

**.Notice of a Meeting**

Education Scrutiny Committee
Thursday, 1 October 2015 at 10.00 am
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: 3 December 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:

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Peter G. Clark.

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September 2015

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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. **Petitions and Public Address**

5. **Ofsted Regional Director, South East Region Discussion**

10.05

Sir Robin Boshier, Ofsted Regional Director, South East Region and Sarah Hubbard, Her Majesty's Inspector, South East Region will be in attendance.

6. **Discussion on the matters raised during the previous item**

11.05

The Committee will have a further discussion based on the matters raised as part of the above discussions with the Ofsted Regional Director, South East Region and Her Majesty's Inspector, Ofsted – South East Region.

7. **Minutes (Pages 1 - 8)**

11.20

To approve the minutes of the meeting held on 9 July 2015 (**ESC7**) and to receive information arising from them.

8. **Schools Revenue Balances - Update (Pages 9 - 14)**

11.25

The report (**ESC8**) updates the Committee on the meetings held with maintained schools in the Spring of 2015 to challenge plans for use of balances, where schools had consistently retained surplus revenue balances at the end of the last four financial years. Rebecca Matthews, Interim Deputy Director for Education and Learning and Gillian McKee, Finance Business Partner for Children Education & Families (CEF) will attend to respond to questions.

The Education Scrutiny Committee is RECOMMENDED:

- (a) to note the contents of the report;*
- (b) to note that schools will be reminded of the need to spend revenue funding on current cohorts of pupils as part of the annual budget setting process; and*
- (c) to note that if schools are identified as having consistent surplus balances they will be challenged and may be invited in to discuss proposed use of balances with Councillors and the Deputy Director for Education & Learning.*

9. Update Report and Changes to the LA Risk Register for the Local Authority Arrangements to Support School Improvement (Pages 15 - 20)

11.45

This report (**ESC9**) outlines the progress being made by the Local Authority in preparation for a potential Ofsted inspection of school improvement functions. It highlights changes to the LA Risk Register against the key triggers.

The Committee is RECOMMENDED to note this Update Report and continue to ensure that their forward work plan contains appropriate Scrutiny coverage of the nine inspection themes.

10. MacIntyre Academies Trust - Endeavour Academy: A Review of the First Year of Activity (presentation)

12.00

Brenda Mullen, Managing Director of MacIntyre Academies Trust and Nicky Wills, Principal, Endeavour Academy will attend to give a presentation.

11. Young People Not in Education, Employment, or Training: Progress Report of the Working Group (Pages 21 - 34)

12.35

Councillor Pete Handley will present a summary report (**ESC11**) of the discussion and the recommendations of the working group to the Education Scrutiny Committee.

The Education Scrutiny Committee is RECOMMENDED to:

- (a) recognise the positive trajectory of Oxfordshire County Council in supporting young people not in education, employment or training;*
- (b) encourage Early Intervention and Economy & Skills teams to link on a regular basis with the Education and Learning Senior Management Team to ensure clarity and joint working; and*

- (c) ***ensure governors are aware of their statutory responsibilities in relation to NEETs.***

12. Forward Plan and Committee Business (Pages 35 - 36)

12.50

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: 1.00 pm

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 for a hard copy of the document.

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Thursday, 9 July 2015 commencing at 10.00 am and finishing at 1.00 pm

Present:

Voting Members: Councillor Mark Gray – in the Chair

Councillor Michael Waine (Deputy Chairman)
Councillor Steve Curran
Councillor Tim Hallchurch MBE
Councillor Pete Handley
Councillor Steve Harrod
Councillor John Howson
Councillor James F. Mills (In place of Councillor Richard Langridge)
Councillor Sandy Lovatt
Councillor Gill Sanders
Councillor Les Sibley (In place of Councillor Kevin Bulmer)
Mrs Sue Matthew

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

Agenda Item	Officer Attending
8, 10, 11 & 12	Rebecca Matthews, Interim Deputy Director, Education & Learning
12	Sarah Burnham

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.

20/15 ELECTION OF THE CHAIRMAN FOR THE COUNCIL YEAR 2015/16 (Agenda No. 1)

It was proposed seconded and following a vote by a show of hands it was:

RESOLVED: That Councillor Mark Gray be elected as Chairman of the Education Scrutiny Committee for the 2015/16 Municipal Year.

21/15 ELECTION OF THE DEPUTY CHAIRMAN FOR THE COUNCIL YEAR 2015/16

(Agenda No. 2)

Councillor Michael Waine and Councillor John Howson were proposed and seconded for the role of Deputy Chairman and following a vote by a show of hands it was:

RESOLVED: That Councillor Michael Waine be elected as Deputy Chairman for the 2015/16 Municipal Year.

22/15 INTRODUCTION AND WELCOME

(Agenda No. 3)

Councillor Gray welcomed everyone to the meeting and in particular Martin Post, Regional Schools Commissioner for South-Central England and North-West London and Judith Fuller from his office.

23/15 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 4)

Apologies were submitted from Councillor Langridge (Councillor Mills substituting) and Councillor Bulmer (Councillor Sibley substituting).

24/15 REGIONAL SCHOOLS COMMISSIONER DISCUSSION

(Agenda No. 7)

Martin Post, Regional Schools Commissioner (RSC) for South-Central England and North-West London, gave an overview of his role and the work of the Head Teachers Board.

During questions and discussion the following points were made:

- 1) The elected members of the Head Teachers Board, made up of 4 elected and 2 appointed members, were elected by Heads and governors of academies.
- 2) If an academy school needed support the role of the RSC was to challenge the Governors and sponsors to get the best support they can, wherever that support came from including local authorities, teaching schools or local schools. However it was for the governors and sponsors to seek that support.
- 3) If a local authority had concerns about an academy school then they should be shared with him and his office. He would follow up any concerns raised with him. The relationship with local authorities was crucial to carrying out the job.
- 4) Asked about performance monitoring in the context of the coasting schools agenda Mr Post detailed how schools are monitored. He agreed that the same standards should apply to academy schools as to maintained schools and in noting that schools were responsible for their improvement detailed some of the measures open to him. Working with local authorities was an important aspect of the process.
- 5) He commented that he did have access to some of the 'soft' information on academies and that sharing that with local authorities was part of the reciprocal

- arrangement of working well together. If he was asked for such information he would be happy to let local authorities know if he could make it available or not.
- 6) Currently the definition of free school did not include UTCs and studio schools and decisions on these remained with the Minister.
 - 7) Asked about pupil place planning and transport costs Mr Post replied that when looking at commissioning free schools need was an important factor and the Head Teachers Board considered need and the impact on other schools. It was his duty to promote free schools so long as they met educational need. Mr Post indicated that there was severe basic need in his region. When looking at projects it was important to ensure that local information was considered and they did take into account the views of local schools and local authorities.
 - 8) Mr Post undertook to take comments back on the difficulty of developers being reluctant to provide S106 money for schools as they argued that there would be free schools with other funding provided. He would be happy to receive information on actual examples of this happening.
 - 9) In response to a question about multi academy trusts Mr Post commented that it was not his place to push such trust but it was important that schools not be isolated.
 - 10) There was some discussion on the issue of children not in education, employment or training (NEETs). Mr Post accepted that post 16 education was a difficult issue but that there was some innovative work with UTCs, studio and free schools. He agreed that currently there was no overall framework to support NEETs.
 - 11) With regard to multi academy trusts based outside the County area and how the Council could get warning of difficulties that may result in schools closing, Mr Post stated that each Regional Schools Commissioner was responsible for specific academy trusts. For example he was responsible for ARC. Commissioners met with these chains and would hopefully get early warning. Where a school within a multi academy trust, based outside the county failed, it would not necessarily impact on any school within the County area. Cases would be discussed on an individual basis.
 - 12) He was looking at ways to encourage more local multi academy trusts that could have benefits around recruitment and retention of staff and transition between phases of education.

The Chairman thanked Mr Post and Ms Fuller for their attendance and openness and stressed that the Committee was keen to ensure a good working relationship between the County Council and the Commissioner's Office.

25/15 DISCUSSION ON THE MATTERS RAISED DURING THE PREVIOUS ITEM (Agenda No. 8)

Rebecca Matthews, Interim Deputy Director, Education & Learning attended for this item. She commented that there were a number of very positive messages from Mr Post's discussion with the Committee about the importance of local views and the openness of communications. It was early in the relationship but there were indications that it could be a very good two way process.

During discussion the following points were made:

- 1) There were still concerns over the position of small rural primary schools with a fear that there was not a good governance model in place that would avoid the County Council having to use its residual powers. There was a role for the County Council in advocating for those small rural schools. Rachel Mathews advised the Committee of actions being taken to support such schools. Small outlying schools were a concern.
- 2) With regard to communications the Committee noted that it sounded positive but it was part of an emerging process as no framework was set down. Rebecca Matthews was not aware that there was a forum for the Commissioner to meet with local authorities.
- 3) With regard to the dominance of large multi academy trusts the Committee had a role to play in advocating for more local multi academy trusts based in Oxfordshire. Rebecca Matthews informed the Committee that they were looking to hold an event in the autumn promoting sponsorship.
- 4) It was important to take him at his word and to contact him with any concerns over the performance of academy schools. Rebecca Matthews explained that she had a monthly phone call with Judith Fuller and that phone was used where concerns arose. She would take up his offer to be able to request information.
- 5) Whilst commending his recognition of the role of governors some concern was expressed at his reliance for information on local authorities. With the reducing resources of the County Council it was queried whether it would be in a position to have this information. Rebecca explained briefly what actions were being put in place to ensure that schools were known to the Council. It was important to have better intelligence on all schools even the good ones in order to be in a better place to challenge performance.
- 6) There was some discussion on the issues around pupil place planning which is key to the work with the Commissioner. It was noted that in terms of free school policy there was a need for clarity on who is responsible.

In conclusion the Committee commended a positive discussion with the Commissioner and AGREED that he be invited to attend again in a year.

26/15 MINUTES

(Agenda No. 9)

The Minutes of the meeting held on 16 April were approved and signed subject to the following:

- It being noted that there had been discussion at several points of children not in education, employment or training (NEETs) being excluded and not picked up by the systems in place. It was AGREED that Councillors Curran and Councillor Handley meet with Rebecca Matthews to consider how the question of NEETs could be taken forward by this Committee.
- Minute 12/15 – Councillor Waine is Chairman of the School Organisation Stakeholders Group.

During discussion of the minutes the following matters were discussed:

- 1) It was noted that the report on school balances would be submitted to the next meeting.

- 2) On minute 14/15 on children on the edge of care and exclusions the Committee was advised that information was still being collected from other local authorities.
- 3) That NEETs be included on the agenda for the next meeting.

27/15 UPDATE ON LOCAL AUTHORITY ARRANGEMENTS FOR SUPPORTING SCHOOL IMPROVEMENT (LAASSI) FRAMEWORK INCLUDING THE RISK REGISTER

(Agenda No. 10)

Rebecca Matthews, Interim Deputy Director, Education & Learning updated the Committee on the preparatory actions taken by the officer LAASSI Forum and highlighted changes to the risk assessment register. It was noted that on action (i) in the report the Board could not submit bids but only support them. On action (j) they had not been successful in filling the post and officers were pursuing other options.

During discussion of the risk assessment attention was drawn to trigger 6 on the gaps between pupils eligible for Pupil Premium and those not eligible where Oxfordshire was not doing well enough in reducing the gaps at KS2 and KS4. A vulnerable learners' strategy was in development and would be brought to Committee for consideration.

In considering section 5 on measures that an effective LA has the Committee asked for information to the next meeting on the situation in Oxfordshire.

During further discussion it was queried whether the provision of schools was part of the framework and within that S106 funding was a key factor. The Committee's programme should include some consideration of S106 funding for school provision. A member cautioned against too much focus on individual schools to the loss of the bigger picture. He referred to the general picture on take up of school meals and persistent absenteeism figures where the aggregate position needed consideration.

Rebecca Matthews responding to questions undertook to provide some figures to back up the broad RAG rating in the next report. The Chairman responding to a comment from a member noted that staff turnover was an issue he would wish to see on the forward work programme. The Committee could also come back to the issue of UTC and free schools, their admissions policy and implications for performance.

The Committee received and noted the report.

28/15 SERIOUS CASE REVIEW: IMPLICATIONS FOR EDUCATION SCRUTINY

(Agenda No. 11)

The Committee received a report on the implications for the Education Scrutiny Committee following the serious case review. Rebecca Matthews, Interim Deputy Director, Education & Learning attended for this item and highlighted four key areas as set out at paragraph 4 of the report.

During discussion the following points were made, with Rebecca Matthews responding to questions:

- 1) With regard to children missing from education most of these children were vulnerable because they were not engaged with an individual school. The measures described in the report were intended to ensure that various groups share information. There was a problem solving approach with a focus on ensuring that the right people were round the table.
- 2) It was explained that there were a number of reasons why a child could end up without a school ranging from being an unaccompanied asylum seeker to permanent exclusions and health reasons. She agreed that the children of travellers could also find themselves without a school place.
- 3) There was some discussion of how the Council could ensure that it know of all such children. Rebecca Matthews advised that although it was true that they only knew what they knew, systems were in place and local knowledge was good. She explained the use of the fair access panels.
- 4) Referring to the work of the fair access panels it was suggested that children did not suddenly become vulnerable at age 11 and it was questioned whether there was work to be done with primary schools to aid early recognition of vulnerable youngsters. Rebecca explained that often the issues were handled in a different way at primary schools but that there may be the need for something similar to a fair access panel at primary school level and there were pilots in place.
- 5) Rebecca Matthews agreed with comments that the relationships with families were the key to effecting change at primary school level. There was some good work around the innovative use of cyber space to reach parents and children.
- 6) There was discussion around the information provided on exclusions. The Committee noted with concern that there were incidents where schools persuaded parents to remove children under threat of permanent exclusion (paragraph18). A member expressed concern that there was a difficulty with collecting data on fixed term exclusions from some academies and queried whether this should be raised with the Regional Commissioner. It was suggested that the Council had a strong case to take to Government over non co-operation if it was putting children at risk, It was noted that free schools did not have to take children who had been permanently excluded.
- 7) There was some discussion of the process to claim back money from a school where a child was excluded in order to fund alternative provision.
- 8) On home schooling parents are not obliged to inform the authority where they choose to home school. In many cases the authority would know because a child is taken out of school. Where a child was never enrolled the Council would not necessarily know. In addition there was no right of access to the home to monitor provision.
- 9) Rebecca Matthews commented that it might be useful for the Committee to have some of the figures underpinning the report on an annual basis and undertook to circulate this information to members.

In conclusion the Committee recognised that there was good work going. The awareness of schools had been raised and there was possibly scope for the local authority to include attendance and exclusions in the position statement. There was a need to follow up academies that did not provide the necessary information. There was concern that there was a group of children who are not being tracked. A member suggested that the Committee needed to report upwards to ensure that action was

taken and there was general support for the suggestion of a cross party motion to Council from members of the Committee to put pressure on central Government.

The Committee noted the report and that the Chairman, with Councillors John Howson, Gill Sanders and Michael Waine draft a possible motion for circulation to members of the Committee with a view to it being considered at a meeting of the County Council.

29/15 FREE SCHOOL MEAL ATTAINMENT GAP AT KS4

(Agenda No. 12)

Rebecca Matthews, Interim Deputy Director, Education & Learning, together with Sarah Varnum presented the report that provided information about what steps are being taken to narrow the gap in achievement between that of vulnerable learners and all pupils.

During discussion members considered the particular problems of small rural schools. A member cautioned against too much focus on a specific problem and officers commented that it was about new ways of working.

Members highlighted the problem relating to white working class boys where there was still a large gap and the work needed in this area. Role models in schools were important and careers advice must start at primary school level to be effective. Carole Thomson highlighted early intervention in language levels. She also invited members to attend a meeting of the Oxfordshire Association of Governors where Neil Carberry of the CBI would be speaking. It was agreed that members receive details by email. The Chairman hoped that addressing the attainment gap would inform the work of the reformulated children's centres.

30/15 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 13)

Following discussion it was agreed that the Forward Plan be amended to reflect the following priorities;

For the next meeting:

Revenue Balances
Vulnerable Learners Strategy
NEETs

Other items highlighted:

Recruitment and retention of teachers (December meeting)
Update on Free School Meals (including impact on pupil premium grant and issue of low take up)
LAASSI Framework update

..... in the Chair

Date of signing 2015

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 1 OCTOBER 2015

SCHOOL REVENUE BALANCES – UPDATE

Report by Interim Deputy Director, Education & Learning

Introduction

1. This report updates the Committee on the meetings held with maintained schools in the Spring of 2015 to challenge plans for use of balances, where schools had consistently retained surplus revenue balances at the end of the last four financial years. The local authority cannot challenge Academies on the use of any surplus balances that they may hold.
2. Recommendations for future action are based on the outcome of these meetings.

Outcomes of Meetings

3. Meetings were held with three maintained Primary schools in the period January to March 2015. Councillors Tilley and Gray attended the meetings along with Rebecca Matthews, Interim Deputy Director for Education and Learning and Gillian McKee, Finance Business Partner for Children Education & Families (CEF). The Headteacher and Chair of Governors or Finance Governor attended from each school. Two of the schools were also accompanied by their external Bursar.
4. The format of the meetings was the same for each school. The trend in balance levels over the last three years was reviewed. Schools were questioned about differences between projected year balances and actual outturn. Schools were asked to explain how the balances had arisen, what the plans were for use of balances, and the reasons for any delays in implementing plans. Attainment data for each school was also reviewed and schools were challenged about any areas where performance appeared low. Schools were asked whether they thought they had any gaps in expertise on their Governing Body, particularly in relation to finance. Governors were asked if they received sufficient financial information and in a clear format, to allow them to effectively fulfil their responsibilities for overseeing the management of the resources available.
5. The first school invited in for discussion was Windmill Primary School, which is a relatively large Primary (NOR October 2014 = 529). The school has been expanding rapidly in recent years and the school has expressed concern about the budget impact of the timing difference between staffing for extra pupils arriving in September and the additional funding for those pupils being reflected in the budget for the following financial year, plus the need to fund set up costs associated with new classes. They have taken a very prudent

approach to budgeting in recent years, including cautious forecasting of income relating to catering and the breakfast club and top ups for Special Educational Needs (SEN) pupils.

6. The school's three year budget plan reflects in year expenditure exceeding income for the next three years, thus anticipating running down the balance. The school understands that resources should be spent in year for the current cohort of pupils. The importance of moving towards an in year balanced budget and maintaining this in future years was emphasised at the meeting, but it was acknowledged that there is some difficulty in achieving this, and ensuring long term financial stability, as the school is in a rapid expansion phase. There were no concerns noted in relation to attainment. Overall the conclusion was that the school was managing its resources effectively, and addressing the challenges of significant changes in recent years.

7. The second school invited to meet was Great Milton Church of England Primary School, which is relatively small (NOR October 2014= 164). Budgeting has been done on a cautious basis, and some key reasons were identified for the level of balance having reached such a high level in recent years. This included budget not being fully used for a newly recruited member of staff who withdrew just before the start of the full year, and the teaching commitment being covered partly by supply and partly by the Headteacher. Significant surpluses have been generated by the After School and Breakfast Clubs. Approximately £14K of the balance related to donations from the school's parents' association and is expected to be used for the next stage of a project to improve the outdoor learning and play area, which has been delayed. Other plans for use of the balance include redecorating and replacing ICT or telephone equipment. The school is also keen to maintain separate classes for each age group as it believes this made a difference in moving from a 'Satisfactory' Ofsted report in 2011 to 'Good' in 2013. The Headteacher and Governor acknowledged that revenue funding should be spent on the current cohort of pupils, but the difficulty faced by this school arose from the smaller than average size, which makes it difficult to manage unexpected developments from one year to the next with a relatively small overall budget.

8. The third school was North Leigh Church of England Primary School which is also below average size (NOR October 2014= 176). The school has had a temporary Headteacher since summer of 2014. The school has recently converted to Academy status (1 July 2015) and has a new Headteacher in post. Pupil numbers have increased from 133 in 2010-11 to 176 in 2014-15 (+32%). A significant factor identified by the school as a reason for increased balances was delay in building projects being completed and reaching agreement about disputed invoices for work done and making final payments. The school also mentioned concerns about being restricted in admission numbers, as it is keen to maintain/ increase numbers. The Chair of Governors expressed the hope that converting to an Academy would give them more flexibility with this. The school acknowledged that revenue funding should be spent on current cohorts of pupils. The panel concluded that the

school was managing the budget effectively and addressing the challenges facing small schools.

Subsequent Review of 2014-15 Year End Balances

9. The year end balances at 31 March 2015 were reviewed for the 41 schools previously identified as having consistently held surplus balances for the four years from 2010-11 to 2013-14 (as shown in Appendix 1). This was based on the balances as reported for Consistent Financial Reporting (CFR) purposes. The figures for previous years are extracted from the DfE Statistical Release SR52/2014. The statistical release incorporating 2014-15 balances will not be available until later this year, but no significant differences are expected.
10. Overall the level of balances for the 41 schools has reduced by £700,795, a reduction of nearly 15% on the 2013-14 balances, with 28 of the 41 schools showing a reduction
11. The three schools invited in to discuss the level of their balances have all shown reductions in the balance held from 2013-14 to 2014-15. Windmill's balance reduced by £44,955 (-15%), Great Milton's by £4,167 (-4%) and North Leigh's by £28,997 (-29%).
12. When the latest statistical release is published later this year the information will be reviewed and if any schools are newly identified as having held surplus balances consistently over the last four years they will be challenged as part of the budget setting and monitoring cycle, and invited in for a further discussion with senior officers and Councillors if necessary.

Conclusions

13. The work done in reviewing the level of balances held by the 41 schools, including the challenge meetings with the three schools documented above, did not indicate that schools are retaining balances without reasonable justification. Schools acknowledged that funding should be spent on the current cohorts of pupils but there are difficulties in managing budgets smoothly over a number of years particularly where schools are small and unexpected costs can have a disproportionate impact from one year to the next, or where schools are facing significant changes e.g with rapidly increasing numbers.
14. It would therefore not be justified to claw back balances from these schools, as allowed for under the Scheme for Financing Schools, as the discussions at meetings indicated that they have been planning prudently and managing their funding effectively.
15. As referred to in the previous report to the Committee, other local authorities have not generally been using a clawback mechanism, usually because of concerns that it would not apply consistently to both maintained and academy schools, and would therefore not be equitable. This is also the view of officers in Oxfordshire.

16. Schools Forum have not been supportive of operating a clawback for similar reasons, recognising that schools and academies are facing increasing financial pressures and levels of balance are likely to be reduced in the next few years as a result.

Financial and Staff Implications

17. There are no financial and staff implications as the recommendation is to take no action in terms of claw back of balances, but to remind schools of the need to spend revenue funding in year so far as possible on current cohorts of pupils, and to continue to challenge schools on the level of and use of their balances as part of the annual budget setting process.

Equalities Implications

18. There are no equalities implications identified as no claw back action is identified as outlined in paragraph 16 above.

RECOMMENDATION

19. **The Education Scrutiny Committee is RECOMMENDED:**
- (a) **to note the contents of the report;**
 - (b) **to note that schools will be reminded of the need to spend revenue funding on current cohorts of pupils as part of the annual budget setting process; and**
 - (c) **to note that if schools are identified as having consistent surplus balances they will be challenged and may be invited in to discuss proposed use of balances with Councillors and the Deputy Director for Education & Learning.**

Rebecca Matthews

Interim Deputy Director Education & Learning

Contact Officer: Gillian McKee, Finance Business Partner for Children, Education & Families; Tel: 01865 323920

October 2015

Schools with Excess Balances in all years 2010-11 to 2013-14 and 2014-15 Balances

Extract from DfE Statistical Release SR52/2014 for 2010-11 to 2013-14

(Additional Tables - Table 12)

2014-15 Unpublished CFR

Phase of school (5)	School Name	LA/ESTAB number	2010-11		2011-12		2012-13		2013-14		2014-15			
			Total revenue balance	Total revenue balance as a % of total revenue income	Total revenue balance (1)	Total revenue balance as a % of total revenue income	Total revenue balance	Total revenue balance as a % of total revenue income	Total revenue balance	Total revenue balance as a % of total revenue income	Total revenue balance	Change in Revenue Balance (£)	Change in Revenue Balance (%)	
NUR	Comper (formerly Bartlemas) Nursery School	9311005	£103,850	19.0%	£86,843	16.4%	£101,465	19.7%	£84,521	16.2%	£246,772	162,251	192%	Note3
NUR	Headington Quarry Foundation Stage School	9311006	£49,534	14.6%	£69,900	21.0%	£85,496	22.5%	£41,167	10.9%	£113,690	72,523	176%	Note 3
NUR	Slade Nursery School	9311011	£48,051	12.5%	£66,717	16.8%	£136,921	30.3%	£105,225	20.6%	£86,433	-18,792	-18%	
NUR	Lydalls Nursery School	9311017	£100,830	21.5%	£97,933	22.5%	£78,309	18.9%	£142,355	30.4%	£106,475	-35,880	-25%	
NUR	Wheatley Nursery School	9311031	£24,247	15.5%	£55,677	28.5%	£47,688	25.7%	£51,232	29.1%	£(6,535)	-57,767	-113%	
PRI	Orchard Fields Community School	9312055	£160,422	9.7%	£177,543	9.8%	£224,770	12.0%	£201,563	10.0%	£117,110	-84,453	-42%	
PRI	Queensway School	9312057	£94,278	11.7%	£88,681	10.4%	£78,715	8.4%	£75,525	7.0%	£78,766	3,241	4%	
PRI	Watlington Primary School	9312459	£87,309	8.1%	£107,591	9.9%	£143,036	12.7%	£139,104	12.5%	£156,541	17,437	13%	
PRI	Windmill Primary School	9312527	£147,741	9.7%	£184,338	11.5%	£266,505	15.1%	£300,695	16.0%	£255,740	-44,955	-15%	
PRI	Stockham Primary School	9312583	£98,487	12.7%	£105,561	12.9%	£147,812	17.3%	£105,991	12.2%	£80,552	-25,439	-24%	
PRI	Wroxton Church of England Primary School	9313004	£68,441	15.6%	£78,476	17.5%	£74,657	15.6%	£47,864	10.1%	£40,322	-7,542	-16%	
PRI	Finmere Church of England Primary School	9313090	£50,951	18.2%	£65,024	24.7%	£49,021	19.8%	£38,861	15.0%	£34,231	-4,630	-12%	
PRI	Aston and Cote Church of England Primary School	9313120	£64,464	11.3%	£56,197	9.9%	£65,103	10.8%	£57,289	9.3%	£30,177	-27,112	-47%	
PRI	Hailey Church of England Primary School	9313123	£52,385	10.7%	£54,919	11.6%	£63,250	9.5%	£42,311	9.0%	£45,626	3,315	8%	
PRI	St Kenelm's Church of England (VC) School	9313125	£52,125	11.6%	£43,522	9.8%	£39,603	8.7%	£58,493	11.7%	£56,325	-2,168	-4%	
PRI	North Leigh Church of England (Controlled) School	9313128	£73,168	12.8%	£87,689	13.7%	£113,142	16.9%	£100,954	13.9%	£71,957	-28,997	-29%	
PRI	Bletchington Parochial Church of England Primary School	9313141	£30,655	8.4%	£45,836	11.8%	£45,866	12.1%	£55,048	13.0%	£55,463	415	1%	
PRI	Tackley Church of England Primary School	9313144	£53,919	10.0%	£63,442	11.8%	£67,440	12.2%	£74,964	13.1%	£88,693	13,729	18%	
PRI	Clifton Hampden Church of England Primary School	9313183	£44,329	14.3%	£49,383	15.3%	£63,410	19.0%	£71,128	21.0%	£68,290	-2,838	-4%	
PRI	Sorchester St Birinus Church of England School	9313186	£105,644	22.6%	£89,938	20.8%	£47,797	10.9%	£43,214	9.5%	£74,116	30,902	72%	
PRI	Great Milton Church of England Primary School	9313187	£68,562	10.2%	£108,940	15.0%	£124,279	17.8%	£106,591	14.7%	£102,424	-4,167	-4%	
PRI	St Mary's Church of England Controlled Infant School	9313207	£125,628	31.2%	£157,419	38.3%	£81,938	19.1%	£40,173	9.2%	£29,084	-11,089	-28%	
PRI	St Michael's CofE Primary School	9313216	£82,115	10.9%	£117,540	15.2%	£106,371	13.2%	£96,316	11.9%	£61,983	-34,333	-36%	
PRI	The Ridgeway Church of England (C) Primary School	9313231	£28,445	8.8%	£45,475	13.6%	£43,037	13.6%	£48,155	14.2%	£35,856	-12,299	-26%	
PRI	Long Wittenham (Church of England) Primary School	9313233	£53,070	11.8%	£52,136	11.6%	£61,697	13.4%	£51,018	11.8%	£52,368	1,350	3%	
PRI	Stanford in the Vale Church of England Primary School	9313240	£91,205	13.0%	£97,476	13.3%	£96,394	12.8%	£99,752	12.1%	£127,399	27,647	28%	
PRI	Blewbury Endowed Church of England Primary School	9313248	£125,075	16.1%	£149,164	16.9%	£179,937	20.7%	£132,273	14.8%	£102,661	-29,612	-22%	
PRI	St John's Catholic Primary School, Banbury	9313350	£103,433	10.6%	£113,392	11.6%	£113,512	11.2%	£120,472	11.1%	£69,493	-50,979	-42%	
PRI	Checkendon Church of England (A) Primary School	9313801	£50,155	11.7%	£39,272	8.9%	£80,356	16.3%	£70,475	14.7%	£64,952	-5,523	-8%	
PRI	St Mary's Catholic Primary School, Bicester	9313824	£86,089	9.5%	£103,533	10.9%	£119,254	12.2%	£152,288	15.0%	£249,343	97,055	64%	
PRI	St Joseph's Catholic Primary School, Oxford	9313838	£89,390	8.2%	£139,599	10.7%	£165,307	13.1%	£139,517	10.8%	£61,642	-77,875	-56%	
PRI	Appleton Church of England (A) Primary School	9313850	£110,082	16.5%	£80,968	11.4%	£97,541	12.6%	£66,061	9.2%	£39,009	-27,052	-41%	
PRI	Ashbury with Compton Beauchamp Church of England (A) Primary School	9313851	£116,686	25.0%	£105,389	30.6%	£79,754	27.0%	£77,287	22.9%	£79,007	1,720	2%	
PRI	Northbourne Church of England Primary School	9313852	£89,504	8.7%	£92,191	9.0%	£113,712	10.5%	£149,628	12.9%	£48,905	-100,723	-67%	
PRI	Shellingford Church of England (Voluntary Aided) School	9313853	£79,736	17.8%	£98,031	21.8%	£87,114	18.7%	£113,672	21.0%	£86,167	-27,505	-24%	
PRI	Shenington Church of England Primary School	9315200	£38,533	8.5%	£56,736	13.2%	£43,484	10.1%	£47,553	10.2%	£44,541	-3,012	-6%	
SEC	Icknield Community College	9314082	£339,401	10.4%	£393,333	12.2%	£363,400	11.0%	£211,741	6.3%	£111,127	-100,614	-48%	
SEC	Matthew Arnold School	9314128	£394,882	7.0%	£688,723	11.7%	£634,433	11.0%	£487,235	8.1%	£201,345	-285,890	-59%	
SPE	Woodeaton Manor School	9317002	£120,709	8.7%	£160,156	11.5%	£162,443	11.2%	£189,832	12.1%	£135,106	-54,726	-29%	
SPE	Oxfordshire Hospitals Education Service	9317017	£91,682	8.3%	£178,835	14.3%	£281,261	19.3%	£312,858	20.7%	£423,551	110,693	35%	
SPE	Bardwell School	9317029	£113,054	8.6%	£138,299	10.6%	£151,975	11.7%	£169,294	13.1%	£92,013	-77,281	-46%	

Source: Consistent Financial Reporting survey

Totals £4,719,695 £4,018,720 -700,975 -15%

- Notes:
 1. Lists the 41 schools as reported to Education Scrutiny Committee 22 January 2015 (Excluded closures, mergers, converters).
 2. Includes Queensway School as Schools Finance Support identified the percentage in 2013-14 as rounding to greater than 8%.
 3. Change in presentation of "Third Party balances" - including Children's Centres balances - now shown added to schools revenue balances.

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Division(s): All

EDUCATION SCRUTINY COMMITTEE – 1 OCTOBER 2015

Update Report and Changes to the LA Risk Register for the Local Authority Arrangements to Support School Improvement (LAASSI) Inspection Framework

Report by Director for Children's Services

Introduction

1. Education Scrutiny Committee was initially briefed in April 2015 about the inspection framework and implications for the local authority. A subsequent meeting took place between officers from the Education and Learning service and the chair and vice chair of Education Scrutiny to ensure that the forward plan covered the full range of scrutiny areas expected of an effective local authority.
2. This second update report provides an overview of the progress to date by officers in the LAASSI. It highlights changes to the risk assessment triggers.

Preparatory Actions taken by Officers

3. The LAASSI Forum, chaired by the Deputy Director for Education and Learning, meets regularly and oversees the preparation and evidence collection. Its work and that of other officers since the July update has included :
 - a. Publication of the **Autumn Term Position Statements** for all primary schools to help keep all schools under review, ensuring that Headteachers and Governing Bodies are alerted to any issues requiring improvement action in a timely manner.
 - b. The new **traded service for performance data** has been started for schools. Take up remains low especially from schools causing concern.
 - c. The initial **short term action plan for LAASSI** was completed at the September meeting of the LAASSI Forum. Of the 45 actions 56% have been rated green and signed off as complete, 8% remain red and 34% remain amber and these residual actions will roll forward into the longer term action plan for the academic year 2015-16.
 - d. The **Self Evaluation Position Statement (SEPS)** has been completed but will need regular review and updating to keep it fresh and current.
 - e. The **storyboard of key strengths and areas for development** against each of the four inspection reporting areas has been further refined. There is still further work to be done on this, and as the SEPS is refreshed so the Storyboard will need to correspondingly updated.
 - f. The **Directory of Evidence** has now been finalised and provides a comprehensive evidence base to support the information provided in the SEPS. It is tightly cross referenced to the inspection framework criteria and

an additional section of strategic overarching documents has been organised.

- g. A range of **Case Studies** to exemplify specific aspects of the inspection Framework and Oxfordshire's strengths have been drafted. These are being prioritised to provide an optimal number that reflects the range of strengths we wish to promote. They will be published in a Case Study Directory during this term. Steps now need to be taken to ensure that future case study material is collated so that current process and outcome evidence is always to hand.
- h. The **website for sharing effective practice between schools** has been designed and is now registered as '*The KEEP*' (**K**nowledge and **E**ffective **E**ducational **P**ractice). A focus group of headteachers from a range of partnerships (Area Partnerships, Aspiration Networks and Collaborative Companies) has been involved as a user reference group and submitted draft material of effective practice in September. It is anticipated that the website will go live for all schools before the October half-term. Funding for the website has been approved from the Strategic Schools Partnership Commissioning Fund, however a schools based part-time coordinator for the website has yet to be secured.
- i. The **Strategic Schools Partnership Board** has launched its Operational Group for school to school support. The new manager for School Quality Assurance will be instrumental in working in partnership with schools to ensure that the right support packages are designed and available to schools and governing bodies as part of their school improvement planning.
- j. The interim manager for **Leadership Development and Governance** started in September and will be driving forward the Leadership Development Framework that embodies the Ofsted requirements of Theme 7 in the inspection framework.

Risk Assessment

4. 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 alternatively increase the risk level. The table below reflects Oxfordshire's position at September 2015.

Criteria/Triggers for Inspection April 2015	LA Evaluation (RAG)	Trend	Comment	Data
1. % CYP in Good/Outstanding Schools/Pupil Referral Units/Alternative Provision is lower than nationally	Green	↑	Primary : Slightly above national Secondary: Significantly above	Interim data: Primary 85% <i>National 84%</i> (Ranked 88th) Secondary 89% <i>National 77%</i> (Ranked 34th)

ESC9

<p>2. Higher than average number of schools in an Ofsted category and/or where progress of schools in a category is not rapidly improving</p>	<p>Green</p>	<p>↑</p>	<p>Primary: Slightly below national Secondary: Significantly below national</p> <p>No secondary schools are inadequate. The number of inadequate primary schools has increased to 4 (including 3 academies)</p>	<p>Ofsted category refers to Inadequate & Requires Improvement.</p> <p>End July data: Primary 13% <i>National 15%</i></p> <p>Secondary 11% (4 schools) <i>National 26%</i></p>
<p>3. % of Good and Outstanding schools is lower than national average</p>	<p>Green</p>	<p>↑</p>	<p>Primary: Slightly above national Secondary: Significantly above national</p>	<p>Primary 88% <i>National 85%</i></p> <p>Secondary 89% <i>National 74%</i></p> <p>However the % of Outstanding schools is lower than nationally.</p>
<p>4. Attainment Levels are lower than national average and/or improvement trends are weak</p>	<p>Amber</p>	<p>Mixed ↔</p>	<p>EYFSP likely to be in line with national (data expected Nov) KS1 – likely to be slightly above national (data expected end Sep) KS2 : In line with national. KS4 : <i>Data due October</i></p>	<p>EYFSP – 66% Provisional</p> <p>KS1: R 92% W 88% M 94% Provisional. KS2: 80% <i>In line with National</i></p>
<p>5. Rates of Progress, relative to starting points, are lower than national average and/or improvement trends are weak</p>	<p>Green</p>	<p>↑</p>	<p>KS 1-2 : Above national</p> <p>KS 2-4 : 2015 nya but 2014 strongly above national</p>	<p>KS1-2: Reading 92% <i>National 91%</i></p> <p>Writing 95% <i>National 94%</i></p> <p>Maths 90% <i>National 90%</i></p> <p>KS2-4 data expected late October</p>
<p>6. Pupils eligible for the Pupil Premium achieve less well than pupils not eligible for the PP nationally</p>	<p>Red</p>	<p>?</p>	<p>National data not yet available for comparison KS2 data available Dec. KS4 data available Jan</p>	<p>Pupil premium gaps (within LA) at KS2 narrowed slightly.</p>
<p>7. Qualifying complaints to Ofsted about schools in LA</p>	<p>Green</p>	<p>↔</p>	<p>None that the LA is aware of</p>	
<p>8. Where the SoS requires an inspection of LA SI functions</p>	<p>Amber</p>	<p>↔</p>	<p>The latest termly meeting with the HMI for Ofsted was positive in that the OCC gap data for vulnerable groups has closed slightly but our confirmed risk status is unknown until national comparative data is available.</p>	

Conclusion

5. The Council is on track in terms of its preparation for a potential Ofsted inspection and has completed the bulk of the detailed preparation subject to a process for regular review and refresh of the evidence and data. The focus now needs to be on :
 - Refining the evidence base to demonstrate a coherent story of our progress and our future priorities within the resource envelope.
 - Consolidating partnership relationships with schools during a period of diminishing school and local authority budgets.
 - Maintaining high aspirations for pupil outcomes.
 - Reinforcing the responsibility of the schools to drive forward and fund their own improvement.

RECOMMENDATION

6. **The Committee is RECOMMENDED to note this Update Report and continue to ensure that their forward work plan contains appropriate Scrutiny coverage of the nine inspection themes**

JIM LEIVERS
Director for Children's Services

Contact Officer: Rebecca Matthews, Interim Deputy Director Education & Learning,
Tel: (01865) 815125

September 2015

Education Scrutiny Committee Annual/Biannual Plan re. School Improvement

Period	Topic	Comments
Summer	Ofsted views of Oxfordshire Schools (including statistical neighbour comparatives of schools in each category and programmes to shift more schools from RI to Good and Good to Outstanding and the impact of those programmes).	
	Update of the LAASSI Self-Evaluation Position Statement re. Inspection Readiness (including summary of changes from previous version)	
	The quality of Governing Bodies in Oxfordshire and relevant issues	
	Traded Services to Support school improvements (Range/Budget And Income/Evaluations/Partnerships/Complement to Core Offer and Core Offer plus)	
	LA Statutory Assessment and Moderation Report : Key Findings & Issues	
	Early Years Annual Report OR Phase Reports : Early Years/Primary/Special/Secondary/Post 16) Performance/Strengths & issues/Priority Provision Focus Areas	
Autumn	Schools Performance (Data) across key Indicators for all schools (Split by maintained/academies and for disadvantaged groups/vulnerable learners PLUS Data Profile Sets for Area Partnerships)	<i>Local Member/Cllr Reports for Partnership Area – officer capacity</i>
	Education Strategies 1. Education Strategy 2015-18 2. Vulnerable Learners – excellence and equity 3. Closing the Gap 4. School Quality Assurance Framework 5. Leadership Development Framework	
	Post 16 Provision (Performance data, Issues and Strategies for improvement)	
	School to School Support 1. The picture for OCC in terms of accredited providers 2. Examples of effective school to school support 3. Input from the OTSA and an Area Partnership	
	Schools Status School Places/Position of academies/conversions/sponsored/ sponsors list	
	Schools Causing Concern and Underperforming Schools Status Report & summary of provision/ thematic implications for LA/ S&LS	
Spring	Schools Views on services from LA for under-performing schools Case Studies of Success/Issues. School Visits by scrutiny members	
	SEN issues inc. Special Schools Perspectives and Alternative Provision	
	Attendance (Performance Data, Issues and Strategies for Improvement)	
	Behaviour and Exclusions (Performance Data, Issues and Strategies for Improvement)	
	Admissions	

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EDUCATION SCRUTINY COMMITTEE – 1 OCTOBER 2015

YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEETs) WORKING GROUP - PROGRESS REPORT

Report by Councillor Peter Handley, Chairman of the NEETs Working Group

Introduction

1. Under its Terms of Reference, the Education Scrutiny Committee may establish working groups in order to explore issues further.
2. At the July 2015 meeting of the Education Scrutiny Committee it was agreed that a working group of the committee be set up to consider into further detail the issue of young people not in education, employment or training (NEETs) in Oxfordshire.
3. This report provides a summary of the discussion and the recommendations of the working group to the Education Scrutiny Committee.

Young People Not in Education, Employment or Training (NEETs) Working Group

4. The NEETs working group is chaired by Cllr Peter Handley. Membership consists of the following Education Scrutiny Committee councillors: Cllr Mark Gray, Cllr Michael Waine, and Cllr Steve Curran. In addition, the Deputy Director for Education & Learning and other relevant officers attend the meetings of the group as required.
5. The group's initial meeting was held at County Hall on Thursday 03 September 2015. It is envisaged that a follow up meeting of the working group will be held in November 2015 to consider some of the matters arising from the initial discussion.

Summary of Discussion

6. At the September meeting, the working group were provided with an overview of the number of NEETs in Oxfordshire and the county council's statutory duties in relation to NEETs. Members heard that figures have improved significantly over the last few years and that Oxfordshire is in a strong position compared to its statistical neighbours.
7. Furthermore the working group discussed the employment and apprenticeship opportunities available to young people in Oxfordshire, and heard from officers that the county council is working closely with local employers and schools to match job opportunities with young people and to make sure young people have the right skills and training when they leave education.

8. Further information about the local and national picture in relation to NEETs and the council's responsibilities and work to support NEETs is available in the report attached at Annex 1.
9. Overall the working group were satisfied that the county council has robust systems in place to deal with NEETs and recommended that the issue does not require further attention from the committee.
10. In particular, the group noted that figures compare very favourably with neighbours and nationally, and advised that the council continue to look at areas of further improvement. There was acknowledgment that while individual cases of concern may occur, the county council provides appropriate support to young people not in education, employment or training in Oxfordshire and that the system used for updating children leaving education is working well.

RECOMMENDATION

11. **The Education Scrutiny Committee is RECOMMENDED to:**
 - (a) **recognise the positive trajectory of Oxfordshire County Council in supporting young people not in education, employment or training;**
 - (b) **encourage Early Intervention and Economy & Skills teams to link on a regular basis with the Education and Learning Senior Management Team to ensure clarity and joint working; and**
 - (c) **ensure governors are aware of their statutory responsibilities in relation to NEETs.**

COUNCILLOR PETER HANDLEY

Chairman of the Young People not in Education, Employment or Training (NEETs) Working Group

Contact Officer: Andreea Anastasiu, Policy Officer, Chief Executive's Office;
Tel: (01865) 323535

October 2015



Education Scrutiny Committee
Young People not in Education, Employment or Training (NEETs) Working Group

03 September 2015

1. YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEETS) IN OXFORDSHIRE

The Local Picture *(Please note all statistics below use July 2015 data)*

• **How many young people are NEET in Oxfordshire? (National Curriculum Years 12 – 14)**

No. 602 (total number to track) 3.2% Actual NEET 3.5% Adjusted NEET

Adjusted NEET Comparison: National 5.4%
 SE 5.0%

Statistical neighbours

Cambridgeshire	3.6%
Bath and North East Somerset	3.5%
West Berkshire	6.9%
Hertfordshire	7.1%
Wiltshire	4.4%
Hampshire	4.5%
Gloucestershire	5.8%
Bracknell Forest	10.0%
Buckinghamshire	2.9%
Surrey	1.8%

• **How many young people's destinations are not known?**

No. 708 3.8% Not Known

Year 12 – 1.2%

Year 13 – 3.5%

Year 14 – 6.9%

Not Known Comparison: National 13.2%
 SE 16.4%

Year 12 – National 8.6% SE 13.2%

Year 13 – National 14.5% SE 16.1%

Year 14 – National 16.5% SE 19.9%

Statistical neighbours

Cambridgeshire	1.9%
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Bath and North East Somerset	7.3%
West Berkshire	67.3%
Hertfordshire	42.3%
Wiltshire	8.1%
Hampshire	14.6%
Gloucestershire	16.4%
Bracknell Forest	66.0%
Buckinghamshire	2.2%
Surrey	5.6%

• **How old are the NEET young people?**

16 – 84	Year 12 – 133
17 – 181	Year 13 – 223
18 – 241	Year 14 – 246
19 – 96	

Adjusted NEET

Year 12 – 2.2%
Year 13 – 3.7%
Year 14 – 4.7%

Adjusted NEET Comparison:

Year 12 – National 3.5%	SE 2.9%
Year 13 – National 5.2%	SE 4.7%
Year 14 – National 7.5%	SE 7.5%

• **How long have these young people been NEET?**

Less than 3 months	– 119
3-6 months	– 177
6-12 months	– 170
12 months +	-- 136

• **Where do these NEET young people live?**

Oxford	– 166
West Oxfordshire	– 79
Cherwell	– 197
VofWH	– 71
South Oxfordshire	– 89

• **What is the level of qualification held by these NEET young people?**

Below Lev 1	– 241
Lev 1	– 145
Lev 2	– 90
Above Lev 2	– 5
Unknown	– 121

• **How many belong to vulnerable groups?**

LAC/LC	– 30
Young Carers	– 42

YOS	– 12
Homelessness	– 37
LDD	– 214
Teenage parents	– 104
Pregnant	– 27

2. COUNCIL'S RESPONSIBILITIES

The Local Authority has a number of statutory duties linked to NEETs:

- i) Section 68, Education and Skills Act 2008 “Local authorities are required to secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) and those aged 20-24 with a learning difficulty in their area (under sections 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009)) and to make available to young people age 19 and below support that will encourage, enable or assist them to participate in education or training”
- ii) The Education and Skills Act 2008 “further requires local authorities to promote the effective participation of all 16 and 17 year old residents in learning and to make arrangements to identify young people resident in the authority who are not participating”.
- iii) The Education Act 2011 “Local Authorities will retain their duty to encourage, enable or assist young people’s participation in education or training. They will be required to assist the most vulnerable young people and those at risk of disengaging with education or work”
- iv) The Education Act 2011 “requires schools to secure access to independent careers guidance for pupils in years 8 - 13 **and provide relevant information about pupils to local authority support services.** New statutory guidance “Careers guidance and Inspiration in schools” and non-statutory departmental guidance for governing bodies, school leaders and school staff (April 2014) produced to support the duty. The new duty broadens school responsibilities including requiring a school to:
 - ♦ have a careers strategy;
 - ♦ be aware of the need for young people to achieve grade C or better in English and Maths;
 - ♦ work in partnership with employers;
 - ♦ ensure effective linkage to STEM (science, technology, engineering and maths) subjects;
 - ♦ develop entrepreneurial skills and linkage to out of school opportunities to help deliver career aspirations”
- v) Education Act 2011 “to enable authorities to fulfil these duties, they will continue to track **all** young people’s participation through the Client Caseload Information System (CCIS) in order to identify those who are at risk of not participating post 16, or are in need of targeted support. Schools should work with local authorities to support them in recording young people’s post 16 plans and the offers they receive along with the current circumstances and activities”

- vi) Statutory guidance 'Careers guidance and inspiration in schools' April 2014
"Schools should work with local authorities to identify those at risk of not participation post 16. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have post 16 plans and received an offer of a suitable place in post 16 education or training under the 'September Guarantee' and that they are assisted to take up the place"
- vii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) "local authorities are expected to lead the September Guarantee process which underpins the delivery of this duty"
- viii) Education and Skills Act 2008 – "Schools should work in partnership with local authorities to ensure they know what services are available and how young people can be referred for support. All educational establishments have a duty to notify local authorities whenever a 16 or 17 year old leaves education or training before completion. It is for schools and LAs to agree local arrangements for ensuring this duty is met"
- ix) Statutory guidance 'Careers guidance and inspiration in schools' April 2014
"Local Authorities also track young peoples' progress after they leave school and schools may want to ask their local authority to share this information with them"
- x) (Section 27 of the Children and Families Act 2014). "Local authorities **must** carry out their functions with a view to identifying all the children and young people in their area who have or may have SEN or have or may have a disability (Section 22 of the Children and Families Act 2014). Local authorities **must** keep their educational and training provision and social care provision for children and young people with SEN or disabilities under review"
- xi) NCCIS guidance (DfE 2015/16 "CCIS is essentially a local database that provides local authorities (LAs) with the information they need to support young people to engage in education and training; to identify those who are not participating and to plan services that meet young people's needs. It also enables LAs to provide management information to DfE through NCCIS. Information recorded on NCCIS is used to:
 - monitor the extent to which young people are meeting the duty to participate in education or training. This requires pupils who reached the compulsory school leaving age in summer 2014 and beyond to continue in full time education or training, and apprenticeship, or full time employment combined with part time study until at least their 18th birthday
 - produce local authority monthly tables, which are available on the NCCIS portal, for services to compare and benchmark their performance against others
 - produce public tables that are available on GOV.UK:
 - proportion of 16- and 17-year-olds in education and training;
 - NEET data by local authority; and
 - the September Guarantee

- combine with other administrative data to help DfE produce statistical first releases (SFR) such as the KS4 and KS5 destination measures and the NEET Quarterly Brief
 - evaluate policies such as the Youth Contract and traineeships”
- xii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) “In order to discharge this duty, local authorities must collect information to identify young people who are not participating, or who are at risk of not doing so, to target their resources on those who need them most. The information collected must be in the format specified in the Client Caseload Information System (CCIS) Management Information requirement. To meet this requirement, local authorities will need to have arrangements in place to confirm young people’s current activity at regular intervals. This may be through exchange of information with current education and training providers and others services as well as direct contact with young people”
- xiii) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) “ Local authorities will be expected to continue to work with schools to identify those who are in need of targeted support or who are at risk of not participating post 16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. Tools such as NEET indicators may support this”.
- xiv) RPA Statutory Guidance on the participation of young people in education, employment or training (March 2013) “16 – 17 year olds are, in certain circumstances, eligible to claim Job Seeker’s Allowance (JSA), Income Support (IS) or Employment Support Allowance (ESA). Whilst decisions about payment or benefit will be made by the Jobcentre Plus, any under 18 wishing to make a claim must first register with the local authority as a condition of entitlement. Local Authorities must follow the processes set out in the ‘Benefits Liaison Guidance’ issued by DWP to ensure that benefit regulations are adhered to”.

3. THE SYSTEM USED FOR UPDATING CHILDREN LEAVING EDUCATION

A number of related processes are used to ensure accurate information is received and input onto the CCIS system.

- a) Each year information of all young people in Year 8 is uploaded onto the CCIS database
- b) We are currently working with ICT to get a refresher of this information for Year 11
- c) Each year in March/ April/May schools provide a list of all the ‘intended destinations’ of young people in year 11. Through June to August, schools and colleges provide a list of all young people offered places
- d) In Sept/Oct schools provide a list of the actual destinations and colleges provide a list of all young people who have started a course
- e) Other Learning providers provide information about all young people in their provision
- f) Schools data team provide information about the GCSE and A level results

- g) Schools, colleges and learning providers inform LA when a young person leaves
- h) SEN colleagues provide information about young people with Education and Health Care Plans and support high need LDD young people
- i) Virtual school/Social Care data provides monthly information about LAC/CL
- j) YJS provides data about young people in Youth Justice
- k) Health provides data monthly on births to teenage parents
- l) Social Care provides information on Young Carers
- m) Early Intervention through Hubs and central Youth, Engagement and Opportunities team follow up and support young people with no intended destinations, young people with no actual destinations, those who have stated they want a destination, NEET young people and those young people who have moved to EET to check they are still in EET

4. SUPPORT FOR NEET YOUNG PEOPLE

Early Intervention – provides a range of support for NEET young people:

- www.Oxme.info – website containing opportunities information – Jobs, apprenticeships, traineeships, learning. This includes sending young people weekly ‘hot jobs’ information and workers current jobs/learning information. Links also to facebook and twitter
- Webchat and helplines - access every day to an on,ine helpline for young people to ask questions and receive immediate answers to a range of issues/problems
- Job Clubs, Drop Ins and Activities – access to regular activity
- Face to face appointments - individual appointments for specific support
- Outreach to NEET young people – contact from Hubs to every NEET young person every 45 days
- Specialist NEET Support – targeted at young people in vulnerable groups, working close with YJS, SEND, Virtual School. Young Carers, Family Nurse partnership. One to one support provided by specialists
- Direct contact with young people who have indicated they intend to do an apprenticeship (City Deal funded)
- Support for schools and colleges – to provide quality Careers Education, Information, Advice and Guidance (CEIAG).
- Provision of annual Risk of NEET Indicator (RONI) information highlighting young people most at risk of becoming NEET so support can be put in place by the school
- Data Sharing
- ESIF projects to be tendered through Big Lottery (Autumn 15) a) to support transition from school for those most likely to become NEET and b) provide engagement programmes for young people NEET for six months or more

(See detail in Statement of Service for EI – attached as annex)

Economy and Skills – provides a range of structures that support young people, working closely with the Skills Board and Oxfordshire Local Enterprise Partnership (OxLEP).

- Prepares information about the local labour market, producing an biannual publication supporting schools and others to link learning with jobs available locally both now and predicted for the future.

- Links with developers for major construction projects to create Employment and Skills Plans (ESPs) aimed at securing opportunities and employment for young people both during construction and end- user phase (e.g. Westgate shopping centre)
- As part of Oxfordshire's city deal 'Oxfordshire Apprenticeships' (OA) works with employers with an aim to increase the number of apprenticeships available for young people by supporting them to take on apprentices. OA also works with schools to promote apprenticeships to young people as an option post 16 or post A levels and can provide one to one support to young people struggling to secure an apprenticeship.
- Provides 'Oxfordshire Work Experience' – a service paid for by schools to support schools/colleges with work experience for students.
- Manages 'Opportunities to Inspire' (O2i) linking schools and employers to enhance the CEIAG offer in schools.
- Maintains relationships with post 16 providers to influence learning provision to ensure sufficiency of places, including identifying any gaps and seeking to fill these.

Contact officer: Ruth Ashwell, Service Manager Youth Engagement & Opportunities, Tel: 01865 810649, Email: Ruth.Ashwell@Oxfordshire.gov.uk

Early Intervention Service Statement of Service: INFORMATION AND SUPPORT FOR YOUNG PEOPLE TO PARTICIPATE IN LEARNING AND EMPLOYMENT

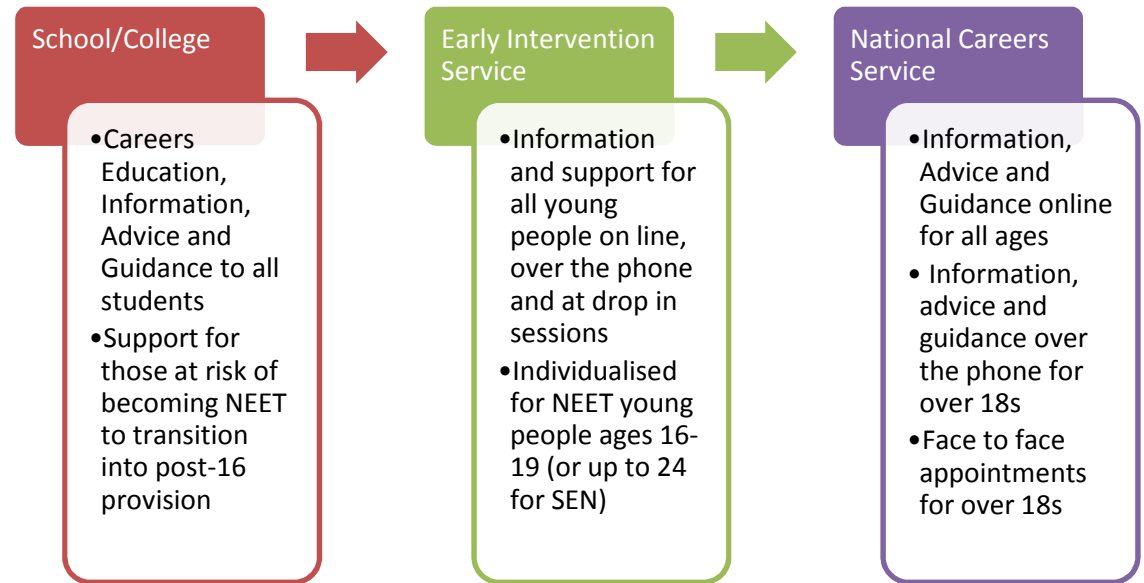
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<p>www.oxme.info</p>	<ul style="list-style-type: none"> • Online information for all young people in Oxfordshire. Including; opportunity search function; online registration for additional services. • Online registration triggering support through weekly jobs/learning bulletins • Information about positive activities happening locally.
<p>Webchat & Helpline</p>	<ul style="list-style-type: none"> • Webchat on www.oxme.info and Opportunities Team helpline (01865 328460) available during office hours to provide information about opportunities and support available.
<p>Job Clubs, Drop-ins and Activities</p>	<ul style="list-style-type: none"> • Sessions run at the Early Intervention Service Hubs across Oxfordshire offering face to face information and support (some weekly, some as one-off events). Access to computers for job seeking, signposting and researching careers and learning as well as referral to support to tackle barriers to participation
<p>Face to Face Appointments</p>	<ul style="list-style-type: none"> • One to one Information and advice sessions can be booked in advance by contacting the local Early Intervention Hub's by phone or email.
<p>Outreach to NEET* Young People</p>	<ul style="list-style-type: none"> • Follow up 16-19 year olds who are recorded as NEET are contacted every 45 days and offered support into learning or work. This may also include general support on barriers facing young people trying to get into work or learning • Young people becoming NEET are sent an information pack explaining the support available
<p>Specialist Support for Vulnerable NEET* 16-19** year olds</p>	<ul style="list-style-type: none"> • Information, Advice and Guidance and 1:1 support to access work and learning for young people who are; young parents, young carers, involved with YOS, Looked After or Leaving Care, in housing need or have a statement of Learning Disability or an Education Health and Care Plan.
<p>Support for Schools and Colleges</p>	<ul style="list-style-type: none"> • Support for schools and colleges to implement best practice in careers education and guidance through networking events, regular communications and sharing information about post-16 learning and employment opportunities. • Identification of students at risk of becoming NEET and support for students at risk to remain in learning • Provide destination data to schools to help them improve their Careers Education and Guidance

Accessing Information and Support

While you are at school or college, the school/college has a duty to provide you with Careers Education, Information, Advice and Guidance (IAG) and to support you to find a suitable learning placement or job after you leave. The County Council has a duty to ensure there are enough suitable learning places available for all young people in Oxfordshire and that young people are encouraged to participate in learning. The County Council also has a responsibility to provide information and support for young people who have left school/college and to ‘track’ young people up to age 19 to ensure support is provided if work, school, college, or other learning placement breaks down and to support young people back into work and/or learning.

The statutory duties around IAG that each organisation is responsible for are outlined in the Education and Skills Act 2008 and in statutory guidance produced by the Department for Education, including [‘Careers guidance and inspiration in schools’](#) and [‘Participation of young people: education, employment and training’](#).



About the Early Intervention Service

Early Intervention Service offers support to children, young people and families through a range of programmes including 1 to1 support, targeted and open access groups. The hubs provide intensive support where needed, to children, young people and families with complex needs. The aim is to support children and young people to reach their full potential and improve their life chances by providing accessible services that target the most vulnerable and support those needing direction.

We provide information, advice and support for young people who are not in learning or employment across Oxfordshire in a number of ways:

1. Online and over the phone

All young people can access the online information we provide at any time. There is a huge amount of information on www.oxme.info about education and work opportunities, CV and interview help and job seeking tips. The website site contains information for specific groups of young people – such as those with disabilities, looked after children or young parents. All young people in Oxfordshire can

use the webchat, phone line and email support available from the Youth Engagement and Opportunities Team during office hours or leave a message out of hours.

You can register online to receive our weekly 'Hot Jobs' bulletin by email and let us know what you are hoping to do next at www.oxme.info/register. The website also provides a range of other information to support young people with issues such as housing, substance misuse, sexual health providing useful information and contact details. In addition the site hosts www.activitiesoxfordshire.info, this site provides information about the range of activities that can be accessed in young people's leisure time.

2. Make an Appointment at one of our Hubs

Early Intervention Service Hubs all have a worker who is responsible for Youth Employment and Participation and can arrange to speak to young people on a 1-to-1 basis. To make an appointment, call or email your local Hub and ask for an appointment to talk about employment and training. The hub will decide based on your personal situation which worker is best placed to help you – either someone from the Hub, or one of our Specialist NEET Workers. Details for all Hubs can be found on www.oxme.info/hubs or see below. Support could be a one off meeting or it could mean you work with one of our team for a few months while you decide what you want to do and help you plan how to achieve your goals.

3. Drop in to a Job Club

The Early Intervention Service run job clubs and drop-in sessions for young people who are looking for work or training. These happen at the Hubs or other centres around the county (such as libraries and community centres). Dates, venues and times are listed at www.oxme.info/jobclubs or you can contact the local hub by phone to ask when the next job club is happening. Young people do not need an appointment to attend these sessions, please just come along on the day. Some of our Job Clubs run short employability courses and life skills workshops.

What the Early Intervention Service provides:

- Online Information and tools that young people can use from home, school or another setting to support job seeking and access to learning
- Information about opportunities and job seeking over the phone and web chat for young people aged 13 to 19 (and up to 24 if they have a statemented Learning Disability or an Education Health and Care plan).
- Information and action planning sessions with a Hub worker for young people who are not at schools or college
- Specialist NEET Support service or allocated Hub worker for on-going support into employment and/or training or learning
- Referral and signposting to other Information, Advice and Guidance and related services (e.g. National Careers Service, Youth Contract, Phase2)
- Support for schools to identify young people who are at risk of becoming NEET or not participating in learning after they leave school and joint working to plan for transition

- Phone or face to face contact with NEET young people every 45 days providing support for young people to get into work and/or learning and encourage them to access the help available
- Phone/email/letter contact with young people whose education/employment status is not recorded to ensure they are in a suitable opportunity and to encourage them to access our services if required

What the Early Intervention Service does not provide:

- Schools and colleges have a duty to provide Careers Education, Information, Advice and Guidance (CEIAG) for all their students. Therefore, the Early Intervention Service cannot provide CEIAG to young people who are still in mainstream education.
- The Early Intervention Service cannot support young people living outside of Oxfordshire. When a young person leaves an Oxfordshire school or college they need to contact the local authority in which they live for support.

Equal Opportunities

The Early Intervention Service welcomes enquiries from all young people and adults regardless of age, ethnic origin, disability, gender, marital status, sexual orientation, background or religion. We are committed to the aim of offering equality of opportunity to all and can provide information about support for all young people to access work or learning, whatever your situation and aspirations are.

Feedback, Comments and Complaints

If you have a comment or complaint about the www.oxme.info website, or need to request a change or correction, you can contact oxme@oxfordshire.gov.uk directly with your complaint or request. We are always happy to hear from readers and welcome the opportunity to improve our website, phone support and web chat.

If you have a complaint about the Early Intervention Service or support you have received, please have a look at the ['Something Not Right Poster'](#) to see how you can make a complaint and who to make it to.

Data Protection

Oxfordshire County Council complies with the requirements of the Data Protection Act 1998.

We store information about all young people in Oxford and what they are doing in terms of education, training or employment. This information is reported to the Department of Education on a monthly basis.

In some instances we may share your contact details with learning providers, but only when we believe this will help aid your progression into learning or employment. If you would like to 'opt out' you can tell us not to share your information with external partners by contacting the Youth, Engagement and Opportunities team.

Getting in Touch

Contact details for the Youth, Engagement and Opportunities Team:

Tel: 01865 328460 / 328908
 Email: opportunities@oxfordshire.gov.uk
 Webchat: Via www.oxme.info
 Facebook: www.facebook.com/opportunitiesoxfordshire
 Twitter: @oxcentric
 Post: Youth, Engagement & Opportunities Team
 Early Intervention Service
 Oxfordshire County Council
 3rd Floor, County Hall
 New Road
 Oxford OX1 1ND

Contact details for all of the Early Intervention Hubs:

Abingdon: The Net, Stratton Way, Abingdon, OX14 3RG,
ElAbingdon@oxfordshire.gov.uk, 0845 6029279

Banbury: Banbury Youth Centre, Hilton Road, Banbury, OX16 0EJ,
ElBanbury@oxfordshire.gov.uk, 0845 6029288

Bicester & Kidlington: Courtyard Youth Arts Centre, Launton Road, Bicester, OX26 6DJ, ElBicester@oxfordshire.gov.uk, 0845 6029298

Didcot: The Vibe Youth Centre, Park Road, Didcot, OX11 8QX,
ElDidcot@oxfordshire.gov.uk, 0845 6029299

East Oxford: Union Street Centre for Young People, Union Street, OX4 1JP,
ElEastOxford@oxfordshire.gov.uk, 0845 6029315

Littlemore: Oxford Academy Campus, Sandy Lane West, Littlemore, Oxford, OX4 6JY, ElLittlemore@oxfordshire.gov.uk, 0845 6416424

Witney: Witney Youth Centre, Witan Way, Witney, OX28 4YA
ElWitney@oxfordshire.gov.uk, 0845 6029284



Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
Education Scrutiny Committee Meeting	3-Dec-15			
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Schools' Performance Data			Sarah Varnom	TBC – data validation
Draft Education Strategy			Rebecca Matthews	
Draft Vulnerable Learners Strategy			Mark Jenner	
Education of Gypsy, Roma & Traveller Pupils			Rebecca Matthews	As requested at ESC 09 July
Provision of Suitable School Places in Areas of Growth			Roy Leach	
Challenge of recruiting teachers, staff retention & impact on the market				Strategic Board are looking at this Q. How many are white working class boys Q. What could be done with the Housing Associations
Children on the Edge of Care Schools Response				
Coasting Schools				Added from June meeting, policy briefing
Governors				Added from June meeting, policy briefing
Behaviours in Schools				Added from June meeting, policy briefing
Consequences of the raised learning age to 18 (Including the on-going additional costs to schools)				
Special Educational Needs and Gifted Children			Sarah Varnom	
Free School Meals - Consequences and additional costs to schools				Consider inviting a couple of schools to provide update.
How have the free schools affected the capital allocation?			Roy Leach	
Report back on Science after talking to Teaching Schools Alliance				

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)
A Level results in colleges that offer vocational subjects				Recommendation of the Education Attainment Working Group (3 July)
Education Scrutiny Committee Meeting	11-Feb-16			
Annual Report of the Virtual School for Looked After Children and Care Leavers		Mark Jenner (Headteacher, Virtual School)		
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Education Scrutiny Committee Meeting	25-Apr-16			
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Education Scrutiny Committee Meeting	04-Jul-16			
Regional Schools Commissioner follow up discussion		Martin Post, Regional Schools Commissioner		As agreed at ESC 09 July 2015
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Education Scrutiny Committee Meeting	26-Sep-16			
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Education Scrutiny Committee Meeting	12-Dec-16			
LAASSI Ofsted Inspection Framework Update			Judith Johnson	
Education Scrutiny Committee Meeting	13-Mar-17			
LAASSI Ofsted Inspection Framework Update			Judith Johnson	