To: Scrutiny Committee

Date: 26 September 2014

Report of: Board Member for Educational Attainment and Youth Ambition

Title of Report: Review of the education attainment programme including the KRM Programme

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Summary and Recommendations

Purpose of report: For the Scrutiny Committee to review the progress of the City Council's educational attainment programme, including the KRM programme.

Key decision: No

Executive lead member: Councillor Pat Kennedy

Report Author: Anna Wright, Education Advisor

Policy Framework: Corporate Plan 2014-2018

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 primary schools which serve the most disadvantaged communities to 10% above the national average in 2011. 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.' The aim of this report is to provide an update on progress on the attainment programmes:

- The KRM programme - 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;

- The world class leadership programme run by Oxford University and Oxford Brookes University;

- A shared equity loans scheme;

- The digital inclusion programme run in partnership with Oxford University and 3 secondary schools;

- The Business Class Programme run in Partnership with Business in the Community;

Review of the KRM programme

3. The KRM programme is an instructional programme established by research to particularly enhance reading, writing and numeracy skills in children from disadvantaged communities.

4. KRM Reading combines two approaches, the use of real books and phonics. Research conducted by KRM[1][2] demonstrates their impact in raising standards of reading, writing and spelling. The framework for teaching literacy includes the following: a 15 minute teaching session that is presented three times a day which covers synthesis and segmentation of sounds, phonics, 100 high frequency words, reading real books and vocabulary development.

5. KRM maths highlights three core concepts that are fundamental to developing children's mathematical knowledge. These are: (i) counting skills, (ii) the equality principle in balancing equations and (iii) mathematical language. It also focuses on a 15 minute teaching session that is presented three times a day

6. The attached table shows the dates for schools in the programme:

Table 1: Schools initially participating in the Project			
School	Programme	Dates in the KRM programme	Number of terms
Larkrise	KRM Maths	Nov 2012 to present	5.5
John Henry Newman	KRM Reading and Writing	Nov 2012 to Jan 2014	5
East Oxford	KRM Reading and Writing	Jan 2013 to July 14	5
St Francis	KRM Maths	Jan 2013 to present	5
Pegasus, BB Academy	KRM Reading	April 2013 July 14	4
Orchard Meadow BB Academy	KRM Reading	April 2013 July 14	4

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[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

| Windale, BB Academy | KRM Reading | April 2013 July 14 | 4 |
| St John Fisher | KRM Reading | April 2013 to Oct 2013 | 2 |

7. Teachers were 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.

8. In 2012-13, 103 workshops and observation visits took place in the schools. Two schools which had a change of headteacher withdrew from the programme -St John Fisher withdrew from the programme in October 2013 during the period of appointment of an interim headteacher. John Henry Newman withdrew in January 2014 after a new headteacherhad started in September 2013.

9. The costs for introducing the programme in each year were £30,000, the costs of continuing the programme in a subsequent year were £25,000. The reason for the high costs of continuing the programme were two-fold. One is that the schools had an extremely high turnover of staff – for example in the three schools comprising the Blackbird Academy there was a turnover of 75% of staff. The second reason is that in the second year there is a more in depth focus on children who are making slower progress, and teachers are training in individualized criterion referenced assessment and precision teaching to help accelerate learning for these children.

10. Each school involved with the programme was visited to ascertain the school's views on the programme and the impact it was having on the students. In some schools the review was undertaken with theheadteacher, in others a wider group of school leaders was present. In each school, assessment data for KS1 teacher assessment 2012-14 were examined. KS2 results will not be available until December.

11. Overall the 6 schools reportedthat the benefits of the programme are:

   - Pupils are learning numeracy and literacy skills at a faster pace than previously
   - The gap is narrowing for particular groups eg girls versus boys and children on free school meals and children not on free school meals
   - The programme helps children at all levels and schools have examples of increased confidence in children and fluency in demonstrating skills
   - Younger children are achieving skills previously not achieved until they are older eg double digit addition at age 6
   - The programme has triggered more conversations about teaching approaches amongst staff in the schools
   - Children particularly like the approach to learning vocabulary and have responded very well to this using the new language in their writing
   - The standard of teaching in KRM sessions was judged to be generally

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good and sometimes better than in non KRM sessions
* The longer the school persisted with KRM the higher the attainment gains

12. The areas where there were challenges were as follows:

* Teacher turnover has significantly affected the consistency and quality of the programme as each year many teachers are new to it.
* The programme requires a major culture change in the school and needs committed and courageous leadership to deliver it – changes in headteacher resulted in two schools ceasing the programme
* Parents in two schools needed reassurance about the programme, but meetings with the parents and demonstration KRM lessons reduced their anxieties.
* Some schools needed to supplement the programme, for example schools felt they needed to continue with guided reading.

13. It is important to note that most schools did not start the programme until April 2013. Implementation required strong leadership in persuading staff to persist with the programme, despite some initial reservations in abandoning familiar methods. The schools that continued the programme were mainly led by experienced headteachers who were able to manage the risks that occurred during the transition, endorse the culture change and inclusive approach to the programme, and work with staff to build confidence in the programme despite some teething problems during the training in some schools.

14. As at July 2014, the two schools doing the mathsprogramme have confirmed that they would definitely like continued support from KRM next year. Their results have improved very strongly but there will be a need for some training for new staff coming into the schools so that they can sustain the programme as they are both losing their maths coordinators. Otherschools,have decided to discontinue the KRM reading programmeformally but will continue using the elements they have found most beneficial e.g. use of real books and daily practice sessions for phonics and vocabulary development. They will not need support from KRM next year.The impact on attainment is discussed in paragraph 20.

Review of the leadership programme

15. The University of Oxford, Oxford Brookes University and Education Excellence in Oxfordshire, (now the *Oxfordshire Teaching Schools Alliance),* were commissioned by Oxford City Council to develop a programme to improve the quality of leadership in Oxford City schools and in so doing improve pupil outcomes. The programme that was developed was the Leadership for Learningprogramme and the first cohort of leaders completed the programme in November 2013. The second year of the programme is now under way with

another cohort. The total cost of the programme is £300,000 for 80 leaders in 12 schools.

16. Over years 1 and 2, 70 participants from 11 schools across Oxford City have taken part in the programme and a group of leaders from Leicester also contributed to the programme. Governors were also offered the opportunity to attend public seminars and core workshops. During the programme 5 governors representing 4 schools engaged in various aspects of the programme, such as the public seminars and the core workshops.

17. The programme's objectives were to provide leaders with access to leading edge research about what works in leading schools to raise attainment. Headteachers' reasons for sending leaders onto the programme included:

- wanting them to develop an understanding of the different levels of leadership;
- strengthening middle leadership to be more effective in role, resulting in having a greater impact on pupil outcomes; and
- providing an opportunity for a head to work alongside their senior leaders and develop their strategic thinking in relation to school improvement.

18. An interim evaluation of the programme has indicated the following benefits of the programme

- The action learning sets and the coaching training were seen as particularly valuable aspects of the course feeding directly into changes in practice
- Improved confidence in middle leaders in leading change in their schools including learning the best ways of improving the quality of teaching of other teachers in the school through modelling and devising new strategies
- Developing coaching and mentoring skills to help teachers develop their own improvements
- Using video as a tool for helping teachers reflect on the impact of their teaching on children and seeing how to improve it
- Helping headteachers to put in place strategic change for example new behaviour policies, a new system for SEN and a new participative leadership approach
- More sophisticated use of data to drive improvements in teaching

19. The areas where there were challenges were as follows

- Staff turnover between the end of the summer term and the start of the autumn term had an impact on some schools in the project. One group of schools experienced 75% turnover during the summer break. There was a change of head in 3 of the schools and changes of heads of school in the 3 schools in the academy chain. The particular challenge of newly
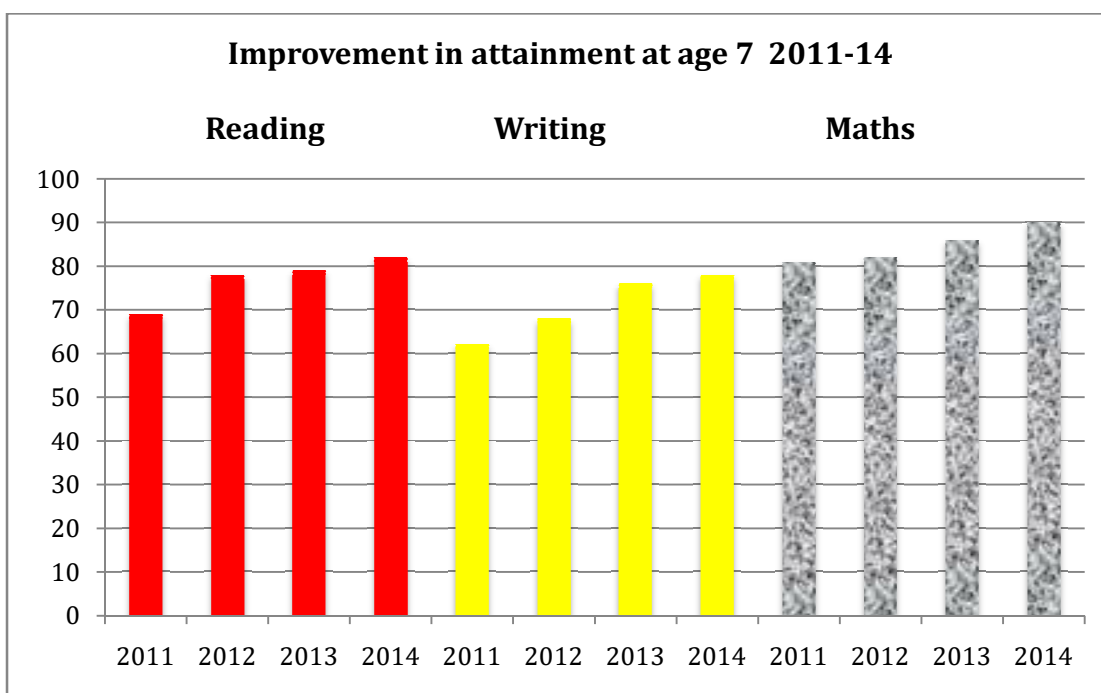
appointed heads joining part way through the programme had an impact on continuity in terms of the work of the action learning sets.

- Whether heads 'bought into' the programme or not had a significant impact on the participants being able to extend their learning back in their schools. Where heads were actively involved in the programme they were able to provide opportunities to engage their leaders in continued professional dialogue following a programme event when they were back in their schools. Heads championing the programme in their schools was a significant feature of successful completion. There has been a much greater involvement of headteachers in Year 2.

- The headteachers of the schools have particularly highlighted the facilitated sharing of good practice between schools as being a very particular benefit from the leadership programme. They have visited Coventry as part of the programme and seen their excellent network of small clusters of school sharing practice at all levels e.g. between headteachers, middle managers, SENCOs etc. They will be replicating this in Oxford and will be setting up a learning network with the support of Oxford University and the City Council to continue this best practice sharing.

Attainment data

20. The results from this year's Key Stage 1 assessments and phonics are presented in Annex 1. These results indicate that all schools in the project have made progress since the start of the project in Autumn 2012. Overall results for the schools have risen as follows

Programme	KS1 Level 2+ Reading				KS1 Level 2+ Writing				KS1 Level 2+ Maths			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
Leadership for learning only	71	77	81	63	71	71	73	79	83	81	86	87
Leadership for learning and KRM	67	78	78	81	60	67	77	80	67	84	86	92
Project schools	69	78	79	82	62	68	76	78	78	82	86	90
Oxford	78	83	85		82	77	83		87	86	90	
Oxfordshire	86	88	89		80	83	86		90	91	93	
England	85	87	89		81	83	85		90	91	91	

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Improvement in attainment at age 7 2011-14

	Reading				Writing				Maths			

Bar chart showing attainment percentages:
- Reading: 2011 = 69, 2012 = 78, 2013 = 79, 2014 = 82
- Writing: 2011 = 62, 2012 = 68, 2013 = 76, 2014 = 78
- Maths: 2011 = 81, 2012 = 82, 2013 = 86, 2014 = 90

21. Over the two years, reading has increased by 4 percentage points, writing by 10 and maths by 8 percentage points. This is good progress and some schools have made accelerated progress. The results of the two schools doing KRM maths are now above the national average and both have reached the City Council's target of 95% level 2 and above in maths. Others have moved closer to the average, but not all schools have improved.

22. In particular the 3 schools in the Blackbird Academy (Pegasus, Orchard Meadow and Windale) have not made progress this year in reading and writing, despite implementing KRM reading. They had a 75% turnover of staff in September 2013 and after some challenges in recruitment, have just appointed 8/9 new assistant headteachers who will start in September 2014. The school has experienced significant change this year and has not had sufficient leadership capacity to drive speedy improvement. They have also not been able to participate in the leadership programme so far this year, although the Leadership for Learning programme has offered support in September with coaching training and action learning sets.

23. The attainment results demonstrate that the programme has been a partial success. The main difficulties continue to be the huge challenges these schools have in recruiting staff, particularly middle and senior leaders. There needs to be sufficient senior leadership capacity in schools to drive improvement.

Update on shared equity loan housing scheme

24. The current position with the equity loan scheme is that Catalyst have issued the credit agreement they will use for individual loans, based on the Financial

Conduct Authority's Directive, and agreement on the final changes to the Service Level and Funding Agreement is expected shortly.

25. The priority is to support recruitment to senior leadership posts and officers have kept track of the vacancies advertised over the last school year. The job now is to confirm the posts filled with each of the programme schools so that the Council can establish which ones would be eligible and target them with information. Catalyst can then follow up any interest from potential applicants.

Update on the digital inclusion programme

26. This project was launched in June 2014 in Cheney School, Cherwell School and The Oxford Academy. Oxford City Council is working with Oxford University Education Department and Internet Institute who have appointed a part time research assistant to support the programme. Schools have purchased laptops for the students and the City Council has worked with Shebang and British Telecom to provide broadband access. This has proved complex as both organisations have had to adopt new business models to support this ground breaking work.

27. Most students are students who will start year 10 this year but about 5 students involved start year 11 this year and 7 will start year 9. The aim is to raise attainment at GCSE. The University isproviding ongoing support in each school to assess the impact of the programme. All three schools are very enthusiastic about the programme, which will reach approximately 35 students. The City only needs to fund broadband for about 27 of these students as about a quarter of the parents already have broadband at home but were without a computer.

Update on the business class programme

28. In September 2013, the Leader of the Council asked for steps to be taken to improve the links between Oxford City secondary schools and businesses. As part of the research on how to facilitate this, Oxford City Council was approached by Business in the Community to sponsor Business Class in Oxford City Schools and also act itself as a business partner to one school, Cherwell School. Business Class is a long-term (three year minimum commitment) needs-driven approach run by the charity. It enables a business to partner with a school and engage in the most appropriate and meaningful way to support the raising of standards and attainment. As a partner to a school in Business Class, schools areable to participate in a cluster – a local and national network of school/business partnerships which enables the sharing of best practice and resources. The total cost of this is £5k a year for three years, £15,000 in total. In exchange for this Business in the Community has committed to:

- Secure 5 partnerships of a business and Oxford secondary schools

- Facilitate the needs assessment process with the partner school
- Convene and facilitate introductory action planning meetings.
- Provide practical support, advice and guidance to support the smooth running of the partnership, including support at termly partnership reviews
- Support one intervention activity with the partner school each term e.g. through the sharing of materials and best practice, and signpost as appropriate to other strategic partner delivery organisations
- Undertake an annual review meeting between the partnership
- Convene and facilitate cluster meetings (one per term – three per year) which will be attended by other Business Class schools and businesses
- Facilitate the monitoring and evaluation of the partnership
- Promote and share the best practice of Business Class in Oxford

29. The project started in Spring 2014 and progress so far in each school business link, including the link with Oxford City Council,has been excellent. Schools and businesses are enthusiastically engaging in the programme and interventions with students and staff have started. Full details are given in Annex 2.

Future initiatives

33. The education project was a 4-year programme and the last financial year of the programme is 2015-16. There will be a further report which proposes the way forward for both education and youth strategy during the Autumn.

Annex 1: KS1 results for schools in Oxford City's Education Attainment Project 2011 to 2014

School	Reading Level 2+			Writing level 2+			Maths Level 2+			% EAL	% FSM
	2011	2012	2013	2011	2012	2013	2011	2012	2013		
Bayards Hill Primary School	62	64	67	51	56	60	78	70	85	25	42
Church Cowley St James C of E School	77	82	83	73	80	78	82	82	93	44	24
Cutteslowe Primary School	68	70	77	56	65	74	88	83	77	29	29
Wood Farm	71	80	86	64	77	74	82	86	86	36	43
St John Fisher Catholic Primary School	79	90	90	72	76	80	83	86	87	23	22
Larkrise Primary School	83	85	90	80	83	93	81	82	95	41	20
St Francis CofE Primary School	75	89	79	65	72	82	88	89	87	32	30
East Oxford Primary School	58	80	72	53	63	65	66	77	78	68	32
Orchard Meadow Primary School	63	77	81	66	48	72	82	86	84	25	47
Pegasus Primary School	73	82	88	68	72	83	97	88	93	17	40
Windale Primary School	55	56	53	38	56	70	62	78	79	18	30
The John Henry Newman Academy	66	80	80	50	74	74	84	89	89	22	31
Project schools	69	78	79	62	68	76	81	82	86		
Oxford	78	83	85	72	77	83	87	86	90		
Oxfordshire	86	88	89	80	83	86	90	91	93		
England	85	87	89	81	83	85	90	91	91		

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Annex 2: Business Class update September 2014

Unipart /Oxford Academy School:

Sally Andreou, (the project manager for the scheme), has been liaising between Unipart and Oxford Academy to discuss a plan of interventions which include:

- Mentoring to 6th form students
- Mock Interviews with Year 11
- Year 9 Speed Career Networking Event
- Employability Skills.

Dates for the interventions are under review with the Academy's senior leadership team.

• Gi Recruitment /St. Gregory the Great Catholic School:

Students have received their third mentoring session last week and are proceeding well:

- In the New Year, Gi Group plan to invite their mentees to witness one of their large scale interview sessions so they can see the selection process first hand.
- May 2015, there are plans to run a large Speed Career Working intervention, utilising staff from Gi Group's locations around the UK.
- Support is being offered to help draft HR policy on Lateness for Staff and Students for the school.

Oxford City Council/Cherwell School:

15 Mentors and 17, Year 10 Mentees attend the Mentor Matching session in July. The feedback on both sides after the event was extremely positive.

- The first mentor sessions will take part on 16th October for 8 sessions until 4th June 2015.
- Mentor Matching session for 6th form students, date to be announced.
- Speed Career Networking, date to be announced.

Sharp Laboratories of Europe (SLE) /Oxford Spires:

First intervention was a Careers Workshop, explaining their jobs and career progression within the science industry to Gifted and Talented Science students. 7 volunteers from SLE talked to the young people about their roles, qualifications and educational backgrounds. Data from all 3 sets of questionnaires (BITC's student/volunteers and Oxford Spires Internal) showed:

Students overall:

- 67% enjoyed the activity
- 87% Strongly agreed/Agreed that they understand more about the different options open to them after school
- 93% knew more about the qualifications and skills need to follow different career paths

Student Responses from the Question: *Which part of the activity was most useful in helping you improve your skills and think about your future career?*

- "learning what the scientist's daily routine consists of"
- "knowing what GCSE paths and career options are useful to get a job"
- "giving you ideas in a career choice that you probably wouldn't have thought of"

Overall volunteers:

- 100% felt that pupils improved their knowledge of qualifications and skills for various careers
- 85% felt more motivated and positive about their organisation and job

Following from the first intervention, SLE invited 14, Year 10 students to their offices at the Oxford Science Park to discuss an initiative they had been asked to engage in from their Japanese Head

Office. SLE wanted to include a wider demographic than its own employees, and invited students from Spires to discuss their ideas on 'Food, Air and Water'. The intervention was very well received by both the business and school.

Future interventions in discussion:
- SLE has obtained funding from the Engineering Trust for 1-2 visits by Oxford Spires to take a tour round their offices.
- Mentoring 6th Formers who are first generation University applicants.
- Enterprise Day for Year 8/9 students
- SLE staff giving a presentation to Business students on running a company

British Gas/Meadowbrook College:
Partnership meeting between Emma Canter, HR Director British Gas, Alan Todd, HR Director and Andrew Creese, Headteacher at Meadowbrook College proceeded on Wednesday 10th September. It was a extremely positive meeting, with many synergies. Next meeting planned before October half term to discuss priorities of the College, and plans for first intervention.

Wiley and Sons/Cheney School:
Dawn Bova, Head of HR, and Philip Carpenter VP at Wiley met with Alistair White, Cheney's Deputy Headteacher on Friday 20th June.
- Alistair has been invited to attend Wiley's Forum meeting to discuss their partnership on 7th October.
- Speed Career Networking event planned in October.

Nominet/Matthew Arnold School:
This is the final partnership to Business Class Cluster, only coming on board in July. Nominet and Matthew Arnold already had a firm but tenuous relationship beforehand, and were keen to develop it on a firmer footing. The partnership meeting date is in discussion.

Oxford Cluster Meeting: Wednesday 18th September 2014
This was our second Cluster meeting, the first being held a Unipart on 10th June. It was the first meeting, however, with all the 7 partnerships complete. Some of the overall aims of the Cluster include:
- Raising Literacy levels
- Developing soft skills levels and attitude to employment
- Raising Aspirations to achieve

Proposed Cluster interventions:
- **Overview of the Unipart Way:** A two hour workshop for schools and businesses from 5-7pm, date tbc.Frank Nigriello will share how Unipart has developed a philosophy of working that engages everyone in the organisation in problem solving and continuous improvement (please see Briefing document-attached).
- **Understanding the Cluster Businesses:** The opportunity for school staff with career advice responsibility, to visit each cluster business for a two hour induction. The aim is for them to have an understanding of business, and their expectations and requirements of young employees.
- **Literacy Festival:** June/July 2015 in Cowley/Blackbird Leys/Wood Farm area to promote the fun and enjoyment of reading through story telling. Potential for the Cluster to gather good quality donated books and give them to children attending.
- **Speed Career Networking/Question Time Assembly:** An opportunity for the Cluster to work together on an easy, high impact intervention.