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OXFORDSHIRE COUNTY COUNCIL

Notice of a Meeting

Education Scrutiny Committee
Monday, 26 September 2016 at 10.00 am
Rooms 1&2 - County Hall, New Road, Oxford OX1 1ND

Membership

Chairman Councillor Mark Gray
Deputy Chairman - Councillor Michael Waine

Councillors:	Kevin Bulmer	John Howson	Sandy Lovatt
	John Christie	Richard Langridge	Gillian Sanders
Co-optees:	Mrs Sue Matthew		
By Invitation:	Ian Jones	Carole Thomson	

Notes: ***Date of next meeting:*** *12 December 2016*

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*
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Committee Officer	-	*Deborah Miller, Tel: 07920 084239* *deborah.miller@oxfordshire.gov.uk*

P G Clark

Peter G. Clark
County Director

September 2016

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 9 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.

recycled paper

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 - 12)

To approve the minutes of the meeting held on 4 July 2016 (**ESC4**) and to receive information arising from them.

5. Petitions and Public Address

6. Strategic and Operational Responsibilities of the County Council & the Resources Required to Carry Out These Duties, particularly in relation to School Improvement and Support Services (Pages 13 - 22)

10.10

Report by the Director for Children's Services (**ESC6**).

The report reiterates the ongoing strategic and operational responsibilities of the Council. It provides information about the resources required to carry out these duties, particularly in relation to school improvement and support services.

The Education Scrutiny Committee is encouraged to challenge the robustness of the new structure of the Education & Learning services and the adequacy of the allocated resources, in order to assist officers in continuing to deliver high quality and efficient services to discharge the Council's statutory responsibilities.

7. Education Attainment Report 2016 (Provisional Results) (Pages 23 - 34)

11.00

Report by the Director of Children Services (**ESC7**).

This report presents an early overview of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2015-16.

2016 has seen significant changes to tests and assessments at both key stages 1 and 2, and it is the first year to assess and report on the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher

assessment have been introduced to reflect this revised curriculum. These changes to assessments at the end of key stage 2 and key stage 1 means that comparison with previous years is not possible.

The Committee is RECOMMENDED to consider and comment on the report.

8. Exclusions (Pages 35 - 4

11.45

The following reports are attached for the Committee's consideration:

(a) Acadamies Data Sharing & Issues with Reporting Data
(b) Exclusions of Looked After Children

The Education Scrutiny Committee is asked to consider and comment on the reports.

9. Oxfordshire Schools Strategic Partnership Annual Report (Pages 45 - 48)

12.20

Report by the Chair of the Oxfordshire Strategic Schools Partnership Board (**ESC9**)

Oxfordshire's Strategic Schools Partnership Board (SSPB) brings partners together to promote the development of sustainable school to school support across the county.

The Board holds a small budget. Commissions are based on priorities identified by the Board in the context of Oxfordshire's Education Strategy 2015 - 18 and 'Equity and Excellence', supporting the aspiration that all Oxfordshire schools should be good or outstanding.

In order to meet this aspiration, a number of priorities have been identified and agreed by the Board:

- Close the performance gap between vulnerable learners and their peers
- Improve achievement of those with SEND
- Improve attendance
- Support effective recruitment and retention
- Encourage higher quality alternative provision
- Reduce fixed term and permanent exclusions
- Support development of leaders and managers in schools and settings

After one year of working together, members of the Board have established effective ways of working, there is good commitment to attending meetings and a level of honest and challenging discussion.

The Education Scrutiny Committee is RECOMMENDED to comment on the Annual report attached.

10. Early Years Board Annual Report (Pages 49 - 52)

12.35

Report by the Chair of the Oxfordshire Early Years Board (**ESC10**).

The Early Years Board brings together international, national and local early years experts. Current work includes:

- strategic leadership for early education in Oxfordshire (using data and intelligence to prioritise and influence) across schools, settings (day nurseries and pre-schools) and childminders;
- systems leadership: supporting outstanding practitioners to lead quality improvement in early education in Oxfordshire, and developing sustainable local networks, or 'communities of practice';
- narrowing the gap in Oxfordshire between outcomes for economically disadvantaged pupils and their peers at age five.

The Education Scrutiny Committee is RECOMMENDED to comment on the annual report.

11. Forward Plan and Committee Business (Pages 53 - 54)

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

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 **07776 997946** or glenn.watson@oxfordshire.gov.uk for a hard copy of the document.

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Monday, 4 July 2016 commencing at 10.00 am and finishing at 1.00 pm.

Present:

Voting Members:	Councillor Mark Gray – in the Chair
	Councillor Kevin Bulmer Councillor John Christie Councillor John Howson Councillor Yvonne Constance OBE (In place of Councillor Michael Waine) Councillor Patrick Greene (In place of Councillor Richard Langridge) Councillor Sandy Lovatt Councillor Gill Sanders
Other Members in Attendance:	Councillor Melinda Tilley
By Invitation:	Carole Thompson Mr Gareth Lewis for Agenda Item 11 (Headtacher of Oxfordshire Hospital School)
Officers:	
Whole of meeting	Andreea Anastasiu (Policy & Performance Officer); Deborah Miller (Corporate Services).
Part of meeting	

Agenda Item	**Officer Attending**
9	Christine Malone and Sarah Varnom, Strategic Leads for Education Quality;
10	Sharon Oliver, Education Inclusion Manager;
11	Janet Johnson, Strategic Lead for Vulnerable Learners

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.

20/16 ELECTION TO CHAIRMAN FOR THE COUNCIL YEAR 2016/17

(Agenda No. 1)

Councillor Gill Sanders proposed and Councillor John Christie seconded that Councillor John Howson be elected as Chairman.

Councillor Sandy lovatt proposed and Councillor Patrick Greene seconded that Councillor Mark Gray be elected as Chairman.

Councillor Howson receiving 3 votes and Councillor Gray receiving 5 it was duly declared that Councillor Gray be elected as Chairman for the 2016/17 Municiple Year.

RESOLVED: (by 5 votes to 0) that Councillor Mark Gray be elected as Chairman of the Education Scrutiny Committee for the 2016/17 Municipal Year.

21/16 ELECTION TO DEPUTY CHAIRMAN FOR THE COUNCIL YEAR 2016/17

(Agenda No. 2)

Councillor John Howson proposed and Councillor John Christie seconded that Councillor Gill Sanders be elected as Chairman. There being no other nominations and no dissent it was:

RESOLVED: (unanimously) that Councillor Gill Sanders be elected as Deputy Chairman of the Education Scrutiny Committee for the 2015/16 Municipal Year.

22/16 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 Councillor John Christie who had just joined the Committee.

23/16 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 4)

Apologies were submitted from Councillor Langridge (Councillor Patrick Greene substituting) and Councillor Waine (Councillor Yvonne Constance substituting). Apologies were also sent from Mrs Sue Matthew.

24/16 MINUTES

(Agenda No. 6)

The Minutes of the Meeting held on 25 April 2016 were approved and signed.

In response to a query from Councillor Howson on Minute 12/16 on the Recruitment & Retention of Teachers, the Chairman reported that the Cabinet Member had been asked to report back to the Committee on any actions that had been taken by the various boards established in Oxfordshire to address the recruitment challenges with specific reference to housing. Subsequently, there had been a request from CEF officers to defer the item to the September meeting of the Committee because the SSPB were presented with the research report on NQT recruitment and retention in Oxfordshire schools, which will be published in Sept/ October.

In response to a query from Councillor Gill Sanders on Minute 13/16 on the Implications of the Future Arrangements in Education, the Chairman reported that CEF officers and the Cabinet member had held a meeting with local primary schools' head teachers to explore the opportunities for developing locally grown MATs. and that a Letter had been sent out from the Cabinet Member to all local MPs. to ask them to find out the costs for Oxfordshire of the academisation agenda. Copies had been circulated to members.

In relation to a query from Councillor Howson on Minute 14/16, regarding the Cabinet Member being requested to discuss with schools and housing associations the possibility of selling land below market value to assist with the current and ongoing issues over the recruitment and retention of teachers, the Chairman reported that he was due to meet with Deputy Director for Commercial and that a letter had been drafted letter to ask Cabinet Member to consider this recommendation and would be sent out following the meeting.

25/16 ANNUAL MEETING WITH THE REGIONAL SCHOOLS COMMISSIONER
(Agenda No. 8)

Martin Post, Regional Schools Commissioner (RSC) for South Central England and North-West London, had been invited to attend the Meeting to discuss how the Council could work with the RSC to ensure the best educational outcomes for all the children in Oxfordshire. It would also provide a chance to raise awareness of the key challenges faced by the Council in the provision of Education and improvement of educational standards across the County.

During questions and discussion the following points were made, with Martin Post responding to questions:

General

- The RSC had around 50 staff and covered 28 local authorities and 8 dioceses. Greater capacity had been added under the Regional Team Review and the commissioner now had 2 Deputy Regional Commissioners to support him with the upcoming Workload. Three Sub-Regional Boards to provide a forum for the RSC, Local Authorities and Diocese to identify and coordinate the meeting of academies support needs were being established.
- The Commissioner confirmed that the demand on officers and resources was kept under review but that he was satisfied that he had enough staff to cover what he was obliged to do. He agreed that soft intelligence from local Authorities needed to be protected. ~There was also a need to sharpen up access to parents to flag up issues.
- The RSC confirmed that although geographically all authorities were different, he had a good working relationship with all the authorities and that he held regular meetings with officers.

Monitoring Schools

- The RSC reported that he worked closely with the academies; particularly if they were underperforming and that he maintained regular contact with the Multi academy trusts in the area. Currently, the Commissioner was closely monitoring

around 12 schools with Oxon. The Commissioner was considering introducing further monitoring around pupils or performance and around governance to ensure rapid improvement. It was the job of the RSC to ensure the trust was operating properly. It was however, the Trust's responsibility to ensure school performance through the school improvement plan.

- The RSC reported that they were dealing with the schools that they were particularly concerned about; but that he had seen improvement and that he was confident that Ofsted would show an improvement. The Annual report was due next term. Close working with the Local Authority enabled the RSC to gather soft information such as losing students in Year 8 or multiple complaints, allowing the Department to monitor situations closely. He also expected Good and Outstanding schools to continually strive to improve.
- The RSC worked closely with the EFA as financial information could tell a lot about the school. Operations Boards had been set up with the EFA, Free Schools Group, Academies Group and the RSC and met every 6 weeks.
- There were new powers to intervene and challenge schools that appeared to be coasting (coasting definition with results for 2016). If schools fell into category under that definition, the RSC would work with them to develop a plan to get out of that category by the next time. In response to Members concerns over small schools that would appear to be costing but were not, the RSC confirmed that it was their job to get behind the statistics which is why they used statistics from 3 years. If they could see schools were improving under its own steam they just gave support.

Recruitment and Retention

- Recruitment and Retention (R&R) remained a challenge right across the Region. The RSC did not have direct responsibility for the departmental strategy on R&R, however, one benefit he had seen was that the size of multi-academy trusts were making R&R easier and that there were a number of benefits of being able to offer career paths within the trusts. Secondary schools teachers did remain a concern, but large multi academy trusts were creating alternative opportunities for teachers to move into specialist roles within their areas rather than moving into leadership roles. The RSC took every opportunity possible to engage people in the school system, including talking to A 'level students, employers, governors, but further strong advocates for the profession were needed.

DFE Consultations

- The RSC emphasised that it was important that academies responded to consultations. The RSC was a Civil Servant and therefore wouldn't make a response. The department was looking at responses though.

Oversight of Operation Difficulties

- The specific incident of schools not paying staff on time was a software problem. The Trust was the employer and therefore had oversight of the payroll and HR functions. If the trusts were not discharging their functions properly, they would be in breach of their funding agreements and the RSC may intervene. The EFA would take responsibility on intervening in the first place.

Growth of local MATs

- In terms of encouraging the growth of local MATs, The RSC was looking at good and outstanding schools that were not in a trust to encourage them to join and was working actively to develop multi-academy trusts across the Region. The RSC agreed that local MATs were the best thing and that 70% had converted to local MATs, co-creating local solutions. Local MATs know the area best and were very much school lead. There would be many benefits to Local MATs collaborating with each other such as joint recruitment ability.
- The RSC confirmed that processes were in place to try and ensure that academies and MATs did not become financially unviable. Annual Audits and monitoring meant that the RSC should be able to flag up problems before crisis occurred. It would be essential that the RSC guard the continuation of education for those children and that was his role, together with the Local Authority. We would need to transfer to another sponsor. This would not happen overnight but our top priority would be to ensure continuation of education of those children. In some case the school closure had been extended by a year to achieve this.
- In relation to whether there was an agreement with the EFA for a deadline that schools would not be able to fail after, the RSC confirmed that no school would be able to close after Easter for that year.

Sponsors working effectively and ensuring school to school support

- In the case of Kidlington, the RSC explained that the school was given a directive academy order which was required under legislation. The RSC wanted to achieve improvement quickly. They contacted the sponsor who made it clear that they did not take on all schools. The aim of the trust was to develop a hub to benefit that school and schools in the area.

Encouraging MATs to take on less attractive schools

- Asked about how to encourage MATs to take on some schools within the area that were in financial difficulty or had buildings in a bad state of repair or needed a great deal of involvement, the RSC explained that he was looking at ways to work creatively to find a solution for schools in financial difficulty, such as using the free school programme to attract strong outside providers where no local solution can be found.

Parents Complaints

- In relation to mechanisms for addressing parent's complaints, the RSC commented that Ofsted shared complaints with the RSC and then the EFA investigated complaints with the trust. On occasion the RSC would get involved to safeguard work with the trust and the Local Authority. There was a need for Regional schools commissions to forward complaints to him.

Powers to require a Sponsor

- The RSC had no powers to compel a sponsor to take on a maintained school. The white paper however would set out a number of incentives, including money for the development of the MAT. The Sponsor Capital Grant meant that they could give a useful amount of money to schools.

Seeking appropriate Sponsors

- The Commissioner gave an assurance that he would continue to seek the views of the local Authority to identify the most appropriate Sponsor as working with the LA achieved a proper measure of what capacity there was locally.
- He also gave an undertaking to name sponsors promptly to ensure rapid improvement of school as soon as possible.

Acquisition or Disposal of Land

- The Commissioner explained that when a school converted to become an academy, it was required to register its land with the Land Registry. The Department published a list of all land to be disposed of and was considering what information it required to strengthen the process. When land was sold by schools extensive permission was needed from the Secretary of State and sport England, the EFA also had an involvement. Members expressed concern that not all land was registered and the RSC undertook to look into the matter.

RSC responsibility in relation to achieving Government goal of every school being an academy by 2022

- The Commissioner concurred that it was his duty to achieve this Goal and that the PR side of his Job was extremely important to get knowledge of the new system out there. He indicated that he would be more than happy to speak to groups of head teachers and governors.

What redress was there for academies not providing figures on attendance

- The Local authority has responsibility for all students within their area. If Mr Leach provided him with a list of schools who were not complying he would take it up.

Following the question and answer session, the Chairman thanked the commissioner for a positive discussion and AGREED that he be invited to attend again in a year.

26/16 OFSTED PROFILE OF OXFORDSHIRE SCHOOLS AND SETTINGS

(Agenda No. 9)

The Committee had before them a report by the Director for Children's Services setting out Ofsted Monthly monitoring for the 2015/16 academic year. The key messages arising from the report were as follows:

- the proportion of primary schools that were good/outstanding had increased by 1%pt to 87% (198 schools). The Oxfordshire figure was now in-line with the national figure as at 30 April 2016.
- The proportion of secondary schools judged as good/outstanding had increased to 86% (30 schools). Oxfordshire remained above the national figure of 76% as at 30 April 2016.
- All of Oxfordshire's special schools were judged by Ofsted to be good or better.
- The number of inadequate schools had increased by 1 to 7.
- There had been a small number of inspections that had taken place with results yet to be published. Where officers had been made aware, outcomes for those schools had been included in the county figures.
- One primary school, New Marston, had been judged to be inadequate this month.

Officers further reported that in 2015, Ofsted decided that Oxfordshire was a local authority of concern regarding early years outcomes (both inspection and children's outcomes). HMI had conducted a series of visits and the Early Years Team had changed working practices. As a result, good progress was being made. The 2016 Early Years Foundation Stage Profile outcomes should provide evidence of a narrowing of the gap between outcomes for children eligible for Pupil Premium and those not eligible.

In relation to settings, officers reported that compared with national inspection data, statistical neighbours, and South East local authorities, Oxfordshire had seen more inadequate inspection outcomes for settings since September 2015. Annex 1 to the report outlined that there have been 15 inadequate outcomes (Our Lady's received two inadequate outcomes and was closed). Focused work by the Early Years Team to support providers had resulted in four settings being re-inspected as good, and six settings moving from inadequate to requires improvement. Three settings were still inadequate (Cygnets Nursery Kidlington, Shiplake Village Nursery and Sacred Heart Nursery, Henley). They were making progress and were due re-inspection soon.

In addition, too many settings were judged as requires improvement in Oxfordshire. The Early Years Team was providing support for all such settings. During May 2016, for example, four settings were judged as requiring improvement. Annex 1 to the report outlined how eight settings received a second requires improvement judgement. Work with those settings was being prioritised. No new funded two year-olds were placed in settings inspected as requires improvement.

Officers further reported that of the six Out of School provider inspections since September 2015, there have been no inadequate outcomes, one requires improvement, three good and two compliant with requirements.

Members of the Committee expressed concern that a number of schools were failing over safeguarding issues and questioned what action was being taken. Officers confirmed that the Council had responded quickly in failing schools and that following action the school would be re-inspected and in most cases improved. Only 2 inadequate settings remained in Oxfordshire and there were now no inadequate childminders, which was the first time this had been the case since 2012.

Members further expressed concern over the reduction in the school improvement function and the possible effects on attainment, particularly as Oxfordshire as it did not have a high number of outstanding schools. Councillor Howson commented that the underfunding of very small primary schools potentially led to the school being unable of attain outstanding. Officers commented that the schools strategic partnership board was tasked with ensuring that partners work together so that statutory duties were met.

The Committee congratulated officers on the work carried out and on the positive outcomes, whilst noting that they could be assured that the County had the resources to carry out its statutory duties.

27/16 EXCLUSIONS IN YEAR 10

(Agenda No. 10)

At its meeting on 25 April 2016, the Committee received a presentation on exclusions in Oxfordshire schools and requested that officers provided an analysis of Year 10 data where there appeared to be an abnormally high number of permanent exclusions.

The Committee had before it a report (ESC10) which provided an analysis of the rate of permanent exclusions in year 10. Sharon Oliver, Education Inclusion Manager explained that she was surprised at the increase in rate of permanent exclusions of pupils from Oxfordshire schools this year. To date officers had been notified of 57 permanent exclusions. This compared with 43 permanent exclusions this time in 2014/15.

Furthermore, the rate of permanent exclusion of pupils in year 10 had increased year on year for the last 3 years. At this point in the year in 2013/14 there were 6 exclusions from this year group (23% of all permanent exclusions). Last year this figure increased to 15. (35% of all permanent exclusions). This year officers had been notified of 19 permanent exclusions from this year group which is 33% of the total. The use of permanent exclusion in Year 10 was significantly higher than any other year group. (The next highest year groups were years 8 and 9 with 8 permanent exclusions each).

Fifteen secondary schools had permanently excluded one or more pupils from year 10 so far this year. In contrast fixed term exclusions were more evenly distributed throughout the secondary phase. Officers had been notified of 510 fixed term exclusions of pupils in year 10 so far this year which was 20% of the total.

Reasons for exclusion in this year group were fairly similar with persistent disruptive behaviour and verbal abuse and threatening behaviour towards an adult being the most commonly used categories. Six girls and 13 boys had been permanently excluded from year 10 this year. This was an unusually high ratio of girls. The total across all year groups was 9 girls and 48 boys. That meant that two thirds of the girls who had been permanently excluded so far this year have been year 10 pupils.

Oxfordshire County Council's officers and schools were working collaboratively to avoid the use of permanent exclusion for children who were looked after. There had been a number of pupils who had been at significant risk of permanent exclusion but alternative solutions had been found. There had been one year 10 pupil who became looked after following a permanent exclusion.

In response to questions around why officers believed the exclusions in year 10 to have gone up, Ms Oliver explained that she was unable to give a definitive answer as to why the permanent exclusions had increased, although exclusions could often increase when there was a new headteacher or that possibly this was due to MAT broad policies not being compatible with local policies.

Members note the particularly high numbers at Didcot Girls School and asked officers whether there was anything the council could be doing in relation to this. Ms Oliver

commented that she was concerned that 4 looked after children had been excluded and undertook to contact the virtual school in relation to this.

Members expressed concern over the number of schools that did not provide data to the Council on their exclusions rates. Officers commented that it was an on-going problem. In some cases, data was not provided due to an incompatibility of systems, making it very difficult for schools to provide the data, but in some cases it was that some schools just would not provide the data on a whole school basis.

RESOLVED: to request that officers bring a full report to the next meeting of the Committee on the where things were falling down in relation to ICT problems around schools reporting exclusions and to request that the virtual school provide a report on looked after children.

28/16 OXFORDSHIRE HOSPITAL SCHOOL

(Agenda No. 11)

The Committee had before them a report on the Oxfordshire Hospital School (OHS). Ms Janet Johnson, Strategic Lead for Vulnerable Learners in introducing the report explained that the school was made up of 3 sectors:

The Children's Hospital section encompassed teaching at the Children's Hospital, the Nuffield Orthopaedic Centre and Helen & Douglas House Hospice.

The Highfield (an adolescent unit for the assessment and treatment of 11 – 18 year olds with a wide range of acute mental health issues) had 18 beds plus two high dependency beds. The Highfield served children from Oxfordshire and nearby counties, and referrals are accepted from anywhere in England if an emergency bed was required.

The Outreach Teaching Sector was based at The Harlow Centre in Oxford. OTS supports the education of children and young people in Oxfordshire unable to attend school due to their medical or mental health needs. This group of children were not in-patients but may attend a hospital as out patients.

In 2015/16 OHS had a budget of approximately £1.6m and end of year balances of £0.526m (32% of the annual formula funding). Local authorities might advise the Education Funding Agency of changes to hospital education place numbers through the place change request process in October/November each year. For 2014-15 an exceptional case was made to the EFA by the school, supported by the authority, and was accepted. One of the significant changes behind the case related to the new Highfield Adolescent Unit. This resulted in an additional £267,805 being received by the authority and allocated to the Hospital School. Therefore the school's budget allocation for 2014-15 increased to £1,606,831.

For 2015-16 an exceptional case was made by the school but was not accepted by the DfE, so the allocation for 2015-16 remained at £1,606,831. Schools generally had not seen inflationary increases since 2011-12, and the funding source for the Hospital School and other High Needs provision, the High Needs block of Dedicated Schools Grant (DSG), had been frozen at 2012-13 budget levels with no adjustment

for pupil demographic changes other than specific cases approved as part of the exceptions process mentioned above.

The view of local authority officers was that referring to funding for a number of places was unhelpful and not relevant for hospital education. Currently the system of funding was not based on any proxy indicators or a formulaic funding system and so was not fit for purpose. It was based on historic levels of spend which did not encourage efficient use of resources. Members of Schools Forum consider that schools should not be charged for services for which OHS was being directly funded.

Further challenges were that the school had an interim Headteacher with a substantive post holder beginning in September.

There were also uncertainties about the existing accommodation in the Harlow Centre and the school was likely to move. The service also used Early Intervention hubs for outreach work and they were therefore exploring alternatives, but new venues might incur some charges. OHS has over £50k devolved capital reserves, in addition to the 2015/16 balances. It was estimated that the likely move and costs incurred will be between £40k to £100k.

In terms of the outreach teaching sector 101 children were taught in 2014/15 (the children came from 1 special school, 7 primary, 26 secondary, 1 independent college). In 2013/14 OHS was allocated £450k to provide for children medically unfit to attend school. The hospital school supports children from neighbouring areas, including Buckinghamshire, Berkshire, Bedfordshire and Warwickshire. There is no longer any inter-authority recoupment.

A paper on OHS, setting out the current position and challenges, was discussed at Schools Forum on 15 June 2016. A review of roles and responsibilities was being undertaken to clarify the legal position and charging arrangements. Relevant documents included: Section 19 of the Education Act, and statutory guidance 'Education for Children with Health Needs who cannot attend Schools', DfE, May 2013 and 'Supporting pupils at school with medical conditions', guidance for governing bodies of maintained schools and proprietors of academies in England DfE 2014.

The local authority would submit another exceptions case to the EFA in the autumn to highlight how the current funding approach was not fit for purpose.

Mr Gareth Lewis, Interim Head of the Oxfordshire Hospital School set out his views that following his appointment in January 2015, he soon became aware of significant faults lines relating to the schools funding, accommodation, capacity and sustainability, particularly in relation to the Outreach Service it ran on behalf of the Local Authority. He believed that the first and most major fault line was that due to historic rise in local demand for Outreach Services, outstripping the designated budget and funding frozen at 2013 levels, funds meant for Hospital Based Provision had been diverted to subsidise Outreach funding deficits. DfE funds for Local Outreach Service equated to 28% of total OHS income, and accounted for 40% of total expenditure.

Although there were some strategic adjustments a school could make to cover shared central costs admin and management costs, in his opinion, this situation should never been allowed to happen on this scale. In effect Outreach nominal funded capacity had been dangerously exceeded through wrongly drawing on core Hospital Provision funds. Even taking this into account, the Local Outreach Service was at breaking point due to insufficient funds to maintain current staffing levels and the absence of "fit for purpose" accommodation, which included overcrowding and occasionally unsafe and insecure situations having to be managed by a very committed and tolerant Outreach staff team.
Besides Home Tuition, the Outreach Service currently operated from:
The Harlow Centre (Oxford Base)
Early Intervention Hubs at Abingdon, Banbury, Bicester and Witney

None of those were currently deemed suitable or fit for purpose and the school would not be able to access some of the hubs from Christmas 2016 and they would be totally unavailable from 31st March 2017. There were currently no concrete plans in place to cover relocation or a budget to fund relocation or potential rental costs. It had also became clear that the authority were not in a position to allocate additional funds and that the school would be reliant on utilising reserves to maintain our teaching capacity and to give a successor time to undertake a realignment to redress the incorrect allocation of funds for Hospital Based to Local Outreach Services.

This would also buy time for the authority to make a compelling case increase funds from the DfE to meet the growing demand for LA Outreach Services. This process would necessitate defining our current capacity for Outreach to continue to operate within safe and secure limits and allow us some prospect of gaining Outstanding when next Ofsted Inspected. In his view a Service Level Agreement and a submission to the DfE for increased funding needed to be completed by 31st August.

The Chairman thanked Mr Lewis for his presentation whist noting that at the very least the Authority should be able to get a Service Level Agreement drafted by 31 August and therefore proposed to ask officers to work with Mr Lewis in order to get a Service Level Agreement in place for the 31 August.

RESOLVED: (nem con) Accordingly.

29/16 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 12)

The Committee had before it a copy of the Committee's Forward Plan (ESC6) for discussion.

RESOLVED: to agree the forward plan for September with the following additions:

Recruitment and Retention of teachers with specific reference to housing - Christine Malone/ Roy Leach

Data Collection from Schools on Permenant Exclusions - Sharon Oliver, Education Inclusion Manager

..... in the Chair

Date of signing 2016

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016

STRATEGIC AND OPERATIONAL RESPONSIBILITIES OF THE COUNTY COUNCIL AND THE RESOURCES REQUIRED TO CARRY OUT THESE DUTIES, PARTICULARLY IN RELATION TO SCHOOL IMPROVEMENT AND SUPPORT SERVICES

Report by the Director for Children, Education and Families

COUNCIL RESPONSIBILITIES FOR EDUCATION

1. This paper reiterates the ongoing strategic and operational responsibilities of the Council. It provides information about the resources required to carry out these duties, particularly in relation to school improvement and support services.

2. A series of briefings on the continued role of the council with schools was delivered in the Summer Term (see Annex 1). In Oxfordshire over 50% of pupils attend academies. Most secondary schools are now academies. The Council still holds responsibilities for maintained schools. It has a role in supporting the academisation process and holds some responsibilities for learners in academies.

3. The implementation of the Government's national funding formula for schools and reformed Dedicated Schools Grant Blocks has been delayed by one year. Plans are now to implement the changes in 2018/19.A consultation about the introduction of an Early Years national funding formula is underway. From September 2017 there will be an extension of the free Early Years entitlement for three and four year olds from 15 to 30 hours per week.

4. Council services managed through 'Education and Learning' continue to be led by Roy Leach, Janet Johnson and Chris Malone. Roy is 'first among equals', which means that he is a member of Directorate Leadership Team (DLT) and associated groups. Leadership of Education and Learning continues to be as follows:

- Sufficiency and Access (RL)
- Vulnerable Learners (JJ)
- Education Quality (CM).
-

SUFFICIENCY AND ACCESS

5. The local authority's responsibilities located in Sufficiency and Access are:

- Ensuring that there are enough school, early years and childcare places (sufficient to meet the 30 hour entitlement), including through the commissioning of new schools
- Managing school admissions
- Determining and applying the home to school transport policy
- Exclusions (ensuring alternative full time provision following permanent exclusion)
- Attendance (including prosecutions)
- Schools Health & Safety
- Education visits
- Academy conversions (including sponsorship)

Resource required

6. The net Council expenditure and staff employed to discharge each of main areas of Sufficiency & Access are set out in the table below:

Service area	Total staff (not FTE)	Net Council budget £000	DSG contribution or income generation £000
Academies	2	374	Income 100
Admissions & transport	13	37	DSG 431
Early years sufficiency & payments	11	483 (inc. capacity building grants)	DSG 4,000
Exclusions & attendance	12	191	
Pupil Place Planning	5	289	DSG 44
Schools H&S	5	-31	Income 301
TOTAL	48	1,343	4,876

VULNERABLE LEARNERS

7. Local Authorities' responsibilities for vulnerable learners were last set out in the White Paper, Educational Excellence Everywhere (March 2016):
   - Identifying, assessing and making provision for children with special educational needs and disability (SEND) and looked after children (LAC).
   - Helping schools to provide the right support for children with additional needs, including LAC and SEND.

- Providing support to navigate the local SEND arrangements.
- Championing high standards for all children and calling for action from the Regional Schools Commissioner to tackle underperformance where necessary.

8. The Education Bill (May 2016) outlined a new set of principles which LAs should have regard to when carrying out their responsibilities in respect of children in care and care leavers:
   - A new requirement on local authorities to consult on and publish a local offer setting out the support available for care leavers.
   - Allowing all care leavers to have support from a personal adviser up to the age of 25 if they need it.
   - Extending the role of virtual school head and designated teachers to children who have been adopted or who are in long-term care (under an adoption, special guardianship or a child arrangements order).

Resource required

9. The teams supporting vulnerable learners are funded from the high needs block within the dedicated schools grant. The high needs block funding has not kept pace with increasing demand and consequently in 2015/16 spend exceeded the budget for the first time. This is predicted to increase in future years and becomes a risk for the County Council if the current link with the other DSG blocks ceases, as proposed in the national funding reforms consultation, and if Oxfordshire does not receive sufficient funding when the national funding reforms are implemented in 2018/19.

10. Oxfordshire's total High Needs expenditure was **£246** per head in 2014/15, compared with £301 England, £292 South East region and £265 statistical neighbours. Oxfordshire's estimated total high needs expenditure for 2015/16 is reducing to **£221** per head, whereas it is rising in England (£317), SE region (£298) and statistical neighbours (£282), therefore the funding gap is increasing in Oxfordshire. Total high needs expenditure includes top up funding to schools, (for children with statements or Education, Health and Care plans), SEN Support services, support for inclusion and alternative provision.

11. In line with all council services, this area continues to explore how to manage increasing demands with less resource. The three main priorities in 2016/17 are:

    1) Increasing the range and quantity of provision in Oxfordshire:
       - Strategic development of specialist provision, including free schools opportunities
       - The Placement Strategy (keeping our most vulnerable closest to home) and cost efficiencies
       - Maintaining relationships with local independent providers.

    2) Early Years and SEN Support Services review:

- Exploring further savings and
- Service transformation to ensure that SEN services are fit for purpose for the next 5 years, taking into account interdependencies with other services, such as nursing and CAMHS, and other market developments.

3) Performance of vulnerable learners
   - Stronger strategic and operational links between partners brokered by the Council to provide school improvement functions and central employed staff working within services for vulnerable learners.

EDUCATION QUALITY

The Council's strategy to address responsibilities

12. Key risks to current educational performance are:
    - rapid reduction in school improvement budget while Oxfordshire retains statutory responsibilities for its maintained schools
    - rapid unexpectedly high reduction in early years centrally held budget.

13. The council's strategy to mitigate these two risks is described below.

14. Current responsibilities under Oxfordshire's Education Strategy have been reduced to statutory and strategic requirements. The service to schools is summarised in the 'Guarantee' for schools copied in Annex 2. As a rule, services are offered to academies at a cost whereas maintained schools must participate and may be charged. Responsibilities include:

(i) Ensuring statutory duties are met and liaising with Ofsted (HMI), the Regional Schools Commissioner (RSC) and other partners, chairing the Safeguarding in Education Group, facilitating the Oxfordshire Strategic Schools Partnership Board (SSPB), Early Years Board and Chairs of School Partnership meetings

(ii) Managing available resource, maintaining a traded offer to schools and settings where full cost can be recovered, including through Hill End Outdoor Centre, and supporting Schools Forum

(iii) Risk assessing all education providers, overseeing the sending of position statements, writing targeted follow-up letters, planning and commissioning interventions, leading and commissioning School Improvement services through the Operational Group for maintained schools of concern

(iv) Managing the settings causing concern process for nurseries and pre-schools

(v) Meeting Standing Advisory Council for Religious Education responsibilities

(vi) Supporting head teacher recruitment in maintained schools

(vii) Meeting assessment and moderation requirements for primary schools

(viii) Providing inspection support for maintained schools and for settings

(ix) Facilitating provision of advice and support for governing bodies

(x) Supporting committees and management teams in early years and childcare provision where quality is a concern or through change

(xi) Fulfilling statutory responsibilities for Education Off-Site Visits

(xii) Communicating with education providers through a variety of means

Resource required

15. As reported to the Education Scrutiny Committee in April 2016, the Council's school improvement capacity has been in decline for a number of years. This is a conscious response to dwindling financial resources (reinforced by the decision of Government to no longer fund councils for this function when the per pupil Education Services Grant is replaced by a core local authority services block grant at the end of the 2016 -17 academic year) combined with the move away from being a direct provider of services to a commissioner role. How the cessation of funding for school improvement sits with an ongoing responsibility for the performance of the remaining maintained schools is still unclear. This year, additional funding has been allocated towards discharging the duties described below.

16. Ten years ago there were over 40 specialist subject advisers and a ten person team of generalist Education Officers. By 2015/16 there were 11 council employees delivering school improvement services, and from September 2016 there will be one 4 day-a week interim role plus business delivery capacity. Statutory services for schools causing concern will be commissioned through the council's approved provider list which has been established and updated for the purpose (called the Dynamic Purchasing System). The budget available for this commissioning will be significantly reduced (see below).

17. The following table lists the core budget reductions for school improvement work from 2015/16 to 2017/18.

	Core Budget 2015/16 £	**Core Budget Plan 2016/17 £**	**Core Budget Plan 2017/18 £**	**Total Savings (2015/16 - 2017/18) £**	**% Core Budget Reduction from 2015/16 to 2017/18**	**Proposed budget 2017/18**

School Governance & Accountability	85,274	75,274	15,000	**70,274**	82%	0 (traded service)
School Improvement	1,118,175	810,690	*205,941	**869,234**	82%	163,000

*In 2016/17 funding for Tier 4 roles is being covered centrally to support transition into the reduced budget

18. In addition to these reductions, Dedicated Schools Grant (DSG) is no longer available for functions such as the Primary Support Team (English and Maths advisory work). Due to Council's decision not to expand trading, these council services have now been discontinued to Oxfordshire schools.

19. Pressures on the Early Years DSG funding are likely to be high from April 2017. The Government is currently consulting on a range of proposals for early years funding with a tight time-frame. These include a capping of the proportion of Early Years DSG that councils can hold back to 7% from April 2017 and 5% from April 2018. Oxfordshire currently holds back just over 12%. Officers and Oxfordshire Schools Forum anticipated that a cap, if implemented, would be around of 10%. The unexpected steeper saving required means that the early years advisory function (which is totally DSG funded) will be reviewed and is likely to reduce significantly.

20. Further reduction of the budget in 2017/18 (see above) puts even heavier reliance upon the council brokering partners to complete school improvement work with those schools not yet academies. Although Oxfordshire's Strategic Schools Partnership Board and Operational Group are strengthening, and model the systems leadership method advocated by Government, there is a risk of schools falling through the net. A very lean model may not deliver improved quality of education in all schools that most of Oxfordshire's children now enjoy.

RECOMMENDATION

21. Education Scrutiny Committee is encouraged to challenge the robustness of the new structure of the Education & Learning services and the adequacy of the allocated resources, in order to assist officers in continuing to deliver high quality and efficient services to discharge the Council's statutory responsibilities.

JIM LEIVERS,
Director for Children, Education and Families

Contact officer:
Roy Leach, Strategic Lead for Education Sufficiency and Access
Roy.Leach@oxfordshire.gov.uk 01865 816458
September 2016

Annex 1

The County Council's position in respect of Schools, Full Council, July 2016

Oxfordshire context

As of 31st May 2016 the split in Oxfordshire between maintained schools and academies (including new schools) is:

Phase	Total	Academies	% Academies
Primary	234*	66	28%
All-through (4 - 18)	3	3	100%
Secondary	35*	29	83%
Special	15	6	40%

*in addition, 11 primary schools and 3 secondary schools are currently consulting on academy options

- Over 50% of Oxfordshire pupils attend academies
- 83% of state-funded secondary schools are academies (29/35) plus 3 all-through schools
- 28% of state-funded primary schools are academies (66/234)
- 40% of state-funded special schools are academies (6/15)
- 6 maintained nursery schools cannot currently become academies

National context

- Education Excellence Everywhere, DfE, 2016
  - All schools encouraged to become academies
  - Local authorities no longer to provide school improvement
- Education and Adoption Act, 2016 and Schools Causing Concern statutory guidance
  - Increased responsibilities for Regional Schools Commissioners for maintained schools (inadequate and 'coasting')

'Education and Learning': 3 functions

- Education Sufficiency and Access
- Vulnerable Learners
- Education Quality
- Local Authority as 'Champion for Children'
- Strategic Schools Partnership Board leading partnership delivery of 'school improvement'

Annex 2

Oxfordshire's School Improvement Guarantee 2016/17

1. Oxfordshire Education Strategy, and 'Equity and Excellence', 2015-18, focus on the good and improving quality and standards in Oxfordshire schools. Our main area for improvement is to raise attainment of vulnerable learners to be in line with national levels.

2. **School improvement work** is managed by partners on the Operational Group in a spirit of openness and transparency with schools. School Improvement Leaders (SILs) are National Leaders of Education / Local Leaders of Education / current Ofsted inspectors. School support tiers will be shared with headteachers in September (this may change mid-year):

- **Tier 1:** academies
- **Tier 2:** good and outstanding maintained schools
- **Tier 3**: maintained schools at greater risk of becoming schools of concern
- **Tier 4:** maintained Schools Causing Concern

(i) **Outstanding** schools will be encouraged to work with Oxfordshire Teaching School Alliance (OTSA) to work in partnership with other schools.

(ii) **Good or outstanding** maintained schools will be monitored in a 'light touch' manner. If educational standards drop and a school is deemed vulnerable to an inspection outcome of less than good, the school may be deemed as 'causing concern'. This will be the case if a school is 'coasting' or 'below floor' and the Operational Group will organise support.

(iii) Schools judged as **special measures, serious weaknesses or requiring improvement** by Ofsted will immediately trigger a **School Causing Concern** category. Support for maintained schools causing concern will usually be organised through the Operational Group, or through potential academy sponsors.

(iv) If an Oxfordshire maintained school is identified as **'causing concern'**, the headteacher and the chair of governors will engage in dialogue with either Oxfordshire County Council or its representative about next steps. The council will exercise the right to send a warning letter to schools that meet the criteria in the Schools Causing Concern Guidance, and will liaise with the Regional Schools Commissioner (RSC) as required.

(v) **Maintained schools that fall into special measures or serious weaknesses** will be briskly supported to become sponsored academies, through liaison with the RSC.

(vi) **Academies causing concern** fall under the remit of the RSC. If they have unresolved concerns about academies, council officers and the Chair of the Operational Group will alert the RSC and the appropriate Multi-Academy Trust, following liaison with academy leaders.

3. **Additional funded services for school improvement**

Attendance at **headteacher interviews** in maintained schools is free of charge to schools. Schools can buy fuller support for the headteacher recruitment process and for governance.

When a **maintained school is inspected**, the council will provide / commission / broker a senior education professional to talk with the lead inspector. This will not be charged to the school.

We set and agree a local syllabus for **Religious Education** in conjunction with the **Standing Advisory Council Religious Education (SACRE)**. SACRE provides support to schools on the provision of RE through the Locally Agreed Syllabus and online resources.

Support for maintained schools with **assessment and moderation** is provided in line with requirements in 'Assessment and Reporting Arrangements' and Guidance for Moderation.

4. OCC traded services for school improvement

Please see Oxfordshire Partners in Learning for:
Educational Visits Coordinator training
Inclusion briefings
An extensive suite of Governor Services
and Step into Training for early years training and development opportunities
Please also see Oxfordshire Teaching School Alliance The Diocese of Oxford and The Primary Support Team

5. Communication

- *Schools News* is the main method of communication with schools
- Webpages provide up to date information for schools
- In August primary schools will be sent Position Statements via *Perspective Lite* (secondary schools: October). *Perspective Lite* is used to convey notes of contact and data messages.
- In September a letter to headteachers and chairs of governors will explain this guarantee.
- *The KEEP* is Oxfordshire's directory for sharing ideas and projects for school improvement.
- Local authority officers meet termly with chairs of school partnerships, and with chairs of headteacher associations.
- Jim Leivers, Director of Children's Services, leads termly meetings with headteachers and chairs of governors.

Oxfordshire's School Improvement Guarantee

We will:

- work with partners to support and challenge maintained schools to offer a good education
- keep a watching brief over outcomes for pupils attending academies

- maintain and honour this guarantee for schools
- maximize the use of existing funding for school improvement
- implement the priorities and principles in Oxfordshire's Education Strategy.

We expect you to:

- understand Oxfordshire's Education Strategy and School Improvement Plan
- check regularly that your school meets statutory requirements eg for safeguarding
- seek support if your school faces difficulties
- offer support for areas in which your school excels
- access schools news weekly in term-time, keep up to date, share key messages in school.

Chris Malone, OCC Strategic Lead, Education Quality
Simon Bissett, Education Quality Commissioner
On behalf of Oxfordshire's Strategic Schools Partnership Board (SSPB) & Operational Group

Annex 3

Local Authority Statutory Duties relating to the quality of education [1]

Maintained schools	**Legislation / statutory guidance**
Schools Causing Concern	Statutory guidance for local authorities, March 2016
Assessment and moderation	National Curriculum Order, 2003/4, Key Stage 1, 2 &3 Assessment
School governance appointment of governors and Interim Executive Boards	Chapter IV & Schedule 11 of School Standards and Framework Act & Constitution Regulation's 2003 in Statutory Guidance August 2015
Headteacher appointments	School Staffing Regulations, 2009 (a power not a duty)
Standing Advisory Council on RE (SACRE) and agreed syllabus	Section 390, Education Act 1996 Schedule 31,1996 Education Act
Educational visits coordination & quality	Health & Safety Advice February 2014, Health & Safety at Work Act 1974
Child performance and employment	Part 2, Children and Young Persons Act 1933, Part 2, Children and Young Persons Act 1963, Children (Performances) Regulations 1968).
Early Years (education) (requirements are on all education establishments with a Foundation Stage) Improving outcomes for all children and narrowing the gap Intervention in settings receiving Nursery Education funding that are not inspected as good or outstanding	Childcare Act, 2016 and 2006 Statutory Guidance for Local Authorities in Education and Childcare, September 2014 to be updated for 2016
Safeguarding (requirements are on all education providers); liaison with LADO	Keeping Children Safe in Education, September 2016 Working Together to Safeguard Children, March 2015

[1] Subject to changes in legislation prompted by Educational Excellence Everywhere, DfE, 2016

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016

EDUCATION ATTAINMENT REPORT 2016 (PROVISIONAL RESULTS)

Report by the Director for Children's Services

INTRODUCTION

1. This report presents an early overview of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2015-16.

2. 2016 has seen significant changes to tests and assessments at both key stages 1 and 2, and it is the first year to assess and report on the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect this revised curriculum. These changes to assessments at the end of key stage 2 and key stage 1 means that comparison with previous years is not possible.

3. Provisional results published by the DfE in September indicate that at key stage 2 Oxfordshire performs in line with national average, although performance in writing tests is in the lowest 25% nationally.

4. There have been no changes to how the Early Years Foundation Stage and Phonics Screening Checks are assessed and so trend data are available for both of these measures. In both instances performance has increased from 2015, national comparative data will be available later in the year.

5. There continues to be a variation in performance between localities and types of school. The performance across Local Authority (LA) maintained schools and converter academies is broadly similar, with noticeably lower performance across sponsored academies.

6. Performance data for secondary schools will be available from late October.

ANALYSIS BY KEY STAGE (PROVISIONAL)

Key Stage 2

7. In 2016 pupils sat tests in reading, mathematics and grammar, punctuation & spelling (GPS), receiving results as a scaled score between 80 and 120.
The expected standard in the tests is a scaled score of 100 or above.
A scaled score of 110 or above shows that a pupil has reached a high score.

8. Schools were also required to submit teacher assessments for every child; with the target being working at least at the expected standard. There is also a category for working at greater depth in writing only.

9. The key stage 2 headline performance measures have now changed to be:
   - % of pupils achieving the expected standard in the combined measure of Reading, Writing and Maths;
   - Average progress made by pupils in reading, writing and in maths between key stages 1 and 2 (this is now a value added measure comparing how well pupils have done compared to other pupils at the same starting point).

10. The DfE released provisional national and local authority performance figures for key stage 2 on the 1st September. Progress figures and pupil group performance will be published in mid December.

Key stage 2 provisional results

		Reading, writing & maths		Reading (Test)		Writing (Teacher Assessment)		Maths (Test)		Grammar, Punctuation & Spelling	
	Cohort	% Expected	% Higher Standard	% Expected	% Higher Standard	% Expected	% Greater*	% Expected	% Higher Standard	% Expected	% Higher Standard
Oxfordshire	6719	52	6	68	22	68	14	69	16	71	22
England		52	5	66	19	73	14	70	17	72	22
Statistical Neighbour Average		53	6	69	23	79	14	69	17	71	23

*NB pupils are classed as working at higher standard in ks2 tests or working at greater depth in teacher assessments.

11. Just over half of the pupils in Oxfordshire (52%) reached the expected standard in reading, writing and maths in the new assessment; this is in line with the national figure.

12. Pupils in Oxfordshire perform slightly above the national average in reading tests.

13. Performance in maths and also in grammar, punctuation & spelling (GPS) tests is slightly below the national average but in line with the statistical neighbour average.

14. Oxfordshire's performance is particularly low in writing (which was teacher assessed) where only 68% of pupils are at the expected standard compared

with 73% nationally. Oxfordshire falls in the bottom 25% of local authorities for this measure.

15. Oxfordshire performs well with more able children as the proportion working at a higher standard/ greater depth is in line or above national averages for all except maths.

16. There is a wide variation in performance between schools, from 0-100% of pupils achieving the new expected standard in reading, writing and maths.

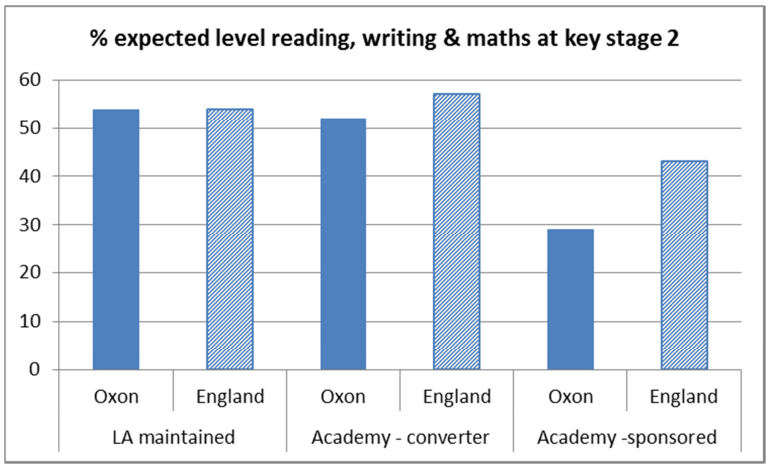
Key stage 2 attainment by school type

Type		No Schools	No pupils	% at least expected standard				
				Reading, Writing & Maths	Reading	Writing	Maths	GPS
LA maintained (mainstream)	Oxon	168	4739	54	71	71	72	74
	England			54	67	75	71	74
Academy – sponsored (mainstream)	Oxon	12	465	29	46	48	50	52
	England			43	54	71	62	63
Academy – converter (mainstream)	Oxon	48	1442	52	68	70	69	71
	England			57	70	77	73	76

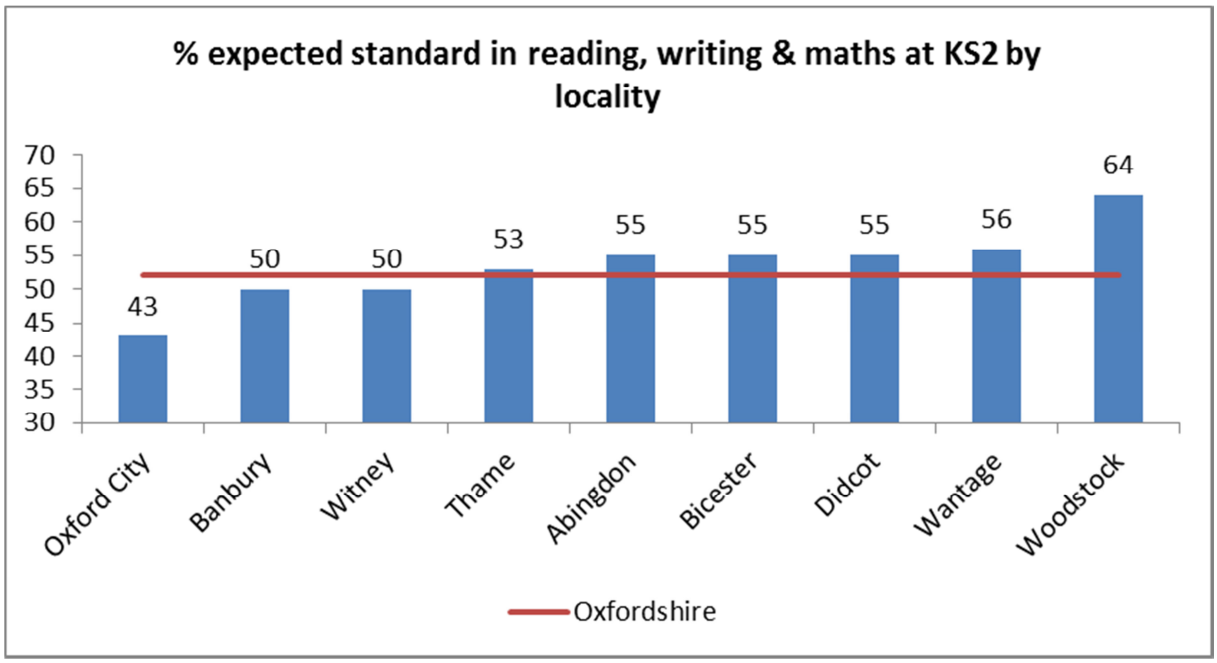
17. The majority of primary schools in Oxfordshire are still maintained by the local authority. Key stage 2 performance in these schools is broadly in line with that of similar schools nationally.

18. The performance of converter academies across Oxfordshire is slightly below that of maintained schools and below that of converter academies nationally.

19. A sponsored academy is a formerly maintained school that has been transformed to academy status as part of a government intervention strategy, generally due to poor performance.
There are 12 primary schools that are sponsored academies in Oxfordshire. The performance of this group of schools is noticeably lower than the other school types in Oxfordshire, which is to be expected, but the performance is also lower than that of sponsored academies across the country. This is particularly noticeable for writing in sponsored academies where only 48% achieve the expected standard in Oxfordshire academies compared with 71% nationally. (See appendix A for a list of sponsored academies).



Key stage 2 performance by locality



20. There continues to be a noticeable variation in performance across the 9 Oxfordshire localities.
43% of children reach the expected standard in reading, writing and maths across the 30 primary schools in Oxford City compared with 64% of children in the 28 primary schools in the Woodstock/ Chipping Norton locality.

Key Stage 1

21. From 2016 the target at the end of key stage 1 is for every child to be working at least at the expected standard in the separate areas of reading, writing and mathematics. There are also categories for those working at greater depth and those working lower than the expected standard

	% Expected Standard			% Greater Depth		
	Reading	Writing	Maths	Reading	Writing	Maths

Oxfordshire	74	62	71	26	14	19
England	nya	nya	nya	nya	nya	nya

22. The DfE will publish local authority and national figures for key stage 1 at the end of September which will allow comparative analysis to be completed.

23. A lower proportion of children reach the expected standard in writing (62%) compared with the other subjects (71% in reading and 74% in maths).

Key stage 1 performance by school type

School Type		Number of schools	Number of pupils	% at least expected standard – key stage 1		
				Reading	Writing	Maths
LA maintained (mainstream)	Oxon	168	6236	77	63	72
	England			Nya	Nya	nya
Academy – sponsored (mainstream)	Oxon	12	523	69	50	57
	England			Nya	Nya	nya
Academy – converter (mainstream)	Oxon	51	1656	74	63	71
	England			Nya	Nya	Nya
Free Schools	Oxon	3	127	76	69	78
	England			Nya	Nya	nya

24. Key stage 1 performance across the LA maintained schools and converter academies in Oxfordshire is broadly similar, with the exception of reading where 77% of children in LA maintained schools reach the expected standard compared to 74% in converter academies.

25. There are 3 free schools with children at the end of key stage 1. Performance across this group of schools is in line or higher than in other Oxfordshire school types.

26. Again the performance across sponsored academies in Oxfordshire is lower than that of other school types, particularly in writing and in maths.

Key Stage 1 performance by locality

Locality	Number of schools	Number of pupils	% at least expected standard		
			Reading	Writing	Maths
Abingdon	21	681	73	61	71
Banbury	26	907	69	61	69
Bicester	24	791	77	67	76
Didcot	30	921	73	59	71
Oxford City	32	1417	72	54	66
Thame	25	558	79	66	75
Wantage	27	712	77	67	74
Witney	21	640	76	64	71
Woodstock	28	615	80	69	74

27. Oxford City and Banbury localities have the lowest performance in each subject area.

28. Woodstock is the highest performing locality for reading and for writing at key stage 1, whereas Bicester has the greatest proportion of children reaching the expected level in maths.

29. Writing has the greatest variation in performance at key stage 1, from 54% of children in Oxford City to 69% of children in Woodstock locality reaching the expected standard.

Phonics Screening – Year 1

30. Children take the phonics screening check at the end of Year 1 of primary school. Pupils who do not reach the expected standard in Year 1 have to take the check again in Year 2.

31. There has been no change to how phonics is assessed and hence a 3 year trend is available for this measure.

32. Validated figures and national comparisons, including those for all pupil groups will be released by the DfE in late September.

Phonic Checks	**Cohort 2016**	**% Expected standard by end of Year 1**		
		2014	**2015**	**2016**
Oxfordshire	7574	73	76	80
England		74	77	nya
SN average		74	77	nya

33. The proportion of children reaching the expected standard in the phonics screening checks at the end of Year 1 in Oxfordshire has increased to 80%, from 73% in 2014.

34. In previous years performance in Oxfordshire has been very slightly below the national average.

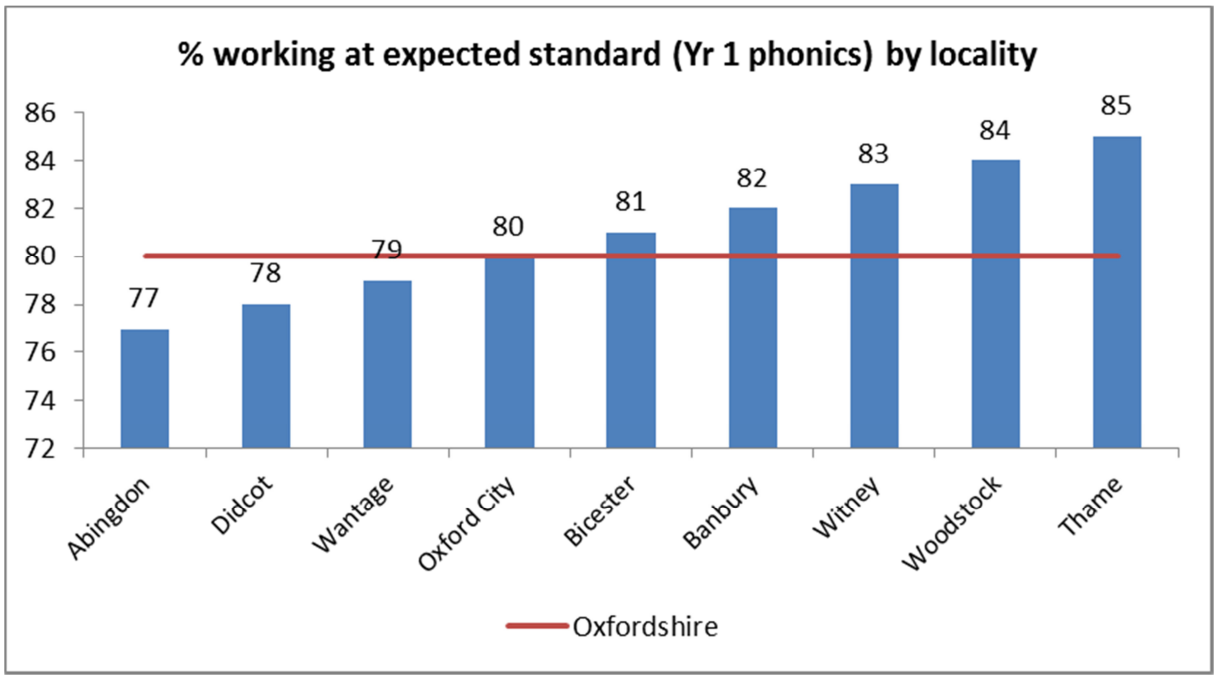
35. Performance at school level varies from just under half of pupils working at the expected standard (48%) to 10 schools where all the pupils are at the expected standard.

Phonics screening performance by school type

School Type		Number of schools	Number of pupils	% Working at expected standard
LA maintained (mainstream)	Oxon	168	5083	82
	England			nya
Academy – sponsored (mainstream)	Oxon	12	573	76
	England			nya
Academy – converter (mainstream)	Oxon	51	1729	79
	England			nya
Free Schools	Oxon	3	143	78
	England			nya

36. 82% of children in LA maintained schools are working at the expected standard. There is less variation in performance between types of school at this stage.

Phonics screening performance by locality



37. The performance of the different localities shows a different pattern for this performance measure. At other key stages Oxford City and Banbury localities show the lowest performance. For the phonics screening however it is the three localities in the south and vale areas (Abingdon, Didcot and Wantage localities) that have the lowest performance.

Early Years Foundation Stage Profile

38. The Early Years Foundation Stage Profile (EYFSP) summarises children's attainment at the end of the Reception year. To reach a Good Level of Development (GLD), children have to meet at least an expected level in all the prime areas of learning (communication; physical development and personal, social and emotional development) as well as in literacy and numeracy.
39. There have not been any changes to the performance measures for 2016 and so a 3 year trend is available.

40. The EYFS profile was due to become non-statutory from 2016 but the DfE have recently announced that it will continue for another year.

41. The DfE will publish national and LA comparative figures for the EYFSP in late October.

Phonic Checks	Cohort 2016	% Good level of development		
		2014	2015	2016
Oxfordshire	8042	60	66	70
England		60	66	nya
SN average		63	68	nya

40. In 2016 70% of Oxfordshire children reached a good level of development by the end of the Early Years Foundation Stage. This is an increase from 60% in 2014.
Performance in Oxfordshire has been in line with the national average over the last few years.

41. The proportion of children reaching a Good Level of Development varies between schools, from 31% to 100% (4 schools).

EYFSP performance by school type

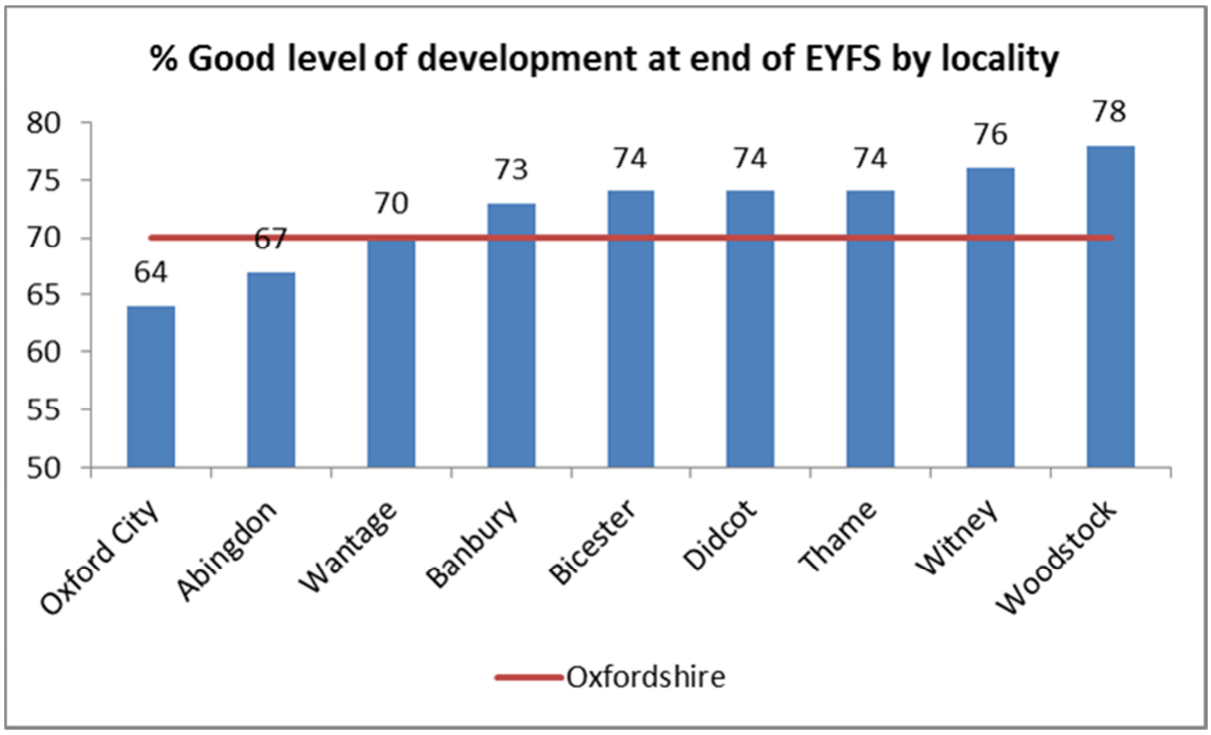
School Type		Number of schools	Number of pupils	% Good Level of Development
LA maintained (mainstream)	Oxon	171	5385	72
	England			Nya
Academy – sponsored (mainstream)	Oxon	12	641	64
	England			Nya
Academy –	Oxon	51	1811	71

converter (mainstream)	England			Nya
Free Schools	Oxon	3	173	58
	England			nya
Private, Voluntary & Independent Setting	Oxon	37	151	49
	England			

41. The performance across LA maintained schools and converter academies is again broadly similar. Performance is noticeably lower across the 12 sponsored academies and the 3 free schools.

42. There are 37 private, independent or voluntary settings (e.g. pre-schools, nursery schools and independent schools who claim nursery education funding) who had children at the end of the Foundation Stage. Just under half of the children in these settings reached a good level of development.

EYFSP performance by locality



43. Performance across the nine localities varies from 64% in Oxford City to 78% of children in Woodstock reaching a good level of development. (This excludes the PVI settings).

JIM LEIVERS,
Director for Children's Services

Contact Officer: Christine Malone, Strategic Lead for Education Quality
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September 2016

APPENDIX A – SPONSORED ACADEMIES

A sponsored academy is a formerly maintained school that has been transformed to academy status as part of a government intervention strategy, generally due to poor performance. They are consequently run by a Government-approved sponsor.

There are currently 12 primary schools that are sponsored academies in Oxfordshire.

These are: Abbey Woods Academy; Bayards Hill School; Cutteslowe Primary School; Dashwood Banbury Academy; Eynsham Primary School; John Henry Newman Academy; Millbrook Primary School; Orchard Meadow Primary School; St Christopher's Cowley; Wheatley Primary School; William Morris School; Windale Primary School

APPENDIX B – TIMELINE FOR PUBLICATION OF ATTAINMENT RESULTS BY DFE

Key Stage	Data level				Date available
	LA	National	Pupil Group	School	
Key Stage 1	Y	Y	Y		End September
Phonics Screening	Y	Y	Y		End September
EYFSP	Y	Y			Late October
GCSE / A Level	Y	Y			Mid October
EYFSP			Y		End November
Key Stage 2	Y	Y	Y	Y	December
GCSE/ A Level	Y	Y	Y	Y	January

APPENDIX C – MAP OF LOCALITIES IN OXFORDSHIRE

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016
EXCLUSIONS

Report by the Director for Children's Services

BACKGROUND

1. At its meeting on 04 July 2016, the Education Scrutiny Committee received a presentation on exclusions in Oxfordshire schools, with a particular focus on exclusions in Year 10, where there appeared to be an usually high number of permanent exclusions. Following on from this discussion, the Committee requested that further information be provided in relation to the data sharing agreement between the council council and schools and academies. The Committee also requested to receive an analysis of exclusions of Looked After Children (LAC).

2. The following documents are provided below for the Committee's consideration:

    1. Data Sharing between Oxfordshire County Council and Schools and Academies
    2. Looked After Children Exclusions Protocol
    3. Looked After Children Exclusions 2016 (Summary by School)
    4. Children in Care at Risk of Exclusion Diagram
    5. Children in Care with Challenging Behaviour Diagram

DATA SHARING BETWEEN OXFORDSHIRE COUNTY COUNCIL AND SCHOOLS AND ACADEMIES

3. Schools and academies are free to choose management information systems (MIS) from a range of providers. Not all systems are readily compatible with the Capita ONE system that is used by the Council and additional support is sometimes required to transfer data from some schools. Schools now purchase their management information systems directly from the providers themselves rather than through the local authority. This means that in order for the local authority to work with a provider to resolve data transfer issues, we require a signed permission from the school.

4. Historically there have been some schools which, once they converted to academies, felt it was no longer appropriate to share data with the local authority. This is no longer the case and all schools and academies in Oxfordshire are willing to share their exclusion and attendance data with us

5. The Council's ICT team has been working hard with schools/academies and their MIS providers to resolve the problems and are in the process of resolving the few outstanding data transfer issues.

School/academy	Issue
Cheney	In progress. ICT waiting for Cheney's provider to contact them. ICT chasing.
The Bicester School	ICT and provider working on a technical problem.
Wallingford School	Academy's ICT team and ours are working together to resolve transfer problems. Wallingford has recently installed a new version of software and should be in a position to transfer within the next couple of weeks.
Orchard Fields	Issues have been resolved and we will receive data from them on 16th September.
West Kidlington	Issues have been resolved and we will receive data on 16th September.
Oxford Spires	Issues resolved and data now being received.
Cooper	Issues resolved and data now being received.

JIM LEIVERS
Director for Children's Services

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September 2016

1. LOOKED AFTER CHILDREN EXCLUSIONS PROTOCOL

2.1 EXCLUSION AND THE LOOKED AFTER CHILD

When a child or young person is taken into care every effort should be made to support them to achieve their true potential in education. The responsibility for achieving this does not lie with one individual but is shared by all adults who are involved with the young person.

In the words of the Children's Minister:
*"I want everyone who's involved in a vulnerable child's life; teachers, social workers, foster carers, health professionals, councillors, to have a real sense of parental responsibility for their prospects. To, not just focus on their narrow area, but look at the overall welfare. To ask themselves, before they make a decision or fill in a form, 'Would this be good enough for my own child?' "*Edward Timpson, Children's Minister. 04.02.2013 DfE quote (Jan 2015)

- Everything possible should be done by all partners to ensure that Looked After Children are never permanently excluded and that fixed term exclusions are avoided. If it is felt that there is any risk of permanent exclusion please contact the Virtual School as early as possible to explore how this can be avoided.
- Every effort should be made to enable the young person to continue to attend school and to minimise disruption to their learning.
- All parties should work together and with the young person through the Personal Education Planning (PEP) process to develop and implement flexible and creative approaches to address any difficulties and avoid exclusion.

Exclusion of a child in care is not an equal punishment as that of a child living with their family; the consequence can often be loss of their home, not just their education.

- Nationally, exclusion rates for looked after children are more than 5 times those for all pupils.
- Problems with education, particularly those resulting in exclusion are one of two main causes of foster care breakdown.
- Fixed term exclusion has been one of the key factors in persistent absence of looked after children, which is higher than the England average.
- A series of fixed term exclusions frequently precedes a child being taken into care.

2.1 PROTOCOL TO REDUCE EXCLUSION

Alternatives to Exclusion

- **Assess risk**. To what extent can potential harm to other students' safety, well-being and learning be reduced? Check with the social worker as to whether a cross-agency risk assessment is in place.
- **Early intervention and communication** – with carers, social worker, Virtual School
- **Engage behaviour support** e.g. OXSIT, MBox
- Request The Virtual School convene a **Cross-Professionals LAC Education Meeting**. These meetings must lead to clear actions which will reduce disengagement and disruptive behaviour. These may include flexible curriculum arrangements, involving external providers, elements of off-site engagement support, identification of funding streams, family and therapeutic solutions.
- **Restorative justice** – this is a process which involves the perpetrator understanding the effects of their actions and making amends
- **Internal exclusion** - should be for the shortest possible time and subject to review
- **Preventative arrangements** may also be developed or in place as part of partnership work between schools and appropriate specialist settings
- **Alternative Providers List:** http://schools.oxfordshire.gov.uk/cms/content/alternative-provision-directory

Monitoring behaviour and exclusions

Fixed-term and permanent exclusions of all Looked After Children, including those from other Local Authorities, are monitored by the LA on a half-termly basis in line with attendance reports. Within schools governors, professionals and designated teachers should be monitoring patterns, triggers and the frequency of exclusions to prevent escalation. Strategies to support a reduction in exclusions may include:

- more frequent meetings with the young person and the relevant professionals to discuss progress and/or PEP targets
- mentoring to support the young person on a regular basis
- academic monitoring
- behaviour reports
- a personalised timetable
- the issue of rewards to reinforce positive attitude and/or good progress
- analysis of assessments completed
- Special Educational Needs of the young person and how they are met
- liaison with alternative providers to discuss further support
- partnership arrangements with other schools re managed moves and/or respite placement

To ensure the young person is getting the most appropriate support all the relevant people must communicate effectively with clear aims and objectives. Everybody has an important role to play.

2.3 EXCLUSION REGULATIONS

Schools must not have an unofficial arrangement where a child is not allowed on the school site. Informal or "unofficial" exclusions, such as sending students home "to cool off" are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a student, even for short periods of time, must be formally recorded.

The full protocol for exclusion and the school register code guidance should always be followed if an exclusion has to be issued. Only the Head teacher (or member of staff with delegated responsibility) can exclude a pupil. All looked after children must be offered full time supervised alternative education from the first day of any exclusion. For full information and guidance go to:

Oxfordshire Exclusion and Reintegration Team
http://schools.oxfordshire.gov.uk/cms/content/exclusion-and-reintegration-team

Fixed-term exclusions

Short-term exclusions should be as short as possible. For a fixed-term exclusion of more than 5 school days, the school has a duty to arrange suitable full-time educational provision. This provision must begin no later than the sixth day of the exclusion. However **if a Looked after Child is excluded full time supervised alternative provision should be in place from the first day of exclusion.** Schools should have a robust strategy for reintegrating pupils upon their return to school.

Permanent exclusions

Everything must be done to avoid the permanent exclusion of any Looked After Child. Schools are expected to be proactive in working with the young person, carers, social workers and the Virtual School in doing everything possible to avoid excluding a Looked After Child. If a child is permanently excluded, provision must be made by the local authority from the sixth school day of exclusion. However, as good practice, **when a Looked after Child is excluded, full time supervised alternative provision should be in place from the first day of exclusion.** Where it is not possible, or appropriate, to arrange alternative provision during the first day of an exclusion, schools should take reasonable steps to set and mark work for pupils. The work that is provided should be accessible and achievable by pupils outside of school.

The **Education Inclusion Service (Exclusion and Reintegration Team)** is also informed of the permanent exclusion. The Governing Body must meet between the sixth and the fifteenth day following the exclusion and invite the parent/carer, the young person's social worker, the Head teacher and a local authority officer. At least five days before the meeting any written statements should be circulated to attendees. All decisions about exclusion need to be made in reference to the statutory **DfE Guidance on Exclusions,** which is effective from September 2012 and is located on the DfE website, at:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

Head teachers and Governing Bodies must, by law, have regard to this guidance when making decisions on exclusions and administering the exclusion procedure.
Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Readmission

The Head teacher should ensure that the parent/carer and social worker has been contacted immediately and ideally by telephone. If available, and if appropriate, the parent/carer should then take responsibility for the collection and supervision of the young person. Written notice must be given to the parent/carer and the young person's social worker informing them of the precise period and reasons for the exclusion, relevant details of a reintegration interview, and the duties and rights of the parent/carer and the personnel to contact if necessary. There should also be an outline of arrangements made by the school for educational provision for the young person from the first day of the exclusion.
The parent/carer becomes responsible for a young person in the first five days of any exclusion, ensuring that he or she is not present in a public place during school hours.
The Head teacher must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Interventions should be in place to avoid an accumulation of 45 days exclusion in one academic year for a young person. This would lead to the young person being permanently excluded.

Appendix: Statutory guidance to headteachers on the exclusion of pupils with Education, Health and Care Plans (EHC plans) and looked after children

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with Education, Health and Care Plans (EHC plans) and looked after children. Headteachers should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.
Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and its Virtual School Head.

Where a school has concerns about the behaviour or risk of exclusion of a child with additional needs, including a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim / emergency review.

Contact officer:
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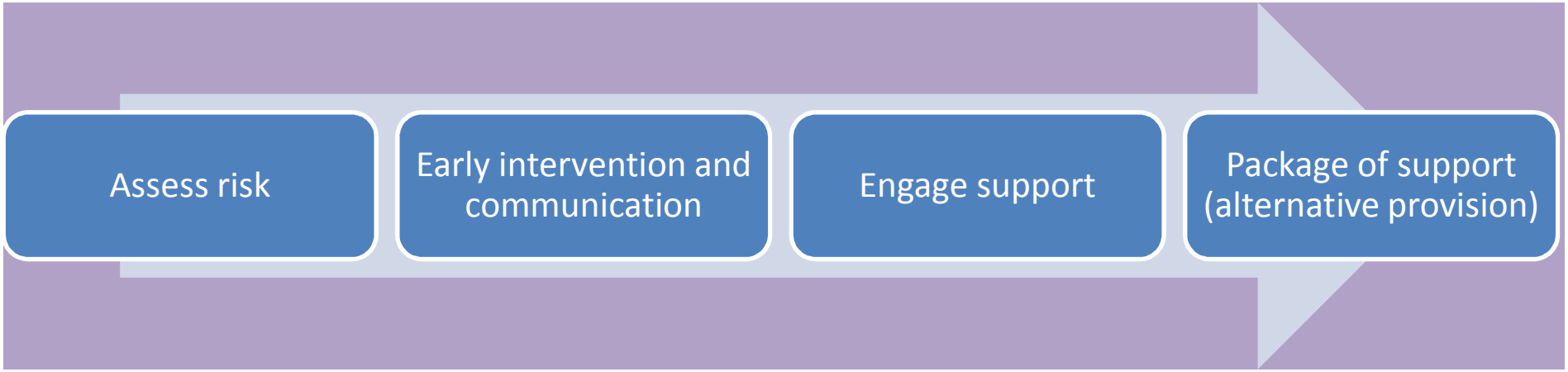
2. LOOKED AFTER CHILDREN EXCLUSIONS 2016 SUMMARY BY SCHOOL

SCHOOL NAME	NO. OF PUPILS	NO. OF EPISODES	NO. OF DAYS
Abingdon and Witney College	1	1	1
Alderbrook School	1	1	1
Banbury Academy	1	2	3.5
Bartholomew School	1	3	8
Brooke Weston Academy	2	5	19
Burford School and Community College	1	1	2
Cheney School	1	3	5
Chilworth House Upper School	1	5	21
Didcot Girls' School	8	23	50.5
Dunmore Primary School	1	1	15
Fitzharrys School	2	3	2.5
Gosford Hill School	1	1	1
Grateley House School	1	2	7
Icknield Community College	1	1	1
Include – Oxfordshire	1	1	2.5
Laleham Gap School	1	1	1
Larkmead School	1	1	7
Larkrise Primary School	1	1	5.5
Meadowbrook College	2	5	17.5
North Oxfordshire Academy	2	2	7

SCHOOL NAME	NO. OF PUPILS	NO. OF EPISODES	NO. OF DAYS
Northfield School	2	4	13.5
On Track Education Centre Northants	2	2	2
Oracle School, Congleton	1	9	11.5
Oracle School, Silsoe (Bedford)	1	2	2
Re-Integration Service (West Berkshire)	1	2	3
St Birinus School	1	3	5
St Edburg's CofE (VA) School	1	1	0.5
St Gregory The Great Catholic School	3	5	11
The Forest School	1	2	8
The Oxford Academy	1	1	3
The Swanage School	1	1	5
The Warriner School	1	1	1
Wantage CofE Primary School	1	3	5.5
West Oxford Community Primary School	1	1	1
Wheatley Park School	2	5	9
Willowcroft Community School	1	1	0.5
Wood Farm Primary School	1	2	2
Wood Green School	3	6	8.5
TOTAL 38	**56**	**114**	**270**

3. CHILD IN CARE AT RISK OF EXCLUSION



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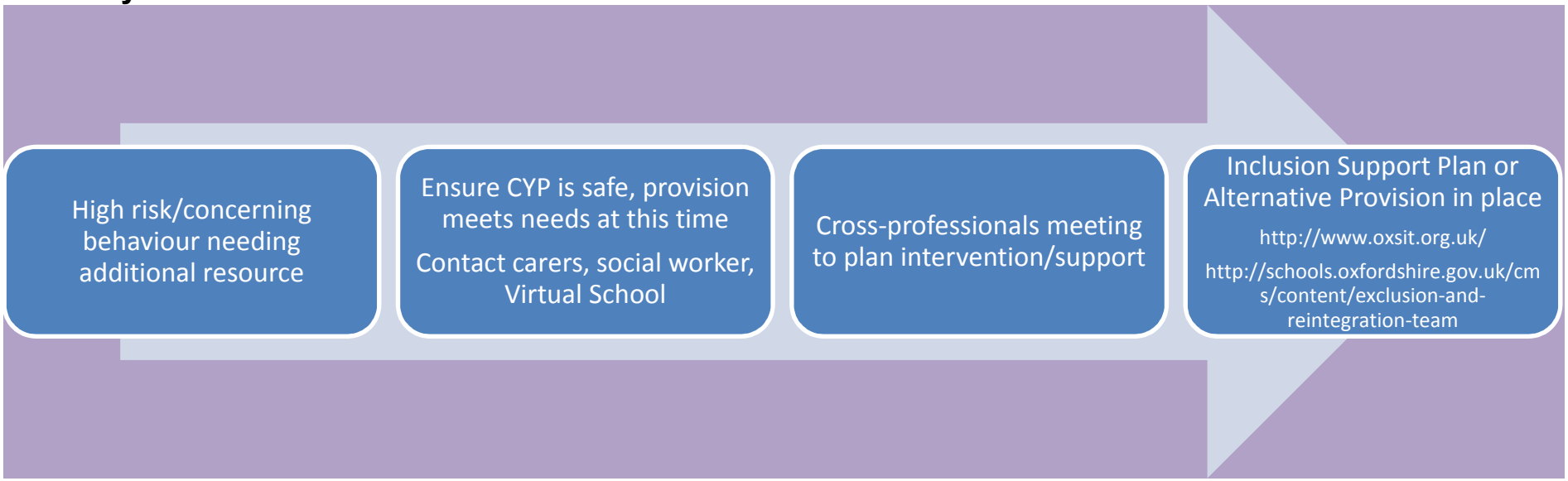
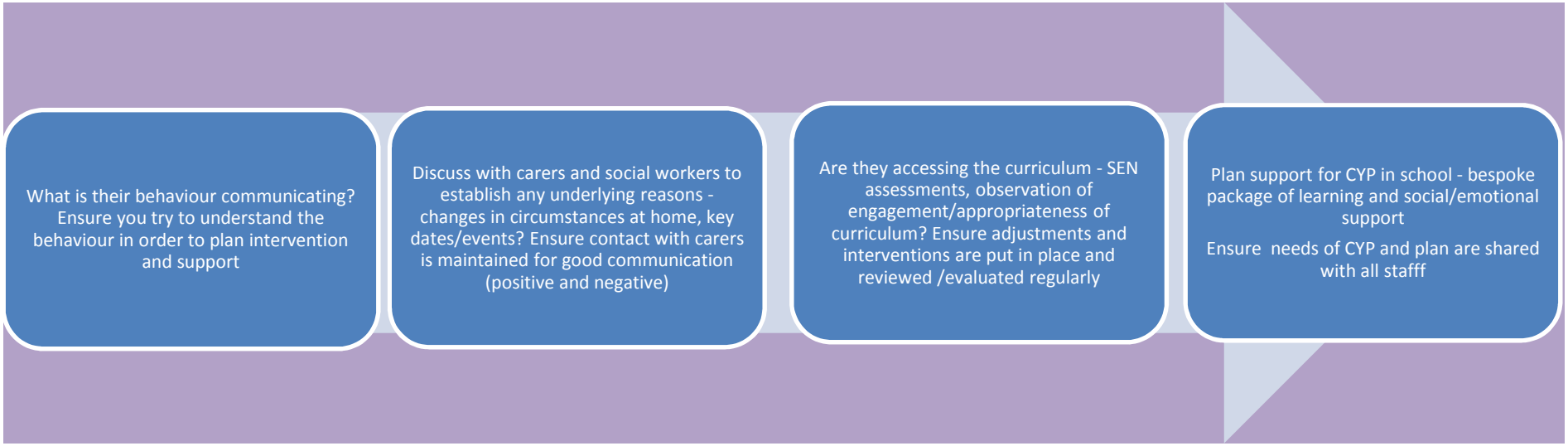
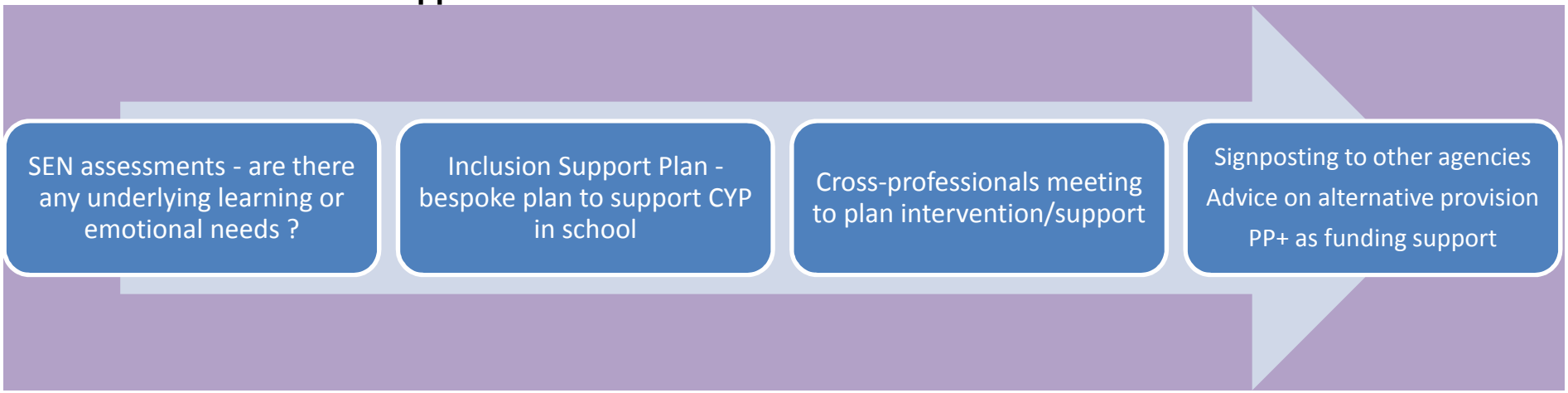


4. CHILD IN CARE WITH CHALLENGING BEHAVIOUR



What VSLAC can offer/support:



Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016

OXFORDSHIRE STRATEGIC SCHOOLS PARTNERSHIP BOARD ANNUAL REPORT

Report by the Chair of the Oxfordshire Strategic Schools Partnership Board

THE CURRENT FOCUS FOR THE PARTNERSHIP

1. Oxfordshire's Strategic Schools Partnership Board (SSPB) brings partners together to promote the development of sustainable school to school support across the county.

2. The Board holds a small budget. Commissions are based on priorities identified by the Board in the context of Oxfordshire's Education Strategy 2015 - 18 and 'Equity and Excellence', supporting the aspiration that all Oxfordshire schools should be good or outstanding.

3. In order to meet this aspiration, a number of priorities have been identified and agreed by the Board:

- Close the performance gap between vulnerable learners and their peers
- Improve achievement of those with SEND
- Improve attendance
- Support effective recruitment and retention
- Encourage higher quality alternative provision
- Reduce fixed term and permanent exclusions
- Support development of leaders and managers in schools and settings

4. After one year of working together, members of the Board have established effective ways of working, there is good commitment to attending meetings and a level of honest and challenging discussion.

1. THE PARTNERSHIP'S KEY ACHIEVEMENTS IN THE LAST YEAR

5. Key achievements include:

- establishing this Board, engaging schools and partners so that the work includes all key partners in the current educational landscape in Oxfordshire;
- the appointment, through open recruitment process, of an independent chair for the year ahead;

- a recruitment and retention research project by Oxford University and Oxford Brookes University to be disseminated through a conference event in the autumn 2016;
- the establishment of the Operational Group with supporting terms reference and a protocol for ways of working. This group manages the school improvement function;
- development of the KEEP website to disseminate effective practice for school to schools support.

THE AIMS OF THE PARTNERSHIP IN THE YEAR AHEAD

6. Much of the first year has been spent managing the practicalities of terms of reference, membership and various protocols, but these are now established and working well. Success from the various commissions will be monitored and once impact can be measured more regularly.

7. The viability and longevity of the Board will depend on the financial model that can be ensured for the future.

8. Through the year ahead the Board will be focusing on holding partners on the Operational Group to account, and on commissioning further work to address key priorities.

THE KEY CHALLENGES FOR THE PARTNERSHIP AND HOW THESE WILL BE ADDRESSED GOING FORWARD

9. Current challenges include:

- reviewing the remit and scope in the light of the Government's White Paper 'Educational Excellence Everywhere' and subsequent policy changes;
- in line with national policy, shifting the operational school improvement function from the local authority to partners, quality assuring this effectively, while retaining accountability to Ofsted;
- improving strategic interrogation of pupil data, supported by the new data sharing protocol, and acting upon findings;
- identifying impact of the work of the Board and disseminating to the education community;
- clarifying the future viability of Board as a commissioning body, as budget is time-limited, and establishing the Board's role as a broker of partnership resource

10. These challenges will be addressed through engagement of partners in strategic decision-making (SSPB), in engaging all schools in addressing the priority areas, and in providing school improvement services to maintained schools causing concern, through the Operational Group.

REBECCA MATTHEWS
Independent Chair of the Oxfordshire Strategic Schools Partnership Board

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September 2016

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 26 SEPTEMBER 2016

OXFORDSHIRE EARLY YEARS BOARD ANNUAL REPORT

Report by the Chair of the Oxfordshire Early Years Board

THE CURRENT FOCUS FOR THE PARTNERSHIP

1. The Early Years Board brings together international, national and local early years experts. Current work includes:

   - strategic leadership for early education in Oxfordshire (using data and intelligence to prioritise and influence) across schools, settings (day nurseries and pre-schools) and childminders;

   - systems leadership: supporting outstanding practitioners to lead quality improvement in early education in Oxfordshire, and developing sustainable local networks, or 'communities of practice';

   - narrowing the gap in Oxfordshire between outcomes for economically disadvantaged pupils and their peers at age five.

THE PARTNERSHIP'S KEY ACHIEVEMENTS IN THE LAST YEAR

2. Key achievements include:

   - the engagement of key national figures in helping to shape early education in Oxfordshire: Kathy Sylva and Sandra Mathers (Oxford University), Chris Pascal and Tony Bertram (Centre for Research in Early Childhood), Neil Leitch (Chief Executive of the Pre-School Learning Alliance), Jan Dubiel (National Director Early Excellence) and Beatrice Merrick (Chief Executive Early Education);
   - close joint working between Oxfordshire's Early Years Teaching Schools and the council's Early Years Team;
   - engagement with Oxfordshire's Professional Lead for Health Visiting, who now sits on the Board, enabling high level discussion on the effectiveness of integrated assessment of children at age two;
   - the election of the Chair of the Early Years Board (Sarah Steel, Managing Director Old Station Nurseries). Sarah has recently been listed in Nursery Management Today Magazine's 'Top 10 Most Influential' list for the Early Years sector in the UK in recognition of her work for the National Day Nurseries Association and within both Oxfordshire and Gloucestershire local authorities;
   - the development of a systems leadership approach to early education in Oxfordshire, with outstanding practitioners working with other schools and

settings to improve quality. A launch event was hosted on 5th November 2015 attended by 100 delegates. There are currently two cohorts of learners on 'systems leadership' training, including leaders from schools, children's centres, settings and childminders. A three year evaluation has been commissioned from Kathy Sylva and Sandra Mathers at Oxford University, to capture impact and what works well;

- high level scrutiny of current early years assessment arrangements. This resulted in a decision to highly recommend that all schools in the county with a reception class continue to assess children's attainment at the end of the Foundation Stage (at age 5) in 2016/17 even though this assessment ceases to be a statutory requirement on schools in July 2016;
- the commissioning of phonological awareness training in the north, central and south of the county in response to data concerns and challenge by Ofsted.

THE AIMS OF THE PARTNERSHIP IN THE YEAR AHEAD

3. The Early Years Board aims to:

- continue to offer national expertise to help to steer policy for early education in Oxfordshire;
- embed the systems leadership approach described above;
- address the large attainment gap in Oxfordshire between economically disadvantaged children and their peers, for example through the 'School Readiness Steering Group';
- advise on preparations for delivery of the 30 hours childcare offer in Oxfordshire.

THE KEY CHALLENGES FOR THE PARTNERSHIP AND HOW THESE WILL BE ADDRESSED GOING FORWARD

4. Current challenges include:

- implementation of the 30 hours childcare offer in Oxfordshire from September 2017
- financial viability of providers in the private and voluntary sectors
- demands on outstanding professionals and reliance on their 'professional generosity' to support other providers in their improvement journey
- uncertainty around future funding through the Dedicated Schools Grant

5. The September Board meeting includes agenda items addressing these challenges.

SARAH STEEL
Chair of the Oxfordshire Early Years Board

Contact officer:

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September 2016

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EDUCATION SCRUTINY COMMITTEE - FORWARD PLAN

	Contact Officer	Notes
Education Scrutiny Committee – 12 December 2016		
Secondary school performance (including vulnerable groups)	Christine Malone, Strategic Lead for Education Quality	
Elective Home Education Annual Report	Suzy Dix, Lead Officer Elective Home Education	
Effectiveness of the pupil place planning process	Roy Leach, Strategic Lead for Education Sufficiency and Access	
Discussion with the Chief Executive of the Education Funding Agency	Andreea Anastasiu, Corporate Services	TBC; as requested at 04 July meeting
Education Scrutiny Committee – 13 March 2017		
Academies in Oxfordshire Annual Report	Allyson Milward, Academies Manager	
Scrutiny Annual Report	Andreea Anastasiu, Corporate Services	

Further items for consideration:

- Discussion with the Ofsted Regional Director (*not available to attend December meeting*)

Last updated: 14/09/2016

- Young People Not in Education, Employment or Training (NEETs) Annual Report
- Virtual School Annual Report
- Provision of School Places in Areas of Growth
- Use of Pupil Premium
- Multi Academy Trusts (Governance and Financial Measures)
- Progress and achievement of sponsored academies
- Early Years (Nurseries)