



Notice of a Meeting

Children's Services Scrutiny Committee

Thursday, 18 April 2013 at 10.00 am

County Hall

Membership

Chairman - Councillor Michael Waine
Deputy Chairman – Councillor Marilyn Badcock

<i>Councillors:</i>	Janet Godden M. Altaf-Khan Ann Bonner	Anda Fitzgerald- O'Connor Pete Handley Caroline Newton	Neil Owen Dave Sexon Val Smith
---------------------	---	---	--------------------------------------

<i>Co-optees:</i>	Mr Chris Bevan 2 Vacancies	Mrs Sue Matthew Bob Martyn (by invitation)	Carole Thomson (by invitation)
-------------------	-----------------------------------	--	-----------------------------------

Notes:

Date of next meeting: 4 July 2013

What does this Committee review or scrutinise?

- Services for children, young people and families; preventative services; child protection; family support, educational policy; youth service; youth justice;
- Primary & secondary schools; special education; pupil services; school transport; music service
- Adult learning (oversight of the adult learning service in provider mode)

How can I have my say?

We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

For more information about this Committee please contact:

Chairman	-	Councillor Michael Waine E.Mail: michael.waine@oxfordshire.gov.uk
Committee Officer	-	Lisa Michelson, Tel: (01865) 815673 lisa.michelson@oxfordshire.gov.uk

Peter G. Clark.

Peter G. Clark
County Solicitor

April 2013

About the County Council

The Oxfordshire County Council is made up of 74 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:

- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:

- Making day to day service decisions
- Investigating individual complaints.

What does this Committee do?

The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting

A hearing loop is available at County Hall.

AGENDA

- 1. Apologies for Absence and Temporary Appointments**
- 2. Declarations of Interest - see guidance note on the back page**
- 3. Minutes** (Pages 1 - 8)

To approve the minutes of the meeting held on 28 February 2013 and to note for information any matters arising from them.

- 4. Speaking to or petitioning the Committee**
- 5. Forward Plan and Committee Business** (Pages 9 - 20)
10.15

- 6. Education Strategy** (Pages 21 - 48)
10.30

Frances Craven, Deputy Director- Education and Early Intervention, will join the committee to update on the Education Strategy, including an update on the Reading Campaign presented by Creighton Muirhead, Service Manager- Education and Early Intervention.

- 7. Chill Out Fund** (Pages 49 - 60)
11.30

Ruth Ashwell, Service Manager-Youth, Engagement and Opportunities, will give an overview of this year's projects funded by the Chill Out Fund.

- 8. Close of meeting**
12.00

Declarations of Interest

The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

- (a) fail to register a disclosable pecuniary interest within 28 days of election or co-option (or re-election or re-appointment), or
- (b) provide false or misleading information on registration, or
- (c) participate in discussion or voting in a meeting on a matter in which the member or co-opted member has a disclosable pecuniary interest.

Whose Interests must be included?

The Act provides that the interests which must be notified are those of a member or co-opted member of the authority, **or**

- those of a spouse or civil partner of the member or co-opted member;
- those of a person with whom the member or co-opted member is living as husband/wife
- those of a person with whom the member or co-opted member is living as if they were civil partners.

(in each case where the member or co-opted member is aware that the other person has the interest).

What if I remember that I have a Disclosable Pecuniary Interest during the Meeting?

The Code requires that, at a meeting, where a member or co-opted member has a disclosable interest (of which they are aware) in any matter being considered, they disclose that interest to the meeting. The Council will continue to include an appropriate item on agendas for all meetings, to facilitate this.

Although not explicitly required by the legislation or by the code, it is recommended that in the interests of transparency and for the benefit of all in attendance at the meeting (including members of the public) the nature as well as the existence of the interest is disclosed.

A member or co-opted member who has disclosed a pecuniary interest at a meeting must not participate (or participate further) in any discussion of the matter; and must not participate in any vote or further vote taken; and must withdraw from the room.

Members are asked to continue to pay regard to the following provisions in the code that *“You must serve only the public interest and must never improperly confer an advantage or disadvantage on any person including yourself”* or *“You must not place yourself in situations where your honesty and integrity may be questioned.....”*.

Please seek advice from the Monitoring Officer prior to the meeting should you have any doubt about your approach.

List of Disclosable Pecuniary Interests:

Employment (includes *“any employment, office, trade, profession or vocation carried on for profit or gain”*.), **Sponsorship, Contracts, Land, Licences, Corporate Tenancies, Securities.**

For a full list of Disclosable Pecuniary Interests and further Guidance on this matter please see the Guide to the New Code of Conduct and Register of Interests at Members’ conduct guidelines. <http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Elected+members/> or contact Rachel Dunn on (01865) 815279 or Rachel.dunn@oxfordshire.gov.uk for a hard copy of the document.

This page is intentionally left blank

Agenda Item 3

CHILDREN'S SERVICES SCRUTINY COMMITTEE

MINUTES of the meeting held on Thursday, 28 February 2013 commencing at 10.00 am and finishing at 13.00

Present:

Voting Members: Councillor Michael Waine – in the Chair
Councillor Janet Godden
Councillor M. Altaf-Khan
Councillor Mrs Anda Fitzgerald-O'Connor
Councillor Pete Handley
Councillor Caroline Newton
Councillor Gill Sanders (substitute)
Councillor David Wilmshurst (substitute)
Councillor Lawrie Stratford (substitute)

Other Members in Attendance: Councillor Melinda Tilley

Co-opted Members: Mr Chris Bevan
Mrs Sue Matthew

By Invitation: Mrs Carole Thomson
Mr Ian Jones

Officers: Graham Clare
Roy Leach
Lisa Michelson
Frances Place
Clare Rowntree
Kevin Mannion
Graham Shaw
Janie Slaymaker
Richard Byard
Richard Kennell

Agenda Item Officer Attending

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting [, together with a schedule of addenda tabled at the meeting/the following additional documents:] and agreed as set out below. Copies of the agenda and reports [agenda, reports and schedule/additional documents] are attached to the signed Minutes.

5/13 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 1)

Apologies were received from Councillor Ann Bonner and Councillor Marilyn Badcock.

Cllr Gill Sanders substituted for Cllr Val Smith, Cllr Lawrie Stratford for Cllr Dave Sexon, Ian Jones for Bob Martyn and Cllr David Wilmshurst for Cllr Neil Owen.

6/13 DECLARATIONS OF INTEREST - SEE GUIDANCE NOTE ON THE BACK PAGE

(Agenda No. 2)

None.

7/13 MINUTES

(Agenda No. 3)

Cllr Waine wished to clarify that comments he made about Cllr Godden's visit to Paris were misconstrued by the Press as she was there on a business trip, not for pleasure.

A report on the Reading Campaign should come to the next meeting with the report from the Educational Transformation Board.

8/13 SPEAKING TO OR PETITIONING THE COMMITTEE

(Agenda No. 4)

None.

9/13 FORWARD PLAN

(Agenda No. 5)

Lisa Michelson joined the committee to update on discussions held with legal services, democratic services and the communications team about whether the April meeting can go ahead considering the restrictions of the pre-election period.

The advice received is that the meeting may go ahead as long as care is taken over the choice of items and that committee members are mindful of what they say during the meeting.

The committee discussed the options and decided that they will hold the meeting in April.

Cllr Tilley informed the committee that it was suggested that the Young People's Wellbeing Group should have a representative from the scrutiny committee on it. The committee agreed that this should happen.

The committee requested an overview of spending in the Chill Out Fund to come to the next meeting.

10/13 CAPITAL BUDGET UPDATE

(Agenda No. 6)

Roy Leach (RL), School Organisation and Planning Manager, and Graham Clare (GC), Programme Finance Manager, joined the committee to give an update on capital budget which was not ready at the budget meeting in January.

They reported that final settlement information had still not been received from the government, but gave an overview of the predicted budget based on the assumption that basic need programme funding will remain roughly the same and structure maintenance budget will decrease (as academies receive this directly from the government).

Chris Bevan asked whether there is an assumption that growth required because of housing demand will be part funded by developers?

RL agreed that it is assumed that all developers will make a contribution. This will continue for large developments and pooled with funding for small developments which is received in a different way.

Cllr Wilmshurst queried whether it is normal to have to wait for settlement information or whether it might signal bad news.

GC clarified that the information should have come through already but the government were reviewing more information.

RL explained that it is likely due to the Department for Education receiving more demand than expected for more school places. He expressed confidence that the council's demand is robust.

Sue Matthews queried whether schools on the capital building programme are safe to carry on?

RL confirmed that where there is already an agreement and firm investment it will go ahead. Schools which are already academies still receive funding for expansion for school places

However we may not provide funding where schools are expecting funding but get academy status before going into the firm programme.

Cllr Godden requested that updated information is provided on academy conversions.

The committee were assured that they would be updated when the final information comes in.

11/13 DISCUSSION WITH OFFICERS FROM THE JOINT HOUSING TEAM
(Agenda No. 7)

The committee were joined by Clare Rowntree (CR), Commissioning Manager, and Kevin Mannion (KM), Senior Practitioner, Housing Development Manager to receive a presentation on the work of the Joint Housing Team.

Cllr Wilmshurst asked who is ultimately responsible for housing.

CR explained that Children's Social Care and the housing departments in the District Councils have different responsibilities but work together. OCC do not have a bank of properties so for emergency accommodation have to look to private landlords whereas Oxford City/Districts have a set of housing that they can use

KM added that they have worked to make the process uniform across OCC and the districts so that they all work together and understand both side's procedures and legislation. KM explained his role is to foster these joint working relationships.

Cllr Stratford asked whether we are ready to manage a potential increase in demand for housing help following the upcoming changes to universal credit changes.

KM assured that they are preparing the best they can for this.

Sue Matthews asked whether there is close working with the early intervention hubs and children's centres for preventing intentional homelessness.

CR explained that there is some work with them already in place and will continue.

Cllr Godden asked how often a solution is found for families and whether "At risk of homelessness" is a category for thriving families?

CR referred to a paper last year about how long people are supported for. They are seeing increase in how long people have to stay in emergency accommodation due to difficulty in finding long term accommodation.

KM explained that other issues may become clear for families at risk of homelessness that make them eligible for thriving families, or families in the thriving families programme may need help from housing.

12/13 RESPONSE TO ENQUIRIES FROM THE EMPLOYEE'S JOINT CONSULTATIVE COMMITTEE
(Agenda No. 8)

Graham Shaw (GS), Deputy Director for Oxfordshire Customer Services, Janie Slaymaker (JS) from Unison and Catharine Darnton, headteacher of Gillotts School,

joined the committee to discuss the ongoing provision of services to schools. Cllr Tilley was also invited to the table.

Cllr Waine explained the background to this item.

GS presented a breakdown of services that his area provides. This year they have removed £250k of subsidy out, more will come out next year. The changes will go out to all schools as a service catalogue w/c 11th March and it is hoped that schools will decide what services they want by April

Discussion focussed on the ongoing provision of services to schools and the desire of schools to continue to buy services from the council.

Cllr Waine stated to his knowledge the vast majority of schools and academies were buying in to Oxfordshire services, and wished to continue to do so given their quality and competitive costing. He invited Catharine Darnton to speak on behalf of Schools Forum headteachers. She stated that schools were anxious that Oxfordshire County Council service provision should continue for all schools, especially Oxfordshire's many small schools.

GS asserted that the main focus is continuity of service and they are working to provide continuity of service for services schools want in the future. Changing times mean the way they are delivering services may have to change whilst ensuring schools have access to the services they need. Investment and innovation are 2 big factors, we need to be clear the avenues for where this will come in the future.

Cllr Tilley emphasised that we will continue to provide services to schools, the only change has been to remove the subsidy. If we do decide to outsource services then schools will be fully consulted. We need schools to continue to buy in to keep the economies of scale. Other companies may be able to deliver cheaper services, but not always better services.

Cllr Waine asked that a letter be sent to headteachers and governors clarifying the situation and giving the assurance offered at the meeting. Cllr Tilley agreed.

13/13 COMMITTEE DISCUSSION ABOUT THE WORK OF SCHOOLS PREPARING YOUNG PEOPLE FOR EMPLOYMENT
(Agenda No. 9)

The committee were joined by Richard Kennell (RK), Vice Chairman of the Oxfordshire Skills Board, and Richard Byard (RB), Service Manager - Economy & Skills to discuss the recent series of visits to schools and colleges in the county exploring best practice in Science, Technology, Engineering and Maths (STEM) subjects and business links.

Cllr Waine stated that the aim of the visits had been to find best practice and the challenge now is sharing this across the county.

RK explained that the Oxfordshire Skills Board (OSB) has two main priorities. The first is the STEM agenda and the second is business skills. The OSB reports to the Local Enterprise Partnership (LEP) and is hoping to get some funding from them to put some resource behind an initiative to look at best practice to share and roll out across Oxfordshire.

The committee held a discussion about the visits and particularly focussed on the need for links with businesses to be reciprocal arrangements, and for careers related work to be embedded into the curriculum, not just through one-off events.

RK agreed to take forward the exemplar practice below and ensure it is disseminated through the Oxfordshire Skills Board.

Children's Services Scrutiny Committee- School Visits February 2013

Oxford and Cherwell Valley College

- Currently offer 68 different apprenticeships.
- Have invested £25k in a project working in partnership with the New Engineering Foundation (NEF) - The Innovation Institute to assess the skills need of the local market and ensure OCVC are delivering the right courses and the curriculum meets employer needs.
 - So far they have discovered that there is a gap in provision of the lower end (level 1) and the higher end (level 4 and above) courses.
- Have created SweetFE - a community interest company. Businesses commission work for the students to do which forms their assignments. This is contracted and monitored by SweetFE. They also run a Dragon's Den-style opportunity to bid for funding to start-up businesses.
- University Technical Colleges (UTCs) take students from 14 to teach science, technology and engineering focussed courses. One in Reading, one likely to be built in Didcot. Students attend from 9-5 which equates to 13 extra weeks of education over 2 years.
- A group in ScienceValeUK are working with secondary school students taking them to see STEM job environments and working on projects with employers.
- Career days offering free, impartial advice- not recruitment for OCVC- have been well received in the community.
- Students are encouraged to get involved in volunteering/paid employment in the college. Aim to employ 40% of their own students.
- Peer to peer teaching through using students as role models in primary schools.
- Developing a system to track students over the long-term after they leave college.

St Gregory the Great Catholic School

- Links they have with businesses are reciprocal arrangements. Would like to share these links with other schools.
- 25% of KS4 students have 1 day out a week at OCVC to do a vocational course but do not miss out on any core curriculum. This is expensive but there can be benefits from economies of scale both from reduced OCVC costs and freeing up staff in the school. The students are from a range of abilities.

- The college reporting system feeds into the school's system and they have adopted the same praise system. There is also joint training for college and school staff.
- The school has vertical tutor groups, encouraging peer to peer mentoring and using the older students as role models.
- There are weekly mentoring sessions for all students. Looking to bring in businesses as part of this session to motivate and inspire.

The Cooper School, Bicester

- The school curriculum includes GCSE level triple science. The course is available to students with a range of abilities, and has had exceptionally high take up and attainment levels since it was first introduced.
 - This success has carried through into AS and A2 level science courses. Once again take up has been extremely high, with results being the best in the county despite the sixth form only opening very recently.
 - The same has been true of Maths at both GCSE and A level.
- Key to the school's success has been its work aimed at incentivising students to participate in STEM subjects. This has included building strong ties with numerous large employers in the county which have given students a taste of the working world and enhanced their understanding of how a company operates.
- Amongst the many schemes run in collaboration with employers, notable examples include:
 - Nuffield placements: Y12 students completed four week summer placements in research environments, undertaking real research in fields across the STEM spectrum.
 - CERN placement: a physicist at CERN in Geneva hosted a Y12 student for two weeks to work on analysing real data from the Large Hadron Collider experiment.
 - Mini Plant Oxford engineering project: Mini Plant Oxford set a group of Y12 engineering a task to design and build a downhill gravity racer. Parts were provided by Mini, and the group took part in the a national competition with other schools who had participated in the scheme. The group won both the 'Best Engineered' and Mini award for 'Technical Innovative Design'.
- The school has invested heavily in developing its science facilities in particular.
- The school has also worked with younger children to inspire them to achieve from an early age. This has included year 9 pathways events, where students are encouraged to explore opportunities for personal and character development. There are awards for demonstrating initiative in these areas which are also integrated into the curriculum.
- The school has also invested in modern equipment which enables students to record themselves talking to camera and presenting.

Faringdon Community College

- The school has had an engineering specialism since 2003.
- Every student studies at least one STEM subject. Additional STEM content is included in other subjects beyond the requirements of the curriculum, e.g. history includes lessons on science and technology during the period covered in the curriculum.

- The school holds regular STEM events for families and children outside of school hours. Recent examples have included Flight Days, Ugandan Cooking, and Family Robotics.
- The school has strong links to local businesses in Oxfordshire and Swindon.
- Month long outreach sessions are held in ten local primary schools. These sessions introduce children in the catchment area to STEM subjects before they arrive at FCC. Recent examples have included Robotics, Podcasting Mechanisms, and Electronics & Animation.
- Year 11 students at risk of becoming NEET receive focussed careers guidance from the start of the year. Work is focussed on raising aspirations and preparing students for interviews. The school works in partnership with Swindon Technical College
- Of students going on to University in 2011, 37% chose to do STEM subjects.
- The school has a strong network of business contacts through a number of conduits (e.g. Industrial Trust, Oxford Trust / STEMNET) and through direct contact with employer groups. Direct contacts have led to two-way projects such as a competition to create a brand of soft-drinks for Crown.

14/13 CLOSE OF MEETING

(Agenda No. 10)

The meeting closed at 13.00.

..... in the Chair

Date of signing

Forward Plan

May - August 2013

Ian Hudspeth

Leader of the Council
County Hall, Oxford OX1 1ND

Date Issued: 3 April 2013



**OXFORDSHIRE
COUNTY COUNCIL**

The Cabinet's Forward Plan: Introduction

This Forward Plan outlines the decisions which are expected to be made over the coming four-month period by or on behalf of the County Council's Cabinet. **NB Also included, for ease of reference, are items for the current month.**

The Plan is arranged according to the responsibility areas of the various members of the Cabinet. (The members and their portfolios are listed in the table on the next page.) Each entry briefly describes the subject and scope of the decision; indicates the "target date" on which the decision is expected to be taken and by whom (eg whether the full Cabinet or an individual Cabinet Member); what documents (normally a report by an officer) are expected to be considered; and contact details for the officer(s) dealing with the matter.

Where consultation is being carried out prior to the decision being taken, the principal consultees are specified. The method of consultation will normally be by letter or – where the views of the wider public are to be sought – by press coverage, supplemented by local notices if the decision affects a particular area. Other methods, such as exhibitions, opinion surveys, community forums etc, may be used to supplement these.

The lists include any "key decisions" - those which are "significant" under the terms of government regulations. In general, a key decision may not be taken unless notice of it has been included in the Forward Plan. More detailed information on what is a key decision can be found in the Council's Constitution on the Council's website.¹ This can also be inspected at County Hall.

However, the Council has decided that Oxfordshire's Forward Plan should include all those matters which are expected to come before the Cabinet in the period of the Plan, whether or not they may give rise to key decisions.

If any key decisions are expected to be taken by officers within the Plan period under powers delegated by the Cabinet, these are included in the Plan. A timetable for all the decisions listed in the Plan appears in an Annex at the end of the Plan.

Unless of a confidential nature, reports and other documents for any meeting can be inspected, from approximately a week before the meeting, at County Hall and online². Copies can be supplied on request, at a charge to cover copying costs.

Making Representations about Forward Plan Items

Anyone who wishes to make representations about a particular matter listed in the Plan should send their comments so as to reach the County Council at least a week before it is due to be considered. Comments should be either:

- posted to "Forward Plan", Law & Culture (Democratic Services), Chief Executive's Office, County Hall, Oxford OX1 1ND or
- delivered in person to the same address or
- e-mailed to forward.plan@oxfordshire.gov.uk.

There is also a facility for making a short address to the Cabinet or Cabinet Member in person. The deadline for any request to do this is 9.00 am on the working day before the matter is due to be considered. A form is available from Democratic Support Team, Law & Culture (Democratic Services), (contact as above, or telephone Oxford 810806) or online³.

¹ [Decision Making including Key Decisions](#) – Main Menu > About your Council > Meetings > The Constitution > Part 2, Article 12 – Decision Making

² [Agendas, Minutes & Reports](#) – Main Menu > About your Council > Meetings > Browse Committee Papers

³ [Get Involved in Meetings](#) – Main Menu > About your Council > Meetings > Get involved in meetings

Members of the Cabinet

Cabinet Member	Main Areas of Responsibility
<p><i>Leader of the Council</i> Councillor Ian Hudspeth</p>	<p>Strategy; corporate and community leadership; strategic communications; major external Partnerships; regional issues; Economic development; Finance</p> <p>Oxford City Council liaison and Oxford City Local Strategic Partnership</p>
<p><i>Deputy Leader of the Council</i> Councillor Rodney Rose</p>	<p>Transport; internal management</p> <p>West Oxfordshire District Council liaison and West Oxfordshire Local Strategic Partnership</p>
<p><i>Cabinet Member for Adult Services</i> Councillor Arash Fatemian</p>	<p>Adult social services and health including Public Health</p>
<p><i>Cabinet Member for Business & Communications</i> Councillor Nick Carter</p>	<p>Customer Services; Communications; ICT; support to SME's</p> <p>South Oxfordshire District Council liaison and South Oxfordshire Local Strategic Partnership</p>
<p><i>Cabinet Member for Children</i> Councillor Louise Chapman</p>	<p>Statutory lead member for Children's Services</p>
<p><i>Cabinet Member for Education</i> Councillor Melinda Tilley</p>	<p>Education</p>
<p><i>Cabinet Member for Police & Policies</i> Councillor Kieron Mallon</p>	<p>Police issues; equalities and community safety; property and facilities management</p> <p>Cherwell District Council liaison and Cherwell Local Strategic Partnership</p>
<p><i>Cabinet Member for Growth & Infrastructure</i> Councillor Hilary Hibbert-Biles</p>	<p>Strategic planning within Oxfordshire; minerals strategy; waste management; environmental management</p>
<p><i>Cabinet Member for Safer & Stronger Communities</i> Councillor Mrs J. Heathcoat</p>	<p>Fire and rescue; trading standards; emergency planning; Community Services (coroner's; gypsies and travellers; libraries; cultural services; registration); voluntary and community sector</p> <p>Vale of White Horse District Council liaison and Vale of White Horse Local Strategic Partnership</p>

CABINET MEMBER: CHILDREN

KEY DECISIONS

Placement Strategy for Children In and On the Edge of Care

To agree proposals for a placement strategy.

Decision Maker and Target Date: **Cabinet, 18 June 2013**

Key Decision: Yes – Capital Expenditure >£1m

Exempt Information: None

Consultations: Professional colleagues and schools

Report By: Director for Children's Services

Contact: Matthew Edwards, Corporate Parenting Manager Tel: (01865) 323098
Ref: 2013/035

NON-KEY DECISIONS

NIL

CABINET MEMBER: EDUCATION

KEY DECISIONS

NIL

NON-KEY DECISIONS

Stage One Public Consultation on Proposed Expansion of St Joseph's Catholic Primary School, Oxford

If objections are received, a decision is sought on whether to support the Governing Body in its desire to publish a statutory notice in relation to expanding St Joseph's Catholic Primary School to 2 form entry from September 2014.

Decision Maker and Target Date: **Cabinet, 16 April 2013**

Key Decision: No

Exempt Information: None

Consultations: Stage One public consultation

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2012/180

Stage One Public Consultation on Proposed Expansion of Wolvercote Primary School, Oxford

If objections are received, a decision is sought on whether to publish a statutory notice in relation to expanding Wolvercote Primary School to 1.5 form entry from September 2014.

Decision Maker and Target Date: **Cabinet, 16 April 2013**

Key Decision: No

Exempt Information: None

Consultations: Stage One public consultation

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2012/182

Option Appraisal Conclusions on Cutteslowe Primary School Foundation Stage Areas

To determine whether funding should be allocated in the Capital Programme to the reconfiguration or expansion of the Foundation Stage teaching area at Cutteslowe Primary School, Oxford.

Decision Maker and Target Date: **Cabinet, 16 April 2013**

Key Decision: No

Exempt Information: None

Consultations: Option Appraisal completed by Capita Carillion Symonds

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/007

Proposal to Alter the Lower Range at St Peter's CE(A) Primary School, Cassington

To determine whether to publish a statutory notice to lower the age range to create a Foundation Stage Unit.

Decision Maker and Target Date: **Cabinet Member for Education, 22 April 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years & Childcare Tel: (01865) 810617

Ref: 2012/185

Hill View Primary School, Banbury - Alteration of Lower Age Limit to Create a Foundation Stage Unit (FSU)

To seek approval to publish a Statutory Notice if no objection received.

Decision Maker and Target Date: **Cabinet Member for Education, 22 April 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years & Childcare Tel: (01865) 810617 Ref: 2013/048

Alteration of Lower Age Range for Bampton CE Primary School

If no objections received, final decision on whether Bampton CE Primary School alters its lower age range in order to admit 3 year olds and "take over" the pre-school on site.

Decision Maker and Target Date: **Cabinet Member for Education, 20 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years & Childcare Tel: (01865) 810617 Ref: 2013/030

Procedures for Making Resolutions where the Council is Acting as a Charitable Trust in Relation to Educational Establishments

To consider whether to delegate to the Director to Children's Services, in consultation with the Chief Finance Officer, the power to make resolutions on behalf of the Council pursuant to SS275 and 281 of the Charities Act 2011 where the Council is a charitable trustee.

Decision Maker and Target Date: **Cabinet Member for Education, 20 May 2013**

Key Decision: No

Exempt Information: None

Consultations: N/A

Report By: Director for Children's Services

Contact: Stephanie Skivington, Corporate Finance Manager Tel: (01865) 323995 Ref: 2013/039

Edward Feild Nursery School - Proposal to Close and Provide Alternative Early Years Provision

If no objections received, to seek approval to publish a Statutory Notice.

Decision Maker and Target Date: **Cabinet Member for Education, 20 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years & Childcare Tel: (01865) 810617 Ref: 2013/044

Alteration of Lower Age Range for Bampton CE Primary School

If objections received, final decision on whether Bampton CE Primary School alters its lower age range in order to admit 3 year olds and "take over" the pre-school on site.

Decision Maker and Target Date: **Cabinet, 21 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years & Childcare Tel: (01865) 810617 Ref: 2013/031

Results of New Schools for Didcot Public Consultation, and Subsequent Academy Specification

To seek approval of specification for shortlisting proposals for new academies in Great Western Park, Didcot.

Decision Maker and Target Date: **Cabinet, 21 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Public consultation

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445 Ref: 2013/034

Closure of Fire Acres Nursery School and Alteration of Lower Age Limit at Five Acres Primary School

If objections received, final decision on whether to close Five Acres Nursery School as a separate establishment and for the Primary School to effectively take over the provision.

Decision Maker and Target Date: **Cabinet, 21 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/040

Closure of John Hampden Nursery School and Alteration of Lower Age Limit at John Hampden Primary School

If objections received, final decision on whether to close John Hampden Nursery School as a separate establishment and for the Primary School to effectively take over the provision.

Decision Maker and Target Date: **Cabinet, 21 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/042

Edward Feild Nursery School - Proposal to Close and Provide Alternative Early Years Provision

If objections received, to decide whether to publish a Statutory Notice.

Decision Maker and Target Date: **Cabinet, 21 May 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Debbie Rouget, Sufficiency & Access Manager: Early Years &

Childcare Tel: (01865) 810617

Ref: 2013/045

Closure of Fire Acres Nursery School and Alteration of Lower Age Limit at Five Acres Primary School

If no objections received, final decision on whether to close Five Acres Nursery School as a separate establishment and for the Primary School to effectively take over the provision.

Decision Maker and Target Date: **Cabinet Member for Education, 24 June 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/041

Closure of John Hampden Nursery School and Alteration of Lower Age Limit at John Hampden Primary School

If no objections received, final decision on whether to close John Hampden Nursery School as a separate establishment and for the Primary School to effectively take over the provision.

Decision Maker and Target Date: **Cabinet Member for Education, 24 June 2013**

Key Decision: No

Exempt Information: None

Consultations: Statutory Notice

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/043

Expansion and Alteration of Lower Age Range for Bletchingdon Parochial CE Primary School

If no objections received, whether to support the Governing Body in its wish to publish a statutory notice on expansion and alteration of age range (linked to planned relocation of school within Bletchingdon village).

Decision Maker and Target Date: **Cabinet Member for Education, 15 July 2013**

Key Decision: No

Exempt Information: None

Consultations: Public consultation

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/032

Expansion of Queensway Primary School, Banbury to 2 Form Entry

If no objections received, decision on whether to approve publication of a statutory notice in order to expand the school from September 2014 on a permanent basis.

Decision Maker and Target Date: **Cabinet Member for Education, 15 July 2013**

Key Decision: No

Exempt Information: None

Consultations: Public consultation (Stage One)

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/047

Expansion and Alteration of Lower Age Range for Bletchingdon Parochial CE Primary School

If objections received, whether to support the Governing Body in its wish to publish a statutory notice on expansion and alteration of age range (linked to planned relocation of school within Bletchingdon village).

Decision Maker and Target Date: **Cabinet, 16 July 2013**

Key Decision: No

Exempt Information: None

Consultations: Public consultation

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/033

Expansion of Queensway Primary School, Banbury to 2 Form Entry

If objections received, decision on whether to approve publication of a statutory notice in order to expand the school from September 2014 on a permanent basis.

Decision Maker and Target Date: **Cabinet, 16 July 2013**

Key Decision: No

Exempt Information: None

Consultations: Public consultation (Stage One)

Report By: Director for Children's Services

Contact: Diane Cameron, School Organisation Officer Tel: (01865) 816445

Ref: 2013/046

Outstanding
Leadership
and
Aspiration
Networks

Campaigns

System
Redesign for
Education

Early Intervention and a Good Start in Life

A Strategy for Change

Improving Educational Outcomes in Oxfordshire

2012 – 2015



Contents

1. OUR ROLE AS A LOCAL AUTHORITY	5
2. OUR OPERATIONAL CONTEXT	6
3. OUR CHALLENGE	8
4. OUR STRATEGY FOR CHANGE.....	8
4.1 CORE THEME: EARLY INTERVENTION AND A GOOD START IN LIFE.....	9
4.2 STRAND 1 - OUTSTANDING LEADERSHIP AND ASPIRATION NETWORKS	10
4.3 STRAND 2 - TARGETED CAMPAIGNS	13
4.4 STRAND 3 - SYSTEM REDESIGN FOR EDUCATION	14
5. GOVERNANCE AND ACCOUNTABILITY.....	16
APPENDIX 1 BUDGET	19
APPENDIX 2 ASPIRATION NETWORKS.....	19

DRAFT

Delivering Transformational Education Change for Oxfordshire

Our vision is 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. This Strategy sets out our approach for achieving a transformational change in education over a three year period (2012 – 2015).

Every child and young person in Oxfordshire should be able to attend a good or outstanding school or setting, access the best teaching, achieve well and as they become an adult, have opportunities for an independent economic and social life. Through providing the best start in life, whatever their background, children should be able to thrive at school. Education and skills provision also needs to be shaped around the needs of the Oxfordshire economy, alongside ensuring that good quality services are available for the vulnerable.

'The more children know that you value them, that you consider them extraordinary people, the more they will be willing to listen to you and afford you the same esteem. And the more appropriate your teaching is based on your knowledge of them, the more eager your children will be to learn from you. And the more they learn, the more extraordinary they will become.' M Scott Peck (*The Road Less Travelled*)

The education system is changing rapidly alongside the role of the Local Authority. We need to embrace the national agenda and make it work for Oxfordshire. Education and learning needs to be seen as a lifelong process, where children and young people are ready to progress to the next stage of their lives. Our priorities are to:

- Ensure strong partnership relationships with all schools and providers, based on a shared vision and collaboration
- Rigorously focus on raising educational standards and to challenge and support lower performing schools
- Support vulnerable pupils so that they achieve well and make good progress
- Commission a sufficient and diverse supply of school places in strong schools and quality early years settings to support greater choice and fair access
- Use resources efficiently and effectively, moving towards a more strategic commissioning role
- Promote and champion educational excellence, providing vision and direction for an outstanding education system in Oxfordshire

Today's children deserve and need educators who are advocates, good teachers and leaders that believe in an exciting and progressive educational future.

Jim Leivers
**Director for Children, Education
& Families**

Frances Craven
**Deputy Director for Education
& Early Intervention**

OUR VISION

Our **vision** is 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. This means that every single child and young person in Oxfordshire will make good progress in their learning and achieve their aspirations and goals. We want children and young people to thrive in sustainably good or outstanding schools and settings throughout their education, wherever they live across the county.

We want to engage and harness the resources of all who care about children and young people and the future of a thriving Oxfordshire to work together to deliver our vision. The children of Oxfordshire deserve only the best.

We have three main **aspirations**:



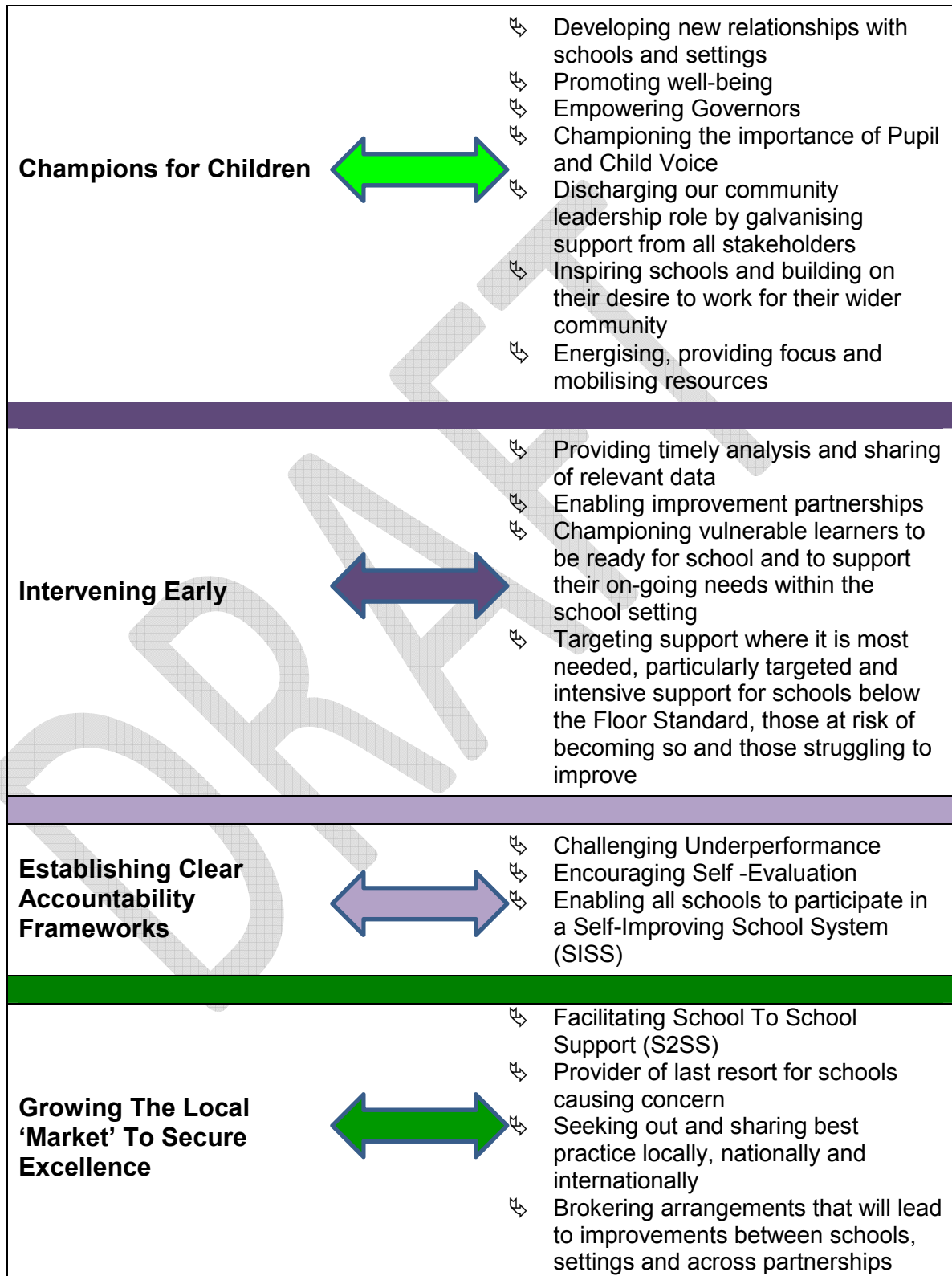
Our **intention** is that educators across the system in Oxfordshire will want to sign up to this strategy, recognising that we have a collective responsibility to secure the best for all our learners – irrespective of the type of schools or setting or college they are in. We believe that everyone involved in education is driven by a desire to make a difference and we want to harness that drive to secure brighter futures and outstanding success in all fields of learning.

Making Oxfordshire the best place for education, both to be educated and to work in education, is not any single person's or agency's remit. This is a shared ambition between the children and young people themselves, their parents, Heads, Governors, Oxfordshire County Council and a wide range of other partners who all have resources and expertise to offer.

This aspiration is shared by partners and education attainment is a key priority in the new Health and Wellbeing Strategy which is a partnership between the Local Authority, the NHS and local people.

1. OUR ROLE AS A LOCAL AUTHORITY

In the context of the changing education system, the role of the Local Authority in meeting our aspirations will be:



2. OUR OPERATIONAL CONTEXT

In a climate of economic uncertainty and competing pressures on resources, it is important to ensure that Oxfordshire is a thriving environment in which to live and work. Our education system has a key role to play in that by making sure that our children achieve their full aspirations and goals; are able to make a major positive contribution to their communities and to the local economy; and that they develop the skills and personal resources to compete in an increasingly global marketplace.

The national education landscape is undergoing a period of rapid and far reaching change involving shifting responsibilities, new and reduced funding arrangements, revised expectations, new accountabilities and changing relationships. New ways of working are becoming increasingly important to deliver the planned system changes. A key driver for change is the 2011 Education Act, which includes a determination to give school leaders more power and control to drive up improvement, not only in their own schools, but across the whole education system.

Whilst school performance nationally is improving, and the UK features in the McKinsey report on the best education systems in the world, there is still a way to go to reach the performance achieved in other comparable education systems. We in Oxfordshire are now looking at the approaches taken by the best, learning from them and seeking to urgently apply these more locally.

Alongside greater freedoms for schools, come different relationships with the Local Authority - more emphatically shifting responsibility for school improvement to schools and their governing bodies. The Local Authority is no longer the default provider of services and schools should be expected and encouraged to consider taking up services and support from a much wider range of providers, including each other.

The drive to encourage Free Schools and to convert all schools to Academy status instead of maintained Local Authority status is strongly articulated nationally, and endorsed locally through the February 2012 Cabinet report. Under current arrangements for Academies, the responsibility for school standards and progress sits with school leaders and governing bodies.

For maintained schools, the Headteacher and Governors are currently responsible for school standards and progress and, in the case of schools causing concern where there is a failure to meet expected standards or where pupils do not make sufficient progress, the Local Authority continues to hold a statutory responsibility and has statutory powers to intervene and to support and challenge the school to make improvements. In the case of schools that are judged to be inadequate or where pupils perform below the floor standards, the Secretary of State expects the Local Authority to ensure that there is a plan in place to improve those

schools and, where that cannot be delivered, to recommend structural solutions, including federation, Interim Executive Boards and finding sponsors to move the school to Academy status.

The level of support and challenge is relative to the category the school is in. High levels of support will be provided to those maintained school that are:

- below the floor standards
- at risk of falling below the floor standards or are showing declining performance
- judged satisfactory or below by Ofsted
- where pupils consistently underperform and this is recognised in inspection judgements
- where specific groups of pupils underperform even if the overall school performance is good

In this context, the Local Authority retains an important role in influencing improvement and, even if all schools convert to become Academies, under current legislation it still retains a strategic and statutory role; the Director of Children's Services (DCS) and Lead Member for Children's Services (LMCS) retain a responsibility to champion good outcomes for Oxfordshire's children.

Research is clear that many children and young people within the school setting are not reaching their potential. This may be because difficulties at school, and/or within their family circumstances, are not being identified early enough and the right support provided in a timely way to prevent issues escalating and affecting the child's ability to learn.

The Government has given clear guidance in relation to the importance of building early intervention strategies and approaches to support the most vulnerable families in partnership with universal providers of services such as schools. Government reports by the Right Honourable Frank Field, Graham Allen, Dame Clare Tickell, Professor Eileen Munro and Joyce Mosely have supported this position.

As part of its response to this direction, in 2011 Oxfordshire restructured its preventative and early intervention services to establish a single countywide early intervention service which works alongside partners, including schools, to support children, young people and families to reach their full potential and improve their life chances.

Early intervention and ensuring children have the best start in life is a key overarching theme for this strategy and will be built into all work strands.

3. OUR CHALLENGE

We need to be ambitious because there is much to do to bring about improvement. Although Oxfordshire, and in particular Oxford City, has historic and enduring international acclaim as a seat of great learning, the accolades are not reflected in relation to outcomes for local children in the state sector.

Oxfordshire has consistently lagged behind the performance of statistical neighbours, frequently last on a number of measures. Our performance is more often in line with national averages rather than being well above as is expected, given the overall affluence of the county. Although there are areas of significant deprivation within the county, other areas of the country perform much better in spite of high levels of deprivation.

There have been improvements in inspection outcomes and in the performance of some schools and, in particular, there are some positive indicators in relation to early years education. However, the overall picture is one of a slow pace of improvement, inconsistency between similar schools, across Districts, subject areas and for vulnerable groups such as Looked After Children and the inability to sustain improvements relative to children educated in the schools of our statistical neighbours. This has been a source of concern for many years.

Oxfordshire County Council is committed to raising achievement for all children and young people and closing the gap between those facing disadvantage and their peers. It remains imperative for us to address the needs of children and families that may be facing disadvantage related to their gender, ethnicity, disability or social deprivation. Nowhere is this more so than in our responsibility for our Looked After Children.

4. OUR STRATEGY FOR CHANGE

The school improvement messages from all types of schools and their leaders are similar: the same approaches are needed to maintain a culture of, and outcomes for, excellence - whatever their structure and governance arrangements. Our strategy needs to secure a shared understanding of these approaches, commitment to and capability in their application and a willingness to consider the needs of the system and children and young people above the needs of any individual school.

The ambition is that all schools and settings will take collective responsibility for the improved outcomes for children and young people in Oxfordshire by:

- Working in partnership to ensure that leadership and management is good or better
- Striving to ensure that their own establishment achieves good or outstanding Ofsted grades

- Ensuring that teaching and learning is good or better and that support is given to staff so that they can achieve that aim
- Working in partnership with Oxfordshire County Council to prioritise governance so that schools are effectively challenged and supported to achieve their aims
- Recognising that educational outcomes make a difference for future investment and that economic opportunities and employment are paramount for our children and young people's future
- Partnership working because the health and welfare of children and young people are crucial for the economic well-being of our families

When we are successful in implementing this strategy we will have:

- ✓ *An education system of which we can all feel proud*
- ✓ *Confidence that Oxfordshire learners have achieved and continue to achieve their potential*
- ✓ *Schools and Settings with effective and motivated workforces*
- ✓ *All schools and settings taking collective responsibility for all the improved outcomes of children and young people*
- ✓ *Best practice approaches that are sought after nationally*
- ✓ *A common intent to work together to share good practice*
- ✓ *A sustainable and self-improving system*

Our change programme will therefore comprise of three linked strands of work that are easy to understand and, when simultaneously combined, create the synergy of whole system improvement. Underpinning these three strands is our core theme of **early intervention and a good start in life**.

4.1 CORE THEME: EARLY INTERVENTION AND A GOOD START IN LIFE

Early Intervention and a Good Start in Life

Early intervention, ensuring school readiness and supporting our most vulnerable learners will form key underpinning aspects for this Education Strategy.

This core theme consists of two elements.

1. **Families** – this is a focus on the important work that needs to be built on with families through the evidence based successful approaches used in our children's centres and early years' settings; when children are at an early stage of development it is vital to ensure that they get the very best start in life.

2. A Continuum of Interventions – the aim is to create a focus on access to a continuum of evidenced based interventions with families in partnership with schools and settings when there are problems and difficulties at any stage of their lives. This should ensure that children are emotionally ready to learn when starting school, aspire to do well and are resilient to overcome future difficulties. This also means that parents feel supported and able to encourage their children’s learning. Schools and settings will need to ensure that they are flexible in their approach to support the most vulnerable to improve their opportunities and outcomes.

A good start in life begins with high quality education for potential parents about sex and relationships and continues with the best pre-natal and post-natal care available. Midwifery services, health visiting, breastfeeding and immunisation services are all critical. The move of Public Health services into Local Authorities in 2013 will facilitate these services joining more closely with existing Local Authority services.

Part of this area of work will be to embed the new Early Intervention Services and to ensure that a consistent approach is adopted across the county. This will involve a review of the provision of Children’s Centres to ensure that services continue to develop in response to local need and that performance is measured against key outcomes. This work will also relate to other key initiatives e.g. Troubled Families.

4.2 STRAND 1 - OUTSTANDING LEADERSHIP AND ASPIRATION NETWORKS

Outstanding Leadership and Aspiration Networks

This strand has two parts. The first is about a concentrated approach to securing the outstanding and dynamic leadership and governance that our system needs together with an excellent workforce. The second is the Aspiration Networks that have been established to share practice and raise standards.

Through this strand we will:

- support the best schools and school leaders to lead the system and drive improvement across all schools and settings
- support and challenge each other in achieving our goals
- promote innovation and creativity in learning and teaching

‘The primary responsibility for improvement rests with schools...our aim should be to create a school system which is self-improving... we know that teachers learn best from other professionals... we will make sure that schools are in control of their own improvement...’ The Importance of Teaching (2010)

Outstanding Leadership

Research in 2010 by Mckinsey & Co *'How The World's Most Improved School Systems Keep Getting Better'* indicates clearly that wherever there was high performance then there was also embedded collaborative practice, a professional career infrastructure and routines of teaching and leadership excellence.

The quality of leadership in our schools and settings is absolutely critical to the drive to improve educational outcomes. However the style of leadership needed in the 21st century will not be the same as that needed in the past. High performing Headteachers see their biggest challenges as improving teaching and the curriculum and they believe that their ability to coach other teams and support their development is their most important skill.

We know from international research that good leadership creates good schools and settings. Part of Oxfordshire County Council's role as a strategic leader is to create the environment within which good leadership and best practice can be identified, developed and allowed to flourish. Our **Leading Edge** programme and developing an **Oxfordshire Teaching School** will be our mechanisms for achieving this.

Leading Edge is aimed at educational professionals – Executive Headteachers, Headteachers, Deputy Headteachers with part of the programme aimed at Governors. It encompasses a suite of support and intervention strategies which will empower and enable governing bodies to focus effectively on school improvement, recruit high quality leaders and find innovative leadership solutions. It includes highlighting and promoting engagement in available development opportunities for both school leaders and the governing body to empower them to drive school improvement.

Leading Edge - An Oxfordshire Teaching School

Although we do not currently have a nationally recognised Teaching School in Oxfordshire we know there is good practice in many schools that can be used to create better practice elsewhere in the system. Teaching schools have been established nationally to train new entrants to the profession, to lead peer to peer learning, to nurture leadership potential, to form networks to support innovation and knowledge transfer and to be at the heart of a new school improvement approach.

Our goal is to establish an 'Oxfordshire Teaching Schools Framework' leading in time to a Co-ordinating Network which will develop strategic alliances creating a number of 'satellite centres' or a 'spoke' arrangement of Virtual Teaching School expertise serving all areas of the County as a resource.

The Local Authority together, with the Co-ordinating network of schools, will quality assure, locally accredit and commission from this resource. This framework will contribute to the promotion of inspirational and excellent teaching in all subjects and across all phases and all ages.

Both the Leading Edge and the Teaching School programmes will seek to find ways to attract and retain the highest quality teachers to work and develop their skills in our schools and settings for the benefit of the children and young people of Oxfordshire. It proposes more innovative recruitment approaches, enhanced training opportunities, networks of support and the sharing of best practice between schools and settings. This work will be developed in conjunction with school leaders and will link with the Aspiration Networks.

Aspiration Networks

Since the origins of school improvement in the early 1980s the quality of school leadership has generally improved and most schools have gained experience of working in partnerships and networks of many kinds. Increased de-centralisation offers the opportunity for the school system to build on these - and for them to become self-improving. A network may be defined as *'A group of organisations working together to solve problems or issues that are too large or complex for any one organisation to handle on its own'*.

'Aspiration Networks' is the name we have given to encouraging schools and settings to work with each other to challenge and support each other to improve outcomes for all children and young people. The drive is to move all members of the group to being judged at least 'good' by Ofsted and to improve demonstrably outcomes for children, including narrowing the gaps in performance of the most vulnerable groups.

The Aspiration Networks will secure these goals through collective needs identification, prioritisation of common and contextual factors that will make a difference to their learners and collaboratively working to address those factors. National evidence indicates that for maximum impact the Aspiration Networks will need to plan 'stepping stones' over the next three years; develop a set of metrics to keep them on course, establish benchmarks by which the networks can be compared and contrasted; and set success criteria for evaluating impact for the individual networks and as a system.

They may also, for example, agree to share a development plan, self-evaluation approaches, staffing and staff development. It is hoped that the networks will lead to more formal collaboration and structures where appropriate.

The Local Authority is providing some limited financial resource to 11 groups of schools that have joined together to release staff and expertise for the benefit of the wider network. Each network has put forward a compelling business case to bid for the money – the greater the ambition, the more likely the success. A panel of educationalists has awarded funding and will continue to monitor the progress of the successful consortia to ensure they deliver the rapid improvement in outcomes that are at the heart of each initiative.

A key focus of their work in year one will be to structure themselves as a network and develop their processes to ensure continued viability in future years when the funding has ceased – their impact and their sustainability will need to be long term.

4.3 STRAND 2 - TARGETED CAMPAIGNS



A series of campaigns, supported by Elected Members that engage all schools, settings and partners is being developed. The first campaign focuses on **Reading**.

Through this strand we will:

- substantially improve reading standards as measured at Level 2b+ in KS1 tests
- contribute to wider improvements in education outcomes
- raise the aspirations of children and families
- foster a culture of reading and a love of books
- engage the whole community in the pursuit of high standards of literacy

Targeted Campaigns aim to bring together wider support by selecting a rolling programme of themes that create a compelling, easily understood campaign that everyone across the county can get behind and support simultaneously. In selecting one theme, it does not mean that all work on other areas for improvement stops or resources are diverted or diluted. Professionals working across the education sector will, of course, continue to work on the wider improvement agendas as appropriate and will draw upon wider support where possible.


2012-14 Oxfordshire Reading Campaign

Competency in literacy is an essential and vital foundation for all. There is clear evidence that persistent problems with reading at a young age are associated with greater problems later for example, reduced academic achievement leading to reduced employment opportunities, increased health risks, increased involvement in crime. At the end of 2011, 86% of our children achieve Level 2 at the end of their Key Stage 1, but only 74% achieved the higher level at 2b which placed us second from the bottom out of our eleven statistical neighbours.

There is enormous interest in improving educational outcomes across the county from a wide range of people, in addition to those professionally and directly engaged in delivering educational provision or related services. Councillors, parents, the media, libraries, faith groups, the universities, fire and rescue service, businesses, children and young people, health, police and voluntary sector partners, to name just a few, all have an interest and many have demonstrated their commitment to add support for improvements to the educational achievements of our children.

The National Literacy Trust, as the successful bidder, will lead and implement this campaign and will focus on the 80 lowest performing schools. Working with these schools is just one aspect of our ambitious Reading Campaign which also includes a major focus on volunteer reading support and promoting a culture of reading. The bidder will need to develop an integrated approach which harnesses, refreshes, focuses, refines and most importantly builds upon work already underway to achieve the necessary change in improved reading outcomes.

4.4 STRAND 3 - SYSTEM REDESIGN FOR EDUCATION



System
Redesign for
Education

Professor David Hargreaves has identified four essential building blocks that need to be in place to create and lead self-improving schools:

1. Clusters of schools working collaboratively
2. Local solutions
3. Co-construction of solutions
4. System leaders motivating and acting as role models

We have endeavoured to embed these building blocks throughout our strategy for change and wish to reflect them particularly in this strand. Through this strand we will:

- locally shape the new education landscape and changing status of schools in order to ensure a sustained focus on improvement and better outcomes for children and young people
- respond to the changing system by moving towards commissioning services for outcomes and considering new and sustainable models for service delivery

The School System - This is about the types of schools that exist across the county and the formal and informal partnerships, collaborations and networks that exist between them to bring about whole system improvement. There are a range of important themes to consider: School to School Support, Supporting Vulnerable Learners and the new Special Educational Needs Partnership Pathfinders that are trialling new ways of working together to improve sustainable outcomes for vulnerable learners.

A key thrust of Government policy is to promote Academies as one means of improving educational standards. Oxfordshire County Council is aligned with this policy and therefore wants to support maintained schools to become Academies. It is, however, governing bodies which are ultimately responsible for deciding whether to move to Academy status.

The County Council wishes to support all schools to become academies. The Council recognises that there is a process and some schools will be at different stages in taking this step. This work seeks to ensure that moves towards academy status by Oxfordshire schools happens in a planned way, using a coherent group of 'Choice Sponsors', encouraging schools to become academies as part of Multi-Academy Trust arrangements. This is in a context of different types of schools evolving and ensuring that the core focus remains on improving outcomes for Oxfordshire's children and young people.

As a significant leader in the changing school system we will:

- Work with schools to ensure that the benefits of collaboration and cooperation between schools and the local authority are maintained
- Support high performing schools to work with lower performing schools as part of their Academy conversion process
- Concentrate on the transformation of underperforming schools through facilitating sponsored Academies
- Be proactive in supporting schools to identify sponsors or partners recognising that it is the Department for Education who agree the sponsor
- Encourage schools to ensure parents and carers are informed and engaged as part of the conversion process
- Strongly encourage schools through the 26 Local Partnerships to be open and transparent with each other about their intentions to convert to Academy status
- Be clear with schools at the outset of the conversion process about any charges we might make for services where Oxfordshire County Council necessarily and demonstrably incurs additional costs
- Work with the relevant Diocese to enable them to progress their engagement with Academies
- Help to develop the local market for support services for the benefit of all schools
- Be a champion for Oxfordshire residents to ensure that appropriate interventions are undertaken in underperforming Academies
- Engage constructively in proposals to develop new Academies e.g. Free Schools, Studio Schools and University Technical Colleges

Oxfordshire County Council will maintain its role in terms of ensuring the best possible learning outcomes for children and young people including those who attend schools in other local authorities. This will ensure that as Academies are rolled out in Oxfordshire we maintain high standards whilst driving improvement.

Support Services to Schools – Oxfordshire County Council, working with schools and settings, is exploring new service options for the delivery of their statutory and strategic accountabilities. This work will also need to review how best to increase the range of traded development on offer that helps schools and settings become good and outstanding and maximises pupil achievement.

5. GOVERNANCE AND ACCOUNTABILITY

This Strategy for Change is overseen by an **Education Transformation Board**, chaired by the Deputy Director - Education and Early Intervention. The Deputy Director, through the Director for Children, Education & Families, will be accountable for the progress of this strategy through to the County Council's Management Team (CCMT) and, ultimately, to Cabinet.

The Education Transformation Board will comprise of key stakeholders. Other partners and the Project Leads for each of the strands of the programme will present updates and report on milestones.

The remit of the Education Transformation Board will include:

- reviewing progress and actions needed to meet ambitious county-wide targets
- overview and administration of any funds made available to support the key strands of work
- discussion of areas for joint commissioning across education providers
- overview of quality assurance of Oxfordshire County Council services supporting school improvement
- review of data to identify areas of provision needing further improvement
- being outward looking to find the best practice elsewhere from which Oxfordshire children and young people could also benefit

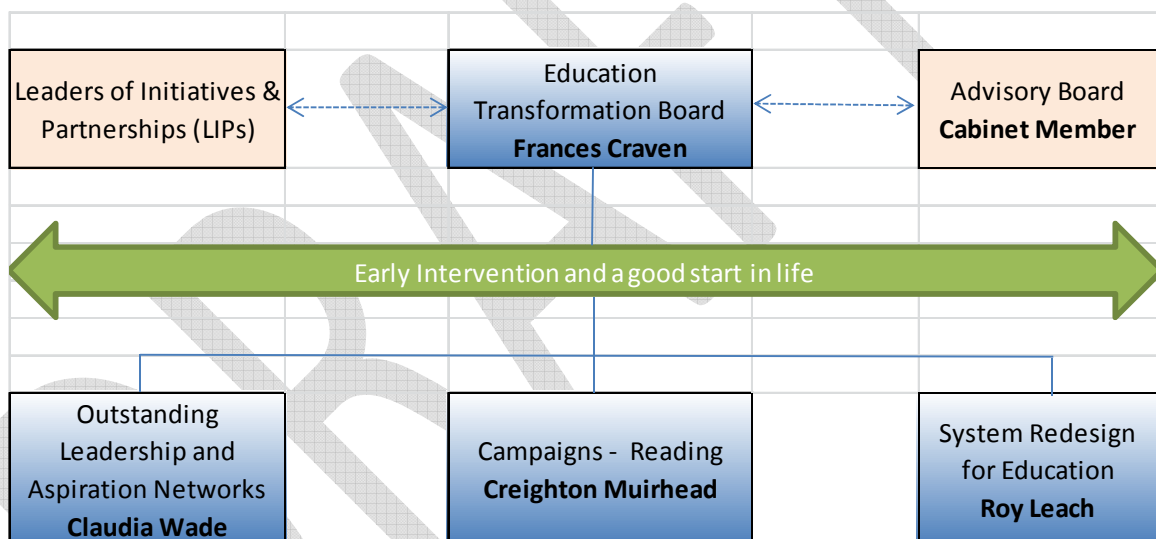
The Board should produce an annual report setting out progress towards targets, successes of the schools and settings, details of new targets and areas identified for improvement.

The **Leaders of Initiatives and Partnerships** is a group that consists of chairs of partnership groups of schools, Headteachers who are leading outstanding schools or those leading innovative practice that is improving outcomes for children and young people. As the group may be large, there will be a need for task and finish groups to focus on identified

priorities. The aspiration is that the Group will become a driving force for change, influencing key developments in the area of education and driving forward the education strategy for the future. It will meet six times a year to coincide with the Education Transformation Board who will meet to make decisions about further strategy and will be monitoring the impact and outcomes of existing work.

The **Advisory Board** will be chaired by the leader of the Council. Its membership is comprised of local influential members of the educational community, City Council, key Academy Sponsors and the Diocese. Its remit is to act as a think-tank providing synergy through a co-ordinated approach to improving outcomes for Oxfordshire learners.

A **Communication Strategy** will be developed to support both the Education Transformation Programme Board and the Advisory Board and links to the communication strategies for each individual project strand. Following Programme Board meetings, updates on progress and next steps will be communicated to a range of stakeholders.



The strategy will be reviewed annually and updated to reflect any changes that have occurred in government thinking and the impact of time on the changing educational landscape.

We will achieve the following by 2015

Early Years

1. Foundation Stage outcomes for five year olds will continue to improve so that the percentage of children working at expected levels in Communication and Language and Personal, Social and Emotional Development increases by at least 1% point year on year from 2013 – 2015
2. A narrowing of the gap in Foundation Stage by at least 0.5% point from 2013 – 2015

Primary Schools

3. Key Stage 1 Reading will be at 86% at Level 2b+ from a 2011 baseline of 74%
4. Key Stage 2 attainment will be amongst the best for our statistical neighbours (i.e. in the top quartile) and improve to at least 80% of pupils attaining level 4 in English (2011 baseline 85.7%) and Maths (2011 baseline 83.9%)
5. At least 95% of primary schools will be above the current Floor standard

Secondary Schools

6. Key Stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 65% of pupils attaining 5 good GCSEs including English and Maths with a 2% annual increase from a 2011 baseline of 57%
7. At least 95% of secondary schools will be above the Floor standard

Special Schools

8. All special schools will be judged Good or Outstanding by Ofsted

OFSTED

9. At least 85% of all childcare settings will be judged Good or Outstanding by Ofsted
10. At least 78% of primary and 82% of secondary schools will be judged Good or Outstanding by Ofsted

APPENDIX 1 BUDGET

A dedicated cost centre has been established for 2012/13 to enable a proactive launch and implementation of this strategy. Each strand will have a budget allocation, which in some cases may be used for commissioning a range of providers.

Theme	Budget
1. Outstanding Leadership and Aspiration Networks:	
a. Leading Edge (Teaching School)	£400,000
b. Aspiration Networks	£565,000
2. Reading Campaign	£585,142
3. System Redesign Schools/Services	£600,000
TOTAL	£2,150,142

APPENDIX 2 ASPIRATION NETWORKS

The following summarises the key focus area of each aspiration network.

Name of Network	Schools Involved	Focus Area
Watlington Partnership Main contact: Julie Quarrell Chalgrove Primary	Chalgrove Primary Watlington Primary Lewknor CE Primary Ewelme CE Primary RAF Benson Community School Stadhampton Primary Icknield Community College	Achievement in maths and English Governor Collaboration
Oxford Partnership Main contact: Sue Tomkys St Joseph's Catholic Primary	St Joseph's Catholic Primary SS Mary and John New Marston Primary St Michael's Primary St Barnabas Primary St Philip and James Primary St Nicholas Primary	Attainment in maths through teaching and parental engagement
Oxford City Learning Partnership Main contact: Alison Robb-Webb Oxford City Learning	Cheney School The Cherwell School Iffley Mead School Matthew Arnold Meadowbrook College Oxford Spires Academy St Gregory the Great Catholic School The Oxford Academy	Improving standards and numeracy and literacy across all subject areas to improve GCSE results

Name of Network	Schools Involved	Focus Area
	Wheatley Park School	
<p>Woodcote Partnership</p> <p>Main contact: Mary Bather Checkendon CE Primary</p>	<p>Checkendon Primary Stoke Row CE Primary Peppard CE Primary Brightwell CE Primary Benson CE Primary Kidmore End CE Primary Sonning Common Primary</p>	<p>Improve progress in maths and English</p>
<p>Abingdon Partnership</p> <p>Main contact: Margaret Wolf Caldecott School</p>	<p>Caldecott School St Nicholas Long Furlong Primary Carswell Primary Dunmore Primary Thameside Primary Thomas Reade Primary St Edmunds Primary</p>	<p>Raising awareness, skills and passion for maths</p>
<p>Faringdon Partnership</p> <p>Main contact: Nick Sheppard Watchfield Primary</p>	<p>Faringdon Community College Faringdon Junior Faringdon Infant Shellingford CE Primary Longworth Primary Longcot and Fernham CE Primary John Blandy Primary Buckland Primary Shrivenham CE Primary Ashbury and Compton Beauchamp CE Primary Watchfield Primary Fitzwaryn School</p>	<p>Maths and English Leadership and management</p>
<p>Improving Learning Consortium</p> <p>Main contact: Kay Baul Hanwell Fields Community School</p>	<p>Hanwell Fields Community School William Morris Primary Orchard Fields Primary The Grange Primary Bishop Loveday Primary North Oxfordshire Academy Secondary School</p>	<p>Maths</p>
<p>Bicester Partnership</p> <p>Main contact: Damian Booth St. Edburg's CE Primary</p>	<p>St Edburg's CE Primary Fritwell Primary Finmere Primary Charlton-on-Otmoor Primary Southwold Primary Bure Park Primary</p>	<p>Performance levels at Key Stage 2</p>

Name of Network	Schools Involved	Focus Area
	St. Mary's Primary Longfields Primary Launton Primary Langford Primary Chesterton Primary	
Outstanding Facilitators Network Main contact: Mary Watts Appleton CE (A) Primary	Appleton CE Primary Botley Primary Church Cowley St James Primary Cumnor CE Primary Garsington CE Primary Wheatley Primary Wood Farm Primary	Teaching and learning
Wantage Partnership Main contact: Phil Hibbs Wantage CE Primary	Wantage CE Primary Charlton Primary Grove C of E Primary Millbrook Primary St Amand's Catholic VA Primary Standford in the Vale C of E Primary St James C of E Primary St Nicholas C of E Primary Stockham Primary The Hendreds C of E Primary The Ridgeway C of E Primary Uffington C of E Primary Fitzwaryn King Alfred's Academy	Improving leadership and the quality of teaching
Carterton Partnership Main contact: Mike Curtis Carterton Primary	Carterton Primary Edith Moorhouse Primary The Gateway Primary St John the Evangelist Primary St Joseph's Catholic Primary Carterton Community College	Improve teaching and literacy levels

This page is intentionally left blank

Oxfordshire Reading Campaign

Report for Children's Scrutiny Committee for the meeting on 18th April 2013

Background:

The Oxfordshire Reading Campaign (ORC) is part of the Campaigns Strand (Strand 2) of the Local Authority's 'Strategy for Change – Improving Educational Outcomes in Oxfordshire'. It is a commissioned programme which is being delivered by the National Literacy Trust in partnership with Edge Hill University, who coordinate training and data collection; and Oxford University Press whose Project X CODE is used as the intervention programme. The programme runs for two academic years from September 2012 to July 2014.

Aims:

The Commissioned Programme has the following aims, to:

- improve substantially reading standards as measured at Level 2B+ in Key Stage 1 tests
- contribute to wider improvements in educational outcomes
- raise the aspirations of children and families
- foster a culture of reading and a love of books
- engage the whole community in the pursuit of high standards of literacy

The programme has specific ambitious aims to achieve targets of 80% at Level 2B+ in reading in 2013, and 86% at Level 2B+ in 2014. The improvement in targets was based on 2011 data where the Oxfordshire figure for Level 2B+ was 74%.

The Programme:

There are three key strands to the programme:

- A whole school improvement model which is delivered through a new literacy intervention programme called Project X CODE published by Oxford University Press
- A bespoke volunteering programme co-ordinated by a volunteering co-ordinator in each school
- A public campaign which engages effectively with Oxfordshire families, recruits local residents and employees as volunteers and ensures the campaign has a high profile regionally and nationally

Progress so far:

The National Literacy Trust (NLT) carried out much preparatory work during the summer of 2012 and held a launch conference on 28th September 2012. This conference introduced the programme to invited targeted schools and gave the schools details of what their commitment would be and the benefits that they would receive. Following the launch 44 primary schools signed up to be in the first wave of schools on the campaign. Training in how to use the intervention effectively was

delivered to all these schools in November and schools quickly introduced the programme to the children targeted for the intervention. The training has received very positive feedback from the teaching assistants involved and Project X CODE proved to be an instant success with the children.

A further conference was held on 25th February for schools to start the training programme during the summer of 2013. The take up for Wave 2 has been a little disappointing, especially given the very positive feedback from Wave 1 schools, some of whom were present at the second conference to give first-hand accounts of the immediate impact the programme is having in their schools. However we have a group of about 10 schools who have signed up to be part of Wave 2. We are also aware that some schools are using Project X in school without having joined the programme.

There was a really positive response to the public appeal in the Oxford Mail for volunteers with over 100 coming forward in the first few weeks. NLT closed the appeal and contacted all volunteers to explain the levels of commitment involved and the timeframe when volunteers would be needed in schools. Following this work 33 volunteers from the campaign were ready to go into schools with four students and their tutor from Oxford and Cherwell Valley College (OCVC); and four workers from Unipart. These volunteers receive a half day's training in school from the volunteer co-ordinators who have themselves attended training with NLT. All volunteers are also encouraged to attend a training session on children's literature run jointly with Oxfordshire Library Service. NLT have produced excellent handbooks for Volunteer Co-ordinators and Volunteers. We are also aware that many schools have been approached directly by volunteers living close by as a result of seeing the campaign in the newspaper. The offers of help have not been even across the county and there is a shortage of volunteers in Carterton, Didcot, and Abingdon. A second recruitment drive is being run in these areas by NLT in liaison with Fran Bardsley at Oxford Mail.

The public campaign has been very successful. Our main media partner the Oxford Mail have given the campaign fantastic coverage with many celebrities adding their support to the campaign including the Prime Minister, the Bishop of Oxford, the Lord Lieutenant of Oxfordshire, the High Sheriff of Oxfordshire, Oxfordshire's MPs, many authors including Philip Pullman, Colin Dexter MBE and Gillian Cross, and many others. The public have also been able to access information through the Oxfordshire County Council website, NLT's own website, social media including Facebook and Twitter, Primary Times (readership two million) and Netmums (with four million unique users).

Recent events and activities that have been highlighted through the public campaign are a microsite article: 'Reading is down to Dad's too!', a World Book Day article including an Oxford Mail piece on how to help your child choose a character for World Book Day with photos and interviews, Oxford Mail and site theme on Easter with advice on themed activities for children; and in March a Mo Willems event was held at the Story Museum for 100 pupils from ORC schools. In the near future there will be two partner events at the Chipping Norton Literary Festival which will be ORC branded, parent events at Oxfordshire libraries and a Philip Pullman competition. In

May Oxfordshire Fire and Rescue Service will be hosting a Book Gifting event in a Fire Station.

Data and Reporting

Edge Hill University are collecting a range of data from schools to supplement the performance data from Key Stage 1 Sats which should be available in July. This will cover attitudes to reading as well as individual progress data for pupils on the intervention programme. They will also be collecting data on the volunteering and public campaign strands of the programme.

NLT's interim report for year 1 will be submitted to Oxfordshire County Council in September 2013. The majority of the data will be collected between June and August.

APPENDIX 1: Schools in the Oxfordshire Reading Campaign

Wave 1 schools:

1. All Saints Primary, DIDCOT
2. Bampton CE Primary, BAMPTON
3. Barley Hill Primary, THAME
4. Benson CE Primary School, WALLINGFORD
5. Botley Primary, BOTLEY
6. Brookside Primary, BICESTER
7. Bure Park Primary School, BICESTER
8. Caldecott Primary School, ABINGDON
9. Carterton Primary, CARTERTON
10. Chalgrove Primary, CHALGROVE
11. Church Cowley St James, OXFORD
12. Cutteslowe Primary, OXFORD
13. Drayton Community Primary, ABINGDON
14. Dry Sandford Primary School, ABINGDON
15. Edward Feild Primary School, KIDLINGTON
16. Faringdon Infant School, FARINGDON
17. Gateway Primary School, CARTERTON
18. Glory Farm Primary School, BICESTER
19. Great Milton Church of England Primary School, OXFORD
20. Harwell Community Primary, DIDCOT
21. Hill View Primary School, BANBURY
22. John Hampden Primary THAME
23. Long Wittenham Primary, ABINGDON
24. Madley Brook Community Primary School, WITNEY
25. Millbrook Primary School, WANTAGE
26. New Marston Primary ABINGDON
27. Our Lady of Lourdes, WITNEY
28. Queen's Dyke Primary, WITNEY
29. St Amand's, EAST HENDRED
30. St Christopher's Church of England Primary School, OXFORD

31. St Ebbe's Church of England Primary School, OXFORD
32. St John The Evangelist CE Primary School, CARTERTON
33. St John's Primary School, WALLINGFORD
34. St Joseph's Catholic Primary School, CARTERTON
35. St Leonard's Church of England Primary School, BANBURY
36. St Nicholas' Primary School, OXFORD
37. St Peter's, CASSINGTON
38. Stanford in the Vale
39. Stephen Freeman Community School, DIDCOT
40. Stockham Primary School, WANTAGE
41. Stonesfield Primary School, WITNEY
42. West Kidlington Primary, KIDLINGTON
43. West Oxford, OXFORD
44. Windmill Primary School, OXFORD
45. Wroxton Primary, BANBURY

Wave 2 Schools

1. Ewelme
 2. Fringford
 3. Holy Trinity
 4. Longworth
 5. Manor School, DIDCOT
 6. Our Lady's Catholic Primary, OXFORD
 7. St. Andrew's, OXFORD
 8. St. Michael's, OXFORD
 9. Sutton Courtney
- Possible Sandhills, OXFORD

Appendix 2: Feedback comments from schools

Comments following Teaching Assistant training December 2012

'This has been an excellent introduction into our school, we are already seeing positive results for some of the children involved after a very short time. The children and adults involved are all very enthusiastic about the project, with some very good resources and comprehensive training. It is quite intensive in terms of preparation time for the TA, but we feel very confident that it will make a big impact for the children involved.'

Peter Cansell, Headteacher, Harwell School

'At Glory Farm School the two boys and two girls selected for the Project X Code reading programme are enjoying the books so much, I have become quite a celebrity. They call out to me, "Are we doing Code today?" as I walk through their classrooms. The pupils' decoding skills have improved and they are all recognising

more vowel digraphs in words. The Code books are visually stunning and the plot appeals to the children and keeps them guessing.

There are so many strands to Project X that we will continue to be inspired for a long time. I like the monthly training sessions. I always come away with solutions to problems and new ideas.'

Julia Webb, TA at Glory Farm School, Banbury

We have not actually started the programme yet, but have just set up our 'Micro World' in school and have done a presentation to all of the children in KS1 and to say that the place is 'buzzing with anticipation' is an understatement!!!

I have completed my assessments of the targeted children and our first cohort of 4 are ready to start! We have contacted the parents and given them the link to the OUP website to watch the animation with their children. Feedback so far is extremely positive!

I have been given extra hours to work on the scheme and have timetabled in 4 x 1/2 hour sessions per week straight after lunch! I am very much looking forward to the New Year so I can get started!'

Tracey Harris, TA at Carterton Primary School

'The reading campaign is going great at the moment. The kids are so enthusiastic about the books and ask me every day is it Team X time yet!'

We have already seen results in that some of the children are reading at home every day now too which was not happening before in some cases. In all I have 12 children who come out daily with me to read. Each one of them has grown in confidence and ability during the short time I have been reading with them. I would encourage other schools to make sure they are fully prepared resource wise and also read the books beforehand so that they get some idea of what it is all about. I have made all my children badges so we get into character when we come out to read.

Tracy Matthias, TA at Gateway Primary

'I am really enjoying the training. It is really nice to talk with other schools and pick up tips to use. I am also enjoying delivering the lessons and watching the children's enthusiasm, along with my own, they are engaged and progressing well already.'

Karen Williams, TA at Bampton Primary

Ruth Dollner, one of Project X CODE trainers commented: 'I have been overwhelmed by the enthusiasm and commitment of teaching assistants attending the CODE training. It has been a privilege to visit their schools: staff and children alike are excited by the initial impact on children's attitude to reading.'

Some feedback from the Spring Term

Case Study

Jenny Seijido, TA at Stanford in the Vale Primary School

I am now on week 7 of Project X Code, which is continuing to go fantastically well!

My school was a little reluctant when they were first introduced to this project. They felt that their classroom assistant would be stretched too much to work with the number of children that they had in Year 2 needing extra support with reading. It was therefore agreed that an extra member of staff needed to be employed to specifically and successfully implement the project, and I was recruited. My background is as a Key Stage 1 teacher and a Special Needs teacher.

I started working with my groups – 12 children split into three groups – after Christmas. It was decided that the sessions would take place in the afternoon, from 1-3pm, so that the children did not miss out on any maths and literacy in the mornings. I was worried that the children might be a little tired but this has not been the case; the books certainly keep the children awake!

All the children have thoroughly enjoyed both the storylines and the concept of Project X Code, and are totally immersed when reading, so much so that they are disappointed that we only have four afternoons a week and not five. One little boy asked me if I could tell his mum where she could buy Project X Code books for him! Another child commented that these were the first exciting books that he had ever read.

Many of the children now see themselves as readers

During the sessions the children are both animated and focused. I feel this is due to not only the books but also the pace and length of the lesson plans. Children that were once reluctant readers are now so much more confident and see themselves as readers. Many have also mentioned that they are reading more than before at home. All of the children's progress is very evident and I am very much looking forward to the results of their assessments at the end of the ten weeks.

I have found the intervention training very helpful. After leaving each session I feel both motivated and confident to implement the programme in school. It was also very interesting sharing with colleagues what was and wasn't working in schools with the Project. Although the handbooks are very easy to follow it was very helpful spending time during the training sessions going through these and looking at areas such as assessments.

I must say I have never worked with a programme that has accelerated a child's learning and confidence in reading in such a short time.

Oxfordshire County Council's Early Intervention Service approach to statutory guidance on Services and Activities to Improve Young People's Well-being

September 2012 – September 2013

The Department for Education released new statutory guidance in June 2012 relating to local authorities' duty to secure services and activities for young people (YP) aged 13 to 19, and those with learning difficulties to age 24, to improve their well-being. (Appendix A.) The table below shows how Oxfordshire County Council's Early Intervention Service plans to ensure this new statutory guidance is met between Sept 2012 and September 2013.

This duty contains two main focuses:

- i) Securing access to sufficient services and activities
- ii) Involving young people

No.	Objective: (Why)	Delivery: (What)	Timescale: (When):
SECURING ACCESS TO SUFFICIENT SERVICES AND ACTIVITIES			
1	Secure a sufficient local offer - provision of a collated offer of activities for young people across Oxfordshire offered through OCC, District Councils, Parish and Town Councils, Voluntary and Community Sector and commercial sector	<ul style="list-style-type: none"> • The multi-agency County Young People's Well-Being Action Group (CYPWAG) meets quarterly to look at strategic developments and ensure adherence to the duty • www.activitiesoxfordshire.info database available on the internet with searches and links available through council websites and other local websites including voluntary youth sector organisations. The site is accessed by young people, parents/carers and professionals • Development of the site is overseen by the CYPWAG. The Area Activity Action Groups (AAAGs) work with young people to ensure effective and relevant promotion, identify and remove gaps and barriers within the offer. • All listed providers are contacted four times per year to update their entry in the database. Additionally providers can update any time, and changes and additions are checked every working day. 	<p>October, January, April, July</p> <p>Ongoing</p> <p>October, January, April, July</p>

Page 49

Agenda Item 7

		<ul style="list-style-type: none"> • Young people are able to comment, rate and promote activities via a variety of online tools, including showing their own creative work. 	
2	Ensure the local offer is well publicised and understood by young people	<ul style="list-style-type: none"> • Raising awareness and distributing publicity for the site is the responsibility of all partners and is managed creatively through the AAAGs • The AAAGs work with young people to ensure the publicity is relevant, effective and reaches the target audience. Routes for promotion include: <ul style="list-style-type: none"> - leaflets, cards, adverts and posters - Branded items including wristbands, t-shirts, and more - web app and social sharing - Oxme – OCC children and young people’s website, and other local websites including District Councils - Facebook, Twitter, YouTube, etc. - Regular email newsletters - Representation at events and celebrations 	<p>On-going</p> <p>On-going</p>
3	Provide additional opportunities to increase the local offer (through OCC)	<ul style="list-style-type: none"> • The Positive Activities Fund provides funding for projects against set criteria – bids are made by young people and funding decisions funding are made by a young people’s PAF panel. • The Chill Out Fund provides matched funding for projects – bids are made by the organisation proposing the project • The Short Breaks Fund provides funding for activities with children and young people with disabilities – bids are made by the organisation • The Big Society Fund is provided to each local Oxfordshire County Council Elected Member to allocate as appropriate in their patch <p>Funding criteria available on www.oxme.info/funding</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p> <p>On-going</p>

		<ul style="list-style-type: none"> The National Citizen Service (NCS) is provided for 16/17 year olds in the summer and autumn 2013,14 and 15. Young people signing up and participating in the scheme are monitored. 	August, November 13,14,15
4	Measures to contribute to, and influence the services and activities to improve the well-being of young people 2012/13	<ul style="list-style-type: none"> Increase local offer Provide feedback from young people on quality and sufficiency in a 'you said we did' format Increase usage of libraries by young people, making them accessible venues in local communities Increase in young people's participation in sports and physical activity Increase in access for young people to music and the arts Uptake in additional funding streams to increase activities and evaluation of these Increase in awareness of wellbeing benefits of activity participation Increase in young people volunteering 	February 2013 (measures) February 2014 (data)
5	Baseline measures	Use the above measures to establish a baseline position for improvement . Data will be held by a range of organisations and cannot be seen as mutually exclusive nor providing data exclusively to the 13 – 19 age group nor providing data over the same timeframe.	February 2013

Page 51

7

INVOLVING YOUNG PEOPLE

4	Involvement in decision-making	<ul style="list-style-type: none"> Positive Activities Fund (PAF) - young people apply to the fund supported by the organisation they are working with. Details are posted on the www.oxme.info website Young people are trained in decision making for the fund and apply the funding criteria to each application. Those applying for funds present their 'idea'. Panels meet monthly to make the funding decisions Panel decisions are posted on the www.oxme.info website 	On-going Monthly Monthly
---	--------------------------------	--	--

		<ul style="list-style-type: none"> • Young people representatives sit on the www.oxme.info steering group and contribute actively to decision making • Young people involved come from the diversity of the population in Oxfordshire and vulnerable young people are particularly supported to be involved • Young people participating in the NCS programme are involved in decision making about community based Social Action projects 	<p>On-going On-going</p> <p>August, November 13,14,15</p>
5	Involvement in evaluation of activities	<ul style="list-style-type: none"> • PAF – young people led evaluation is provided from all successfully funded projects • PAF – young people evaluate the quality of a random sample of successful bids by a visit and direct observation writing up feedback • Chill Out Fund – young people from all projects that receive funding provide evaluation and a sample of projects are evaluated directly by ‘independent’ young people • Young people from the range of partners involved i.e. County and District Councils, Community and Voluntary Sector evaluate activity in their area looking at variety, range, accessibility, location, focus, quality and overall sufficiency of the activities offered • Young Inspectors – young people are trained to evaluate the quality of the youth activity in the Oxfordshire County Council Early Intervention hubs. To commence from April 2013 following training 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>April 2013</p>
6	Involvement in service delivery	<ul style="list-style-type: none"> • Each hub has a Youth Forum linked to the wider multi-agency Hub Partnership Group enabling young people to be involved in design and delivery of services and activities 	<p>On-going</p>

		<ul style="list-style-type: none"> • Children and Young people complete feedback cards providing evaluation of their experiences with the Early Intervention Service • Young people are regularly involved in topical consultation to elicit views prior to action and then involved to ascertain effectiveness • Young people are involved in Takeover Day • Children and young people are consulted through the OCC Sounding Board, Oxfordshire Youth Enablers, Children in Care Council, Oxfordshire Youth Parliament and UK Youth Parliament 	<p>December 2012</p> <p>Ongoing</p> <p>November</p> <p>Ongoing</p>
7	Benchmarking with other authorities	<ul style="list-style-type: none"> • Actions to meet the statutory duty for improving young people's well-being are benchmarked across the South East region 	Ongoing
8	Feedback	<ul style="list-style-type: none"> • Feedback to young people is provided through youth forums and www.oxme.info including in the "you said, we did" format • Feedback to the CYPWAG from the AAAGs is published on the www.activitiesoxfordshire.info site including data demonstrating effectiveness of the site, evaluation from young people about the quality of the local offer • Feedback to Oxfordshire County Council Elected members via a Member forum held at bi-annually. Feedback from meetings sent to the Children and Young People's Board (within the Health and well-being arrangements) 	<p>Ongoing</p> <p>October, January, April, July</p> <p>February and September</p>

Appendices:

Appendix A - Statutory Guidance for LA on Services and Activities to Improve Young People's Well-being

This page is intentionally left blank

**Statutory Guidance
for Local Authorities
on Services and Activities
to Improve Young People's Well-being**

This is statutory guidance issued by the Secretary of State for Education under Section 507B of the Education and Inspections Act 2006. It relates to local authorities' duty to secure services and activities for young people aged 13 to 19, and those with learning difficulties to age 24, to improve their well-being, as defined in Subsection 13.

Department for Education

June 2012

Rationale and scope of the duty

1. With the right supportive relationships, strong ambitions and good opportunities all young people can realise their potential and be positive and active members of society. Most get these from and through their families and friends, their school or college and their wider community enabling them to do well and to prepare for adult life. All young people benefit from additional opportunities and support, but some young people and their families, particularly the most disadvantaged and vulnerable, need specific additional and early help to address their challenges and realise their potential.
2. It is therefore local authorities' duty to secure, so far as is reasonably practicable, equality of access for all young people to the positive, preventative and early help they need to improve their well-being. This includes youth work and other services and activities that:
 - a. Connect young people with their communities, enabling them to belong and contribute to society, including through volunteering, and supporting them to have a voice in decisions which affect their lives;
 - b. offer young people opportunities in safe environments to take part in a wide range of sports, arts, music and other activities, through which they can develop a strong sense of belonging, socialise safely with their peers, enjoy social mixing, experience spending time with older people, and develop relationships with adults they trust;
 - c. support the personal and social development of young people through which they build the capabilities they need for learning, work, and the transition to adulthood – communication, confidence and agency, creativity, managing feelings, planning and problem solving, relationships and leadership, and resilience and determination;
 - d. improve young people's physical and mental health and emotional well-being;
 - e. help those young people at risk of dropping out of learning or not achieving their full potential to engage and attain in education or training; and
 - f. raise young people's aspirations, build their resilience, and inform their decisions – and thereby reducing teenage pregnancy, risky behaviours such as substance misuse, and involvement in crime and anti-social behaviour.

Responsibilities of local authorities

Involving young people

3. Local authorities must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them, in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). They should establish and maintain structured arrangements for doing so. To inform continuous improvement, these arrangements should enable young people to inspect and report at least annually on the quality and accessibility of provision. As appropriate they should also be involved actively in service design, delivery and governance. Young people should receive the support they need to participate, ensuring representation of the full diversity of local young people, and those who may not otherwise have a voice.

Securing access to sufficient services and activities

4. The Government will not prescribe which services and activities for young people local authorities should fund or deliver or to what level. They should take the strategic lead to work with young people; the voluntary, community and social enterprise sector; health and wellbeing boards; schools and colleges; and agencies including health and police to:
 - a. understand the needs of local young people, particularly the needs of the most disadvantaged and vulnerable, taking full account of equality and diversity issues;
 - b. enable parents and communities to meet young people's needs wherever possible, and engage businesses and other employers to contribute funding and expertise to help enhance and sustain local provision;

- c. plan how aspirational personal and social development programmes, including National Citizen Service, and youth work and youth workers can contribute to meeting the needs of young people and reduce demand for more specialist services;
 - d. determine the mix of open access, targeted, preventative and specialist provision needed to meet local needs, and how to integrate all services around young people;
 - e. decide what facilities are needed and how to make these available and accessible, wherever possible maximising the utilisation and potential of all local partners' assets including any Myplace centres and other high quality youth facilities;
 - f. determine which services and facilities need public funding and which can be secured through other means so that public funding is targeted primarily on young people at risk of poor outcomes;
 - g. determine which services and facilities can be delivered by third parties so that the local authority delivers directly only where it is clearly best placed to do so;
 - h. plan how to best support and grow the role of voluntary, community, and faith organisations, including through a transparent commissioning process, given the benefits the sector can bring to work with young people, families and communities;
 - i. agree priorities for publically funded services and facilities with local partners and how these can be most effectively and efficiently delivered, including considering with their employees the options for them to set up and transfer into a public service mutual in line with their 'Right to Provide';
 - j. ensure providers have the capacity and skills to deliver effective services to young people, by learning from good practice and developing their workforce;
 - k. publicise effectively to young people and their families the overall local offer of all services and activities available for young people locally;
 - l. put in place actively-managed systems for assuring the quality of local services and driving improvement, including in response to feedback from young people,
 - m. publish at least annually details of the feedback young people have given on the quality of the local offer and of how they have influenced local decisions; and
 - n. publish at least annually, in a form that enables young people and others to hold them to account, their plans for improving young people's well-being and personal and social development, together with relevant funding and performance data.
5. Local authorities are responsible for securing, so far as is reasonably practicable, a local offer that is sufficient to meet local needs and improve young people's well-being and personal and social development – having regard to the general principles of the UNCRC. They should strive to secure the best possible local offer within available resources, reviewing the sufficiency of the offer if it does not result in positive feedback from young people on the adequacy and quality of local provision and positive trends in qualitative and quantitative data that are indicative of local young people's well-being and personal and social development.
6. Local authorities should do all that is reasonably practicable to secure a sufficient local offer for young people, including:
- a. acting on all of the considerations in this and other relevant statutory guidance;
 - b. benchmarking their approach and performance relative to other similar areas to identify how they might improve impact and cost-effectiveness; and
 - c. drawing on available support and challenge to drive continuous improvement in the quality and impact of local services, including from the local authority sector nationally.

Chill Out Fund 2012/13 Funding by District

District	Name of Organisation	Name of project	Amount awarded
Cherwell	Banbury Sea Cadets	Kitchen, Computers & Boating	2,125.00
Cherwell	BYHP	Youth and Community	4,500.00
Cherwell	Cherwell Theatre Company Ltd	Jack and the Beanstalk	2,000.00
Cherwell	Musical Youth Company	New sound system	500.00
Cherwell	Yarnton Parish Council	Yarnton Youth Bus	1,800.00
Oxford City	West Oxford After School Club	New Club Access	600.00
Oxford City	Littlemore Village Hall	Littlemore Youth	2,000.00
Oxford City	37th Oxford Scout Group	Essex International Scout Jamoree	500.00
Oxford City	Oxfordshire Music Education Partnership	Academix	5,000.00
Oxford City	Donnington Doorstep	Drop-In Play-Out	5,000.00
Oxford City	Leys CDI	CDI Summer Project	3,412.00
Oxford City	City of Oxford Rowing Club	Row A Long	3,840.00
Oxford City	Blackbird Leys Adventure Playground	Winter Opening	2,500.00
Oxford City	Innovista	Thrive Barton Community Mentoring Programme	2,500.00
Oxford City	Leys Youth Programme	Sport,Art and Dance Fever	2,841.00
Oxford City	The Children's Society	Dushanba Club	500.00
Oxford City	Film Oxford	Moving the image	4,800.00
Oxford City	Sudanese Family in Oxford	Oxford Sudanese Community Youth and Kids Club	650.00
Oxford City	Washinkai Karate Oxford	Karate Club for disable and non-disabled young people	4,850.00
Oxford City	The Polish Saturday School Oxford	Extracurricular Support	990.00
Oxford City	OXS RAD	Children & Disabled Archery	610.00
Oxford City	Barracks Lane Communy Garden	Barracks Lane Grow It Cook It	4,217.00
Oxford City	wypc	Music Studio	4,992.72
Oxford City	Isis Academy	Isis Afterschool Dance Project	720.00
Oxford City	Cuttleslowe Community Association	Cuttleslowe Summer Play Scheme	2,500.00
South Oxfordshire	Didcot Train	Paul Gander	1,220.00
South Oxfordshire	Artisjustaword	ArtOx	1,000.00
South Oxfordshire	Path Hill Outdoors	Young Carers Residential Summer Break	3,000.00
South Oxfordshire	Lighthouse Thame	Lighthouse Thame 2012	750.00
South Oxfordshire	Didcot Air Training Corps	Relacement laptops and equipment	2,000.00
South Oxfordshire	Phoenix Youth Club	Capacity -building	4,000.00
South Oxfordshire	South and Vale Carers Centre	South and vale carers project	1,125.80
South Oxfordshire	Club SC	Activity Room	1,000.00
South Oxfordshire	Didcot Train	Drugs and alchol workshops	770.00
South Oxfordshire	Childrens Choir of Thame	music director	300.00
Vale of White Horse	The Faringdon Twinning Ass	London 2012 Youth Project	550.00
Vale of White Horse	Wantage Youth Brass	Chill Out with music	1,724.00
Vale of White Horse	King Alfreds District Scouts	Archery	1,095.00
West Oxfordshire	Langford Parish Council	Langford Playground	2,970.00
West Oxfordshire	Oxfordshire Play Association	Play Ranger Project	5,000.00
West Oxfordshire	Hanborough Playing Fields Association	Hanborough Pavillion Upgrade	5,000.00
West Oxfordshire	Woodstock Youth Club	Active Sports	1,825.20
West Oxfordshire	Base 33	Summer Project	3,632.00
West Oxfordshire	Bladon Junior Church	Lighting Control Replacement	1,900.00
West Oxfordshire	Parish Council of Combe	Combe Play Park Project	5,000.00
West Oxfordshire	Nasio Trust	Football Club	2,329.80
West Oxfordshire	Frontiers New Horizons	Living in the Outdoors	1,000.00
West Oxfordshire	Eynsham Community Primary School	Astroturf Muga	5,000.00
West Oxfordshire	Hanborough Youth Club	Hanborough Youth Club	5,000.00
West Oxfordshire	Hanborough Parish Council	Pavillion/hall redevelopment	5,000.00
West Oxfordshire	Freeland Parish Council	Freeland Community Recreation Facility (CRF)	5,000.00
West Oxfordshire	Great Tew School Trust	Great Tew Sports Pitch	5,000.00
West Oxfordshire	North Leigh Youth Project	North Leigh Youth Project	5,000.00
West Oxfordshire	Woodstock Council	Playground	5,000.00
West Oxfordshire	Bladon Junior Church	Moving Light Project	1,900.00
Countywide	Oxfordshire Play Association	Play Days in Oxfordshire	2,700.00
Countywide	Yellow Submarine Respite	Age appropriate residential holidays	2,000.00
Countywide	Parasol Project	Summer Activities Programme	3,150.00
Countywide	TRAX Motor Project	UP-Cylce Project	4,864.81
Countywide	OAYP	Young Leaders Residential	2,500.00
Countywide	Oxford Ice Hockey Club	Stick & Puck Recruitment Campaign	4,950.00
Countywide	The Sport for Streets Initiative	Youth Outreach Vehicle	4,366.80
Countywide	Oxford Sports Partnership	School Games Level 3 festival	5,000.00
Countywide	Pegasus Theatre	Mesh Oxford Youth Arts International	1,000.00
Countywide	Thomley Activity Centre	My Future	5,000.00
Countywide	Oxfordshire Family Mediation	Fragments	2,500.00
Countywide	OASIS	February Adventure	267.00
Countywide	OAYP	Oxfordshire Youth Awards	2,500.00
Countywide	Oxford School of Gymnastics	Grass roots recreation classes	1,818.00
Total			190,656.13

This page is intentionally left blank