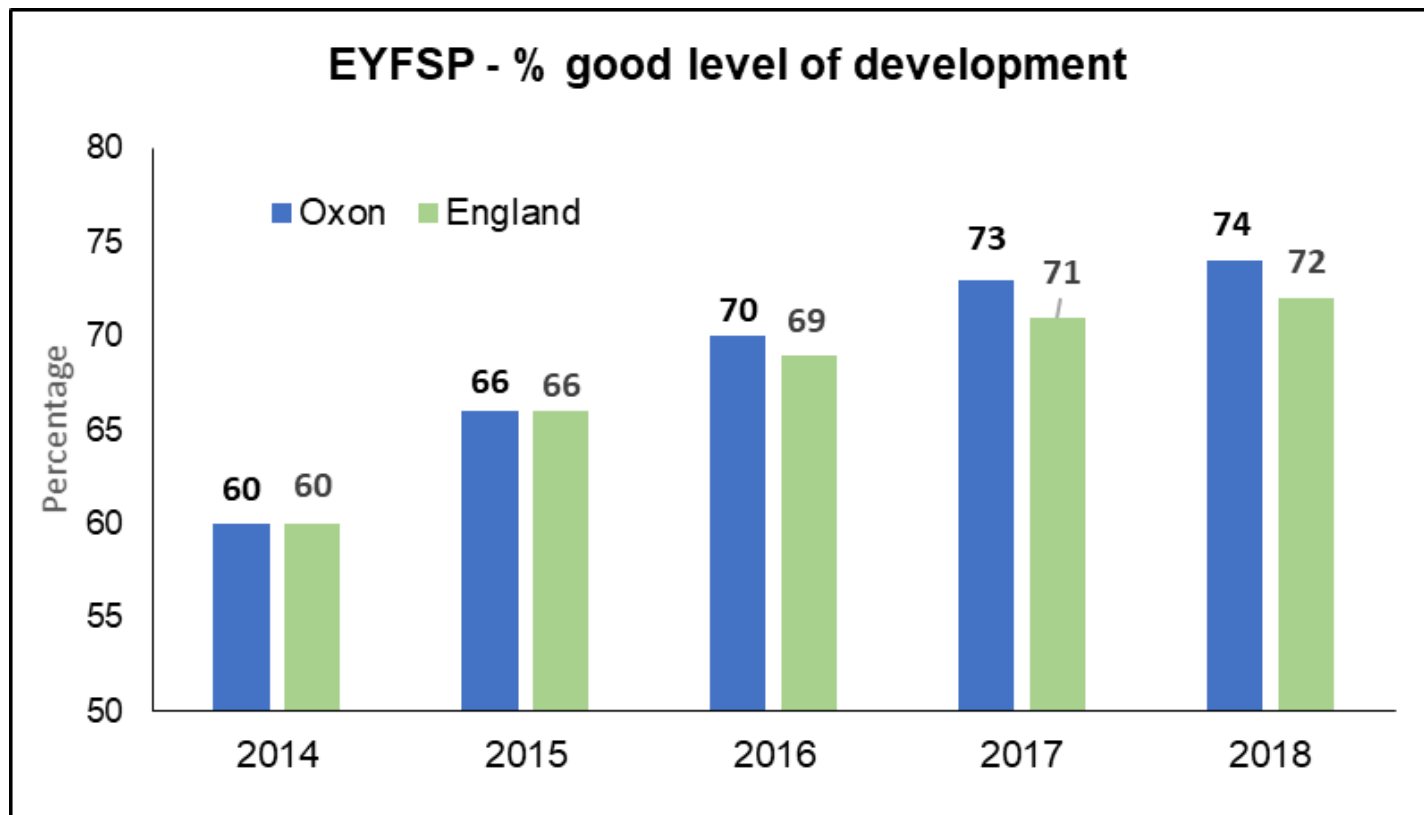
Updated 11/3/19



# Early Years Foundation Stage Profile



# Proportion of children reaching a good level of development continues to be above that nationally



Source: National pupil database. Validated data

Oxfordshire's performance has continued to increase



# 2018 Outcomes for Pupils - GLD

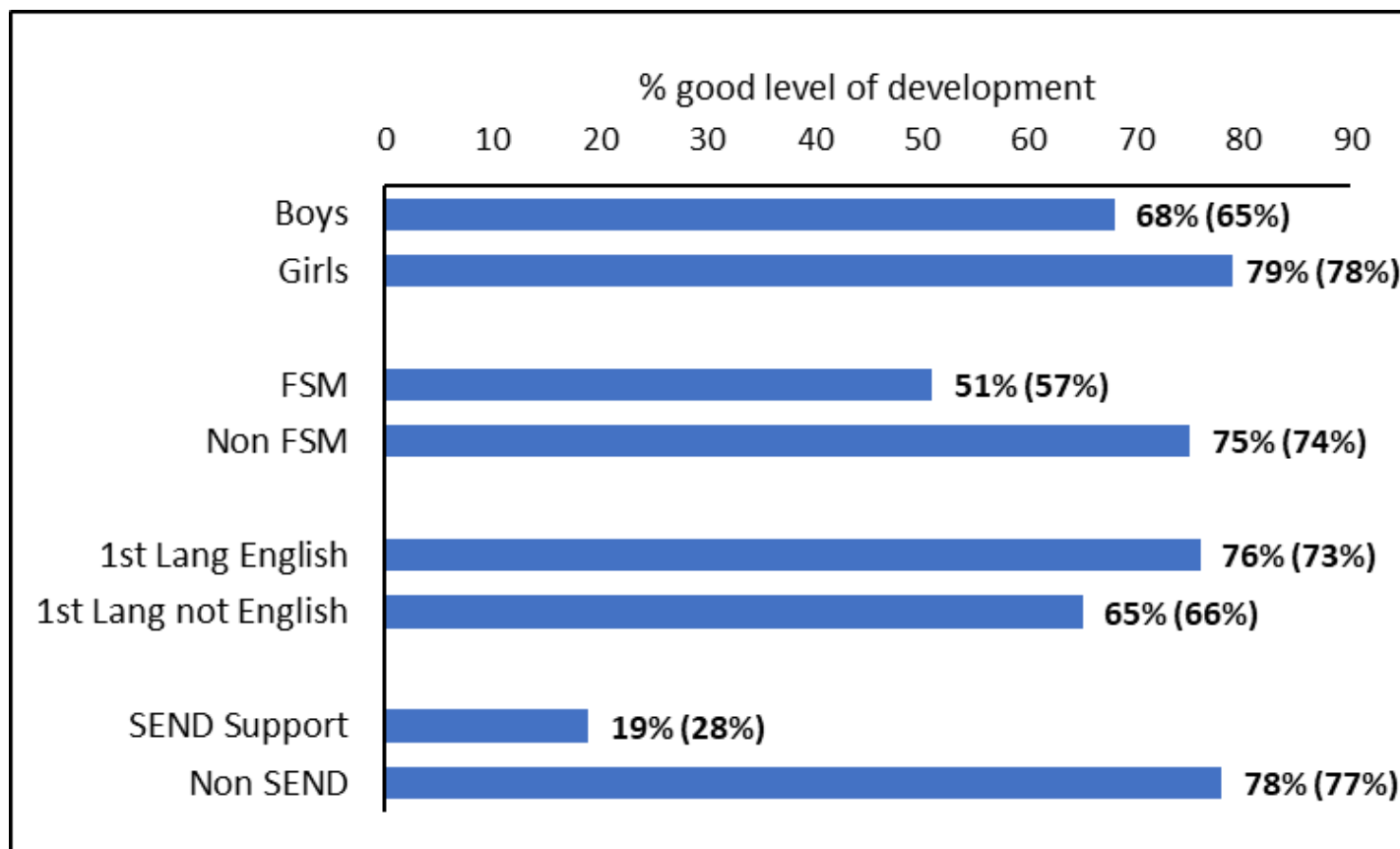
71% of pupils reach a good level of development during their Early Years Foundation Stage

- 74% Oxfordshire
- 72% Nationally

NB: Up 11% since 2015

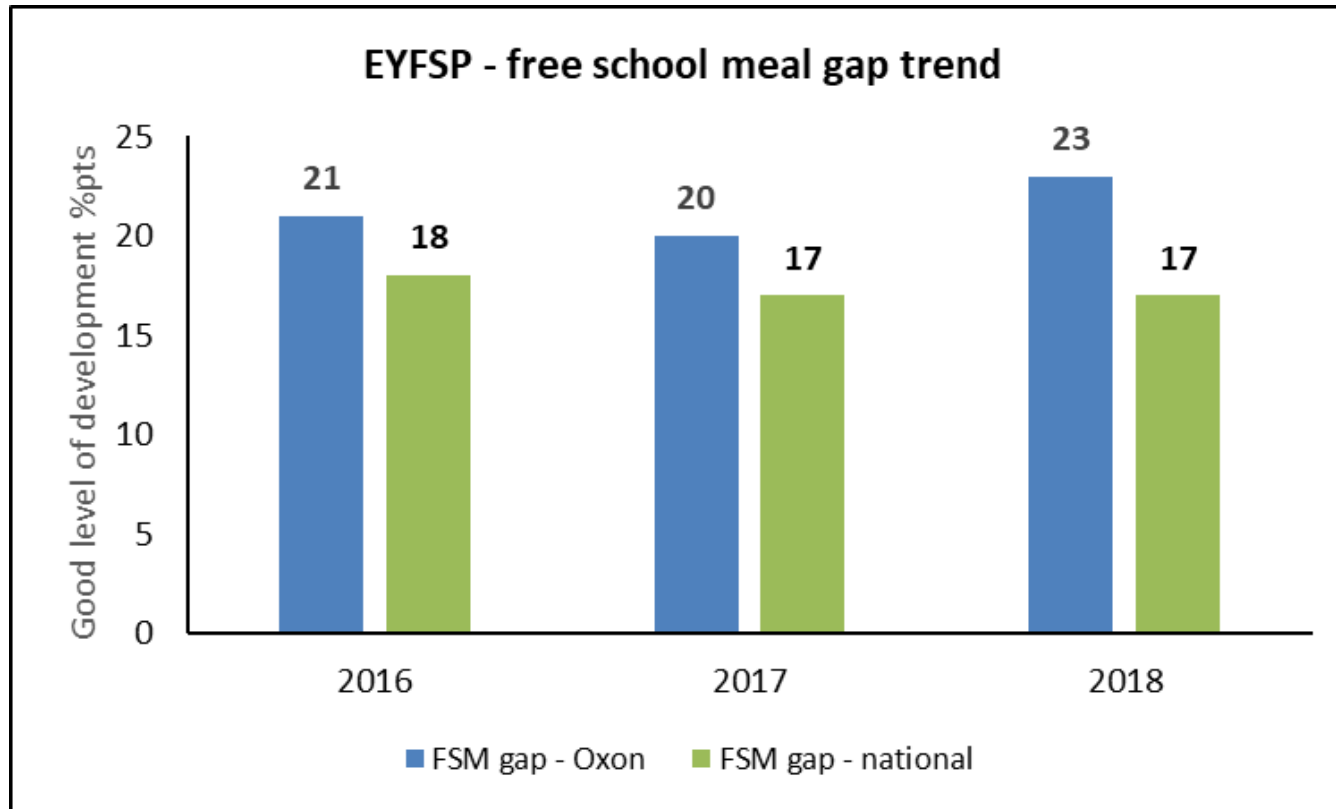


# The attainment of pupils with SEND support and those eligible for free school meals fall below the national values



(National comparisons in brackets)

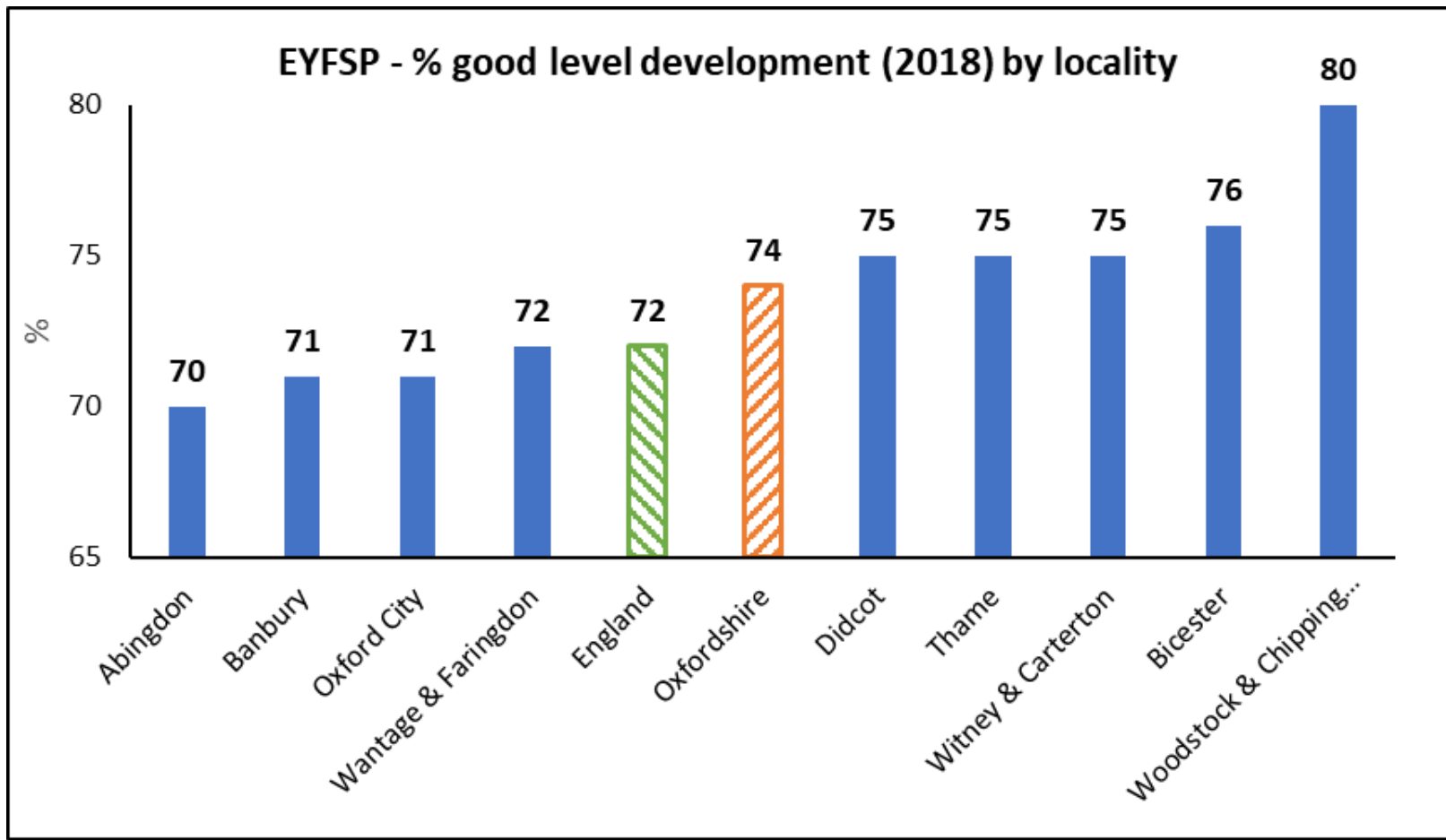
# FSM gap at early years has widened to 23%points



The FSM gap is defined as the difference in performance between FSM eligible pupils and that of national non FSM pupils.



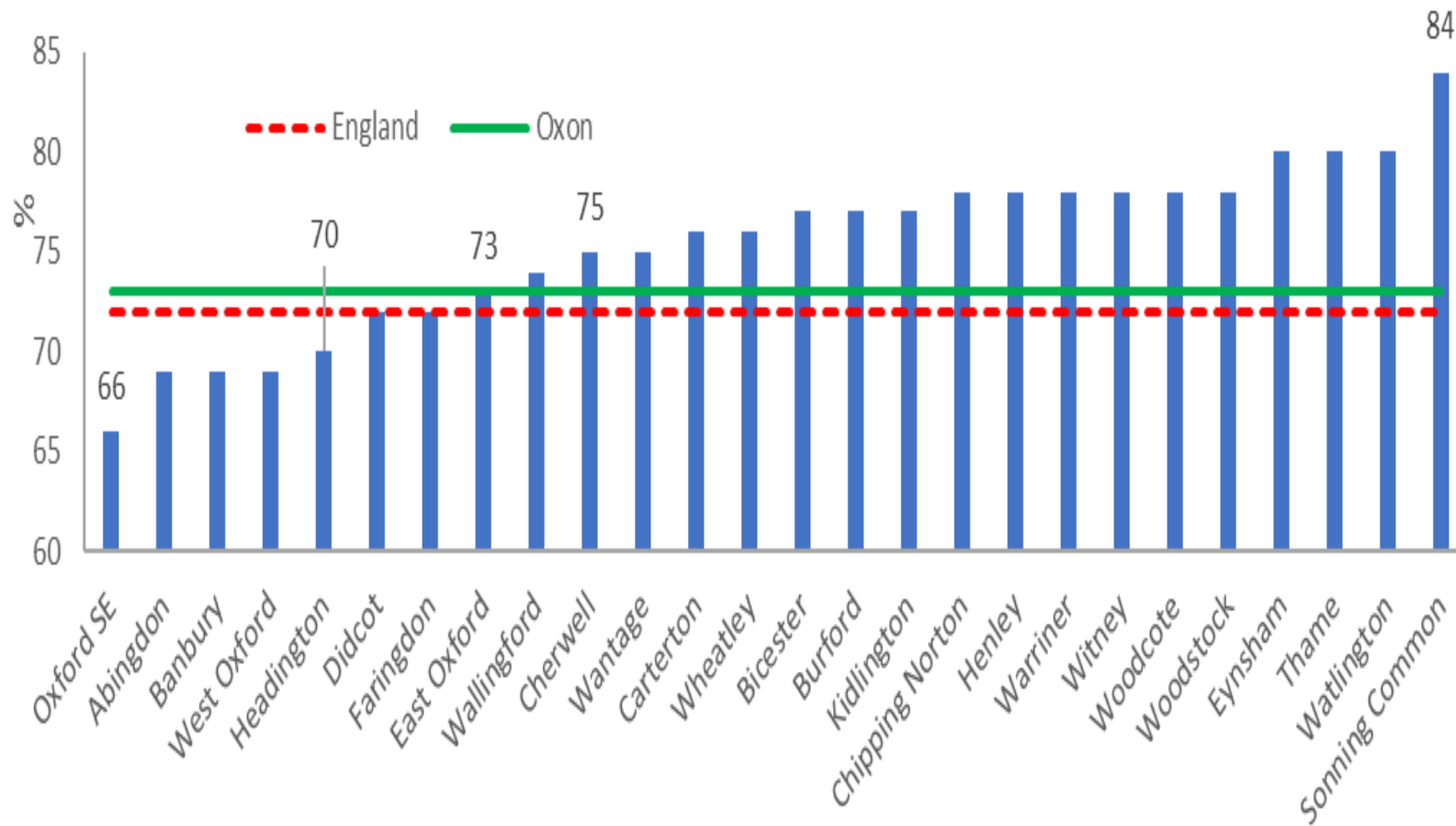
# EYFSP – good level of development by locality





# EYFSP 2018

## EYFSP - % good level of development by partnership (2018)





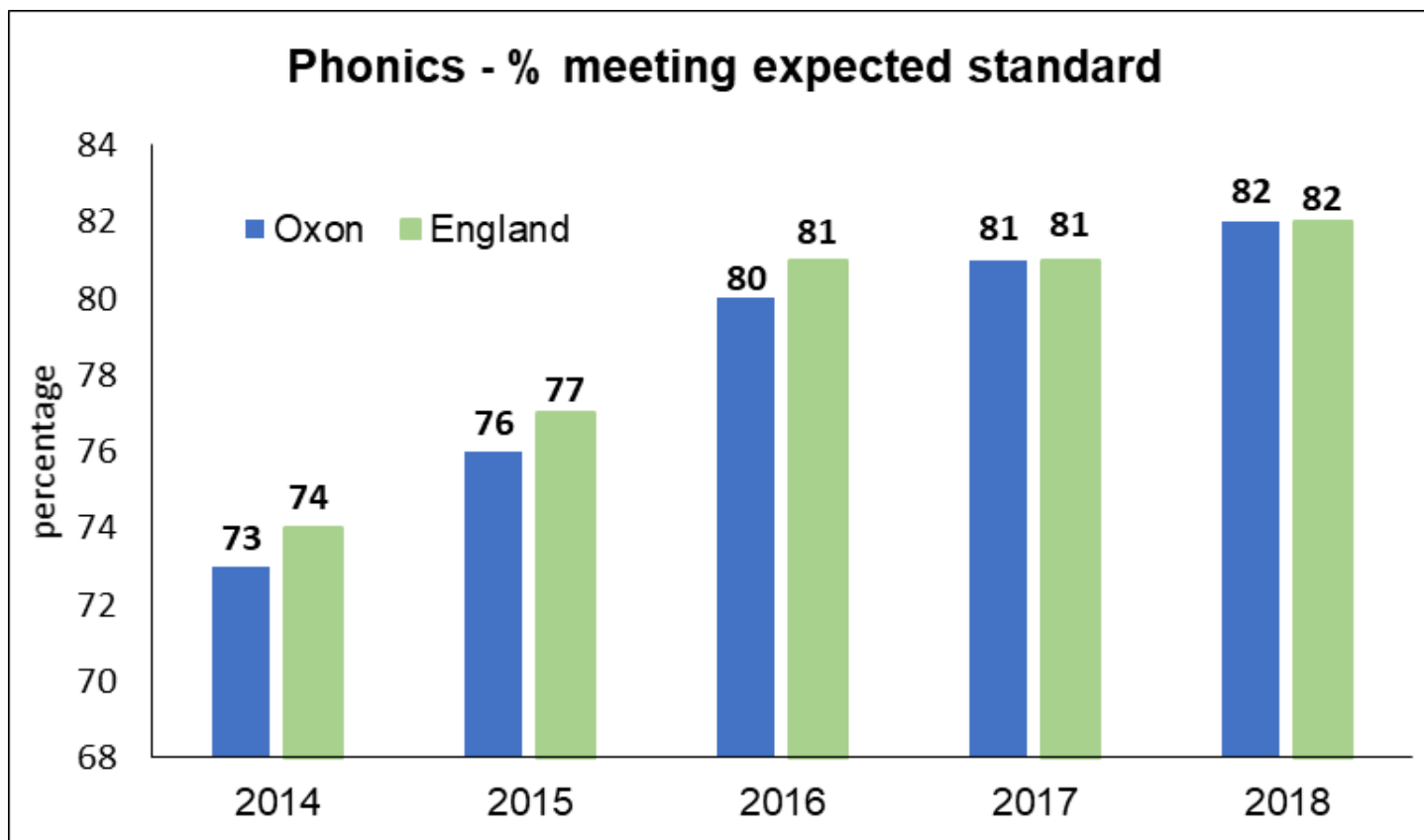


# Phonics screening check (Year1)

Validated data

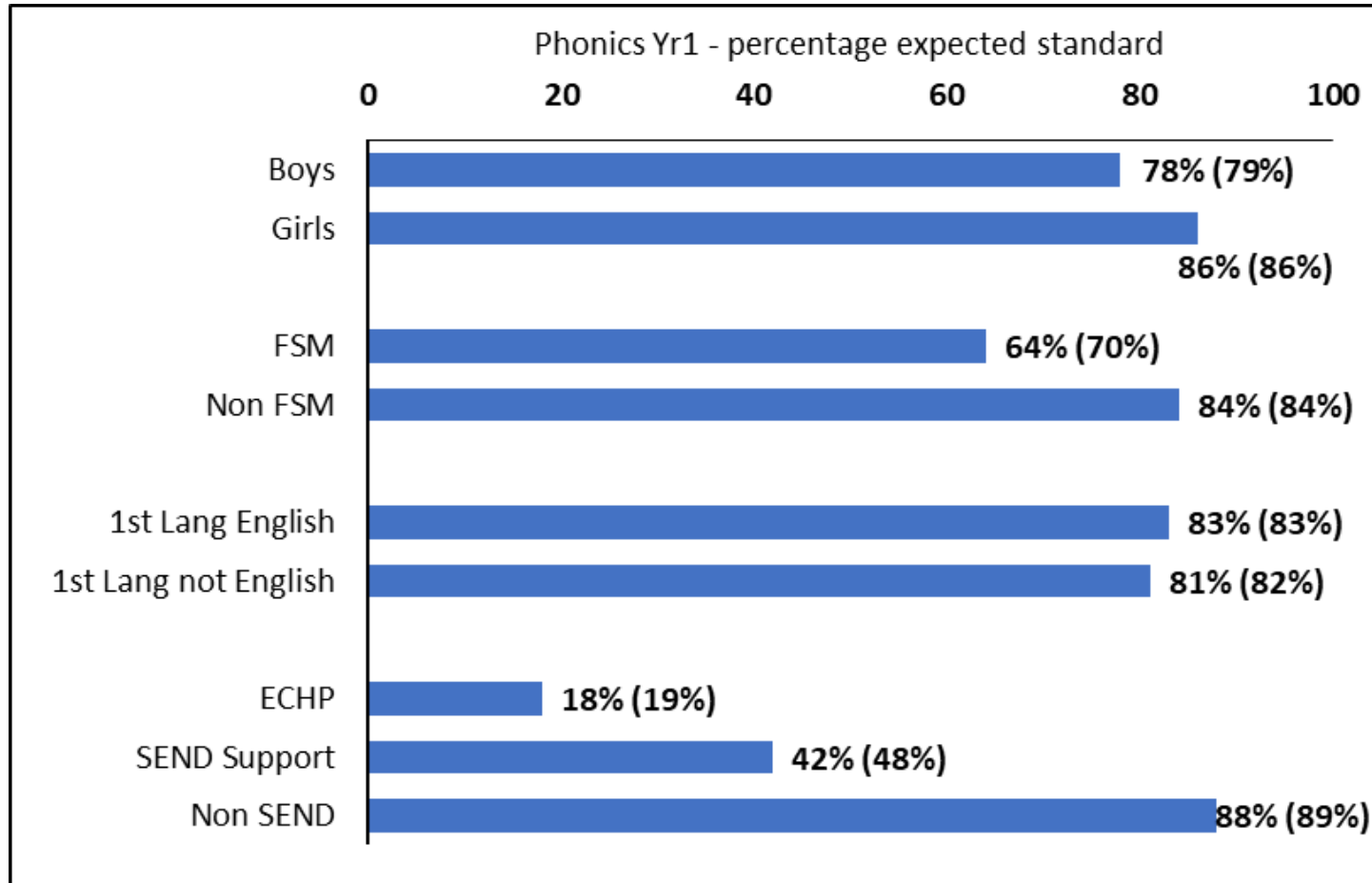


82% of Year 1 pupils in Oxfordshire met the expected standard, remaining in line with the national average



Source: National pupil database: validated data

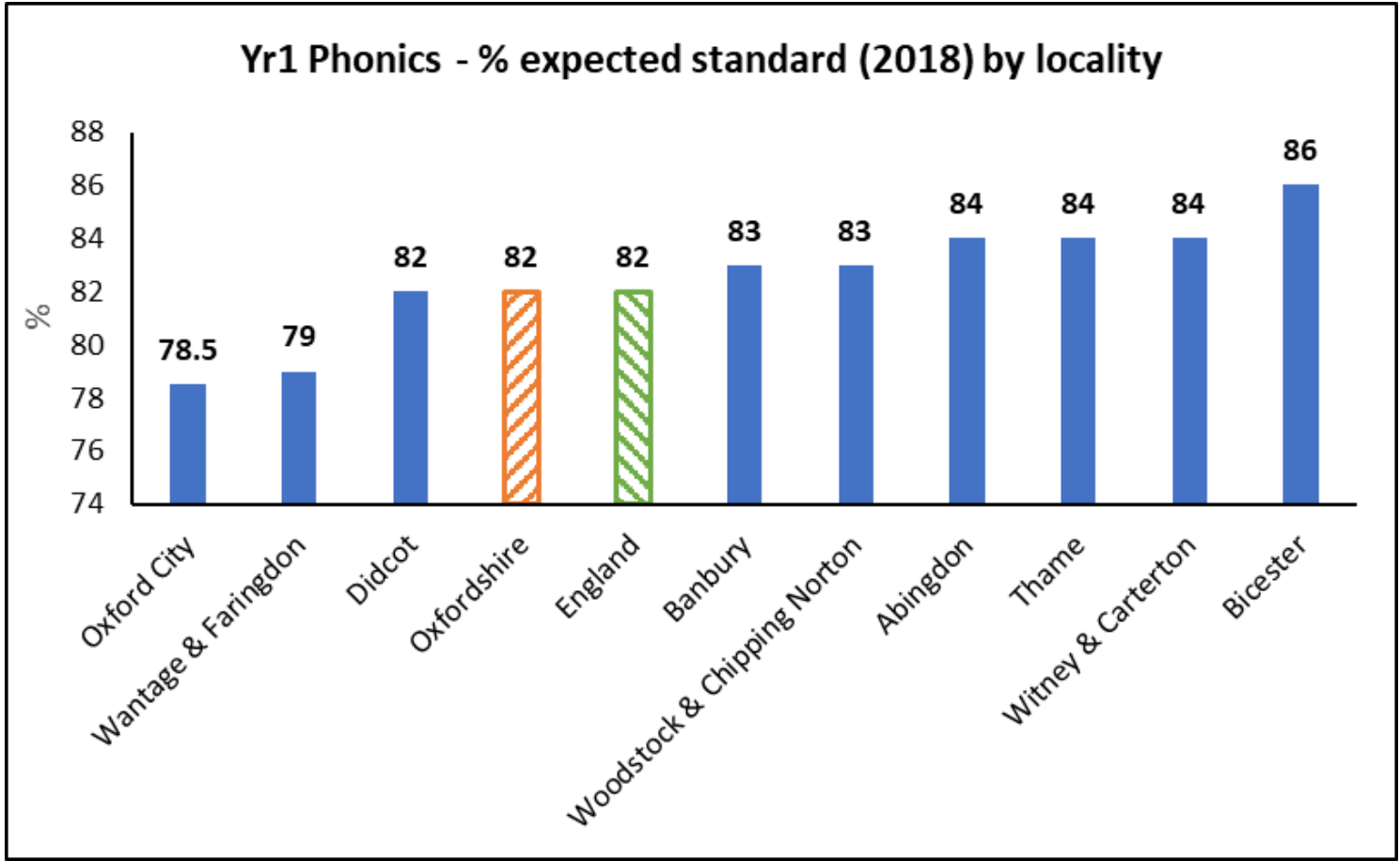
# The attainment of pupils with SEND support and those eligible for free school meals fall below the national values



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# Phonics – expected standard by locality



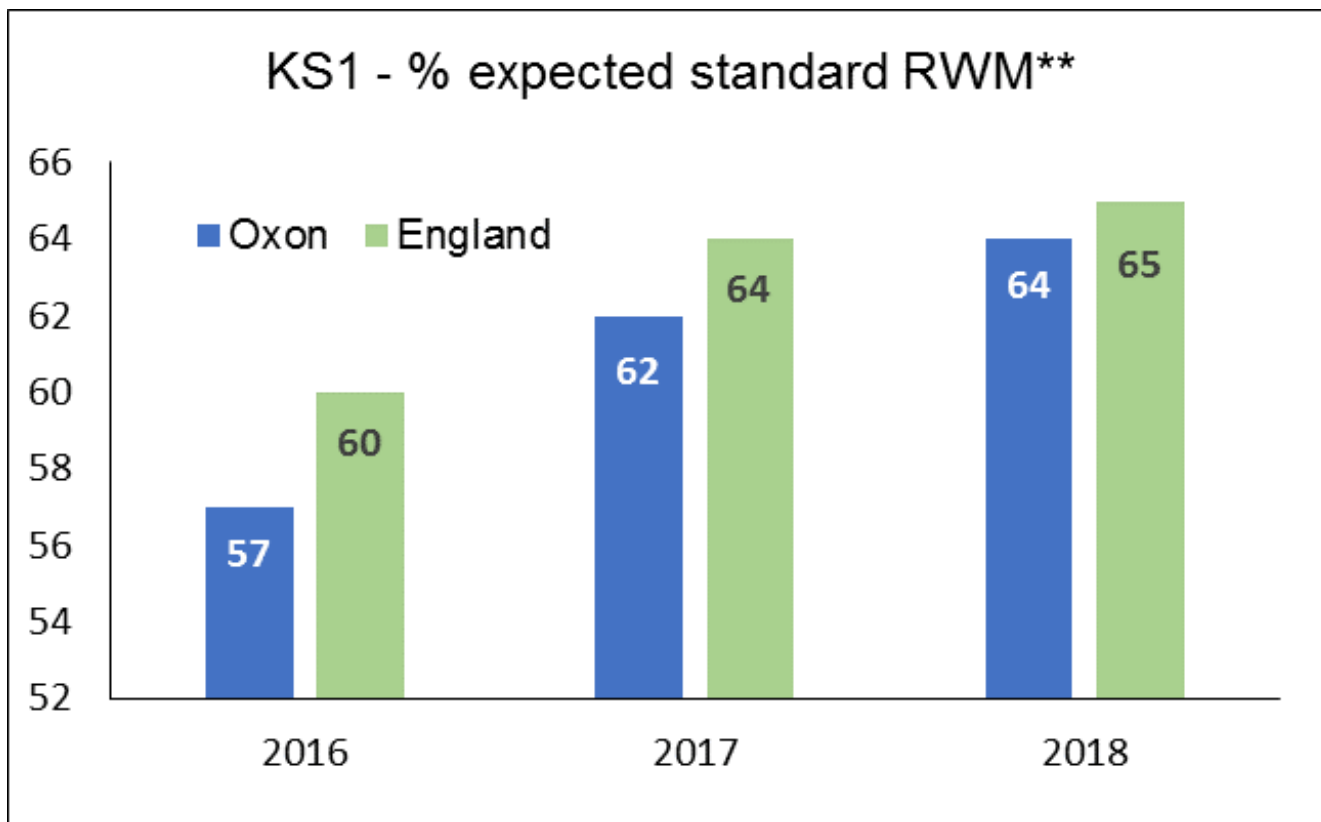


# Key Stage 1

Validated data



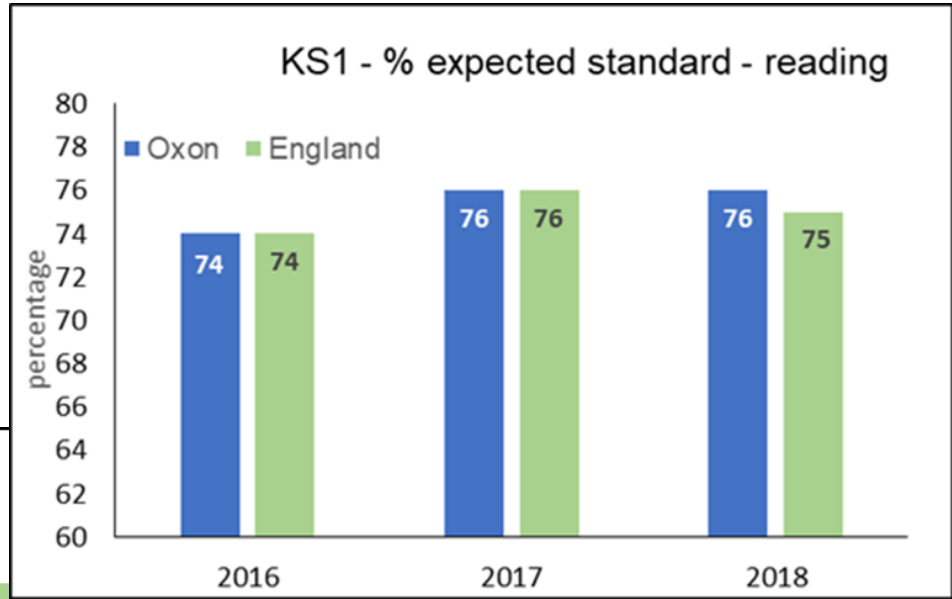
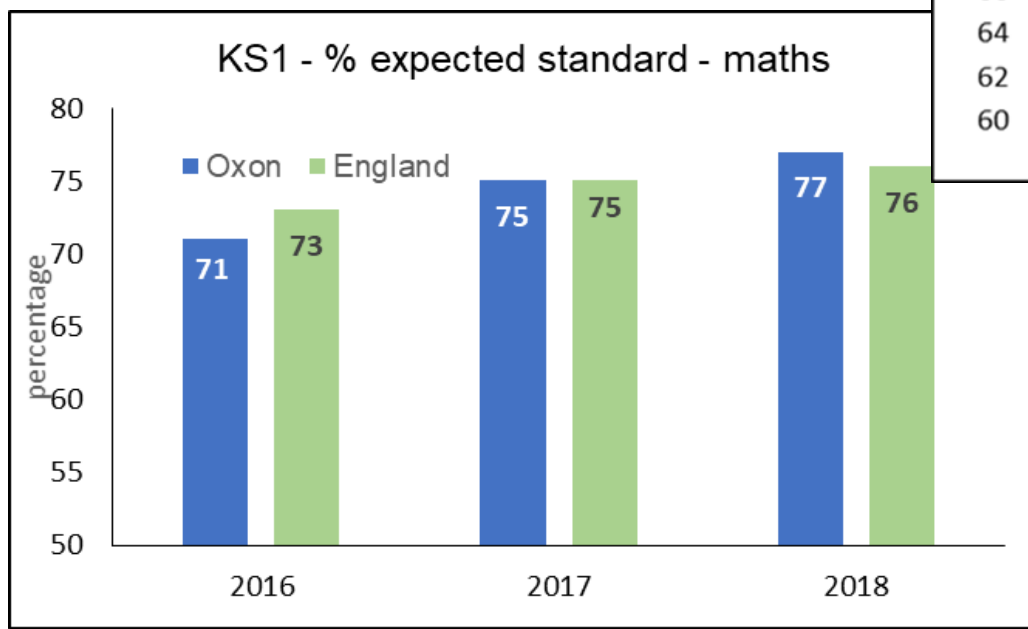
# Proportion of children reaching the expected standard in reading, writing and maths at the end of key stage 1 remains below the national average



Source: National pupil database. Validated data



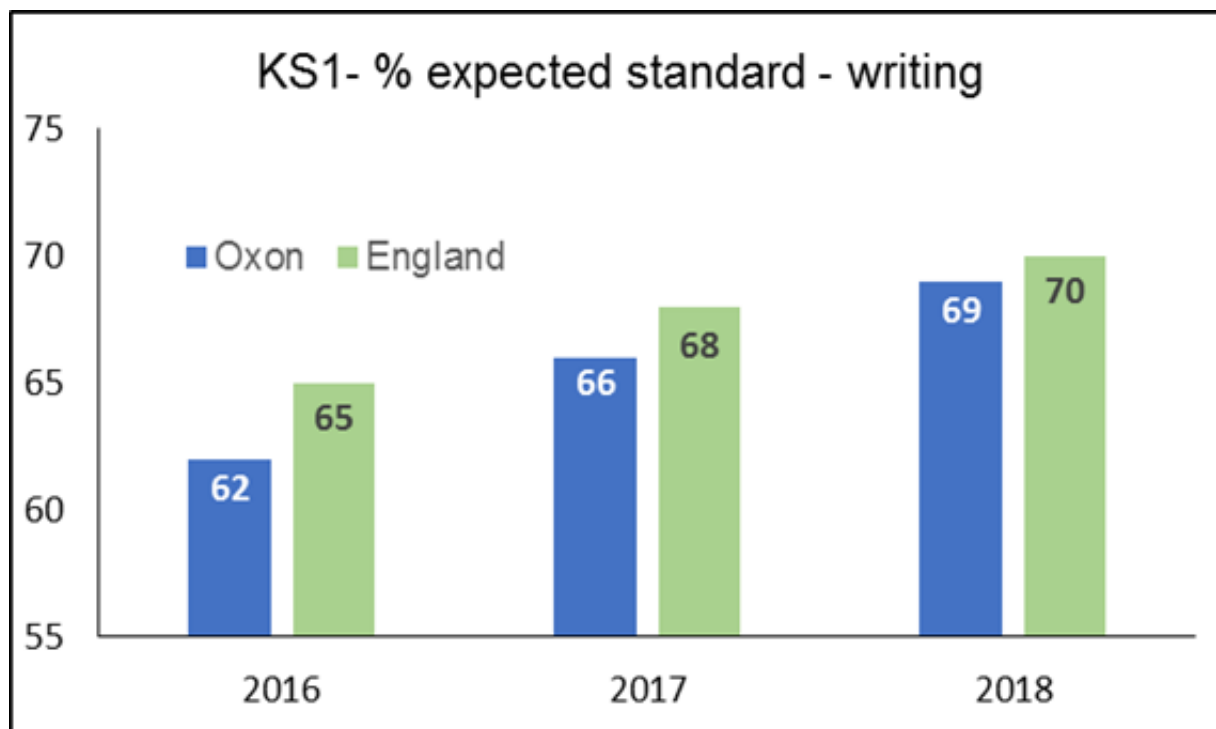
# Attainment in both reading and maths is above the national average



Source: National pupil database – validated data



Performance in writing has increased by 7%pts since 2016 and remains slightly below that nationally



Source: National pupil database – validated data

In order for Oxfordshire to be in line with the national average in writing – another 80 children would need to meet the required standard.

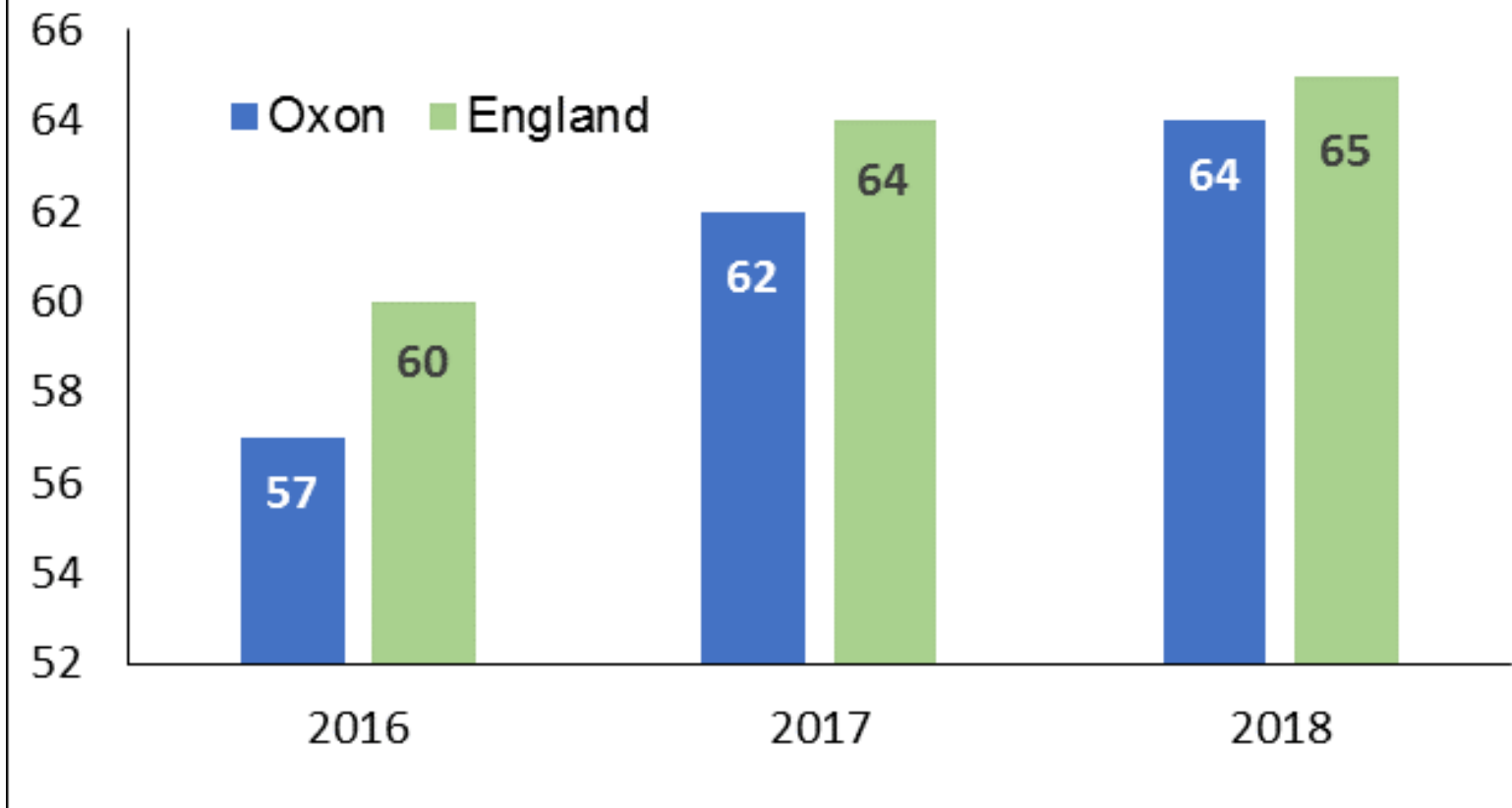




# Proportion of children reaching the expected standard in reading, writing and maths at the end of key stage 1 remains below the national average



KS1 - % expected standard RWM\*\*





# Key stage 1

## Key Groups

- **FSM gap (30%pts) remains the same and wider than that nationally (20%pts)**
- **Pupils at SEND support also continue to perform below the same group nationally**



# The free school meal attainment gap at key stage 1 is wider in Oxfordshire than that nationally

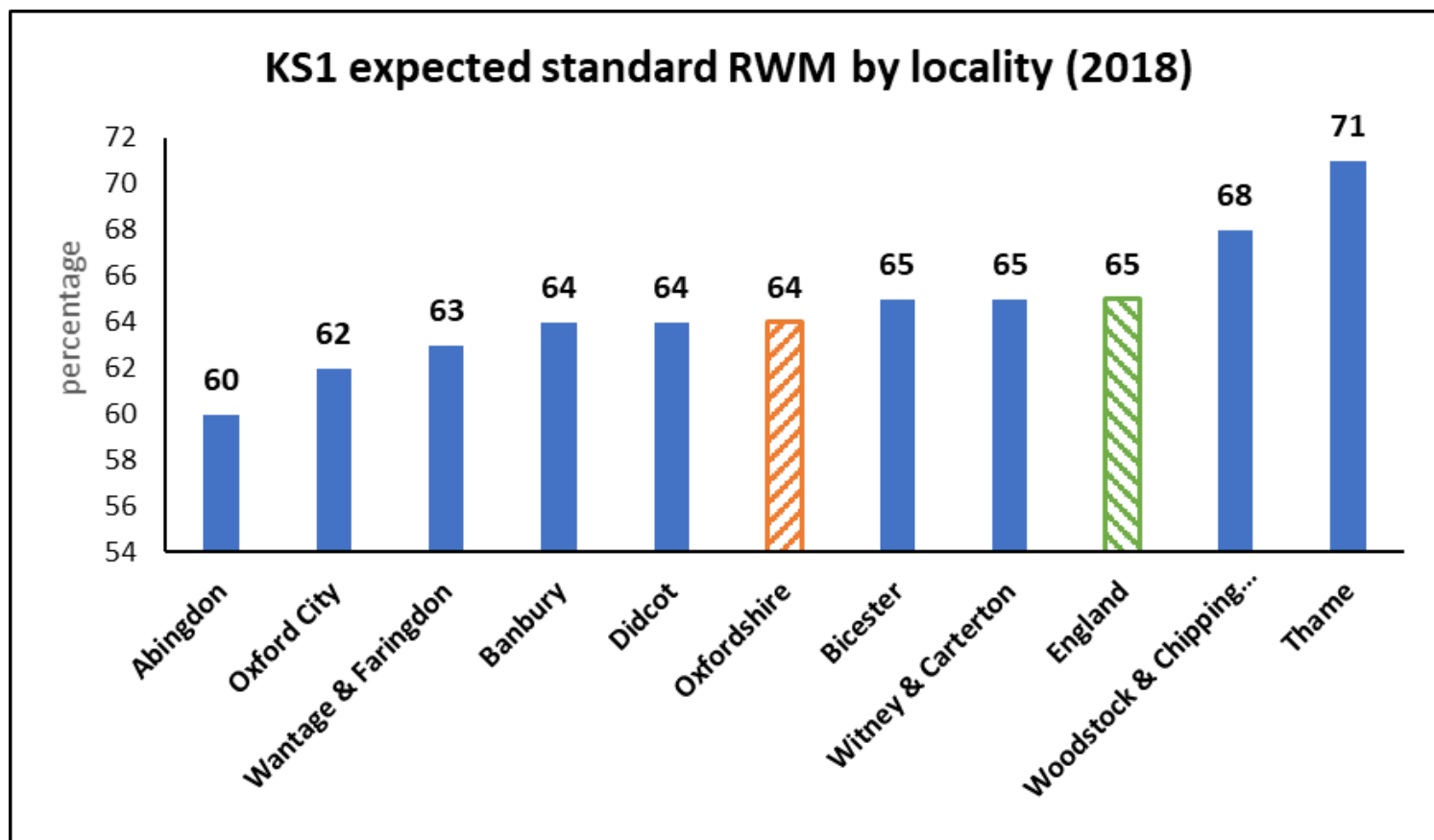


Widened considerably

		FSM attainment gap (%points)		
		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



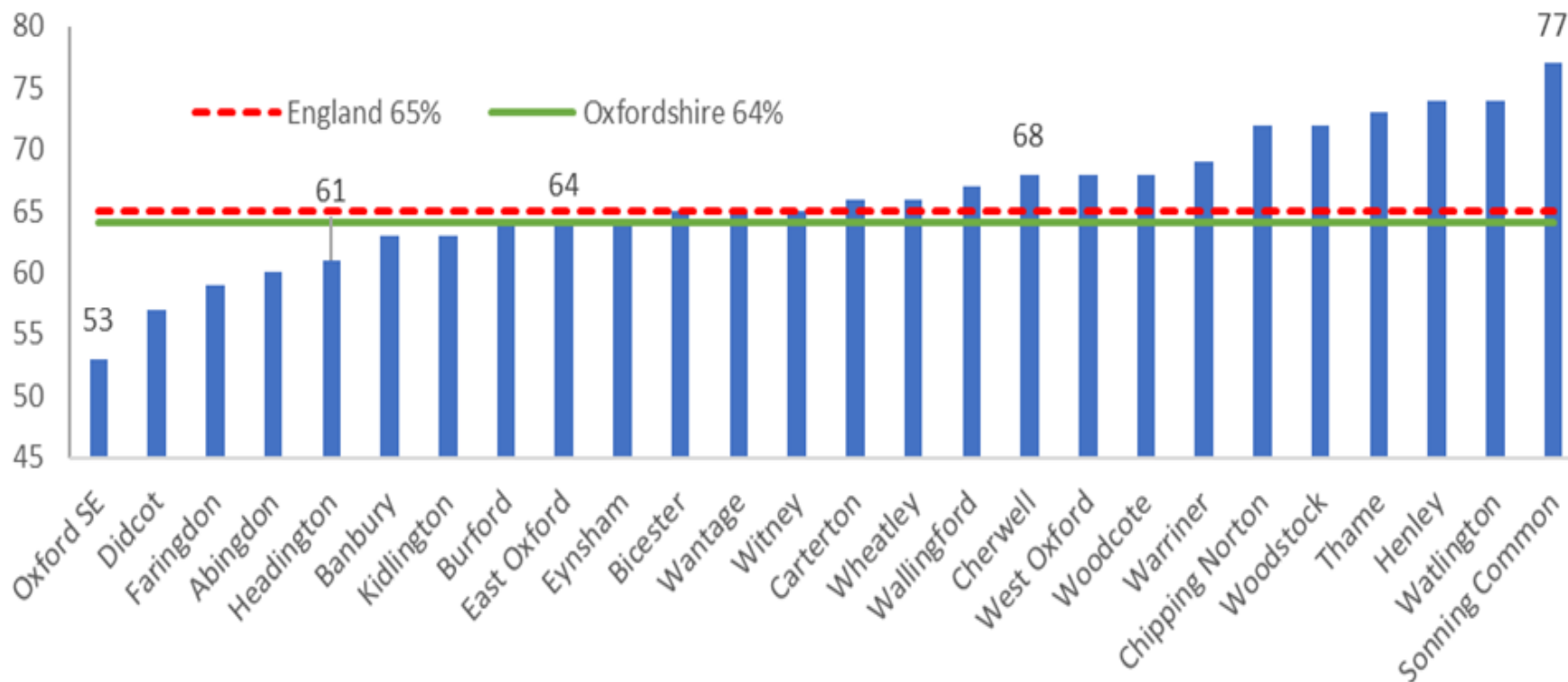
# KS1 combined RWM by locality





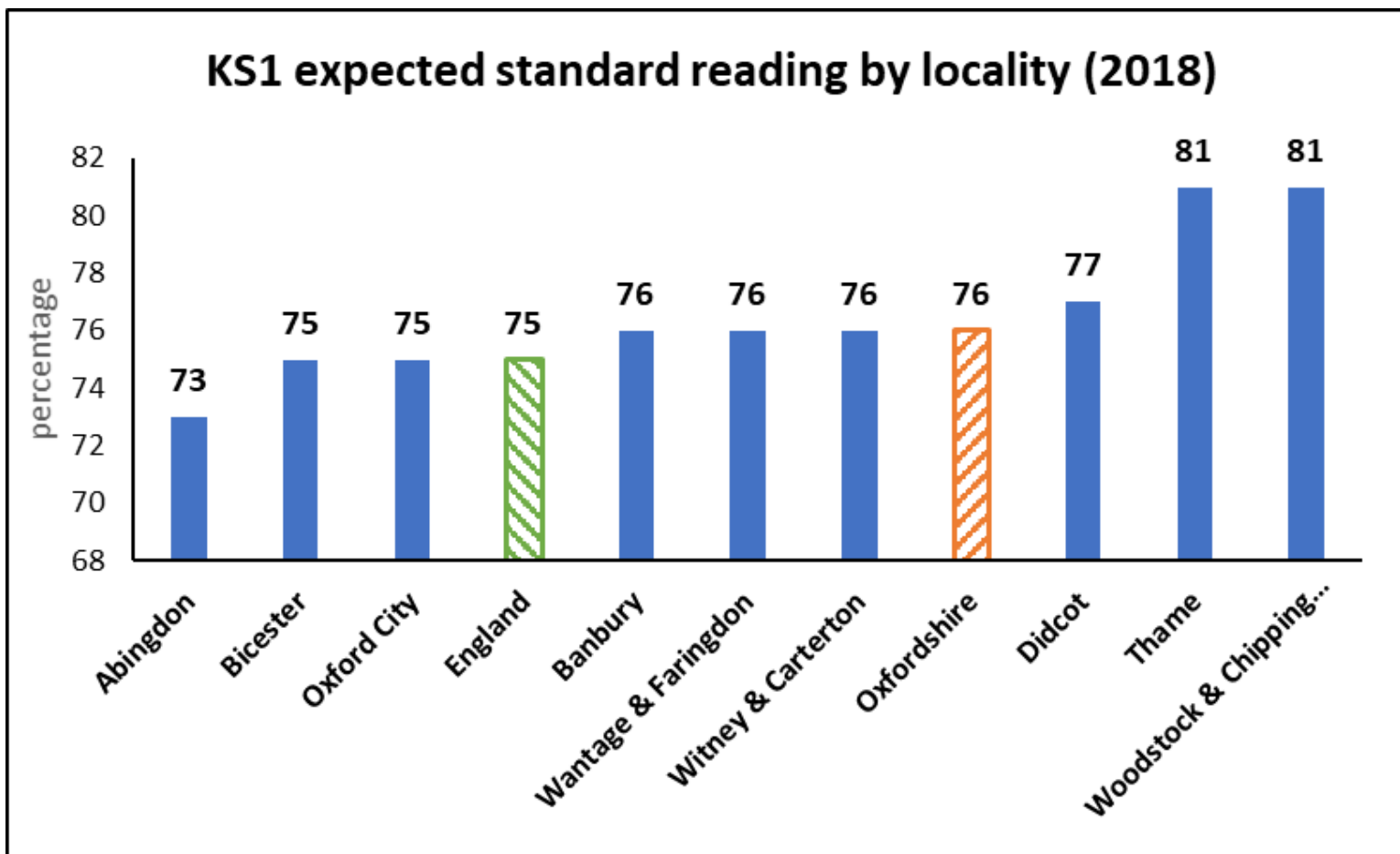
# Key Stage One RWM 2018

## Key stage 1 - reading, writing & maths combined (2018) by school partnership



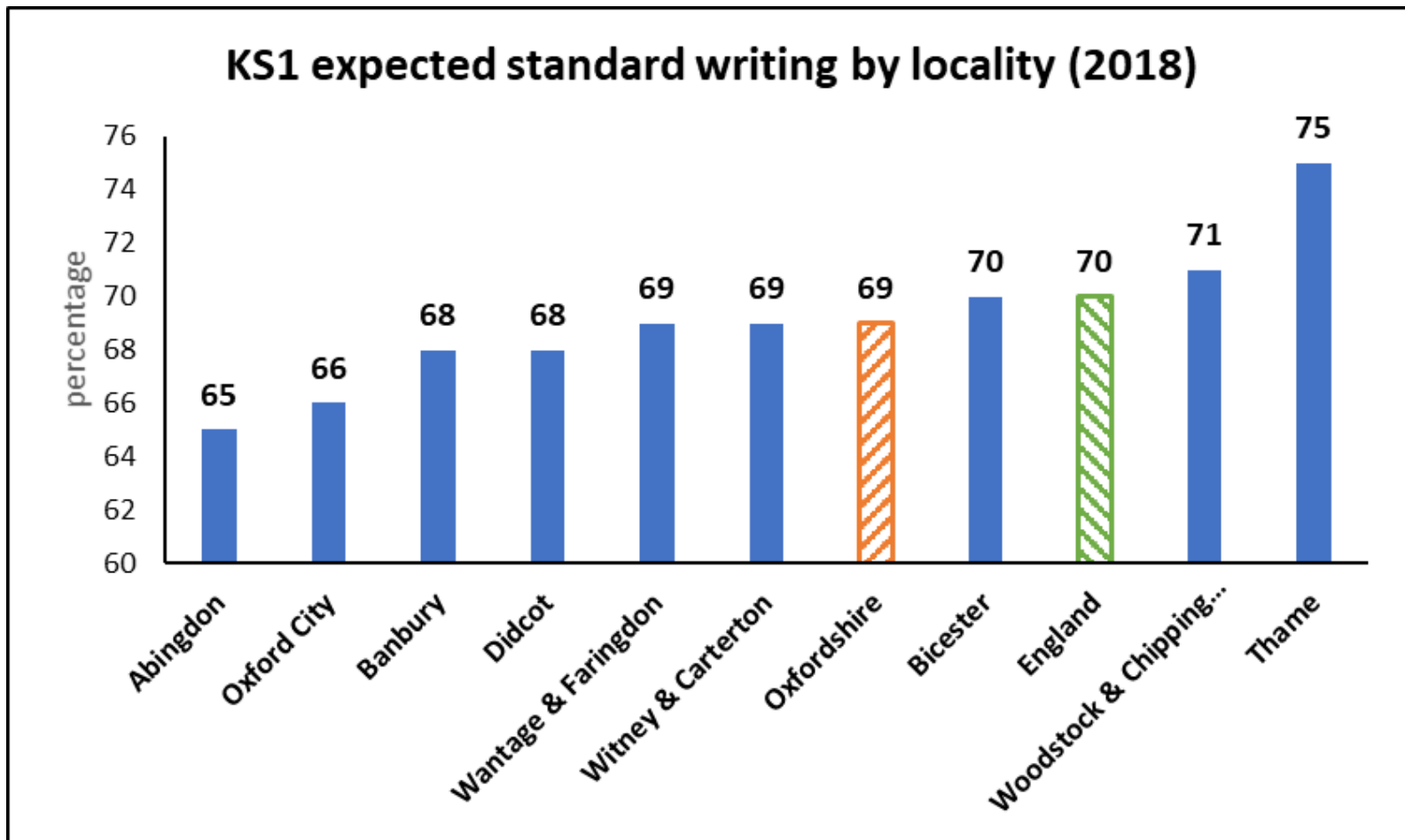


# KS1 reading by locality



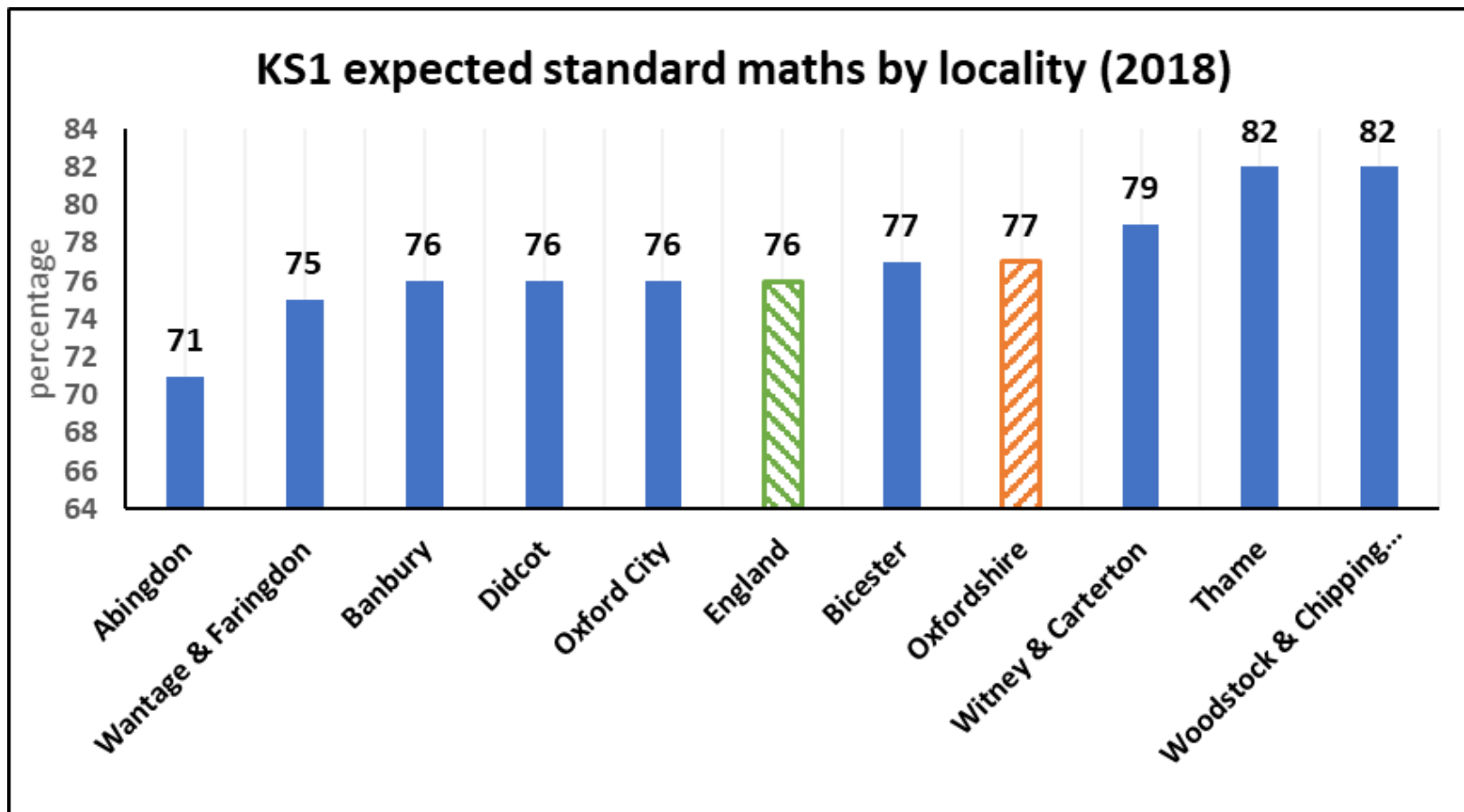


# KS1 writing by locality





# KS1 maths by locality





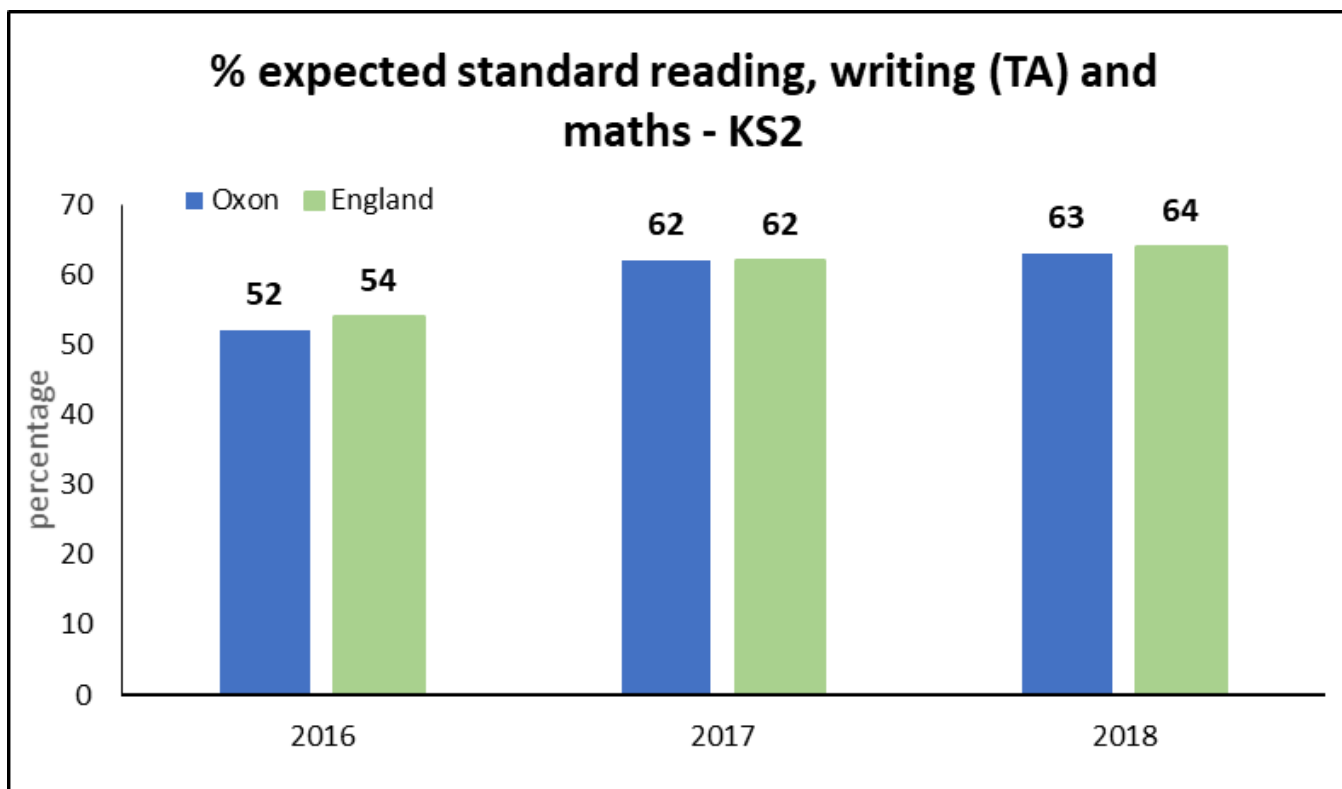


# Key Stage 2

Validated data



# Key stage 2 performance in Oxfordshire has dropped below the national average



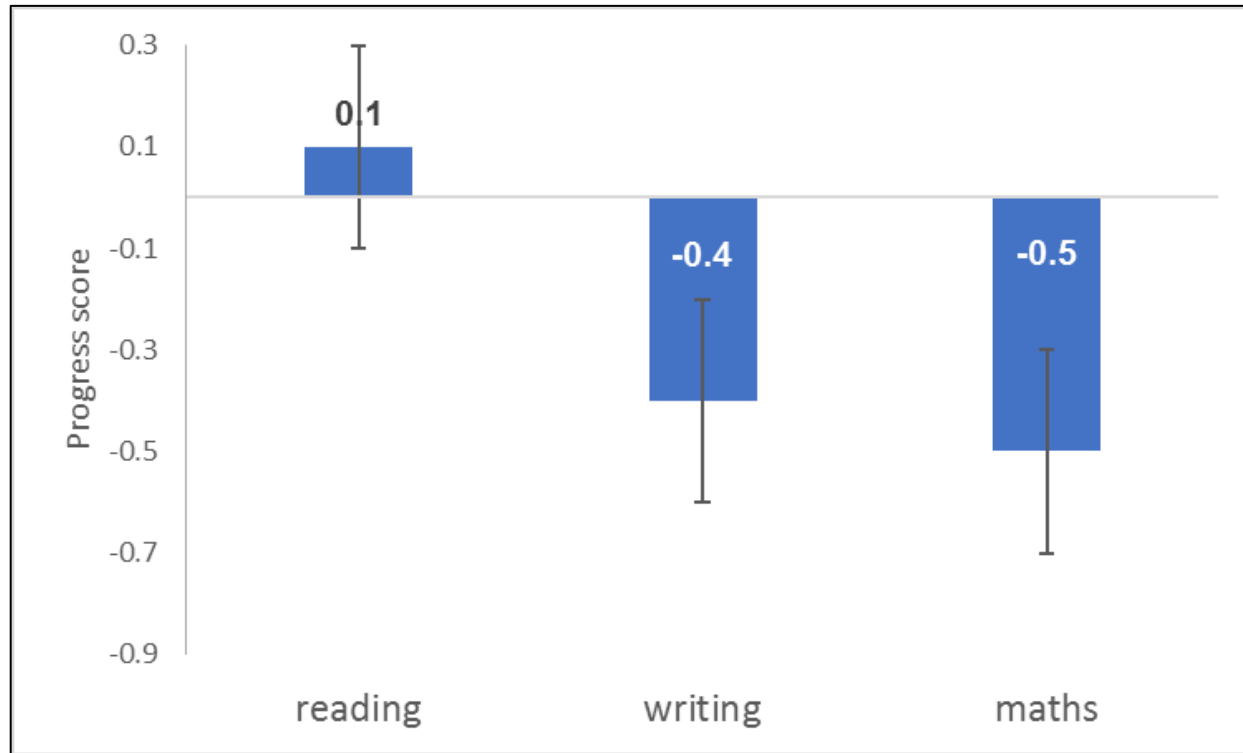
10% of Oxfordshire pupils are working at a higher standard in reading, writing and maths. This is in line with the national average.



- For the individual subject areas:
  - **Reading** – 76% of Oxfordshire pupils reach the expected standard in reading compared with 75% nationally. An increase from 74% in 2017.
  - **Writing** – attainment has increased from 74% in 2017 to 77% in 2018, remaining just below the national average of 78%.
  - **Maths** – in 2018 attainment fell from 76% to 74%. This is below the national average of 76% and ranks in the lowest quartile nationally.

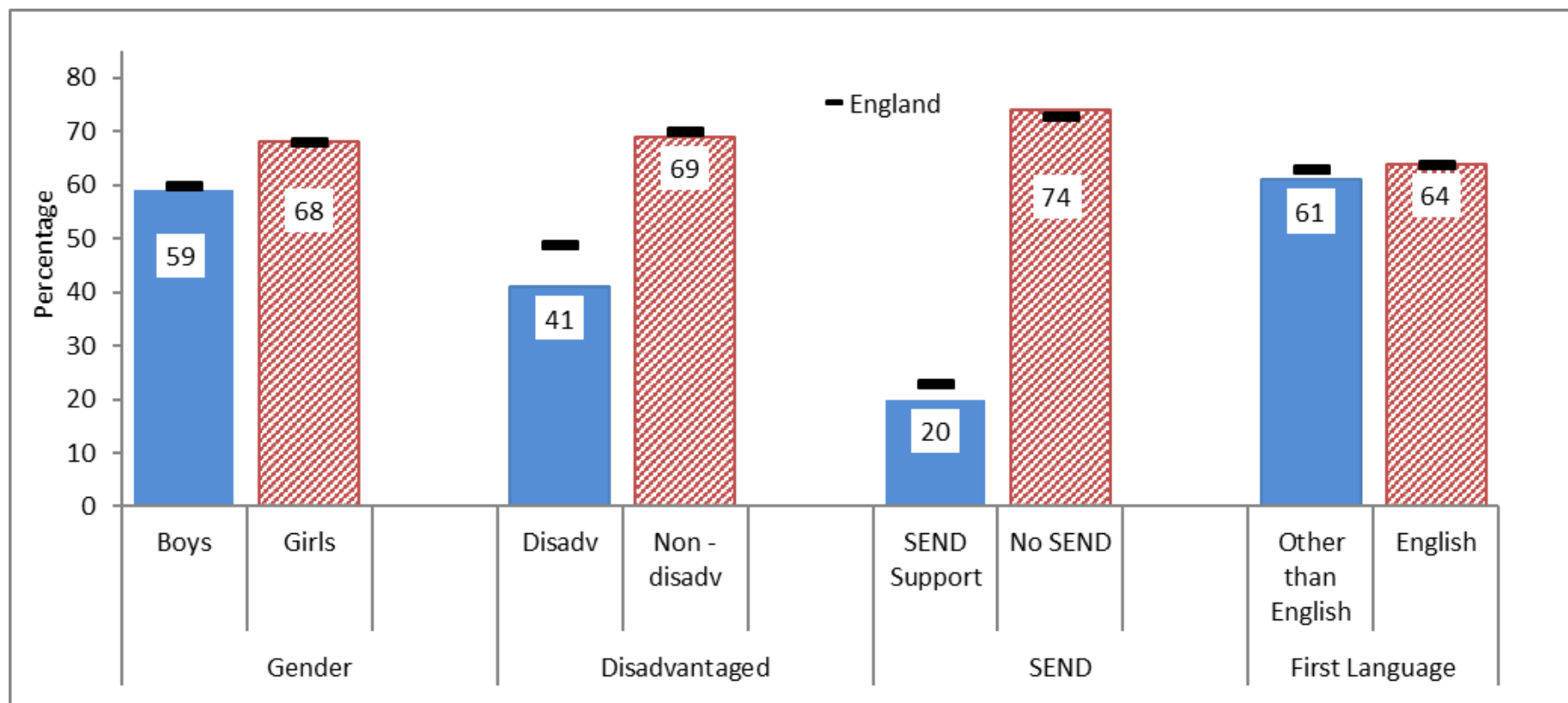


Progress in reading remains above national but progress in writing and in maths are significantly below that nationally





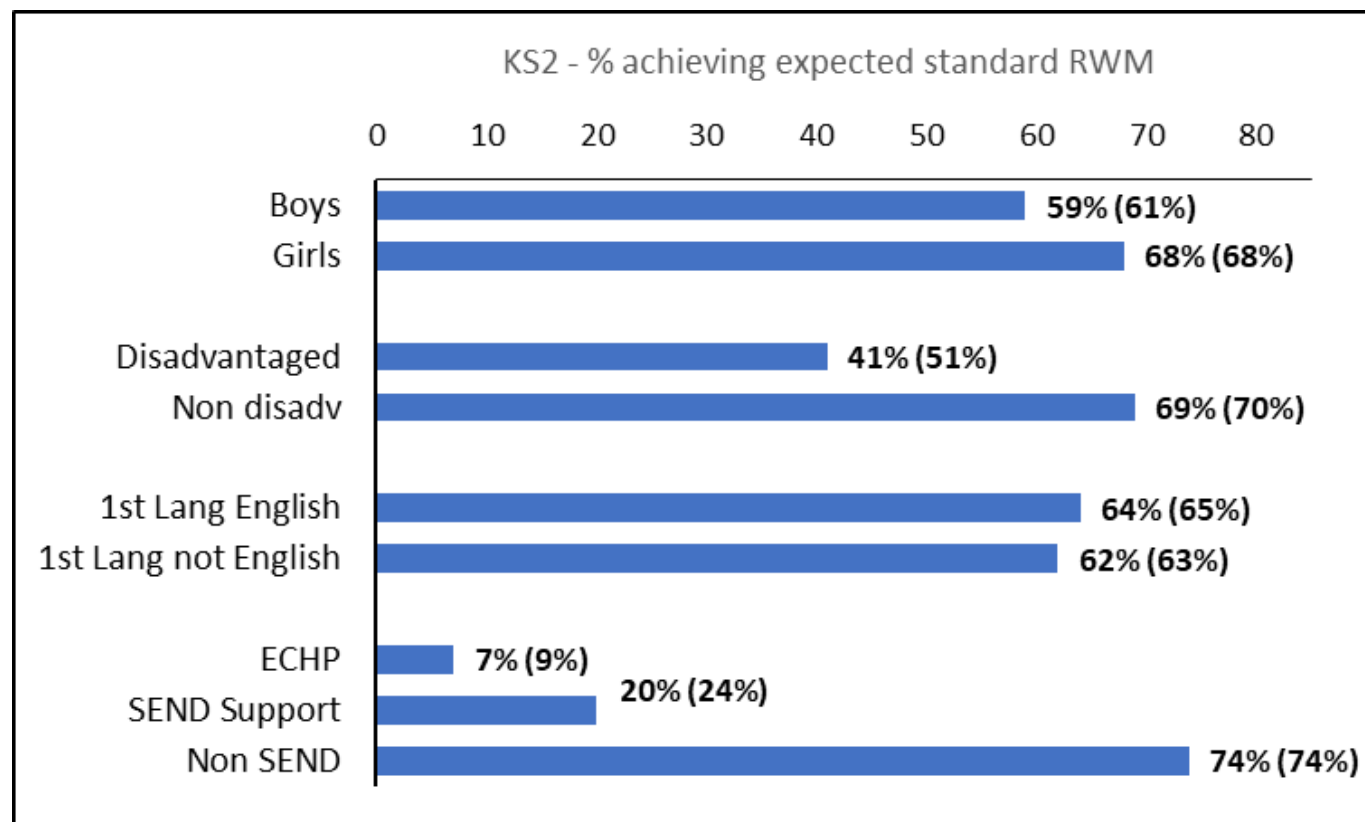
# Attainment of disadvantaged pupils, those eligible for free school meals and those at SEN support remains lower than peers



The disadvantaged gap at KS2 has increased from 26%pts to 29%pts this year. Nationally the gap has narrowed to 21%pts.

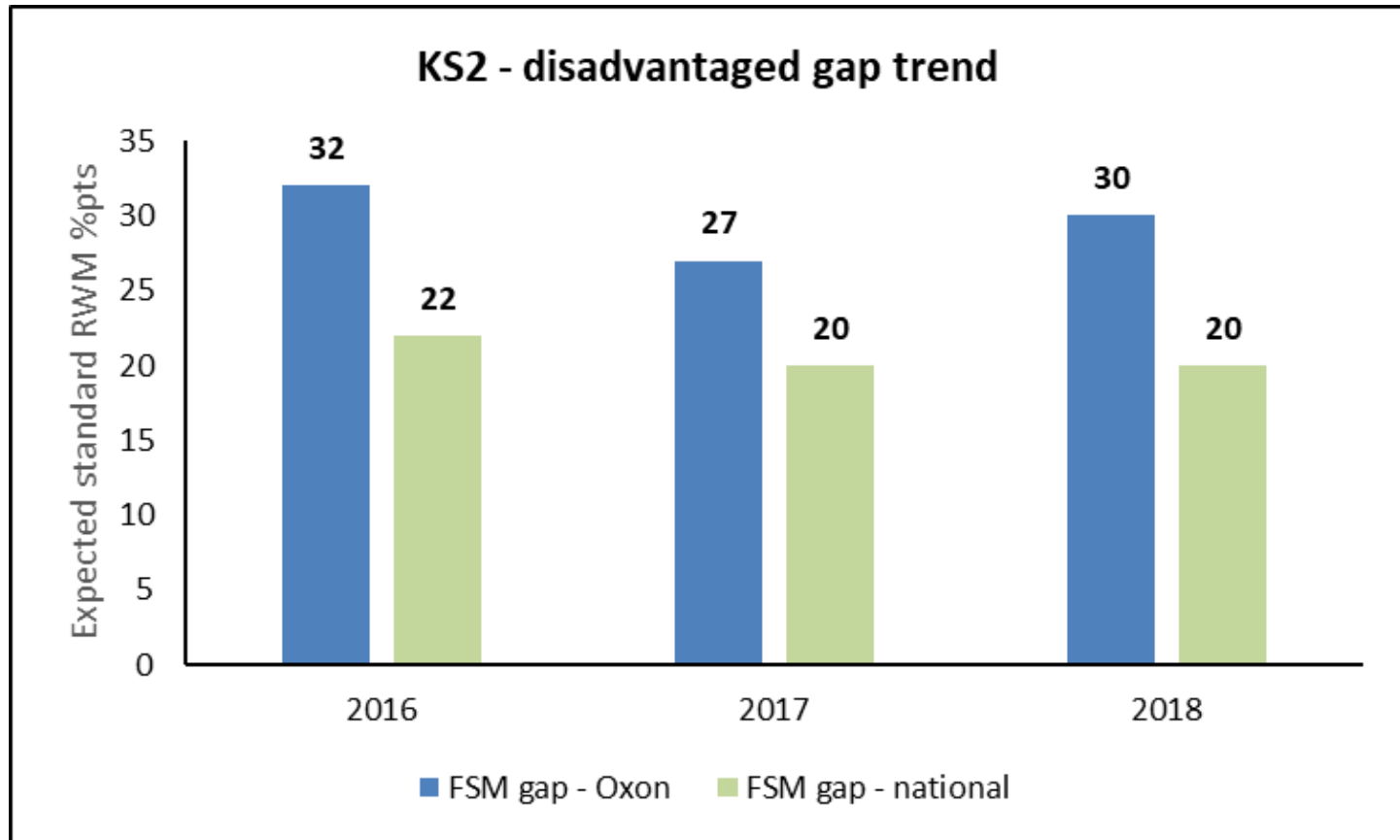


# The performance of disadvantaged pupils is 10%points below the same group nationally



(national comparisons in brackets)

# Disadvantaged gap at key stage 2 widened in 2018



In order for the gap to be the same as that nationally – an additional 140 disadvantaged pupils in Oxfordshire would needed to achieve the expected standard.



# 2018 Outcomes for Pupils – KS2

60% of pupils reach expected standards in Reading, Writing & Mathematics

– 63% Oxfordshire

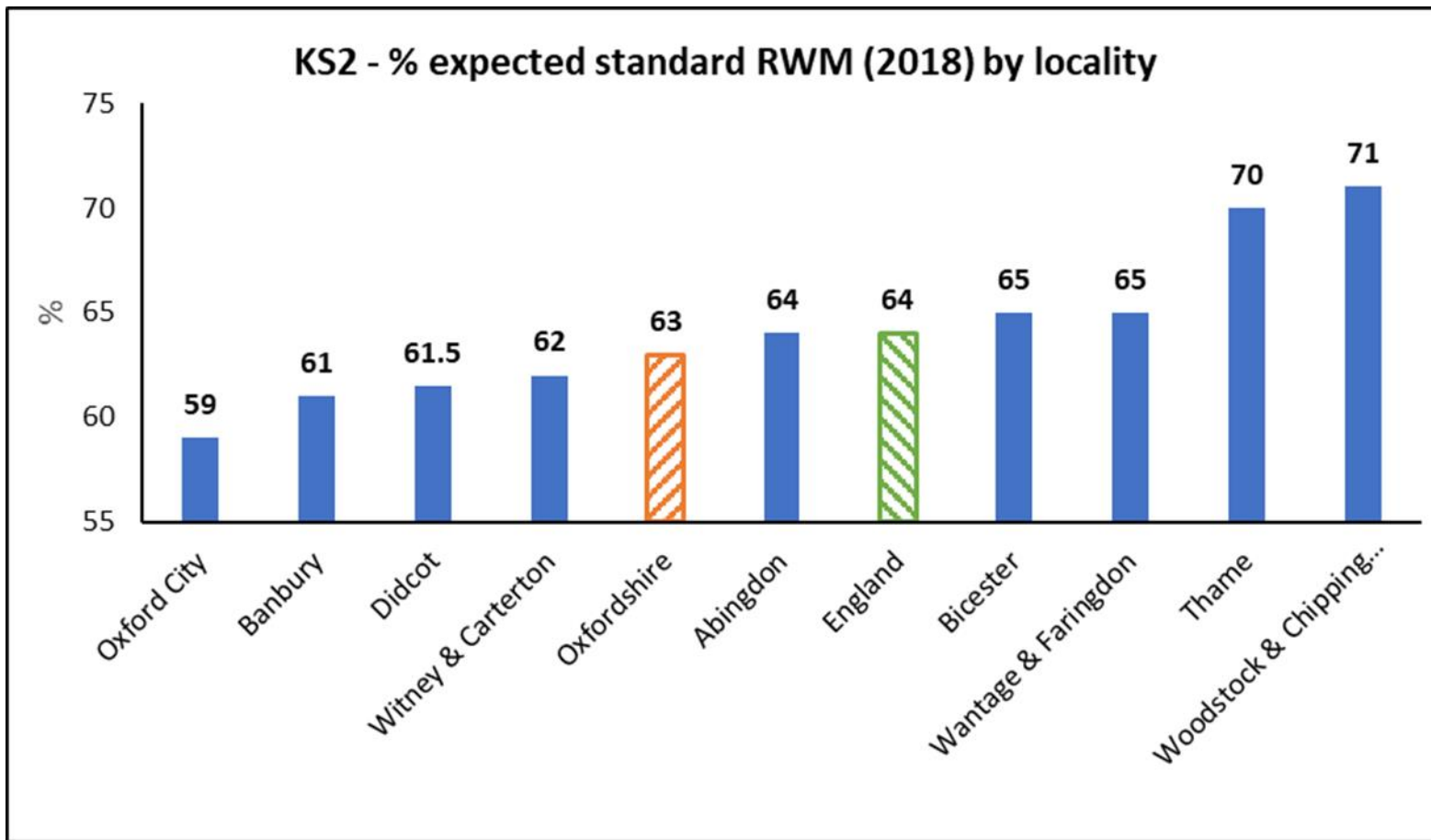
– 64% Nationally

NB: Up 17% since 2016





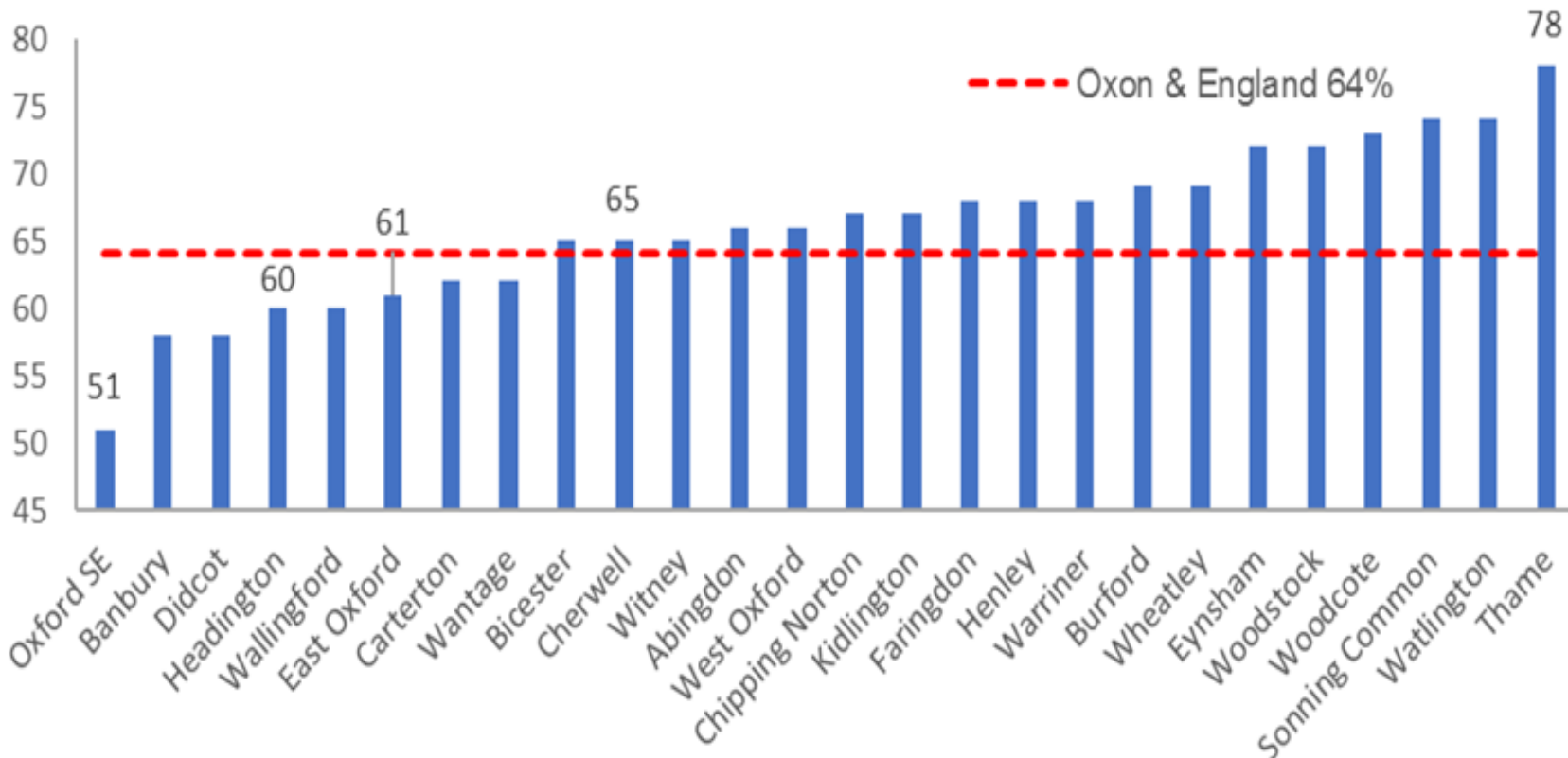
# KS2 combined reading, writing & maths by locality





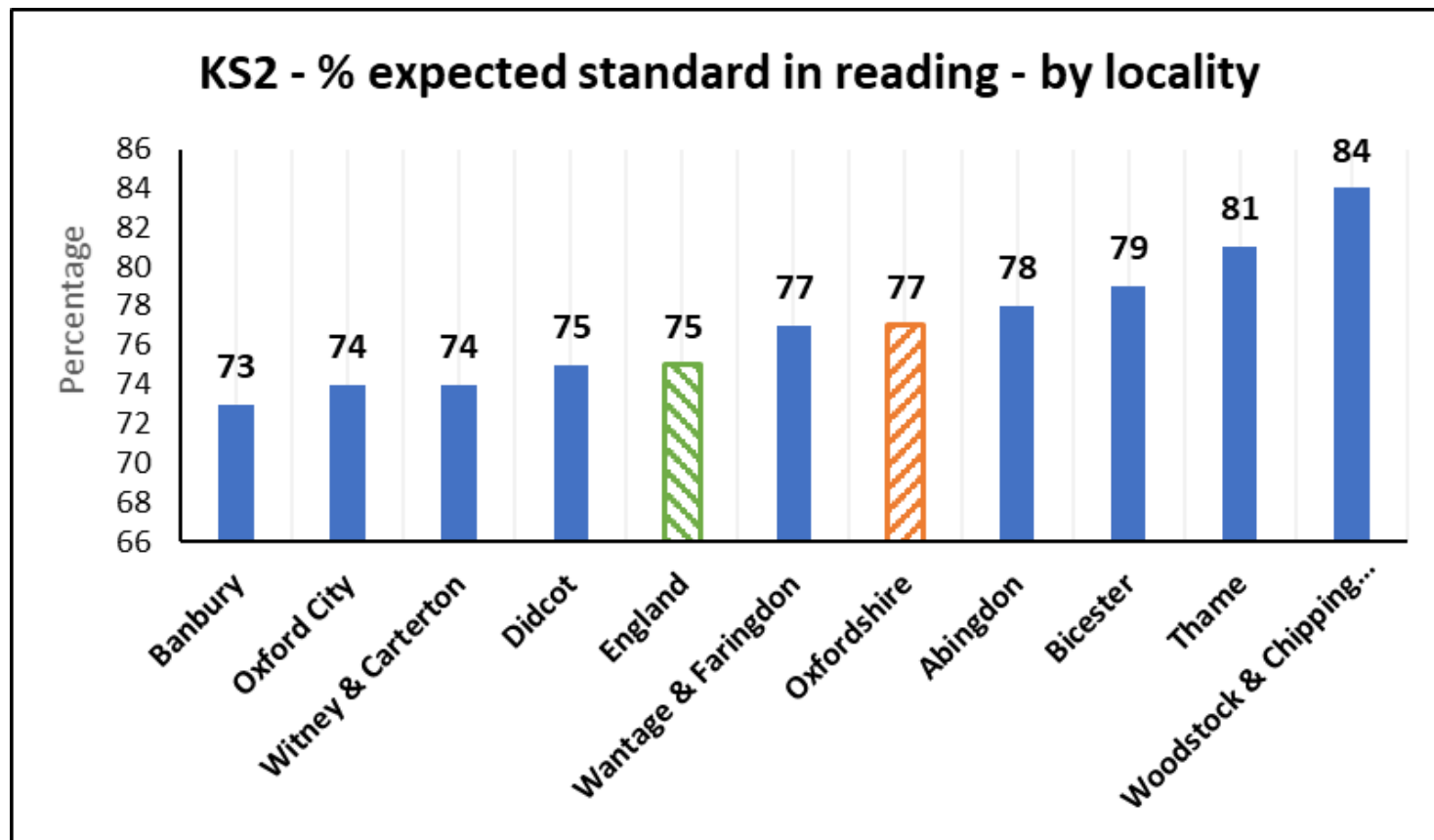
# Key Stage Two RWM 2018

## KS2 % expected standard reading, writing & maths 2018



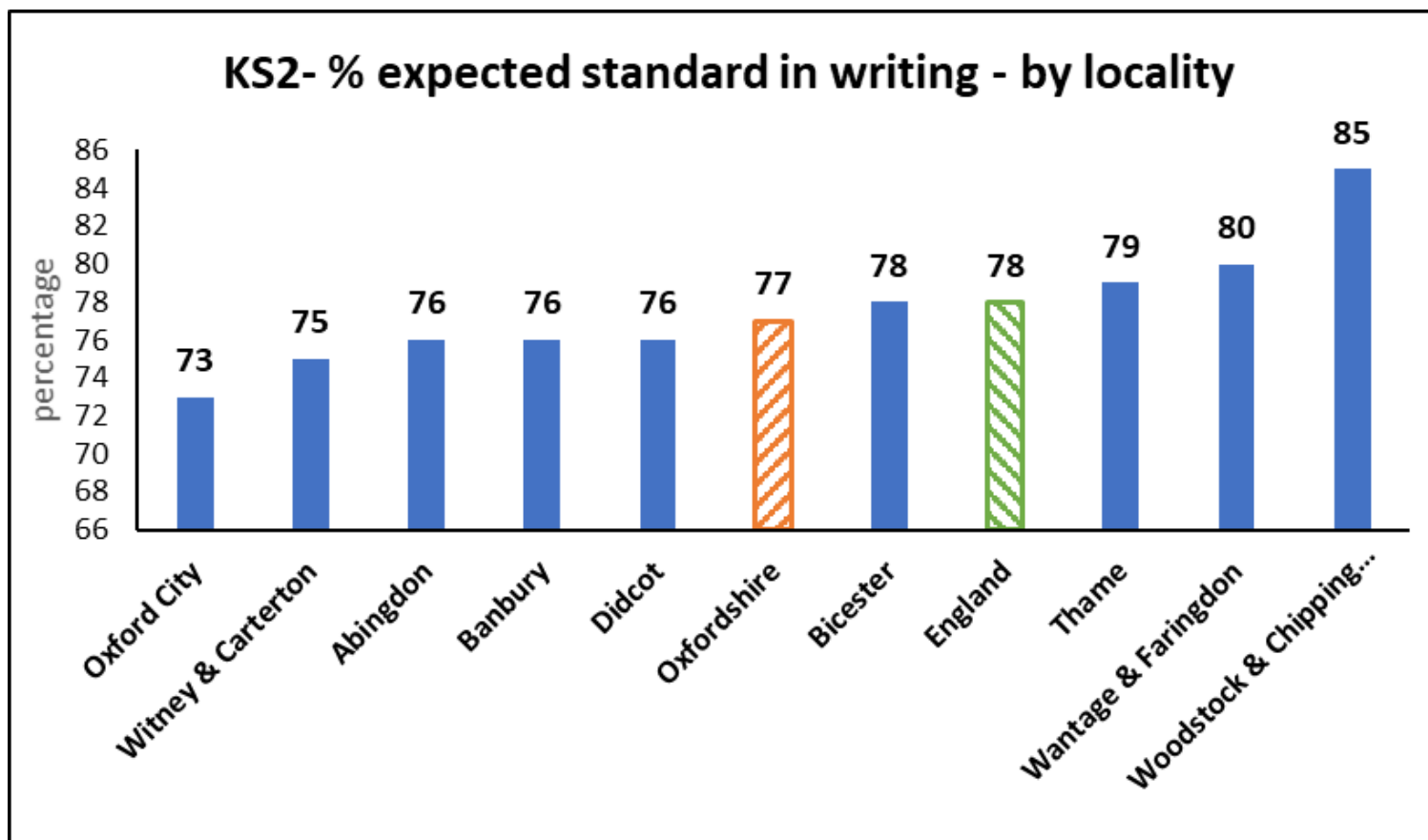


# KS2 reading – by locality



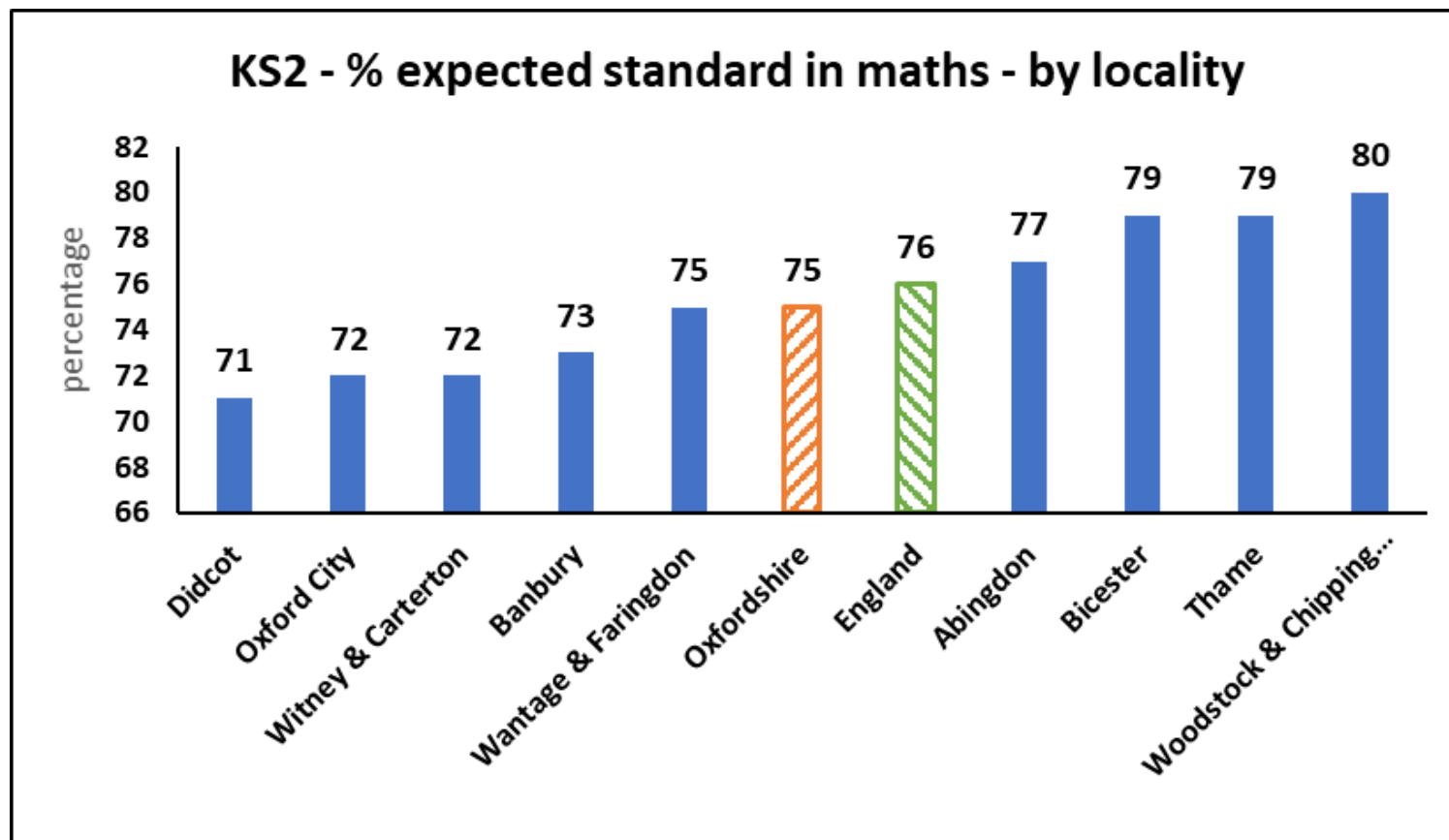


# KS2 writing - by locality





# KS2 maths – by locality



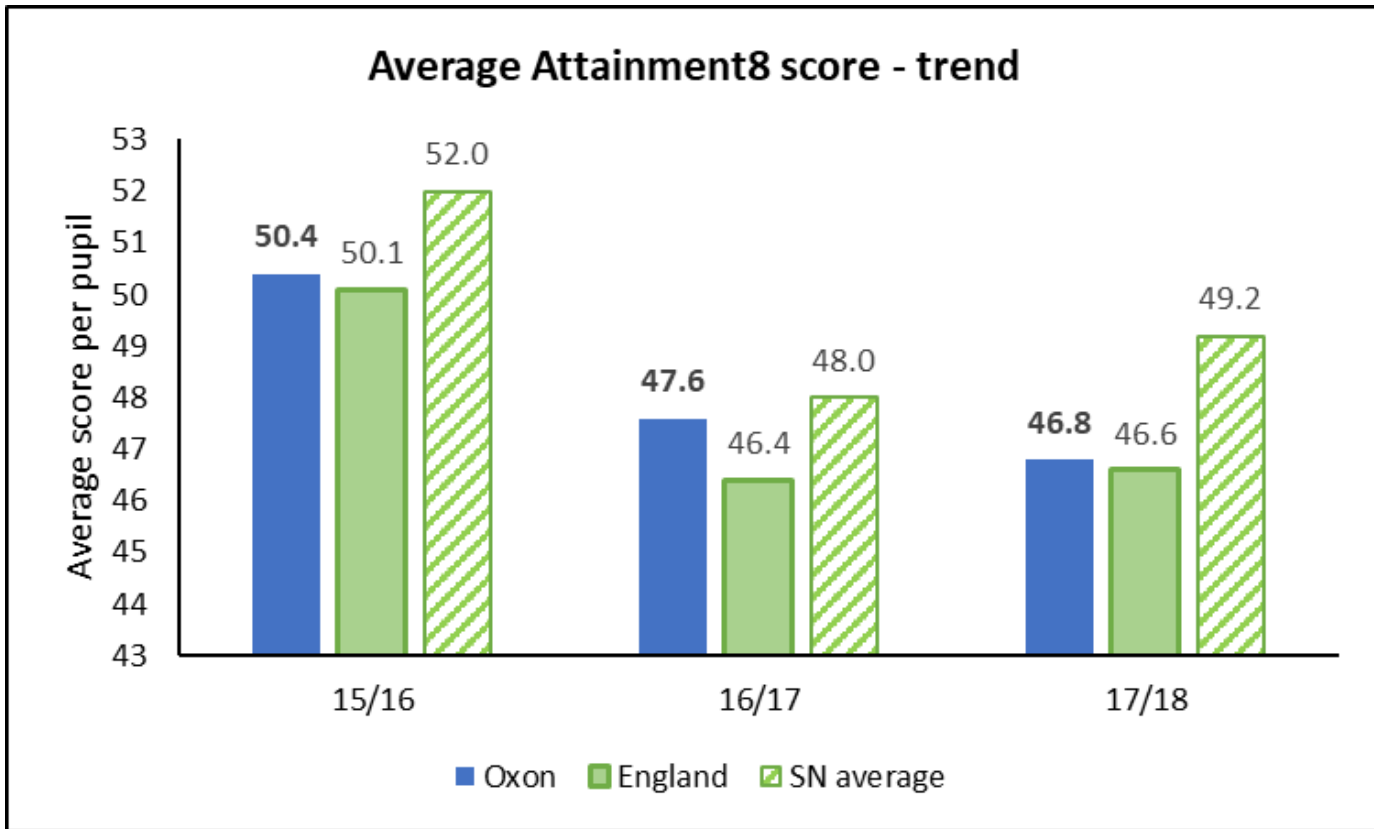


# Key Stage 4

Validated data



# Key indicator - Attainment 8 in Oxfordshire has fallen this year but remains above the national average





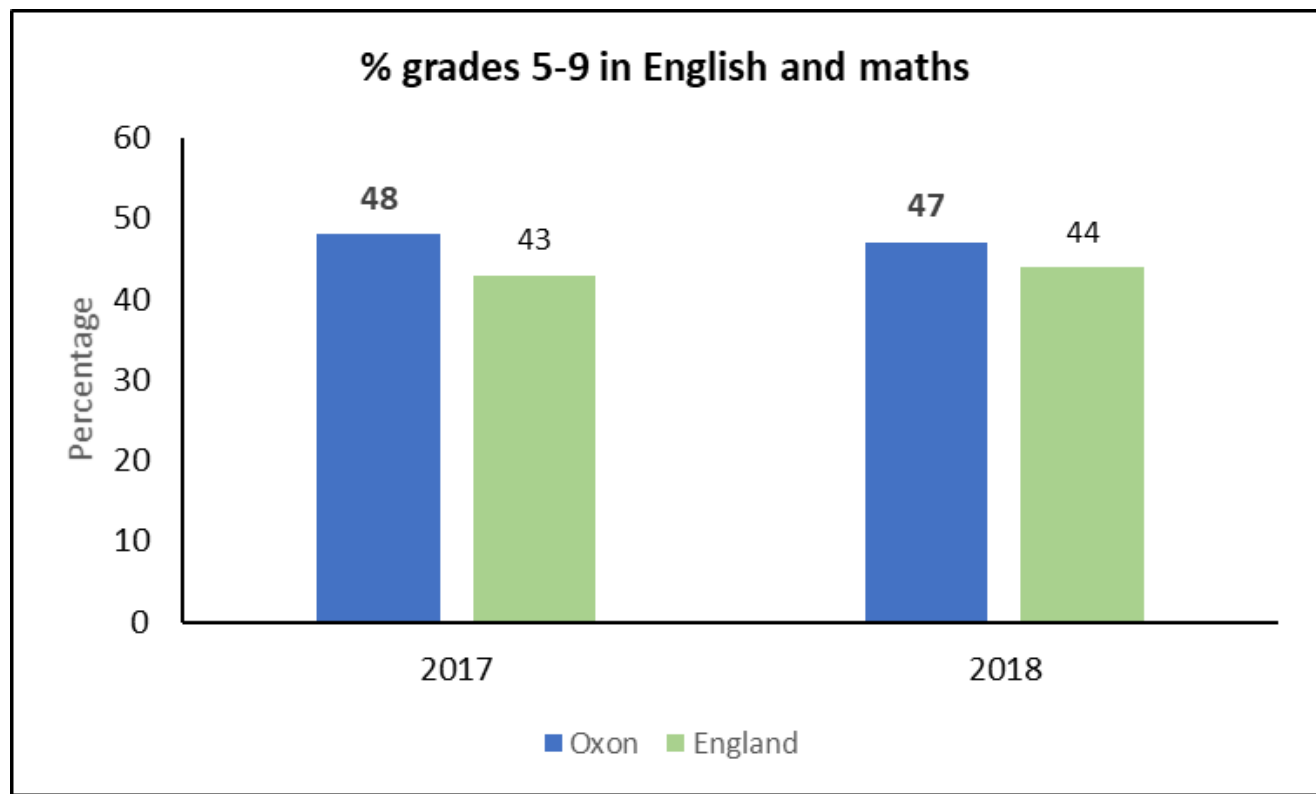
Oxfordshire has a higher average point score than national for the English, maths and EBacc elements of the Attainment 8.

	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	
<b>Oxfordshire</b>	46.8	10.1	9.2	13.7	13.8	12.4	1.4	
<b>England</b>	46.6	9.9	9.1	13.4	14.2	12.1	2.2	



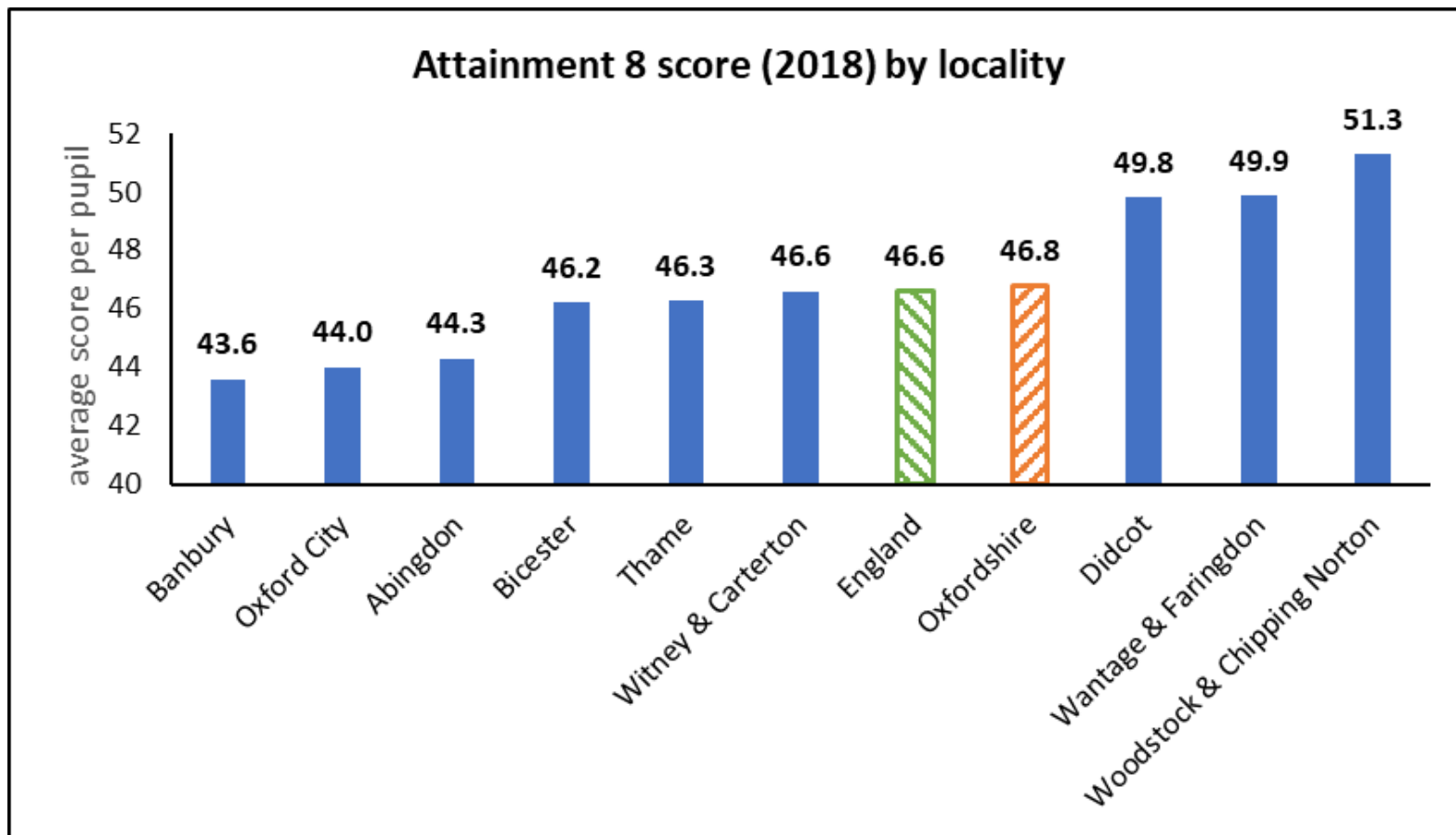


# The proportion of Oxfordshire pupils achieving grades 5-9 in English and maths fell slightly in 2018 but remains above the national average





# Attainment 8 by locality





In the English, maths and Ebacc elements of Progress 8, Oxfordshire is statistically above the national averages.

	Progress 8 score				
	Overall	English	Maths	EBacc	Open
Oxfordshire	-0.01	<b>0.05</b> Significantly above	<b>0.06</b> Significantly above	<b>0.05</b> Significantly above	<b>-0.16</b> Significantly below
England	-0.03	-0.04	-0.02	-0.03	-0.04

- 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 (-0.16) remains significantly below the national average (-0.04).

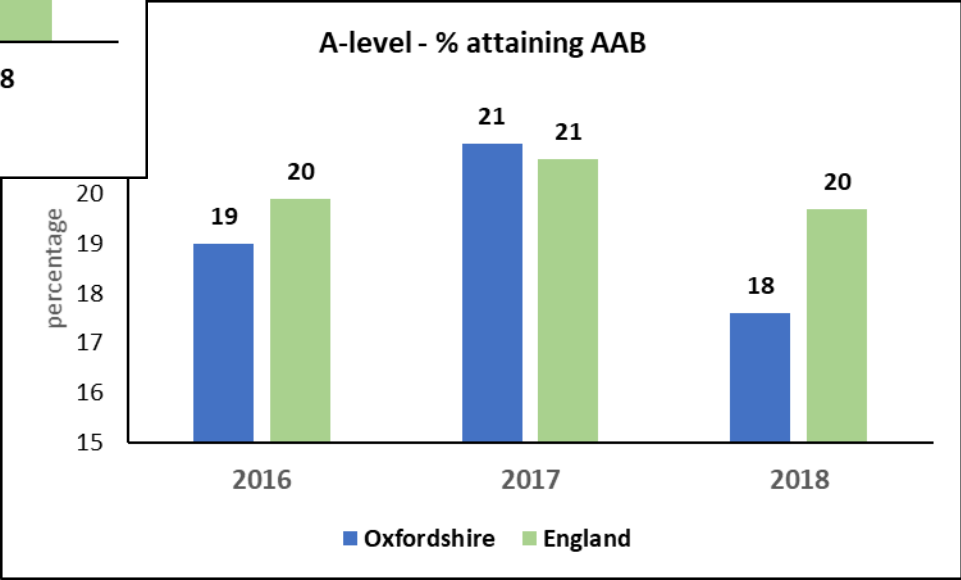
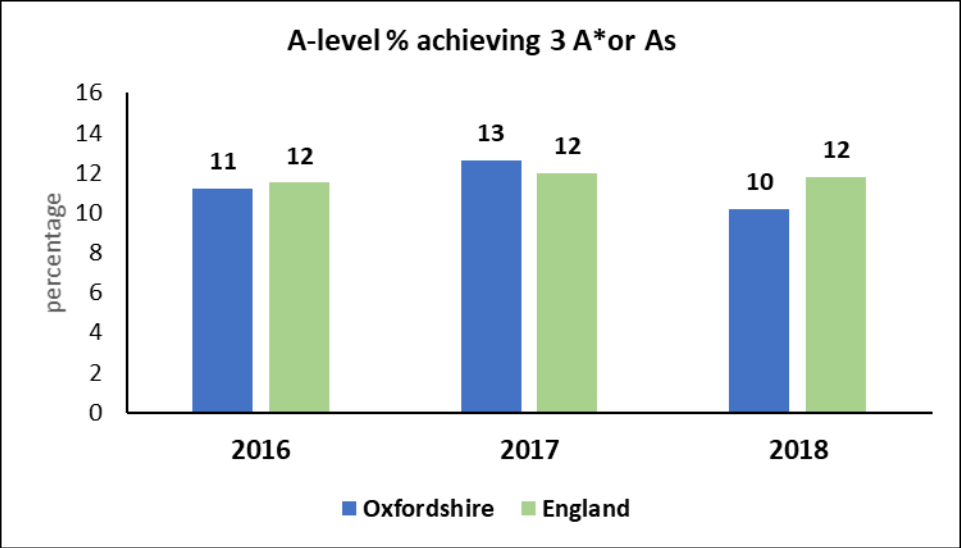


# Key Stage 5

Validated data

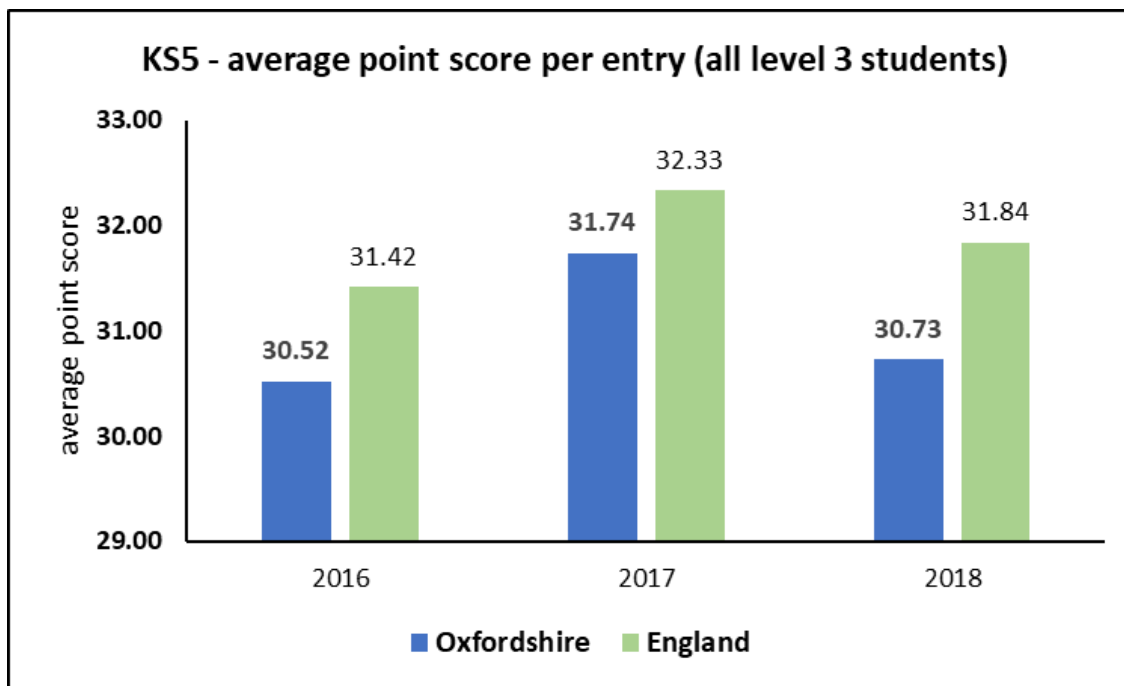


# The proportion of pupils achieving higher grades at A-level has dipped this year





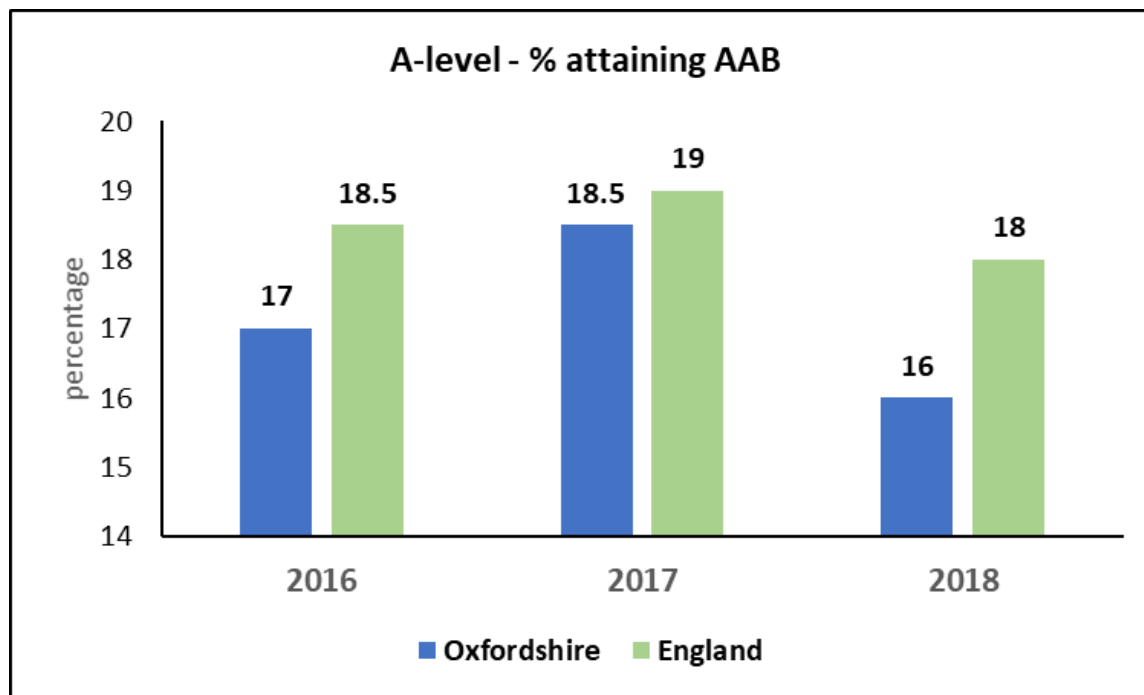
# KS5 Average points per entry



All schools and colleges. Compared to state schools only



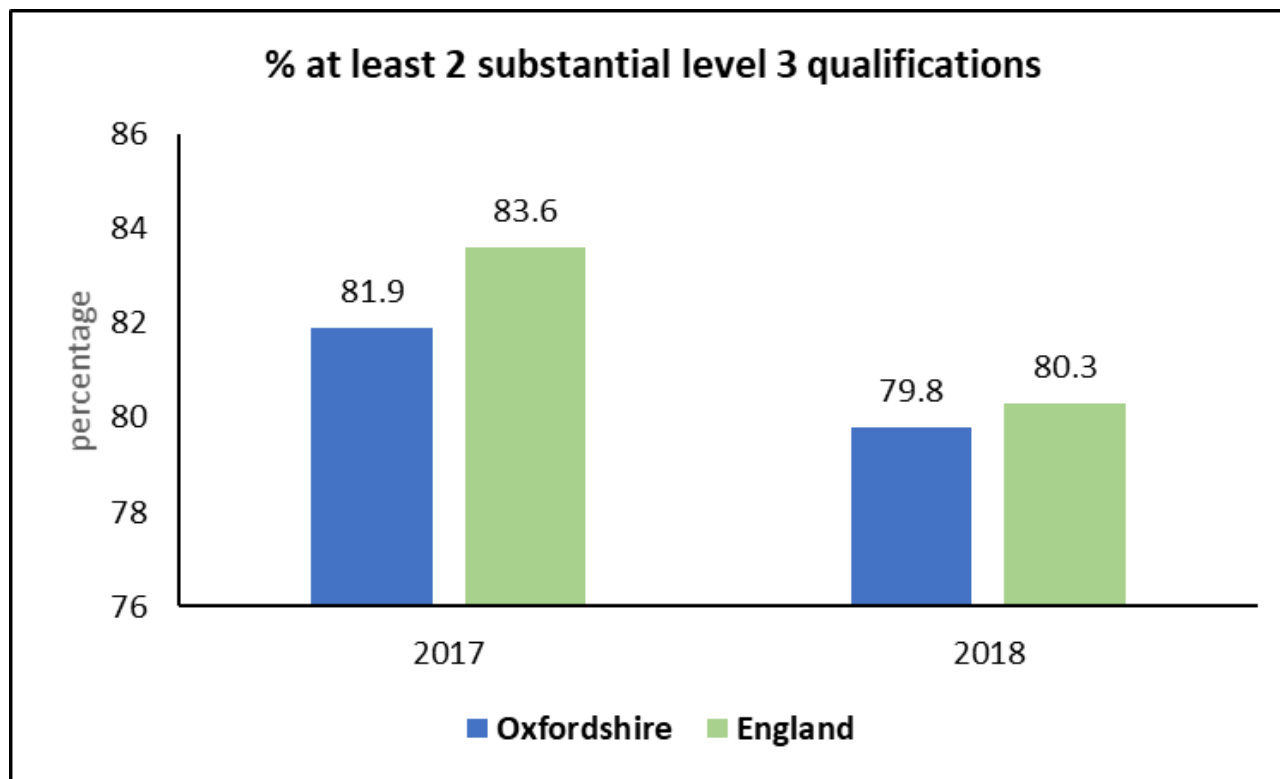
# A level - % AAB



All schools and colleges. Compared with state schools only



# Level 3 qualifications



All schools and colleges. Compared with state schools only





# Oxfordshire – Good schools

## Good schools for all pupils



Golden thread - ‘Safeguarding culture’



% Good and outstanding schools



% reaching the ‘Standard’ at all key stages  
(focus on disadvantaged students)



# LAC outcomes



# Oxfordshire – Good schools

## Good schools for all pupils



Golden thread - ‘Safeguarding culture’



% Good and outstanding schools



% reaching the ‘Standard’ at all key stages  
(focus on disadvantaged students)

20 May 2016

Dear colleague

### **Underachievement of pupils from disadvantaged backgrounds**

While much has been achieved by the schools in the South East region in terms of raising pupils' attainment, I am writing to all the region's headteachers and principals to highlight the continued underachievement of pupils from disadvantaged backgrounds and to explain the impact this is having on our approach to inspection.

Although there have been improvements in some areas and schools, overall the gap in achievement between this group of pupils and others remains too wide and is not closing rapidly enough. Put bluntly, a stark inequality still remains between what disadvantaged pupils achieve compared with their more advantaged peers.

Making sure inspectors look closely at how well schools are tackling any achievement gaps for disadvantaged pupils is already a core priority for Ofsted as a whole, and gaps between the achievement of disadvantaged pupils and others are already a factor in determining the timing of inspections.

Given the concerns in the region, you will not be surprised that, in the South East, I have asked inspectors to continue to give this issue particularly close attention. In the interests of transparency, I am sharing with you here the guidance given to inspectors. I have asked them to:

- ensure that exploring disadvantaged pupils' outcomes normally constitutes a line of enquiry during school inspection
- scrutinise in detail the impact of leaders' actions on improving disadvantaged pupils' progress
- report clearly and boldly on this aspect, recognising strengths when warranted but exposing weaknesses where they exist

*In the South East, I have asked inspectors to continue to give this particularly close attention. [...] I have asked them to:*

- *Ensure that exploring disadvantaged pupils' outcomes normally constitutes a line of enquiry during school inspection*
- *Scrutinise in detail the impact of leaders' actions on improving disadvantaged pupils' progress*
- *Report clearly and boldly on this aspect, recognising strengths when warranted but exposing weaknesses where they exist*



# Tackling Educational disadvantage

- Scrutiny of data
- Review of good practice
- Free CPD for all schools ( LA and Academy)
  - English, Vocabulary, spelling
  - Mathematics

Network groups in localities



# Oxfordshire – Good schools

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# Attendance 2017/2018 ac year

Persistent Absence is when a child misses 10%+ of school (one afternoon a week)

- In one of Oxford's City secondary schools 27% of children (301) were persistently absent during the 2017/18 academic year
- Just over a third of Oxford's primary schools are in the bottom quartile nationally for attendance, with 4 schools (13%) in the bottom 10%
- 23/31 Oxford primary schools have a level of persistent absence above that of Oxfordshire as a whole



# SEND Joint Area Inspection - Five areas for improvement

1. Clearly understood and effective lines of accountability for the implementation of the reforms
2. Rigorous self-evaluation and monitoring that drives and secures improvement
3. The quality of EHC plans
4. The timeliness of completing EHC plans
5. Reduce the levels of fixed-term exclusion of pupils in mainstream secondary schools who have special educational needs and social, emotional and mental health needs in particular.





# Progress

- Governance , monitoring and accountability arrangements strengthened.
- On target to meet June milestone that 50% of Education, Health and Care Plans will be completed in 20 weeks.
- Quality of EHC plans improving.
- 10% reduction in secondary fixed term exclusions compared with the 16/17 academic year.



# Strategic Priorities

## Learner Engagement

- Improved attendance leads to improved attainment.
- Our Learner Engagement Strategy for Oxfordshire aims to improve attendance and reduce exclusions.
- Shine a light on
  - Children missing out
  - Children who home educated



# Strategic Priorities

KS2 Writing

KS2 maths

The wider curriculum

Preparations for the world of work

All groups of students

**Student and staff well being**



# Working together

Further thoughts/ideas what do schools and settings feel would make things work better ?

What does the research and experience tell us?