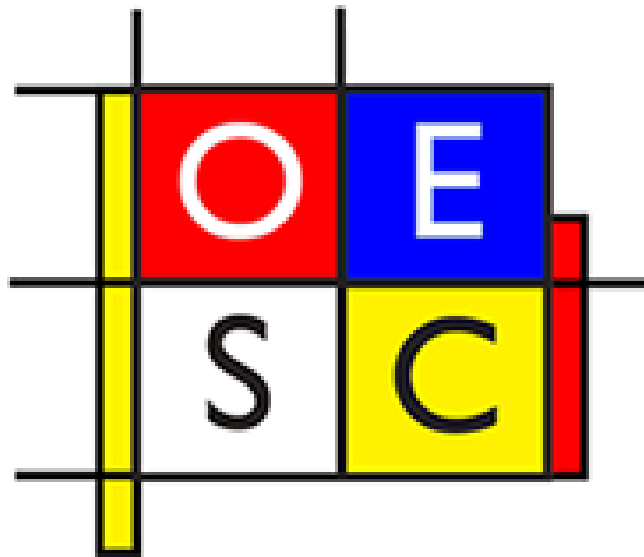
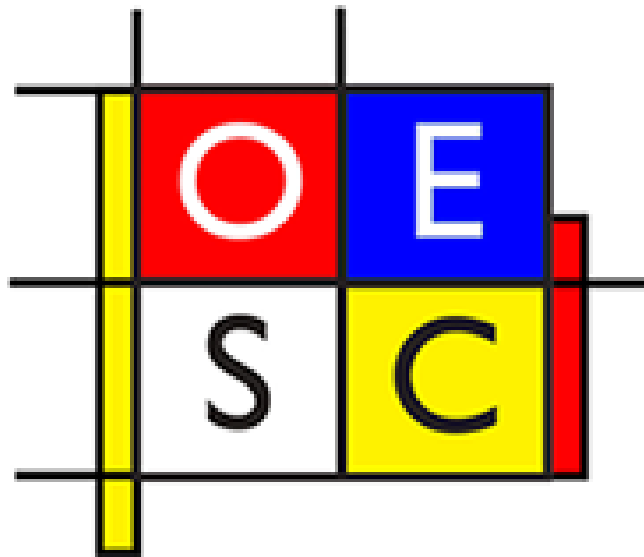


THE OLDHAM EDUCATION PARTNERSHIP



OLDHAM
EDUCATION
& SKILLS
COMMISSION

PARTNERSHIP WORKING FOR A SELF-IMPROVING SYSTEM



OLDHAM
EDUCATION
& SKILLS
COMMISSION

PARTNERSHIP WORKING FOR A SELF-IMPROVING SYSTEM

- To give an understanding of the OESC report including the recommendations
- To explore the current partnership working within Oldham
- To explore ways of Partnership working to meet the report recommendations

THE OLDHAM EDUCATION AND SKILLS COMMISSION

- The Commission was established under the sponsorship of Cllr Jim McMahon, the then Leader of Oldham Council and at the invitation of Oldham Council and its partners.
- It was chaired by Baroness Estelle Morris. The Commission brought a broad range of local, regional and national expertise from across the education and business fields to the task.



- <https://vimeo.com/99636419>

THE VISION

“We think Oldham can have a local education system that is ‘self-improving’. That is one where schools, the local authority and other partners come together to take collective responsibility for improving all schools, colleges and training across the board. It’s one where they set ambitious targets together, share information, resources and data, and offer closer support to each other.”

Estelle Morris



THE VISION



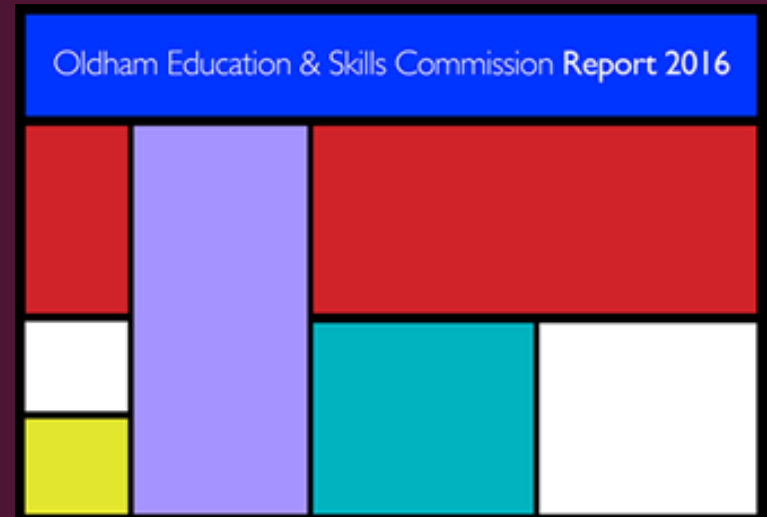
“This matters whether you are a parent, carer, governor, teacher, school head, local business owner, or member of a voluntary or community group. A high-performing education system underpins all our ambitions for Oldham to regenerate and become a more vibrant place to live and work. This report makes it clear that we all need to focus on supporting every child to be ‘school ready’, ‘life ready’ and ‘work ready’. That means moving to a culture here where education is now ‘everyone’s business’.

Jim McMahon

THE OLDHAM EDUCATION AND SKILLS COMMISSION REPORT

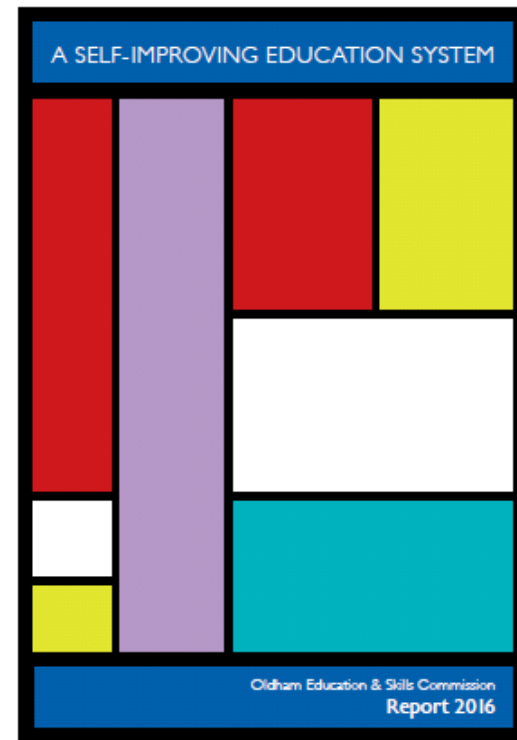
A SELF IMPROVING EDUCATION SYSTEM

ADRIAN CALVERT
EDUCATION PARTNERSHIP LEADER



REPORT

- Vision for Oldham to create a 'Self-improving education system'
- 1 new collaborative partnership
- 2 Key targets
- 3 Themes
- 19 recommendations

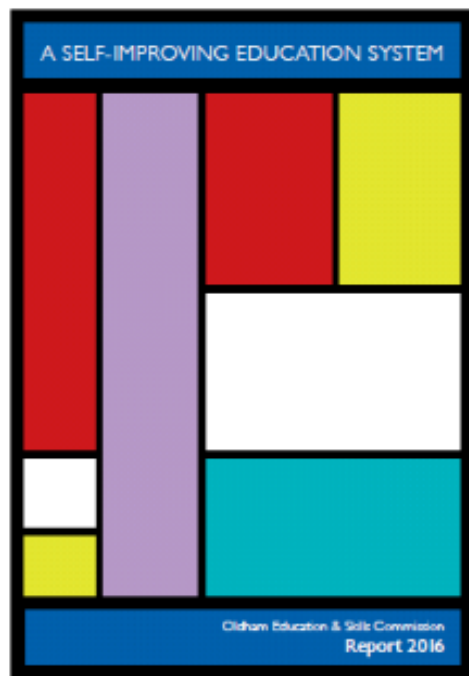


TARGETS

- All national performance indicators to be at the national average or beyond by 2020
- All Oldham education providers to be judged as good or better by OFSTED by 2020

19 RECOMMENDATIONS

1. The Oldham Curriculum
2. Closing the gap
3. SEND
4. Behaviour and exclusions
5. INA and EAL
6. Data
7. Education leadership
8. The Oldham Teacher
9. External partnerships
10. Sharing best practice
11. Education is everyone's business
12. The Oldham governor
13. School Readiness
14. The Oldham Parent
15. Community/Family learning
16. Extended use of schools
17. Review Vocational Education
18. Improving higher skills
19. Addressing worklessness



The Commission's 19 Recommendations

The Commission has made 19 recommendations which would form the focus of the self-improving education system and would underpin the achievement of two important targets for Oldham. They are as follows:

- All national performance indicators to be at the national average or beyond by 2020
- All Oldham education providers to be judged as good or better by OFSTED by 2020

1 The Oldham Student – the Oldham Curriculum Offer

An enriched curriculum for schools and colleges to ensure Oldham's children and young people are school ready, life ready and work ready. It would be 'designed by Oldham, for Oldham' to support people to achieve the qualifications they want and need but would embrace art music and culture, sport, citizenship and community contribution, character development, life skills and employability.

2 Underperforming groups – closing the gaps

Development of strategies to close the performance gap for Looked After Children at key Stage 4; higher ability children achieving higher grades; children eligible for the Pupil Premium and free school meals; children from ethnic minority groups especially Asian and mixed race groups; boys as compared to girls; Children with Special Educational Needs and Disabilities. Partnerships with The Education Endowment Foundation and The Sutton Trust will provide evidence based expertise.

3 Special Educational Needs and Disabilities (SEND)

Make additional provision to increase the capacity and the types of support for children with autistic spectrum disorder, profound and multiple learning difficulties, complex communication and interaction difficulties and children with mild and severe learning difficulties. Consider establishing a free school to provide additional capacity in the primary phase.

4 Behaviour and exclusions

Develop a new approach to prevent escalation by earlier identification and improved support and to improve the management of exclusions. Improve the availability of social, emotional and psychological support and consider the establishment of Free School to provide extra capacity for alternative provision.

5 International new arrivals and English as an Additional Language (EAL)

To continue and extend the existing good practice to ensure integration and provision for international new arrivals which enables every child to be enriched by a wide variety of backgrounds and origins. Including extending best practice for EAL learners from the most successful primary schools to secondary schools, ensuring effective transitions between Early Years provision, primary and secondary schools, raising GCSE achievement of Pakistani and Bangladeshi pupils and developing the 'Oldham Welcome' to support newly arrived families.

6 Using data to drive improvement within a new performance framework

To identify and record the data needed to support delivery of the recommendations, improve data analysis and agree data sharing protocols to support performance monitoring. Develop shared and transparent performance targets and success measures for children and young people's outcomes - both for individual education providers and for the borough as a whole. These would include regular monitoring of the progress of under-performing groups as well as headline achievement measures.

7 Educational Leadership in Oldham

Transformation will be driven by high quality leadership in schools and colleges. Oldham's new Education Partnership will support and promote clear progression pathways to encourage existing and future educational professionals to develop their skills, knowledge and expertise in educational leadership, and to be ready for promotion to key roles within schools and within the local school system. Its programmes will embrace the full spectrum of educational leadership development from curriculum and pedagogic innovations, strategic approaches to efficient and effective organisational management, to mentoring and coaching support, to a broader understanding of education in a social, economic and political context.

8 The Oldham Teacher

Great education starts with high quality teaching. Oldham's new Education Partnership will support the development and retention of great teachers by providing high quality professional development, peer and mentoring support, capacity building from recognized expert practitioners, access to and involvement with University research. An Oldham Teacher will be expected to take an interest in the education of all children in Oldham schools, support the development and delivery of the Oldham Curriculum, take responsibility for their own professional development and consider career progression within Oldham in the first instance.

9 Partnerships with organisations external to Oldham

One of the challenges facing Oldham is a lack of capacity to drive improvement. The low proportion of the borough's secondary schools judged to be good or outstanding will have an impact on the capability of a self-improving system. Oldham will develop stronger links with national and regional organisations to support school improvement in the town.

10 Sharing best practice

Best practice already exists in Oldham and needs to be recorded and effectively shared via a regularly updated register of quality assured local best practice case studies, excellence visits and further development of the Education Excellence Awards

11 Making education 'everyone's business'

Oldham's new Education Partnership to run a series of high profile campaigns to engage residents, businesses and organisations in playing a role to improve education and aspiration in Oldham. A 'Get Oldham Reading' campaign is suggested as an early campaign that could secure the involvement of a diverse range of stakeholders.

12 School Governance and the Oldham Governor

Develop a 'Gold Standard' for governors including induction support and accredited training within their first twelve months, regular, clear and concise data and information, support and mentoring toward progressing to become a Local Leader of Governance and National Leader of Governance (NLG) status, assign NLG mentor to new Chairs and share good practice via the Governor network. An Oldham governor will be expected to attend governors meetings as fully as possible, participate in training, challenge and support school leaders and contribute to the outcomes of all children and young people in Oldham.

13 Early Years and School Readiness

Closer partnership working between schools and Oldham's diverse early years services with a particular focus on working with and supporting parents of under 5's to ensure a smoother transition into primary school. They also need to increase collaborative working with the Early Years networks and Primary Collaboratives and to create a shared definition of 'school readiness' and improved support for parents and carers of under 5's.

14 The Oldham Parent

There needs to be strong two way partnership between parents, carers and schools because children achieve better outcomes if their parents and carers value education and are learners themselves. Parents need easily understood and regular feedback about their children progress and they should be encouraged to be learners themselves. One of the roles of parents is to ensure that their child is ready to learn whatever their age and being actively involved with the school including communicating any issues that might affect their child's learning.

15 Community, parental and family learning

Carry out a review of current provision including mapping and evaluating the impact upon both the adult and the child's learning. Identify the gaps in provision and the opportunities for improvement, to support parents and carers to better support their child's learning.

16 Extended use of school premises

To assess how schools are utilised by the community and how to improve access for community-based activities which support children's achievement, such as parental and family learning.

17 An independent review of vocational education

Carry out an independent review of vocational education in Oldham, including pre and post 16 routes and pathways to shape the future of provision in the town and inform Greater Manchester devolution. The review should consider the views of employers, the role and parity of vocational options and the characteristics of best practice.

18 Improving higher skills

Increase the number of residents with higher level skills (Level 4 and above) including progression of young people to university, apprenticeship or foundation degree and provide routes to support adult workers to progress from Level 2 to higher skills via apprenticeships, foundation degree or degree.

19 Addressing worldiness

Review existing programmes to further engage public and voluntary agencies in finding new solutions to worklessness.

REALITY

- Doing the very best that we can
- Schools supporting Schools and working closely together
- Linking “things” together
- Formally Establishing the Partnership with MOUs etc.

MISSION STATEMENT

To ensure that the children and young people of Oldham are School Ready, Work Ready and Life Ready the following mission statement has been agreed to cover the 4 year of the OESC:-

MISSION STATEMENT

- The Oldham Offer (including the wider school curriculum) needs to be understood, in place and shared with all providers. This curriculum must be accessible and right for all regardless of background or ability. Action needs to be taken to actively involve communities and parents in the Oldham Curriculum. High quality school leadership including governance must be in place within a system underpinned by a culture of collaboration and improvement. Through this journey the children and young people of Oldham are School Ready, Work Ready and Life Ready.

19 RECOMMENDATIONS

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11. Education is everyone's business
12. **The Oldham Governor**
13. School Readiness
14. The Oldham Parent
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16. Extended use of schools
17. Review Vocational Education
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RECOMMENDATION TWELVE: SCHOOL GOVERNANCE AND THE OLDHAM GOVERNOR

- The role of the school and college governor is a critical one, not only in terms of the educational landscape, but as a social and civic responsibility. Oldham has more than 1,200 governors who dedicate their time, experience and energy on a voluntary basis.
- Feedback from governors has told the Commission that the role is often more testing than they expected and in particular that there is a large amount of high-level data and information that they are expected to understand and retain.
- Whilst take up for formal training is high (with 95% of schools buying in training from the local authority), governors do not always feel that they are fully equipped to fulfil the role of both challenging and supporting school leaders on the outcomes for pupils in schools.

THE OLDHAM GOVERNOR

THE OLDHAM OFFER *

- The Commission recommends that a clear and easily understood framework is drawn up in support of a governor 'Gold Standard' for Oldham. This will be the Oldham Offer to governors.

Oldham education governors should expect:

- Induction support and accredited training within the first twelve months of taking on the role
- Regular, clear and concise data and information about their school
- Support and mentoring toward progressing to Local Leader of Governance (LLG), and then National Leader of Governance (NLG) status
- Support for new Chairs of Governors, including an assigned NLG mentor
- Opportunities to share good practice via Oldham's governor network

THE OLDHAM GOVERNOR

THE OLDHAM OFFER *

In return, governors will be expected to:

- Attend governing body and sub-committees as fully as possible
- Participate in induction activity within the first twelve months and participate in ongoing training
- Provide both challenge and support to school leaders
- Attend the annual Oldham governors' conference
- Contribute to the improvement of outcomes for all children and young people in Oldham through supporting school collaborative arrangements

THE OLDHAM GOVERNOR

THE OLDHAM OFFER *

In order to support The Oldham Offer to governors, the Commission further recommends that:

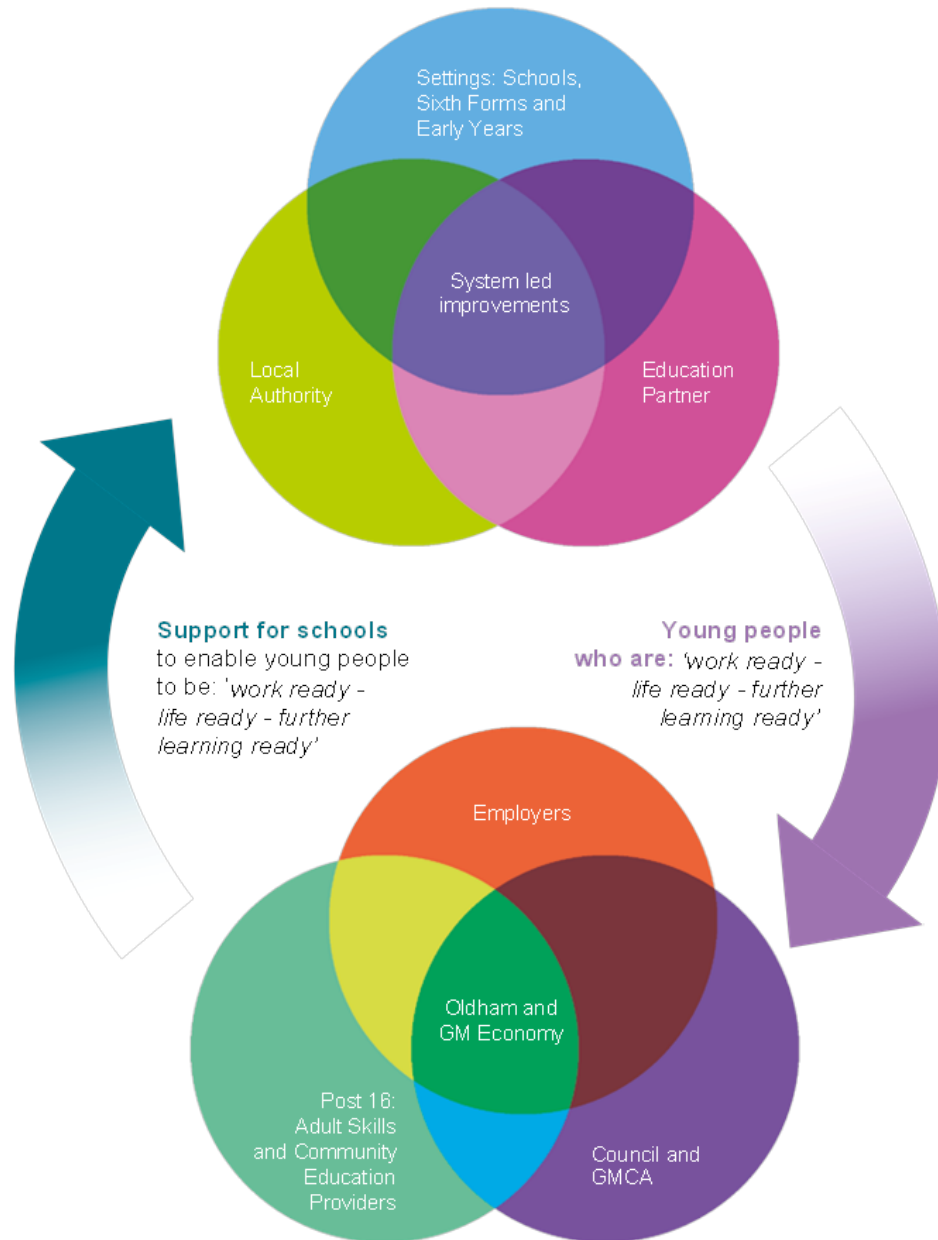
- The Governor's Data Group work with Governor Services to ensure that school performance data provided to governing bodies is relevant and easy to understand
- A centrally-held database be developed to include all governor vacancies and record of service of governors. This would be part of a strengthened Governor's network, which would facilitate support, shared learning and access to National Leaders of Governance (NLGs) and Local Leaders of Governance (LLG)
- In addition to assigning an NLG mentor to all new Chairs of Governors, where a school is OFSTED rated as Requires Improvement or Inadequate, the Chair of Governors should also receive immediate NLG mentoring support, making use of not just Oldham's four NLGs, but the thirty in Greater Manchester, and 56 in the North West
- A high-profile recruitment drive be instigated, working in particular with the Local Authority, NHS and other large employers in Oldham to encourage (and perhaps incentivise) staff members to volunteer as school governors

THREE QUESTIONS FOR DISCUSSION

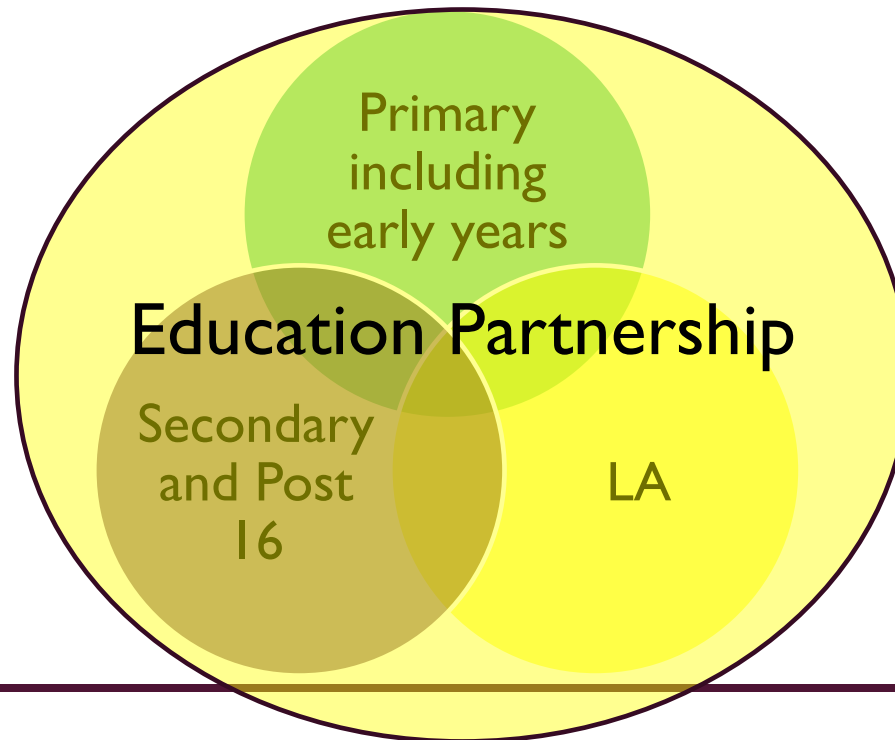
1. Looking at what the commission says Governors should expect
 - a) What are the current strengths
 - b) What areas are key to work on
2. Of the 4 recommendations to support Governors what is the priority order? Should there be any others?
3. What else do Governors need to support them in their role?

NEW PARTNERSHIP BOARD

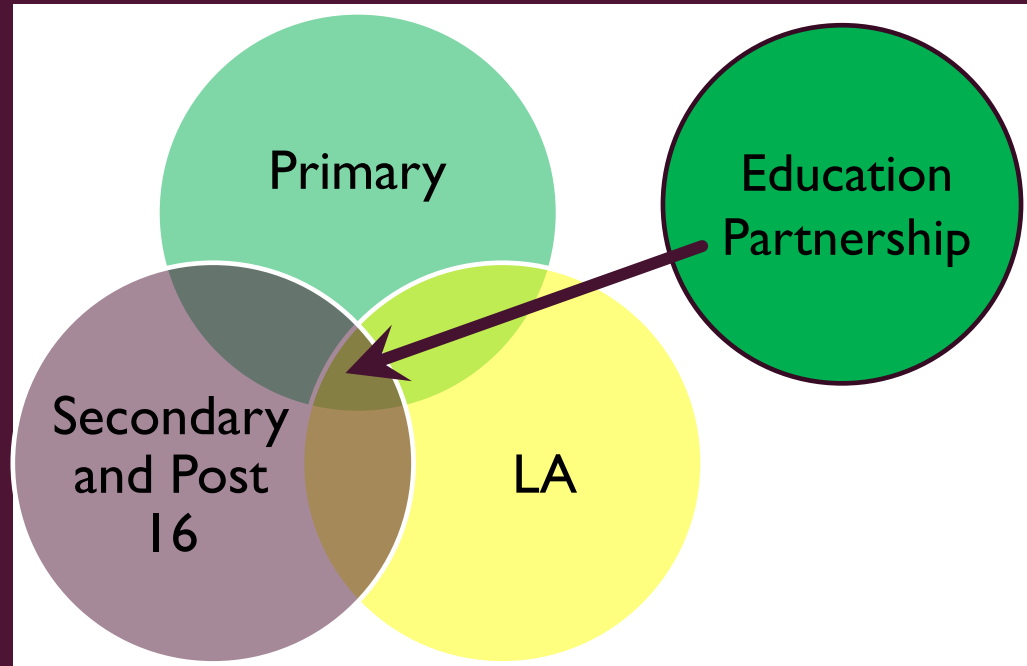
- Representatives from schools and early years providers
 - Julie Hollis
 - Lisa Needham
 - Anne Redmond
- Member and Officer representatives from Oldham Council
 - Maggie Kufeldt
 - Carrie Sutton
 - Cllr Amanda Chadderton
- Independent education partners to add challenge and support
 - Les Walton (Chair of the Northern Education Trust and Chair of the Advisory Group for the Education Funding Agency amongst other roles)
 - Tony Birch (Assistant Director: Education and Learning at Bolton Council)
 - TBC



THE OLDHAM EDUCATION PARTNERSHIP



THE OLDHAM EDUCATION PARTNERSHIP



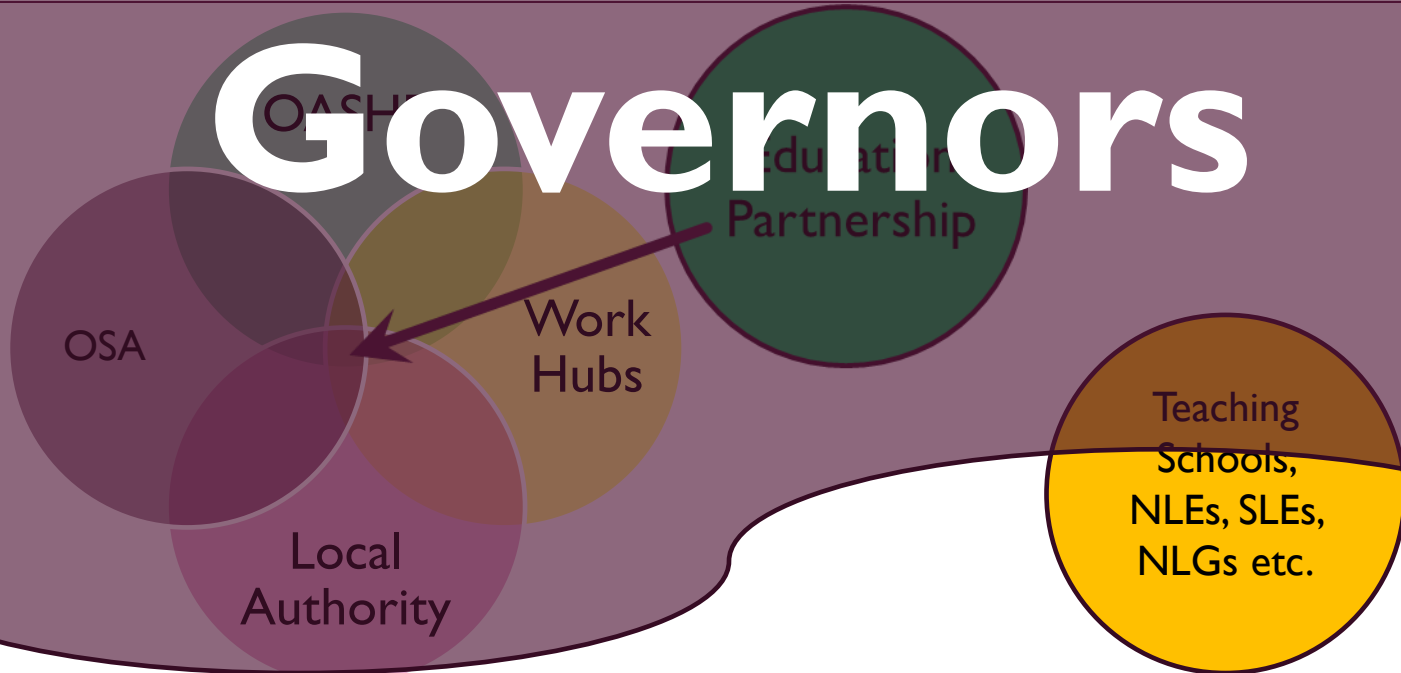
THREE QUESTIONS FOR DISCUSSION

Using your knowledge of Oldham

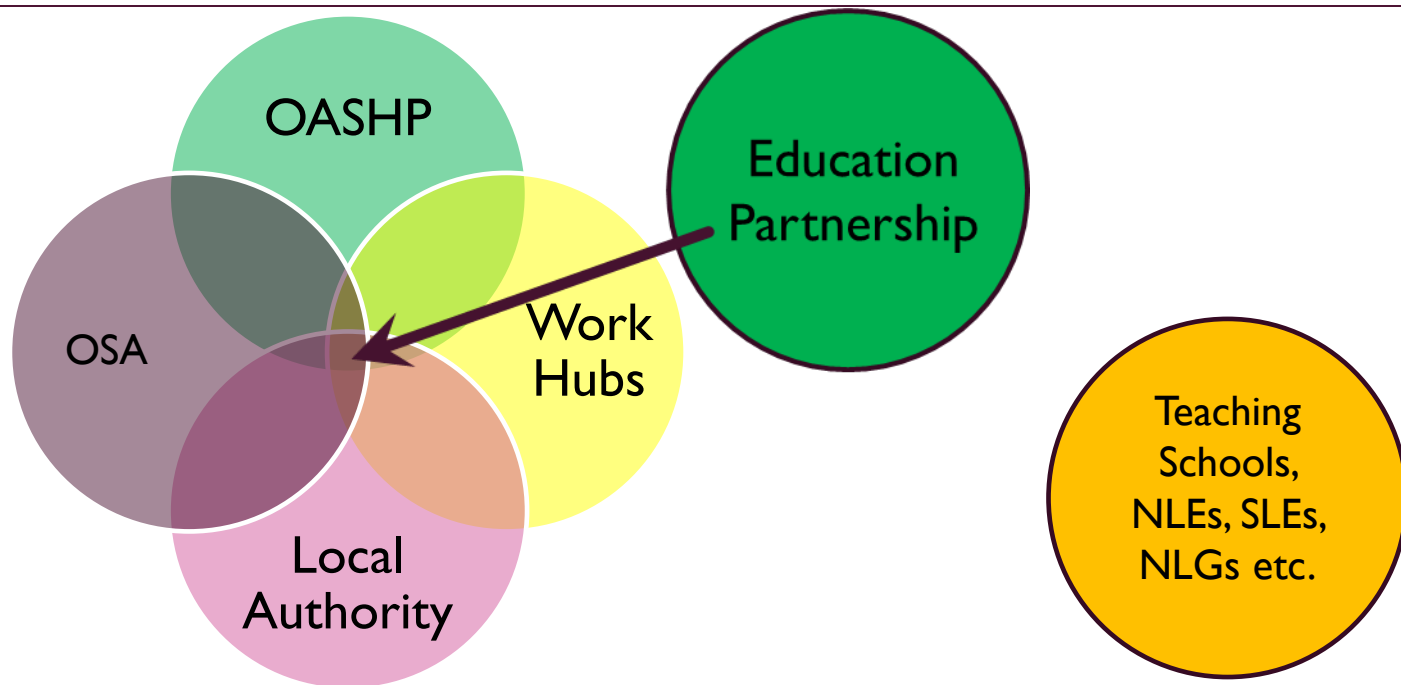
- a) Which partnerships are you aware of?
- b) Which partnerships benefit your school and/or the children of Oldham
- c) Which Partnerships would you like to see in Oldham?

THE OLDHAM EDUCATION PARTNERSHIP

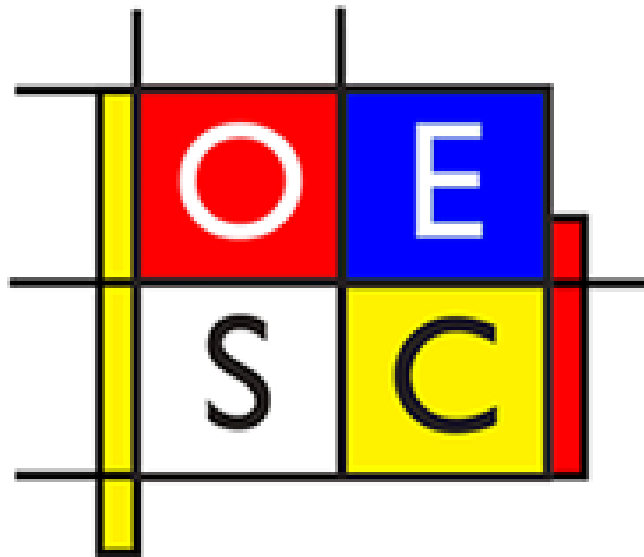
Governors



THE OLDHAM EDUCATION PARTNERSHIP

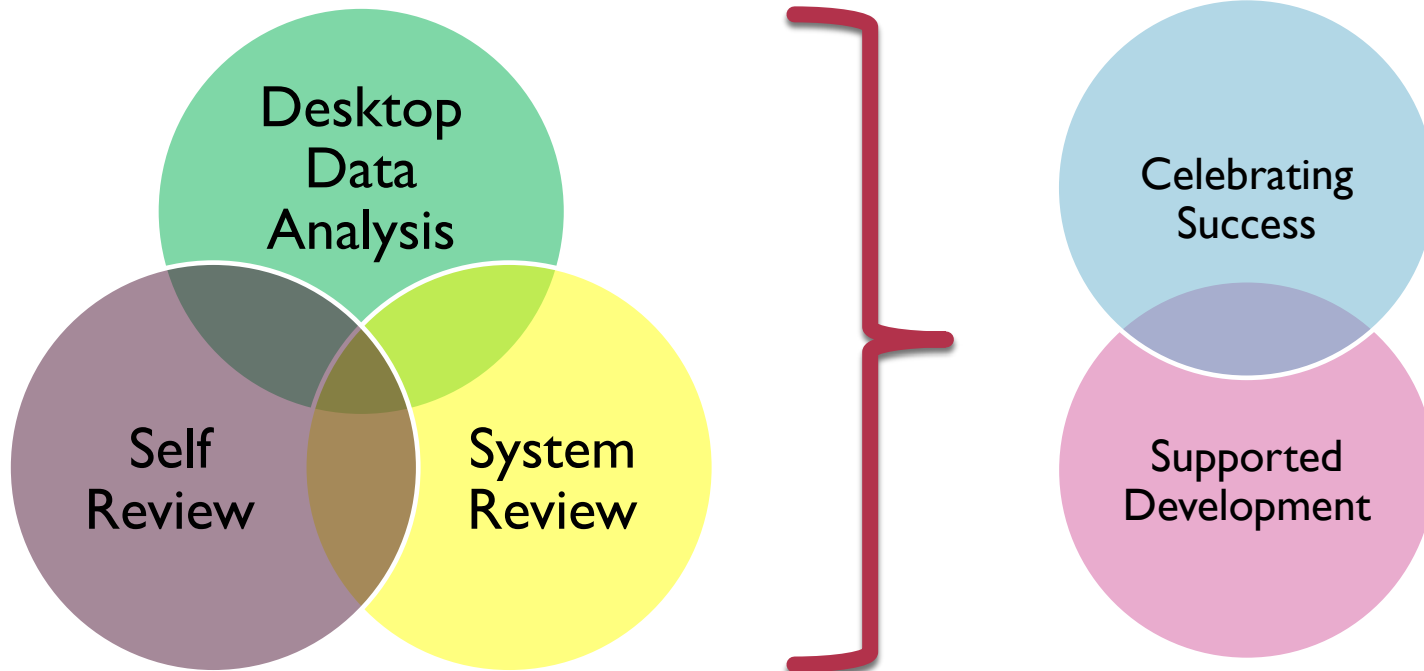


THE PARTNERSHIP REVIEW



OLDHAM
EDUCATION
& SKILLS
COMMISSION

THE PARTNERSHIP REVIEW



THE PARTNERSHIP REVIEW

Identify intelligence around Partnership trends

Identify Good Practice and Strengths

Identify areas for development

Desktop
Analysis



THE PARTNERSHIP REVIEW



Identify intelligence around Partnership trends

Good Practice Database

Identify Potential Support needs

THE PARTNERSHIP REVIEW

Objective External Evaluation

Progress against identified areas

Reviewing strengths

System
Review

THE PARTNERSHIP REVIEW



Areas of expertise

Positive experiences

Capacity for support



A PARTNERSHIP REVIEW



Brokering of Support

Staff Development

School Improvement

Supported
Development

THE PARTNERSHIP REVIEW – YOUR THOUGHTS?

