

To: City Executive Board

Date: 12 February 2014

Report of: Head of Policy, Culture and Communications

**Title of Report: PROGRESS ON EDUCATION ATTAINMENT
PROGRAMME AND SUPPORT TO DIGITALLY
EXCLUDED CHILDREN**

Summary and Recommendations

Purpose of report: To report progress on the educational attainment programme

Key decision: No

Executive lead member: Board Member Education, Crime and Community Safety

Policy Framework: Strong, Active Communities

Recommendation(s): To note progress on the City's educational attainment programme.

Introduction

1. Oxford City Council, under the aegis of the Oxford Strategic Partnership, has committed significant funding to raise attainment in primary schools in Oxford City. It has set an ambitious target of raising levels of attainment in the primaries which serve the most disadvantaged communities to 10% above the national average. This means:
 - 95% achieving level 2 in Reading at age 7 and
 - 84% achieving Level 4 in English and Maths at age 11 by 2016/17
2. The ambition is for schools in Oxford City serving the less advantaged communities to be world class in their ability to raise attainment. The programme is titled 'The Oxford Challenge: Achieving World Class Teaching.'

3. The aim of this report is to provide an update on progress on the two elements of the programme funded by the City Council.

Update on the Educational Attainment Programme in primary schools

4. There are two elements to the education attainment programme. The first, called Leadership for Learning, provides training and development to support leadership in 11 primary schools in Oxford City. The leadership development is provided through a contract with Oxford University Education Department and Oxford Brookes University in collaboration with the Oxfordshire Learning Consortium. The second element is the funding of an instructional programme to improve reading, writing and mathematics. This training and development is provided through a contract with KRM Psychological and Educational Research Consultants.

Update on the Leadership for Learning Programme

5. This programme was launched on 17 January 2013. Forty-one senior leaders from eleven City Schools, agreed to take part in the programme, and they were accompanied by eleven headteachers from Leicester who have significantly improved their schools. Each of these headteachers is linked to a City school. The programme aimed to be, *'a world-class leadership programme to assist school leaders (including governors) to deliver on the ambitions for raised attainment in the City'*. The participants from the City are shown in Table 1 below:

Bayards Hill	5
Church Cowley St James	4
Cuttesslowe	3
East Oxford	3
Larkrise	5
Orchard Meadow	2
Pegasus	6
St Francis	3
St John Fisher	4
Windale	4
Wood Farm	4

6. Each participant in the programme was able to
 - o Receive support to analyse school data and identify challenges for the school;

- Attend 6 public seminars with presentations from leading education experts on topics such as leadership, inclusion and early intervention;
- Engage with other leaders in 3 core workshops focusing on leadership, coaching and analysis of data to ensure progress and accountability;
- Engage in 6 action learning set meetings;
- Work with leaders beyond their context – each school had a link with a Leicester school to undertake visits and share good practice;
- Engage in coaching activity;
- Reflect on learning and record this in a learning log and also submit a project that can be accredited;
- Report how their participation has impacted on their own practice and how far they have disseminated this practice in their schools.

Each headteacher on the programme were also offered coaching from an experienced secondary headteacher.

7. Formal evaluation of the programme is still being completed. However, the programme held a final event on 28 November 2013 when participants reported back on their experience of the programme. Feedback on the programme was very positive. Examples of developments in the schools that took part were given at this event and included the following:

- Increasing the amount of time middle leaders spent in classrooms to work alongside class teachers, which was welcomed by staff as they felt they were getting more support;
- Improving consistency in teaching by introducing lesson demonstrations, filming lessons and reflecting on them together and encouraging teachers to scrutinize each other's lesson plans
- Using coaching to help teachers develop their skills;
- Agreeing standards for teaching assistants and providing training to help them meet them;
- Increasing the number of parent workshops being run by the school, and significantly increasing the number of parents who attend;
- Developing a model to study lessons and encouraging teachers to use it to watch each other teach and give each other feedback;
- Spreading good practice across the schools. One school significantly improved behaviour by introducing a behaviour policy another school in the group had developed.

8. Three head teachers commented particularly on the difference the programme had made to them:

- One described the coaching from a secondary headteacher as brilliant and the best professional development she had experienced in a long time
- Another used the action learning set to reflect on how he could devolve leadership within the school. He moved from all staff meetings being run by him, to a team structure where change teams

- reported on improvements they were making at staff meetings.
- A third talked about the way the course had helped her to market her school more effectively by building the opportunity to be on a leadership programme into its advertising.
- The contract with the Universities funds a second year for the programme. This started on January 16, 2014 with 42 participants from 12 schools. All the schools who participated last year will be sending leaders who did not have the chance to participate in 2013 and one new school – John Henry Newman Academy, is joining the programme.
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Update on the KRM Reading, Writing and Maths programmes

9. The KRM programme is an instructional programme established by research to particularly enhance reading, writing and numeracy skills in children from disadvantaged communities^{1 2}. The attached table shows the start dates for schools in the programme:

Table 1: Schools Participating in the Project		
School	Programme	Date Started
Larkrise	KRM Maths	November 2012
John Henry Newman	KRM Reading and Writing	November 2012
East Oxford	KRM Reading and Writing	January 2013
St Francis	KRM Maths	January 2013
Pegasus	KRM Reading	April 2013
Orchard Meadow	KRM Reading	April 2013
Windale	KRM Reading	April 2013

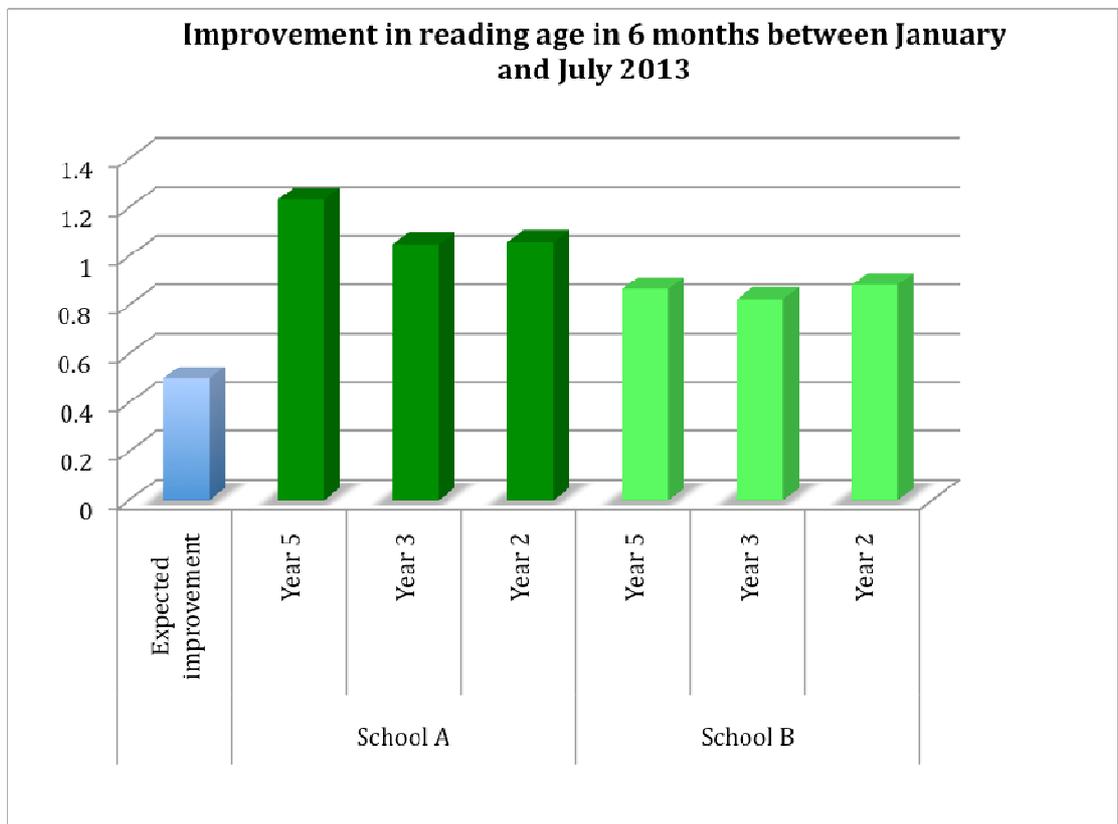
10. Teachers are trained in each programme through six after school workshops of approximately 1.5-2.0 hours. Each workshop is followed by a school visit where each teacher is observed in the classroom and given feedback on how well the KRM Programmes are being implemented in the classroom.
11. In 2012-13 103 workshops and observation visits have taken place in the schools. St John Fisher withdrew from the programme in October 2013 during the period of appointment of an interim headteacher.
12. It is too early to report comprehensively on the impact of the programme as the gains from the research are largely seen within a year to 18 months of implementation. So the first results showing the impact will be published in December 2014. However there are some

¹ Shapiro, L and Solity, J (2008) Delivering phonological and phonics training within whole-class teaching *British Journal of Educational Psychology*, 78 597-620.

² Shapiro, L and Solity, J (2009) Developing the practice of educational psychology through theory and research. In *Educational and child psychology* Vol 25, 3 119-145

early signs of progress which are very promising.

13. One of the schools implementing the Maths programme for the longest period showed significant progress in Key Stage 1 results. The number of children aged 7 achieving level 2 and above rose from 82% to 95% between 2012 and 2013 (which actually already reaches the City's target of 10% above the national average). The number of children achieving level 3 (which is an above average standard) rose from 7 to 29% - an extremely significant increase.
14. We do have access to some test results carried out on reading in the two schools that have implemented the reading programme since January 2013. The reading ages of children in years 2, 3 and 5 were assessed in January and July 2013. The results showed an average increase in reading age of 12.5 months in 6 months, almost double the expected rate of progress in reading.



15. A visit to East Oxford School in October 2013 elicited very positive feedback from staff and pupils about the programme. In November 2013, KRM Consultants organised a visit for 10 teachers from the participating schools to Christchurch School In Brixton which has been implementing all three KRM programmes for 2-3 years. This year it succeeded in getting 100% of children to level 4 and above in reading and 100% achieved level 4 and above in mathematics.

Home access for young people who are digitally excluded

16. A recent research project undertaken in secondary schools within Oxford City by the Internet Institute/Oxford Education Department has brought to our attention the plight of young people in secondary schools who have no access to the internet. The authors of *Teenagers and Technology*³ have highlighted the ways in which Oxford City teenagers without an internet connection feel shut out from their peer group and disadvantaged in their studies. A 15-year-old interviewed for the book commented, "It was hell gone and I have a lot things that I could write and I was angry that I haven't got a computer because I might finish it at home when I've got lots of time to do it." A 14-year-old boy talked about how much harder it was to complete coursework without a home computer: "People with internet can get higher marks because they can research on the internet." He added that he also felt cut off from friends because of being unable to access social networks.
17. The co-author of the book, Dr. Rebecca Eynon, is working with the City Council and the City's secondary schools on a project to give year 9 students (and in one school year 10 students) without access to the internet a laptop and broadband connection. There are approximately 10-20 students in year 9 in each school in this category. The schools have agreed to fund the laptop and software for the students. The Internet Institute is providing research funding and advice on how to support the students and the City's role would be to fund and to procure the broadband connection. The intention is to offer broadband access to 50 to 100 students across the 5 schools for 2.5 years at a cost of approximately £12,000 a year. This would take them through to year 11 when they complete their exams, and would aim to raise their attainment, social confidence and ability to use the internet post school to help them seek employment. There is sufficient funding in the City's Education budget to support this. The involvement of the Oxford University Internet Institute will ensure that the outcomes are monitored and the impact on both academic and social outcomes recorded. It is hoped that this project will provide the evidence for schools to make this expenditure part of their core funding in future.
18. 5 secondary schools have signed up to the project and Oxford University is providing significant support in terms of research time and postgraduate students to support the schools in implementing the project.
19. We are currently holding meetings in the schools with parents to secure their consent to the programme and it is proposed that the Home Access will start during March and May 2014. Pupils will be supported through a monthly session in school with a lead teacher and a postgraduate student until the end of the term in which they complete their GCSE exams.

³ Davies, C. and Eynon, R. (2012) *Teenagers and Technology*, Routledge

Risks

20. The following risks have been identified and mitigating action is outlined below:-

- Vulnerable students may put themselves at risk on the internet. The risk is low. The provider is being asked to ensure that content is filtered so that students may not access adult sites. The students will be supported by a teacher who has had training in how to keep students safe online. Students will be helped to devise a set of rules on how to keep themselves safe. Parents are being engaged as part of the programme
- Laptops may be damaged, lost or stolen. Schools are purchasing the laptops and have agreed also to take out insurance against damage and theft. Students will be helped to devise a set of rules for taking care of their laptops.
- Broadband access may not be available for some locations. Students will be offered internet access through a dongle attached to the laptop or via the landline into their home. Suppliers will need to prove that they can offer access and provide support to ensure this is available to each student at home. The supplier will not be paid if access is not achieved.
- Students will become discouraged through lack of ability to use laptops. Schools are providing monthly support for students on the programme and will also provide help when needed from their IT departments.

21. **Climate change / environmental impact:** Students will be able to access the internet at home which may reduce the need for travel. Some schools are able to use recycled/ reconditioned laptops to support the students

22. **Equalities impact:** There is likely to be a significant positive equalities impact as nominated students are more likely to be those on free school meals and have lower attainment levels.

23. **Financial implications:** These programmes can be achieved within the identified budget. Schools are funding the laptops and Oxford University is funding the research.

24. **Legal Implications.** A formal procurement process will be entered into to ensure that invitations to tender are seen by all possible providers.

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