

SUCCESS PROJECT CONFERENCE UPDATE MISSING EDUCATION MISSING OUT

Background, what is the Success Project?

The Success Project is targeted at addressing the underachievement of vulnerable pupils. The target group includes those engaged in disruptive behaviour and persistent absence. This project began in January 2008 and was initially a joint venture between Oxfordshire Secondary School Head Teachers Association (OSSHTA) and key officers of the Council. Other partners have joined the project as it has matured. The Primary Success Project was launched in January 2010.

Details about the last two conferences are attached.

Update on Strand 8: To reduce levels of persistent absence for vulnerable groups

Progress to date, the headlines:

Refer to data tables. As with all attendance data which relates to a current academic year this attendance data is provisional and will not be verified by the DCSF until Feb 2011 and it is in that contest that any analysis must be seen.

Secondary Schools

The baseline data for persistent absence in secondary schools is showing a more positive position at the end of term 2 compared with last year, from 7.14% to 6.22% at the same point of the year. The figure of 6.22% represents 1937 secondary school pupils who are regularly absent for at least 20% of available school time. In terms of total absence this is also showing an improvement, 7.18% last year compared to 6.93% at the same point this year. In comparison with other authorities, the end of year data last year kept Oxfordshire in the top quartile of authorities for attendance and was above average for our comparator group. Last year's performance represented the 3rd consecutive year of improvement and we expect to improve further this year if the trend continues.

Primary Schools

Term 2 primary persistent absence data indicates that there has again been an improvement, albeit very slight; down from 3.3% to 3.27% at the same point last year. 3.27% represents 1269 children who are regularly absent from school for at least 20% of available time. The total absence rate at primary level has however showed a slight

increase, up from 5.21% to 5.26% at the same time last year. Again, we would expect the same trend to continue, as with previous years, and the data to improve month on month by the end of the academic year.

Area analysis

Breakdown by area indicate that at both primary and secondary level the central area is the hotspot of the county and requires significant targeting of available resources. Within the central area the persistent absent rates in some schools are of concern, targeting of both intervention and resources will be concentrated on these schools.

Revised Action Plan

1. The intention is to improve identification of the young carers cohort and through identification target support where attendance is a concern.
2. To raise the priority and profile given to improving the attendance of vulnerable groups.
3. Focus on children in the Special School sector where attendance is identified as an issue.
4. To measure the difference in the mainstream sector between children with statements of SEN and those without.
5. Identify pregnant teenagers and teenage mothers and correlation of previous attendance history information.
6. To move to a model whereby each area based team has a specific looked after children attendance champion whose role is to promote and work alongside area colleagues to improve the attendance of looked after children.
7. To support those pupils at risk of offending, or being involved in anti social behaviour and substance misuse linked to Targeted Youth support.
8. To analyse the attendance of children with identified mental health issues and address issues of access to provision.
9. To create area based champions who will promote and monitor the attendance of children and young people from the travelling population.