

Strategic Overview 2016-2020: Improving the Educational Progress of Vulnerable Learners



Aspiration typical comments by Ofsted about all Oxfordshire schools ‘Pupils, including those who are disadvantaged, make increasingly strong progress over the course of their time at the school, mostly from low starting points. This is leading to ongoing improvements to pupil outcomes by the end of Year 11’.

‘The disadvantaged pupils and pupils with SEN generally do as well as their classmates. Their performance is better than that of other pupils nationally’

Joint Commitments

1. Every child and young person will have their needs identified and assessed
2. Every child and young person is entitled to high quality provision appropriate for his or her individual needs
3. Settings, schools, colleges, services, agencies and the LA have a shared accountability for ensuring vulnerable learners achieve good outcomes
4. There will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal setting
5. There will be a focus on ensuring quality first teaching allows every child to make maximum progress
6. All leaders create a culture of going the extra mile for all vulnerable to under-achievement
7. Information, funding and decision making will be transparent and without unnecessary bureaucracy
8. There will be a focus on developing preventative and early intervention approaches
9. Children, young people and their parents participate fully in decisions about provision and services
10. Settings, schools and colleges will work cooperatively to share effective practice and make best use of resources
11. The Local Authority will facilitate capacity building so that local settings, schools and colleges are able to meet the needs of children and young people
12. Co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations

STRATEGIC PRIORITIES

Leadership and governance
The success of the strategy relies on the collective commitment and responsibility between the local authority, setting/schools/colleges, services, and other partners including health, police and voluntary organisations.

- This is a **Children’s Trust** priority, supporting multi-agency strategic planning (housing, mental health, parenting skills, addiction or domestic abuse etc).
- Vision, strong leadership and an ethos of high aspirations can lead to rapid improvement
- Outcomes for vulnerable learners must be the focus from the very top, leaders set the tone, and it should also be a priority for all levels beneath.
- Through the lense of leadership, understand what the setting/school/college looks like for disadvantaged pupils.
- Strategic Partnership Boards (SSPB, EYSPB) priority.

High quality provision in each local area
Each area requires a range of high quality provision to support the diversity of needs.

- Provide an inspiring curriculum which is flexible enough to accommodate issues such as building resilience, plugging academic gaps and enrichment activities, eg open element of progress 8 subjects
- Evidence based provision and services developed through strategic partnership planning.
- Accessibility planning that drives cultures and practice.
- Map the provision gaps by area and develop effective locality provision, currently Oxfordshire has relatively little specialist unit or resourced provision in mainstream schools.
- A more flexible range of supported internships, apprenticeships and training offered by employers.

Resources
The financial context is increasingly challenging and will continue to be so, therefore it is more important than ever that partners work together.

- Develop a sustainable financial strategy in line with national funding proposals, that supports early intervention, inclusion and specialist provision, to improve outcomes for vulnerable learners.
- Explore further devolution, including partnership funding models.
- Commissioning for improved outcomes (LA, MATs, Diocese, partnerships, and individual schools), resulting in skills, expertise and confidence in meeting needs locally.
- Improve the identification, monitoring and evaluation of the impact of funding on outcomes for vulnerable learners, particularly pupil premium and SEND funding.

Accountability
An important ‘lever’ is Ofsted’s heightened focus on the progress made by disadvantaged learners compared with that made nationally by other pupils with similar starting points and the extent to which any differences in this progress, and consequently in attainment, are diminishing.

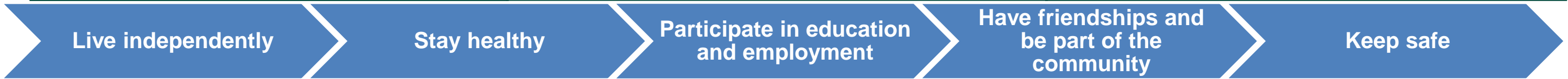
- Develop an accountability approach to improve the educational achievement of vulnerable learners with, MATs, Diocese, OTSA, and individual schools.
- The County Council’s Education Scrutiny and Regional Schools Commissioner have a key challenge role.
- The achievement of vulnerable learners should be a significant element of self-evaluation and school improvement planning, scrutinised and challenged by governors.
- Targeted funding for key vulnerable groups (eg pupil premium) is used effectively to improve outcomes and monitored by governors.

Whole child and family perspective
Education providers need to know the whole child and wider context in order to support and challenge expectations. Engaging children, young people and their families in gathering information and making decisions is central to assessing, planning and taking action.

- New integrated children’s services and locality teams to build strong relationships with local settings, schools and colleges.
- Closer working of health services (health visitors, school nurses and CAMHS link workers) with universal providers.
- Engender confidence from parents in local services and provision through involvement in co-produced strategic planning.
- Active listening to the voice of the child and parents/carers.
- Strong links are forged with the new assessment centres and services supporting children on the edge of care (ReOC).
- Rigorous monitoring of attendance and exclusions, and robust reintegration planning to prevent long term issues.

Building capacity
Building capacity to deliver high quality educational expertise.

- Development and extension of networks, including school to school, to support and share good practice.
- Ensure that central services are best value and provide the range of specialist support and training needed for all vulnerable learners.
- Review the skills mix of senior leaders, specialist teachers, teachers and teaching assistants when planning change.
- Targeted projects including phonics and writing.
- Toolkits and resources (eg EYSEN, OXSIT resources) are kept up to date to support and empower education providers.
- Quality marks are used (eg Young Carers, LAC) to drive improved standards.
- Additional induction and transition visits at all key transfers, including moving to college.
- High quality, inspirational careers support.



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How this tool could be used:

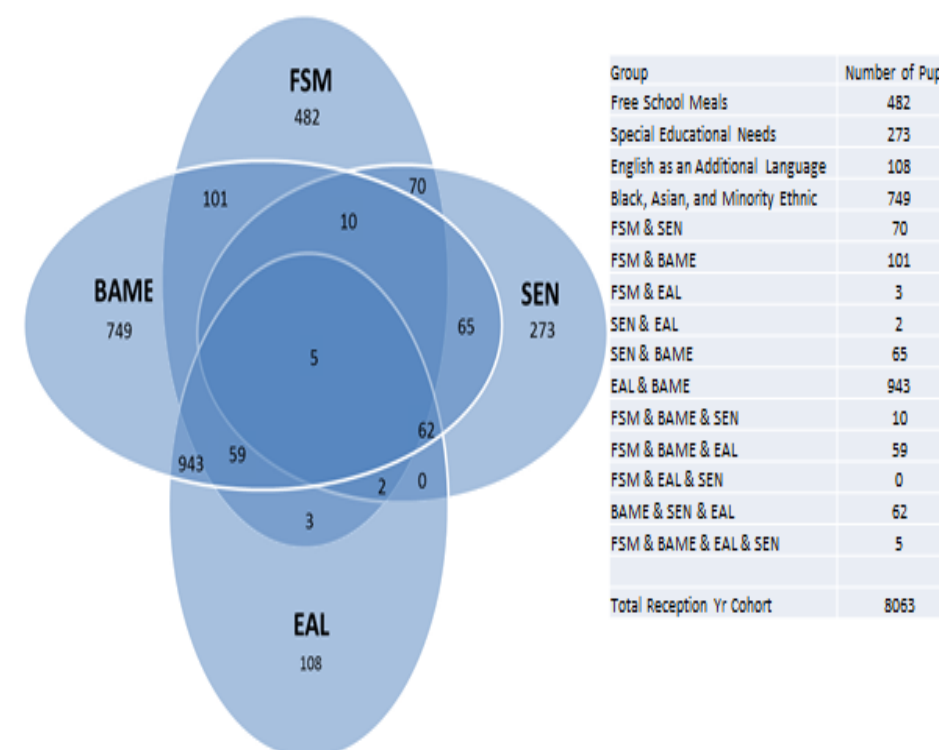
- To raise awareness of the current poor performance of vulnerable learners in Oxfordshire.
- To think about what else could be done by working more effectively together.
- For leaders to review their vision, leadership and responsibilities to create an ethos of high aspirations for vulnerable learners.
- For settings/school/colleges and services to examine their current performance and to use this tool to assist with strategic planning, e.g. replace the content in the 6 strategic priorities boxes with their own actions.

Learners vulnerable to underachievement include children and young people

- Growing up in deprived communities, on care plans or in need
- Eligible for free school meals
- With special educational needs and/or disabilities
- From some minority ethnic communities
- Young carers
- In care or care leavers, unaccompanied asylum seeker & privately fostered children
- At risk of offending or in the youth justice system
- Living in inappropriate, inadequate or temporary accommodation
- Not in employment, training & employment, and those missing school because of reduced timetables, persistent absence or exclusions
- Parents affected by mental health or learning disabilities
- Teenage parents or children of teenage parents
- With chronic medical needs, mental health or substance misuse problems
- Living in households where there is domestic abuse

Overlap of vulnerabilities

based on pupils in reception year in January 2016



Good practice: (extract from an Oxfordshire's school Ofsted report, Oct 2016)

- High expectations and aspirations sit alongside nurture and support, with pupils' well-being at the heart of everyone's work.
- Governors fulfil their statutory duties effectively, making sure that funding is used carefully and appropriately to improve outcomes for key groups of pupils.
- School leaders work relentlessly with the small number of pupils who remain persistently absent from school.
- Pupils study an increasingly wide range of academic and vocational qualifications, which prepare them well for opportunities beyond school.
- Leaders work effectively with a range of experts outside the school to support pupils academically and socially.
- Pupils, including those who are disadvantaged, produce work which is at the standard that would be expected for their age.
- Pupils receive high-quality careers information and guidance.
- School staff work closely with experts outside the school to promote pupil welfare.

2015 data, RAG rating against national performance.		Oxfordshire	Statistical Neighbourhoods	South East	England
% Good level of development achieved (Early Years)	All pupils	66	68	70	66
	Free School meals Disadvantaged*	45	47	53	51
	Pupils with SEN without statement/EHCP	18	23	26	24
Achievement of KS2 Level 4 (RWM)	All pupils	81	80	81	80
	FSM Disadvantaged	61	59	61	66
	Pupils with SEN without statement/EHCP	66	65	67	70
	Looked After Children	41	41	42	43
GCSE 5+ A*-C Attainment inc. E&M	All pupils	53	44	51	52
	FSM	59.7	61.8	59.9	57.3
	Disadvantaged*	31.2	29.8	29.2	33.3
	Pupils with SEN without statement/EHCP	35.0	33.8	33.4	36.8
%19 year olds qualified to Level 3	Looked After Children	15.3	25.5	24.4	23.5
	All pupils	13.6	17.7	13.7	13.8
	FSM	58	61	59	57
	Pupils with SEN without statement/EHCP	29	30	30	36
		25	32	31	32

*Disadvantaged pupils are defined as those in receipt of Free School Meals within the last six years, those in care, those who have been adopted from care and those children of service families.