

**Notice of a Meeting**

**Education Scrutiny Committee**  
**Thursday, 16 April 2015 at 10.00 am**  
**Meeting Rooms 1&2, County Hall**

**Membership**

Chairman Councillor Mark Gray  
 Deputy Chairman - Councillor Michael Waive

<i>Councillors:</i>	Kevin Bulmer	Pete Handley	Richard Langridge
	Steve Curran	Steve Harrod	Sandy Lovatt
	Tim Hallchurch MBE	John Howson	Gillian Sanders

*Co-optees:* Mrs Sue Matthew

*By Invitation:* Ian Jones Carole Thomson

**Notes:** *Date of next meeting: 9 July 2015*

**What does this Committee review or scrutinise?**

- a focus on the following key areas:
  - work in relation to the education strategy, and including review of an annual report on progress;
  - constructive challenge on performance issues highlighting issues where the Committee can support the improvement dialogue;
  - reviewing the Council's education functions including early years, Special Education Needs and school place planning;
  - reviewing the progress of, and any issues emanating from, the School Organisation Stakeholder Group with regard to admissions patterns and arrangements;
  - reviewing issues raised by the Schools Forum.
- assists the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
- provides a challenge to schools and academies and to hold them to account for their academic performance;
- promotes jointed up working across organisations in the education sector within Oxfordshire.

**How can I have my say?**

We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

**For more information about this Committee please contact:**

Chairman	-	Councillor Mark Gray E.Mail: mark.gray2@oxfordshire.gov.uk
Senior Policy Officer	-	Sarah Jelley, Tel: (01865) 896450 Email: sarah.jelley@oxfordshire.gov.uk
Policy & Performance Officer	-	Andreea Anastasiu, Tel: (01865) 323535 Email: andreea.anastasiu@oxfordshire.gov.uk
Committee Officer	-	Andrea Newman Tel: (01865) 81028362 andrea.newman@oxfordshire.gov.uk

*Peter G. Clark.*

Peter G. Clark  
 County Solicitor

April 2015

## **About the County Council**

The Oxfordshire County Council is made up of 63 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 10 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

## **About Scrutiny**

Scrutiny is about:

- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:

- Making day to day service decisions
- Investigating individual complaints.

## **What does this Committee do?**

The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session.

**If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting**

**A hearing loop is available at County Hall.**

# AGENDA

1. **Introduction and Welcome**
2. **Apologies for Absence and Temporary Appointments**
3. **Declarations of Interest - see guidance note of the back page**
4. **Minutes (Pages 1 - 8)**

To approve the minutes of the meeting held on 22 January 2015 (ESC4) and to receive information arising from them.

5. **Petitions and Public Address**
6. **Changes to Local Authority Arrangements to Support School Improvement (LAASSI): Inspection Framework & Implications for Scrutiny (Pages 9 - 16)**

1010

Judith Johnson, CEF Schools Partnership Project will attend to present the report (ESC6) that outlines the new statutory Ofsted Framework for the inspection of local authority arrangements for supporting school improvement functions - as set out in the November 2014 Ofsted Framework and Guidance Handbook.

The report has important implications for the local authority overall in the event of such an inspection and the implications for Scrutiny Committees. Their role and remit will form part of the inspection process with respect to their scrutiny function of school improvement at service and school levels.

The report sets out the focus areas for inspection, the national context, the risk assessment for the local authority and the steps taken to date to prepare for an inspection under this framework.

The report poses some queries for future Scrutiny Committee consideration related to their forward planning to ensure appropriate scrutiny of school improvement and school quality assurance functions.

***The Committee is RECOMMENDED to note this report and consider how their forward work plan enables them to ensure appropriate Scrutiny coverage of the nine inspection themes.***

**7. Children on the Edge of Care & Exclusions (Pages 17 - 20)**

1040

Rebecca Matthews, Interim Deputy Director, Education & Learning and Lucy Wawrzyniak, School Intervention Leader will attend to present a report (ESC7) to update Education Scrutiny Committee about children on the edge of care and exclusions.

**8. Briefing on Overview of System Diversity & Draft Protocol on Relationship with Academies (Pages 21 - 86)**

1110

Roy Leach, School Organisation & Planning Manager will attend to present the attached briefing (ESC8).

*Please note colour copies of Annex 3 - Academies Conversions Update Table – March 2015 will be provided at the meeting.*

***The Education Scrutiny Committee is RECOMMENDED to note the contents of the report.***

**9. Breakfast Clubs (Pages 87 - 92)**

1150

John Mitchell, Assistant to the Director will attend to present a report (ESC9) in response to a **Motion from Councillor Gill Sanders and agreed at Council:**

“This Council asks the Education Scrutiny Committee to consider asking those schools which currently do not, to provide school breakfast clubs for their pupils. In particular, it is asked to consider the impact this would have on raising attainment, improving absence rates and lateness and to investigate how sponsorship, alongside the Pupil Premium, might fund the breakfasts. This information should then be provided to all schools in the County.”

***The Committee is RECOMMENDED to:***

- (a) Ask officers to draw this report to the attention of headteachers and chairmen of governors with a suggestion that active consideration be given to the introduction of breakfast clubs in schools and academies which do not already have them. The suggestion to include a recommendation that this might extend to discussion with colleagues in schools or academies which do have breakfast clubs; and***
- (b) Ask officers to explore what charitable or other sources of funding might be available to support breakfast clubs in Oxfordshire and to alert schools and academies to those opportunities.***

**10. Strategic Schools Partnership Model Update**

1230

A verbal update will be provided by Rebecca Matthews, Interim Deputy Director, Education & Learning.

**11. Scrutiny Annual Report to Council (Pages 93 - 112)**

1240

The Scrutiny Annual Report to Council (ESC11) is attached for consideration.

**12. Forward Plan and Committee Business (Pages 113 - 114)**

1250

An opportunity to discuss and prioritise future topics for the Committee, potential approaches to its work and to discuss the schedule for future meetings.

**CLOSE OF MEETING: 1300**

## Declarations of Interest

### The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

- (a) fail to register a disclosable pecuniary interest within 28 days of election or co-option (or re-election or re-appointment), or
- (b) provide false or misleading information on registration, or
- (c) participate in discussion or voting in a meeting on a matter in which the member or co-opted member has a disclosable pecuniary interest.

### Whose Interests must be included?

The Act provides that the interests which must be notified are those of a member or co-opted member of the authority, **or**

- those of a spouse or civil partner of the member or co-opted member;
- those of a person with whom the member or co-opted member is living as husband/wife
- those of a person with whom the member or co-opted member is living as if they were civil partners.

(in each case where the member or co-opted member is aware that the other person has the interest).

### What if I remember that I have a Disclosable Pecuniary Interest during the Meeting?

The Code requires that, at a meeting, where a member or co-opted member has a disclosable interest (of which they are aware) in any matter being considered, they disclose that interest to the meeting. The Council will continue to include an appropriate item on agendas for all meetings, to facilitate this.

Although not explicitly required by the legislation or by the code, it is recommended that in the interests of transparency and for the benefit of all in attendance at the meeting (including members of the public) the nature as well as the existence of the interest is disclosed.

A member or co-opted member who has disclosed a pecuniary interest at a meeting must not participate (or participate further) in any discussion of the matter; and must not participate in any vote or further vote taken; and must withdraw from the room.

Members are asked to continue to pay regard to the following provisions in the code that *“You must serve only the public interest and must never improperly confer an advantage or disadvantage on any person including yourself”* or *“You must not place yourself in situations where your honesty and integrity may be questioned.....”*.

Please seek advice from the Monitoring Officer prior to the meeting should you have any doubt about your approach.

### List of Disclosable Pecuniary Interests:

**Employment** (includes *“any employment, office, trade, profession or vocation carried on for profit or gain”*.), **Sponsorship, Contracts, Land, Licences, Corporate Tenancies, Securities.**

For a full list of Disclosable Pecuniary Interests and further Guidance on this matter please see the Guide to the New Code of Conduct and Register of Interests at Members’ conduct guidelines. <http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Elected+members/> or contact Glenn Watson on (01865) 815270 or [glenn.watson@oxfordshire.gov.uk](mailto:glenn.watson@oxfordshire.gov.uk) for a hard copy of the document.

## EDUCATION SCRUTINY COMMITTEE

**MINUTES** of the meeting held on Thursday, 22 January 2015 commencing at 10.00 am and finishing at 12.47 pm

**Present:**

**Voting Members:** Councillor Mark Gray – in the Chair

Councillor Michael Waine (Deputy Chairman)  
Councillor Kevin Bulmer  
Councillor Yvonne Constance OBE  
Councillor Steve Curran  
Councillor Pete Handley  
Councillor Steve Harrod  
Councillor John Howson  
Councillor Sandy Lovatt  
Councillor Gill Sanders  
Mrs Sue Matthew

**Other Members in Attendance:** Councillor Tilley

**By Invitation:** Carole Thomson  
Ian Jones

**Officers:**

Whole of meeting Sarah Jelley (Senior Policy & Performance Officer); Sue Whitehead (Chief Executive's Office)

Part of meeting

<b>Agenda Item</b>	<b>Officer Attending</b>
6	Mark Jenner, School Intervention Manager and Lucy Wawrzyniak, School Intervention Leader
8 & 9	Rebecca Matthews, Interim Deputy Director for Education and Learning; Gillian McKee, Finance Business Partner (CEF)
10	John Mitchell, Assistant to the Director for Children's Services
11	Rebecca Matthews, Interim Deputy Director for Education and Learning

*The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting] and agreed as set out below. Copies of the agenda and reports are attached to the signed Minutes.*

**1/15 INTRODUCTION AND WELCOME**

(Agenda No. 1)

Councillor Gray welcomed Councillor Curran as a new member of the Committee and also welcomed Rebecca Matthews as the Interim Deputy Director for Education and Learning.

**2/15 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS**

(Agenda No. 2)

Apologies were received from Councillor Hallchurch.

**3/15 MINUTES**

(Agenda No. 4)

The Minutes of the meeting held on 16 October 2015 were agreed and signed.

In response to a query on minute 35/14 the Committee was advised that the intention was for the Ofsted Inspector to attend the April meeting.

Following some discussion in relation to minute 32/14 it was agreed that Roy Leach, School Organisation & Planning Manager come to a future meeting in relation to issues around pupil place planning, small housing developments and the use of S106 or CIL funding.

**4/15 ANNUAL REPORT OF SERVICE FOR LOOKED AFTER CHILDREN.**

(Agenda No. 6)

Mark Jenner, School Intervention Manager and Lucy Wawrzyniak, School Intervention Leader presented the contents of the report drawing attention to the headlines summarised on page 2. Responding to questions they clarified what a virtual school was and that over the 7 years that it had existed they had seen improvements in attendance and attainment.

During discussion members congratulated officers on the report and in particular noted that the case studies were helpful. In considering the report the following matters were discussed:

- 1) The impact of raising the leaving age to 18 particularly as regards the FE sector. The Committee was advised of some difficulties with young people being able to access more academic courses. Schools looked to provide academic learning and the FE sector was more vocational. Young people who had worked hard to achieve 7 C grades found themselves unable to continue to academic A levels as often schools were not flexible enough to take them. They could end up at colleges where there was less support, taking the wrong courses and dropping out before they were completed. Officers expressed the view that they would like to see some of the funding from the pupil premium plus going into this area.



- 2) The Committee also recognised the importance of alternative provision such as apprenticeships. In response to concerns that over the effectiveness of the efforts to aid transition from school to adult life the Committee was advised of efforts by the County Council to actively offer training opportunities to young people in their care. A member asked that a future item be included on the agenda looking at the effectiveness of transition provision.
- 3) There was discussion over the particular difficulties for children in care homes and the added difficulty where there was out of county placements.
- 4) The Committee noted the large numbers of agencies that could be involved with the one child and the importance of partnership and joint working to effectively co-ordinate work for the benefit of the child.
- 5) A Member recognised the huge cultural change taking place to get schools to accept their corporate parenting responsibilities.
- 6) In response to a query about how they were getting the message out to Head teachers and Governors officers advised of the actions being taken and noted that the young people themselves were the best advocate of the work being undertaken.

Councillor Gray noted that he would be visiting the virtual school and that the challenge for the Directorate was around those schools not undertaking their corporate parenting role.

## **5/15 EDUCATION ATTAINMENT WORKING GROUP UPDATE**

(Agenda No. 7)

Councillor John Howson presented the findings from the last meetings of the Education Attainment Working Group.

Following a query on the information on the bottom table of page 41 where a heading appeared to be missing it was agreed that this be clarified to Committee Members by email.

A Member commented that the figures had been taken to his locality meeting and concerns had been raised at the lack of accountability on levels of performance. Members discussed the role of the Committee which was one of monitoring, influence and identifying trends and some concern was expressed that the performance indicator targets set were ones over which the County had little responsibility. Attainment would be a regular item on agendas. Going forward the Commissioner would have an important role to play. Members highlighted the importance of targets being cascaded down to schools and the need for local councillors to have the information on local attainment to administer the challenge or praise to schools in their area. Councillor Gray commented that Performance Scrutiny Committee had asked that this Committee ensure that all councillors were briefed on the attainment results. Locality meetings in January would consider the information which councillors had received.

The Education Scrutiny Committee AGREED to:

- (i) accept this report from the Attainment Working Group.
- (ii) disband the working party in view of a lack of officer time to support its work, but keep the main issues under review on a regular basis.

## **6/15 SCHOOLS FORUM FUNDING** (Agenda No. 8)

Rebecca Matthews, Interim Deputy Director for Education and Learning and Gillian McKee, Finance Business Partner (CEF), presented an overview of Schools Forum role in decisions made about the use of the Dedicated Schools Grant (DSG) – annually and in relation to any unspent DSG balances retained from previous years.

During discussion a member highlighted that it was unclear where the authority and responsibility for decision making lay and he would welcome a discussion with officers on the reporting chain and who ultimately ratified the decisions made. Carole Thomson, commented that she had previously given a presentation to this Committee on this matter and would be happy to circulate it to new members.

Officers responded to individual questions explaining the source of underspends, and clarifying that the funding formula did not take into account the numbers of children in a school on a child protection plan. Pupil premium was the mechanism for providing additional funding for these children.

The Education Scrutiny Committee noted the contents of the report.

## **7/15 SCHOOL REVENUE BALANCES** (Agenda No. 9)

Rebecca Matthews, Interim Deputy Director for Education and Learning and Gillian McKee, Finance Business Partner (CEF), attended for this item. The report updated the Committee on the maintained schools identified as having consistently retained surplus revenue balances, at the end of the last four financial years, and the work undertaken to challenge these schools about the plans for use of these balances.

Responding to concerns over the level of retained balance Rebecca Matthews noted that they had looked carefully at all the schools identified in the report and all would be clearly advised that large balance retained over a period of years was not acceptable. However the majority had sound reasons for those balances such as being a very small school where changes in numbers of pupils can have a devastating effect on budgets. It was necessary therefore to take a school by school approach and they were meeting with a small number of schools where there was particular concern. This would put a marker down that the County Council was taking this issue seriously.

During discussion members queried whether the safety net of balances should be held at school level or could be aggregated to be used more effectively, particularly as a growth fund for new school places. The Committee was advised that this was

not possible for academies and free schools and School Forum had taken the decision not to opt for that for maintained schools. Carole Thomson added that figures were always a snapshot and that there was a huge amount of fear in schools about the prospect of future cuts. She noted that the Committee should not get this out of kilter as many schools were very close the wire in terms of their budgets.

The Education Scrutiny Committee AGREED:

- (a) to note the contents of the report; and
- (b) to note that work challenging schools on use of balances is expected to be completed in Spring 2015 and recommendations for further action will be included in a subsequent report.

## **8/15 FREEUNIVERSAL FREE SCHOOL MEALS**

(Agenda No. 10)

The Children and Families Bill, placed a duty on state-funded schools in England to provide free school meals for all Reception, year 1 and year 2 children with effect from September 2014. The Education Scrutiny Committee received a progress report on the introduction of the new arrangements in July 2014 and subsequently asked for a report on the costs of the new arrangements. This report is the response to that request.

John Mitchell, Assistant to the Director for Children's Services presented a report on the associated implementation costs to schools and the council including consideration to the consequences of parents not declaring FSM. In relation to paragraph 13 he updated the Committee that 4 bids had been successful and paid tribute to Gail Witchell and the Team in Corporate Facilities Management who had assembled the bids.

Referring to the concerns that it would lead to a reduction in the number of parents claiming free school meals thus affecting pupil premium he noted that there had been a fall-off in numbers known to be entitled but that this was also reflected in other years so there was likely to be some other reason behind the fall that would need further investigation.

There was some discussion about what could be done to get the message out to parents about the need to claim where entitled. One member noted that her school had sent letters out to parents and organised a prize draw for parents sending in their claims. Other suggestions included involving the press and amending the standard admission form to include free school meals claims as part of the school admissions process. Central Government was looking at how the pupil premium information could be obtained in other ways and any support that the County Council could provide would be helpful. John Mitchell undertook to consider and follow up the suggestions made.

During further discussion a member queried how the Committee could follow through on this issue. Some of the measures were short term and there was a question over the on-going extra costs to schools and whether the grant was sufficient. John

Mitchell confirmed that the on-going costs to schools were a gap in their knowledge and that such information would be interesting. He added that these costs were the responsibility of schools and provided for by Government.

A member referred to the following motion passed by Council and sought an update:

“This Council asks the Education Scrutiny Committee to consider asking those schools which currently do not, to provide school breakfast clubs for their pupils. In particular, it is asked to consider the impact this would have on raising attainment, improving absence rates and lateness and to investigate how sponsorship, alongside the Pupil Premium, might fund the breakfasts. This information should then be provided to all schools in the County.”

The Committee was advised that no action had been taken so far and AGREED that so far as possible officers promote breakfast clubs and encourage their introduction.

The Education Scrutiny Committee noted the report.

## **9/15 EXTERNALISATION UPDATE** (Agenda No. 11)

Rebecca Matthews, Interim Deputy Director for Education and Learning provided an update including on the School Improvement Service going forward. Councillor Tilley at the table.

Councillor Tilley stated that when attending Schools Forum she had learnt that all HR facilities were to be based at Eastleigh but that the HR professional staff would be based in Oxfordshire. Rebecca Matthews added that the delivery model would be reviewed in a year. In response to a comment that if schools were going to buy in to the services they needed a guarantee of service of more than one year Rebecca clarified that the review was about where the service was based and not the service.

Rebecca Matthews updated the Committee on the current position with traded services. Cabinet had decided not to continue with the Hampshire Partnership with regard to school improvement services. An alternative model was still being developed. Schools would be consulted and involved in devising an acceptable model. She detailed the approach being taken and referred to the work of the Teaching Schools Alliance who would be a key player. It was intended that a draft model would be available for consideration at the next meeting..

During discussion the following points were made:

- 1) There was concern about the level of information and transparency given that Councillor Tilley had not known about the delivery model until informed at Schools Forum. Councillor Tilley assured councillors that that matter had been addressed.
- 2) The staff were a precious resource and there was concern that they would walk away as the package for only one year would not be attractive.
- 3) The strong family of schools working together in Oxfordshire, involving maintained and academies alike, was valued and Members expressed some

concern that the changes not affect that. There was a worry that if the services fragmented and schools did not buy in then it would reduce the Council's ability to understand what was going on in our schools. Councillor Tilley replied that she understood the concern and recognised the fears as everyone had worked very hard to keep schools together.

- 4) A member expressed concern over the lack of transparency and that Members were not being informed. They need to understand what was happening on such a major issue.

**10/15 FORWARD PLAN AND COMMITTEE BUSINESS**

(Agenda No. 12)

Members considered the forward programme of items and agreed items for the April meeting. Items on the loss of pupil premium, unemployment, NEETs (including consideration of technical qualifications and apprenticeships) and the impact of raising the leaving age should come later in the year.

..... in the Chair

Date of signing ..... 200

This page is intentionally left blank

Division(s):

## EDUCATION SCRUTINY COMMITTEE – 16 APRIL 2015

### Changes to the Local Authority Arrangements to Support School Improvement (LAASSI) Inspection Framework and Implications for Scrutiny

Report by Director for Children's Services

#### Introduction

1. The quality of educational support by local authorities (LAs) has not been routinely inspected since 2008 and the focus has been on children's social care. However in January 2013 Ofsted introduced a new inspection framework - '*Local Authority Arrangements for Supporting School Improvement*' (LAASSI) which focused on school improvement functions of LAs and their effectiveness or otherwise in discharging these functions. May and November 2014 saw two sets of revisions to this Framework.
2. LAs still have a significantly active role in school improvement irrespective of the number of academies and free schools in their area. There are at least 13 statutory acts and sets of regulation relating to LA's school improvement functions and their general advocacy and education oversight accountabilities to promote high standards in all schools so that children and young people fulfil their potential. Children's services have a legal responsibility to promote the wellbeing of all local children and Councillors will always have a keen interest in high school standards to improve the educational outcomes and life chances of local children.
3. Oxfordshire County Council retains educational responsibility for 201 schools (79% schools in the County) plus the virtual school for approximately 514 looked after children, and school quality oversight functions for 84 academies (21% schools in the county).

#### Background

4. The current inspection framework is not universally applied to LAs but is risk led based on a series of triggers. The selection of LAs for a LAASSI inspection is determined by regional Ofsted Directors. The process now combines:

**Phase 1** (1 week duration) inspection of selected schools for a focussed inspection with additional questions about the role of the LA in supporting schools.

**Phase 2** (1 week duration) local authority inspection against the nine inspection themes and exploration of the issues raised by schools during Phase 1.

## Risk Assessment

5. There are eight main triggers which form the basis of regional identification of LAs for school improvement inspections. These will change on a termly basis as schools are inspected and their outcomes may improve the LA's position - or increase the risk level.

Criteria/Triggers for Inspection February 2015 Risk Assessment	LA Evaluation (RAG)	Trend Direction	Comment
1. % CYP in G/O schools/ PRUs/ Alternative Provision is lower than nationally	<b>Green</b>	↑	<i>Broadly in line with at Primary. Above at Secondary</i>
2. Higher than average number of schools in an Ofsted category and/or where progress of schools in a category is not rapidly improving	<b>Amber</b>	↑	<i>Broadly in line with at Primary. Slightly below at Secondary</i>
3. % of Good/ Outstanding schools is lower than national average	<b>Amber</b>	↑	<i>Better at secondary than Primary. % Outstanding schools lower than nationally.</i>
4. Attainment Levels are lower than national average and/or improvement trends are weak	<b>Amber</b>	Mixed ↔	<i>EYFSP/ KS1 in line with KS2 – relative position falling KS4 –above national</i>
5. Rates of Progress, relative to starting points, are lower than national average and/or improvement trends are weak	<b>Green</b>	↑	<i>KS 1-2 above national KS 2-4 strongly above national</i>
6. Pupils eligible for the Pupil Premium achieve less well than pupils not eligible for the PP nationally	<b>Red</b>	↓	<i>Pupil premium gaps at both KS2 and KS4 wider than national</i>
7. Qualifying complaints to Ofsted about schools in LA	<b>Green</b>	↔	
8. Where the SoS requires an inspection of LA SI functions	<b>Amber</b>	↔	

## Focus Areas for a School Improvement Inspection

6. There are **four reporting areas** :
1. Corporate Leadership & Strategic Planning
  2. Monitoring, Challenge, Intervention & Support
  3. Support & Challenge For Leadership & Management (Including Governance)



4. Use of Resources

7. There are **nine themes** explored during the inspection process with **87 grade descriptors** (criteria) split across these nine themes:

1. The effectiveness of corporate and strategic leadership of school improvement
2. The clarity and transparency of policy and strategy for supporting school improvement and how clearly the LA has defined its monitoring, challenge, support and intervention roles
3. The extent to which the LA knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
4. The effectiveness of the LA's identification of, and intervention in, underperforming schools, including the use of formal powers available to the LA
5. The impact of the LA support and challenge over time and the rate at which schools and other providers are improving, including the impact of the LA strategy to narrow attainment gaps
6. The extent to which the LA brokers and/or commissions high quality support for maintained schools and other providers
7. The effectiveness of strategies to support highly effective leadership and management in maintained schools and other providers
8. Support and challenge for school governance
9. The way the LA uses any available funding to effect improvement, including how it is focused on areas of greatest need

### The National Picture

8. There are some worrying national trends relating to LAASSI inspections. Of the 17 LAs (which include five counties) subject to LAASSI inspections to date only two (Bournemouth and Peterborough) have been judged to be 'effective'. Prior to the November 2014 Ofsted Framework revisions there were only 2 possible outcomes to inspection – 'effective' or 'ineffective'. Under the current Framework Ofsted now only make a set of recommendations.
9. Based on 2013-14 national school Ofsted inspections 39% of the schools judged to be 'outstanding' or 'good' declined at their next inspection with 15% of them declining two grades to 'requiring improvement' or 'inadequate'. In many LAs the focus for support, and the deployment of the decreased resource, has been on the 'requires improvement' or 'inadequate' schools rather than the good or outstanding schools. Governor support services were generally a strength, but few LAs made effective governance provision beyond this. More than half of the inspected LAs *'did not understand the overall quality of governance and had not made clear their governance improvement strategy'*.

10. Nationally a number of common weaknesses for ineffective LAs have been identified across the four reporting areas. Overall the most common areas of weakness were (in order of incidence):

- *The use of timely performance data*
- *Self-evaluation of LA work*
- *Collaborative and partnership working*
- *Support and challenge for governance*
- *Use of formal procedures*

<p><b>Corporate Leadership And Strategic Planning</b></p>	<ul style="list-style-type: none"> <li>▪ Weak corporate leadership and failure to develop and communicate a shared strategy/vision for school improvement.</li> <li>▪ Schools not fully consulted and engaged in planning or developing the strategy.</li> <li>▪ Poor relationship building with broader group of stakeholders – system leaders, school networks and other partners.</li> <li>▪ Poor understanding of schools’ performance, contributing to weak strategic planning and unambitious/ineffective targets for improvement.</li> <li>▪ Intervention driven by ‘crisis management’ rather than an analysis of need across all schools.</li> <li>▪ Schools uncertain about how concerns and levels of support are identified.</li> </ul>
<p><b>Monitoring And Challenge</b></p>	<ul style="list-style-type: none"> <li>▪ LA staff of variable quality. Records of visits not evaluative.</li> <li>▪ Lack of rigour and transparency in benchmarking of performance data, school effectiveness and risk assessment</li> <li>▪ Weak LA quality assurance arrangements.</li> <li>▪ Ineffective work with weak/inadequate schools, including poor use of formal or informal powers of intervention.</li> <li>▪ Poor use of good or outstanding schools to support weaker providers, or a lack of capacity to meet the demand for help.</li> <li>▪ A limited understanding of schools’ performance and individual strength and weaknesses beyond ‘headline’ data.</li> <li>▪ Evaluations of schools’ effectiveness not grounded in a thorough understanding of strengths and weaknesses – particularly of teaching.</li> <li>▪ Ineffective action taken to identify and address local issues e.g. outcomes for particular group of pupils.</li> <li>▪ A too-reactive approach, focusing on failing schools, and too remote from others, including academies.</li> </ul>
<p><b>School Leadership And Governance</b></p>	<ul style="list-style-type: none"> <li>▪ Failure to identify and address weak school leadership.</li> <li>▪ Perceived and often proven inconsistency in the quality of work of individual LA school improvement staff.</li> <li>▪ Poor capacity building for school-to-school support, including weaknesses in supporting/working with school networks and</li> </ul>

	<p>National, Local and Specialist Leaders of Education.</p> <ul style="list-style-type: none"> <li>▪ Poor understanding of the quality of governance in individual schools.</li> <li>▪ Ineffective steps taken to strengthen the quality of governance, including through use of experienced governors, National Leaders of Governances or through establishing Interim Executive Boards (IEBs)</li> <li>▪ Limited understanding of how ‘best practice’ can be used or brokered.</li> <li>▪ Lack of engagement with system leaders and school networks.</li> </ul>
<p><b>Use Of Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Poor evaluation of the impact of school improvement work.</li> <li>▪ Inability to demonstrate whether strategies are working or provide value for money.</li> <li>▪ Weak or ineffective systems to support these financial processes and quality assurance with schools.</li> <li>▪ Accountability – various levels</li> </ul>

11. Nationally, a number of common successes for LAs have been identified. The most common areas of strength were:

- *Rigorous and clear challenge*
- *Good school performance data available*
- *Effective work with system leaders and networks*
- *Effective support and challenge for governance*

**Effective LAs have:**

- Successfully negotiated an open and co-operative culture across all schools, focused on LA-wide outcomes.
- Re-designed approaches to meet local needs and changing resources.
- A strategy for encouraging stronger schools to support weaker schools which was transparent, consistently applied, and understood by elected members, headteachers and governors.
- Developed collaborative partnerships of schools and groups of schools, and commissioned or brokered support from teaching schools, local alliances and trusts, and NLEs/LLES (National/Local Leaders of Education)
- Good knowledge of their schools, had a good understanding of performance and contextual information, and ensured decision-making processes were tied to regular data collections.
- Credible staff who succeeded in ‘striking the right balance’ between challenge and support.
- Ensured intervention in underperforming schools swift and proportionate, including through ‘in-house’ approaches or use of statutory intervention powers.
- Reported significant concerns about academies to DfE/RSC (Department for Education/Regional Schools Commissioner) promptly.
- Taken robust action taken where governance was weak.

- Provided support and training that was valued by schools and carefully linked to identified needs.

### **Preparatory Actions taken by Officers**

12. A LAASSI Forum chaired by the Deputy Director for Education and Learning has been established which meets regularly and oversees the preparation and evidence collection. Its work to date has included :
  - a. Data Reports have been reconfigured to reflect the focus areas.
  - b. Lead officers and challenge partners have been identified for each of the nine themes.
  - c. Self-evaluation position statements are being scoped for each of the nine themes.
  - d. An evidence and impact library - cross referenced to the inspection framework criteria - is being collated.
  - e. Key policy and practice documentation is being reviewed and revised where necessary to reflect the emphasis required from the LAASSI inspection process.
  - f. The Education Strategy is being refocused for 2015-17.
  - g. Case Studies of effective practice are being scoped
  - h. The work and deployment of the Schools and Learning Service (S&LS) is being refocused to clarify the Core Offer (statutory) functions and the Core Offer Plus (strategic) functions for schools.
  - i. Developed commissioning specifications with Oxfordshire Teaching Schools Alliance on key areas for schools to school support (S2SS).
  - j. A new partnership commissioning model is being consulted upon for school led sector wide improvement.
  - k. A designated officer has been allocated for school leadership and management – a significant gap for the County.
  - l. Learning from inspected LAs has been undertaken.
  - m. A collective presentation detailing the context of the LA and its approach to supporting school improvement is being compiled as part of staff, schools and inspectorate briefing.
  - n. The designated school improvement spend has been identified as £30 per maintained pupil (3-16) compared with the national average of £29-£32. The challenge now is to ensure that this spend delivers improved performance compared with our statistical neighbours and puts Oxfordshire in the top quartile across **all** school improvement measures and indicators.

### **Implications for Education Scrutiny Committee**

13. Members of Education Scrutiny Committee will be interviewed by HMI as part of the LAASSI inspection process with particular emphasis on reporting areas 1 and 2. Minutes and Forward Plans from Education Scrutiny Committee will be reviewed as part of the evidence base to ensure Scrutiny Committee is performing their due diligence function in the inspection focus areas. Scrutiny Committee members will be expected to be aware of the key strands of

education policy, service delivery programmes and how the Council's statutory accountabilities and strategic objectives are being secured.

14. Scrutiny Committee may find it helpful to review their readiness for potential LAASSI inspection by addressing the following key questions:
  - a. **Does our Forward Plan include sufficient education items to cover the range of LAASSI reporting themes?**
  - b. **Are we sufficiently clear about the LA strategy for education and how well we are doing?**
  - c. **How successfully have we scrutinised the use of resources for education? What is it telling us about recommendations for future deployment?**
  - d. **How close are we to our maintained schools and academies and the impact they are having on learners we are accountable for?**

## **Conclusion**

15. The County will only get five days' notice of an inspection under the LAASSI framework and as much preparatory work as possible needs to be covered in case we are inspected.
16. The preparatory work is valuable not just for potential inspection but because it serves as a driver for necessary changes to our policies and practices to secure the transformational step changes for Oxfordshire to take its legitimate place in the statistical neighbour top quartiles of league tables for local authorities. In this way inspection can become a valid and valuable force for change.

## **RECOMMENDATION**

**The Committee is RECOMMENDED to note this report and consider how their forward work plan enables them to ensure appropriate Scrutiny coverage of the nine inspection themes**

### **JIM LEIVERS**

Director for Children, Education & Families

**Contact Officer:** Rebecca Matthews, Interim Deputy Director, Education & Early Intervention

April 2015

This page is intentionally left blank

Division(s): Children, Education & Families

## **EDUCATION SCRUTINY COMMITTEE – 16 APRIL 2015**

### **Children on the Edge of Care and Exclusions**

#### **Report by the Director for Children's Services**

#### **Purpose of Report**

1. To update Education Scrutiny Committee about children on the edge of care and exclusions.

#### **Definitions**

2. A child is termed on the edge of care by Social Services if they are imminently likely to be placed in care and, therefore, become looked after.
3. A child is looked after by a local authority if they have been provided with accommodation for a continuous period of more than 24 hours, in the circumstances set out in sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act. This will include unaccompanied asylum seeking children or young people.
4. A young person is a care leaver if they have been looked after for at least 13 weeks since the age of 14, and who was in care on their 16th birthday and aged between 16 and 21 (or beyond if being helped with education or training).

#### **The Family and Placement Support Service**

5. The Family and Placement Support Service have now been integrated into the new Edge of Care and Residential Service which will combine intensive family support for those on the edge of care with residential respite and assessment. This work will be overseen by a multi-disciplinary team and the residential element will be delivered from the new assessment centres being built in Thame and Eynsham. This work will build on the early intervention already in place, such as the Team Around the Child process.

#### **The Virtual School for Looked After Children (VSLAC)**

6. The Virtual School for Looked after Children (VSLAC) has the responsibility to improve the educational experiences and outcomes of the Authority's looked after children and care leavers, including those placed outside the caring authority's boundaries by working with the schools and other education establishments where the young people learn.

## In Oxfordshire

### 7. How are pupils on the edge of care identified?

Social workers identify children on the edge of care and refer them to the Edge of Care Team. They use a list of risk factors to identify how close to being in care a child might be, such as:

- parental poor mental health;
- offending behaviour;
- domestic violence;
- parental learning difficulties;
- self-harm;
- substance misuse.

Usually there are at least three indicators from the long list (of which the above is only a small selection) when a referral is made. Typically, when a referral is made the child's situation falls into two categories:

- those within families that are known to social workers and who exhibit neglect to the children;
- and those whose families or parents suddenly go into crisis.

### 8. How many does Oxfordshire have?

Every year there are approximately 170 young people identified as on the edge of care in Oxfordshire. This has been a consistent number over the past few years. The boy:girl ratio is about 50:50. Three-quarters are aged 11 or above. Whilst referrals have been consistent and reasonably equal between areas, the South area in the county refers the least. About 30% of children identify education as a risk factor, although this is undoubtedly a significant underestimate.

### 9. What interventions take place for these children and who is responsible?

The Edge of Care Team works with families and young people. Typically, the levels of intensive support from this team do not lead to children going into care. Children often have school attendance figures below 70% and are, therefore, a persistent absentee. Education has usually not been important to a family and children feel schools are too socially difficult to attend. The Edge of Care Team employs a part-time worker to work with school leadership by negotiating how a child can improve attendance, often via moderated timetables. Where schools are successful, the leaders have developed an inclusive culture where emphasis is made on early child and family planning, placing school leadership in a stronger position to anticipate and be responsive to complex challenges. This is not always the case.

Models of successful in-county intervention exist from within the Virtual School, where full-time case workers negotiate with school leadership and advocate for the education of children in care.



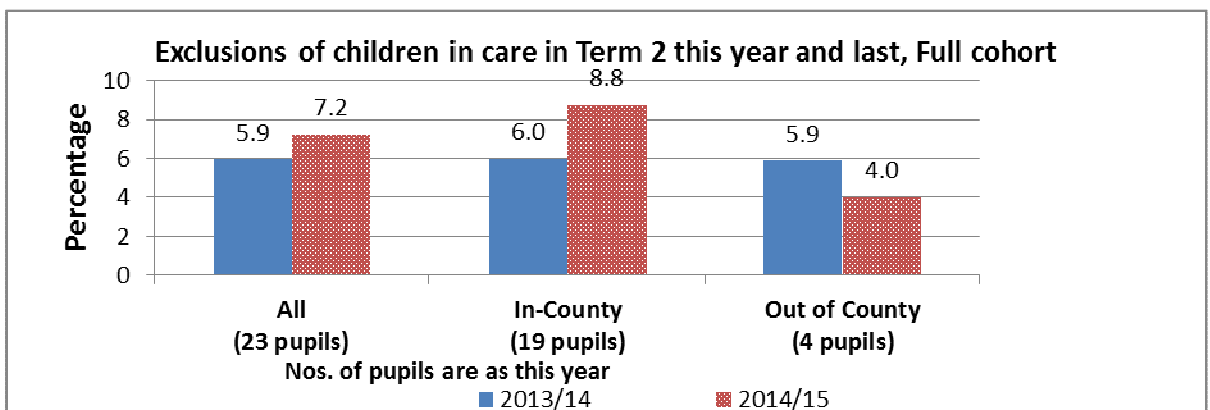
10. **How is the exclusion process managed and by whom?**

A child who has experienced traumatic family circumstances may well exhibit behaviours that present school teachers and leaders with significant challenges. The ability of school leaders to provide appropriate provision for young people who present high levels of challenge depends upon staff skills and experience, levels of training, organisation or willingness to involve external advice and support. For secondary school children who have been excluded, the In-Year Fair Access Panels (IYFAP), supported by Local Authority Social Inclusion Officers (SIOs), manage moves to alternative provision or another school.

Advice on dealing with children on the edge of care should be contained within each school’s policy and practice of exclusion. The developing Local Authority edge of care strategy will need to create environments in the assessment and residential centres which support education and learning. The strategy aims to engage school leadership in meeting the specific education and support needs of each child in order to intervene before the need to exclude, but this will be challenging. This strategy will be steadily rolled out across the county in the next few years.

When a child is in care, there is an agreed protocol for Oxfordshire to *prevent the exclusion of Children in Care* or care leavers. In Oxfordshire the protocol adheres to the guidance given by the DfE, whereby the ‘exclusion of children in care should be an absolute last resort. It is vital that schools and social workers work together in partnership with other professionals and try every practicable means to maintain them in school. Before excluding, school leadership, in conjunction with the local authority, should first consider alternative options for supporting the child...’. Although it is important that the decision to exclude is the preserve of the headteacher, the protocol states that good practice is for the Virtual School Head to be included in the decision-making process. Sometimes exclusions are appropriate.

There have been no permanent exclusions of looked after children for several years, but recent data shows that, untypically, December was a difficult month for fixed term exclusions within the county.



**JIM LEIVERS**

Director for Children, Education & Families

Contact Officers: Rebecca Matthews, Interim Deputy Director – Education and Learning (Tel: 01865 815125)  
Mark Jenner, School Intervention Manager (Vulnerable Learners) (Tel: 07554 103361)  
Lucy Wawrzyniak, School Intervention Leader (Looked After Children) (07774 335681)

Background papers:

Division(s): N/A

## **EDUCATION SCRUTINY COMMITTEE -16 APRIL 2015**

### **BRIEFING ON OVERVIEW OF SYSTEM DIVERSITY & DRAFT PROTOCOL ON RELATIONSHIP WITH ACADEMIES**

**Report by Interim Deputy Director Education & Learning**

#### **Introduction**

1. Academies are publicly-funded independent schools. Between 2001 and 2010, there was only one kind of academy. This was usually a secondary school that had been closed by the local authority and re-opened as a new legal entity, often in response to low attainment figures and judgements made by Ofsted. In Oxfordshire, three academies of this kind were established: North Oxfordshire Academy, Banbury; Oxford Academy; and Oxford Spire Academy.
2. Under the post 2010 legislation academies are subject to different conversion processes and requirements.
3. **Sponsored** academies **can be obliged** to become academies by the Department for Education (DfE) as a result of low standards of attainment.
4. **Converter** academies **choose** to become an academy themselves but have to be approved for conversion by DfE if they satisfy tests regarding standards and sustainability. The decision to apply for conversion rests with the governors of the school. Converting schools can still seek a sponsor if they feel this will add value to the education of pupils.
5. **New academies** can be set up through different routes which involve **bidding processes** and include secondary schools, primary schools, special schools, university technical colleges (UTCs), studio schools and free schools.

## National and Local Statistics

6. By October 2014 4,243 English schools had become academies of which 3,001 were converters and 1,242 sponsored. The table below sets out trends in academy conversion nationally and locally during 2014.<sup>1</sup>

### National

Date	Secondary <sup>2</sup>	Primary <sup>2</sup>	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs
October 2014	64%	17%	No national % available.

### Oxfordshire

Date	Secondary <sup>2</sup>	Primary	Special
1 February 2013	59% (20)	3% (7)	33% (4)
1 December 2013	62% (21)	14% (32)	33% (4)
December 2014	74% (25) <sup>3</sup>	20% (46) <sup>3</sup>	33% (4) <sup>3</sup>

## Protocol for Relationships with Academies

7. All parties have not only a legal duty to comply with their obligations but a moral imperative to work together to secure the best futures we can for those young people. Therefore the council is committed to continuing to work positively with **all** academies (the term ‘academies’ includes converter schools, free schools, university technical colleges (UTCs) and studio schools), sponsors and new providers, most particularly to ensure that the

<sup>1</sup> Source: DfE statistics published 20 March 2014 and updated 15 October 2014 entitled “Open academies and academy projects in development”:

<https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

<sup>2</sup> Secondary includes ‘all through’ schools and ‘middle schools deemed secondary’.

<sup>2</sup> Primary includes ‘middle schools deemed primary’.

<sup>3</sup> These are conversions only, and the number does not include new schools.

vulnerable students can access their local school and receive the support they need to make good progress.

8. The council retains its statutory responsibilities and a requirement to promote excellence and address underperformance across all settings and providers. Academies have various duties set out as part of their funding agreement with the Secretary of State for education. Both academies and the Council have made a commitment to the aspirations set out in the Education Transformation Strategy 2012-2015.
9. The protocol sets out the responsibilities of academies and the council so that both parties share the same understanding of their respective roles in enabling the children and young people in Oxfordshire schools to achieve their potential.

## **Annexes**

**Annex 1** Oxfordshire County Council Academies Programme, End of Year Report - 2014

**Annex 2** Draft Protocol for Positive Working Practices between Oxfordshire County Council and Academies in the County

**Annex 3** Academies Conversions Update Table – March 2015

## **RECOMMENDATION**

10. **The Education Scrutiny Committee is RECOMMENDED to note the contents of the report.**

REBECCA MATTHEWS

Interim Deputy Director Education & Learning

Contact Officer: Roy Leach, School Organisation & Planning Manager, Email:

[Roy.Leach@Oxfordshire.gov.uk](mailto:Roy.Leach@Oxfordshire.gov.uk), Phone: 01865 816 458

April 2015

This page is intentionally left blank

## EDUCATION SCRUTINY COMMITTEE - 16 APRIL 2015

### BRIEFING ON OVERVIEW OF SYSTEM DIVERSITY & DRAFT PROTOCOL ON RELATIONSHIP WITH ACADEMIES

#### ANNEX 1: OXFORDSHIRE COUNTY COUNCIL ACADEMIES PROGRAMME END OF YEAR REPORT – 2014

#### Introduction

1. The council continues to implement its policy on academies through an Academies Programme Project as part of its overarching Education Strategy. There are three main strands of activity within the project:

- Encouraging and supporting groups of schools to convert
- Ensuring that underperforming schools become Academies with an appropriate sponsor
- Developing new Academies and Free Schools in response to demographic need or parental demand

#### Background

2. Academies are publicly-funded independent schools. Between 2001 and 2010, there was only one kind of Academy. This was usually a secondary school that had been closed by the Local Authority and re-opened as a new legal entity, often in response to low attainment figures and judgements made by Ofsted. In Oxfordshire, three academies of this kind were established (North Oxfordshire Academy, Banbury, Oxford Academy and Oxford Spires Academy).
3. Academies under the post 2010 legislation are subject to different conversion processes and requirements.
4. **Sponsored** academies **can be obliged** to become academies by the Department of Education (DfE) as a result of low standards of attainment.
5. **Converter** academies **choose** to become an academy themselves but have to be approved for conversion by DfE if they satisfy tests regarding standards

and sustainability. The decision to apply for conversion rests with the Governors of the school. Converting schools can still seek a sponsor if they feel this will add value to the education of pupils.

6. **New Academies** can be set up through different routes which involve **bidding processes** and include secondary schools, primary schools, special schools, university technical colleges (UTCs), studio schools and free schools.

## Content

7. The report identifies and analyses trends in this programme during 2014, and indicates changes from those noted in 2013, under the following headings.
  - National and Local Statistics
  - Conversion Numerical Data
  - Trends in Conversions
  - Local Collaborative Companies
  - Sponsorship
  - Cost of Conversions
  - New Academies
  - Regional Schools Commissioner
  - Conclusion

## Executive Summary

8. Most converters in 2014 have been primary schools. The trend is set to continue. Four secondary schools have also decided to convert to academy status during 2015.
9. There were 79<sup>1</sup> academies including Free Schools and Studio Schools in Oxfordshire at 1 December 2014. Eighteen of them converted in 2014.
10. Forty six per cent of the total Oxfordshire pupil population are now educated in academies.

---

<sup>1</sup> This figure includes new schools.



11. There are marked differences in volume of academy conversions between locality areas
- ~~12.~~ Conversions to academy status were completed at an average rate of 1.5 per month in 2014. This is much less than the average of 3 per month in 2013. Whilst the rate would be held at the 2014 level if all schools with academy orders convert during 2015, it is impossible to predict the rate of conversions with confidence due to the potential impact of the General election in May 2015.
13. Most schools have converted as part of groups or with the intention of setting up a group in a Multi Academy Trust (MAT). This trend is expected to continue.
14. During 2014 the first instance of a Church of England aided school joining a MAT based on local groupings of mixed schools was completed suggesting a possible way forward for other VA schools if demanded by them. Catholic schools in Oxfordshire may still only convert to academy status with other catholic schools. An additional MAT has been formed to cover catholic schools wishing to convert to academy status in the North and West of the county.
15. Local collaborative companies can be used to promote, build on and formalise existing partnership arrangements for shared support and services between schools. They can stand on their own or be used as a stepping stone for schools in considering whether and how an academy partnership may be appropriate to them. Five groups of schools formally entered into company arrangements in 2014.
16. In 2014 4 primary schools with standards issues as judged by Ofsted converted to academy status with a sponsor. Sponsors were identified early in the process and were sourced entirely from the local area.
17. There is a need to increase the pool of sponsors available to support under-performing schools. There is a national shortage of sponsorship capacity and the Council aims to encourage successful local schools to become sponsors in the county. One additional external sponsor was added to those already working in Oxfordshire in 2014. In 2015 additional external sponsors are likely to commence working in Oxfordshire schools, particularly new schools.

18. A managed system continues to ensure schools convert with all business issues relating to the Council set out in transfer documentation. A further budget pressure has been identified to meet the costs of the academies programme in 2015/16. The cost per conversion to the Council is approximately £12,000 and has increased from that in 2013. This reflects the complexity of conversions which have taken place on multiple user sites in which the council retains an active property interest in 2014.
19. As schools convert to academy status the Dedicated Schools Grant (DSG) allocation will continue to reduce as funding for academies is passed to the Education Funding Agency to administer. As DSG reduces the overall funds from which to meet expenditure on existing schools is reduced. Previous potential to save reserves and use for the benefit of all maintained schools is subsequently limited.
20. The authority must provide revenue funding to new academies in the pre-opening stage and during the period of time it takes for the school to be open in all year groups. This will be a significant amount as new academies open from September 2015 onwards. A Growth Fund to meet this expenditure has been created.
21. The Council will always be consulted on any proposal from an external bidder to set up a new academy in Oxfordshire as the responsible body for strategic pupil place planning. It may choose to work actively with proposers if the places are required and offer a cost effective approach to meeting basic need and increased diversity of choice in the area.

## National and Local Statistics

22. At October 2014, 4,243 English schools had become academies of which 3,001 are converters and 1,242 are sponsored. The table below sets out trends in academy conversion nationally and locally during 2014.<sup>2</sup>

### National

Date	Secondary	Primary	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs
October 2014 <sup>2</sup>	64%	17%	No national % available.

### Oxfordshire

Date	Secondary	Primary	Special
1 February 2013	20 (59%)	7(1 sponsored) (3%)	4 (33%)
1 December 2013	21 (62%)	32 (6 sponsored) (14%)	4 (33%)
December 2014	25 (74%) <sup>3</sup>	46 (10 sponsored 20%) <sup>3</sup>	4 (33%) <sup>3</sup>

<sup>2</sup> Source: DfE statistics published 20 March 2014 and updated 15 October 2014 entitled "Open academies and academy projects in development":

<https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

Secondaries include 'all through' schools and 'middle schools deemed secondary'. Primary schools include 'middle schools deemed primary'.

<sup>3</sup> These are conversions only and the number does not include new schools.

23. The greatest volume of conversions in Oxfordshire continues to be in the primary sector and the local conversion rate is higher than the national rate. Primary schools are encouraged by DfE and the Council to convert in groups for the purposes of sustainability and stability. This has been the trend in 2014. Four further secondary schools and one alternative provision school have also decided to convert to academy status during 2015.

## Conversions - Numerical Data (Oxfordshire)

a. Number of academy converters
<ul style="list-style-type: none"> <li>• 74 since start of academies programme in 2007.</li> <li>• 18 took place between January and December 2014.</li> </ul>
b. Conversions by Phase and Type
<ul style="list-style-type: none"> <li>• In 2012 – there were 21 conversions in total. 14 secondary, 6 primary and 1 special school.</li> <li>• In 2013 – there were 31 conversions in total. 2 secondary, 26 primary, 3 special schools.</li> <li>• In 2014 – there were 18 conversions 4 secondary, 14 primary and no special schools. Four of the primary schools converted as sponsored academies brokered by the DfE.</li> </ul>
c. Conversions as a percentage of school estate
<ul style="list-style-type: none"> <li>• At 1<sup>st</sup> December 2014, 25 (74%) secondary schools,<sup>3</sup></li> <li>• 46 (20%) primaries,<sup>3</sup></li> <li>• And 4 (33%) special schools in the county are now academies.<sup>3</sup></li> </ul> <p>There remain marked differences in volume of academy conversions between locality areas. The only locality areas with significant numbers of primary academies are those with multiple academy trusts based on a geographical area.</p> <p>At Appendix 1 is a breakdown of conversions data for Oxfordshire. At Appendix 2 is a breakdown of conversions data by locality.</p>
d. Numbers of pupils in academies
<ul style="list-style-type: none"> <li>• By 1 December 2014 there were 33,358 (43%) pupils of statutory age in open academies. When Foundation Stage and post 16 pupils are also included this</li> </ul>

<sup>3</sup> These are conversions only and the number does not include new schools.

increases to 38,849 (46%) of all pupils in Oxfordshire.

- A further 3,696 pupils of all ages are currently on the roll of schools where an Academy Order has been issued by the Secretary of State. This represents an additional 4% pupils on roll.
- All schools with an Academy Order have an agreed conversion date in 2015 and once converted to academy status 50% of pupils in the county will be taught in academies.
- There are a further 2,568 pupils on roll (3%) in schools currently consulting with stakeholders on whether to convert to academy status.
- The secondary school sector represents the majority of pupils in academies to date. 79% of all secondary aged pupils attend an academy which is an increase from 62% in 2013. A further 12% attend schools considering conversion.

#### e. Forecast Number of Converter Academies

- The current rate of conversion to academy status is an average 1.5 conversions per month which is only half that achieved in 2013.
- At present a further 4 secondary, 14 primary and 2 special schools have indicated a likely intention to convert to academy status in 2015.
- A number of schools are in informal discussions about forming new, or joining existing trusts but most have indicated that plans will be evaluated in the light of education policy on academies following the General Election in May.
- As national policy cannot be accurately forecast post May 2015 it is impossible to forecast the flow of conversions in the county.
- Almost 30 per cent of Oxfordshire schools are no longer maintained by the local authority. Academies are now formally represented on the various bodies that represent schools, for example, Schools Forum.

## Trends in conversion

<p>a. Phase</p>
<ul style="list-style-type: none"> <li>• The rate of secondary school conversions increased in 2014. Four secondary schools converted to academy status in 2014 but 21 of 34 had previously converted. There are a further four planned for 2015. This would take the total of secondary conversions to 82%.</li> <li>• The majority of conversions came from the primary phase and the percentage of academies rose in this sector from 11% in 2013 to 20% at the end of 2014.</li> <li>• The percentage of special schools to convert did not change from that in 2013. If planned conversions go ahead the figure will rise in 2015.</li> </ul>
<p>b. Groups.</p>
<ul style="list-style-type: none"> <li>• The trend of schools converting in groups in 2013 has continued in 2014. John Mason and Wheatley Park secondary schools converted as single schools with a stated aspiration to be part of a Multi Academy Trust in their local area in the future. All other schools which converted in 2014 are part of a Multi Academy Trusts (MATs)/Umbrella Trusts (UTs) or joined an existing Multi-Academy Company (MAC) with other academies.</li> <li>• There has been a sharp rise in MATs from 9 in 2013 to 15 in 2014. There are twelve MATs, two MACs and one UT. The differences in company structure are related to the level of control directed from the 'parent trust'.</li> <li>• Eleven of the MATs are formed by groups of Oxfordshire schools (i.e. where the schools did not join a pre-existing external academy trust), and 4 which have joined a national academy chain/external sponsor. (See section 5 – Sponsorship, below for further information).</li> <li>• The trend of schools forming MATs is expected to continue, particularly amongst large groups of otherwise potentially isolated primary schools in rural areas of the county. This is being supported by both council officers and DfE officials.</li> </ul>
<p>c. Faith Schools and Academies</p>
<ul style="list-style-type: none"> <li>• The Oxford Diocesan Board of Education has formed a MAT, the Oxford</li> </ul>

Diocesan Schools Trust (ODST). Five Oxfordshire schools have joined ODST and more intend to join the trust in 2015 if this sponsor gains approval to take on more schools from the Secretary of State.

- Church of England (controlled and aided) schools require the consent of their Diocesan Board of Education to convert to academy status. Such consent will not be given to join external academy chains, for example AAT and CfBT, but may be given for 'locally grown' trusts.
- In 2014 approval was granted for the first voluntary aided school to join a local MAT based in Eynsham. Other schools are now in discussion with ODBE about similar groups in other parts of the county.
- There are 2 Catholic Multi Academy Companies (MACs) in the county with 10 member academies – the Dominic Barberi MAC (7 schools), and the Pope Francis MAC (3 schools). Both form part of the governance structure set out by the Birmingham Catholic Archdiocese MAT. In operational terms a MAC operates in exactly the same way as a MAT. Catholic schools may only convert as part of a catholic academy trust.
- There are two catholic primary schools in the county which fall under the auspices of the Portsmouth Catholic Diocese and cannot join with either community schools or Catholic schools from the Birmingham Catholic Archdiocese as different articles of association apply to each.

## Local Collaborative Companies

### a. Alternatives or steps towards academy status

- A Collaborative Company is an option open to schools to formalise arrangements for collaboration between local groups of schools. The council has published guidance to enable a group of schools to set up a company if they wish to do so.
- No such companies were in existence in 2013 but five partnerships have formally established companies in 2014. These are in Bicester, Henley, Wheatley, Watlington and Cumnor. The Warriner group are due to register one early in 2015.
- Local collaborative companies can be used to promote, build on and formalise



existing partnership arrangements for shared support and services between schools. Such a company model can stand on its own or be used as a stepping stone for schools in considering whether and how such an academy partnership may be appropriate to them.

## Sponsorship

### a. Sponsors

- There were twelve sponsor trusts responsible for schools in the County at the end of 2014; United Learning, Aspirations Academies Trust, CfBT, Oxford Diocesan Schools Trust, Vale Academy Trust, Eynsham Partnership Academy Trust, The Cherwell Academy Trust, Cheney School Trust, Propeller Academy Trust, Chapel Street Academy Trust, MacIntyre Trust, Blackbird Academy Trust. Six of them are 'locally grown' including ODST.
- Between them they manage 57 Oxfordshire academies of which 12 were in need of a sponsor to convert. Other schools run by the trusts in Oxfordshire were voluntary converters and a Free School.
- There are currently five Oxfordshire schools which are DfE approved sponsors, and are also academies. These are The Cherwell School, Bartholomew School, Cheney School, Fitzwaryn School, King Alfred's Academy.

### b. Underperforming Schools

- Once schools are judged to require 'special measures' a package of local support to effect rapid change in school improvement and management structure is put in place. Many schools have been supported to be judged as 'good' by Ofsted during this phase and some are then at liberty to convert to academy status with or without a sponsor should they so choose. This does pose the question about what a sponsor would necessarily add to the school if appointed at this stage. In practice the order of events and outcomes are very variable.
- It is arguable that the sponsor should be identified as soon as possible after the initial inspection judgement is known so as to influence the school

improvement approach. Sponsors should also then be expected to commit resources from the outset. Otherwise the local authority does all the improvement work at its own expense and the sponsor acquires an improved school at no cost to itself.

- In most circumstances there have not been a wide range of options available from external or local sponsors for affected schools to consider.
- In 2013 five primary schools converted to academy status with a sponsor and in 2014 that figure fell to four. The sponsors were identified early in the process with one school joining ODST and the other three joining local Multi Academy Trusts.
- The pool of sponsors available to support under performing schools in Oxfordshire has increased slightly in 2014 but is limited. The need to identify more sponsors is a challenge nationally.
- The DfE has also introduced systems to ensure existing approved sponsors have the capacity to support expansion before approving additional schools to join trusts. This reflects both the rapid expansion of the academies programme and the need to maintain existing standards in currently good provision.

c. Strategy to increase pool of sponsors locally.

- Oxfordshire schools are being encouraged to consider how they might work effectively together to find local solutions to raising standards and providing support for under-performing schools. To support this position the council had co-hosted, with the Department for Education (DfE), an event to consider how we can work together to achieve this in the county in 2013. This was followed up in March 2014 by an event specifically aimed at encouraging good and outstanding primary schools to consider becoming a sponsor. This was well attended but as yet only one primary school has formally considered this route. No primary school is an approved sponsor.
- In 2014 additional external sponsors have been identified to run new schools – see section 7 below. Some of these sponsors have been invited to act as sponsor for converter schools and others to provide support packages to schools in need of additional support. The pool of external sponsors

includes sponsors in all phases of education.

- Suitably robust academies continue to be encouraged to consider acting as sponsors for other schools to add local options to raise performance in our schools.

## Cost of conversions

### a. Total cost for the year.

- At the commencement of the academies programme in the county in 2012/13 a sum of £600,000 was identified to promote the policy of the Council in this regard. A small team was set up to introduce a managed system of conversions and to highlight policies and changes in role of the authority associated with this programme and the mixed economy of schools which would exist. In 2012/13 additional funds were identified from CEF budget to increase the budget to £900,000. In 2014/15 additional funds were again identified to support the programme at a cost of £600k.
- A managed system continues to ensure schools convert with all business issues with regard to the Council set out clearly in transfer documentation. Policies have been approved and followed which seek to minimise the Council's exposure to financial risk or ongoing commitments in relation to these converter schools.
- The key items of expenditure remain central co-ordination and management of this system, costs associated with land transfer documentation and transfer of commercial interests including staff and resources.
- In 2014 several academy conversions have taken place on multi user sites in which the Council has needed to secure its ongoing interest and thus costs associated with those conversions have been proportionally higher than those for single school sites.
- A budget pressure has been identified through the appropriate channels for 2015/16.
- As schools convert to academy status the Council's Dedicated Schools Grant (DSG) allocation continues to reduce as funding for academies is passed to the Education Funding Agency to administer. As most of the

secondary schools have now converted or are in the process of converting, it is now the policy that all DSG funds for secondary schools will be allocated directly to schools themselves. There are currently still 181 primary schools under local authority control.

- The impact of this is that as the DSG reduces the overall funds from which to meet expenditure on existing schools is reduced. The authority is also required to provide revenue support funding to new academies both in the pre-opening stage and during the period of time it takes for the school to be open in all year groups. This can be up to 7 years for primary schools. This will be a significant amount as new academies open from September 2016 onwards. A Growth Fund has been created to ensure this is funded.
- Free schools and Studio schools are generally funded using the Council's formula model but it does not receive any DSG for these pupils. There are 3 Free schools and one Studio School currently open in the county.
- In addition to DSG the Council receives an annual Education Support Grant (ESG) from central government on a per pupil basis. The grant is split into sections, some of which are allocated for retained duties which cut across all maintained schools and academies, and some which are allocated per pupil in locally maintained schools only. The larger per pupil sum is represented by the latter and is reduced pro rata at the point in time each school converts to academy status. There is an impact on local contracts which cannot be reduced on the same pro rata basis within the same period. Examples of services funded from from this grant are Education welfare services, school improvement, asset management, therapies and other health related services, central support services.
- As schools convert to academy status with a sponsor brokered by the DfE any deficit at the point of conversion cannot be met from DSG but has to be met from the Council core funding or from other council resources and is therefore a direct cost on Council tax payers.
- As the (in the main larger and more sustainable) schools convert to academy status the authority also loses access to their considerable financial balances which in the past it has been able to use, within the provisions of the Council's Scheme for Financing Schools, provide security for short term

revenue deficits and loans to schools from time to time.

- As financial reserves and grants reduce it will be increasingly difficult for the authority to address unforeseen issues in the way it has previously.

b. Cost per conversion (average) for the year.

- Cost per conversion is approximately £12,000 which has increased from 2013. This includes professional advice to set out policies affecting the transfer of land and business to new companies which is applicable to all conversions.
- The council receives no funding for this work but has a statutory duty to comply with Academies legislation in this respect.
- DfE provided a primary academy chain development grant to fund a 2-year chain development programme for new multi-academy trust (MAT) partnerships in 2014. A one-off grant of £100,000 was offered to chains of 3 schools creating a MAT. An extra £10,000 was available (subject to availability) for each additional school joining the MAT, up to a maximum of an additional £50,000.
- Secondary, individual primary and special schools continue to be given a grant of £25,000 to meet professional costs incurred by the conversion process.
- DfE has confirmed that in 2014 some local authorities have sought to recoup some of these costs from converting schools to be paid from the one off grant for conversion costs granted by DfE.

## New Academies

a. New academies which opened in 2014.

- The MacIntyre Academy for Autistic Pupils (Endeavour Academy - a new academy for children with high level autism requirements) and the Banbury Space Studio School opened in September 2014.
- Endeavour Academy is a Council initiated basic need project and the Space Studio School was promoted by the sponsor of Banbury Academy.

b. New academies post 2014

- In 2014 the Council invited bids from approved sponsors interested in running the various new academies required to meet the demand created by new housing developments. The local authority identifies a preferred sponsor through a formal procedure and the final choice of sponsor is made by the Secretary of State (SoS). If SoS does not agree with the preferred option of the authority s/he may choose a different sponsor from an approved list.
- New academies for which bids are made directly to SoS do not necessarily fit with the county strategy for provision of places. The Council will always be consulted on any proposal as the responsible body for provision of sufficient pupil places and may choose to work with proposers if the places meet the requirements set out in the Pupil Place Plan and offer a cost effective approach to meeting basic need or increasing diversity of choice in the area. The decision to approve the bids however rests with SoS and, whether supported by the Council or not, will have a knock-on effect on capital, revenue and standards that the council will have no direct control over.
- A summary of new academies to be provided is set out below.

School	Reason for new provision	Date of opening
UTC Oxfordshire 14-19 vocational provision to be sponsored by Activate Learning.	Sponsor led bid. Cabinet adopted as part of county strategic plan for places for 16-19 year olds at Great western Park, Didcot. Supplying part of site secured through S.106 agreement for secondary place provision. £2 million capital contribution made by Council to scheme.	September 2015

Great Western Primary School, Didcot to be sponsored by GEMS Academy Trust	Basic need generated by housing development.	September 2016 admission for reception and KS1.
Chalkhill Primary School , Great Western Park, Didcot to be sponsored by Glyn Learning Foundation	Basic need generated by housing development.	September 2018
Aureus Secondary school (11-16), Great Western Park, Didcot to be sponsored by Glyn Learning Foundation	Basic need generated by housing development.	September 2017
Barton West Primary school, sponsor not yet identified.	Basic need generated by housing development.	September 2016
NW Bicester Primary school to be sponsored by White Horse Federation	Basic need generated by housing development.	September 2016
Longford Park Banbury Primary School, sponsor not yet identified.	Basic need generated by housing development.	September 2016
Bicester Studio School 14-19 provision to be sponsored by Activate Learning.	Sponsor led bid outside county strategic plan but possibly on a county site which will involve negotiation.	September 2016

There are more new schools identified to meet housing growth but not as far advanced in planning terms.

c. Costs Associated with provision of new schools

- The Council will incur some costs for all new schools it seeks to provide. These will include revenue costs associated with start-up funding for a new school and capital funding for the site and buildings.
- The Council will incur revenue costs for all new academies where it has an interest in the land and buildings on which the new academy is to be based. In 2014 in excess of £22,000 has already been incurred in negotiating terms of occupation of the UTC Oxfordshire for legal and surveyors fees.
- Staff resources are required to manage the programme of provision of new academies from identification of sponsors to occupation of the academy by all year groups.

## Regional Schools Commissioners

a. Background.

- Oxfordshire is located in North West London and South Central region and the Regional Schools Commissioner (RSC) for this region was confirmed as Martin Post, former headmaster of Watford Grammar School for Boys. Five outstanding Head teachers were appointed to act as his Board and the roles were effective from August 2014.
- The RSCs responsibilities include:
  - a) Monitoring performance and intervening to secure improvement in underperforming academies, including directing them to commission school improvement services and using formal interventions in the most severe cases.
  - b) Taking decisions on the creation of new academies in their area by approving applications from maintained schools wishing to convert to academy status.
  - c) Supporting the national schools commissioner to ensure that the sponsor market meets local need - including by authorising applications to become an academy sponsor, monitoring the performance of existing sponsors and de-authorising them where necessary, recommending suitable sponsors to



ministers for maintained schools that have been selected to become academies and encouraging new sponsors.

- The Council will need to facilitate good working relationships with our RSC to allow the council to carry out its statutory duties with regard to academies in a co-ordinated manner. The RSC met with Director for Children's Services in November to discuss this relationship in future. He has agreed to meet Education Scrutiny Committee as appropriate to discuss education provision matters in academies in the county.

## Conclusions

24. Most schools that converted to academy status in 2014 did so as members of groups.
25. Under performing schools have been identified, early support is put in place and schools have completed conversions as sponsored academies.
26. New academies and free schools have been set up in the county in response to demographic need to parental demand. Procedures are in place to set up new academies as required by the county or to engage in positive dialogue with sponsors applying to open schools in the area through DfE bidding annual processes.
27. Resources will continue to be required to manage this process.
28. Half the pupils in publicly funded education in Oxfordshire are taught in academies.
29. The flow of conversions has slowed for the following reasons:
  - Additional time required to set up multiple academy trusts as opposed to individual trust company structures;
  - There is no longer a financial advantage conferred by academy status; and
  - Uncertainty about the future of the programme following the General Election in May.

Academies team

January 2015

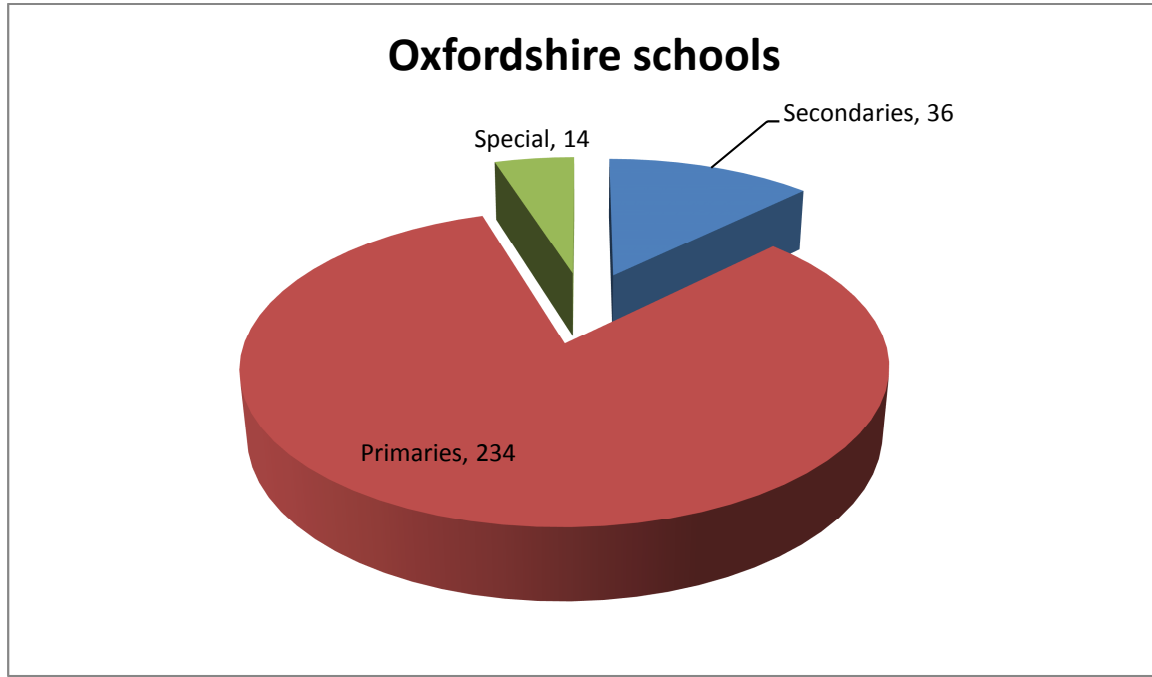
For regular updates please visit our intranet site at:

<http://schools.oxfordshire.gov.uk/cms/node/112>

**APPENDIX 1 – OXFORDSHIRE OVERALL ACADEMY DATA – AS OF DECEMBER 2014**

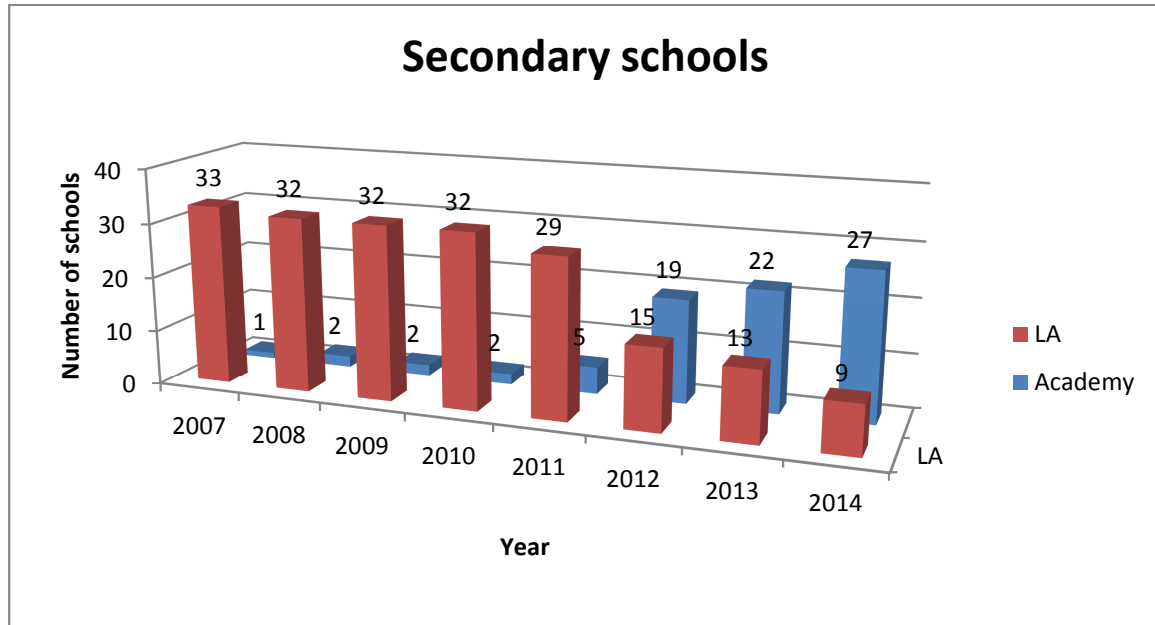
Breakdown of all schools in Oxfordshire:

(School figures include the new, free and studio schools but not foundation stage settings and PRUs.)

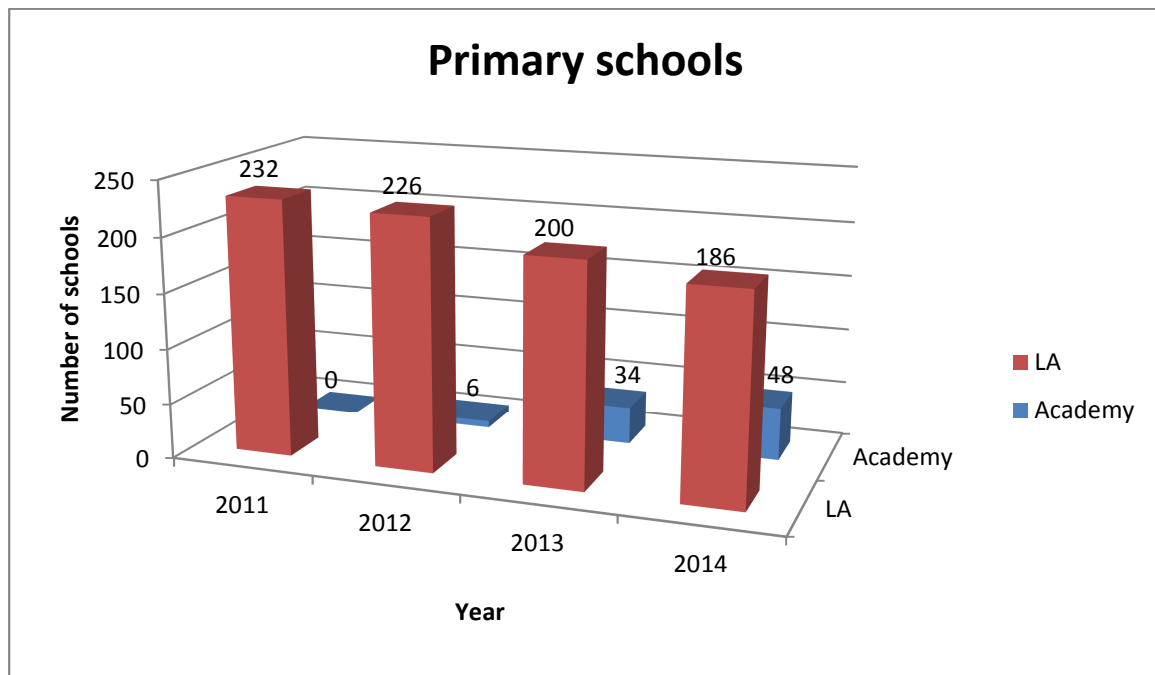


These figures show the numbers of academies and maintained schools as of December 2014.

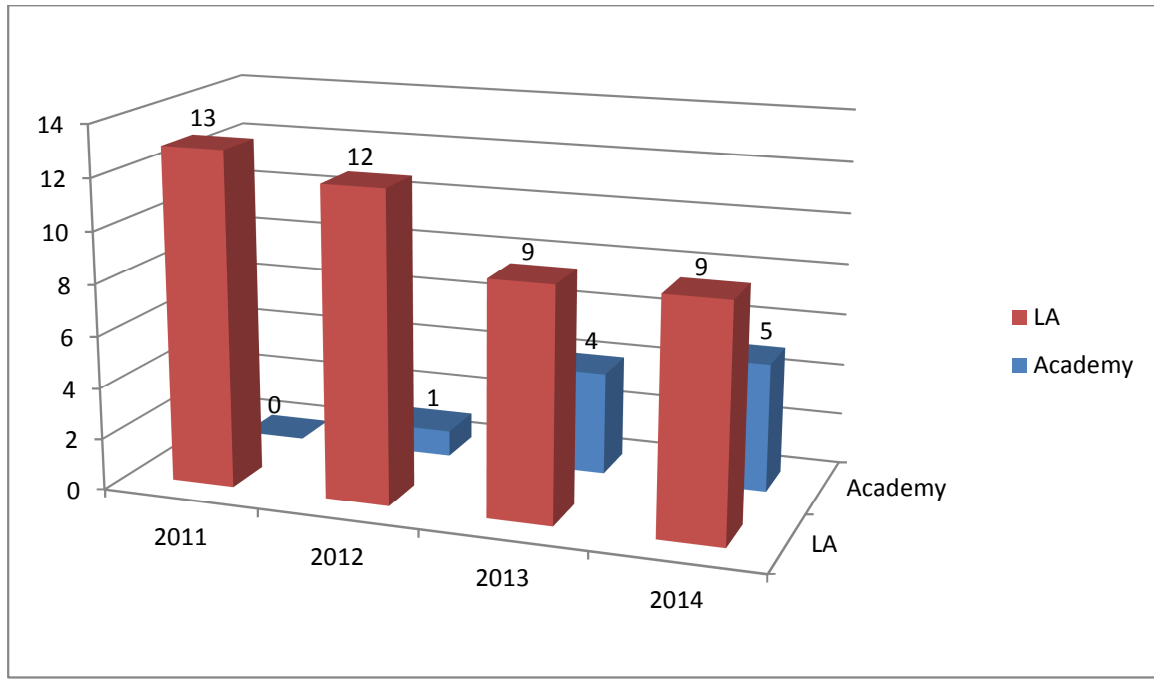
Secondary school Academy status 2011 – 2014:  
 (School figures include the new, free and studio schools but not foundation stage settings and PRUs.)



Primary school Academy status 2011 – 2014:  
 (School figures include the new and free schools but not foundation stage settings.)



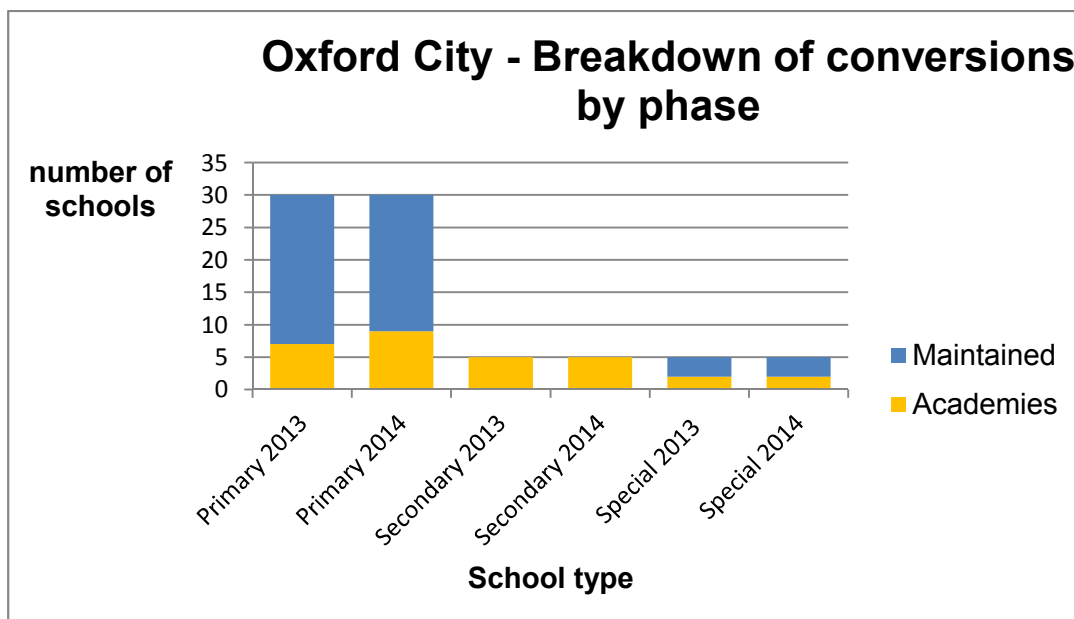
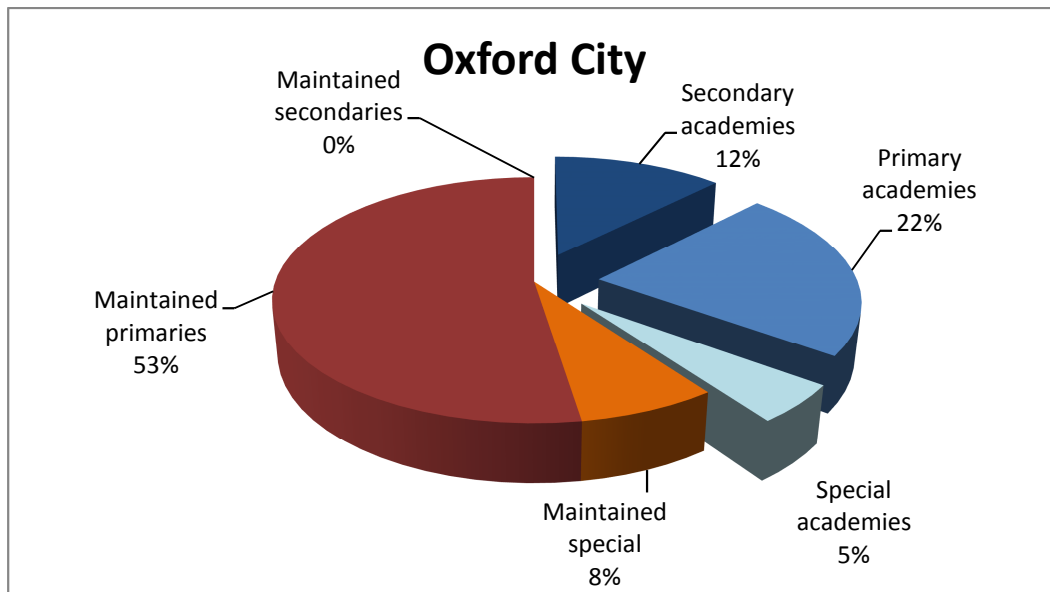
Special school Academy status 2011 – 2014:  
 (School figures include new schools but not PRUs.)



**APPENDIX 2 - LOCALITY CONVERSION DATA – AS OF DECEMBER 2014**

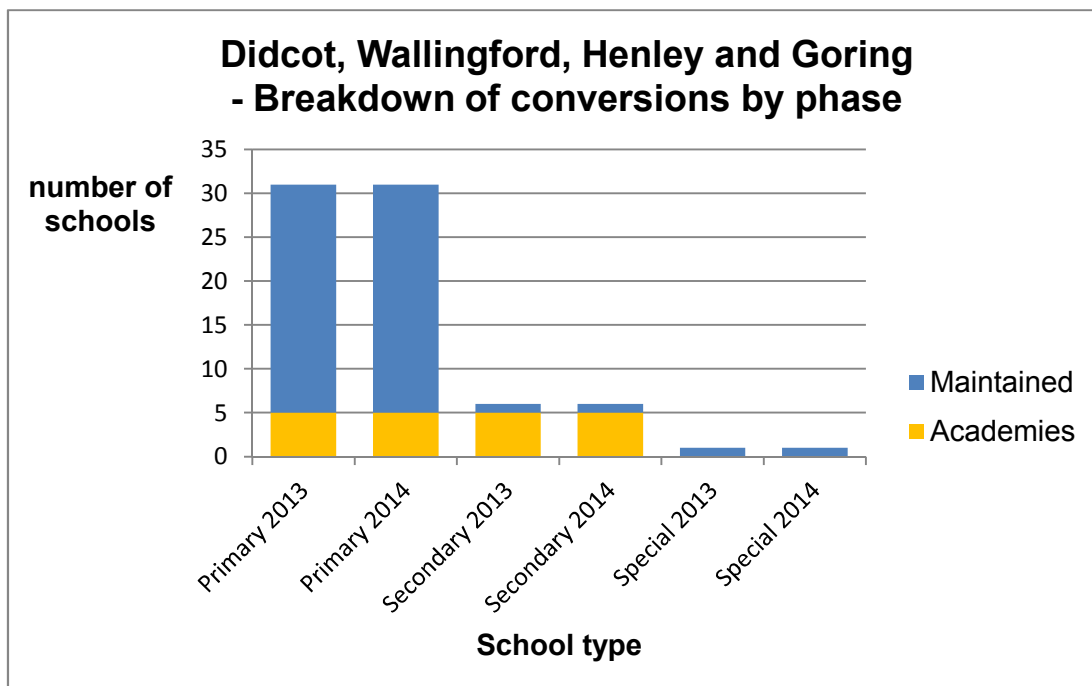
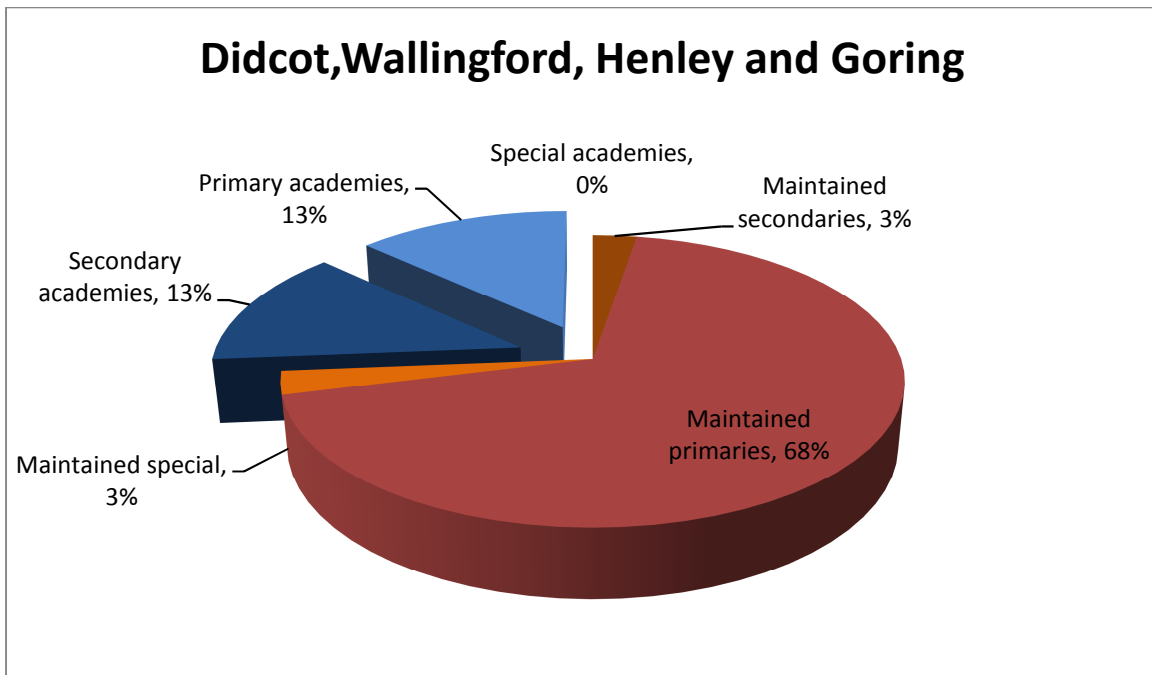
**OXFORD CITY**

	<b>Total schools</b>	<b>Maintained schools</b>	<b>Academies</b> 2013 bracketed
<b>Phase</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
Primary	30	21 (excl. 4 nurseries)	9 (7)
Secondary	5	0	5 (5)
Special	5	3	2 (2)
<b>Total</b>	<b>40</b>	<b>24</b>	<b>16 (14)</b>



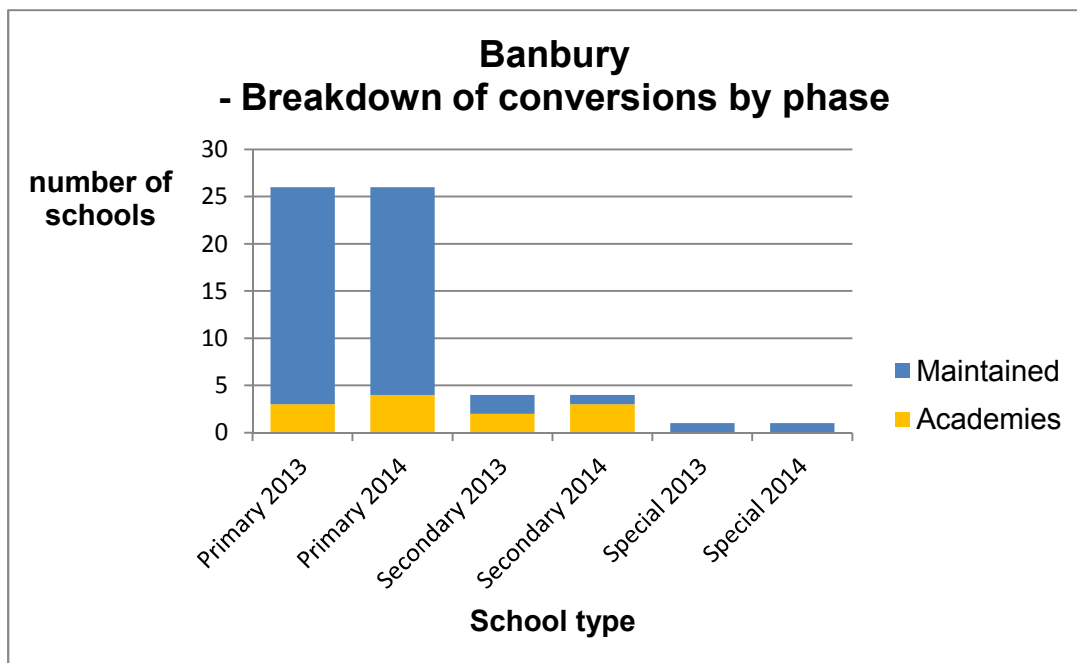
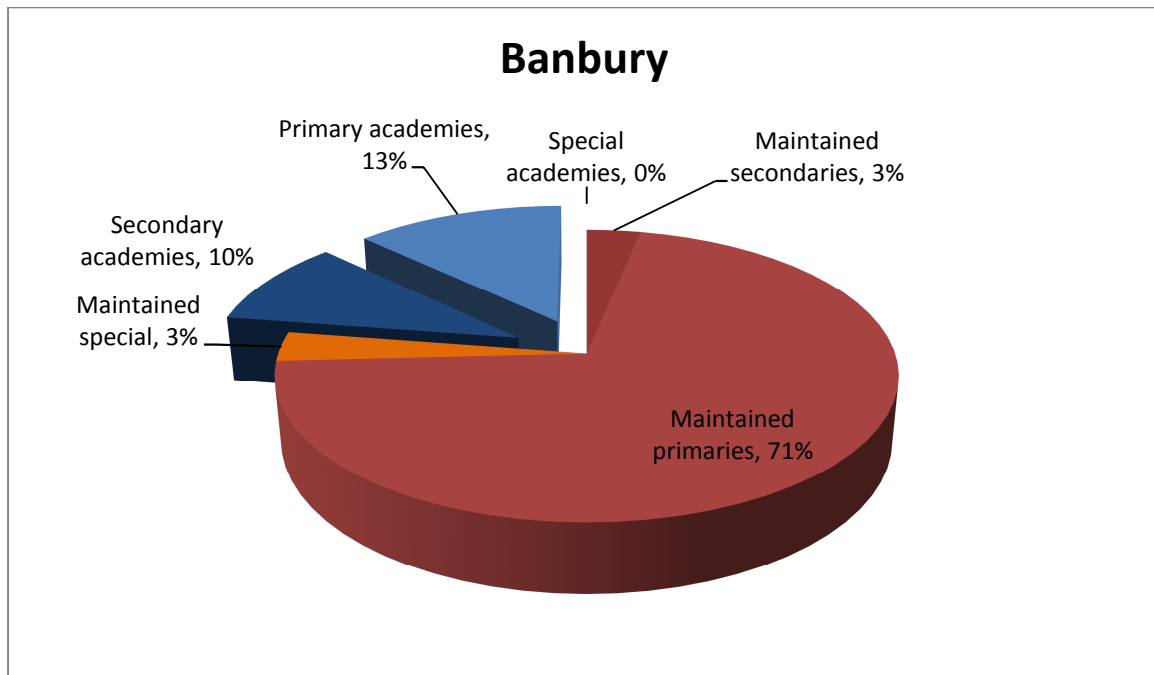
**Didcot, Wallingford, Henley and Goring**

	<b>Total schools</b>	<b>Maintained schools</b>	<b>Academies</b> 2013 bracketed
<b>Phase</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
Primary	31	26 (excl.1 nursery)	5 (5)
Secondary	6	1	5 (5)
Special	1	1	0 (0)
<b>Total</b>	<b>38</b>	<b>28</b>	<b>10 (10)</b>



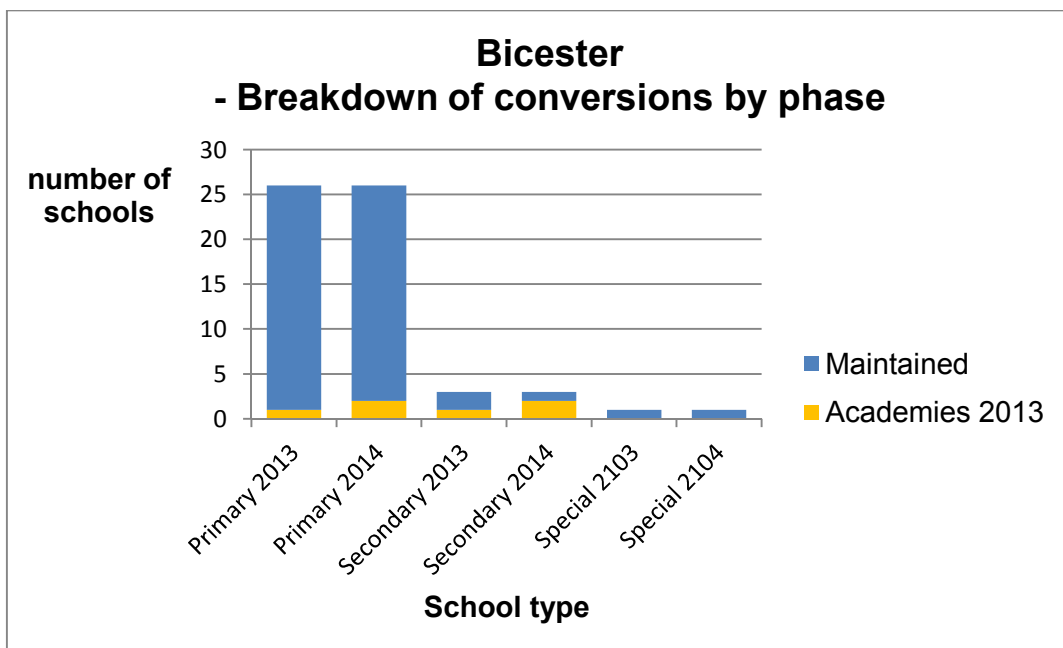
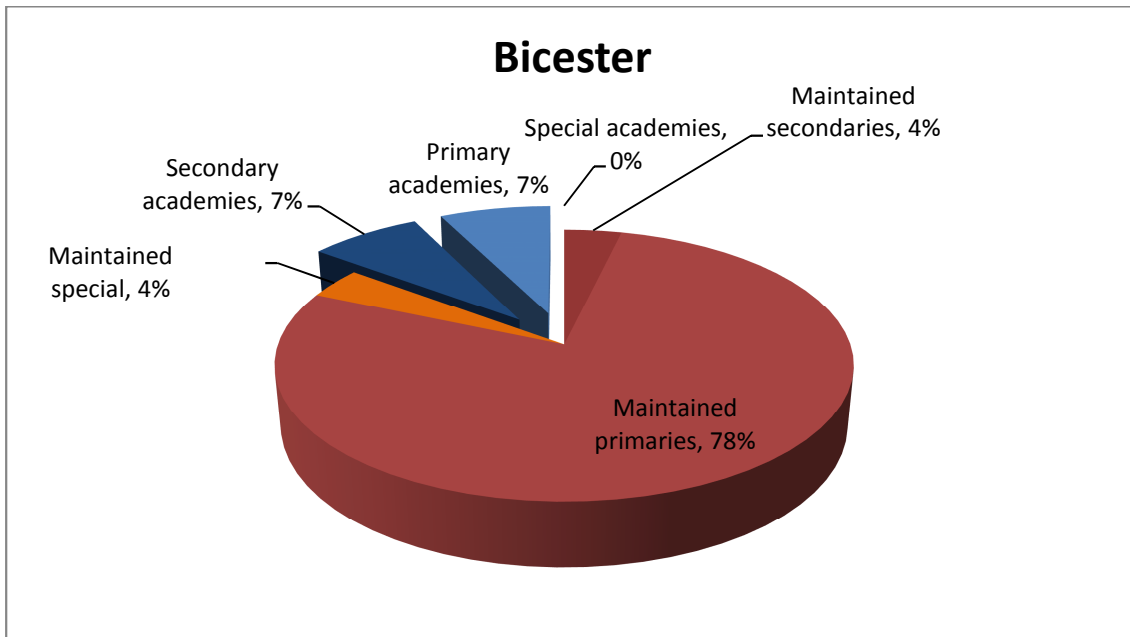
**Banbury (Inc. Warriner)**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	26	22	4 (3)
Secondary	4	1	3 (2)
Special	1	1	0 (0)
<b>Total</b>	<b>31</b>	<b>24</b>	<b>7 (5)</b>



**Bicester**

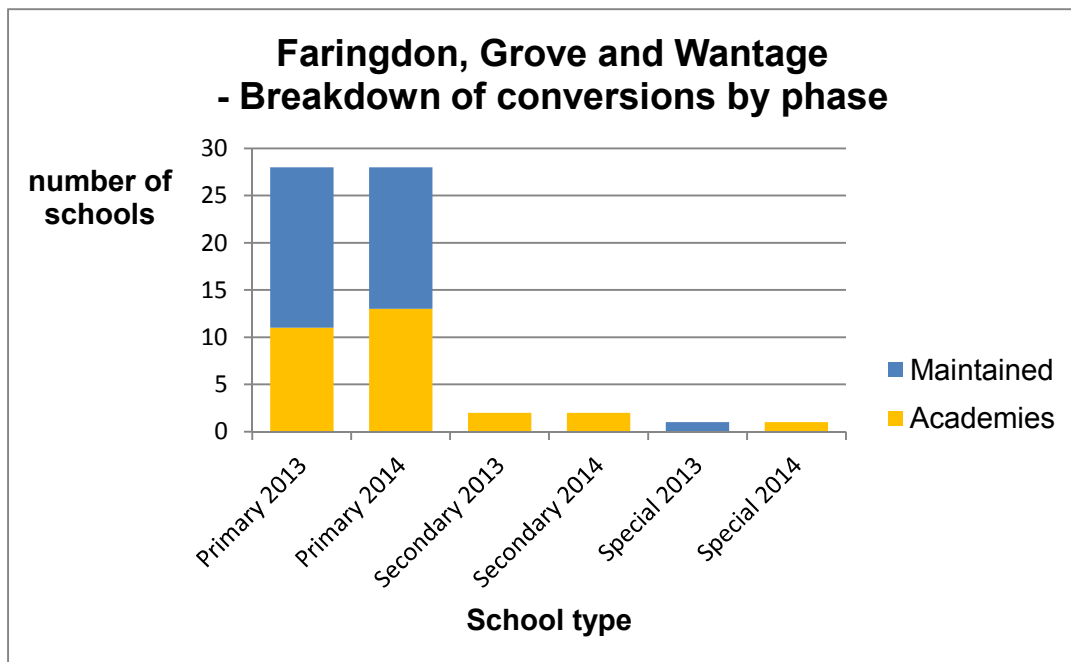
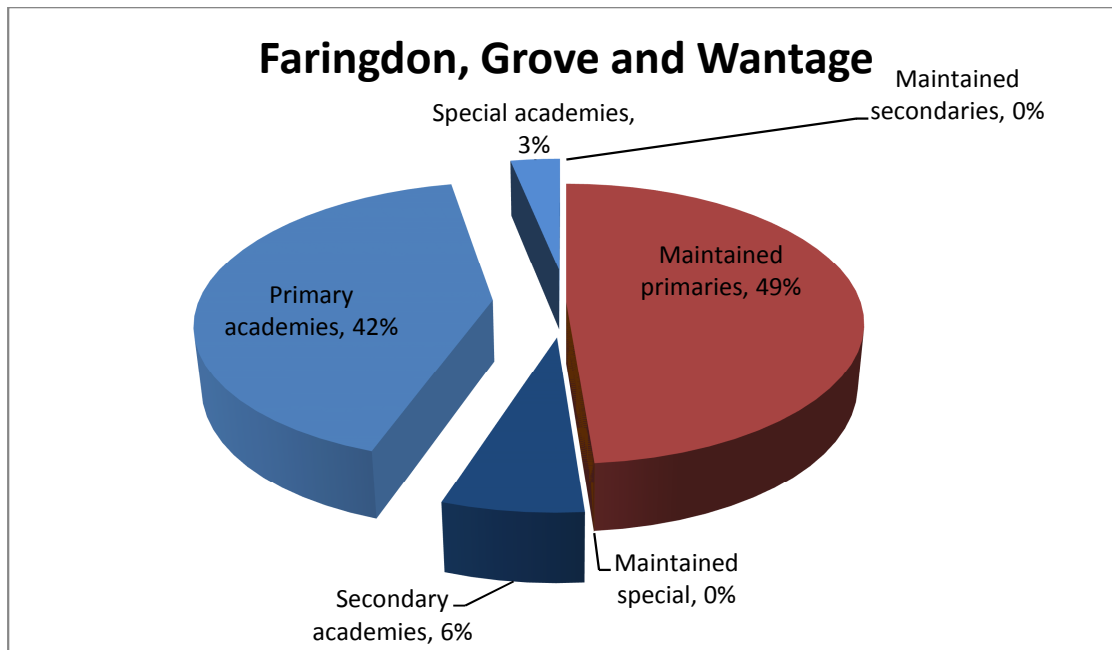
	<b>Total schools</b>	<b>Maintained schools</b>	<b>Academies</b> 2013 bracketed
<b>Phase</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
Primary	23	21 (excl. 3 nursery)	2 (1)
Secondary	3	1	2 (1)
Special	1	1	0 (0)
<b>Total</b>	<b>27</b>	<b>23</b>	<b>4 (2)</b>





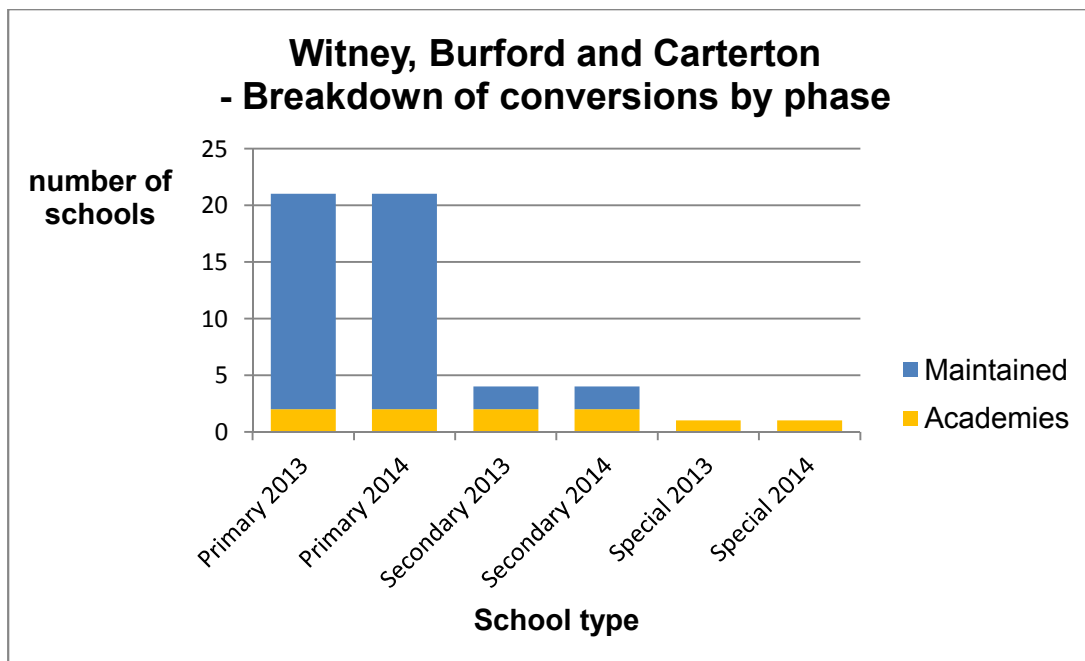
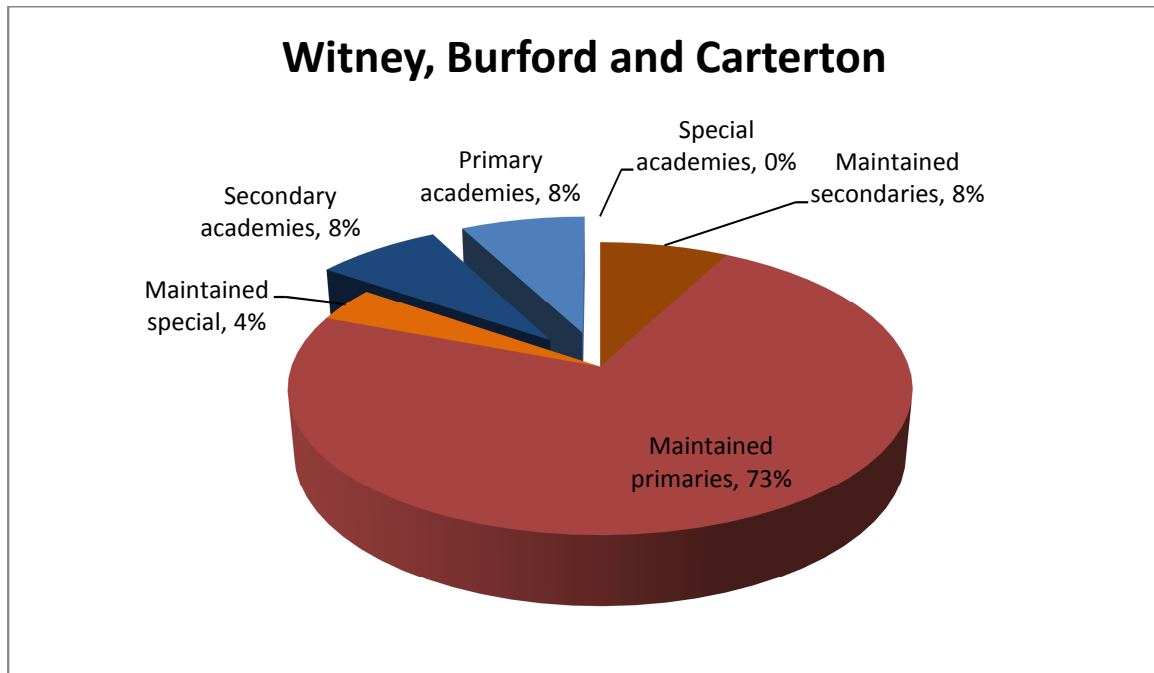
**Faringdon, Grove and Wantage**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	28	15	13 (11)
Secondary	2	0	2 (2)
Special	1	0	1 (1)
<b>Total</b>	<b>31</b>	<b>16</b>	<b>(15)</b>



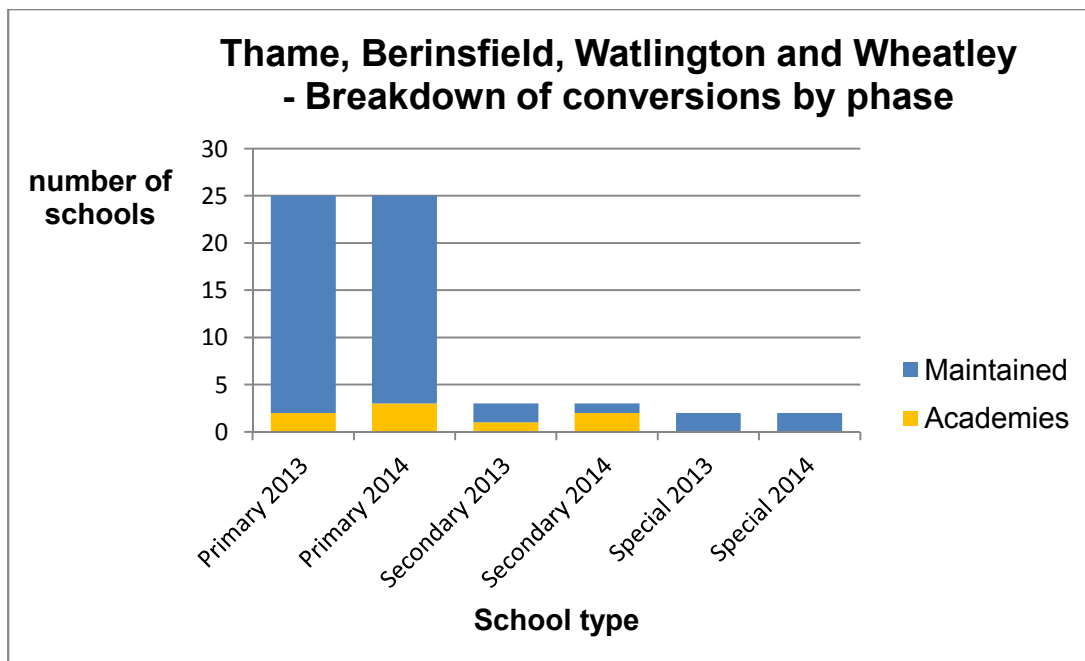
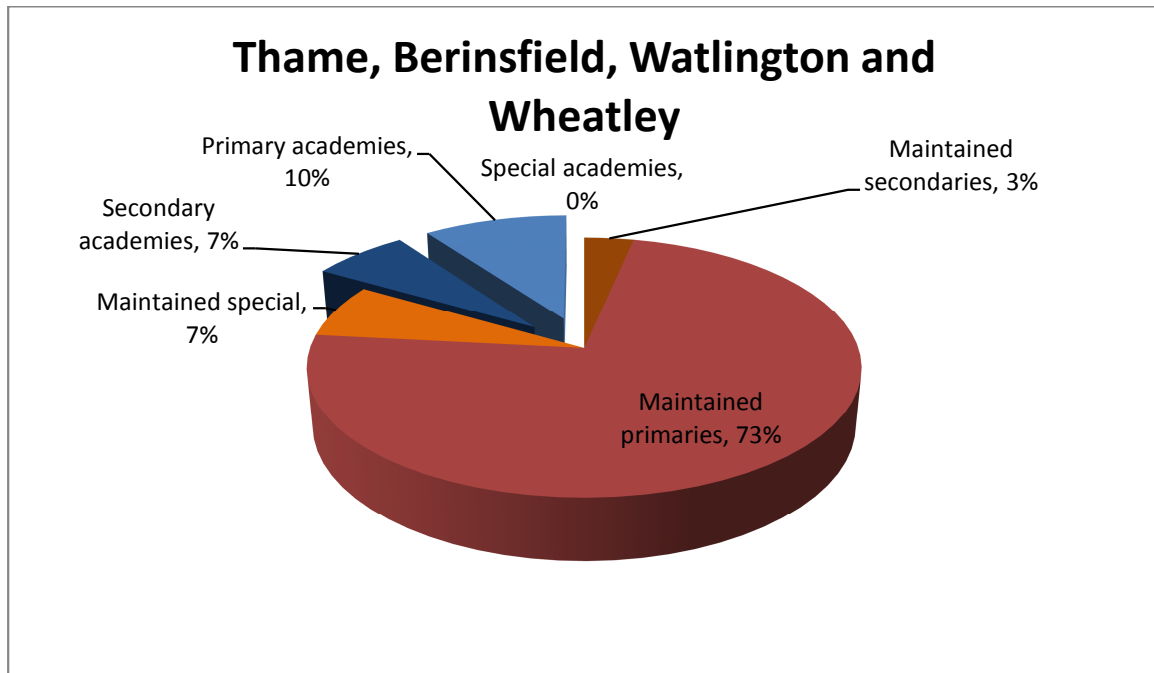
**Witney, Burford and Carterton**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	21	19	2 (2)
Secondary	4	2	2 (2)
Special	1	1	0 (0)
<b>Total</b>	<b>26</b>	<b>22</b>	<b>4 (4)</b>



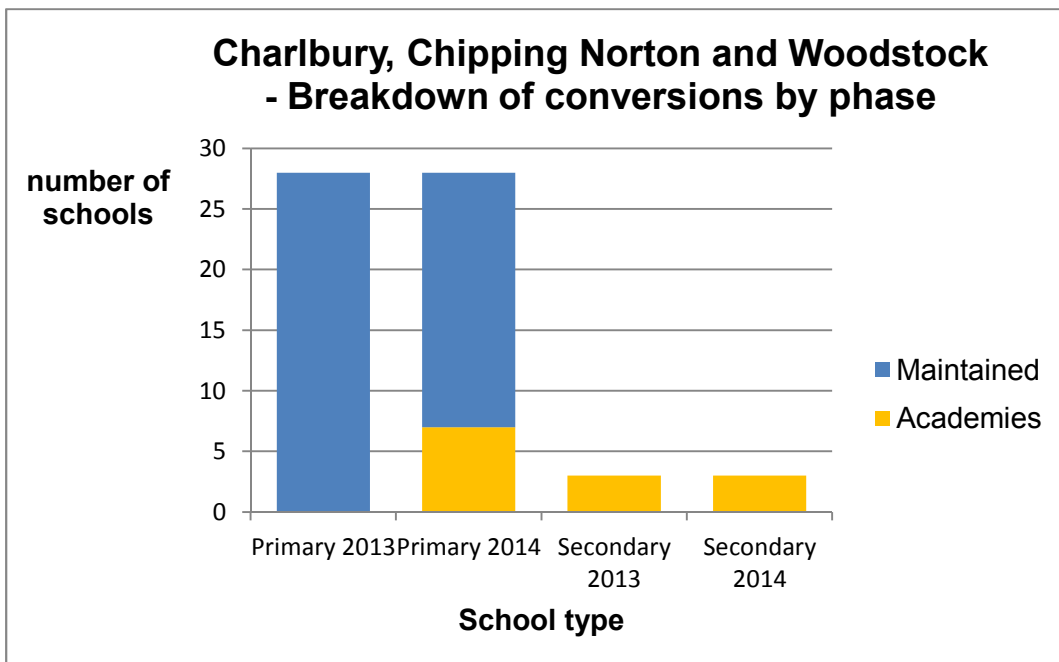
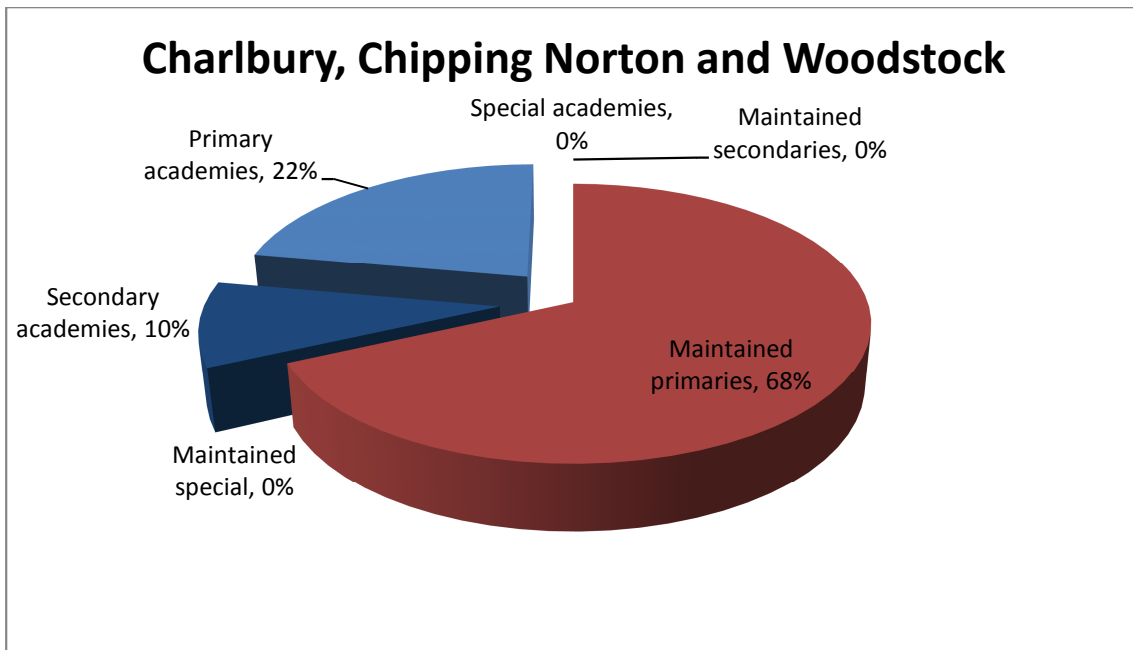
**Thame, Berinsfield, Watlington and Wheatley**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	25	22 (excl. 2 nursery)	3 (2)
Secondary	3	1	2 (1)
Special	2	2	0 (0)
<b>Total</b>	<b>30</b>	<b>25</b>	<b>5 (3)</b>



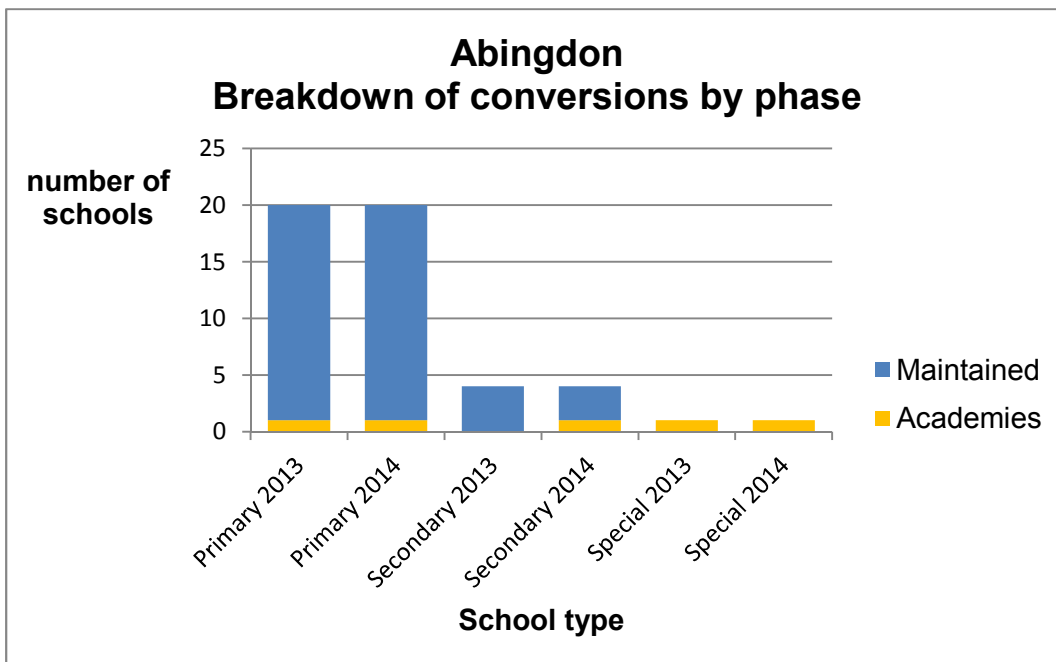
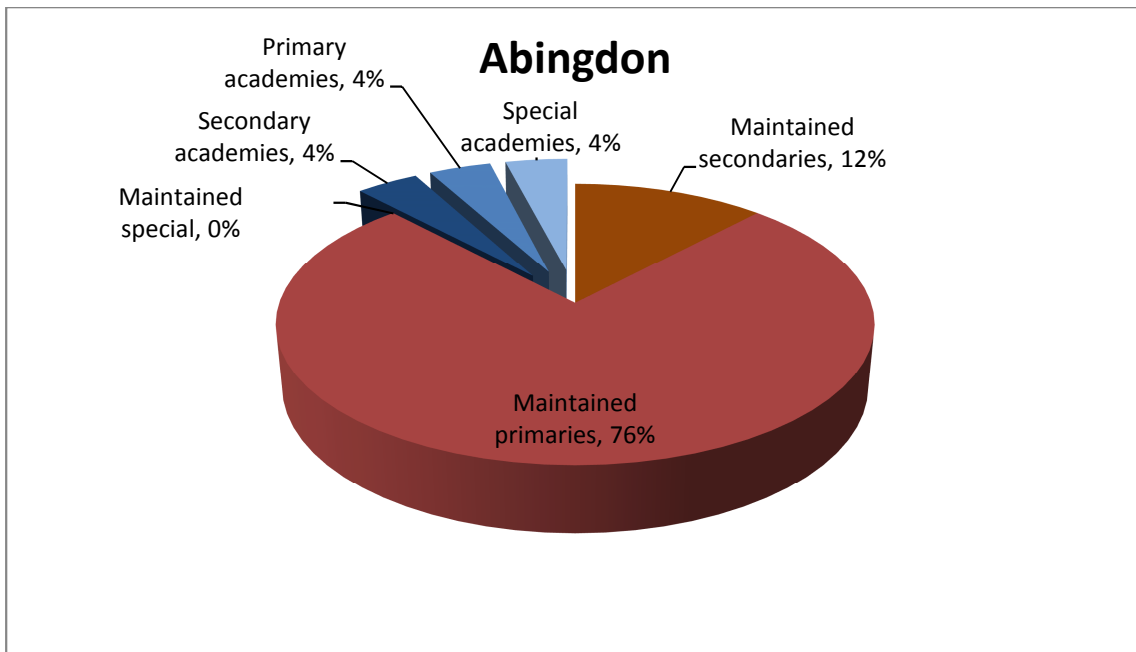
**Charlbury, Chipping Norton and Woodstock**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	28	21 (excl. 1 nursery)	7 (0)
Secondary	3	0	3 (3)
Special	0	0	0 (0)
<b>Total</b>	<b>31</b>	<b>21</b>	<b>10 (3)</b>



**Abingdon**

	Total schools	Maintained schools	Academies 2013 bracketed
Phase	Number	Number	Number
Primary	20	19	1 (1)
Secondary	4	3	1 (0)
Special	1	0	1 (1)
<b>Total</b>	<b>25</b>	<b>22</b>	<b>3 (2)</b>



This page is intentionally left blank

## **EDUCATION SCRUTINY COMMITTEE - 16 APRIL 2015**

### **BRIEFING ON OVERVIEW OF SYSTEM DIVERSITY & DRAFT PROTOCOL ON RELATIONSHIP WITH ACADEMIES**

#### **ANNEX 2: DRAFT PROTOCOL FOR POSITIVE WORKING PRACTICES BETWEEN OXFORDSHIRE COUNTY COUNCIL AND ACADEMIES IN THE COUNTY**

### **Introduction**

1. As provision in the publicly funded education sector becomes more diverse it offers a unique chance to improve outcomes and opportunities for all young people in Oxfordshire through a common vision and collaborative working practices. All parties have not only a legal duty to comply with their obligations, but a moral imperative to work together to secure the best futures we can for those young people.
2. The council is committed to continuing to work positively with **all** academies (the term 'academies' includes converter schools, Free Schools, University Technical Colleges (UTCs) and Studio Schools), sponsors and new providers, most particularly to ensure that the vulnerable students can access their local school and receive the support they need to make good progress. The council retains its statutory responsibilities (see Section 2) and a requirement to promote excellence and address underperformance across all settings and providers. Academies have various duties set out as part of their funding agreement with the Secretary of State for education. Both academies and the council have made a commitment to the aspirations set out in the Education Transformation Strategy 2012-2015.
3. This protocol sets out the responsibilities for academies and the council so that both parties share the same understanding of their respective roles in enabling the children and young people in Oxfordshire schools to achieve their potential.

4. National policy clearly indicates that local authorities (LAs) are expected to raise concerns about the conduct or performance of Academies with the Regional Schools Commissioner, Ofsted, Education Funding Agency (EFA) and/or Secretary of State as appropriate. It is our shared intention that concerns and issues should always be dealt with at a local level, but the council will exercise its right to direct formal concerns to the higher level where the concern is either persistent or of a scale that cannot be resolved locally.
5. We wish to encourage a continuous and open dialogue with academies so that concerns about performance or inclusion issues are raised at the earliest opportunity and within the context of a positive and open relationship. This will build on the working ethos encapsulated in the Education Transformation Strategy agreed with all publicly maintained schools in Oxfordshire.
6. The Education Transformation Strategy is available online at: <http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/educationstrategy/EducationStrategy.pdf>.
7. The principles and roles set out below will apply to all academies unless they formally communicate that they do not wish to work within this Protocol, in which case any concerns will be dealt with directly through the Regional Commissioner or EFA.

### **Principles for Future Relations**

8. Both parties recognise their joint responsibilities to ensure the best provision possible for all children and young people living in Oxfordshire and/or attending publicly funded schools in Oxfordshire (for the avoidance of doubt this includes all LA maintained schools and academies). This particularly applies to vulnerable groups.
9. To support this both parties agree to:



- Work in partnership on all matters relating to the education and welfare of young people;
- Raise issues and concerns about any aspect of academy performance in an open and transparent manner;
- Act fairly and with impartiality at all times and show mutual respect;
- Actively participate in local partnerships and other representative groups (which will include new and existing providers) related to developing local provision;
- Agree to share data in line with the agreed protocol and not use information or data publicly in a negative manner;
- Give the highest priority to securing robust safeguarding procedures.

10. The South East Sector Led Improvement Programme, of which Oxfordshire is a member, (full details at [www.seslip.co.uk](http://www.seslip.co.uk)) has commissioned an overarching Local Authority – Academy Trust Protocol as a response to the need for children’s services to work in cooperation with academy chains, multi-academy trusts and standalone academies in an increasingly diverse educational landscape. This Oxfordshire specific protocol sits alongside that document.

## STATUTORY ROLES AND RESPONSIBILITIES

This section summarises the key responsibilities of each party.

### 1. Academies

Academy Trust Boards have the following key responsibilities:

- Ensure a high quality of education provision;
- Ensure the academy is fully inclusive, especially for the most vulnerable students;
- Challenge and monitor the performance of the academy;
- Comply with charity and company law;
- Manage and comply with the obligations in the funding agreement which include compliance with arrangements for pupils with Special Educational Needs (SEN); provision of free school meals; ensuring a broad and balanced curriculum that includes English, Maths, Science and RE; age range and number of pupil places to be offered; manage the academy trust's finances and property and approve the academy formal budget plan each financial year;
- Determine their own Admissions Policy and arrangements in line with the School Admissions Code and associated legislation, and participation in the LA co-ordinated schemes including participation in Fair Access Panels/ compliance with the Fair Access Protocol;
- Administer School Admissions Appeals in line with the Schools Admissions Appeals Code, which is available at:  
<https://www.gov.uk/government/publications/school-admissions-code--2>
- Promote and ensure the welfare and safeguarding of all children (as set out in 'Safeguarding Children & Safer Recruitment' Statutory Guidance 2007);
- Set out arrangements to take into account procedures and practice adopted as part of inter-agency safeguarding procedures set up by Oxfordshire Safeguarding Children Board (OSCB);
- Comply with requirements of the Early Years Foundation Stage Statutory Framework, and moderation of statutory assessment in the foundation stage.

## **2. Local Authority Retained Responsibilities**

The Council retains the following responsibilities:

### **2.a. Attendance**

- To ensure academies are complying with their responsibilities in relation to the attendance registers, as set out in the Pupil Registration regulations, through an annual Registration Audit.

### **2.b. Co-ordination of Admissions**

- To consult on and set co-ordinated admissions schemes;
- To consult on and set admissions arrangements for maintained schools in line with the School Admissions Code and associated legislation;
- To manage requests for admission 'in-year' where requested and ensure in year admissions information is received in a timely fashion from academies;
- To champion the rights of children to access schools of preference, particularly vulnerable children;
- To undertake destination tracking of all students aged 16-18 and 16-25 with Special Educational Needs.

Contact details:

E-mail: [admissions.schools@oxfordshire.gov.uk](mailto:admissions.schools@oxfordshire.gov.uk)

Tel: **01865 815175**

### **2.c. Early education sufficiency and childcare provision**

- To ensure sufficiency of early education and childcare provision. Delivery is through a mixed market of private, voluntary, independent providers, along with maintained schools and, more recently, academies;
- All providers must promote equality of opportunity for disabled children;
- Further details are set out in Appendix 1;
- To secure sufficient childcare, so far as reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0 -14 (or up to 18 for disabled children);

- Enabling measures in the Children and Families Act 2014 support wider reforms to substantially increase the supply of high quality, affordable and available childcare and include introducing childminder agencies to help more childminders into the market and offer greater support and quality assurance and removing bureaucracy so that it is easier for schools to offer wrap-around care.

Web: [www.oxfordshire.gov.uk/workinginearlyyears](http://www.oxfordshire.gov.uk/workinginearlyyears)  
[www.facebook.com/OxonEarlyYears](https://www.facebook.com/OxonEarlyYears)

Contact:

Telephone: For schools: 01865 815830  
For settings: 0845 604 2346

### **2.e. Home-to-School Transport (including Special Educational Needs)**

- To consult on and determine an Oxfordshire Transport Policy which will:
  - Assess eligibility for transport in line with that policy and current legislation;
  - Make appropriate transport provision for eligible pupils, including those with SEN;
  - Manage a transport appeals process and deal with complaints;
  - Discharge statutory duty around transport for Post-16 students;
  - Ensure best value in transport provision.

Contact:

E-mail: [SchoolandSocialCareTransport@Oxfordshire.gov.uk](mailto:SchoolandSocialCareTransport@Oxfordshire.gov.uk)

### **2.f. Looked After Children (FIRST DRAFT NEW SECTION)**

The Virtual School for Looked After Children and Care Leavers, 0-25 is a partner to all schools in being the most ambitious and aspirational corporate parents we can be. The headteacher and her team ensure that schools, social workers, carers and other professionals understand statutory responsibilities and are aware of the best practice. Like all good parents, we ensure that communication about our children is regular and constructive and that we are all working together successfully to help them thrive. The Virtual School works to overcome barriers to success by ensuring:

- Students are in the right educational provision;
- Challenges resulting from changes of care placement or school are reduced;
- Barriers to engagement and good attendance are removed;
- School staff, social workers, and carers have access to high quality training so they can help learners make progress;
- Planning for success now and in the future is effective, based on a secure understanding of students' needs;
- Students have one-to-one support for their learning where this will help;
- There is access to an inspiring range of extended learning opportunities;
- The pupil premium and other resources are used effectively and impact on progress;
- Personal Education Plans are timely and of good quality;
- All children in care and care leavers receive early, appropriate, and effective advice, information, and guidance;
- Care leavers from 16 - 25 years are in employment, education, and training, and make good progress.

The Virtual School is, with Radcliffe Academy and The Oxfordshire Hospital School, a member of the Vulnerable Intervention Partnership (VIP).

### **2.g. Parent Partnership**

- To provide a service that offers impartial information, support, advice and training to parents to enable them to make informed decisions about their child's special educational needs;
- To comply with this duty the council provides a free, impartial and confidential service called Parent Partnership Oxfordshire (PPO).

Web: <https://www.oxfordshire.gov.uk/cms/public-site/support-parents-children-special-educational-needs>

### **2.h. Provision of Pupil Referral Places or Educational Provision for a pupil who is no longer registered at an Academy**

- To comply with Section 3 of the Children, Schools and Families Act 2010, which extends the duty in Section 19 of the Education Act 1966, local

authorities must ensure that all children who fall within the scope of Section 19 receive suitable full-time education unless reasons that relate to their medical condition mean that this would not be in their best interests.

### **2.i. Place Planning**

- To ensure that, if demanded, every child resident in Oxfordshire has a school place in a publicly funded school. Also to act as commissioner of school places to ensure overall supply from publicly funded academies and maintained schools. This links with the statutory duty at 2 d. to provide sufficient early education places.

The Council will fulfil this duty through:

- Effective liaison with individual schools/academies and local partnerships and will require accurate information on the number of places academies have agreed to provide to the Secretary of State on an annual basis;
- Provision of an annual statement of the supply and forecast need for school places in the county to Secretary of State for the calculation of basic need funding for all publicly funded schools; and
- Identification of the need for, preferred provider and funding to provide new schools to meet population growth. New schools will usually be academies.

Further details are set out in Appendix 2.

### **2.j. Prosecution of parents for non-attendance**

- To take action, when appropriate, where parents have failed in their duty to ensure their child receives an education (Section 437 and 444 Education Act 1996, S103 Education & Inspections Act 2006 and The Education (Penalty Notices, England) Regulations 2003).

### **2.k. Pupils with Special Educational Needs and disabilities**

The statutory responsibilities for academies and the council are set out in the Special Educational Needs and Disabilities (SEND) Code of Practice, available at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

The local offer for Special Educational Needs and Disabilities brings together information about education, health and care services for children and young people from 0 to 25 with SEND in Oxfordshire and links to neighbouring authorities. Further information is available online at: <https://www.oxfordshire.gov.uk/SENDlocaloffer>.

It includes information about the arrangements for funding children and young people with Special Educational Needs, including any agreements about how providers will use any budget that has been delegated to them.

Further details are set out in Appendix 3.

## **2.1. Safeguarding**

- To ensure all schools and academies are aware of their responsibilities for safeguarding children;
- To monitor their safeguarding performance, through annual audit.

Web:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/safeguardingaudittoolMay2014.pdf>

- To bring any deficiencies to the immediate attention of the Governing Body/ Trustees of the school and advise them of the action needed to remedy them;
- To make available appropriate training, model policies and procedures;
- Involvement in dealing with allegations against staff and volunteers; and ensuring arrangements are in place to prevent unsuitable staff and volunteers from working with children;
- To ensure all children who either go missing from education or who are electively home educated are safeguarded;
- To issue work permits and performance licences for individual students.

Further details are set out in Appendix 4. Details of a data sharing agreement issued to all academies at the point of conversion, particularly to support safeguarding requirements, is set out at Appendix 5.

Web: <http://schools.oxfordshire.gov.uk/cms/content/safeguarding>

## **2.m. School Improvement**

- To promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education as set out in section 13a of the 1996 Education Act;
- General monitoring processes are set out in the 'Framework for School Improvement', available at <http://schools.oxfordshire.gov.uk/cms/content/school-improvement-framework>;
- For the Early Years Foundation Stage in Academies this is set out in the [Early Years Quality Improvement Strategy](#).

A protocol for the interaction with academies causing concern is set out in Appendix 6.



## APPENDIX 1

### EARLY EDUCATION

1. The Assessment and Reporting Arrangements (ARA) for Early Years Foundation Stage (EYFS) [ARA for the EYFS](#) (2014) linked to the [EYFS profile handbook](#) spells out the council's statutory duties regarding academies and assessment in the Foundation Stage.
2. We anticipate the requirements for the statutory baseline assessment from September 2015 will apply to academies as well as maintained schools.
3. The ARA states on page 5:

*Academies must implement the requirements of the EYFS as set out in section 40 of the Childcare Act 2006 and comply with local authority moderation requirements.*

*All registered early years providers are required to complete the EYFS assessment for any children in the final year of the EYFS and to participate in moderation. This includes an academy providing for children in the final year of the EYFS.*

*Funding for EYFS moderation activities for all schools rests within local authority budgets.*

4. The EYFS profile had to be completed by 4 July in 2014. This date applied to all EYFS providers, including maintained schools, non-maintained schools, independent schools, children's centres, academies and childcare providers registered by Ofsted on the early years register. The EYFS profile had to be completed by the provider at the setting where the child spends the majority of their time between 8am and 6pm.

5. The ARA states on page 7:

*Local authorities must:*

- *ensure that schools and other EYFS providers understand and follow the requirements set out in the ARA;*
- *provide schools and other EYFS providers with training (including agreement trialling2);*
- *provide advice on all aspects of assessment at EYFS;*
- *ensure the accuracy and consistency of the assessments made by early years providers in their geographical area by ensuring moderation of the EYFS profile is carried out in all schools, academies and other settings, as specified in the ARA and section 6.4 of the 'EYFS profile handbook';*
- *ensure schools have a secure electronic system to submit EYFS profile data.*

6. The council allocated advisory resource to providers, including academies, through the [Early Years QIPs strategy](#). The strategy outlines the overall approach and page six lays out the current entitlement for all schools.

7. Academies taking funded children sign provider funding agreements with quality as well as quantitative criteria setting out number of places to be provided and the Ofsted standard required.

8. Details on how to apply for funding are in OCC [Nursery Education Funding Agreement](#).

9. The Children and Families Act 2014 has paved the way to implementing a range of proposals, including making it easier for all schools to offer out of school care, either directly themselves or through third parties.

## **APPENDIX 2**

### **PLACE PLANNING**

1. The council has a statutory duty to secure sufficient school places and as a consequence where an academy needs to expand as a result of population growth (whether due to housing growth or other pressures) the council is responsible for securing funding to enable this to happen.

#### **General population pressures**

2. If the growth is from general population pressures, the council is expected to use its Basic Need funding from the Department for Education (DfE), which is calculated each year based on the difference between existing school capacity and forecast pupil numbers. The data on which this is based must be submitted by the council to the DfE in the Annual School Capacity Collection (SCAP). The DfE requires that all academies assist local authorities with this data by providing up-to-date information about their capacity. It is therefore important that any changes in academy capacity are reported promptly to the council. The council will write to academies on an annual basis and ask for confirmation that the capacity held on record is correct. Evidence of appropriate EFA approvals will be required for verification purposes.

#### **Housing developments**

3. In the case of housing development, the Council is responsible for negotiating financial contributions from developers (sometimes called Section 106 contributions) to fund the need for pupil places caused by individual developments. This funding can only be spent on expanding school capacity in response to housing-related population growth, i.e. on projects which enable a school to take the additional pupils from new housing. The funding needs to be spent on services serving the area of the development, but is not always tied to a specific establishment. When Section 106 funding is received, if there is not at that time a qualifying project, it will be retained by the council until it is needed.

### **New Academies**

4. All new schools are currently intended to be academies. The council has adopted formal procedures to follow to identify a preferred sponsor for the academy which is then submitted to the Secretary of State (SoS) for approval. The process is published at <https://www.oxfordshire.gov.uk/cms/content/new-schools-oxfordshire>.
5. In some cases external education providers will seek approval for schemes from the SoS direct. The council would be consulted on its views related to any such proposal. If approved the council **may** then adopt this proposal as part of the strategic plan to provide pupil places in the county.

### **Additional ad hoc funding opportunities**

6. The Council also seeks additional funding towards school capacity as appropriate and available. Academies are able to bid for alternative sources of funding, and it is often the case that better outcomes can be achieved through joining up the different funding sources. Any academy considering expansion is therefore advised to discuss their plans with the council at an early stage, to make best use of resources.
7. With the power to seek SoS consent to change the academy, for example to alter an age range or expand, there is a clear expectation that part of the process will involve consultation with the Council and that consideration is given to its views. Evidence of this will need to be provided as part of the academy business case for change submitted to the EFA. Further guidance is available at:  
  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/275456/Making\\_Significant\\_Changes\\_to\\_an\\_Existing\\_Academy\\_Guidance\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275456/Making_Significant_Changes_to_an_Existing_Academy_Guidance_2014.pdf)
8. The Pupil Place Plan 2013-18 is available on the council's public website and sets out its strategy for meeting the need for pupil places in the county (<https://www.oxfordshire.gov.uk/cms/content/pupil-place-plan>).

## APPENDIX 3

### PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

1. The council has produced guidance for [early years providers and primary schools \(pdf format, 1.7Mb\)](#) and [secondary schools \(pdf format, 1.1Mb\)](#) on identifying and supporting children and young people with special educational needs.
2. These documents set out:
  - a clear and consistent approach to identifying when a child or young person has special educational needs and how to support them to achieve good outcomes;
  - how parents, children and young people should be involved and how they can contribute to decision making; and
  - expectations of what schools and settings will put in place for the funding that they receive.
3. Full details of the local offer can be found on the council's public website: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>.
4. An extract from the guidance is set out below:
  - Schools and academies are expected to deliver high quality provision that is good value for money.
  - Learners with Special Educational Needs may require support at universal, targeted and/or specialist levels; the level and combinations of provision may change over time.
  - At the universal level, funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

- At the targeted level, mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with Special Educational Needs from their notional Special Educational Needs budget. This is also known as element 2 funding.
- At the specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil.
- Each school's budget statement includes a notional budget for Special Educational Needs. The notional budget is calculated by a funding formula that reflects the incidence of Special Educational Needs measured in various ways, including deprivation and prior attainment. A notional budget should not limit the amount schools spend on Special Educational Needs. Additional Special Educational Needs provision should be costed by the school in relation to identified interventions and expected outcomes for each child or young person, avoiding the use of a currency of teaching assistant hours.
- For primary schools, top-ups for individual pupils requiring additional support in excess of £10,000, (element 1 and 2), will be paid by the local authority.
- For secondary schools, the budget for support above £10,000 is delegated to schools using a formula approach, this means that schools do not need to apply for top-ups.

5. Relevant web links:

<https://www.oxfordshire.gov.uk/SENDlocaloffer>

<http://schools.oxfordshire.gov.uk/cms/content/special-educational-needs>.

6. For queries relating to Special Educational Needs, please email:

[sen@oxfordshire.gov.uk](mailto:sen@oxfordshire.gov.uk).

**APPENDIX 4****SAFEGUARDING**

1. Each academy should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care
2. All academy staff have a responsibility to provide a safe environment in which children can learn.
3. All academy staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
4. All staff members should be aware of systems within their academy which support safeguarding and these should be explained to them as part of staff induction. This includes: the academy's child protection policy; the academy's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.
5. All staff members should also receive appropriate child protection training which is regularly updated (in Oxfordshire this is every 3 years).
6. Academy staff members should follow the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions. These procedures should follow the guidance from Oxfordshire Safeguarding Children Board (OSCB).
7. If staff members have concerns about a child, they should raise these with the academy's designated safeguarding lead.
8. Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the

policies, procedures and training in their academies are effective and comply with the law at all times.

9. Governing bodies and proprietors should ensure that the academy contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2013.

10. All academies should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

11. Governing bodies and proprietors of all academies should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Oxfordshire Safeguarding Children Board (OSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the Local Safeguarding Children Board (LSCB) can require a school or college to supply information in order to perform its functions; this must be complied with. In Oxfordshire this expectation translates into a requirement for the return of an annual safeguarding report from the governing body.

12. Governing bodies and proprietors should ensure a member of the governing body, usually the chair, is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher, the principal of an academy or proprietor or member of governing body of an independent school. In the event of allegations of abuse being made against the headteacher and/or where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the local authority.

13. Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct).



Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the OSCB, be updated annually, and be available publicly either via the academy website or by other means.

14. Headteachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Governing bodies and proprietors should appoint a member of staff of the academy's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

15. The designated safeguarding lead should undergo updated child protection training every two years. The headteacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the Oxfordshire Safeguarding Children Board (every 3 years).

16. Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

17. Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The

academy should have written recruitment and selection policies and procedures in place.

18. The school staffing regulations require governing bodies of schools and academies to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

19. In line with guidance, governing bodies and proprietors should ensure there are procedures in place to handle allegations against members of staff and volunteers. Such allegations should be referred to the Local Authority Designated Officer (Barry Armstrong – Local Authority Designated Officer).

20. There must also be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

21. Governing bodies, proprietors and academy leaders should ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Governing bodies and proprietors should ensure that staff members do not agree confidentiality and always act in the interests of the child.

21. Governing bodies and proprietors should ensure that they have procedures in place to issues child employment licenses and that these licences are issued in line with guidance and legislation and the impact of any employment accessed in terms of the impact of learning and safeguarding.

22. Academies should ensure that any pupil removed for the purposes of home education is reported to the local authority as soon as possible.

23. Contact details:

Email: [barry.armstrong@oxfordshire.gov.uk](mailto:barry.armstrong@oxfordshire.gov.uk)

Tel: 01865 815956

24. Additional information and advice can be found on the public website for the Oxfordshire Safeguarding Children Board: [www.oscb.org.uk](http://www.oscb.org.uk).

## APPENDIX 5

### DATA SHARING AGREEMENT

#### Oxfordshire County Council Data Sharing Agreement with Academies

##### **1. Purpose**

1.1 This Data Sharing Agreement between academies and Oxfordshire County Council is in relation to the sharing of data relating to individual children and data transfers that enable the LA to fulfil its statutory duties for all children and schools in Oxfordshire. Paramount amongst these duties is the need to meet the Council's safeguarding requirements, and to enhance the ability of partner organisations to support the learning and welfare of Children and Young People through the exchange of data and the use of information. This exchange of information will also enable the Council to fulfil its statutory duties to ensure that there are sufficient school places in the county, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They must also promote diversity and increase parental choice. A data sharing agreement will be required for each individual Academy.

1.2 In addition this agreement provides the consent that the Department of Education (DfE) requires in order for them to share academy data e.g. attainment data with Oxfordshire County Council.

##### **2. Benefits of the agreement:**

This agreement will:

- Enable the LA to carry out and conduct its core services for all children and all schools
- Reduce administrative burden on academies – data will only be input once but used many times for the benefit of improving outcomes for children
- Ensuring appropriate access to information to provide better services to children

- Provide complete county wide key stage outcome data for comparison purposes
- Maintain demographically relevant benchmarking information

### **3. Specific Requirements**

This agreement covers the following:

#### **3.1 B2B (business to business) Data Transfer.**

This is the secure transfer of child level information, including attendance and exclusion marks from the academy's management information system to the LA's system. Where the Academy uses SIMS, secure transfer to the LA's Capita ONE system is part of an automated schedule from the SIMS system and information is transferred via a secure internet connection. Alternative secure methods of transfer of data may be agreed between the Academy and the LA.

The academy agrees to:

- Continue to transfer scheduled updates of child level personal data (including exclusions and attendance marks) via B2B

#### **3.2 Copies of statutory School Census and School Workforce Census.**

The school census is a statutory return completed by all state sector schools and academies within England. Data is collected on the third Thursday in January and May and the first Thursday in October. The School Workforce Census takes place annually during the autumn term. Data items collected vary according to each census but all four census returns include child and staffing level personal data.

The academy agrees to:

- Provide the Council with a copy of the final version of the school census data file and the school workforce census data file to the LA after each census return in a timely and secure manner once a return has been made to the DfE via Collect.

#### **3.3 Statutory attainment data collections:**

3.3.1 The academy will continue to:

- Submit the statutory Early Years Foundation Stage Profile (EYFSP), Year 1 phonics and Key Stage 1 teacher assessments (as applicable) to the LA for onward submission to the DfE in line with statutory requirements.

3.3.2 Electronic records of attainment data for Key Stages 2, 3, 4 and 5 are provided to the academy by the national data collection agencies and subsequently to LAs by the DfE.

The academy agrees that:

- The DfE can provide electronic copies of these attainment data files to the LA

3.3.3 There is a separate agreement in the form of a permission letter to ensure that academy data is included in the LA's EPAS (NCER) and FFT data. These will be forwarded when due to be renewed.

#### **4. Handling protocol**

The LA will commit to use the data only for purposes commensurate with its statutory duties and will not pass on any individual's data to a third party without obtaining specific agreement from the Academy. All handling of data will be carried out under the guiding principles of the Data Protection Act.

#### **5. Consent**

The academy and the LA agree that they will make reasonable efforts to notify parents, or other persons with parental responsibility of a child, of their intentions to the sharing of information.

- The academy must issue Privacy Notices to students/ parents making them aware of such data collections. Suggested text for Privacy Notices can be found on the website:
- <http://schools.oxfordshire.gov.uk/cms/content/privacy-notice>

#### **6. Review**

This agreement will be reviewed annually by the LA and reissued each September at the start of the school year to reflect any changes in legislation or practice.

**7. Signatories**

This agreement is signed on behalf of the partner organisations as follows:

Academy Name

Oxfordshire County Council

\_\_\_\_\_  
Name of signatory

\_\_\_\_\_  
Name of signatory

Alison Wallis

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

*Alison Wallis*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

31/09/12

**8. Returning this form**

Please return this form to: Alison Wallis, Performance & Information Manager, Oxfordshire County Council, New Road, Oxford, OX1 1ND.

Email: [alison.wallis@oxfordshire.gov.uk](mailto:alison.wallis@oxfordshire.gov.uk)

Existing academies should return this form as soon as possible.

New academies should return the form at the point of conversion to an academy.

## APPENDIX 6

### SCHOOL IMPROVEMENT

#### 1. Introduction

- 1.1 Building on the statutory duty as set out in section 13a of the 1996 Education Act “to *promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education.*” The Education White Paper – Importance of Teaching states that:

*‘As champions for excellence, Local Authorities will be expected to take action if there are concerns about the performance of any school in the area, and use their intervention powers to act early and effectively to secure improvement in maintained schools. While Local Authorities have no direct intervention powers in Academies and Free Schools, where they have concerns, their role would be to raise them directly with the school for informal resolution. However, where a Local Authority has significant concerns about an Academy or Free School and feels that these are not being adequately addressed by local action, it will be able to ask Ofsted to inspect the school. Ofsted would then make a judgement about whether or not an inspection was necessary. As a last resort, Local Authorities will, as now, be able to escalate concerns to the Secretary of State, so that appropriate action can be taken to address issues.’ (Para 5.38)*

- 1.2 A separate policy (School Improvement Framework) sets out the overview of school quality and impact across Oxfordshire (in Academies, Maintained and Foundation Schools).

<http://schools.oxfordshire.gov.uk/cms/content/school-improvement-framework>

This appendix sets out a process and protocol for exercising the local authority’s role specifically in relation to Academies (including Free Schools, UTCs and studio schools).



## **2. Principles**

The Local Authority, in exercising its role in relation to Academies will:

- 2.1 Always seek to work in partnership with academies to resolve any issues that arise.
- 2.2 Not refer matters of concern to Ofsted or the Secretary of State until this process has been exhausted.
- 2.3 Provide opportunity for the Headteacher and Governing Body/ Directors of the academy concerned to respond to concerns and make representations to the Director of Children's Services for consideration prior to any referral being made.

## **3. Scope of the Protocol**

- 3.1 This Protocol applies specifically to the Local Authority role in relation to championing educational excellence although it could be extended to cover other aspects of the LA role, i.e. SEN, Champion for parents and families, Champion for vulnerable pupils and fair admissions.
- 3.2 This Protocol will be applied where:
  - 3.2.1 Results at KS2 or KS4 are below the nationally prescribed Floor Standard or are below two of the three measures of the Floor Standard
  - 3.2.2 The academy is judged as Inadequate following an Ofsted inspection
  - 3.2.3 An analysis of data shows that the performance of the academy is declining based on an analysis of previous years data

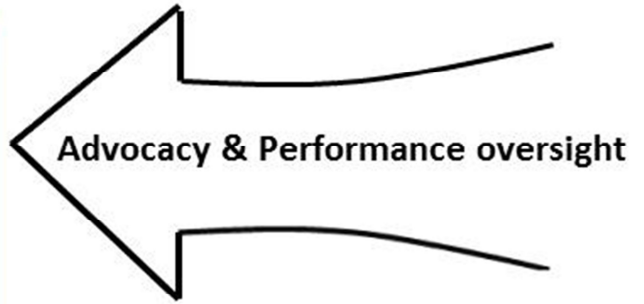
## **4. Process**

See flowchart below.

# Academy Performance Flowchart

**Performance Alerts**

1. LA annual desk top monitoring. Data collected through data sharing protocol
2. School self-evaluation resulting in approach to LA for traded support
3. Advocacy for pupils / LA oversight
4. Field work activity (traded or core) flags concern e.g. safeguarding.



**Internal Processes**

**Step 1 (within 1 week of alert):**  
Concerns aggregated into a letter (from Head of Schools and Learning) to Principal or Executive Headteacher (HT) checking their perception of school and requesting written feedback on actions in hand within 2 weeks.

**Step 2 (within 3 weeks):**  
If no response or response requests assistance or raises further concerns. Letter 2 requesting a meeting and suggesting 2 dates to take place within 2-3 weeks. cc Chair of Governing Body.

**Step 3 (no later than 2 months after first alert):**  
Meeting with Principal/ Executive HT and Chair of Governing Body

**3a Satisfactory:**  
Actions Agreed: LA monitors outcomes. No further direct action.

**3b Unsatisfactory:**  
No actions agreed or meeting refused:  
Referred to Deputy Director of Education and Learning, for Regional Schools Commissioner (RSC)  
(cc Director Childrens' Services and Chair of Academy Trust)



**External Alerts**

Formal email notification to :  
RSC and/or Ofsted and/or Audit.

To note either :

School has issues and is taking appropriate positive action to address them

Or :

School has issues and is in denial or unwilling to share action plans.

Also discussed at LA termly meeting with RSC.



February 2015 Academy Conversions Update

February 2015 Academy Conversions Update										
Key	Converted	Academy Order Made	Consultation Stage	No longer pursuing academy status	New schools and proposals	Consultations for New Schools - not yet approved				
Name of converting establishment / change of name post-conversion if relevant	Legal entity upon conversion (inc. company number)	DfE code	Change of DfE code (if applicable)	Type of School	Programmed Conversion Date	Completion Date	Type of Conversion - Voluntary or Sponsored and name of sponsor if relevant	Type of Trust / Trust details	Additional Comments	Type
North Oxfordshire Academy	United Learning Trust (04439859)	6905		Academy		01/09/2007	Sponsored	MAT-joined United Learning Trust (ULT)		Sec
The Oxford Academy	The Oxford Academy Trust (06621108)	6906		Academy		01/09/2008	Sponsored	Single converter - sponsored by The Oxford Diocesan Board of Education, The Beecroft Trust, and Oxford Brookes University		Sec
Oxford Spire Academy (formerly Oxford School)	CIBT Schools Trust (07468210)	6907		Academy		01/01/2011	Sponsored	MAT - CIBT Schools Trust		Sec
King Alfred's Community & Sports College now King Alfred's Academy	Vale Academy Trust (07674473)	4142		Academy		01/08/2011	Voluntary converter	MAT with Charlton+Wantage Schools-Vale Academy Trust		Sec
Wallingford School (secondary)	Wallingford Schools Academy Trust (07227786)	4140		Academy		01/09/2011	Voluntary converter	Single converter		Sec
Hanwell Fields Community School (primary)	United Learning Trust (04439859)	3837		Academy		01/03/2012	Voluntary converter	MAT - joined United Learning Trust (ULT)		Pri
Rush Common School (primary)	Rush Common Academy Trust (07931886)	2574		Academy		01/03/2012	Voluntary converter	Single converter		Pri
Bartholomew School (secondary)	Eynsham Partnership Academy (07939655)	4054		Academy		01/03/2012	Voluntary converter	MAT - Eynsham Partnership Academy		Sec
Gilotts School (secondary)	Gilotts School (07954417)	4055		Academy		01/03/2012	Voluntary converter	Single converter		Sec
Faringdon Infant School	Faringdon Academy of Schools (7977368)	2561		Academy		01/04/2012	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Faringdon Junior School	Faringdon Academy of Schools (7977368)	2562		Academy		01/04/2012	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Chipping Norton School (secondary)	Chipping Norton School Academy Trust (07929429)	4010		Academy		01/03/2012	Voluntary converter	Single converter		Sec
Langtree School (secondary)	The Langtree School Academy Trust Company (07980335)	4094		Academy		01/04/2012	Voluntary converter	Single converter		Sec
The Cherwell School (secondary)	The Cherwell School Academy Trust (7966500)	4116		Academy		01/04/2012	Voluntary Converter and sponsor of Cutteslowe School	MAT - Cherwell School Academy Trust		Sec
Faringdon Community College	Faringdon Academy of Schools (7977368)	4141		Academy		01/04/2012	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)		Sec
The Henry Box School (secondary)	The Henry Box School (8060721)	4050		Academy		01/06/2012	Voluntary converter	Single converter		Sec
Burford Secondary School	Burford School (8082185)	4040		Academy		01/07/2012	Voluntary converter	Single converter		Sec
Banbury School (secondary)	Aspirations Academies Trust (7867577)	4021	4000	Academy		01/08/2012	Voluntary converter	MAT - joined Aspirations Academy Trust (AAT)		Sec
Didcot Girls' School (secondary)	Didcot Academy of Schools (8104201)	4139		Academy		01/08/2012	Voluntary Converter	Single converter-MAT		Sec
Dashwood Primary School - now Dashwood Banbury Academy	Aspirations Academies Trust (7867577)	2692	2003	Academy		01/08/2012	Voluntary Converter	MAT - joined AAT		Pri
St Birinus School, Didcot (secondary)	St Birinus School (08152096)	4129		Academy		01/09/2012	Voluntary Converter	Single converter		Sec
Lord Williams's School (secondary)	Thame Partnership Academy Trust (8154932)	4580		Academy		01/09/2012	Voluntary Converter	Single Converter forming a MAT - Thame Partnership Academy Trust		Sec
The John Henry Newman CE School	Oxford Diocesan Schools Trust (8143249)	2642	2000	Academy		01/09/2012	Voluntary Converter	MAT - part of Oxford Diocesan Schools Trust (ODST)		Pri
Northern House Special School	Northern House School Academy Trust (8140768)	7016		Academy		01/09/2012	Voluntary Converter	Single converter		Spec
The Marlborough C of E School (secondary)	The Marlborough Church of England School (8194349)	4560		Academy		01/10/2012	Voluntary Converter	Single converter		Sec
Gosford Hill School (secondary)	Gosford Hill School (08237108)	4060		Academy		01/11/2012	Voluntary Converter	Single converter		Sec
Cheney Community College	Cheney School Academy Trust (8319810)	4120		Academy		01/01/2013	Voluntary Converter	Single converter		Sec
Harriers Ground Community Primary School - now Harriers Banbury Academy	Aspirations Academies Trust (7867577)	2053		Academy		01/02/2013	Voluntary Converters	MAT - joining AAT as part of existing MAT w/Banbury&Dashwood		Pri
Kingfisher Special School	The Propeller Academy Trust (8340120)	7092	7000	Academy		01/02/2013	Sponsored academy brokered by DfE - Sponsored by Fitzwaryn school & Abingdon&Witney College	MAT - Propeller Academy Trust		Spec
Ifley Mead Special School - now Isis Academy	The Isis Academy Trust Company (8334718)	7018		Academy		01/02/2013	Voluntary Converter	Single converter-forming the Isis Academy Trust		Spec
Fitzwaryn Special School	The Propeller Academy Trust (8340120)	7027		Academy		01/02/2013	Voluntary converter and sponsor of Kingfisher school with Abingdon&Witney College-now Propeller Academy Trust	MAT - Propeller Academy Trust		Spec
St Gregory The Great RC Secondary School	Academy Company (8453966)	4145		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Sec
St John Fisher RC Primary School, Littlemore	Academy Company (8453966)	3839		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
Our Lady's RC Primary School, Cowley	Academy Company (8453966)	3836		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
Our Lady of Lourdes RC Primary, Witney	Academy Company (8453966)	3822		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
St Thomas More Catholic Primary School, Kidlington	Academy Company (8453966)	3823		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
St Joseph's RC Primary School, Thame	Academy Company (8453966)	3826		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
St Joseph's RC Primary School, Carterton	Academy Company (8453966)	3556		Academy		01/04/2013	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC		Pri
Cutteslowe Primary School	The Cherwell School Academy Trust (7966500)	2622	2004	Academy		01/04/2013	Sponsored Academy brokered by DfE - sponsored by Cherwell School	MAT - joined Cherwell Academy Trust		Pri
St Johns Primary School, Wallingford	St John's Academy Trust (008517255)	2567		Academy		01/06/2013	Voluntary Converter	Umbrella Trust (UT) - with 3 other schools-forming the OPEN (Oxfordshire Primary Education Network)		Pri
Manor School, Didcot (primary)	Manor School Didcot Academy Trust (08516551)	2597		Academy		01/06/2013	Voluntary Converter	As above		Pri
Willowcroft Community Primary School	Willowcroft Academy Trust (08516552)	3912		Academy		01/06/2013	Voluntary Converter	As above		Pri
Ladygrove Park Primary School	Ladygrove Park Primary School (08517429)	2609		Academy		01/06/2013	Voluntary Converter	As above		Pri
Orchard Meadow Primary School	Blackbird Academy Trust (08544741)	2630	2006	Academy		01/08/2013	Sponsored Academy brokered by DfE - sponsored by the Dragon School	MAT - Blackbird Academy Trust (BAT)		Pri
Windale Community Primary School	Blackbird Academy Trust (08544741)	2606	2005	Academy		01/08/2013	Sponsored Academy brokered by DfE - sponsored by the Dragon School	MAT -BAT		Pri
Pegasus Primary School	Blackbird Academy Trust (08544741)	2593		Academy		01/08/2013	Voluntary Converter -with Windale and Orchard Meadow -	MAT -BAT		Pri
Berinsfield Community Primary School - Now Abbey Woods Academy	CIBT Schools Trust (07468210)	2464	2007	Academy		01/09/2013	Sponsored Academy brokered by DfE - sponsored by CIBT	MAT-CIBT Schools Trust		Pri
Charlton Primary School	Vale Academy Trust (07674473)	2573		Academy		01/10/2013	Voluntary converter	MAT with Wantage C of E Primary and King Alfreds Academy - Vale Academy Trust		Pri
Wantage C of E Primary School	Vale Academy Trust (07674473)	3246		Academy		01/10/2013	Voluntary converter	MAT with Wantage C of E Primary and King Alfreds Academy - Vale Academy Trust		Pri
Watchfield Primary School	Faringdon Academy of Schools (07977368)	2572		Academy		01/11/2013	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Buckland C of E Primary School	Faringdon Academy of Schools (07977368)	3222		Academy		01/11/2013	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Shivenham C of E Primary School	Faringdon Academy of Schools (07977368)	3239		Academy		01/11/2013	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Longcot & Fernham C of E Primary School	Faringdon Academy of Schools (07977368)	3232		Academy		01/11/2013	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
John Blandy VC Primary School	Faringdon Academy of Schools (07977368)	3230		Academy		01/11/2013	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)		Pri
Cholsey Primary School	Cholsey Primary Academy Trust (08722647)	2596		Academy		01/11/2013	Voluntary converter	Joining the OPEN Umbrella Trust.		Pri
Grove C of E Primary School	Oxford Diocesan Schools Trust (08143249)	3228		Academy		01/12/2013	Voluntary converter	MAT - joining the Oxford Diocesan School Trust (ODST)		Pri
The Hendreds CE Primary School, Wantage	Oxford Diocesan Schools Trust (08143249)	3250		Academy		01/12/2013	Voluntary converter	MAT - ODST		Pri
John Mason Secondary School, Abingdon	John Mason Academy Trust (8786136)	4126		Academy		01/02/2014	Voluntary converter	MAT-Single converter		Sec
St Christopher's C of E Primary School, Cowley	Oxford Diocesan Schools Trust (08143249)	3262	2010	Academy		01/02/2014	Voluntary converter	MAT - ODST		Pri
Wheatley CE Primary School	Oxford Diocesan Schools Trust (08143249)	3166	2009	Academy		01/03/2014	Sponsored Academy brokered by DfE	MAT - ODST		Pri
Wheatley Park School (secondary)	Wheatley Area Learning Trust (08979902)	4077		Academy		01/05/2014	Voluntary converter	Converting as a single academy to form a MAT - Wheatley Area Learning Trust		Sec
Eynsham Primary School	Eynsham Partnership Academy (07939655)	2200	2013	Academy		01/05/2014	Sponsored Academy brokered by DfE	Bartholomew School as Sponsor. Forming a MAT - Eynsham Partnership Academy		Pri
Stanton Harcourt C of E Primary School	Eynsham Partnership Academy (07939655)	3130		Academy		01/05/2014	Voluntary Converter	MAT - Eynsham Partnership Academy		Pri
Standlake C of E Primary School	Eynsham Partnership Academy (07939655)	3127		Academy		01/06/2014	Voluntary converter	MAT - Eynsham Partnership Academy		Pri
St Peter's C of E Primary School, Cassington	Eynsham Partnership Academy (07939655)	3651		Academy		01/06/2014	Voluntary Converter	MAT - Eynsham Partnership Academy		Pri
Freeland C of E Primary School	Eynsham Partnership Academy (07939655)	3208		Academy		01/06/2014	Voluntary Converter	MAT - Eynsham Partnership Academy		Pri
Hanborough Manor C of E Primary School	Eynsham Partnership Academy (07939655)	3147		Academy		01/07/2014	Voluntary Converter	MAT - Eynsham Partnership Academy		Pri
The Cooper School (secondary)	Bicester Learning Academy (09053713)	4032		Academy		01/07/2014	Voluntary Converter	Forming a new MAT - Bicester Learning Academy		Sec
Glory Farm Primary School	Bicester Learning Academy (09053713)	2211		Academy		01/07/2014	Voluntary Converter	MAT - Bicester Learning Academy -with Cooper school		Pri
Holy Trinity Catholic Primary School	The Pope Francis Catholic Multi Academy Company (09113542)	3420		Academy		01/08/2014	Voluntary Converter	MAC under the Birmingham Archdiocese- The Pope Francis MAC		Pri
Blessed George Napier Catholic Secondary School, Banbury	The Pope Francis Catholic Multi Academy Company (09113542)	4600		Academy		01/08/2014	Voluntary Converter	MAC under the Birmingham Archdiocese- The Pope Francis MAC		Sec
St Joseph's Catholic Primary School, Banbury	The Pope Francis Catholic Multi Academy Company (09113542)	3825		Academy		01/08/2014	Voluntary Converter	MAC under the Birmingham Archdiocese- The Pope Francis MAC		Pri
Bayards Hill Primary School	Cheney School Academy Trust (8319810)	2624	2015	Academy		01/10/2014	Sponsored academy brokered by DfE	Forming a new MAT w Cheney School as sponsor		Pri
St Nicholas CE Primary School, East Challow	Vale Academy Trust (07674473)	3224		Academy		01/10/2014	Voluntary converter	MAT - to join the Vale Academy Trust		Pri
Millbrook Primary School	Vale Academy Trust (07674473)	2603	2016	Academy		01/12/2014	Sponsored academy brokered by DfE	MAT - joining Vale Academy Trust		Pri
Meadowbrook College (PRU)	Radcliffe Academy (09334026)	1106		Academy / PRU		01/02/2015	Voluntary Converter	Converting as a single academy to form a MAT - Radcliffe Academy	Was originally forming a MAT - w Oxfordshire Hospital School.	Spec
St Peter's Church of England Infant School, Avescot	Oxford Diocesan Schools Trust (08143249)	3550		Academy		01/03/2015	Voluntary Converter	MAT - ODST		Pri
St Christopher's Church of England Primary School, Langford	Oxford Diocesan Schools Trust (08143249)	3555		Academy		01/03/2015	Voluntary Converter	MAT - ODST		Pri
The Blake Church of England Primary School	Oxford Diocesan Schools Trust (08143249)	3600		Academy		01/03/2015	Voluntary Converter	MAT - ODST		Pri

Matthew Arnold School (secondary)	Not yet agreed	4128		Community	01/06/2015		Voluntary Converter	MAT - as a single converter but with ability for other schools to joining later. This school previously applied in 2012 and has now had their AO reactivated by the DIE. Further information will be provided when available		Sec
Bicester Community College	Not yet agreed	4030		Community	01/08/2015		Sponsored academy brokered by DIE	MAT - Activate Learning	The conversion date was brought forward to 1 March because of general election issues then changed again to August by request of sponsor.	Sec
Wood Green School (secondary)	Not yet agreed	4052		Community	01/07/2015		Sponsored academy brokered by the DIE	MAT - Challenge Partners	Moved from 1/4/15 to 1/7/15 - agreed with Die and sponsors.	Sec
North Leigh CoE Primary	Oxford Diocesan Schools Trust (08143249)	3128		VC	01/07/2015		Voluntary Converters	MAT - Joining ODST		Pri
Bampton	Oxford Diocesan Schools Trust (08143249)	3131		VC	01/07/2015		Voluntary Converters	MAT - Joining ODST		Pri
Finstock	Not yet agreed	3040		VC	01/10/2015		Voluntary Converter	MAT - forming the Mill Academy (Trust?) with Henry Box Secondary Academy		Pri
Queen Emma (was Queen's Dyke)	Not yet agreed	2304		Community	01/10/2015		Voluntary Converter	MAT - forming the Mill Academy (Trust?) with Henry Box Secondary Academy		Pri
St Mary's Infants Witney	Not yet agreed	3207		VC	not agreed		Voluntary Converter	MAT - forming the Mill Academy (Trust?) with Henry Box Secondary Academy	Some details to be agreed before date is set	Pri
The Warriner School		4007		Foundation			Voluntary Converter	MAT	Application in to DIE. Looking at Oct / Nov 2015	
Horton Primary School		2001		Community			Voluntary Converter	MAT - joining the Warriner MAT	Application in to DIE. Looking at Oct / Nov 2015	
Sibford Gower Endowed Primary School		3005		Controlled			Voluntary Converter	MAT - joining the Warriner MAT	Application in to DIE. Looking at Oct / Nov 2015	
Hailey CE		3123		VC			Voluntary Converters	MAT - Joining ODST		
Burford Primary		2251		Community			Voluntary Converters	MAT - Joining ODST	Application in to DIE. Looking at some time in 2015 - possibly July / August.	
Bishop Carpenter CoE (VA)		3302		VA			Voluntary Converters	MAT - Joining the Warriner MAT	Application in to DIE. Looking at Oct / Nov 2015	
Tower Hill Primary		2303		Community			Voluntary Converters	The Cherwell Academy Trust	Application in to DIE. Hoping for Oct 2015	
Wolvercote Primary		2534		Community			Voluntary Converters	The Cherwell Academy Trust	Application in to DIE. Hoping for Oct 2015	
St James, East Hanney		3225		VC			Voluntary Converters	Joining the Vale Academy Trust	Indicated they wanted an October 2015 date.	
The Batt		3605		VA			Voluntary Converters	MAT - Joining ODST	Application in to DIE. Looking at some time in 2015 - possibly July / August.	

Schools which have previously consulted on academy status but are taking no further action at present										
Ducklington		3122		VC			Was a voluntary Converter			Was going to join the Mill Academy.
Oxfordshire Hospital School (special school)		7017		Community			Was a voluntary Converter	Was going to form a MAT - w Meadowbrook College - proposed name of Radcliffe Academy		No longer looking at converting.
Cumnor C of E Primary School		3223		Controlled			Consulted - taking no further action			currently looking at other options as received recent 'good' ofsted rating and therefore may not go down sponsored route.
Larkrise Primary School		2543		Community			Consulted - taking no further action			received good ofsted rating - looking at different options
Barley Hill Primary School		2463		Community			Consulted - taking no further action			
William Morris Primary School		2059		Community			Consulted - taking no further action			
Gateway Primary School		2245		Community			Consulted - taking no further action	MAT		application and are considering other collaborative options Le collaborative companies
Carterton Primary School		2252		Community			Consulted - taking no further action	MAT		
Carterton Community College		4041		Community			Consulted - taking no further action	MAT		
Edith Moorhouse Primary School		2255		Community			Consulted - taking no further action	MAT		
Chiltem Edge School (secondary)		4092		Community			Consulted - taking no further action			Complex site, no target date set yet
Springfield Special School		7012		Community			2 stage conversion - converted to Foundation School (1/6/12). Conversion to Academy as next part of conversion taking no further action at present			
Fitzharry's School (secondary w 6th form)		4127		Community			Voluntary Converter			consulting on options with local schools and parents, looking at a MAT w local partners as best option

New academies with confirmed opening dates	Trust name / sponsor	DfE code	No. of places	Type of Academy	Planned opening date	Opened	Age range	Additional information	Additional Comments
Tyndale Community Primary Free School	Chapel Street Community Sch	2008	470	Free School	Sep-14	01/09/2013	4-11		
Heyford Park Free School	Heyfordian School Trust	4003	840	Free School	Sep-14	01/09/2013	4-16		
Europa		4002		Free School	Sep-14	01/09/2013	4-11	Languages school	
MacIntyre Academy for Autistic Pupils (Endeavour Academy)	MacIntyre Academy Trust	7003	25	Academy	Sep-14	01/09/2014	11-19		
Banbury Space Studio	Aspirations Academy Trust		300	Studio School	Sep-15	01/09/2014	14-19		
UTC Oxfordshire (at Didcot)	Activate Learning		350	UTC	Sep-15		14-19		
Bicester Technology Studio School	Activate Learning		310	Studio School	Sep-16		14-19		Preferred location Bicester Community College site
North West Bicester (eco-town)	White Horse Federation			Primary school academy	Sep-16		3-11	26fte nursery for 3-year-olds; EY accommodation may also provide option for 2-year-old places until school reaches full operating size. 8 places places for specialist resourced provision - communication and interaction needs, physical or sensory needs.	To meet demand from new housing development. Cuckoo nesting at St Edburg's now unlikely with delay in build programme.
Great Western Park, Didcot	GEMS Learning Trust	2012	420	Primary school academy	Sept 2016 (Nursery possibly from Easter)		3-11	26fte nursery for 3-year-olds; GEMS considering 2-year-olds at least in short term	To meet demand from new housing development in Great Western Park. A private day nursery will be opened close to the school - planned for 2016
The Aureus secondary school, Great Western Park, Didcot	Secondary - co-location with UTC (due to open 2015)	4004	1200 places	11-16	Sep-17	Approved by DIE in principle		Glyn Learning Foundation (GLF) - approved by SoS subject to funding agreement.	To meet demand from new housing development in Great Western Park.

Proposed new academies opening date not yet approved	Type of school	DfE Code	Size	Age range	Proposed opening date	Progress	Nursery and SEN	(Potential) Sponsor/s	Additional comments
Great Western Park, Didcot	2nd Primary	2011	2fe	3-11	Sep-18	Approved by DIE in principle	26fte nursery for 3-year-olds	Glyn Learning Foundation (GLF) - approved by SoS subject to funding agreement	To meet demand from new housing development in Great Western Park. A private day nursery will be opened close to the first primary school - planned for 2016
Grove and Wantage area	Grove Airfield: 2 primaries and a secondary; Crab Hill primary					Initial consultation			Consultation has taken place looking at both primary and secondary requirements/options in response to significant housing developments proposed in both areas. The dates for the next steps in opening the school/s will be confirmed once there is a clear timescale for the housing development
Barton West	Primary		1.5fe	3-11	Sep-16	Sponsor interviews March 2015	26fte nursery for 3-year-olds; EY accommodation would also provide option for 2-year-old places, at least while school remains at 1.5fe. 8 places places for specialist resourced provision - behaviour, emotional and social difficulties.	Eol being invited by 8 December 2014.	
West Witney - primary school	Primary		1.5fe	2-11	2017	Specification agreed	39fte nursery for 2- and 3-year-olds. 6 places places for specialist resourced provision - communication and interaction needs, physical or sensory needs.	Eol to be invited once timescale of housing development confirmed	Building unlikely before 2018. Aim to open as cuckoo school 2017. Potential cuckoo nests at West Witney, Queen Emma's or Witney Comm (in order of suitability)
Banbury (Bankside) Longford Park	Primary		1.5fe	2-11	provisionally Sept 2016	Preferred sponsor recommendation to Cabinet March 2015	39fte nursery for 2- and 3-year-olds. 6 places places for specialist resourced provision - communication and interaction needs, physical or sensory needs.	EOI till October 2014 with a view to making a recommendation to the SoS in February 2015.	To meet demand from new housing development.
SW Bicester	Secondary		600 places	11-16	provisionally Sept 2018	Initial consultation	To be confirmed following specific consultation after Studio School confirmed.		To meet demand from new housing development.

Maintained estate before academies:		
34 sec schools that were maintained	Total of COMPLETED Academy conversions	Total Secondary conversions (/34): 25
232 pri " " "	(See col L for figures that include new schools),	Total Primary conversions (/232): 49
13 special " " "	these include all academies, not just converters	Total Special conversions (/13): 5

NB these figures did not include PRUs (Meadowbrook) but do include Radcliffe Academy

NB: not including new schools (just converters)	% Secondary conversions:	74%	75%
(See col L for figures that include new schools),	% Primary conversions:	21%	22%
these include all academies, not just converters	% Special conversions:	38%	43%

Schools in progress of conversion	Total Sec in progress	3
	Total Pri in progress	5
	Total Spec in progress	0

Total no. of Academies incl. 'in progress'	Total Sec incl in progress:	28
	Total Pri incl in progress:	54
	Total Spec incl in progress:	5

Total Academy conversions incl. 'in progress'	% Secondary conversions (incl in progress):	82%
Excl. in consultation stage (From AO onwards)	% Primary conversions (incl in progress):	23%
	% Special conversions (incl in progress):	38%

All OCC schools, Free, Special, UTC + Studio (NOT in progress schools)	Total state-funded schools:	285
	% Academies:	29%

Division(s): All

## EDUCATION SCRUTINY COMMITTEE - 16 APRIL

### The Advantages and Costs of Breakfast Clubs in Schools

#### Report by Director for Children's Services

#### Introduction

1. This report has been written in response to a motion from Cllr Gill Sanders which asked that this Committee should: “ *consider asking those schools which currently do not, to provide school breakfast clubs for their pupils. In particular, it is asked to consider the impact this would have on raising attainment, improving absence rates and lateness and to investigate how sponsorship, alongside the Pupil Premium, might fund the breakfasts. This information should then be provided to all schools in the County.*”
2. Common sense tells us that if children and young people are properly “fed and watered” that will make a positive contribution to their health and wellbeing and that this may well, in turn, serve to improve such things as attendance, attention and behaviour and, ultimately, contribute to improved learning.
3. Breakfast clubs have been a way of life in some schools for many years. The original motivation for many of them was driven as much by a social conscience as a desire for improved individual (..and therefore school) performance, and recognition that many young people arrive at school with little or no breakfast, not by choice but simply because that option is not available at home.
4. The local authority has no central record of which schools and academies have breakfast clubs but a “quick and dirty” survey of schools and academies in the City and Banbury reveal that of 61 schools’ and academies’ websites (a mixture of secondary, primary, special and nursery) 23 make reference to the existence of a breakfast club. This may not be a robust piece of data however each website is different and evidence of a breakfast club is not, necessarily, immediately evident. It does, however, point to the likely proportion of schools and academies in these areas, which have breakfast clubs.

#### The evidence

5. What common sense tells us is borne out, by and large, by the evidence. The National Foundation for Educational Research (NFER) published a report in July 2006, *Research into School Breakfasts in Wales*. While this is now a decade old the principal findings are likely to still be valid. The final report opens with a summary of the research which has preceded it. What follows

are direct quotes from that part of the report with particular reference to the health and educational benefits of breakfast clubs.

*“Health and nutritional benefits of breakfast provision*

*Research has revealed the proportion of school pupils who do not eat breakfast. According to the Ministry of Agriculture, Fisheries and Food study (2000), 17 percent of British school children leave home in the morning having eaten nothing, while Balding (2000) states that breakfast is a particularly common meal to miss. In a survey of Year 6 pupils, five percent reported eating no breakfast, three percent just had a drink, and nine to thirteen percent ate crisps or chocolate for breakfast. In a survey of Year 10 girls, more than a fifth (21 percent) reported eating no breakfast. The Child Poverty Action Group has estimated that 30 percent of children do not go home to a cooked meal and that for some a school meal is the only ‘real meal’ they get each day (NPI, 2000)*

*The poor, long-term health prospects arising from the imbalanced diets of many children have been documented (Donovan and Street, 1999). It is suggested that breakfast clubs can address these health needs by contributing to children’s nutritional requirements for a balanced diet by providing a meal at the beginning of the day (Street and Kenway, 1999). Breakfast clubs have the potential to have a significant impact on children’s health and wellbeing by providing a nutritious breakfast or supplementing daily diets with fruit (Lucas, 2003)....*

*The UEA (2002) reported that clubs had reinforced messages about the importance of eating breakfast and that pupils who had taken part in those clubs had disseminated messages about health and nutrition elsewhere, for example in their own homes.*

*Breakfast clubs can also offer an opportunity to teach children about healthy foods, the importance of healthy eating and food hygiene, as well as providing information on unhealthy behaviours such as smoking and drinking (Street and Kenway, 1999).*

*Educational benefits of breakfast provision*

*The New Policy Institute (NPI) suggests that educational difficulties often arise from the ‘erratic attendance and poor concentration and behaviour in school’ exhibited by a significant number of children from the first years of primary school (Donovan and Street, 1999). A number of studies indicate that breakfast clubs have the potential to address these issues and improve the educational experience of pupils, particularly in terms of classroom performance, school attendance and punctuality (BNF, 2005; Teachernet, 2005b; NPI, 2000).*

*In terms of classroom performance, Street and Kenway (1999) suggest that breakfast clubs provide a form of before-school care in an informal atmosphere which helps the children start the school day on time, calm and*

*ready for learning, rather than having their concentration interrupted by feelings of hunger. This conclusion was supported by the UEA (2002) who found that: 'There were felt to be close associations between mental alertness and reduced preoccupation with feelings of tiredness or hunger, a more social, settled transition into the school day, or the development of more positive attitudes towards the school'. Studies by the NPI (2000) and the UEA (2002) found that attendance at such clubs made the children appear more settled, attentive and motivated to learn (BNF, 2005) and that it appeared to 'smooth the transition between home and school' (UEA, 2002). Research into pupils with emotional and behavioural difficulties indicated that there were significant positive effects of providing breakfast. These included increasing on-task behaviour (Bro et al., 1994, 1996), bringing about a decrease in behavioural problems (Terry and Kerry, 2000) and helping the children start the day in a good mood which was perceived as having an overall educational benefit (Watson and Marr, 2003). However, the UEA (2002) found that in some schools behaviour was said to have declined as children had become more energetic.*

*Research also suggests that breakfast clubs have a positive effect on attendance. In an evaluation of breakfast clubs within an Education Action Zone in Middlesbrough (Simpson, 2001) it was found that groups of pupils who regularly participated in breakfast clubs improved their attendance at a faster rate than those who did not attend. Clubs were a way of ensuring that pupils arrived in school earlier and with less fuss (UEA, 2002) and that by attending school more frequently, pupils were in a better position to take advantage of the opportunities available to them (Simpson, 2001). The clubs could also offer a quiet space for homework and the opportunity for small-group learning support (Street and Kenway, 1999).*

6. While on the one hand some food is, generally, better than no food, account does need to be taken of the School Food Plan, a new set of standards for all food served in schools and academies which was launched by the Department for Education. The standards became mandatory in all maintained schools, academies and free schools with effect from January 2015. The standards are of application throughout the school day, including breakfast. Menus do therefore need to be co-ordinated to ensure that the standards are maintained and that proper account is taken of breakfast fare.
7. As can be seen, the benefits of breakfast clubs are considerable with only a fleeting reference to the potential for pupil behaviour to decline as a result of pupils becoming more energetic!
8. The NFER report goes on to discuss the many and various social benefits for children and young people of attending breakfast clubs.
9. In summarising the existing research the report notes that:

*The provision of school breakfasts has been inspired by evidence of the positive impact it can make on a range of issues, including school attendance,*

*punctuality, concentration, attainment, and in promoting messages about health and nutrition; such programmes have been introduced in a number of countries worldwide.*

*There is little quantitative evidence about the effectiveness of school breakfasts; however the qualitative evidence is consistently positive. (Research into breakfast clubs in Wales, 2006. p.20)*

## **Funding**

10. As with so many great ideas, breakfast clubs are constrained, to some extent, by funding. As the NFER report notes:

*Research suggests that the most significant challenge to breakfast provision in schools is finance. Financial viability and stability have been highlighted as major factors that may limit the development of breakfast clubs (Street and Kenway, 1999). In some cases volunteers contributed extensively to running breakfast clubs but it was recognised that relying on this support was not a sustainable approach (UEA, 2002). This meant that difficult decisions may have to be taken about breakfast clubs when the initial funding comes to an end. Dilemmas regarding prioritising the school budget could mean that breakfast clubs become overlooked (Teachernet, 2005a). A national evaluation of a breakfast programme pilot scheme in England undertaken by the Department of Health in 1999 indicated that the stability of such clubs was a major concern for all stakeholders and in some cases charges were introduced to supplement the initial input of funding or provide a source of funding when initial funding ran out. However, even nominal charges were considered a barrier to attendance (Shelmit et al., 2003). There is also evidence to suggest that even when fees were charged for attending the clubs, finances remained a concern (Street and Kenway, 1999)....*

*Staffing represented the main item of cost associated with the delivery of breakfast clubs (Street and Kenway, 1999) (Teachernet 2005a). This was especially true of primary schools where supervision ratios were higher than secondary schools (UEA, 2002). Staff recruitment and retention was also highlighted as a real concern (Street and Kenway, 1999). (Research into breakfast clubs in Wales, 2006. p.11)*

11. The most straightforward means of funding is of course for a school or academy to use its own resources. An Ofsted report on the use of Pupil Premium notes that some primary schools use it for this purpose. For some schools however there will be other greater priorities.
12. There are, however, other sources of funding but which may not be obviously or immediately available and would require further investigation at a local (school) or County level. These would include such things as charitable or private business grants.



## **Conclusion**

13. The *overall* benefits of breakfast clubs are evident but they come at a price; the cost of the food itself and identification and cost of staff or volunteers to run them.
14. Members of the committee will be aware of the high degree of autonomy vested in schools and academies and that it is for them to decide, according to their circumstances, whether or not to run a breakfast club and, if so, how. The committee may not be able to require the introduction of breakfast clubs but it can commend them to schools and academies.

## **Financial and Staff Implications**

15. There are none for the Local Authority but there are for those schools and academies which run breakfast clubs.

## **Equalities Implications**

16. Breakfast clubs are likely to be of particular benefit to pupils whose families may find it difficult to provide their children with a nutritious start to the day.

## **RECOMMENDATION**

17. **The Committee is RECOMMENDED to:**
  - (a) **Ask officers to draw this report to the attention of headteachers and chairmen of governors with a suggestion that active consideration be given to the introduction of breakfast clubs in schools and academies which do not already have them. The suggestion to include a recommendation that this might extend to discussion with colleagues in schools or academies which do have breakfast clubs; and**
  - (b) **Ask officers to explore what charitable or other sources of funding might be available to support breakfast clubs in Oxfordshire and to alert schools and academies to those opportunities.**

**JIM LEIVERS**  
**Director for Children's Services**

Background papers:

G. Jones, R. Powell, R. Smith, A. Reakes, *Research into school breakfasts in Wales*, NFER, July 2006

*The Pupil Premium*, Ofsted, September 2012

Contact Officer: John Mitchell , Assistant to the Director 01865 815619

April 2015

This page is intentionally left blank



**OXFORDSHIRE  
COUNTY COUNCIL**

# **Scrutiny Annual Report**

**2014 – 2015**

## **Foreword**

2014-15 has been a busy year for our Scrutiny Committees. It has also been a time of change for the Cabinet Advisory Groups, as two have reported on their findings.

Our Committees have been involved in improving service provision, informing policy development, and ensuring transparency in service delivery. We have held service deliverers to account and addressed issues of concern for our community.

Following the introduction of the governance arrangements and the Monitoring Officer's Governance and Constitutional reviews, our Scrutiny Committees have been responding to recommendations. Members have also cemented that Scrutiny Committees are an effective means of reviewing educational issues, health services and performance management but also that transparency and targeted scrutiny was essential.

The Service & Resource Planning process for 2015/16 to 2017/18 set out a number of pressures for the County Council to deal with and as we look forward the role of the Scrutiny Committees will become increasingly important to ensure service delivery is not compromised as budgets continue to reduce.

Scrutiny plays a pivotal role in delivering democracy and ensuring the council's services are delivered to the highest standards. Faced with uncertain times as governance processes are set to change we remain committed to our scrutiny role. Challenging and scrutinising specific service areas, to ensure that the Council delivers effective services to the communities that live and work in Oxfordshire remains our priority.

**Cllr Liz Brighthouse OBE** – Chairman of the Performance Scrutiny Committee

**Cllr Mark Gray** – Chairman of the Education Scrutiny Committee

**Cllr Yvonne Constance OBE** – Chairman of the Health Overview and Scrutiny Committee

## **Introduction**

Since the last Scrutiny Annual Report, the scrutiny function has made some changes as part of the Governance and Constitutional Reviews. The committees have become more strategic in their focus and look at issues in a more cross cutting way. They have driven a more towards greater openness and transparency which manifests itself as services being more open to challenge.

The Governance Review looked at the decision-making arrangements which took effect in May 2013 and assessed their effectiveness in engaging members more fully and integrating policy and performance management more closely.

The Constitution Review assessed the full Constitution and in particular key sections such as the Council, Cabinet, Scrutiny, Contract and Financial Procedure Rules – updating, clarifying and improving the rules which underpin the Council's governance.

The reviews noted the Scrutiny Committee's must continue to work towards developing a more targeted focus, on key issues and performance. For example, using member briefings to increase specialist knowledge and carrying out reviews of specific areas of concern. Furthermore the reviews requested that Cabinet Advisory Groups ensure they are contributing effectively and visibly.

The scrutiny functions responded by striving for greater clarity on issues of concern, holding regular Chairmen's meetings to share information and holding service deliverers to account publicly. Where matters fall within the remit of more than one Scrutiny Committee the Chairmen of the relevant Scrutiny Committees determine which of them will assume responsibility for the particular issue to ensure effective scrutiny and to avoid duplication.

The Council has faced a continually changing and difficult working environment this year and the Scrutiny Committees have needed to respond. They have ensured a focus on priority issues where their scrutiny can add real value and insight. They have strived to inform decision making and challenged process and service delivery where they can make the most impact and effect outcomes for Oxfordshire residents. This is an area the Committee's will continue to work on in the coming year to ensure they are focused in the right directions.

This Scrutiny Annual Report provides an overview of the work of the council's Overview and Scrutiny Committees in 2014/15.

This report is structured by Committee. It explores some of the areas of work each of the Committees have undertaken over the last year and highlights where influence has been greatest. The intention of the report is to provide an overview of the work of the Scrutiny Committee's and Cabinet Advisory Groups. It emphasises areas where scrutiny has had a tangible impact on decision-making, and therefore on the lives of the people of Oxfordshire. The broad range of case studies demonstrates the nature and breadth of issues that the committees have scrutinised.

The response of responsible authorities to the recent Serious Case Review into Child Sexual Exploitation in Oxfordshire is an important area for scrutiny in the coming year. All three committees will have a role in scrutinising activity to address the recommendations in the report.

Membership details for the Scrutiny Committees are provided in Annex 1.

## **Performance Scrutiny Committee**

The Performance Scrutiny Committee has a membership of 11 county councillors and is chaired by Cllr Liz Brighthouse OBE. The county councillor membership is politically proportional to the membership of the Council. The Committee met 8 times in 2014/2015. Some of its key functions, as outlined in the Constitution, include:

- Responsible for scrutinising the performance of the council
- Providing a focused review of corporate performance, directorate performance
- Financial reporting and budget scrutiny
- Responsible for raising queries or issues of concern that may occur over decisions being taken in relation to adult social care, to provide a specific committee for addressing such queries.
- The committee that discharges the Council's scrutiny responsibilities under the Crime and Justice Act 2006, to review and scrutinise decisions made or actions taken by community safety partners.

### Budget Process

The Performance Scrutiny Committee has overall responsibility for scrutinising budget proposals. The preparation of budget proposals for the period 2015/16 to 2017/18 was a refresh of the previous year's budget but provided just as much challenge for the council as in previous years due to the further savings that were required. Cuts to the grant the council receives from government and a limited ability to raise funds through increases in council tax mean that by 2018 the council will have made savings of £292m since 2010. So far the council has worked hard to deliver efficiencies and savings of £204million. But we still have a further £88m worth of annual savings to make. As the need to make savings continues, the necessity to make significant cuts to service provision become more likely.

The Committee are committed to the principle of transparency in the budget setting process and have continued to ensure that there is effective challenge to proposals; not just through their scrutiny, but improved briefing and engagement of all members at an early stage in the process.

During their deliberation of the budget proposals the Committee identified a number of issues that it urged Cabinet to consider over the coming year prior to the next budget planning cycle:

- Reviewing the potential impact and related increase in cost of paying social care providers at a level that allowed them to pay care workers the living wage.
- The interdependency between the reshaping of early help services and the need for wider change to the shape and structure of services across the whole Children, Education and Families directorate.
- The opportunity for the library service to develop in a way that supports a broader move to digital access of our services.
- Asking directorates to review the level of challenge within performance indicators and the proposed targets, to ensure that they are realistic and manageable.

Overall the Committee sent a clear message to Cabinet that there was a need to maintain the quality of Council services when making savings, particularly where they are delivered through contracts. As a result the Committee identified the need to be directly involved in the scrutiny of contract performance, to ensure that effective public scrutiny takes place. The Committee also asked Cabinet to consider the need to maximise income generation opportunities across all directorates.

### Performance Management

Having spent the first year taking a broad perspective across all service areas, the Committee have created a tighter focus to scrutiny this year. They have held more detailed discussions about specific service areas, enabling a more in depth consideration and challenge.

The council spend £450m on commissioned services. This equates to 65% of the councils non-schools total budget and capital programme. As the need to make savings deepens it becomes more crucial to ensure that commissioned services deliver the quality services expected. The Performance Scrutiny Committee have demonstrated their commitment to this principle by focusing attention on the performance and management of contracts.

Last year, the Committee identified concerns with the effectiveness of the highways contract. Following a public investigation of the performance of the highways contract by the Committee there was an initial improvement in performance. The Committee have continued to monitor performance in this area and investigated the implementation of actions recommended following a peer review, together with officers and representatives from Skanska. The Committee identified that there was still improvement to be made in planning work to respond to problems of managing a declining road system, communications between the council and provider, and monthly performance management. The Committee urged officers to expedite their work to implement these improvements.

### Safeguarding of Children

The Performance Scrutiny Committee acknowledges its vital role in scrutinising the work that the council undertakes, together with partners, to safeguard children. The members are committed to ensuring the council is effectively safeguarding the most vulnerable people within our communities.

Through the quarterly scrutiny of performance it became clear to the Committee that the council's children's social care services were under pressure. They regularly reported high numbers of children being placed on child protection plans and coming into our care, with an accompanying difficulty in carrying out reviews and visits to these children within the required timescales. The early stages of the service and resource planning process also revealed that this was causing considerable pressure on budgets. The Deputy Director for Children's Social Care, together with the Cabinet Member for Children, Education and Families, were invited to speak to the Committee. The Committee explored the current levels of demand and caseloads and discussed the underlying causes. The Committee were reassured by observations from OFSTED inspectors that caseloads per social worker were in line with or below the national average. They were then encouraged by early plans for a



pilot in the north of the county to tackle the underlying causes of the current demand. The pilot will focus on neglect and more joined up working practices. The Committee invited officers to return to report on the findings of the pilot. Members will further explore how to maximise the benefit from any identified good practice, both challenging and supporting the service to work out appropriate solutions

In May 2014 the Cabinet Advisory Group on the Strategic Assurance Framework for Safeguarding Children and Young People made a series of recommendations to Cabinet. A cabinet advisory group is an task and finish group set up to examine topics selected by Cabinet which align to corporate council priorities. The purpose of this group was to consider the existing strategic assurance framework for safeguarding children and young people and make any recommendations to Cabinet for changes. One of the recommendations adopted by Cabinet was for the Performance Scrutiny Committee to review how they monitor and performance manage the key safeguarding and child protection work of the Council and its key partners.

Consequently, the Committee have initiated closer working with the Oxfordshire Children's Safeguarding Board (OCSB) and invited Maggie Blyth, the independent chair of the the board to present her annual report. The Committee discussed the work of the Kingfisher Team in safeguarding those children at risk of child sexual exploitation. It was agreed that Maggie Blyth would return to the Committee later in the year to present the findings of an independent review of the team later in the year; giving the Committee to consider implications for the council. The Committee explored in some detail the safeguarding risk presented by children who go missing regularly. They were particularly concerned with how reporting in this area can be improved across partners to better understand how missing children can be better supported and protected. It was agreed that further work would be carried out between the board and the council to propose effective reporting around missing children, to be discussed in March 2015.

#### Adult Social Care

As well as recognising the vital role in scrutinising the work that the council undertakes with children, the Performance Scrutiny Committee also acknowledges an equivalent responsibility to scrutinise adult social care activity.

Through the quarterly scrutiny of performance the Committee members identified that there was a continuing trend of poor performance around the council's reablement services provided by Oxford Health and commissioned by the council. Reablement offers short term support designed to help people regain independence after ill health. The contract is managed through the Joint Commissioning Team so the deputy director attended the Committee to provide further evidence and discuss the Committee's concerns. The Committee examined the contract arrangements and performance in detail and revealed underlying causes around workforce availability and community based referrals. Work is taking place within the service, the results of which will be further scrutinised by the Committee to ensure that it an effective response to the underlying problems is implemented.

The Committee also explored the wider issue of adult safeguarding, seeking to understand the extent of the Council's responsibility. The Committee addressed

issues around the referral process, definitions of abuse and appropriate monitoring and performance tools. The key outcome was an agreement for the Committee to examine the annual report of the Oxfordshire Safeguarding Board, later this year and then in all subsequent years. The Committee wish to use their examination as an opportunity to ask searching questions, explore information in more depth and ensure agreed actions are implemented.

### Call In

The call-in procedure allows the Performance Scrutiny Committee to compel the Cabinet to reconsider a decision made by its members, but not yet implemented. There must be compelling grounds for review. The Committee have considered two call in requests this year.

#### Middleton Stoney Road, Bicester: Proposed Road Humps and Puffin Crossing

The Cabinet Member for the Environment had made a decision to create road traffic calming measures on the Middleton Stoney Road, in line with a previous planning application to Cherwell District Council. The Committee explored the grounds for the call in and agreed that there was sufficient doubt about the process and nature of the public consultation carried out prior to the decision being made to mean that it was not 'proper' consultation. The Committee referred the decision back to Cabinet on the grounds that there was insufficient consultation with local county councillors.

#### Proposed Pelican Crossings - A415 Marcham Road and Ock Street, Abingdon

The Cabinet Member for the Environment made a similar decision to provide and move pelican crossings in Abingdon, again in line with a previous planning application. The Committee considered it was the responsibility of the council to carry out an assessment of the impact of the proposals on the wider traffic network. They also challenged officers on the basis that although guidance had been referred to it was not explicitly guidance that related to the sighting of pedestrian crossings. The Committee agreed to refer the decision back to Cabinet on the grounds that neither the officer's report nor the Cabinet Member's decision appeared to be based on the Department of Transport Guidance into the assessment of pedestrian crossing sites; and that the Cabinet Member did not take due account of the impact of the changes on the wider local traffic network.

### Forward Planning

The council continues to face challenging and changing times. There is likely to be a further squeeze on funding following the general election. In response, the organisation is considering a new shape and structure as it modernises. The Committee will look to identify issues that are of most significance to the council as a basis for the forward plan of work.

The Performance Scrutiny Committee is committed to strengthening its role in providing robust challenge to the performance of the council. Over the next year the Committee will continue to conduct public scrutiny of the performance of commissioned services and focus on holding detailed discussions about specific service areas, enabling a more in depth consideration and challenge. The Committee also seeks to maximise the effect of its role in scrutinising the way in which the most vulnerable members of society are safeguarded.

## Education Scrutiny Committee

The Education Scrutiny Committee has a membership of 11 county councillors, 4 co-opted members and chaired by Cllr Mark Gray. The county councillor membership is politically proportional to the membership of the Council. The Committee met 4 times in 2014/2015.

In 2014/2015 there was a standing working group chaired by Cllr John Howson, focusing on educational attainment. The group met 3 times and it concluded its work in January 2015, when a report of its key findings was presented to and endorsed by the Committee.

The Education Scrutiny Committee provides a county wide view of the provision of all the schools in Oxfordshire. As stated in the Terms of Reference of the Committee, the key functions of the Committee include:

- To assist the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
- To provide a challenge to schools and academies and to hold them to account for their academic performance;
- To promote joined up working across organisations in the education sector within Oxfordshire;
- To review the bigger picture affecting academic achievement in the county so as to facilitate the achievement of good outcomes;
- To represent the community of Oxfordshire in the development of academic achievement across the county, including responding to formal consultations and participating in inter-agency discussions;
- To contribute to the development of educational policy in the county.

### Educational Attainment of Vulnerable Groups

Educational performance above the national average at Key Stage 2, and in line with the national average at Key Stage 4. However there are specific vulnerable groups where attainment is noticeably below that of the same cohort nationally. The Committee identified the need to focus on improving outcomes for low attainers and disadvantaged groups.

The Committee uncovered causes for the underperformance of vulnerable groups and challenged officers as regards the support measures in place to narrow the gap in attainment. The Committee highlighted the importance of establishing links to the Oxfordshire Teaching School Alliance and the Schools Forum, and expressed a strong commitment to the principle that raising high aspiration for students is everyone's responsibility.

Looking specifically at the performance of white working class boys, members brought in their own expertise and local knowledge to propose actions for tackling underperformance, and provided concrete examples of best practice from the schools in their areas. Members stressed the importance of role models and mentoring, parental involvement, motivation, and working with voluntary organisations.

As regards looked after children, the Committee raised concern over the high rates of persistent absence among this group, and presented a challenge to officers on the actions needed to further improve the attainment of the 355 looked after children in Oxfordshire. The Committee highlighted the need to raise the profile of the Virtual School and increase understanding of what it means to be a Corporate Parent among school staff. The chairman committed to visiting the Virtual School team, and sent a message that the challenge for the council was around those schools not undertaking their corporate parenting role.

The educational attainment working group carried out further work into understanding the reasons for low attainment and making sure the right provisions are in place for raising attainment. In addition to reviewing the outcomes at different Key Stages, the working group also looked at the monitoring tools used by officers in their understanding of how successful schools are at achieving their educational aims and how schools can be supported to improve outcomes in the current climate where local authorities have few remaining powers.

The work of the group revealed that there are wide disparities between the best and worst schools in the county irrespective of whether they are council maintained schools, voluntary aided or controlled schools or an academy of any description. The group noted that major concern remains over the lack of progress towards the closing of the gap between different groups despite the provision of Pupil and Service Children Premiums.

At the recommendation of the working group a School Improvement Framework briefing for all councillors was organised in June 2014.

#### Pupil Premium

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools use pupil premium differently, and the Committee has sought to understand and scrutinise how pupil premium is being used in schools in disadvantaged areas.

Two schools were invited to give evidence about their use of pupil premium. East Oxford Primary School and St Francis Church of England Primary School presented to the Committee their work using the pupil premium and discussed some of the challenges the schools face. The Committee commended the excellent work of the two schools and emphasised the importance of sharing examples of good practice. The Committee will continue to monitor the use pupil premium and attainment of vulnerable groups across schools in Oxfordshire.

#### Strengthening the Links with the Schools Forum

As part of its role in reviewing governance agreements and resource allocation, the Committee invited the Schools Forum to address the Committee.

Oxfordshire Schools Forum is made up of representatives of schools and academies in the county, and acts as a consultative body on some issues and a decision making body on others. The forum is responsible for decisions on:

- How much funding may be centrally retained within the Dedicated Schools Grant
- Any proposed carry forward of deficits on central spend from one year to the next
- Proposals to de-delegate funding from maintained primary and secondary schools
- Changes to the scheme of financial management

Members heard from Carole Thomson, chair of the Schools Forum, about the role and work of the organisation. The Committee explored how the relationship between the council and the Schools Forum can be strengthened and urged officers to consider developing a compact on collaboration across wider matters other than finance. It was agreed that further work will be undertaken with the Chair of the Schools Forum, the Cabinet Member and the Chairman of this Committee around the introduction of a compact. Members identified that one way of strengthening ties with the Schools Forum is for members of the Committee to attend the meetings of the Schools Forum to better understand their working. The conversation with the chair of the Schools Forum triggered further interest in school funding and this was considered at subsequent meetings of the Committee.

#### Use of Schools Revenue Balances

The Committee was keen to understand the current levels of reserves held by council maintained schools and academies in Oxfordshire. In particular, the committee raised concerns over schools keeping large reserves and presented a challenge to officers on the steps taken to claw back money when unreasonable amounts have been kept by schools. The Committee firmly championed the principle of 'today's funding for today's children' and urged schools to make sure money is spent to ensure that every child is able to make educational progress.

Members also raised concern over the position with regard to academy balances, and asked officers to seek a meeting between the Committee and the Commissioner for Schools and to contact the commissioner with a view to getting some assurance on academy balances.

The Committee sent a clear message that the money in reserves should be spent for the education of today's children and asked Cabinet to support a robust approach to the discussion with school with a view to claw back surplus balances.

As a result of the Committee's request to challenge schools with surplus balances, a report was presented to the Committee on the maintained schools identified as having consistently retained surplus revenue balances, and on the work undertaken to challenge these schools about the plans for use of these balances. The Committee were given assurance that the schools identified in the report will be clearly advised that large balances retained over a period of years was not acceptable. It was emphasised that the majority of schools identified in the report had sound reasons for those balances such as being a very small school where changes in numbers of pupils can have a devastating effect on budgets. The Committee identified that it was necessary to take a school by school approach and officers confirmed that they were meeting with a small number of schools where

there was particular concern to send a clear message that the county council is taking this issue seriously.

The work challenging schools on use of balances is expected to be completed by spring 2015.

#### Universal Free School Meals

The Children and Families Act placed a duty on state-funded schools in England to provide free school meal for all Reception, Year 1 and Year 2 children with effect from September 2014. The Committee received a progress report on the introduction of the new arrangements in July 2014 and subsequently asked for a report on the associated implementation costs of the new arrangements to schools and the council.

The Committee raised concerns that, given the automatic entitlement to free school meals granted by the new arrangements, some parents might choose not to declare their entitlement under the original criteria. This would have a direct impact on the allocation of pupil premium funding in schools. Members discussed how parents can be made aware of the importance of continuing to register for free school meals and provided examples of good practice from local schools. The Committee asked officers to further consider how parents can be encouraged to fill in their claims and how the pupil premium information could be obtained in other ways.

#### Forward Planning

The Committee will continue to look at the attainment of vulnerable groups, focusing specifically on children with special educational needs and children on the edge of care. Members have invited the Regional Ofsted Inspector to address the Committee regarding the role of Oxfordshire County Council and local authorities generally in education. The Committee will continue to use its expertise to make recommendations and help disseminate information and best practice. The Committee remains committed to providing challenge and scrutiny to ensure that the council delivers on its role as champion of all children in Oxfordshire.

#### **Health Overview and Scrutiny Committee**

The Health Overview and Scrutiny Committee (HOSC) is a joint Committee and has a membership of 7 county councillors, five district councillors, three co-opted members and is chaired by Cllr Yvonne Constance OBE. The Committee met five times in 2014/15. Some of the prime functions of the Committee include:

- Reviewing and scrutinising any matter relating to the planning, provision and operation of health services in Oxfordshire.
- Reviewing and scrutinising services commissioned and provided by relevant NHS bodies and relevant health service providers.

The Committee elected a new Chairman, Cllr Yvonne Constance OBE, in September. The constitution was updated to reflect new local authority regulations for health scrutiny. The Committee have looked at a variety of health related issues and services to ensure the best health care provision for the residents of Oxfordshire. The Committee have ensured Healthwatch Oxfordshire, the

independent organisation for patient experiences of health and social care in Oxfordshire, is a permanent feature on their agenda. During the past year there have been five significant issues covered by the Committee.

#### South Central Ambulance Service

The performance of the South Central Ambulance Service has been and continues to be a concern for the Committee. Demand for services has risen in Oxfordshire which has put significant pressure on performance delivery. While Oxford, Cherwell and Oxford City districts perform well the increase in demand has shown a reduction in performance in South Oxfordshire, West Oxfordshire and the Vale of the White Horse. Delays in rural areas are the biggest challenge for the ambulance service. A point highlighted following some serious incidents in these areas which were brought to the attention of members. Additionally the service has seen a change in the pattern of 111 activity which had increased demand and put pressure on the workforce.

These strains on the service combined with concerns about ambulance response to specific incidents led the Committee to call South Central Ambulance Service to account three times in 2014/15. The ambulance service were invited by the Committee to present in detail the difficulties they were facing and provide answers to delays in their response to specific incidents.

While the South Central Ambulance Service performs well in comparison to some areas of England the Committee were keen to understand how national standards were filtering down to the local level. It was essential for the members to understand how ambulance delays were impacting in other areas and what continuity planning the service had in place. The connection with other partners was a key feature to discussions with an emphasis on more joined up working to deal with challenges. Financial cuts to the service are well rehearsed at national levels, but that does not mean Oxfordshire's residents should have a compromised service.

The Committee have challenged the service and their commissioners and emphasised the importance to them of providing a consistent service across Oxfordshire. The Committee continue to monitor service delivery and will delve into the response to specific incidents where they are unsatisfied with the response to ensure that processes are improved and policies reviewed in order to ensure lessons are learnt.

#### Delayed Transfers of Care

Delayed Transfers of Care continues to be an area of poor performance by Oxfordshire. The number of days of delay for people waiting for social care and further health services is over targets. While efforts to address social care capacity show promise and much progress has been made, all the relevant agencies have acknowledged that there is more to be done in this area.

As a well-publicised and often criticised area this has been on the Committee's radar for some time so it is well placed to take a system wide view of the problem. The Committee pushed for a wide reaching discussion with the main health partners to understand why delayed transfers of care continues to be a problem and how that affects performance in other social care areas. The Committee were given a detailed

presentation which highlighted the problems of an increasing ageing population, changes in demand for services and resource capacity. While health care professionals have been coming together to develop a whole systems plan for addressing unacceptable levels of discharge delays, improvements have been slow.

To ensure they were not looking at delayed transfers of care in isolation the Committee were careful to link in wider social care issues including performance of the reablement service and the utilisation of community hospitals. They probed on ways services could be improved and explored what other issues were at play, including resources, staff retention and housing adaptations. During discussions the Committee were able to flush out some further concerns, including how best to deal with the costs of patient delays.

The Committee emphasised the need for effective whole systems collaboration and that they will be watching closely developments within the Better Care Fund as this should be a means to deliver better outcomes and greater efficiencies through a more integrated service across health and social care.

Having such a wide reaching discussion meant the Committee decided there were some other important issues they needed to explore. Most fittingly outcomes based commissioning and how that could contribute to future service delivery.

### Community Hospitals

The Committee have taken an interest in community hospitals this year, as concerns were brought to light about adequate provision. These hospitals provide sub-acute and rehabilitation care, as well as palliative care for people who are not able / do not wish to die at home. Oxfordshire has eight sites with specialist services at some, including stroke rehabilitation and fragility fracture. Oxford Health, NHS Trust Foundation, who provide the service explained to the Committee the improvements to models of care that had been made over the last two years, including discharge planning.

Concerns about bed numbers, staffing and future provision were addressed. Despite a reduction in actual open beds the Committee understood that the overall service had become more productive with activity remaining high and no detrimental impact on patient safety, quality or satisfaction rates. It was clear that challenges for sustainable and high quality delivery of community hospitals focused around the increased acuity and dependency of the patient population, recruitment of nursing and medical staffing and the state of the community hospital estates.

Recruitment of high calibre nursing staff is not a unique problem to Oxfordshire. It is a national challenge affecting all areas of social and medical care. Members were concerned at the scale of the problem that seemed to be developing. They queried what incentives could be made for nursing staff and what efforts were being made to attract nurses to consider community nursing.

The Committee satisfied themselves that provision in community hospitals was currently meeting the needs of residents. However they acknowledged that a careful juggling act will be required to ensure a balance of resources against need, especially taking into account future growth. The Committee stressed how the



community hospitals were seen as a valuable community resource and were pleased that actions were in place to mitigate challenges.

### Primary Care Services

It quickly came to the attention of the Committee this year that they needed to look into the provision of primary care services within Oxfordshire. National concerns about the sustainability of GP services were at the forefront of their minds. With the Departments of Health and NHS England describing their vision of 'Transforming Primary Care' the members wanted to get to the root of the national strategic priorities for improving general practice and what they would mean at a local level.

With Health and Social Care services facing a number of challenges including demographic changes, changes in public expenditure regarding access, workforce pressures and economic and financial challenges, this was a topic of great importance. Oxfordshire's significant growth is set to put further pressure on primary care resources and the members were keen to understand the local challenges and what needed to be done to address need.

Excellent turn out at the Committee meeting considering this item proved to the Committee the importance being placed by the care partners. With a good balance of partners invited the Committee were able to generate an in-depth analysis of the issues surrounding primary care services and to hear what it is like at the 'coalface'.

Collaborative working within Oxfordshire has been generating discussion on the formation of primary care federations. Representatives of two of these federations addressed the committee to explain what benefits they offer to member practices and how services can be improved.

The Committee welcomed understanding better the challenges facing general practice and how the emerging vision and strategy to address these challenges would sustain and improve the quality of primary care.

The strain on resources combined with growth plans in Oxfordshire highlighted to the Committee that there is a risk of a shortfall in medical services as the population of Oxfordshire grows and so they undertook to promote this gap in the current planning system.

While noting the concerns are wider than Oxfordshire the Committee undertook to keep abreast of developments in primary care, both nationally and locally and to continue to actively engage with partners to ensure a good primary care service is maintained within Oxfordshire.

### Understanding Substantive Change in Services

In order to have real impact the Committee wanted to ensure that all health providers in Oxfordshire can be held to account regarding service changes. In light of this the Committee agreed a "toolkit", in consultation with health providers to cement a joint understanding of substantive changes in services and when the Committee need to be consulted on such changes. Improving this understanding means the Committee now has an enhanced capability to scrutinise service changes by health partners and

ensure that changes to services are not made without proper consideration of the effect on service users.

### Forward Planning

The Committee is keen to make service delivery and patient experience central to its work. In addition to reviewing and scrutinising planned changes in the provision of healthcare in Oxfordshire, the Committee will be looking carefully at the impact on patients. The Committee will continue to scrutinise performance and quality of service issues as they arise and hold health partners to account where services are unacceptable. Improving the quality of care and ensuring value for money for Oxfordshire residents remains at the forefront of the Committee's work. The planned usage of the Better Care Fund in Oxfordshire, will be a key part of the Committee's work in the coming year.

### **Cabinet Advisory Groups (CAG)**

There is currently one Cabinet Advisory Groups in operation - Children's Early Intervention Services. Two further Cabinet Advisory Groups - Children and Young People's Safeguarding Assurance & Minerals and Waste finalised their work during 2014. The Income Generation Cabinet Advisory Group remained dormant.

### Early Intervention CAG (*active*)

The role of the Children's Early Intervention Cabinet Advisory Group is to explore the issues related to the future provision of early intervention services for children in Oxfordshire and make recommendations with particular regard to cost-saving. The key tasks and responsibilities of the group are:

- To consider the emerging national evidence and policy relating to children's centres and early intervention services.
- To undertake visits to children's centres and early intervention hubs as necessary to help inform thinking.
- To conduct research, community and other consultation in the analysis of policy and possible options.
- To liaise with other organisations operating within Oxfordshire, whether national, regional or local.
- To consider relevant benchmarking with other authorities.
- To consider any petitions, received by the Council which may be of relevance to the topic area under consideration.
- To submit findings and recommendations to the Cabinet.

The Cabinet Advisory Group met eight times in 2014/15. Work to date has focused on a needs analysis based on deprivation, the district level current provision and the potential impact of differing funding mechanisms. The group also made a visit to Gloucestershire in December to explore Gloucestershire County Council's approach to the same issues. The CAG will report to Cabinet in Summer 2015.

### Children and Young People's Safeguarding Assurance (*finalised*)

The Children and Young People's Safeguarding Assurance Arrangements Cabinet Advisory Group was set up to consider the existing strategic assurance framework for safeguarding children and young people. It was chaired by Cllr Melinda Tilley as the Cabinet Member for Children, Education and Families.

The group reported to Cabinet on 13 May 2014, where all 14 recommendations were accepted. These are now being implemented with progress against the action plan being monitored.

The group last met in July 2014 to review the action plan for taking the recommendations forward. This was the last meeting.

Recommendations of the Cabinet Advisory Group which have been implemented include:

- Bi-annual safeguarding briefings for councillors on the work of the Oxfordshire Safeguarding Children Board (OSCB) and associated issues. The first of these took place on 21 January 2015 and the next is scheduled for 17 June 2015.
- The annual report of the OSCB has been shared widely throughout the organisation. The report was emailed directly to all councillors, and has been seen at CCMT, the Corporate Parenting Panel, Cabinet and full Council.
- Formal protocols are now in place for the joint working between the OSCB and the Children's Trust, and between the OSCB and the Health and Wellbeing Board.
- The Performance Scrutiny Committee has reviewed the current safeguarding key performance indicators.
- The Education Scrutiny Committee has received the Virtual School of Looked After Children Annual Report.
- Locality-specific information on children's safeguarding and corporate parenting has been provided to member locality meetings. This will be an annual item.
- The Director for Children's Services reported to Cabinet on action taken in response to the serious case review for Child H on 25 November 2014. Bi-annual reports to Cabinet will cover all serious case reviews in the preceding 6 month period.
- The role of the Corporate Parenting Panel has been reviewed.

Other on-going work includes:

- A review is being undertaken to understand and rationalise the working relationships between external partners, including the OSCB and Community Safety.
- The Director for Children's Services is considering further improvements with regards to communication and briefings for members on all aspects of children's safeguarding.

#### Minerals and Waste (finalised)

The Minerals and Waste Cabinet Advisory Group was formed in July 2013 to provide member engagement in the process of developing the new Minerals and Waste Local Plan. Recognising the legitimate interest of a range of members in this issue it was not subject to the usual rules around maximum size and political balance.

The group has held nine meetings, concerned in particular with strategic planning issues and the need to refresh the Oxfordshire Local Aggregate Assessment,

including consultation with stakeholders, and discharge of the Duty to Co-operate. The Group reported to Cabinet, including in its deliberations on the Minerals and Waste Local Plan (Part 1 - Core Strategy) on 25 November 2014, to which a number of members contributed.

The group has had no further meetings as the Core Strategy is awaiting a Full Council decision following the Cabinet meeting, prior to submission to the Planning Inspectorate. Further meetings may be required as the Council moves towards adoption of a full Plan, however as this will follow the Inspector's report they are likely to fall in 2016.

#### Income Generation (*dormant*)

The Income Generation Cabinet Advisory Group was formed in July 2013 to explore options for increasing income generation as part of meeting the required savings target in the developing MTFP. The group focussed on reviewing the scope for changes to charging and trading, and oversaw redrafting of the corporate charging policy, which was approved by Cabinet at its meeting on 17 December 2013.

With input from other councillors, officers and members of the public, the group identified a number of ideas for income generation and channels of enquiry to pursue, with recommendations made to Cabinet on 28 January 2014. A number of avenues of work continue to be taken forward by officers, and Cabinet have signalled the intention to reinstate the Cabinet Advisory Group in 2015/16.

Membership details for the active Cabinet Advisory Group is provided in Annex 2.

### **Conclusion**

The Council has faced a number of challenges this year, not least of which was passing a difficult budget in the face increasing need over diminishing resources. Furthermore it was subject to an Ofsted inspection on children's services and serious case review, adding additional pressure.

Scrutiny Committees have played an important role in identifying areas of concern, honing in on them and working to achieve satisfactory outcomes for communities and service users. The Committees have settled into their roles, following finalisation of the constitutional and governance reviews. The Committees strive for transparency and through regular Chairman meetings have improved communications channels and avoided duplication in working.

The broad remits of the Committees continue to be a challenge for them to ensure proper attention is given to pressing issues. It is necessary for the Committee's to use their powers to challenge performance and analyse the work of the council and those who provide services to have a positive impact on outcomes. Scrutiny remains an essential part of the Council's working and will become ever more important as resources are squeezed and the operating model for the council changes.

## **Annex 1 Scrutiny Committee Membership**

### **Performance**

Councillor Liz Brighthouse OBE (Chairman)  
Councillor Neil Fawcett (Deputy Chairman)  
Councillor Lynda Atkins  
Councillor John Christie  
Councillor Sam Coates  
Councillor Yvonne Constance OBE  
Councillor Janet Godden  
Councillor Mark Gray  
Councillor Steve Harrod  
Councillor Simon Hoare  
Councillor Charles Mathew

### **Education Scrutiny**

Councillor Mark Gray (Chairman)  
Councillor Michael Waine (Deputy Chairman)  
Councillor Kevin Bulmer  
Councillor Yvonne Constance OBE  
Councillor Steve Curran  
Councillor Tim Hallchurch MBE  
Councillor Pete Handley  
Councillor Steve Harrod  
Councillor John Howson  
Councillor Sandy Lovatt  
Councillor Gill Sanders

### *Co-Optee*

Mrs Sue Matthew

### **Health Overview and Scrutiny Committee (HOSC)**

Councillor Yvonne Constance OBE (Chairman)  
District Councillor Susanna Pressel (Deputy Chairman)  
Councillor Kevin Bulmer  
Councillor Surinder Dhesi  
Councillor Tim Hallchurch MBE  
Councillor Laura Price  
Councillor Alison Rooke  
Councillor Les Sibley  
District Councillor Martin Barrett  
District Councillor Dr Christopher Hood  
District Councillor Rose Stratford  
District Councillor Alison Thomson

### *Co-Optees*

Dr Keith Ruddle  
Mrs Anne Wilkinson  
Moria Logie

**Annex 2 Cabinet Advisory Group Membership**

**Early Intervention**

Councillor Melinda Tilley (Chairman)  
Councillor Mark Gray (Vice-Chairman)  
Councillor Janet Godden  
Councillor Hilary Hibbert-Biles  
Councillor Gill Sanders

## Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
<b>Education Scrutiny Committee Meeting</b>	16-April-15			
Changes to LAASSI: Inspection Framework & Implications for Scrutiny		Judith Johnson		
Children on the edge of care, including attendance at technical colleges, apprenticeships.		Mark Jenner/ Lucy Wawryzniak		
Briefing on Overview of System Diversity & Draft Protocol on Relationship with Academies		Roy Leach		
Opportunity of breakfast clubs under FSM		John Mitchell	John Mitchell	<b>Motion From Councillor Gill Sanders</b> “This Council asks the Education Scrutiny Committee to consider asking those schools which currently do not, to provide school breakfast clubs for their pupils. In particular, it is asked to consider the impact this would have on raising attainment, improving absence rates and lateness and to investigate how sponsorship, alongside the Pupil Premium, might fund the breakfasts. This information should then be provided to all schools in the County.”
Strategic Schools Partnership Model Update		Rebecca Matthews		
Scrutiny Annual Report		Cllr Mark Gray	Andreea Anastasiu	
<b>Education Scrutiny Committee Meeting</b>	9-July-15			
Regional Ofsted Inspector (Martin Post) to attend.			Lauren O’Brien	<b>Martin Post declined to attend ESC on April 2015 due to purdah. Chairman has requested that an extraordinary ESC meeting be set up immediately after the general election to meet with the regional Ofsted Inspector. Martin Post confirmed his attendance at the July Mtg. This item is to discuss the impact of OFSTED on LA such as the Norfolk Example.</b>

Invite senior HMI Sarah Hubbard possibly October				The committee need to decide what they would like to be addressed and the purpose of this item
Special Educational Needs and Gifted Children			Sarah Varnom	
FSM - Consequences and additional costs to schools				Perhaps invite a school, Michael to approach one?
How have the free schools affected the capital allocation?			Roy Leach	
Report back on Science after talking to Teaching Schools Alliance				
PPG loss as a result of FSM				
Sch Place Planning – CIL, S106			Roy Leach	Has the counties model kept up with the changes in development legislation
Exclusions: how does this fit with Academies?				Recommendation of the Education Attainment Working Group (3 July)
Oxford City Request: Exclusions Policy				Recommendation of the Education Attainment Working Group (3 July)
Oxford City Reading Campaign results				Recommendation of the Education Attainment Working Group (3 July)
The challenge of recruiting teachers and the effect on the market				Recommendation of the Education Attainment Working Group (3 July)
A Level results in colleges that offer vocational subjects				Recommendation of the Education Attainment Working Group (3 July)
<b>Education Scrutiny Committee Meeting</b>	1-Oct-15			
<b>Education Scrutiny Committee Meeting</b>	3-Dec-15			
<b>Education Scrutiny Committee Meeting</b>	11-Feb-16			
Annual Report of the Virtual School for Looked After Children and Care Leavers		Mark Jenner (Headteacher, Virtual School)		