

OXFORDSHIRE NEEDS ANALYSIS

Education and Skills

August 2018

This report was produced by Oxfordshire Community Foundation using community mapping and reporting tool Local Insight. This tool has been developed by OCSI and makes use of open data to help councils and community organisations make informed funding and policy decisions. It brings in up-to-date data drawn from the Census, the Department for Work and Pensions, deprivation indices and other sources.

Note that data will change regularly as information is updated on Local Insight. This report was correct at the date of publication.

Key to maps:

20% least
deprived

20% most
deprived

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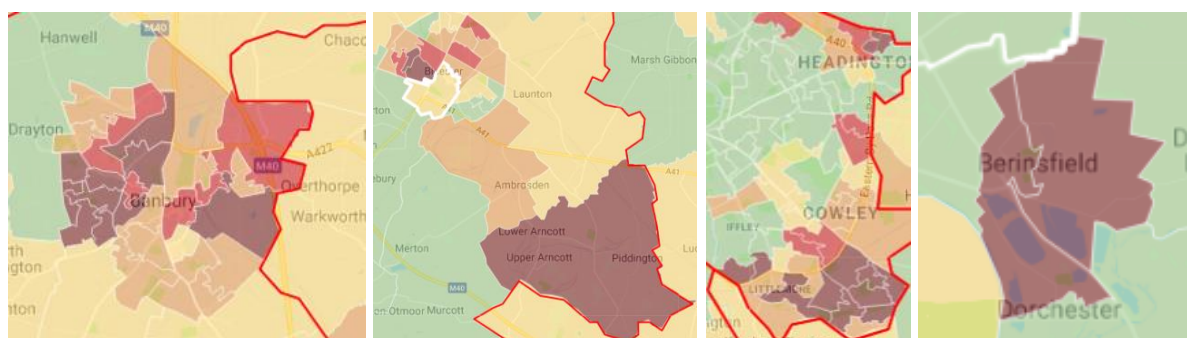
Indices of Multiple Deprivation (IMD) – Education, Skills and Training domain

The IMD rankings are published by the Department of Communities and Local Government and are derived from census data. They work on the assumption that there are several different types of deprivation, and that these can be measured within small neighbourhoods, or Lower Super Output Areas (LSOAs – areas of around 1,600 people). Each area has an aggregate ranking, but more telling information can be found by drilling down into the detail of each of the indices, or domains.

There are 407 LSOAs in Oxfordshire. Within the Education, Skills and Training domain, there are 40 LSOAs that rank as the 20% most deprived within England (25 in the top 10% most deprived). This domain has several more granular sub-domains as follows.

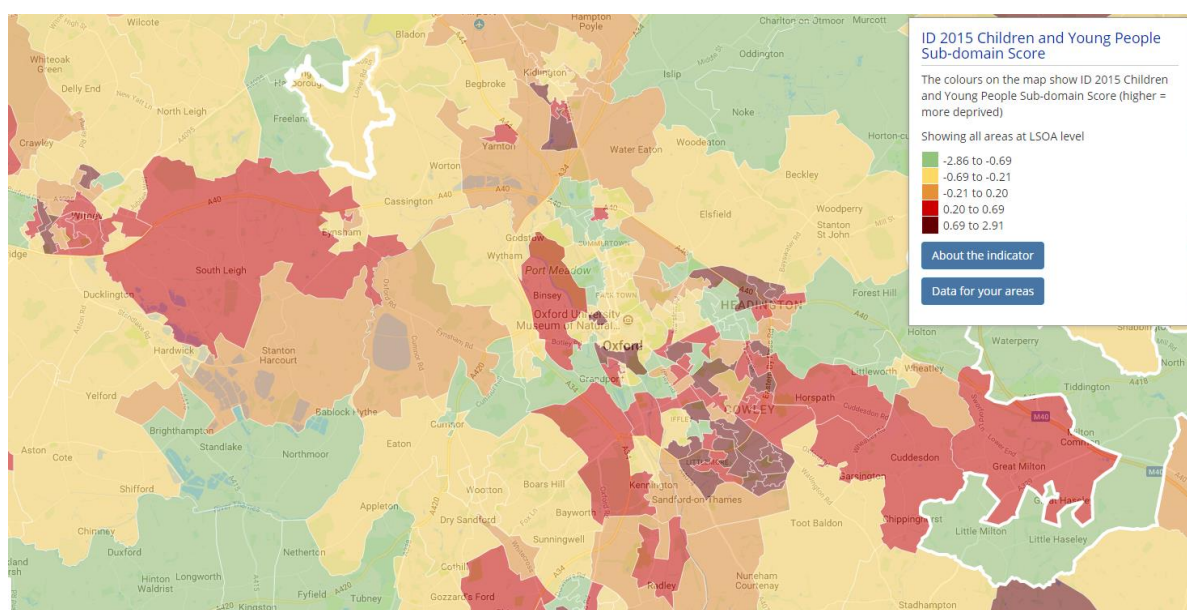
Adult Skills sub-domain

Within the Adult Skills sub-domain, the picture is not much better, with 30 LSOAs appearing in the 20% most deprived with England. Most are shown below in Banbury, Bicester, Oxford and Berinsfield. There are also single LSOAs in Kidlington, Chipping Norton, Witney and Abingdon that fall into the 20% most deprived.

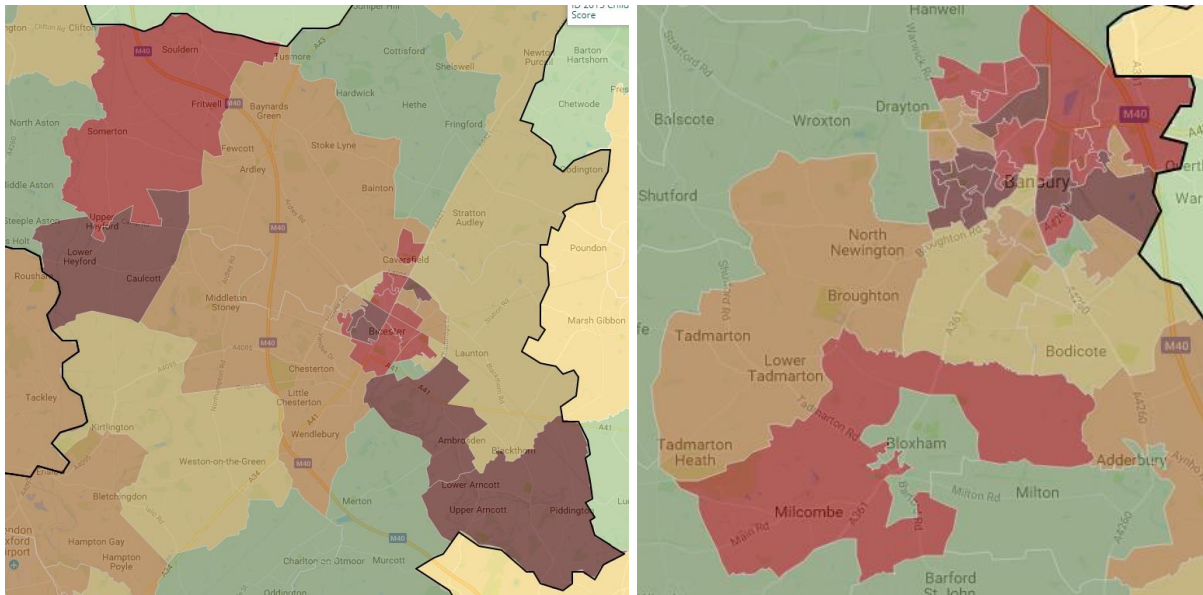


Children and Young People sub-domain

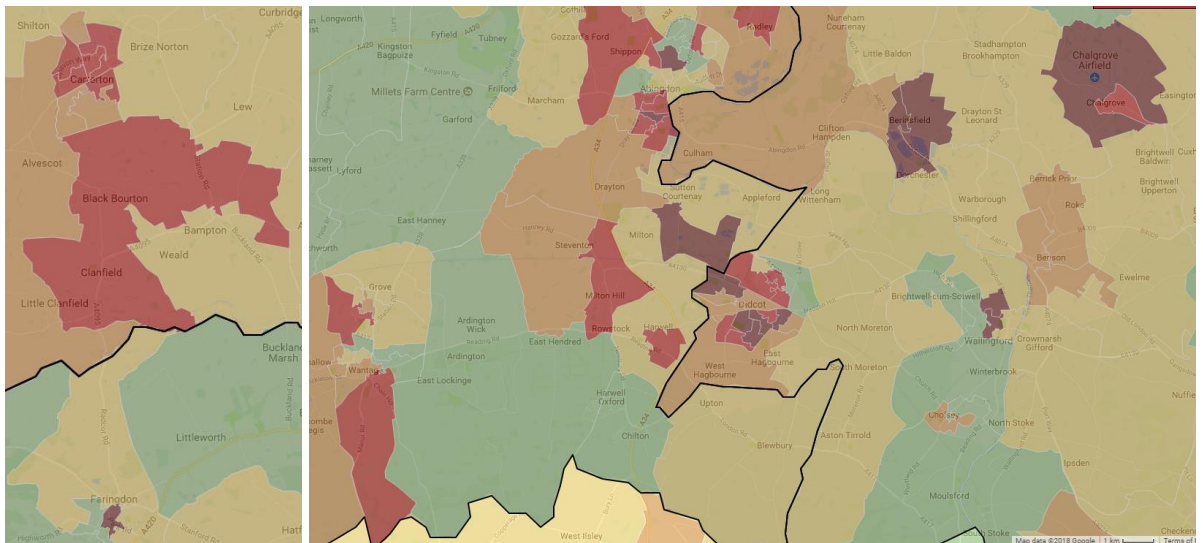
The Children and Young People sub-domain shows an even worse picture. There are 64 LSOAs in the 20% most deprived in England. The map below shows how common deprivation in this domain is throughout Oxford City and its surrounding areas, and also as far west as Witney:



These two maps show the deprivation in areas of Cherwell – particularly Bicester and Banbury:



Heading South (and further West) of Oxford we see other areas of deprivation. Neighbourhoods in Faringdon, Didcot, Chalgrove, Wallingford, Berinsfield, and Abingdon stand out in particular:



Educational attainment

Within the National Curriculum there are four stages at which attainment are assessed:

Key Stage	Age	School year
Key Stage 1	Ages 5-7	Years 1 and 2
Key Stage 2	Ages 7-11	Years 3, 4, 5 and 6
Key Stage 3	Ages 11-14	Years 7, 8 and 9
Key Stage 4	Ages 14-16	Years 10 and 11



Key stage 2

By the end of Key Stage 2 (11 years old) students are expected to reach Level 4 in Reading, Writing and Mathematics. Across the whole of England, 78% reach Level 4; in Oxfordshire the figure is 78.8%. However, when we start looking at more localised areas, the figure can drop dramatically:

Area	% reaching level 4
Berinsfield	47.9%
Wantage	68%
Oxford City	73%
Grove	73.4%
Witney	73.9%
Banbury	75.5%
Didcot	77%

Berinsfield stands out, with less than half the children reaching an acceptable level of education. Looking at an LSOA level, there are several other areas which drop below the 50% level in: Banbury, Cholsey, Oxford, Piddington and Witney. Furthermore, there are several areas which fall into the bottom 20% nationally in: Didcot, Abingdon, Wantage, Kidlington, Bicester, and some of the more rural areas.

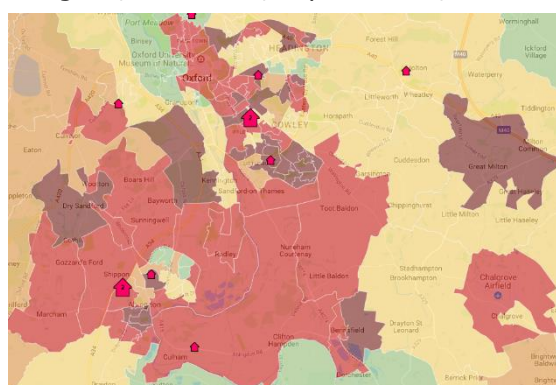
Key stage 4

At the end of Key Stage 4 (16 years old) students will usually sit GCSE exams. Pupils achieving five or more Key Stage 4 (GCSE) passes at A*-C, including English and Maths, is a standard measure of success. The England average is 57.1% – a poor level in its own right. Oxfordshire has a higher average at 60.1%, but several Oxfordshire towns have poorer percentages:

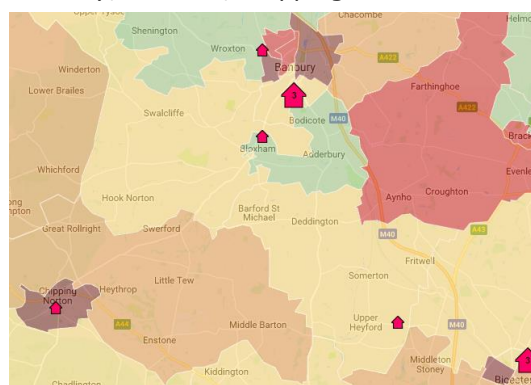
Area	% passing five or more (GCSE) at A*-C
Berinsfield	44.9%
Chipping Norton	45.4%
Banbury	49%
Bicester	52.2%
Cherwell	56.1%
Abingdon	56.8%

If we look at the data at LSOA level we find that there are areas in Abingdon, Banbury, Berinsfield, Bicester, Chipping Norton, Dry Sandford, Oxford and Witney that have a rate below 40% of students achieving this basic level of educational attainment.

Abingdon, Berinsfield, Dry Sandford, Oxford



Banbury, Bicester, Chipping Norton



Red houses represent secondary schools



People with no qualifications

We might presume that there would be very few people over the age of 16 who had not gained any academic, vocational or professional qualifications. Sadly, there are areas of Oxfordshire where the proportion of adults in this situation is higher than the national average of 22.5%.

Town	% 16+ no qualifications	% in worst LSOA	Number 16+ no qualifications
Berinsfield	30.4%	31.8%	722
Banbury	24.7%	40.1%	9,127
Chipping Norton	20.9%	34.1%	1,090
Kidlington	20.9%	29.8%	2,392
Wallingford	19.6%	23%	956
Didcot	18.6%	34.7%	3,696
Faringdon	18.4%	25.6%	1,173
Witney	18.1%	35.8%	3,996
Wantage	17.7%	23.3%	1,618
Bicester	17.5%	30.2%	4,228
Abingdon	16.7%	38.3%	4,498
Grove	16.6%	22.5%	965
Thame	16.1%	24.8%	1,490
Henley-on-Thames	14.9%	28.9%	1,406
Carterton	13.9%	23.8%	1,765
Oxford City	13.6%	39.6%	17,287

As can be seen in this table, only Berinsfield and Banbury have a greater proportion of their adult population with no qualifications than the national average. However, all the major towns of Oxfordshire have at least one LSOA which has a proportion higher than 22.5%. Those marked red are LSOAs which would feature in the 20% most deprived by this measure nationally.

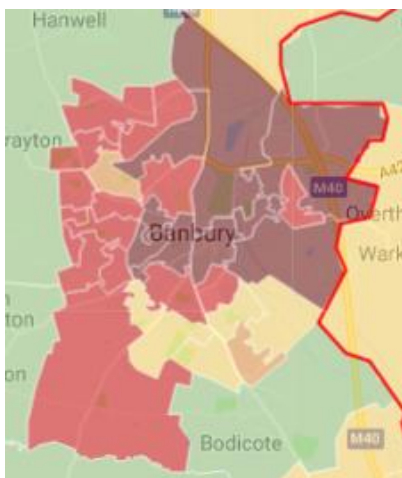
The percentage of adults with no qualifications in Oxfordshire is quite low (16.7%) but the fact that there are approaching 90,000 people in this situation is a concern. Projects focusing on the deprived areas of Abingdon, Banbury, Berinsfield, Chipping Norton, Didcot, Oxford City, and Witney would reach the greatest proportion of these individuals.

English language skills

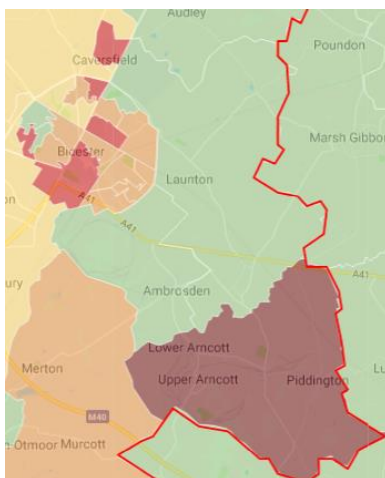
One of the most fundamental skills required for most employment is the ability to speak English. Over the last year Oxford City has seen its population increase by more than 3,500 due to international migration. This and existing diverse communities see some areas with a relatively high proportion of people who cannot speak English well.



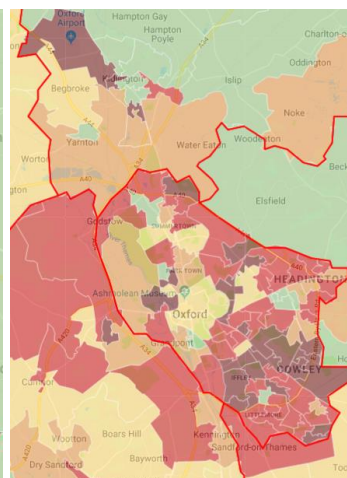
Those who cannot speak English well are almost exclusively in the areas shown in the maps below.



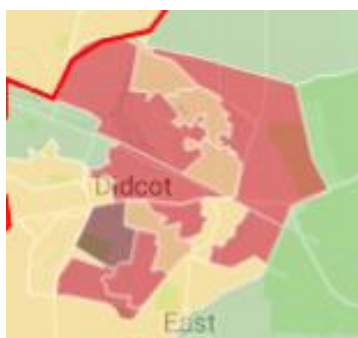
Banbury



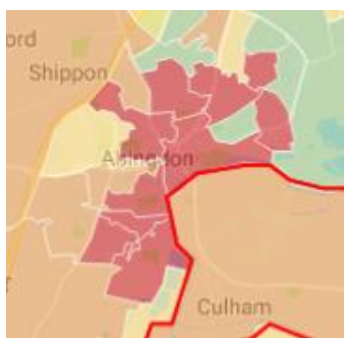
Bicester, Arncott, Piddington



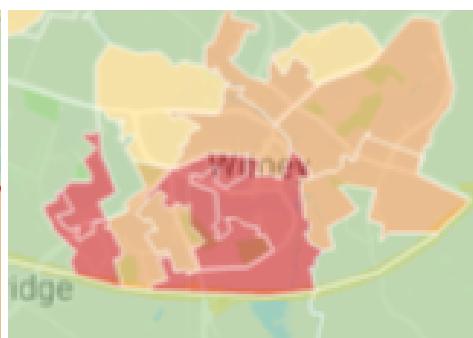
Oxford, Kidlington



Didcot



Abingdon



Witney

Economy

Job density

Job density shows the number of jobs located in the local area as a percentage of the working age population in that area. Data is taken from the Business Register and Employment Survey (BRES) of approximately 80,000 businesses, and weighted to represent all sectors of the UK economy.

District	Job density %	Number
Oxford City	111.5	122,509
Cherwell	84.8	77,836
Vale of White Horse	83.9	65,820
South Oxfordshire	73.4	61,915
West Oxfordshire	68.8	45,319

The table above shows the job density per district of Oxfordshire. In the case of Oxford City, the number exceeding 100 means that there are more jobs than residents of working age. This explains why around 50,000 commuters travel into Oxford for work.

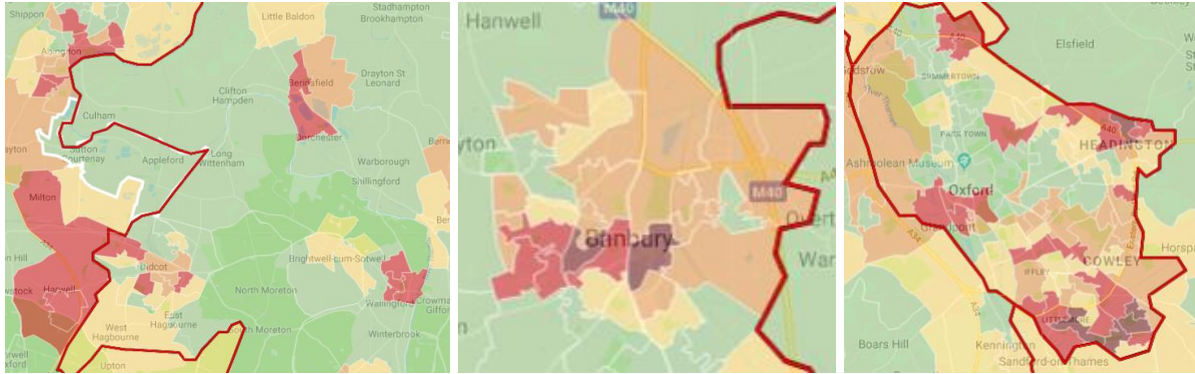


Overall the job density for England is 74.8 and for Oxfordshire 86.8. We can conclude that there are good opportunities for employment in Oxfordshire.

Job density is also above 100 in Banbury, Thame, Henley and Wallingford.

Unemployment

Despite the high job density, there are still areas of Oxfordshire with higher levels of unemployment.



Abingdon, Berinsfield, Wallingford, Didcot, Harwell

Banbury

Oxford

The above maps show the percentage of working age adults receiving Jobseekers Allowance (JSA) or Universal Credit for unemployment. Apart from the areas shown, there are also LSOAs in Carterton, Witney, Grove and Bicester that are similar or above the national average of 2.1%.

Conclusion

The data shows that many areas have relatively high job density, and so in theory there are plenty of opportunities for employment. However, many of these areas also show higher levels of claimants of unemployment benefits. The third commonality between these areas is poor educational and skill attainment. The obvious conclusion to come to is that there is a skills gap in these areas.

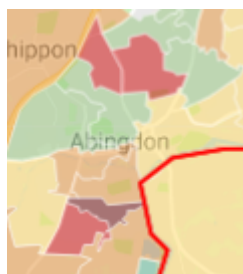
The advance of technology and automation has led to there being fewer and fewer lower skilled roles. Perhaps education and skills training has never been more important, in particular with a view to the job skills that will be needed in the future. Alongside other types of deprivation, long-term unemployment often leads to reduced self-worth, and can lead to mental health issues for the individual and many detrimental effects on society: crime, substance abuse, homelessness, etc. When people and communities suffer from these problems, cycles of joblessness and deprivation continue generation after generation, and it is difficult to break the pattern.



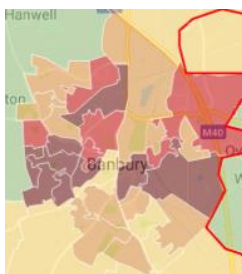
Recommendation

Greatest impact is likely to be achieved by concentrating on areas that are particularly deprived in both education and employment but may show themselves to have a high job density. Those of particular note are:

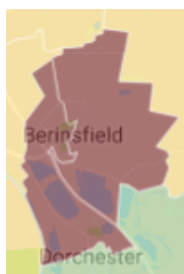
- Abingdon



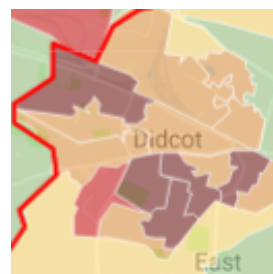
- Banbury



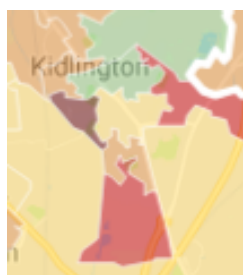
- Berinsfield



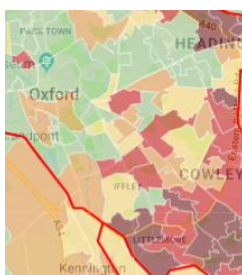
- Didcot



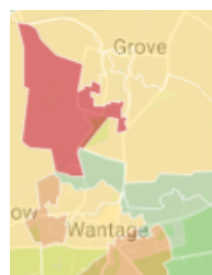
- Kidlington



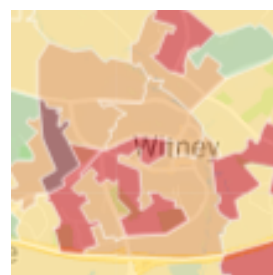
- Oxford City



- Wantage



- Witney



The maps above show how different areas of the towns have different levels of deprivation by the Indices of Deprivation 'Education Skills and Training' metric. For example, in Oxford City we see areas of central and north Oxford that are among the least deprived; whereas areas in the south-eastern part of the city are among the most deprived nationally.

This picture is similar for most of the metrics used in this report. We should focus our funding towards the areas of greater deprivation by one or more of the metrics used. We should not exclude areas of deprivation in other areas mentioned earlier in the report.

The focus of projects could be at any stage of education. The basic skills of literacy and numeracy are best taught at an early age, which would influence the results shown at Key Stage 2 in this report. Without these skills the chances of progressing through to Key Stage 4 and on to gainful employment become more remote.

However, it is never too late, and we should fund projects that help people move away from disadvantage towards a better life. We should support projects in these areas that give beneficiaries new skills that they can use in activities in which they will gain greater self-worth.

The skills to be taught may be academic, like literacy. Or they may be vocational skills, such as bicycle repair, engineering, catering or retail. Furthermore, we must not ignore some of the softer skills such as communication and the development of confidence.



Appendix: Data sources (via Local Insight)

ID 2015 Education, Skills and Training Score

The Indices of Deprivation (ID) 2015 Education Skills and Training Domain measures the lack of attainment and skills in the local population. The indicators fall into two sub-domains: one relating to children and young people and one relating to adult skills. These two sub-domains are designed to reflect the 'flow' and 'stock' of educational disadvantage within an area respectively. That is, the 'children and young people' sub-domain measures the attainment of qualifications and associated measures ('flow'), while the 'skills' sub-domain measures the lack of qualifications in the resident working age adult population ('stock'). Children and Young People sub-domain includes: Key Stage 2 attainment: The average points score of pupils taking reading writing and mathematics Key Stage 2 exams; Key Stage 4 attainment: The average capped points score of pupils taking Key Stage 4; Secondary school absence: The proportion of authorised and unauthorised absences from secondary school; Staying on in education post 16: The proportion of young people not staying on in school or non-advanced education above age 16 and Entry to higher education: The proportion of young people aged under 21 not entering higher education. The Adult Skills sub-domain includes: Adult skills: The proportion of working age adults with no or low qualifications women aged 25 to 59 and men aged 25 to 64; English language proficiency: The proportion of working age adults who cannot speak English or cannot speak English well – women aged 25 to 59 and men aged 25 to 64. A higher score indicates that an area is experiencing high levels of deprivation. *Last update: September 2015*

Source: Communities and Local Government (CLG)

(<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>)

ID 2015 Adult Skills Sub-domain Score

The Indices of Deprivation (ID) 2015 Adult Skills sub-domain measures the lack of skills in the local population. The following indicators are included: The proportion of working age adults with no or low qualifications – women aged 25 to 59 and men aged 25 to 64; English language proficiency: The proportion of working age adults who cannot speak English or cannot speak English well – women aged 25 to 59 and men aged 25 to 64. A higher score indicates that an area is experiencing high levels of deprivation. *Last update: (September 2015)*

Source: Communities and Local Government (CLG)

(<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>)

ID 2015 Children and Young People Sub-domain Score

The Indices of Deprivation (ID) 2015 Children and Young People sub-domain measures the lack of attainment in the local population. The following indicators are included: Key Stage 2 attainment: The average points score of pupils taking reading writing and mathematics Key Stage 2 exams; Key Stage 4 attainment: The average capped points score of pupils taking Key Stage 4; Secondary school absence: The proportion of authorised and unauthorised absences from secondary school; Staying on in education post 16: The proportion of young people not staying on in school or non-advanced education above age 16 and Entry to higher education: The proportion of young people aged under 21 not entering higher education. A higher score indicates that an area is experiencing high levels of deprivation. *Last update: (September 2015)*

Source: Communities and Local Government (CLG)

(<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>)



Pupils achieving Key Stage 2, Level 4 in Reading, Writing and Maths

Shows the proportion of pupils achieving level 4 in Reading, Writing and Mathematics at Key Stage 2 (KS2). Level 4 is the expected level for most 11 year olds. Figures are based on postcode of the pupils residence and derived from the School Census. KS2 is the National Curriculum standard test for eleven year olds. *Last update: published June 2015*

Source: Department for Education (DfE)

(<https://www.gov.uk/government/collections/statistics-neighbourhood-absence-and-attainment>)

Pupils achieving 5 or more Key Stage 4 (GCSE) passes at A*-C, including English and Maths

Shows the proportion of pupils achieving five or more GCSE grades A*-C including English and Mathematics at Key Stage 4 (KS4). Figures are based on postcode of the pupils residence and derived from the School Census. KS4 is the National Curriculum standard test for pupils in year eleven (aged 15-16). *Last update: published June 2015*

Source: Department for Education (DfE)

(<https://www.gov.uk/government/collections/statistics-neighbourhood-absence-and-attainment>)

People with no qualifications

Shows the proportion of adults (aged 16+) with no academic, vocational or professional qualifications. The highest level of qualification variable was derived from responses in the 2011 Census to both the educational and vocational qualifications question, and the professional qualifications question. Rate calculated as = (No qualifications (census KS501))/(All usual residents aged 16 and over)*100. *Last update: 2011 (published 2013)*

Source: Census 2011 (<https://www.nomisweb.co.uk/census/2011/ks501uk>)

Main language is not English: Cannot speak English well

Shows the proportion of people aged three and over whose main language is not English and who cannot speak English well. Figures are self-reported and taken from the English language proficiency questions in the 2011 Census. Rate calculated as = (Main language is not English (English or Welsh in Wales): Cannot speak English well (census QS205))/(All usual residents aged 3 and over (census QS205))*100 *Last update: 2011 (published 2013)*

Source: Census 2011 (<https://www.nomisweb.co.uk/census/2011/qs205ew>)

Jobs density (jobs as a percentage of the working age population)

Shows the number of jobs located in the local area as a percentage of the working age population in that area. Data is taken from the Business Register and Employment Survey (BRES) of approximately 80,000 businesses and weighted to represent all sectors of the UK economy. The BRES definition of an employee is anyone working on the BRES reference date who is aged 16 years or over that the contributor directly pays from its payroll(s), in return for carrying out a full-time or part-time job or being on a training scheme. Rate calculated as = (Total employment)/(Population aged 16-64)*100 Note, the methodology used to produce the population estimate figure used in calculating this indicator has been revised at Local Authority level but not at LSOA/MSOA level. Consequently, there is a small inconsistency between the Local Authority and LSOA/MSOA figures for this indicator. *Last update: 2016 (published 2017), with next update expected Oct-18*

Source: Business Register and Employment Survey (BRES)
(<https://www.ons.gov.uk/surveys/informationforbusinesses/businesssurveys/businessregisterandemploymentsurvey>)

