



## **Education Scrutiny Committee Thursday, 4 July 2013**

### **ADDENDA**

**7. Proposed Home to School Transport Policy 2014 (Pages 37 - 42)**

Consultation Response attached.

Please note that this item will be taken as the first substantive item on the agenda.

**5. Presentation from Children, Education and Families Directorate on Education Strategy and Performance (Pages 1 - 36)**

Presentation and additional information attached.

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# **Education Scrutiny Committee 04 July**

## **An overview of OCC's Education Strategy & Performance**

**Frances Craven**  
**Deputy Director – Education and**  
**Early Intervention**



# The Role of CEF

- To secure and provide an effective safeguarding and child protection service, including services to vulnerable children in need of care and looked after children.
- To prevent youth offending and protect the public.
- To secure early help and support for children, young people and their families, including children with SEN and disabled children.
- To be champions for children, young people and their families by ensuring appropriate support for vulnerable pupils and to ensure educational excellence in schools.
- To deliver as required other statutory functions and responsibilities such as early years, school transport, admission arrangements to schools etc.



# Children Education & Families (CEF)

- **Education and Early Intervention (EIS)** is one of the two principal services in CEF, the other is **Children's Social Care**.
- SIS covers a range of services
  - Early Intervention Service (EI Hubs and Children's Centres)
  - Special Educational Needs (provision, assessment, advice)
  - Music Service
  - Outdoor Learning
  - Foundation Years quality and intervention
  - School Organisation and Planning (Foundation Years and Childcare, sufficiency and access; school admissions and transport; academy transfers)
  - School and Learning (including governor development)
  - Youth, engagement and opportunities



# Cabinet July 2012

- Agreed the Strategy for Change – Improving Educational Outcomes in Oxfordshire.
- The County Council wishes to support all schools to become academies. The Council recognises that this is a process and some schools will be at different stages in taking this step.
- The Council wishes to encourage Governing Bodies and the leadership of the school (headteachers and leadership teams) to consider how they might become an academy as part of a larger group of schools. This is to ensure that schools are not isolated and are mutually supportive of each other in raising attainment standards.
- The Council will ensure that support services for schools continue to be available, whether they are provided in-house or through the commercial market place. We will not seek to retain them in-house unless there is strategic value in doing so, but will work with schools to ensure they have access to services.



# Vision

- For Oxfordshire to be a dynamic and forward looking place for education and learning, providing the best quality experiences for children and young people to grow up, learn, develop and achieve



# CEF Ambitions

- Also important to recognise the Directorate's overarching ambitions to (relates priorities of the Health and Wellbeing Strategy:
  - To raise achievement.
  - To narrow gaps in outcomes.
  - To keep all children safe.
  - To have a healthy start





# 2012 Educational Attainment

- **EYFSP** - % of children in Oxfordshire making a good level of development remains above the national average. The gap between the lowest achieving 20% of pupils and the rest of the cohort has continued to narrow.
- **KS1** - % of children in Oxfordshire achieving Level 2+ and 2b+ has increased, particularly in reading and writing. Performance is generally in line or above national at Key Stage 1, however Oxfordshire performs poorly against statistical neighbours.
- **KS2** - There has been a sharp increase in the number of pupils attaining both Level 4+ and Level 5+. This is combined with a greater proportion of pupils making expected progress in English and in maths.
- **KS4** - % of pupils achieving 5+A\*-C inc English and maths in Oxfordshire increased slightly. However, Oxfordshire is performing below the National average. The proportion of pupils making the expected level of progress in English reduced and the proportion of pupils making the expected level of progress in maths increased.



# Academies in Oxfordshire

In Oxfordshire, as at June 2013, there were:

- 21 (62%) secondary academies
- 18 (8%) primary academies
- 4 (33%) special academies

By Autumn 2013 at least 10 more primary schools are expected to have converted to academy status and 2 more free schools will be open; 1 primary and 1 all through 3-18 school.

Schools starting to open as groups e.g. umbrella trust of primary schools in Didcot/Wallingford, and multi academy trusts, including both secondary and primary schools, in Faringdon and Wantage.

The first RC Multi Academy Company of schools opened in April and 3 primary schools have now received Academy Orders with a view to joining the Oxford CE Diocese Schools Trust.



# Oxfordshire Reading Campaign (1 of 2)

- Strand 1: school improvement.
- Strand 2: volunteering.
- Strand 3: public Campaign.
- Wave 1 of Campaign – 45 schools.
- Wave 2 of Campaign – 11 schools
- 30 new volunteers in schools.
- 50 volunteers that were already working in schools helping with the Campaign.
- Very positive feedback received from the schools taking part in the Campaign.



# Oxfordshire Reading Campaign (2 of 2)

- Head teachers conference held in June – well attended and received
- Early indications show an average reading age gain of 13.3 months after only four months on the programme
- Key message ‘tell another school about the success of the programme’
- Alan Haigh, headteacher at John Hampden, ‘eight children have been through the programme – four of whom had special educational needs – seven were now at the goal of Level 2b+, which is above age-related expectations.’



# Aspiration Networks

- Written report from Network leaders every 3 months and monitoring through visits and presentations.
- Innovative and collaborative activities taking place.
- Schools value highly the opportunity to design their own support package.
- Best results seen where leadership of the group is strong.
- Ofsted outcomes for these schools is very positive.



# Outstanding Leadership

- **Oxfordshire Leadership Development Framework** - workshop run in late January to gather content for first draft of Oxfordshire Leadership Development Framework was attended by 53 leaders (23 primary, 28 secondary, 2 special schools), including 14 Chairs of Partnerships.
- **Growing Future Leaders Programme** – external ‘expert’ worked with headteachers on initial scoping of a Growing Future Leaders programme for Oxfordshire – as part of the Leadership Development Programme – launch 23 April 2013.
- **Oxfordshire Teaching School Alliance** - three schools were awarded Teaching School Status on 1 March 2013 and, together with 19 strategic partners, they will form the Oxfordshire Teaching School Alliance.
- **Learning Networks** – support for new headteachers.



# Other Activity

- Two Sounding Boards with children and young people and parents and carers.
- Task and finish group to take forward actions from Sounding Boards.
- Data Sharing Protocol developed and ready for consultation – developed with headteachers.
- Meetings with headteachers and chairs of governors of targeted schools.
- Meeting with secondary headteachers about progress of pupils from Key Stage 2 to the end of Key Stage 4.
- First newsletter for schools to keep them informed about progress of the Strategy.



# Improving Behaviour and Attendance in Schools and Settings

Focusing on a refreshed behaviour strategy:

- Strategic Behaviour Improvement Group.
- Development of a behaviour improvement continuum.
- Identification of best practice in localities.
- Provision of a renewed traded offer.

Focusing on a new school improvement attendance strategy:

- Setting out expectations for attendance in schools and settings.
- Identifying what works well.
- Creating pathways and protocols to secure effective attendance procedures.







# School Organisation & Planning

- Statutory framework/Admissions Code 2012
- Coordination of admissions for entry to Reception and Year 7 - across county boundaries
- From Sept 2013 coordination of in year admissions within Oxfordshire - but not across county boundaries
- Increased pressure for primary places
- 9 in 10 parents receive the school requested (first preference)
- 6,200 for secondary transfer, 7,500 for entry to Reception plus approximately 5,000 “in year” requests



# School Organisation & Planning

- Challenge of managing the market
- Sufficiency of Early Years & Childcare
- Demography
- Disadvantaged 2 year olds- 600 places to 1200 in September 2013 to 2,300 in 2014
- Home to school transport

# Key Performance indicators as presented to the Performance Scrutiny Committee on 27 June 2013

## CHILDREN EDUCATION AND FAMILIES

		Target	Lead Officer
<b>Keeping Children Safe</b>			
1	% of Child Protection reviews completed on time	98%	John Dixon
2	% of visits to children on child protection plans completed in line with the plan and within the Council's 28 day standard	90%	John Dixon
3	% of children starting a plan who have previously been on a plan	<15%	John Dixon
4	% of Looked after reviews completed on time	90%	John Dixon
5	% of visits to looked after children completed in line with the plan and within the Council's 90 day standard	90%	John Dixon
6	% of cases without an allocated social worker (CP Plans)	0	John Dixon
7	% of cases without an allocated social worker (Looked after)	0	John Dixon
8	Short term looked after placement stability (less than 3 moves in a year)	<8%	John Dixon
9	Long term looked after placement stability (same for 2.5 years)	73%	John Dixon
10	Per cent of looked after children who have had a change in social worker	Tbc	John Dixon
11	Number of children adopted as a per cent of all children who ceased to be looked after	14%	John Dixon
12	The number of children who go missing from home	Tbc HWBB	Jim Leivers
13	The number of children placed out of county and not in neighbouring authorities	50	John Dixon
<b>Raising Attainment</b>			
15	% children attending primary schools judged good or outstanding by Ofsted	65%	Frances Craven
16	% children attending secondary schools judged good or outstanding by Ofsted	75%	Frances Craven
17	Number of schools judged inadequate by Ofsted	8	Frances Craven
<b>Narrowing the Gap</b>			
18	Primary school persistent absence rate (12/13 ac yr)	2.57%	Frances Craven
19	Secondary school persistent absence rate (12/13 ac yr)	7.2%	Frances Craven
20	Overall Permanent exclusions (12/13 ac yr)	39	Frances Craven
21	Overall Fixed Term exclusions (12/13 ac yr)	<3200	Frances Craven
22	Proportion of young people Not in Education, Employment or Training (NEET)	5.0%	Frances Craven
23	Proportion of young people whose NEET status is 'not known'	5.0%	Frances Craven
24	Reducing rate of first time entrants to criminal justice per 100,000 10-17 year olds	260 fte	Frances Craven
25	Free school meal pupils overall absence rate (primary)	6.1%	Frances Craven
26	Free school meal pupils overall absence rate (secondary)	9.1%	Frances Craven
27	School Action Plus pupils overall absence rate (primary)	9.9%	Frances Craven
28	Looked after children overall absence rate (12/13 ac yr)	3.0%	Frances Craven
29	Looked after children persistent absence rate (12/13 ac yr)	3.3%	Frances Craven
30	Looked after children permanent exclusions (12/13 ac yr)	0	Frances Craven
<b>Contract Monitoring</b>			
33	All contracts monitored at least once a year	100%	Sara Livadeas/Jim Leivers
<b>Financial Performance</b>			
34	Forecast/actual expenditure for Education & Early Intervention is in line with the latest agreed budget	<2.0% of net budget	Frances Craven
35	Forecast/actual expenditure for Children's Social Care is in line with the latest agreed budget	<2.0% of net budget	John Dixon
36	Forecast/actual expenditure Children, Education & Families Central costs is in line with the latest agreed budget	<2.0% of net budget	Sara Livadeas/Jim

		Target	Lead Officer
			Leivers
37	Directorate reserves – Exact indicator to be agreed	n/a	Jim Leivers
38	Number of 2013/14 budget virements requested requiring Council approval as they are a change in policy	0	Jim Leivers
39	Planned savings assumed in the MTFP are expected to be achieved	100%	Jim Leivers

## CHILDREN EDUCATION AND FAMILIES PROPOSED ANNUAL INFORMATION

Annual Updates to be provided giving trend data and comparative performance with statistical neighbours and nationally

		Target	Lead Officer
<b>Raising Attainment</b>			
1	Early Years Foundation Stage - % reaching a good level of development (indicator redefined from 2013)	New measure – no benchmark data available	Frances Craven
2	KS1 - % level 2b+ reading	80%	Frances Craven
3	KS1 - % level 2+ reading	90%	Frances Craven
4	KS1 – % level 2+ writing	81%	Frances Craven
5	KS1 - % level 2+ maths	91%	Frances Craven
6	KS2 - % level 4+ reading, writing & maths (indicator redefined from 2013)	80%	Frances Craven
7	Oxfordshire's rank nationally for KS2 Level 4+ reading, writing & maths	Top quartile	Frances Craven
8a	% making expected 2 levels of progression KS1-2 reading	92%	Frances Craven
8b	% making expected 2 levels of progression KS1-2 writing	92%	
8c	% making expected 2 levels of progression KS1-2 maths	88%	
9	Number of primary schools below KS2 Floor Standard	1	Frances Craven
10	KS4 - % 5A*-C including English & maths	61%	Frances Craven
11	Oxfordshire's rank nationally for KS4 – 5A*-C including English and maths	Top quartile by 2014	Frances Craven
12a	% making expected 3 levels of progression KS2-4 – English	70%	Frances Craven
12b	% making expected 3 levels of progression KS2-4 – maths	72%	
13	Number of secondary schools below KS4 Floor Standard	2	Frances Craven
<b>Narrowing the Gap</b>			
14a	FSM pupils - % making expected progress KS1-2 reading	90%	Frances Craven
14b	FSM pupils - % making expected progress KS1-2 writing	91%	
14c	FSM pupils - % making expected progress KS1-2 maths	85%	
15a	FSM pupils - % making expected progress KS2-4 English	54%	Frances Craven
15b	FSM pupils - % making expected progress KS2-4 maths	51%	
16	School Action Plus pupils - % 5A*-C GCSEs including English & maths	15%	Frances Craven
17a	School Action Plus pupils - % making expected progress KS1-2 reading	77%	Frances Craven
17b	School Action Plus pupils - % making expected progress KS1-2 writing	87%	
17c	School Action Plus pupils - % making expected progress KS1-2 maths	70%	
18a	School Action Plus pupils - % making expected progress KS2-4 English	35%	Frances Craven
18b	School Action Plus pupils - % making expected progress KS2-4 maths	30%	
19	Looked After Children - % 5A*-C GCSEs including English & maths	14%	Frances Craven
20a	Looked After Children - % making expected progress KS2-4 English	tbc	Frances Craven
20b	Looked After Children - % making expected progress KS2-4 maths		

# Oxfordshire Attainment Profile



**Produced: May 2013**

Contact: [dataanalysisiteam@oxfordshire.gov.uk](mailto:dataanalysisiteam@oxfordshire.gov.uk)



The following datasets provide headline figures relating to attainment by pupils in Oxfordshire schools. This includes EYFSP, Key Stages 1, 2 and 4. National and Statistical Neighbour (SN) comparisons are provided where available. The intention is that this data will provide information on trends in Oxfordshire and how these compare more widely.

Source: EYFSP: DfE Statistical First Release – *EYFSP results in England, 2011-12* published Oct 2012  
Key Stage 1: DfE Statistical First Release – *National Curriculum Assessments Key Stage 1 in England, 2012* published Sep 2012  
Key Stage 2: DfE Statistical First Release – *National Curriculum Assessments Key Stage 2 in England 2011/12(revised)* published Dec 2012  
Key Stage 4: DfE Statistical First Release – *GCSE and Equivalent Results in England, 2011-12 (revised)* published Jan 2013

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### **Oxfordshire, Statistical Neighbours average and National data 2008-12; Oxfordshire districts data 2008-2012**

Page 3 - Early Years Foundation Stage (Good level of achievement)

Page 4 - Early Years Foundation Stage (Narrowing the Gap)

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Page 6 - Key Stage One (Mathematics and Science)

Page 7 - Key Stage Two

Page 8 - Key Stage Two – Expected Progress from Key Stage 1

Page 9 - Key Stage Four

Page 10 - Key Stage Four – Expected Progress from Key Stage 2

### **Vulnerable group data and attainment gaps**

Page 11 – Attainment gaps – Free School Meals

Page 12 –13 Attainment gaps – Special Educational Needs

Page 14 Attainment gaps – English as an Additional Language (EAL)

Page 15 – 16 Attainment gaps – Ethnic Groups

Page 17 Attainment gaps – Service Children

### **School tables 2011 and 2012:**

#### ***Teacher assessment data (EYFS and KS1); DfE Performance Tables data (KS2, KS4 and KS5)***

Page 18 - 25 Primary Schools – maintained & academies

Page 26 - Secondary Schools – Maintained & academies

Page 27 - Special Schools

## Early Years Foundation Stage Profile

% of pupils achieving a good level of overall development (78+ pts overall and 6+ pts in Personal, Social & Emotional Development, and Communication, Language & Literacy)

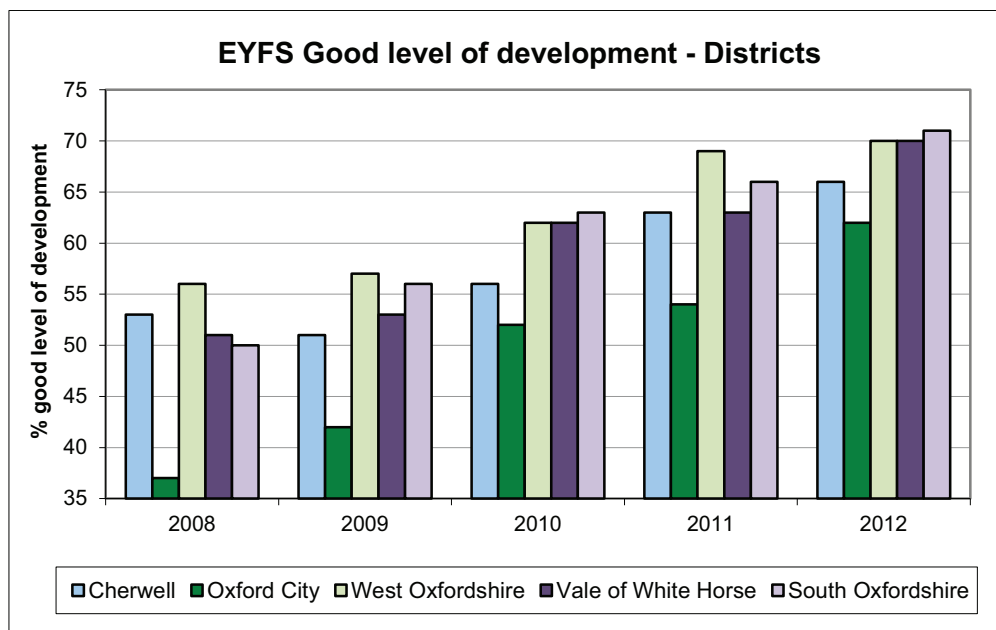
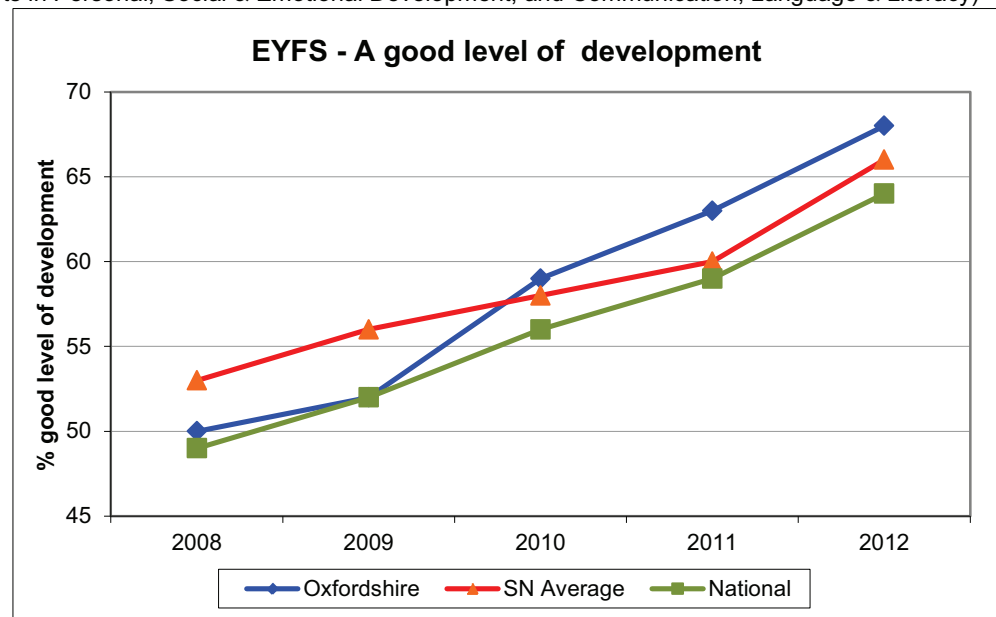
		% achieving good level of development -EYFSP				
		2008	2009	2010	2011	2012
Oxfordshire	Cohort	6844	6941	7174	7321	7554
	%	50	52	59	63	68
Statistical Neighbour Average		53	56	58	60	66
National		49	52	56	59	64

		% achieving good level of development -EYFSP				
Oxfordshire Districts		2008	2009	2010	2011	2012
Cherwell		53	51	56	63	66
Oxford City		37	42	52	54	62
West Oxfordshire		56	57	62	69	70
Vale of White Horse		51	53	62	63	70
South Oxfordshire		50	56	63	66	71

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The standard performance measure at the end of the EYFS is “a good level of development” and this is defined as the attaining 78 points or more across the profile and at least 6 points in each of the individual strands of Personal, Social & Emotional Development (PSED) and Communication, Language & Literacy (CLL).

- More than two thirds of pupils in Oxfordshire achieved a good level of development in 2012. The proportion of pupils in Oxfordshire achieving a good level of development by the end of EYFS has increased by 18 percentage points since 2008 (rising from 50% to 68%).
- This rise has been greater than the increase nationally and Oxfordshire continues to perform above both the national figure (64%) and the Statistical Neighbour average (66%)
- In 2012 Oxfordshire was ranked joint 3rd out of their Statistical Neighbours. Nationally Oxfordshire is ranked in the second quartile.
- In 2012 all 5 districts continued to see an increase in this measure, particularly Oxford City (8 %pt increase) and Vale (7 %pt increase). The proportion of pupils attaining a good level of development in Oxford City has increased by 25 percentage points and South Oxfordshire by 21 percentage points between 2008 and 2012.



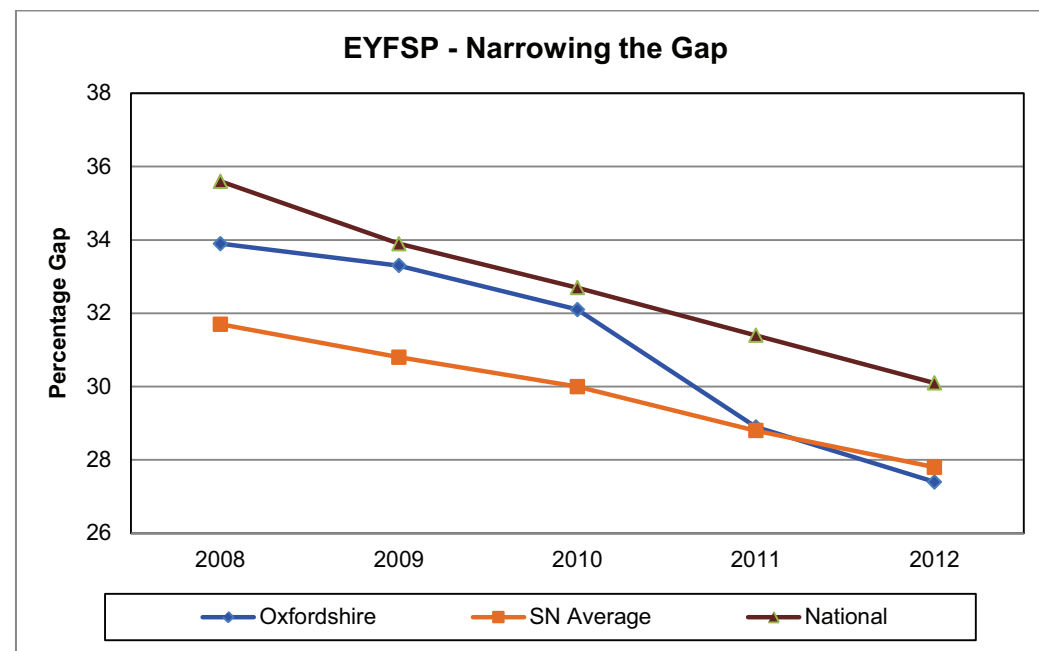
## Early Years Foundation Stage Profile (cont.)

Narrowing the Gap (Narrowing the gap between the lowest achieving 20% of pupils in the Early Years Foundation Stage Profile and the rest)

		% Narrowing the gap - EYFSP				
		2008	2009	2010	2011	2012
Oxfordshire	Cohort	6844	6941	7174	7321	7554
	%	33.9	33.3	32.1	28.9	27.4
Statistical Neighbour Average		31.7	30.8	30.0	28.8	27.8
National		35.6	33.9	32.7	31.4	30.1

		% Narrowing the Gap - EYFSP				
Oxfordshire Districts		2008	2009	2010	2011	2012
Cherwell		n/a	n/a	n/a	n/a	n/a
Oxford City		n/a	n/a	n/a	n/a	n/a
West Oxfordshire		n/a	n/a	n/a	n/a	n/a
Vale of White Horse		n/a	n/a	n/a	n/a	n/a
South Oxfordshire		n/a	n/a	n/a	n/a	n/a

- The gap is defined as 'the difference between the median EYFSP score of all the children in the cohort and the mean score for the lowest achieving 20% expressed as a percentage of the median score for all children in the cohort'.
- A decreasing figure indicates that the gap is closing.
- The gap between the 20% lowest achieving pupils and the rest in Oxfordshire has narrowed continuously since 2008 and decreased by a further 1.5 percentage points in 2012.
- This gap has decreased at a greater rate than that nationally and this places Oxfordshire in the top quartile nationally, indicating the success that the county has in raising the achievement of the lowest 20% of pupils at the same time as increasing the overall achievement of all pupils.
- In 2008 Oxfordshire was ranked 11<sup>th</sup> out of our Statistical Neighbours (i.e. had the largest gap). In 2012 Oxfordshire was ranked 5<sup>th</sup> and is in the top quartile nationally.
- Narrowing the gap data by district is not published as part of the Statistical First Release.





# Key Stage One

The expectation is that pupils will reach level 2 or above in reading, writing and mathematics by the end of Key Stage 1.

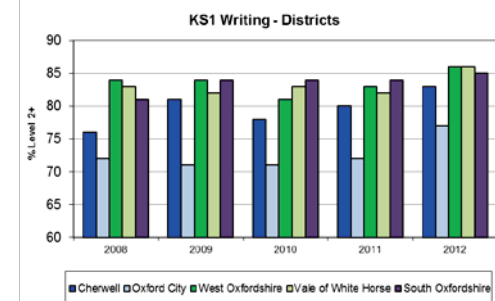
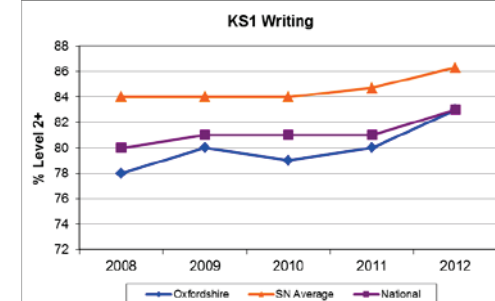
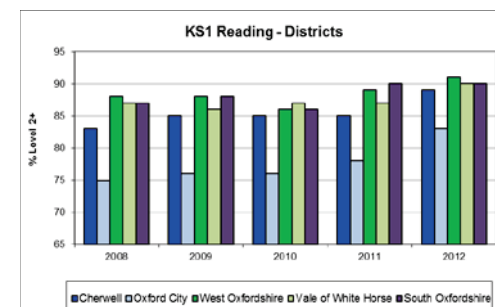
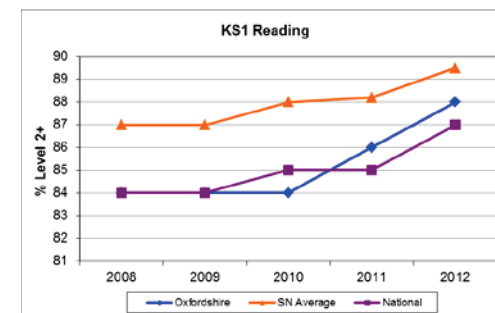
% level 2+		Reading					Writing				
		2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Oxfordshire	Cohort	6305	6263	6633	6754	6865	6305	6263	6633	6754	6865
	%	84	84	84	86	88	78	80	79	80	83
Statistical Neighbour Average		87	87	88	88	90	84	84	84	85	86
National		84	84	85	85	87	80	81	81	81	83

Oxon. Districts	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Cherwell	83	85	85	85	89	76	81	78	80	83
Oxford City	75	76*	76*	78	83	72	71	71*	72*	77
West Oxfordshire	88	88	86	89	91	84	84	81	83	86
Vale of White Horse	87	86	87	87	90	83	82	83	82	86
South Oxfordshire	87	88	86	90	90	81	84	84	84	85

\*District is bottom nationally

- In 2012 Key Stage 1 performance in Oxfordshire increased, particularly in reading and writing.
- In all subjects Oxfordshire's performance at Key Stage 1 is now above or in line with national figures although in all cases is lower than the statistical neighbour average.
- Nationally Oxfordshire ranks joint 33<sup>rd</sup> out of 150 in reading, placing the county in the top quartile of local authorities for this measure.
- The proportion of pupils attaining level 2 or above in writing has consistently been lower than that in the other subjects, both in Oxfordshire and nationally. In 2012 the proportion of pupils in Oxfordshire attaining level 2 or above in writing was 83%
- The gap between Oxfordshire and the highest performing Statistical Neighbours increases throughout the levels. In reading the gap is 4%pts at level 2+, increasing to 12 %pts at level 3+. This is reflected in the other subjects.

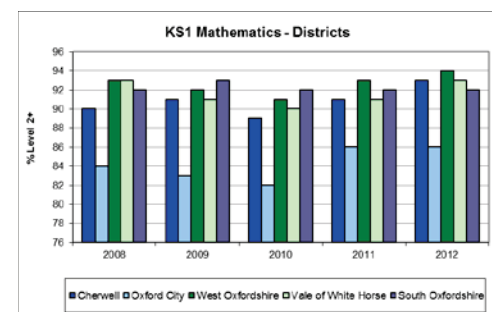
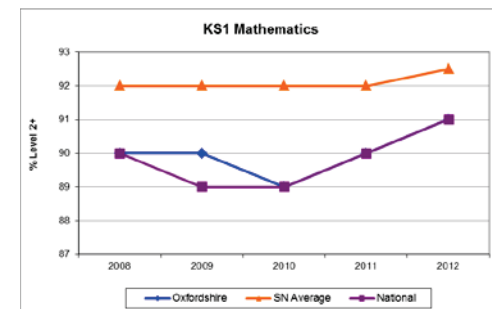


## Key Stage One (continued)

% of pupils reaching level 2 or above

% level 2+		Mathematics					Science				
		2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Oxfordshire	Cohort	6305	6263	6633	6754	6865	6305	6263	6633	6754	6865
	%	90	90	89	90	91	92	92	91	91	91
Statistical Neighbour Average		92	92	92	92	92	92	92	92	92	92
National		90	89	89	90	91	89	89	89	89	89
Oxon. Districts		2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Cherwell		90	91	89	91	93	91	93	91	91	91
Oxford City		84	83	82*	86	86	89	86	85	86	86
West Oxfordshire		93	92	91	93	94	94	94	94	93	95
Vale of White Horse		93	91	90	91	93	93	94	92	92	93
South Oxfordshire		92	93	92	92	92	95	95	93	93	93

\*District is bottom nationally



- There is a wide variation between the performances of districts at KS1.
- The performance of pupils living in Oxford City has improved significantly from 2011, particularly in reading and writing (both have increased by 5 %pts). Oxford City no longer ranks as the lowest district nationally for reading.
- In 2011 the difference between districts was greatest in reading and writing (12 percentage points). This gap has decreased in 2012 and the difference in performance between districts is 8-9 %pts in all subjects.
- Pupils in West Oxfordshire perform particularly strongly, ranking 20<sup>th</sup> nationally in maths and 28<sup>th</sup> nationally in reading (out of 326).
- In 23 schools, 100% of pupils attain level 2 or above in reading, writing and maths.
- There is a wide variation in performance between schools, especially in writing where % level 2+ varies between 37% and 100%.
- In 58% of primary schools at least 90% of pupils reach level 2+ in reading, however in writing this drops to only 40% of schools.

## Key Stage Two

% of pupils achieving level 4 or above in English and mathematics

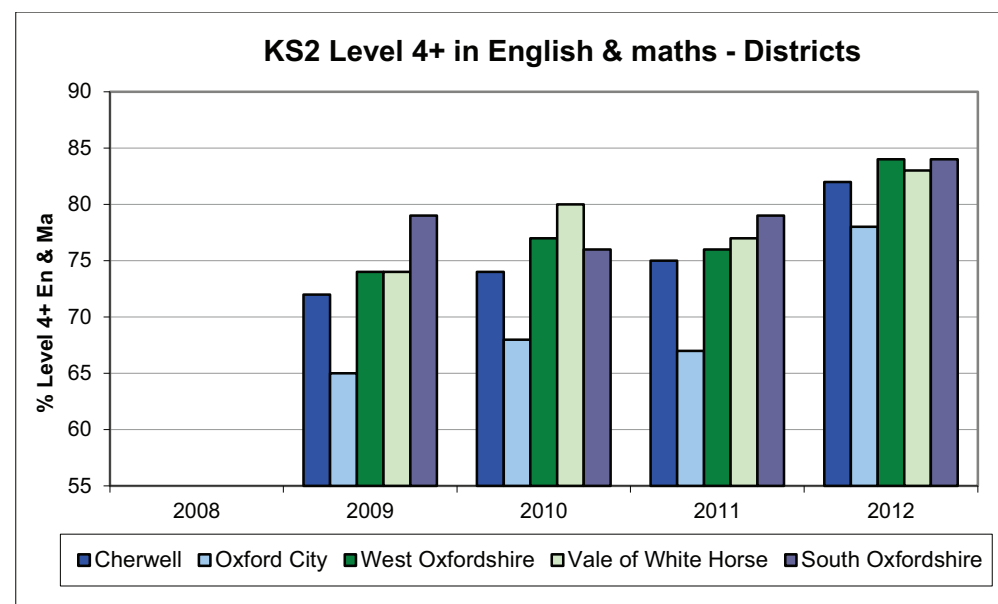
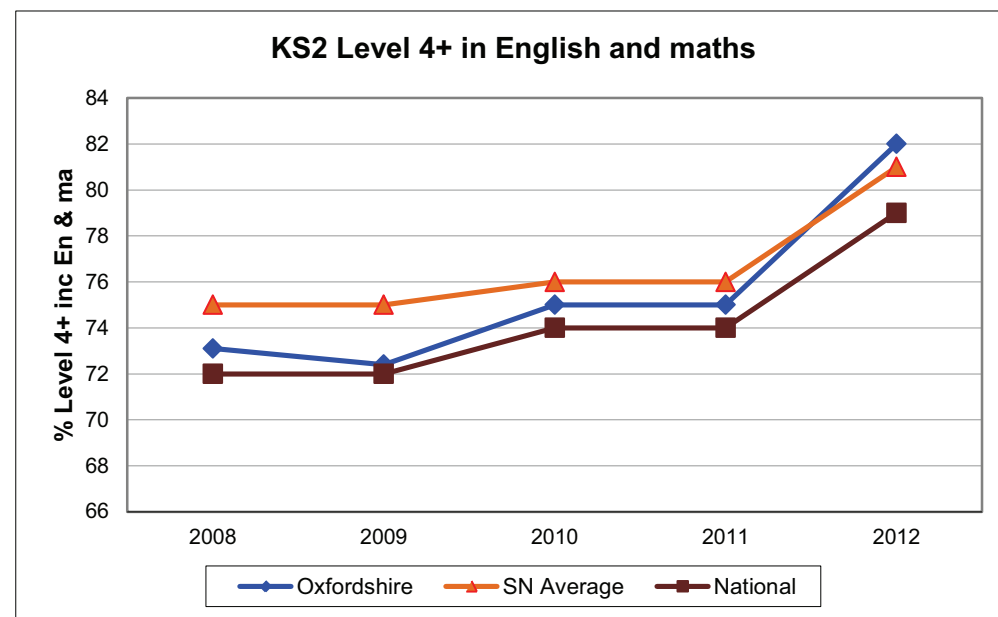
		% Level 4+ English and maths KS2				
		2008	2009	2010*	2011	2012
Oxfordshire	Cohort	5972	6310	6366	6100	6149
	%	73	72	75	75	82
Statistical Neighbour Average		75	75	76	76	81
National		72	72	74	74	79

Oxfordshire Districts	2008	2009	2010*	2011	2012
Cherwell	L4 En & Ma combined not reported at District level	72	74	75	82
Oxford City		65	68	66	78
West Oxfordshire		74	77	76	84
Vale of White Horse		74	80	77	83
South Oxfordshire		79	76	79	84

\*Many schools boycotted SATs in 2010

**KS2** The proportion of pupils in Oxfordshire achieving level 4+ in English and maths increased by 7 %pts in 2012. This was greater than the increase nationally.

- This means that at Key Stage 2 Oxfordshire now performs above the national and statistical neighbour averages and ranks 2<sup>nd</sup> out of its statistical neighbour group (increasing from 7<sup>th</sup> in 2011).
- All districts have seen an increase in the proportions of pupils attaining level 4+ English and maths. Oxford City saw the most notable increase, up 12 %pts from 2011.
- Three of Oxfordshire's districts feature in the top quartile nationally for this level of attainment (South Oxfordshire, West Oxfordshire and Vale of White Horse).
- The % attaining level 4+ English and maths in Oxfordshire schools ranged from 33%- 100%
- 100% of pupils in 20 Oxfordshire schools attained level 4+ in English and in maths. In 5 schools less than 60% of pupils reached this level (this represents the attainment aspect of the floor standard).



## Key Stage Two – Expected Progress

It is expected that pupils will make at least two whole levels of progress between Key Stages One and Two in English and in mathematics.

% expected progress		English					Mathematics				
		2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Oxfordshire	Cohort		6045	4803	5933	6149		6069	4799	5944	6149
	%	86	84	86	86	91	81	81	84	84	88
Statistical Neighbour Average		84	82	84	84	88	79	81	82	82	87
National		83	81	83	84	89	78	80	82	83	87

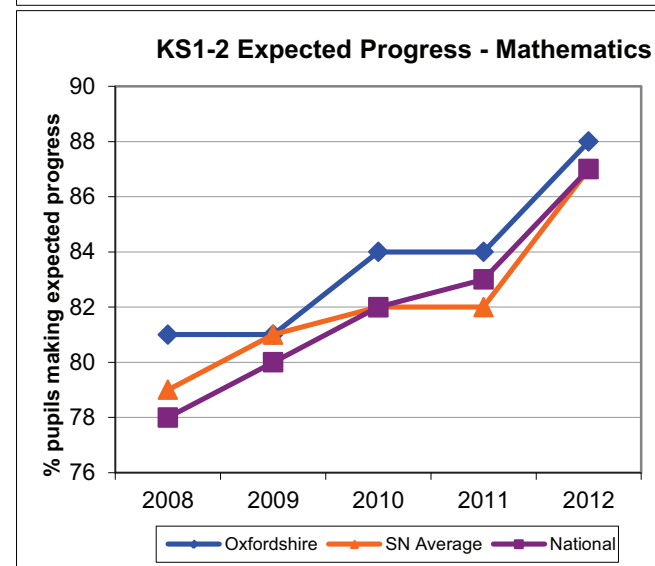
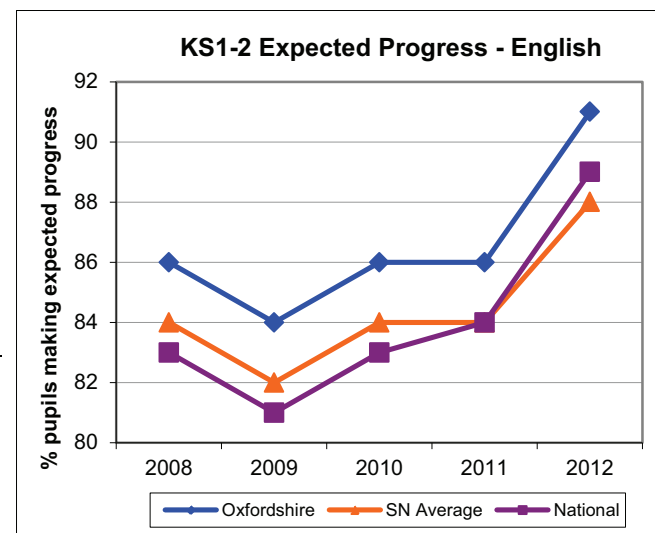
NB Many schools boycotted SATs in 2010

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A greater proportion of Oxfordshire pupils made the expected 2 levels of progress in English (91%) than in maths (88%).

The proportion of pupils making expected progress increased both in Oxfordshire and nationally. Oxfordshire continues to perform above the national and statistical neighbour average for these measures.

- In 2012 Oxfordshire was top of statistical neighbours for expected progress in English and in maths.
- At school level, expected progress in English ranged from 60%-100%. 100% of pupils made expected progress in 65 schools but in 9 schools 75% or fewer pupils made this expected progress.
- In maths expected progress ranged from 29%-100%. In 24 schools 100% of pupils made expected progress but in 17 schools 75% or less of pupils did so.
- The floor standard at KS2 is defined as “less than 60% pupils attaining L4+ in English and maths and below national average of expected progress in English (92%) and maths (90%)”.
- In 2012 only 1 Oxfordshire school fell below the floor standard in Oxfordshire, a significant decrease from 18 schools in 2011.



## Key Stage Four

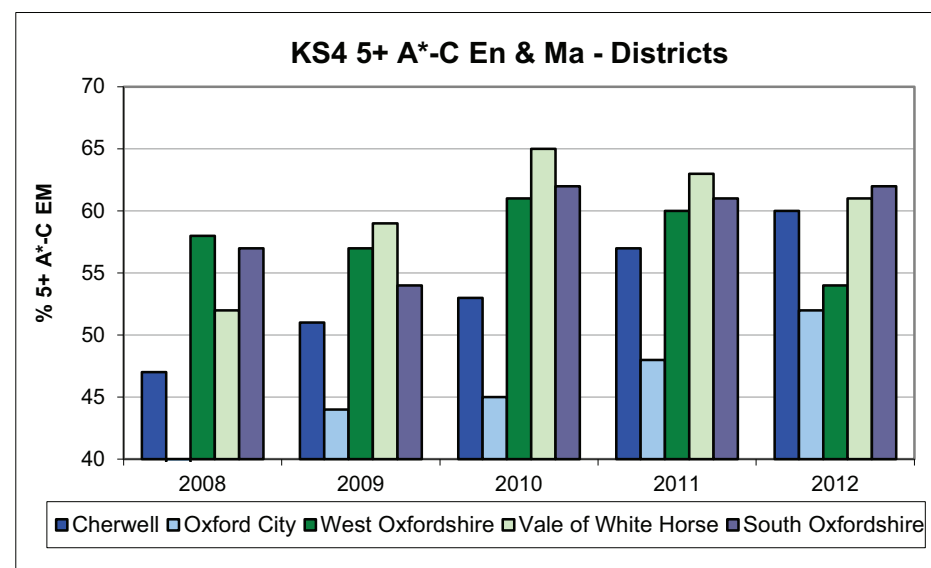
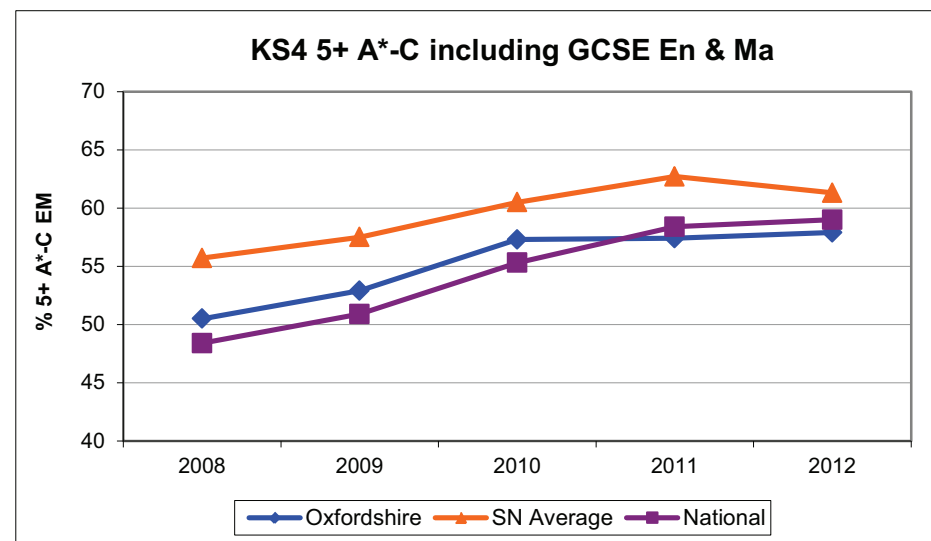
The key performance measure at KS4 is the % of pupils achieving 5+ A\*-C GCSEs grades including English and mathematics

		% achieving 5+ A*-C GCSEs inc Eng & maths				
		2008	2009	2010	2011	2012
Oxfordshire	Cohort	6785	6309	6371	6179	6006
	%	50.5	52.9	57.3	57.4	57.9
Statistical Neighbour Average		55.7	57.5	60.5	62.7	61.3
National		48.4	50.9	55.3	58.4	59

Oxfordshire Districts *	2008	2009	2010	2011	2012
Cherwell	47	51	53	57	60
Oxford City	39	44	45	48	52
West Oxfordshire	58	57	61	60	54
Vale of White Horse	52	59	65	63	61
South Oxfordshire	57	54	62	61	62

\* District is by pupil residency postcode

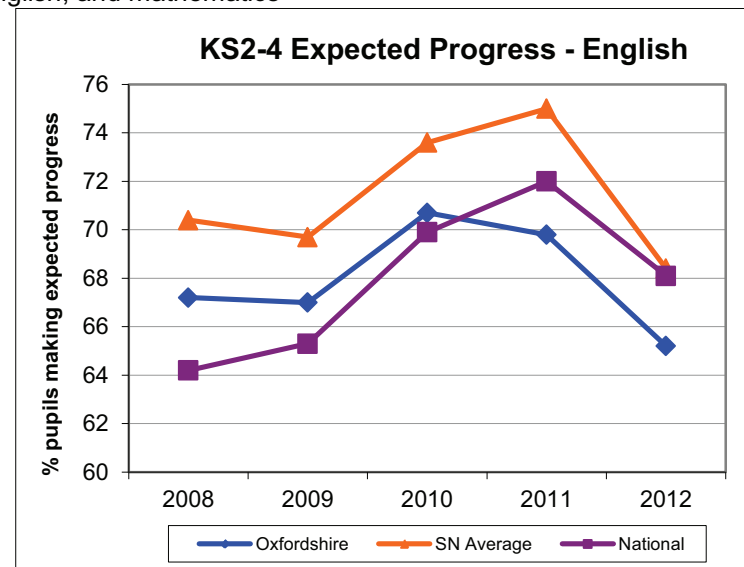
- 57.9% of pupils in Oxfordshire in 2012 achieved 5 or more GCSEs A\*-C including English and maths which is a slight increase from 2011. However in this measure Oxfordshire continues to perform below statistical neighbour (61.3%) and national (59.0%) averages.
- In 2012 Oxfordshire is ranked 8<sup>th</sup> out of statistical neighbours.
- Again there is significant variation between performances of districts. In Oxford City 52% of pupils attained 5 or more A\*-C at GCSE including English and maths compared with 62% of pupils in South Oxfordshire.
- Although remaining in the bottom quartile nationally, Oxford City showed the largest increase in students reaching the key performance measure out of the 5 Oxfordshire districts.



## Key Stage Four – Expected Progress

It is expected that pupils will achieve three whole levels of progress between Key Stages Two and Four in English, and mathematics

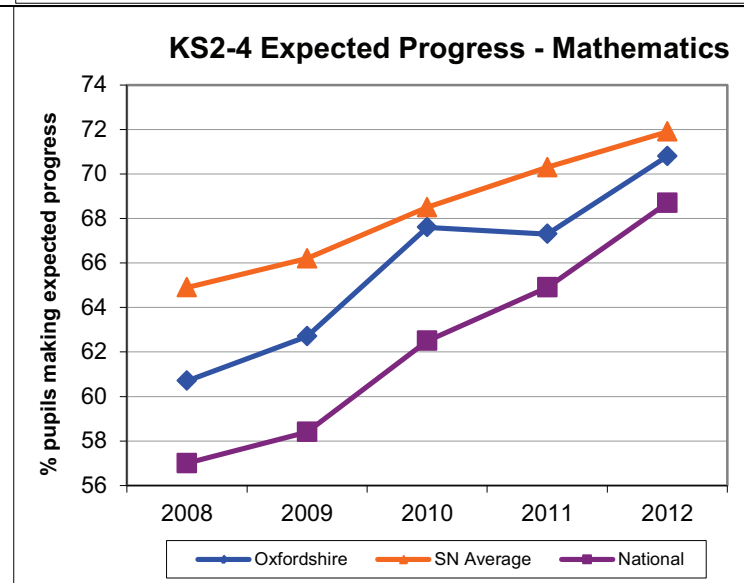
% expected progress		English					Mathematics				
		2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Oxfordshire	Cohort	6427	6038	6193	5952	5846	6436	6083	6201	5970	5873
	%	67	67	71	70	65	61	63	68	67	71
Statistical Neighbour Average		70	70	74	75	68	65	66	69	70	72
National		64	65	70	72	68	57	58	63	65	69



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In 2012, 65% of Oxfordshire pupils made expected progress in English (a decrease from 2011 and reflecting the picture nationally) and 71% expected progress in maths,(an increase from the previous year). This means that compared to the national figure, fewer pupils in Oxfordshire made the expected progress in English but more pupils made expected progress in maths.

- At school level there is greater variation in expected progress in English (varying from 38% to 86%) than there is in maths (varying from 53% to 82%).
- The KS4 floor standard is defined as “less than 40% pupils attaining 5A\*-C GCSEs including English and maths and below national median expected progress in English and below national median expected progress in maths”.
- In 2012 Oxford Academy continues to be the only school in Oxfordshire to be below floor standards.



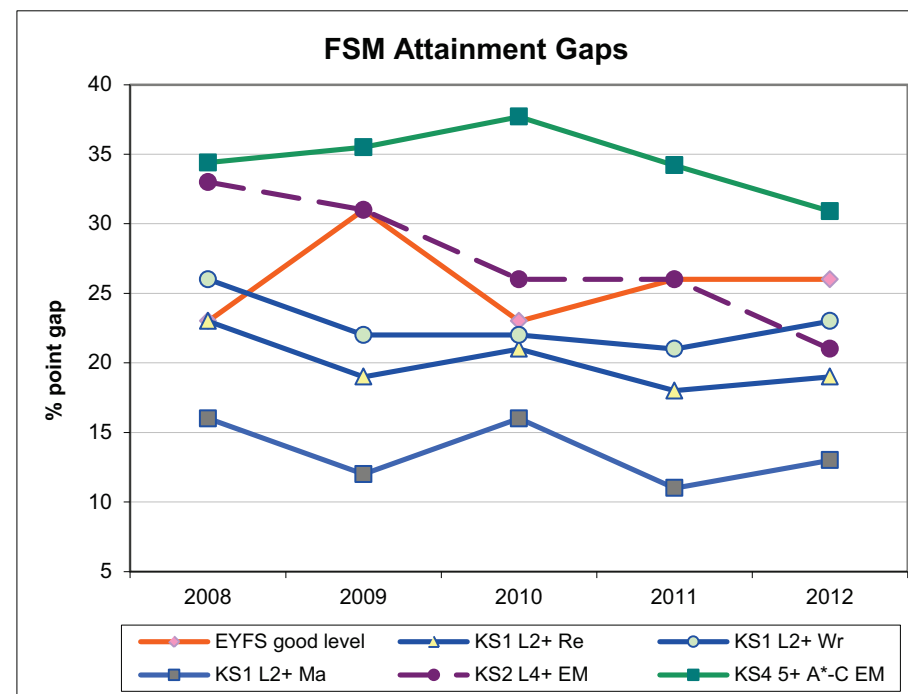
## Attainment gaps - Free School Meals (FSM) Eligibility

% attainment FSM	2008	2009	2010	2011	2012
<b>EYFSP – FSM Cohort</b>	429	559	681	794	817
<b>EYFSP – good level development (FSM)</b>	29	23	38	40	45
<b>EYFSP – Narrowing the Gap</b>		<b>38</b>	<b>40</b>	<b>33</b>	<b>33</b>
<b>KS1 – FSM Cohort</b>	646	629	741	804	850
<b>KS1- L2+ Reading (FSM)</b>	<b>63</b>	<b>67</b>	<b>66</b>	<b>70</b>	<b>72</b>
<b>KS1 - L2+ Writing (FSM)</b>	<b>55</b>	<b>61</b>	<b>60</b>	<b>62</b>	<b>63</b>
<b>KS1- L2+ Maths (FSM)</b>	<b>76</b>	<b>79</b>	<b>75</b>	<b>81</b>	<b>80</b>
<b>KS2 – FSM Cohort</b>	636	645	483*	681	677
<b>KS2 - L4+ En &amp; Ma (FSM)</b>	<b>44</b>	<b>45</b>	<b>52*</b>	<b>52</b>	<b>63</b>
<b>KS4 – FSM Cohort</b>	431	452	464	469	485
<b>KS4 - 5+ A*-C GCSE inc En &amp; Ma (FSM)</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>26</b>	<b>30</b>

FSM Gaps (% point difference)		2008	2009	2010	2011	2012
<b>EYFSP – good level development (FSM gap)</b>	<b>Oxon</b>	<b>23</b>	<b>31</b>	<b>23</b>	<b>26</b>	<b>26</b>
	National	na	na	19	18	19
<b>KS1 - L2+ Reading (FSM gap)</b>	<b>Oxon</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>18</b>	<b>19</b>
	National	18	16	16	15	14
<b>KS1 - L2+ Writing (FSM gap)</b>	<b>Oxon</b>	<b>26</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>23</b>
	National	20	19	18	18	16
<b>KS1 - L2+ Maths (FSM gap)</b>	<b>Oxon</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>11</b>	<b>13</b>
	National	13	12	12	11	11
<b>KS2 - L4+ En &amp; Ma (FSM gap)</b>	<b>Oxon</b>	<b>33</b>	<b>31</b>	<b>26*</b>	<b>26</b>	<b>21</b>
	National	23	22	21*	20	21
<b>KS4 - 5+ A*-C GCSE inc En &amp; Ma (FSM gap)</b>	<b>Oxon</b>	<b>35</b>	<b>35</b>	<b>38</b>	<b>34</b>	<b>31</b>
	National	28	27	28	27	26

Source: National Pupil Database

\*A number of schools boycotted KS2 tests in 2010



### Key Messages:

- FSM gap is defined as the difference in attainment between those pupils known to be eligible for free school meals and those that are not eligible.
- In all key stages, Oxfordshire pupils eligible for FSM attain significantly lower than the same cohort nationally. This gap is particularly noticeable at KS4.
- At most key stages the FSM gap in Oxfordshire is wider than that nationally, although for KS2 and EYFSP it is in line with the national gap.
- In KS1, KS2 and KS4 the FSM gap has been reducing both in Oxfordshire and nationally since 2008, generally through an increase in attainment by pupils eligible for FSM.
- At KS4 the FSM gap has varied from 2008 to 2012 both in Oxfordshire and nationally. During this time the attainment of pupils eligible for FSM in Oxfordshire has increased from 18% to 30%.

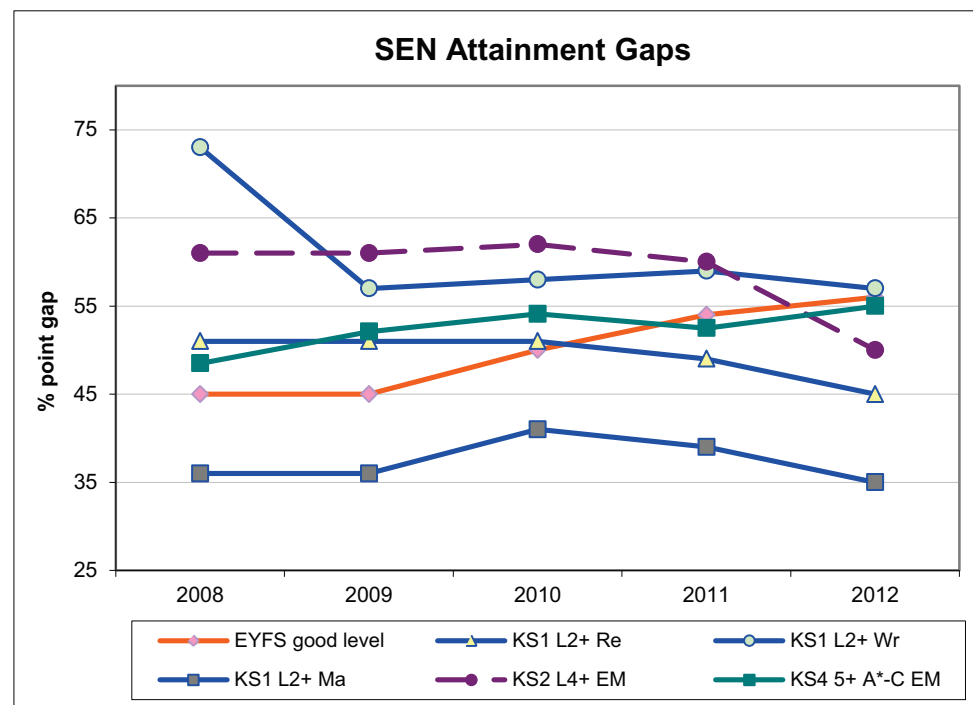
## Attainment gaps - Special Educational Needs (SEN)

% attainment any SEN	2008	2009	2010	2011	2012
EYFSP – SEN cohort	343	371	458	500	520
EYFSP – good level development (SEN)	8	9	12	13	16
EYFSP – Narrowing the Gap (SEN)		46	46	44	46
KS1 – SEN cohort	1163	1153	1258	1332	1269
KS1 - L2+ Reading (SEN)	42	43	43	46	52
KS1 - L2+ Writing (SEN)	34	34	33	33	37
KS1 - L2+ Maths (SEN)	61	61	56	59	63
KS2 – SEN cohort	1523	1520	1186*	1544	1472
KS2 - L4+ En & Ma (SEN)	27	26	28*	30	44
KS4 – SEN cohort	1336	1260	1279	1288	1220
KS4 - 5+ A*-C GCSE inc En & Ma (SEN)	12	11	14	16	14

SEN Gaps (% point difference)		2008	2009	2010	2011	2012
EYFSP – good level of development (SEN gap)	Oxon	45	45	50	54	56
	National	39	40	42	42	45
KS1 - L2+ Reading (SEN gap)	Oxon	51	51	51	49	45
	National	44	43	43	43	40
KS1 - L2+ Writing (SEN gap)	Oxon	57	57	59	59	57
	National	49	48	48	49	47
KS1 - L2+ Maths (SEN gap)	Oxon	36	36	41	39	35
	National	32	33	33	33	31
KS2 - L4+ En & Ma (SEN gap)	Oxon	61	61	62*	60	50
	National	54	55	54*	53	49
KS4 - 5+ A*-C GCSE inc En & Ma (SEN gap)	Oxon	49	52	54	53	55
	National	45	45	46	48	47

Source: National Pupil Database

\*A number of schools boycotted KS2 tests in 2010



### Key Messages:

- The SEN attainment gap reflects the difference in attainment between children with any SEN (statements, school action plus and school action) and those with no SEN.
- The attainment of pupils with any SEN has increased in all primary key stages between 2008 and 2012. There was a notable increase of 14%pts at KS2 in 2012.
- In 2012 at KS1, 63% of pupils in Oxfordshire with SEN attained Level 2 or above in maths but on 37% did so in writing.
- In 2012 the SEN attainment gap narrowed both in Oxfordshire and nationally at KS1 and KS2, this was particularly noticeable at KS2 in Oxfordshire when there was a 10%pt decrease from 2011. During this time the attainment of pupils with SEN has also increased.



## Attainment gaps - Pupils with SEN – School Action Plus

Gaps (% point difference)		2008	2009	2010	2011	2012
EYFSP – good level dev. (School Action Plus gap)	Oxon	44	50	53	51	57
	National	39	41	42	42	57
KS1- L2+ Reading (School Action Plus gap)	Oxon	62	62	63	65	60
	National	52	50	49	49	45
KS1 - L2+ Writing (School Action Plus gap)	Oxon	67	65	70	72	70
	National	57	56	55	55	52
KS1 - L2+ Maths (School Action Plus gap)	Oxon	51	47	58	50	45
	National	41	40	40	39	36
KS2 - L4+ En & Ma (School Action Plus gap)	Oxon	71	71	75*	67	63
	National	60	60	59*	57	54
KS4 - 5+ A*-C inc En & Ma (School Action Plus gap)	Oxon	56	56	58	60	62
	National	47	49	50	51	49

### Key Messages:

- These tables show the attainment gaps for pupils with School Action Plus and pupils with a Statement of SEN
- The attainment of Oxfordshire pupils at School Action Plus is below those nationally at all key stages.
- The attainment gap for pupils with School Action Plus in Oxfordshire is greater than the gap nationally at all key stages with the exception of EYFS where it is in line with the national gap.
- At KS4 only 7% of pupils at School Action Plus attain 5+ GCSEs incl Eng and maths – this is the lowest in the country.
- Oxfordshire pupils with a statement perform better than the national figures at EYFS and KS4.

## Attainment gaps of Pupils with Statement of SEN

Gaps (% point difference)		2008	2009	2010	2011	2012
EYFSP – good level dev. (SEN -Statement gap)	Oxon	51	50	57	62	59
	National	49	52	55	58	63
KS1 - L2+ Reading (SEN – Statement gap)	Oxon	74	74	67	75	82
	National	71	71	71	72	71
KS1 - L2+ Writing (SEN – Statement gap)	Oxon	78	78	77	80	80
	National	74	75	75	76	76
KS1 - L2+ Maths (SEN – Statement gap)	Oxon	75	78	77	72	83
	National	70	71	71	71	71
KS2 - L4+ En & Ma (SEN Statement gap)	Oxon	75	70	80*	82	79
	National	73	73	75*	73	75
KS4 - 5+ A*-C inc En & Ma (SEN – Statement gap)	Oxon	54	60	62	59	60
	National	53	56	60	61	62

Source: National Pupil Database

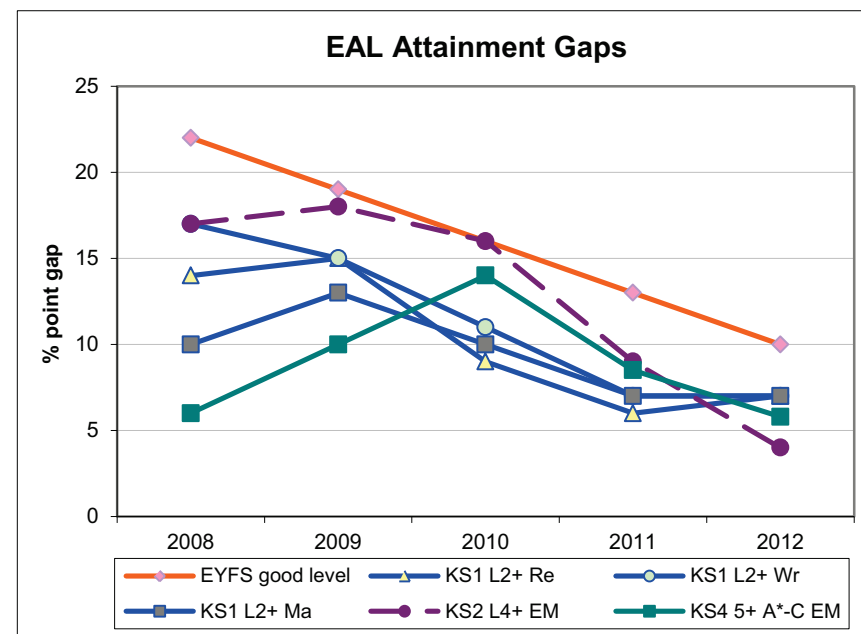
\*A number of schools boycotted KS2 tests in 2010

## Attainment gaps - English as an Additional Language (EAL)

% attainment EAL	2008	2009	2010	2011	2012
EYFSP – EAL cohort	518	640	677	781	782
EYFSP – good level development (EAL)	30	34	45	52	59
KS1 – EAL cohort	524	570	628	697	708
KS1 - L2+ Reading (EAL)	71	71	76	80	82
KS1 - L2+ Writing (EAL)	63	67	70	74	77
KS1 - L2+ Maths (EAL)	81	78	80	84	85
KS2 - EAL cohort	406	469	347*	482	558
KS2 - L4+ En & Ma (EAL)	58	56	60*	67	78
KS4 – EAL cohort	318	336	399	380	408
KS4 5+ A*-C inc GCSE En & Ma (EAL)	45	43	44	50	53

EAL Gaps (% point difference)		2008	2009	2010	2011	2012
EYFSP – good level of development (EAL gap)	Oxon	22	19	16	13	10
	National	13	12	11	8	9
KS1 - L2+ Reading (EAL gap)	Oxon	14	15	9	6	7
	National	7	6	5	4	4
KS1 - L2+ Writing (EAL gap)	Oxon	17	15	11	7	7
	National	7	6	5	4	4
KS1 - L2+ Maths (EAL gap)	Oxon	10	13	10	7	7
	National	6	5	4	4	3
KS2 - L4+ En & Ma (EAL gap)	Oxon	17	18	16*	9	4
	National	6	6	3*	3	2
KS4 - 5+ A*-C GCSE inc En & Ma (EAL gap)	Oxon	6	10	14	9	6
	National	2	1	2	1	1

Source: National Pupil Database

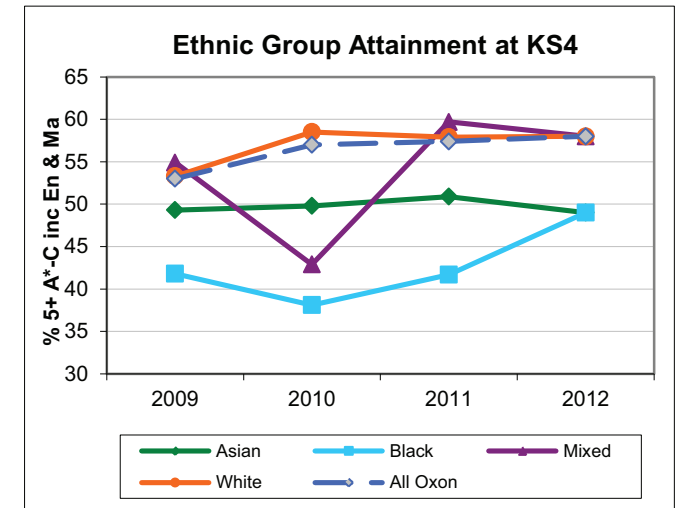
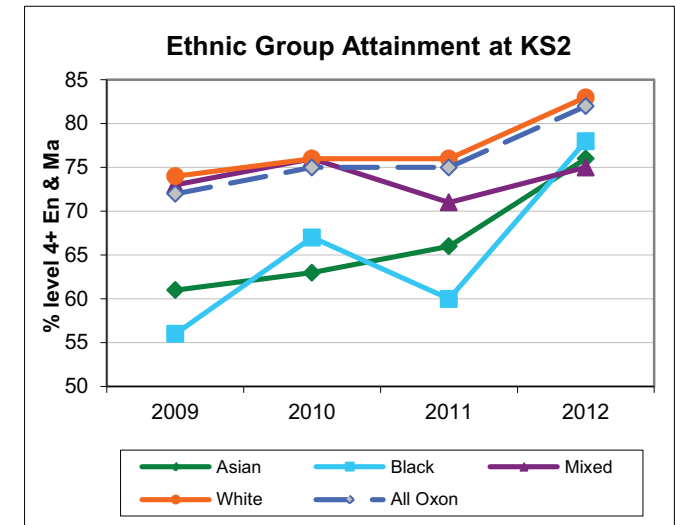


### Key messages:

- The EAL gap shows the difference in attainment between pupils who have English as a first language and those for whom English is an additional language.
- The EAL cohort has increased at KS2 and KS4 but has remained relatively constant at Key Stage 1 and EYFS.
- The EAL gap at EYFSP, KS1 and KS2 has closed both in Oxfordshire and nationally between 2008 and 2012. This is particularly so at KS2 where the gap in Oxfordshire has closed from 17 percentage points in 2008 to 4 percentage points in 2012.
- In all the primary Key Stages the EAL gap in Oxfordshire is greater than that nationally.
- At KS4 the EAL gap of pupils in Oxfordshire attaining 5+ A\*-C GCSEs including English and maths has shown more variation and remains considerably above that nationally. In 2012 53% of pupils with EAL in Oxfordshire achieved 5+ GCSEs at A\*-C including English and maths.

# Attainment - Ethnic groups

% attainment	Asian					Black					
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	
EYFSP – ethnic group cohort	323	315	374	379	548	121	133	148	172	151	
EYFSP – good level of development	27	34	42	54	61	40	35	41	48	62	
KS1 – ethnic group cohort	307	291	350	254	396	100	110	129	146	145	
KS1 - L2+ Reading	73	75	77	82	84	71	75	78	85	82	
KS1 - L2+ Writing	65	68	71	75	79	66	68	67	79	75	
KS1 - L2+ Maths	80	77	80	82	87	74	81	76	84	79	
KS2 – ethnic group cohort	303	319	371*	401	320	106	98	89*	114	116	
KS2 - L4+ En & Ma	45	61	63*	66	76	53	56	67*	60	78	
KS4 – ethnic group cohort	214	229	239	222	253	94	91	113	96	118	
KS4 - 5+ A*-C GCSE inc En & Ma	43	49	50	51	49	33	42	38	42	49	
Page 33 % attainment	Mixed					White					
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	
	EYFSP- ethnic group cohort	303	319	371	401	424	5519	5664	5764	5898	5947
	EYFSP – good level of development	45	46	59	60	65	52	53	61	65	70
	KS1 – ethnic group cohort	271	291	330	355	374	5453	5431	5669	5745	5821
	KS1 L2+ Reading	77	85	82	84	89	85	85	85	86	89
	KS1 L2+ Writing	73	78	77	79	85	80	82	81	81	84
	KS1 L2+ Maths	85	88	87	89	92	91	91	90	91	92
	KS2 – ethnic group cohort	267	252	210*	284	302	5619	5547	4383	5334	5295
	KS2 L4+ En & Ma	76	73	76*	71	75	75	74	76*	76	83
	KS4 – ethnic group cohort	178	184	217	196	246	5939	5674	5669	5519	5278
	KS4 5+ A*-C inc GCSE En & Ma	43	55	43	60	58	51	53	59	58	58



## Attainment gaps - Ethnic groups

Ethnicity Gaps (% point difference)		Asian				Black				Mixed			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
EYFSP – good level of development (Ethnicity gap)	Oxon	19	19	11	9	18	20	17	8	7	2	5	5
	National	8	7	5	5	9	8	5	4	1	0	0	1
KS1 - L2+ Reading (Ethnicity gap)	Oxon	10	8	4	5	10	7	1	7	0	3	2	0
	National	2	0	-1	-1	3	3	1	0	0	0	-1	-1
KS1 - L2+ Writing (Ethnicity gap)	Oxon	14	10	6	5	14	14	2	9	4	4	2	-1
	National	2	0	0	-1	5	4	3	1	1	0	0	-1
KS1 - L2+ Maths (Ethnicity gap)	Oxon	14	10	9	5	10	14	7	13	3	3	2	0
	National	1	1	0	1	5	5	4	3	1	1	0	0
KS2 - L4+ En & Ma (Ethnicity gap)	Oxon	13	13*	10	7	18	9*	16	5	1	0*	5	8
	National	2	0*	0	0	8	5*	5	3	0	-2*	0	0
KS4 - 5+ A*-C GCSE inc En & Ma (Ethnicity gap)	Oxon	4	9	7	10	12	20	16	9	-2	16	-2	1
	National	3	-4	-5	-5	6	5	3	3	-1	0	-1	-1

### Key messages:

- Ethnicity attainment gaps represent the difference in attainment between pupils from a specific ethnic group and those from White groups. A negative sign indicates that performance is greater than that of White groups.
- The attainment of pupils from Asian, Black and Mixed ethnic groups is generally lower than that of pupils from White groups, both nationally and in Oxfordshire. The exception being children from Mixed backgrounds who, in Oxfordshire, attain in line at Key Stage 4 with children from White Backgrounds.
- Nationally, a greater proportion of children from Asian groups have attained 5+ A\*-C GCSEs including English and maths than those from White groups since 2010. This is not reflected in Oxfordshire.
- The greatest attainment gap at all key stages is for children from Black ethnic groups (except at KS4 where Asian pupils have the greatest gap).
- Attainment of children from Asian, Black or Mixed ethnic groups shows more variation in Oxfordshire than nationally due to relatively small cohorts.

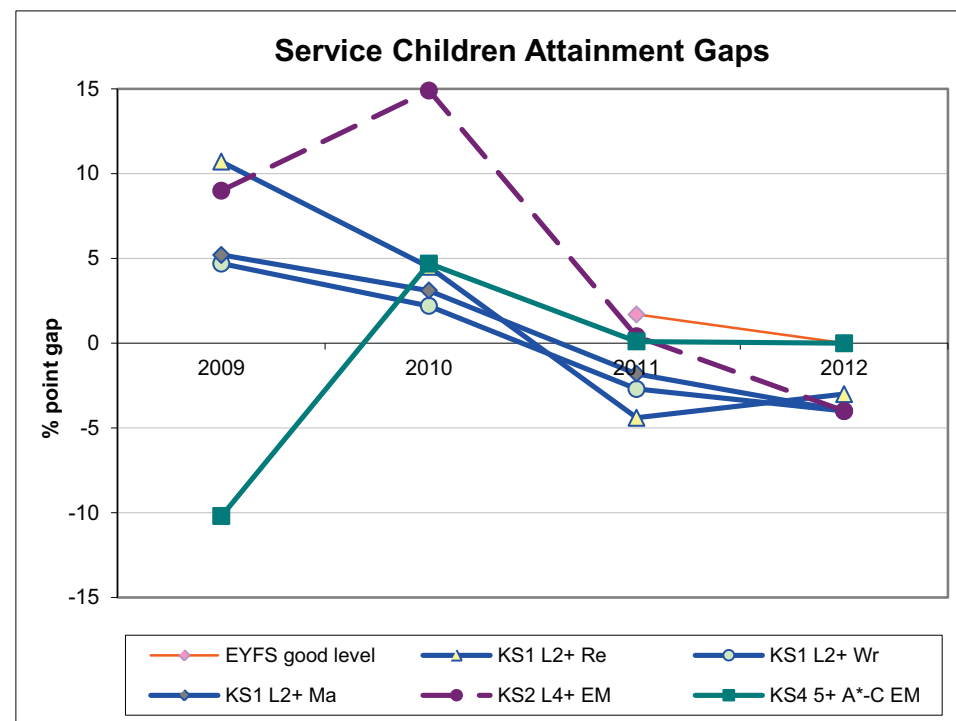
\*A number of schools boycotted KS2 tests in 2010

## Attainment gaps - Service Children

% attainment	2008	2009	2010	2011	2012*
EYFSP – service children cohort				243	247
EYFSP – good level of development				65	68
KS1 – service children cohort		198	185	208	229
KS1 L2+ Reading		73	80	90	91
KS1 L2+ Writing		75	77	83	87
KS1 L2+ Maths		85	86	92	95
KS2 – service children cohort		146	163*	169	147
KS2 L4+ En & Ma		63	60	75	86
KS4 – service children cohort		87	109	143	tbc
KS4 5+ A*-C inc GCSE En & Ma		63	52	57	tbc

S/C Gaps (% point difference)	2008	2009	2010	2011	2012*
EYFSP – good level of achievement				1.7	0
KS1 L2+ Reading		11	-5	-4	-3
KS1 L2+ Writing		5	2	-3	-4
KS1 L2+ Maths		5	3	-2	-4
KS2 L4+ En & Ma		9	15*	0	-4
KS4 5+ A*-C inc GCSE En & Ma		-10	5	0	tbc

Source: National Pupil Database. The boycotting of KS2 tests in 2010 may have impacted on figures.



### Key messages:

- At Key Stage 1 the attainment of service children in Oxfordshire has increased continued to increase since 2009. In 2011 and 2012 a greater proportion of service children achieved level 2 in reading, writing or maths. Over 90% of service children attain level 2 or above in reading or in maths.
- Attainment by service children has also increased at Key Stage 2 and in 2012 service children perform better than non-service children.
- At Key Stage 4 a greater proportion of children achieved 5+A\*-C GCSEs including English and maths in 2009 however this has reduced and in 2011 there was no difference in attainment.
- It should be noted that the introduction of the pupil premium in 2011 placed a greater emphasis on the recording of service children and this may have impacted on results and a changing cohort.
- National data is not available,

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## Questionnaire Summary Results

This page shows the summary of the responses that have been received.

### Proposal 1

To increase the charges for concessionary travel and post 16 travel in 2014/15 to £290.40 (£96.80 per two terms of the 6 term year) for those who live under 3 miles from the school attended and £541.20 per annum (£180.40 per two terms of the 6 term year) for those who live over 3 miles from the school attended.

The average cost of a seat on one of the home to school transport routes, excluding taxis, is £784.70. Therefore the proposed new fare represents an average subsidy per seat on these routes of £243.50 for those travelling 3 miles or over and £494.30 for those travelling under 3 miles.




Option	Results
Agree	 5% (54)
Disagree	 82% (854)
Neither agree nor disagree	 13% (133)

- [View the full responses for this question](#)
- [Report on responses to this question](#)

### Proposal 2

From 2015 onwards, to increase the concessionary fare by 2% per annum

This is intended to provide some certainty as to likely future price increases.

Option	Results
Agree	 12% (127)
Disagree	 70% (733)
Neither agree nor disagree	 17% (181)




- [View the full responses for this question](#)
- [Report on responses to this question](#)

### Proposal 3

From September 2014 to end the waiving of the concessionary charge for the third and subsequent children of families where they have more than two children using the same home to school transport service.

This is intended to ensure equity.

Currently families that have more than two children using the same home to school transport service receive an additional subsidy of £784.70 for every further child they have who uses the same home to school transport service.

Option	Results
Agree	 12% (130)
Disagree	 68% (709)
Neither agree nor disagree	 19% (202)

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### Proposal 4

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**To only use the guidance issued by Road Safety GB when making risk assessments of walked routes to school.**

Road Safety GB is the recognised means of assessing route safety. This national guidance is produced by experts in road safety matters.

Assessments will be made regarding the relationship between pedestrians and traffic. Any other personal safety issues of children travelling alone will not be taken into account and assessments will be made on the presumption that children will be accompanied as necessary by an adult, usually a parent.

Option	Results
Agree	 17% (176)
Disagree	 62% (646)
Neither agree nor disagree	 21% (219)

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### Proposal 5

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**To adopt the phased ending of free travel to the designated (catchment) school if the distance from home to school is over 3 miles if aged 8 or over, or 2 miles if less than aged 8 and of school age.**

This new approach would meet legal requirements and after 5 years could lead to savings of at least £340,000.

If agreed this proposal would take effect from September 2014.



Those children for whom free transport has been agreed before that date would not be affected by the proposed policy change.

The areas most affected in the Oxford area would be Risinghurst, Kennington and Garsington.

The area most affected in the Banbury area would be Adderbury.

Other areas that would be significantly affected are Farmoor, Southmoor, Stadhampton, Bampton and Alvescot.

The schools most affected by the phased ending of these routes would be Matthew Arnold School, Burford School, Warriner School, Wheatley Park School, Icknield School and Marlborough School.

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Option	Results
Agree	 2% (20)
Disagree	 95% (993)
Neither agree nor disagree	 3% (28)

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## Proposal 6

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**To reassess routes designated as “unsafe walking routes” against the guidance issued by Road Safety GB over 2013/14 and 2014/15.**

This would ensure that routes are properly assessed against agreed national criteria for route safety within a reasonable timescale.

Option	Results
Agree	 25% (260)
Disagree	 52% (546)
Neither agree nor disagree	 23% (235)




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## Proposal 7

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**To remove references to collaborative learning transport from the Home to School Travel policy.**

This type of transport was provided because of an initiative of the previous Government and collaborative learning partnerships have now been discontinued.

Option	Results
Agree	 14% (141)
Disagree	 37% (383)
Neither agree nor disagree	 50% (517)




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## Proposal 8

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**To adopt a two stage review/appeal process from September 2013 in accordance with the Department for Education Transport and Travel Guidance of March 2013.**

This is intended to ensure that the Local Authority meets its legal commitments and provides a fair means of challenging decisions on home to school transport.

Option	Results
Agree	 34% (352)
Disagree	 32% (335)
Neither agree nor disagree	 34% (354)

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