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

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.

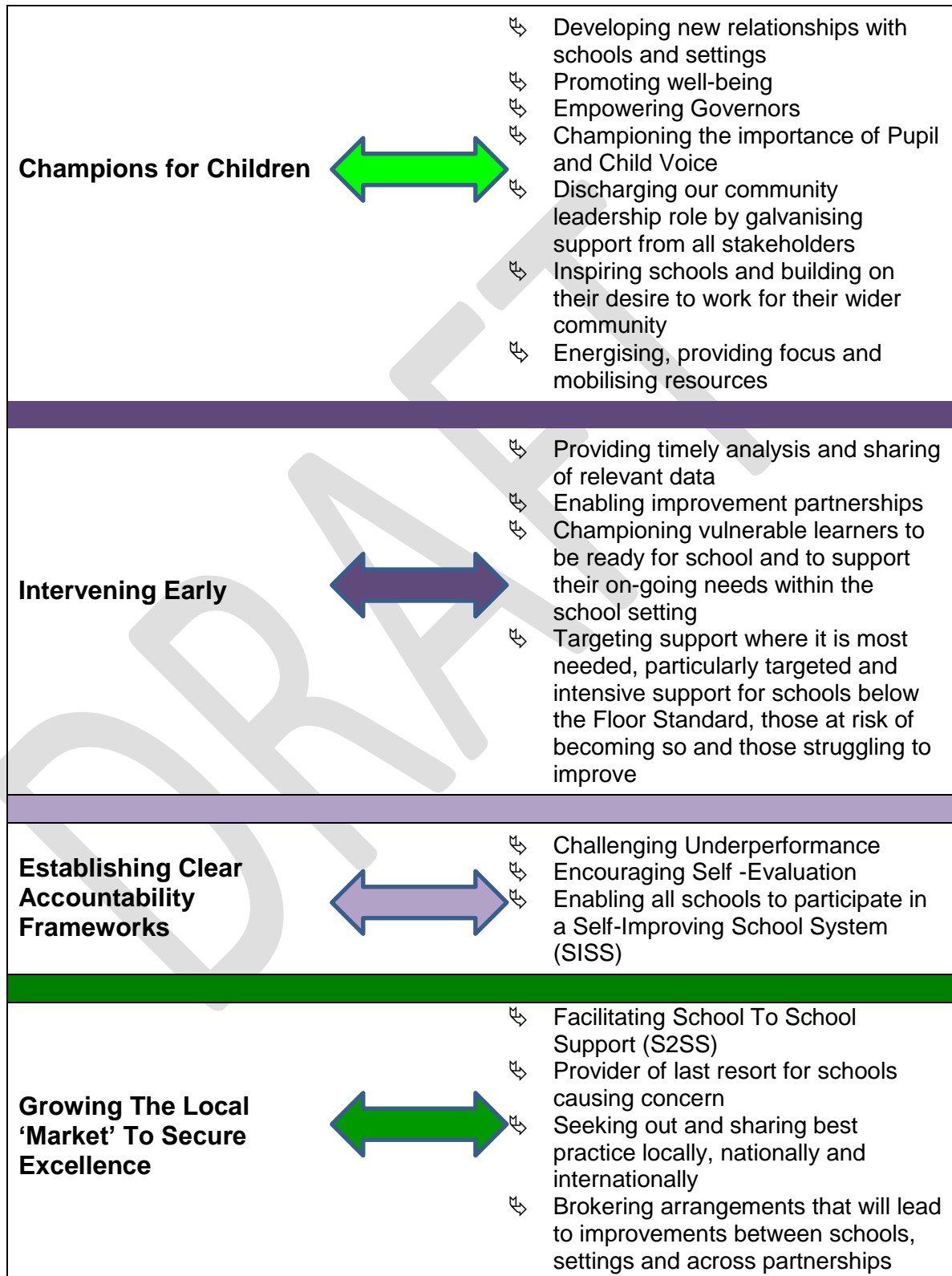We have three main **aspirations**:

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:

Champions for Children	⟷	↳ Developing new relationships with schools and settings ↳ Promoting well-being ↳ Empowering Governors ↳ Championing the importance of Pupil and Child Voice ↳ Discharging our community leadership role by galvanising support from all stakeholders ↳ Inspiring schools and building on their desire to work for their wider community ↳ Energising, providing focus and mobilising resources
Intervening Early	⟷	↳ Providing timely analysis and sharing of relevant data ↳ Enabling improvement partnerships ↳ Championing vulnerable learners to be ready for school and to support their on-going needs within the school setting ↳ Targeting support where it is most needed, particularly targeted and intensive support for schools below the Floor Standard, those at risk of becoming so and those struggling to improve
Establishing Clear Accountability Frameworks	⟷	↳ Challenging Underperformance ↳ Encouraging Self-Evaluation ↳ Enabling all schools to participate in a Self-Improving School System (SISS)
Growing The Local 'Market' To Secure Excellence	⟷	↳ Facilitating School To School Support (S2SS) ↳ Provider of last resort for schools causing concern ↳ Seeking out and sharing best practice locally, nationally and internationally ↳ Brokering arrangements that will lead to improvements between schools, settings and across partnerships

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 responsibly 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-natel and post-natel 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

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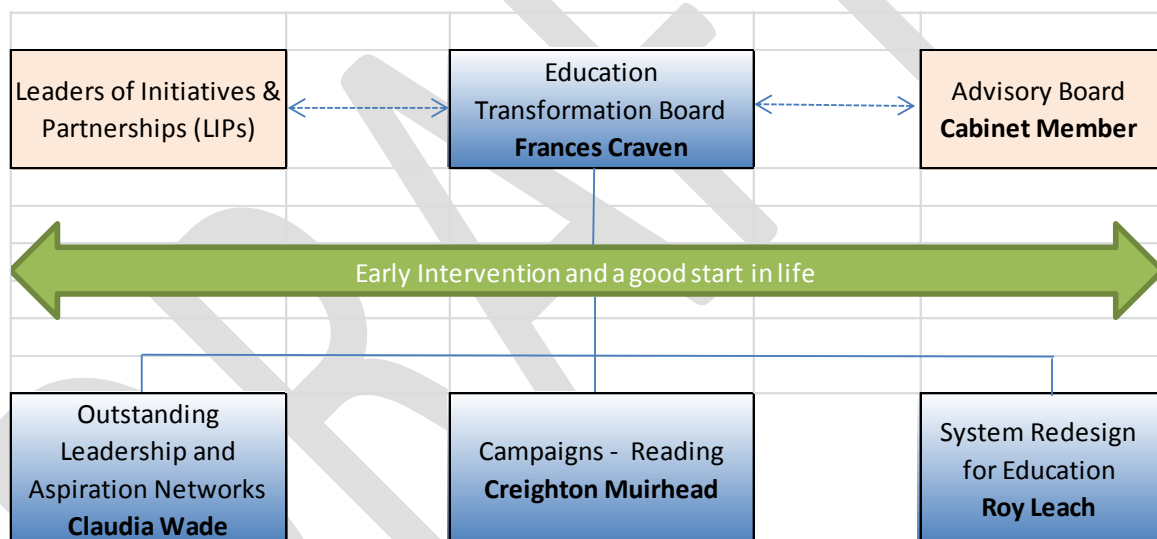
The **Leaders of Initiatives and Partnerships** is a group that consists of chairs of partnership groups of schools, Headteachers who are leading outstanding schools or those leading innovative practice that is improving outcomes for children and young people. As the group may be large, there will be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

Leaders of Initiatives & Partnerships (LIPs)	◄ - - ►	Education Transformation Board **Frances Craven**	◄ - - ►	Advisory Board **Cabinet Member**

Early Intervention and a good start in life

Outstanding Leadership and Aspiration Networks **Claudia Wade**	Campaigns - Reading **Creighton Muirhead**	System Redesign for Education **Roy Leach**

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	
Woodcote Partnership Main contact: Mary Bather Checkendon CE Primary	Checkendon Primary Stoke Row CE Primary Peppard CE Primary Brightwell CE Primary Benson CE Primary Kidmore End CE Primary Sonning Common Primary	Improve progress in maths and English
Abingdon Partnership Main contact: Margaret Wolf Caldecott School	Caldecott School St Nicholas Long Furlong Primary Carswell Primary Dunmore Primary Thameside Primary Thomas Reade Primary St Edmunds Primary	Raising awareness, skills and passion for maths
Faringdon Partnership Main contact: Nick Sheppard Watchfield Primary	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	Maths and English Leadership and management
Improving Learning Consortium Main contact: Kay Baul Hanwell Fields Community School	Hanwell Fields Community School William Morris Primary Orchard Fields Primary The Grange Primary Bishop Loveday Primary North Oxfordshire Academy Secondary School	Maths
Bicester Partnership Main contact: Damian Booth St. Edburg's CE Primary	St Edburg's CE Primary Fritwell Primary Finmere Primary Charlton-on-Otmoor Primary Southwold Primary Bure Park Primary	Performance levels at Key Stage 2

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