

Oxford Strategic Partnership

Date: 16th May 2013

Report of: Anna Wright

Title of Report: The Oxford Challenge: Achieving world class teaching in Oxford City Schools serving disadvantaged areas

Purpose of report: To update the group on the progress on the City's education project

Introduction

1. Oxford City Council under the aegis of the Oxford Strategic Partnership has committed significant funding alongside the County Council to raise attainment in primary schools in Oxford City. It has set ambitious targets to raise levels of attainment in City schools serving the most disadvantaged communities to 10% above the national average. This would mean:
 - 95% achieving level 2 in Reading at age 7 and
 - 84% achieving Level 4 in English and Maths at age 11 by 2016
2. Following a tender process and interviews involving 4 of the headteachers in the target group, the City identified two preferred providers to implement programmes designed to raise attainment in the schools.
 - KRM- Psychological and Education Research Consultants programme to improve reading, writing, spelling and numeracy at age 7 and 11. KRM Programmes are based on psychological theory and extensive classroom based research; they are derived from instructional theory. They train teachers to teach a small number of 'optimal' skills and enable children to generalise and apply their skills and knowledge so that they become independent, motivated and creative learners. All teaching is inclusive and conducted on a differentiated, whole class basis for three 15 minute periods each day. KRM Programmes raise the attainments of lower and higher achieving pupils and have enabled pupils from low income families to reach nationally accepted standards in English and Maths.
 - The Oxford Schools and Universities Consortium won the tender to deliver a world class leadership programme for senior and middle leaders in the schools. This is a consortium of Oxford University Department of Education, Oxford Brookes University and Oxford secondary schools. It aims to deliver seminars, workshops, action learning and coaching for headteachers, deputies, assistant headteachers and middle leaders (e.g. literacy and numeracy coordinators, SENCOs and Key Stage leaders in schools).

Update on the Leadership for Learning Programme

3. This programme was launched on 17 January 2013 and 41 senior leaders joined the programme from 11 Oxford City Schools accompanied by 11 headteachers from Leicester City Schools who have significantly improved their schools. Each of these headteachers is linked to a City school. The programme aims to be ‘a world-class leadership programme to assist school leaders (including governors) to deliver on the ambitions for raised attainment in the City’. The participants from the City are shown in Table 1 below:

Bayards Hill	5
Church Cowley St James	4
Cotteslowe	3
East Oxford	3
Larkrise	5
Orchard Meadow	2
Pegasus	6
St Francis	3
St John Fisher	4
Windale	4
Wood Farm	4

4. Each participant in the programme will undergo a ‘learning journey’ which enables them to:
- Carry out an analysis of school data
 - Identify challenges
 - Carry out diagnostic of themselves as a leader
 - Attend 6 public seminars
 - Engage with other leaders in 3 core workshops
 - Engage in 6 action learning set meetings
 - Work with leaders beyond their context – each school has a link with a Leicester school to undertake visits and share good practice
 - Engage in coaching activity
 - Engage in online activity – a special website has been set up so that all learners can access University resources and publications
 - Reflect on learning
 - Record in learning log and also submit a project that can be accredited.
5. So far the programme has delivered 2 core workshops, one on leadership and one on coaching, and 3 public seminars. An example of the contents of these is attached with this paper. Participants have also taken part in action learning sets
6. Initial feedback on the programme has been very positive. It has generated a lot of interesting discussions within the schools and participants have begun to sharing good practice in the action learning sets.
7. One further core workshop and three further public seminars are to be held in the next 6 months. A second cohort of leaders will start the programme in January 2014.

Update on the KRM programmes

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

School	Programme	Date Started
Larkrise	KRM Maths	November 2012
John Henry Newman	KRM Reading	November 2012
East Oxford	KRM Reading	January 2013
St Francis	KRM Maths	January 2013
Bayards Hill	KRM Reading	January 2013
St. John Fisher	KRM Reading	February 2013
Pegasus	KRM Reading	April 2013
Orchard Meadow	KRM Reading	April 2013
Windale	KRM Reading	April 2013

9. Teachers are trained in each programme through six after-school workshops of approximately 1.5-2.0 hours. Each workshop is followed by a school visit where each teacher is observed in the classroom and given feedback on how well the KRM Programmes are being implemented in the classroom.
10. Each workshop in KRM Reading or KRM Maths covers three main areas. Teachers are: (i) introduced to the psychological theory, research and rationale for the content to be covered; (ii) introduced to the new curriculum content and given booklets that provide all the information and materials necessary to implement the content in the classroom and (iii) given feedback on 'treatment fidelity' following the classroom observations. The curriculum content is introduced gradually, over the course of an academic year, so that teachers only have to implement one new thing at a time
11. Table 3 below summarises the workshops that have been conducted during the autumn term 2012 and the spring term 2013 in the 5 schools that have started the programme.

School	Programme	Workshops	Observations
Larkrise	KRM Maths	7	10
John Henry Newman	KRM Reading	6	6
East Oxford	KRM Reading	4	5
St Francis	KRM Maths	4	4
St. John Fisher	KRM Reading	2	0
Bayard's Hill	KRM Reading	1	0
Total		25	24

12. Bayard's Hill withdrew from the programme following a visit from an organisation called the Elliot Foundation, which had been appointed to

support the school in its move to academy status. The recommendation from this organisation was that the school stop doing the KRM programme as they felt it was too much for the school to take up at the time. However the Head of Cheney School who may be the Executive Head of the School once it becomes an academy has asked to reserve the option to continue the programme in the Autumn Term.

13. The following workshops are scheduled to take place in the summer term 2013:

Table 4 Workshops and Observations Scheduled for Summer 2013			
School	Programme	Workshops	Observations
Larkrise	KRM Maths	3	4
John Henry Newman	KRM Reading	1	2
East Oxford	KRM Reading	1	2
St Francis	KRM Maths	4	4
St. John Fisher	KRM Reading	3	3
Pegasus KRM	Reading	6	3
Orchard Meadow	KRM Reading	6	3
Windale	KRM Reading	6	3
Total		30	24

14. It is too early to report on the impact of the programme as the gains from the research are largely seen within a year to 18 months of implementing the programme. However, a recent visit to John Henry Newman from the City's Scrutiny Committee gathered positive views from teachers of the impact of the programme particularly on children's phonic skills. Larkrise have reported that the children with special educational needs particularly like the maths programme but that more able children feel they are not being stretched by it. This is because the differentiation aspect of the programme is not introduced until all the elements of the programme have been covered. These elements will be introduced this term.

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