



Notice of a Meeting

Education Scrutiny Committee

Monday, 13 March 2017 at 10.00 am

Rooms 1&2 - County Hall, New Road, Oxford OX1 1ND

Membership

Chairman Councillor Mark Gray
Deputy Chairman - Councillor Gill Sanders

<i>Councillors:</i>	Kevin Bulmer	John Howson	Sandy Lovatt
	John Christie	Richard Langridge	Michael Waine
<i>Co-optees:</i>	Richard Brown	Mrs Sue Matthew	
<i>By Invitation:</i>	Ian Jones	Carole Thomson	

Notes: *Date of next meeting: 24 May 2017*

What does this Committee review or scrutinise?

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

How can I have my say?

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

For more information about this Committee please contact:

Chairman	- Councillor Mark Gray E.Mail: mark.gray2@oxfordshire.gov.uk
Senior Policy Officer	- Sarah Jelley, Tel: (01865) 896450 Email: sarah.jelley@oxfordshire.gov.uk
Policy Manager (Joint Commissioning)	- Jackie Atkins, Tel: 07780 490790 Email: jacqueline.atkins@oxfordshire.gov.uk
Committee Officer	- Deborah Miller, Tel: 07920 084239 deborah.miller@oxfordshire.gov.uk

Peter G. Clark
Chief Executive

March 2017

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 678,000 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.

AGENDA

1. Introduction and Welcome

10.00

2. Apologies for Absence and Temporary Appointments

3. Declarations of Interest - see guidance note of the back page

4. Minutes (Pages 1 - 6)

10.10

To approve the minutes of the meeting held on 12 December 2016 (**ESC4**) and to receive information arising from them.

5. Petitions and Public Address

6. Academies in Oxfordshire Annual Report (Pages 7 - 44)

10.15

Allyson Milward, Academies Manager will attend to present the Annual Report for Academies.

7. Discussion with the Ofsted Regional Director

10.30

Ofsted Regional Director, Christopher Russell will attend for a discussion with the Committee.

8. Educational Attainment of Vulnerable Learners and the Strategic Overview 2016-2020: Improving the Educational Progress of Vulnerable Learners - Good Practice Example Oxford Academy (Pages 45 - 58)

11.15

Janet Johnson, Strategic Lead for Vulnerable Learners, will attend to present the Strategic Overview 2016-2020 and Alison Wallis, performance Information Manager will present a report on the educational attainment of Vulnerable Learners.

Mr Niall McWilliams, Principal of Oxford Academy and Mr Jon Gargan, Vice Principal of

Oxford Academy have been invited to join the discussion and share good practice.

9. Consultation on Funding Formula (Pages 59 - 64)

12.05

On 14 December 2016, The Department for Education (DfE) released Stage 2 of the School National Funding Formula consultation which closes on 22 March 2017.

Alongside the Schools National Funding Formula, the DfE has released Stage 2 of the High Needs National Funding Formula. This follows the same timeline.

Sarah Fogden, Finance Business Partner and Roy Leach, Strategic Lead for Education sufficiency and Access will present a paper that outlines the implications of the new formula for Oxfordshire and suggests a response to consultation.

Education Scrutiny Committee is asked to comment on the Oxfordshire response to the Consultations.

10. Draft Scrutiny Annual Report (Pages 65 - 70)

12.45

The Chairman has produced a draft report detailing the activity and achievements of the Committee for the discussion, comment and approval.

11. Forward Plan and Committee Business (Pages 71 - 72)

12.55

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.

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EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Monday, 12 December 2016 commencing at 10.00 am and finishing at 12.55 pm

Present:

Voting Members: Councillor Mark Gray – in the Chair

Councillor Gill Sanders (Deputy Chairman)
Councillor John Christie
Councillor John Howson
Councillor Sandy Lovatt
Councillor Michael Waite
Richard Brown
Mrs Sue Matthews

Officers:

Whole of meeting Jackie Atkinson; Sue Whitehead (Corporate Services)

Part of meeting

Agenda Item

Officer Attending

6	Lucy Butler, Director for Children's Services
7	Chris Malone, Strategic Lead for Education Quality, Roy Leach, Strategic Lead, Sufficiency & Access
8	Rachael Etheridge, Senior County Attendance Officer
9	Roy Leach, Strategic Lead, Sufficiency & Access; Barbara Chillman, Pupil Place Planning

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.

39/16 INTRODUCTION AND WELCOME

(Agenda No. 1)

The Chairman welcomed Lucy Butler to her first meeting in her new role as Director for Children's Services and Richard Brown who had joined the Committee as a co-opted member. He also welcomed Councillor Harrod who had taken on responsibility as Cabinet Member for Education, although he was not here today.

40/16 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 2)

Apologies were received from Councillors Bulmer and Langridge.

41/16 DECLARATIONS OF INTEREST

(Agenda No. 3)

Councillor Howson declared an interest in item 6 on the recruitment and retention of newly qualified teachers in Oxfordshire schools as he had visiting rights at both of the Universities carrying out the research.

42/16 MINUTES

(Agenda No. 4)

The Minutes of the meeting held on 26 September 2016 were approved and signed as a correct record subject to the following amendments:

Minute 36/16 On page 4 – Third and second paragraphs from the bottom amended to read:

Members expressed concern over the possible further delay in the National Funding Formula and the fact that the Authority continues to maintain responsibility for permanently excluded children.

Members expressed concern that the government continues to reduce resources dramatically, whilst expecting authorities to maintain responsibility for carrying out their statutory duties and that the diminishing funding would have an effect on the discharge of our duties. The Committee also noted that the direction provided by government was inadequate.

In response to a request for an update on Minute 14/16 the Chairman advised that a meeting was being arranged with the Director of Environment & Economy and the Cabinet Member for Property, Cultural & Community Services to which Councillors Howson, Gill Sanders and Waine would be invited.

Minute 33/16 Roy Leach undertook to check if any response had been received from government to the letter agreed by Cabinet.

43/16 PETITIONS AND PUBLIC ADDRESS

(Agenda No. 5)

It was **AGREED** that a future meeting consider the issue of seatbelts on school transport buses.

44/16 RECRUITMENT AND RETENTION OF NEWLY QUALIFIED TEACHERS IN OXFORDSHIRE SCHOOLS

(Agenda No. 6)

Dr Mary Wild, Head of the School of Education, Oxford Brookes University and Dr Katherine Burn, Oxford University Department of Education presented a report of research undertaken by the University of Oxford and Oxford Brookes University for the Strategic Schools Partnership Board on the recruitment and retention of newly qualified teachers in Oxfordshire schools. They detailed a number of issues that

affected recruitment and retention including economic factors, housing costs, promotional opportunities, ongoing support and the importance of feeling valued. They highlighted one of the recommendations which was to improve the marketing of Oxfordshire as a place to live and work. They commented that they had provided a summary sheet which they hoped could be circulated.

During consideration of the report and presentation the Committee explored the issues and in particular discussed the impact of high housing costs, actions being taken to promote the attractions of the area, the particular issues of small primary schools and where teachers leaving mainstream teaching were going. In terms of promoting Oxfordshire the work of the Oxfordshire Teaching Schools Alliance was commended and it was suggested that officers work with them to improve the promotion of Oxfordshire. Anxiety was expressed about whether there were sufficient training places available at secondary school level to cover all subjects. There was concern at the lack of a government supported coherent training service.

Ian Jones, COTO confirmed that the research was in line with their local understanding. People were under pressure with fewer resources and more demand. He noted the need for a pool of experienced staff at senior levels and that this pool was not available. Staff were often young and learning on the job. The risk of burn out at a young age was a new phenomenon. He expressed some surprise that there was a view on page 8 of the need to promote more realistic expectations amongst trainee teachers.

Following discussion the Education Scrutiny Committee **AGREED** that:

- the summary be circulated to all schools;
- The research be referred to Steve Munn, Chief Human Resources Officer;
- Schools to be encouraged to hold exit interviews
- Officers give further consideration to the issue of the cost of housing with the County Council and District Councils to be asked to do what they could
- Councillor Harrod, Cabinet member for Education to be invited to attend future meetings and in particular to be invited to attend the March meeting to consider how the recruitment for September 2017 is going and any further steps that can be taken.

45/16 EDUCATION ATTAINMENT REPORT (SECONDARY) 2016 - PROVISIONAL RESULTS

(Agenda No. 7)

Education Scrutiny Committee considered a report that presented an overview of the provisional educational outcomes of children and young people in Oxfordshire secondary schools for the academic year 2015-16.

During discussion:

- Members considered the impact of the new secondary school accountability system on school curriculum and whether there was any evidence of a change to curriculums and a connection to the rise in exclusions. Roy Leach advised that

they no longer carried out the detailed curriculum analysis that had been possible previously.

- In response to a query as to why Bucks as a statistical neighbour had such a high attainment level and whether it was connected to their selective system the Committee was advised that the two counties were different. Bucks for example did not include Milton Keynes.
- In considering why there was relatively low attainment at KS2 a member highlighted the need to commission research to try to understand what was a crucial problem for Oxfordshire.
- Committee was advised that the Equity & Excellence document was being rewritten and would be submitted to the next meeting alongside the attainment report for vulnerable learners.
- Committee **AGREED** a suggestion from Chris Malone about inviting the Head Teacher of The Oxford Academy to a future meeting to focus on progress and attainment of disadvantaged pupils.

The Education Scrutiny Committee noted the 2015/16 provisional Education Attainment Outcomes as detailed in the report.

46/16 ELECTIVE HOME EDUCATION ANNUAL REPORT

(Agenda No. 8)

Rachael Etheridge, Senior County Attendance Officer presented the Annual Report on Elective Home Education in Oxfordshire.

During discussion:

- The Committee expressed strong concerns at the lack of powers to regulate home learning and felt that it placed them and the authority in a difficult position.
- The Committee agreed that it would be interesting to have the GCSE outcomes circulated to members of the committee
- Concerns were expressed around the increase in elective home education in Year 10 and the reasons for this. Rachael Etheridge agreed that a further piece of work was needed to unpick the figures around the spike in Year 10

The Education Scrutiny Committee considered the report and **AGREED** to ask the Cabinet Member for Education to write to Government to express concern that elective home education is being allowed to continue in its current unregulated form.

47/16 EFFECTIVENESS OF THE PUPIL PLACE PLANNING PROCESS

(Agenda No. 9)

Oxfordshire is experiencing rapid growth and this is having a significant impact on the demand for, and supply of, school places. Effective pupil place planning is essential to ensure the needs of Oxfordshire families are met, and a crucial component of strategic planning for growth across the county.

The Education Scrutiny Committee considered a report that set out the pupil place planning process in Oxfordshire, summarised current pupil planning data, and commented on specific issues relating to pupil place planning. The Committee questioned how the process planned for new schools in the face of uncertain timescales for housing developments. It was explained that officers planned for the worst case and then pulled back if the new housing did not materialize. The Committee highlighted that the ability for bids to go in for free schools whether needed in terms of places or not made the process more difficult. A member highlighted the danger that small schools could become financially unviable quite quickly if the funding formula was weighted to pupil numbers.

Education Scrutiny Committee considered the report, acknowledging the good work and noting in particular the table on page 114.

48/16 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 10)

The Education Scrutiny Committee noted the Forward Plan. The next meeting agenda to be confirmed at the agenda planning meeting taking into account the items added at the meeting:

- Seatbelts on school transport
- Councillor Harrod invited to attend re recruitment round 2018/19
- Equity & Excellence document
- Elective Home Education – work on Year 10 figures

..... in the Chair

Date of signing 2017

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 13 MARCH 2017
OXFORDSHIRE COUNTY COUNCIL ACADEMIES PROGRAMME
END OF YEAR REPORT – 2016

Report by the Director of Children's Services

Introduction

1. During 2016 the Council continued to implement its policy on academies through an Academies Programme Project as part of its overarching Education Strategy.
2. There was considerable change in the legislative framework and national education policy agenda. With the enactment of the Education and Adoption Act in April 2016 the powers of the Regional Schools Commissioner (RSC) to intervene in academies and maintained schools were increased. The RSC is also now required by law to issue an Academy Order to any school that is judged by Ofsted to require special measures and to expedite its conversion to academy status as soon as possible. A new White Paper 'Education for All' was published in April, initially proposing compulsory academisation of all schools by 2020 and further removal of local authority responsibilities for school improvement. The paper was amended to remove the compulsory academisation element but post Brexit, and the appointment of a new administration, a Bill still has not been introduced to parliament. A new Green Paper 'Schools that work for everyone' has been consulted upon indicating a shift in national education policy priorities. The Government is still committed to the academies programme.
3. In October 2015 the Council updated its policy position regarding the above programme. It recognised that the Council has a strong track record of supporting schools to become academies. To avoid the risks associated with fragmentation and isolation, particularly of small rural primary schools, it was proposed that the Council adopt a more assertive policy of actively encouraging the incorporation of the remaining maintained schools into sustainable formal collaborative groupings, primarily through the Multi Academy Trust model but also through the extension of the 'collaborative company' model and the pooling of more resources and responsibilities.
4. The Council agreed the following recommendations.
 1. To adopt the principles set out below.
 - a) No school 'left behind' by virtue of ethos or size.
 - b) Consideration of geographical proximity of schools.
 - c) Recognition of active formal partnership links.

- d) Robust consideration of potential of Multi Academy Trusts to promote good and better standards of education and effective working with the Council in carrying out its statutory duties such as place planning.
 - e) Recognition that a strategic plan for school groupings is required to maintain standards and accountability amongst education providers in the county.
 - f) Recognition that too many different trust arrangements will potentially dilute the local effectiveness of schools and adversely affect the Council in fulfilling its statutory duties, for example, to provide sufficient good quality pupil places.
 - g) Seek dialogue about expansion opportunities in the county sought by trusts located in the county.
 - h) Engage with academies in all phases that meet the criteria to be approved as a sponsor with a view to encouraging them to seek such status and offer local solutions in education provision.
 - i) Work with RSC to hold non performing trusts to account.
 - j) Work with RSC to promote expansion of good performing trusts in county.
 - k) Free School bids from suitable approved sponsors to be encouraged in areas where no basic need solutions are available from current resources and to promote diversity of choice for parents throughout the county.
 - l) Recognition of the formal position of the three Dioceses represented in Oxfordshire schools regarding consent for those schools to convert to academy status.
 - m) Engagement at county level about appropriate academy solutions for C of E schools with ODST. (Schools are currently advised to pursue individual solutions direct with the Oxford Diocesan Board of Education).
2. To adopt a more assertive policy in identifying appropriate sponsors for schools required to convert to academy status.
 3. To promote appropriate groupings to form new Multi Academy Trusts and encourage the growth of existing Multi Academy Trusts based in the county.
 4. To further develop and promote the collaborative company model, both to incorporate more schools in these and to extend the scope of resources and responsibility.
 5. To use collaborative companies as a 'stepping stone' to the formulation of Multi Academy Trusts.
5. The full report to Cabinet is available at the link below.
http://mycouncil.oxfordshire.gov.uk/documents/s31331/CA_OCT2015R15%20Strategic%20Groupings%20of%20Academies%202015-20.doc.pdf
 6. Officers continue to develop relationships with existing and emerging trusts and collaborative companies in the County with a view to influencing the pattern of provision. In addition schools continue to request and receive individual visits and information related to their specific situation.
 7. Late in 2016 a new post of Cabinet Member for Education was created. There has followed recognition of calls for more support for maintained schools and a desire to introduce a proactive partnership approach to working with both

maintained schools and academies. Actions and outcomes related to this approach are likely to be apparent in 2017.

Background

8. Academies are publicly-funded independent schools. Between 2001 and 2010, there was only one kind of Academy. This was usually a secondary school that had been closed by the Local Authority and re-opened as a new legal entity, often in response to low attainment figures and judgements made by Ofsted. In Oxfordshire, three academies of this kind were established (North Oxfordshire Academy, Banbury, Oxford Academy and Oxford Spires Academy).
9. Academies under the post 2010 legislation are subject to different conversion processes and requirements.
10. **Sponsored** academies **can be obliged** to become academies by the Department for Education (DfE) as a result of low standards of attainment.
11. **Converter** academies **choose** to become an academy themselves but have to be approved for conversion by DfE if they satisfy tests regarding standards and sustainability. The decision to apply for conversion rests with the Governors of the school. Converting schools can still seek a sponsor if they feel this will add value to the education of pupils.
12. **New Academies** can be set up through different routes which involve **bidding processes** and include secondary schools, primary schools, special schools, university technical colleges (UTCs), studio schools, free schools, 16-19 provision and alternative provision. Following the 2015 election pledge to create 500 Free schools in the next electoral term, statutory guidance was amended and reissued.

Content

13. The report identifies and analyses trends in this programme during 2016, and indicates changes from those noted in 2015, under the following headings.
 1. National and Local Statistics
 2. Conversion Numerical Data
 3. Trends in Conversions
 4. Local Collaborative Companies
 5. Sponsorship
 6. Cost of Conversions
 7. New Academies
 8. Regional Schools Commissioner
 9. Conclusion

Executive Summary

- 1) As last year most converters in 2016 were primary schools. The trend is set to continue. Four secondary schools have decided to convert to academy status during 2017.
- 2) There were 108¹ academies including Free Schools and Studio Schools in Oxfordshire at 31st December 2016. Four of them converted in 2016.
- 3) Fifty five per cent of the total Oxfordshire pupil population are now educated in academies.
- 4) There remain marked differences in volume of academy conversions between locality areas.
- 5) Conversions to academy status significantly fewer at an average rate of less than 0.5 per month in 2016.
- 6) Most schools continue to convert as part of groups or with the intention of setting up a group in a Multi Academy Trust (MAT). This trend is expected to continue.
- 7) Church of England schools now have a number of options for joining a MAT in the county. Catholic schools in Oxfordshire may still only convert to academy status with other catholic schools.
- 8) Local collaborative companies can be used to promote, build on and formalise existing partnership arrangements for shared support and services between schools. Such a company model can stand on its own or continue to be used as a stepping stone for schools in considering whether and how such an academy partnership may be appropriate to them. No additional companies were formed in 2016.
- 9) In 2016 one primary school with standards issues converted to academy status. The sponsor was the approved sponsor for a new school to be opened locally in 2017. Three further Academy Orders were issued to schools with standards issues as judged by Ofsted Under the terms of the new Education and Adoption Act. Building maintenance issues have become major factors in the delay in converting these schools to academy status.
- 10) Powers of the RSC to intervene in maintained schools have increased significantly. RSCs have a legal obligation to issue an Academy Order in response to Ofsted judging a school to require special measures.
- 11) The pool of sponsors available to support under performing schools in Oxfordshire increased in 2016. The need to identify more sponsors is a challenge nationally. However, the supply of sponsors in Oxfordshire is good

¹ This figure includes new schools.

and officers have intimated to the RSC that there is potential from within trusts operating in the county to meet the need to support schools with standards issues.

- 12) A managed system continues to ensure schools convert with all business issues relating to the Council set out in transfer documentation. A further budget pressure has been identified to meet the costs of the academies programme in 2017/18. The cost per conversion to the Council remains approximately £12,000.
- 13) As part of the programme to meet savings required across Council services a one off contribution to the costs of the Council per conversion has been levied on converting schools since 1st April 2016. This is set at £6,000 per school and is met from the DfE grant to them to meet costs of the conversion process.
- 14) As schools convert to academy status the Dedicated Schools Grant (DSG) allocation will continue to reduce as funding for academies is passed to the Education Funding Agency to administer. As DSG reduces the overall funds from which to meet expenditure on existing schools is reduced. Previous potential to save reserves and use for the benefit of all maintained schools is limited still further.
- 15) The authority must provide revenue funding to new academies in the pre-opening stage and during the period of time it takes for the school to be open in all year groups. This will be a significant amount as new academies open. A Growth Fund to meet this expenditure was created and had funded one new school in 2016. There will be more schools opening in 2017 and 2018.
- 16) The Council will always be consulted on any proposal from an external bidder to set up a new academy in Oxfordshire as the responsible body for strategic pupil place planning. It may choose to work actively with proposers if the places are required and offer a cost effective approach to meeting basic need and increased diversity of choice in the area.
- 17) All new provision schools are now designated as Free schools and may be provided either through the Local Authority presumption route or through a biannual bidding round whereby sponsors can make direct bids to open new schools to Secretary of State.
- 18) The creation of a new Cabinet Member for Education and aspiration to support maintained schools better and also to develop a good partnership approach to working with maintained schools and academies may impact on conversion trends in 2017.

1. National and Local Statistics – Maintained schools converting to academy status

14. At December 2016, 5,905 English schools had become academies of which 4,116 are converters and 1,739 are sponsored. The table below sets out trends in academy conversion nationally and locally during 2016.²

National

Date	Secondary	Primary	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs
October 2014 ²	64%	17%	No national % available.
October 2015	65% ²	18% ²	No national % available
December 2016	68%	21%	No national % available

Oxfordshire

Date	Secondary	Primary	Special
1 February 2013	20 (59%)	7(1 sponsored) (3%)	4 (33%)
1 December 2013	21 (62%)	32 (6 sponsored) (14%)	4 (33%)
December 2014	25 (74%) ³	46 (8 sponsored 20%) ³	4 (33%) ³
December 2015	28 (82%) ³	61 (9 sponsored 26%) ³	5 (38%) ³
December 2016	28 (82%)	65 (10 sponsored 28%)	5 (38%)

² Source: Nicky Morgan's speech to education and business leaders about government reforms dated Feb 2016 <https://www.gov.uk/government/speeches/a-world-class-education-system-for-every-child>
 Secondaries include 'all through' schools and 'middle schools deemed secondary'.
 Primary schools include 'middle schools deemed primary'.
 2016 figures taken from DfE Open academies and academy projects in development 2016.

³ These are conversions only and the number does not include new schools.

15. The greatest volume of conversions in Oxfordshire continues to be in the primary sector and the local conversion rate is higher than the national rate. Primary schools are encouraged by DfE and the Council to convert in groups for the purposes of sustainability and stability.

2. Conversions - Numerical Data (Oxfordshire)

a. Number of academy converters
<ul style="list-style-type: none"> • 94 since start of academies programme in 2007. • 4 took place between January and December 2016. • The rate at which schools have converted to academy status has slowed considerably in 2016. However, significantly more Academy Orders have already been issued for execution in 2017.
b. Conversions by Phase and Type
<ul style="list-style-type: none"> • In 2012 – there were 21 conversions in total. 14 secondary, 6 primary and 1 special schools. • In 2013 – there were 31 conversions in total. 2 secondary, 26 primary, 3 special schools. • In 2014 – there were 18 conversions 4 secondary, 14 primary and no special schools. Four of the primary schools converted as sponsored academies brokered by the DfE. • In 2015 – there were 19 conversions, 3 secondary, 15 primary and 1 special school. One secondary school converted as a sponsored academy brokered by the DfE, with all others converting on a voluntary basis. • In 2016 – there were 4 conversions, all primary schools. One primary school converted as a sponsored academy brokered by the DfE, with the other three converting on a voluntary basis.
c. Conversions as a percentage of school estate
<ul style="list-style-type: none"> • At 1st December 2016, 28 (82%) secondary schools,³ • 65 (28%) primaries,³ • And 5 (38%) special schools in the county are now academies.³ <p>There remain marked differences in volume of academy conversions between locality areas. The only locality areas with significant numbers of primary academies are those with multiple academy trusts (MATs) based on a geographical area. In 2016 no new MATs were formed but one MAT merged to form a larger entity with two secondary schools.</p> <p>At Appendix 1 is a breakdown of conversions data for Oxfordshire. At Appendix 2 is a breakdown of conversions data by locality.</p>

³ These are conversions only and the number does not include new schools.

At Appendix 3 is an update of individual schools that have, or are considering conversion to academy status at December 2016.	
d. Numbers of pupils in academies	
<ul style="list-style-type: none"> • By 1 December 2016 there were 43,630 (53%) pupils of statutory age in open academies. When Foundation Stage and post 16 pupils are also included this increases to 50,160 (55%) of all pupils in Oxfordshire. • A further 4,011 pupils of all ages are currently on the roll of schools where an Academy Order has been issued by the Secretary of State. This represents an additional 4% of pupils on roll. • All schools with an Academy Order have an agreed conversion date in 2017 and once converted to academy status 59% of pupils in the county will be taught in academies. • The secondary school sector represents the majority of pupils in academies to date. 89% of all secondary aged pupils attend an academy as last year but a further 6% of pupils are on roll in secondary schools with Academy orders and due to convert to academy status in early 2017. 	
e. Forecast Number of Converter Academies	
<ul style="list-style-type: none"> • The current rate of conversion to academy status is an average of less than 0.5 conversions per month which is significantly lower than previous years. However, there are 20 conversions already in progress for completion in 2017. • At present a further 4 secondary and 16 primary schools have indicated a likely intention to convert to academy status in 2016. • A number of schools are in informal discussions about forming new, or joining existing trusts. Factors affecting how quickly these discussions translate into conversion to academy status are set out below. <ol style="list-style-type: none"> i. Consolidation of services received for school improvement and back room functions through the Integrated Business Centre managed by Hampshire County Council. ii. Perceived view of Council support for maintained schools. iii. Change in Government policy away from compulsory requirement for all schools to become academies by 2020. iv. Major curriculum changes continue to be introduced in 2016. v. Impact of RSC powers of intervention in maintained schools effective from April 2016. vi. RSC encouragement to MATs to grow to sustainable size as set out in 'Good practice guidance and expectations for growth' published by DfE in December 2016. • Academies are now formally represented on the various bodies that represent schools, for example, Schools Forum. 	

3. Trends in conversion

a. Phase
<ul style="list-style-type: none"> • There were no secondary school conversions in 2016. A further 4 secondary schools have applied for an Academy Order to convert to academy status in 2017. This would take the total of secondary conversions to 94%. • All conversions came from the primary phase and the percentage of academies rose in this sector from 11% in 2013 to 20% at the end of 2014 to 25% in 2015 and 28% in 2016. • The percentage of special school converters remained at 38% in 2016.
b. Groups.
<ul style="list-style-type: none"> • All schools converting in 2016 joined established MATs in the county and one of them was a sponsored conversion. • There are 23 MATs with more than one school operating in the county. • Seventeen of the MATs are formed by groups of Oxfordshire schools (i.e. where the schools did not join a pre-existing external academy trust), and 6 which have joined a national academy chain/external sponsor. (See section 5 – Sponsorship, below for further information). • The trend of schools joining MATs is expected to continue. MATs begin to consolidate by joining together. Wheatley Park School joined River Learning Trust last year and another Oxfordshire academy requiring a sponsor is also shortly to join this Trust. • Single Academy Trusts are being encouraged to consider forming new or joining existing groups. • Trusts which originate outside the county are forming Oxfordshire 'hubs'.
c. Faith Schools and Academies
<ul style="list-style-type: none"> • The Oxford Diocesan Board of Education formed a MAT in 2012, the Oxford Diocesan Schools Trust (ODST). Fourteen Oxfordshire schools have joined ODST and more intend to join the trust in 2017. Church of England (controlled and aided) schools require the consent of their Diocesan Board of Education to convert to academy status. Such consent will not be given to join external academy chains, for example AAT and CfBT, but may be given for 'locally grown' trusts. • In 2014 approval was granted for the first voluntary aided school to join a local MAT based in Eynsham and another local MAT with an aided school, The Warriner School MAT, was approved in 2015. Other schools are now in discussion with ODBE about similar groups in other parts of the county. ODST continues to grow and encourage the formation of regional hubs within the Diocesan area.

- There remain two Catholic MACs in the county with 10 member academies – the Dominic Barberi MAC (7 schools), and the Pope Francis MAC (3 schools). Both form part of the governance structure set out by the Birmingham Catholic Archdiocese MAT. In operational terms a MAC operates in exactly the same way as a MAT. Catholic schools may only convert as part of a catholic academy trust.
- There are two catholic primary schools in the county which fall under the auspices of the Portsmouth Catholic Diocese and cannot join with either community schools or Catholic schools from the Birmingham Catholic Archdiocese as different articles of association apply to each.

4. Local Collaborative Companies

a. Alternatives or steps towards academy status

- A Collaborative Company is an option open to schools to formalise arrangements for collaboration between local groups of schools. The council has published guidance to enable a group of schools to set up a company if they wish to do so.
- No such companies were in existence in 2013. In addition to the 4 companies established in 2014 the following were established in 2015. The Warriner partnership, Abingdon and West Oxford. No further new companies were formed in 2016.

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

5. Sponsorship

a. Sponsors

- There were twelve sponsor trusts responsible for schools in the County at the end of 2014 with a further sponsor trust added to this number in 2015. By the end of December 2016 there were 21 approved sponsor trusts responsible for Oxfordshire schools.
- Between them these trusts manage 80 Oxfordshire academies of which 14 were in need of a sponsor to convert. Other schools run by the sponsor trusts in Oxfordshire were voluntary converters and Free Schools.
- There are currently twelve 'locally grown' academy trusts/individual academies, which are DfE approved sponsors. These are Activate Learning, Bartholomew School, Blackbird Academy trust, Cheney School,

<p>Didcot Academy of Schools, Oxford Diocese, Faringdon Academy of Schools, Gillots School, Northern House, Pope Francis MAC, Dominic Barberi MAC, River Learning Trust, Vale Academy Trust.</p> <ul style="list-style-type: none"> • More academy trusts are expected to apply for sponsor status in 2017. • As yet no Oxfordshire trusts have lost sponsor status when standards are not maintained in their schools. They are however not approved to add more schools to their trust and will need RSC approval to do so.
<p>b. Underperforming Schools</p>
<ul style="list-style-type: none"> • Practice has been that <i>once schools are judged to require 'special measures'</i> a package of local support to effect rapid change in school improvement and management structure is put in place. Previously many schools have been supported to be judged as 'good' by Ofsted during this phase and some are then at liberty to convert to academy status with or without a sponsor should they so choose. This does pose the question about what a sponsor would necessarily add to the school if appointed at this stage. In practice the order of events and outcomes are very variable. • In April 2016 the Education and Adoption Act 2016 was enacted. The DfE also published revised statutory guidance 'Schools Causing Concern: Intervening in failing, underperforming and coasting schools' at the same time with provisions which came into force at the same time as the Act. Key outcomes from Act and new statutory guidance are set out below. • Schools are eligible for intervention if found to be 'coasting'. • RSCs now have powers to issue any school with a performance, standards or safety notice. Local Authorities (LAs) also have this power for maintained schools but the powers of the RSC now take precedence. • Governors of maintained schools eligible for intervention are now obliged to cooperate with the RSC, another school or school improvement agencies as directed. • The RSC can now direct the size and membership of Interim Executive Boards (IEB) in schools identified as eligible for intervention. The RSC will also determine terms of appointment and termination of appointments. • LAs must liaise with the RSC in schools eligible for intervention before ordering Governors to commence school improvement activities and are required to inform him/her before suspending a delegated budget. LAs cannot suspend the budget of a maintained school under an IEB set up by the RSC. • RSCs must inform LAs if intervening in a maintained school and RSC plans will take precedence over any LA plans. • The RSC must issue Academy Orders for maintained schools rated inadequate by Ofsted. S/he must also take action if an academy is rated inadequate by Ofsted. • There is no requirement for a consultation on becoming an academy or sponsor if the school is community school. There is a requirement for RSCs to hold a consultation with key stakeholders in Foundation, trust and religious schools. • LAs and Governors of maintained schools are obliged to facilitate forced

conversions.

- Academies found to be failing or coasting are also subject to scrutiny by the RSC in the same way as maintained schools. All funding agreements will be updated to give consistent rights to terminate by to the RSC if the academy is failing or coasting.
- In seeking new sponsors for religious schools there must be consultation with the responsible faith body.
- Three Academy Orders were issued under the terms of the new Act in May 2016 but both schools have still not converted at the end of 2016 and a mixture of LA led and LA/proposed sponsor led IEBs are in place.
- Schools identified as being of concern by the Council continue to be offered support to raise standards.
- The most significant barrier to conversion to academy status of a school requiring special measures is building related issues. The RSC has as yet not addressed this matter and it will continue to be a barrier in 2017.
- Only one school converted to academy status as a result of having been judged to require special measures by Ofsted.

The pool of sponsors available to support under performing schools in Oxfordshire increased in 2016. Oxfordshire is fortunate to have a good supply and range of sponsor options in the county. However, existing approved sponsors have to demonstrate the capacity to support expansion before approval will be granted for additional schools to join. This continues to reflect both the rapid expansion of the academies programme and the need to maintain existing standards in currently good provision.

c. Strategy to increase pool of sponsors locally.

- As the supply of good sponsors within the county has improved, largely due to 'locally grown' providers acquiring sponsor status and growing in size, the Council has taken the stance that there are sufficient good Trusts in the county at present to cope with demand for intervention for schools in difficulties. It remains the decision of the RSC which Trust is appointed to support individual schools in difficulties.
- In 2016 one external sponsor was identified to run an additional new school in the county – see section 7 below. Some of these external sponsors identified over the last two years are acting as sponsors for converter schools and are encouraging other existing schools to join their Trusts in 2017.

6. Cost of conversions

a. Total cost for the year.

- At the commencement of the academies programme in the county in 2012/13 a sum of £600,000 was identified to promote the policy of the Council in this regard. A small team was set up to introduce a managed system of conversions and to highlight policies and changes in role of the authority associated with this programme and the mixed economy of schools which would exist. In 2012/13 additional funds were identified from CEF budget to increase the budget to £900,000. In 2014/15 additional funds were again identified to support the programme at a cost of £600k. In 2015/16 the programme has been funded from approximately £400,000 earmarked reserves. In 2016/17 the programme continues to be funded from reserves. From 1st April approximately 50% of costs are charged directly to schools voluntarily converting to academy status.
- A managed system continues to ensure schools convert with all business issues with regard to the Council set out clearly in transfer documentation. Policies have been approved and followed which seek to minimise the Council's exposure to financial risk or ongoing commitments in relation to these converter schools.
- The key items of expenditure remain central co-ordination and management of this system, costs associated with land transfer documentation and transfer of commercial interests including staff and resources.
- It has been recognised that this represents essential work which must be undertaken by the Council.
- As schools convert to academy status the Council's Dedicated Schools Grant (DSG) allocation continues to reduce as funding for academies is passed to the Education Funding Agency to administer.
- The impact of this is that as the DSG reduces the overall funds from which to meet expenditure on existing schools is reduced. The authority is also required to provide revenue support funding to new academies both in the pre-opening stage and during the period of time it takes for the school to be open in all year groups. This can be up to 7 years for primary schools. This will be a significant amount as new academies open from September 2016 onwards. A Growth Fund has been created to ensure this is funded.
- Revenue funding for opening new schools is set by each Council independently and there is considerable variation in rates paid.
- Free schools and Studio schools are generally funded using the Council's formula model but it does not receive any DSG for these pupils.
- In addition to DSG the Council receives an annual Education Support Grant

(ESG) from central government on a per pupil basis. The grant is split into sections, some of which are allocated for retained duties which cut across all maintained schools and academies, and some which are allocated per pupil in locally maintained schools only. The larger per pupil sum is represented by the latter and is reduced pro rata at the point in time each school converts to academy status. There is an impact on local contracts which cannot be reduced on the same pro rata basis within the same period. Examples of services funded from this grant are Education welfare services, school improvement, asset management, therapies and other health related services, central support services.

- As schools convert to academy status with a sponsor brokered by the DfE any deficit at the point of conversion cannot be met from DSG but has to be met from the Council core funding or from other council resources and is therefore a direct cost on Council tax payers.
- As the (in the main larger and more sustainable) schools convert to academy status the authority also loses access to their considerable financial balances which in the past it has been able to use, within the provisions of the Council's Scheme for Financing Schools, provide security for short term revenue deficits and loans to schools from time to time.
- As financial reserves and grants reduce it will be increasingly difficult for the authority to address unforeseen issues in the way it has previously.
- Whilst there is no direct financial advantage to individual schools of conversion to academy status the value for money and availability of Council services for buyback by maintained schools may reduce providing a driver for consideration of academy status.
- In 2016 the Government commenced consultation on a new national funding formula which will give less local influence on funding factors for schools. The formula will be the same for academies and maintained schools.

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

- Cost per conversion is approximately £12,000. This includes professional advice to set out policies affecting the transfer of land and business to new companies which is applicable to all conversions.
- The council receives no funding for this work but has a statutory duty to comply with Academies legislation in this respect.
- Secondary, individual primary and special schools continue to be given a grant of £25,000 to meet professional costs incurred by the conversion process. Other grants previously available in 2016 have been withdrawn with the change in national emphasis from compulsory academisation to acceptance of a mixed economy and a drive to grow MATs at a rate that sustains good education standards.

- DfE has confirmed that some local authorities have sought to recoup some of these costs from converting schools to be paid from the one off grant for conversion costs granted by DfE.
- As part of the programme to meet savings required across Council services a one off contribution to the costs of the Council per conversion has been levied on converting schools since 1st April 2016. This is set at £6,000 per school and is payable on issue of Academy Order for voluntary converter schools only.

7. New Academies

a. New academies which opened in 2016.

- GEMS Primary Academy, Didcot opened in September 2016.
- This is a two forms of entry primary school with nursery to serve part of the Great Western Park development in Didcot/Harwell. Demand for places from the development has been greater than expected and the school has opened in Nursery, Reception, year 1 and year 2.
- Bicester Technology Studio School opened in September 2016.
- This is a 300 place 14-19 vocational school collocated with The Bicester School which is run by the same sponsor.

b. New academies post 2016

- New academies for which bids are made directly to SoS do not necessarily fit with the county strategy for provision of places. The Council will always be consulted on any proposal as the responsible body for provision of sufficient pupil places and may choose to work with proposers if the places meet the requirements set out in the Pupil Place Plan and offer a cost effective approach to meeting basic need or increasing diversity of choice in the area. The decision to approve the bids however rests with SoS and, whether supported by the Council or not, will have a knock-on effect on capital, revenue and standards that the council will have no direct control over.
- A summary of new academies to be provided and for which sponsors have been sought is set out below.

School	Reason for new provision	Date of opening
Longford Park Banbury Primary School, to be sponsored by GLF	Basic need generated by housing development.	September 2017
Aureus Secondary school	Basic need generated by	September 2017

(11-16), Great Western Park, Didcot to be sponsored by GLF	housing development.	
NW Bicester Primary school to be sponsored by White Horse Federation	Basic need generated by housing development.	September 2018
The Swan School to be sponsored by River Learning Trust	Free school bid to meet Basic Need	September 2018
Chalkhill Primary School , Great Western Park, Didcot to be sponsored by GLF	Basic need generated by housing development.	September 2018
Barton West Primary school, to be sponsored by Cheney Academy Trust	Basic need generated by housing development.	September 2019
SW Bicester Secondary School, to be sponsored by The White Horse Federation	Basic need generated by housing development.	September 2019

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

- All new provision schools are now designated as Free schools and may be provided either through the Local Authority presumption route or through a biannual bidding round whereby sponsors can make direct bids to open new schools to Secretary of State.
- Bids for new schools in Oxfordshire were submitted in October 2016 for Wave 12 Free schools. Three proposals were taken forward to the post interview stage. All of them are consistent with council education priorities. Outcomes are expected in 2017.

c. Costs Associated with provision of new schools

- The Council will incur some costs for all new schools it seeks to provide. These will include revenue costs associated with start-up funding for a new school and capital funding for the site and buildings.
- The Council will incur revenue costs for all new academies where it has an interest in the land and buildings on which the new academy is to be based.
- Staff resources are required to manage the programme of provision of new academies from identification of sponsors to occupation of the academy by all year groups.

8. Regional Schools Commissioners

a. Background.

- Oxfordshire is located in North West London and South Central region and the Regional Schools Commissioner (RSC) for this region is Martin Post, former headmaster of Watford Grammar School for Boys. Five outstanding Head teachers were appointed to act as his Board and the roles were effective from August 2014. Appointments were made for a period of 3 years. An additional post of Deputy RSC was created in 2016 and this is held by Dame Kate Detheridge.
- The RSCs responsibilities include:
 - i. Monitoring performance and intervening to secure improvement in underperforming academies, including directing them to commission school improvement services and using formal interventions in the most severe cases.
 - ii. Taking decisions on the creation of new academies in their area by approving applications from maintained schools wishing to convert to academy status.
 - iii. Supporting the national schools commissioner to ensure that the sponsor market meets local need - including by authorising applications to become an academy sponsor, monitoring the performance of existing sponsors and de-authorising them where necessary, recommending suitable sponsors to ministers for maintained schools that have been selected to become academies and encouraging new sponsors.
- The Council has established a good working relationship with our RSC to allow the council to carry out its statutory duties with regard to academies in a co-ordinated manner. The RSC meets regularly with senior officers to discuss schools and academies. He also attends Education Scrutiny Committee as appropriate to discuss education provision matters in academies in the county.
- As documented above the powers of the RSC increased significantly in 2016 and the direction of travel is clearly towards the role being expanded further.

9. Conclusions

- I. All schools that converted to academy status in 2016 did so as members of groups.
- II. The number of schools converting to academy status is significantly lower. The increase in applications seen later in 2016 is seen mainly as a reaction to the national education policy and perceived position of the Council.
- III. Under performing schools have been identified, early support is put in place and schools have completed conversions as sponsored academies. The Council seeks to be proactive with Governing Bodies in promoting suitable sponsors to the RSC.

- IV. New academies and free schools continue to be set up in the county in response to demographic need and parental demand. Procedures are in place to set up new academies as required by the county or to engage in positive dialogue with sponsors applying to open schools in the area through DfE bidding annual processes.
- V. Resources will continue to be required to manage this process.
- VI. Over half the pupils in publicly funded education in Oxfordshire are taught in academies.
- VII. The value for money and availability of Council services for buyback by maintained schools may reduce providing a driver for their consideration of converting to academy status.
- VIII. Additional powers of the RSC through legislation will impact on the future role of the Council and services to be provided.
- IX. To achieve the above programme considerably more resources may be required in the short term for the Council to comply with its obligations in respect of converting academies.
- X. The creation of a new Cabinet Member for Education and aspiration to support maintained schools better and also to develop a good partnership approach to working with maintained schools and academies may impact on conversion trends in 2017.

LUCY BUTLER

Director for Children's Services

Contact Officer: Allyson Milward, Academies team

February 2017

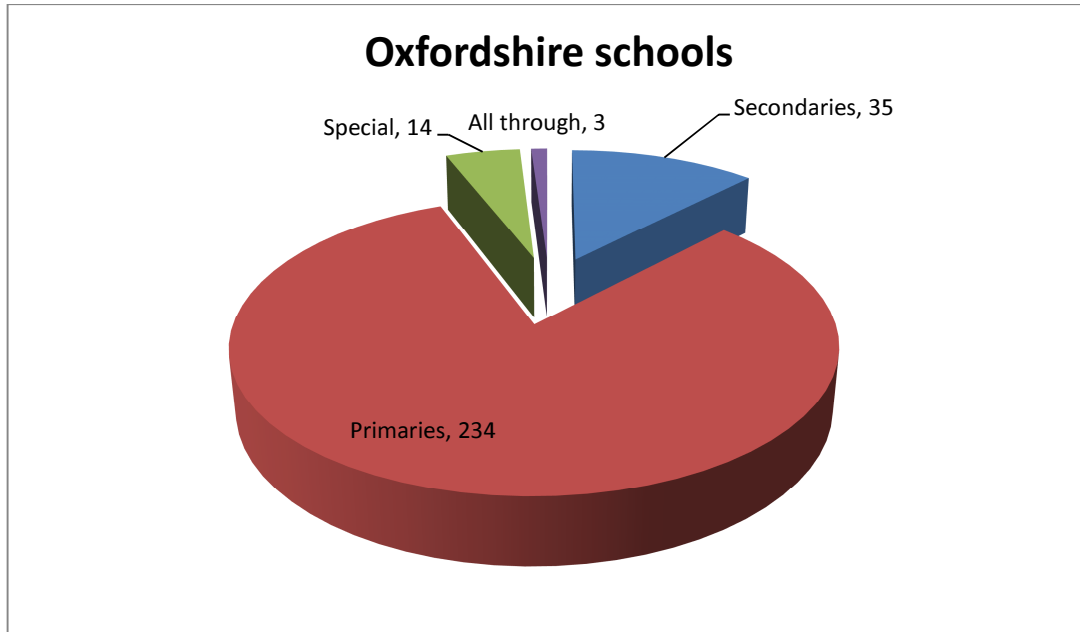
For regular updates please visit our intranet site at

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

Appendix 1 – Oxfordshire overall academy data – as of December 2016

Breakdown of all schools in Oxfordshire:

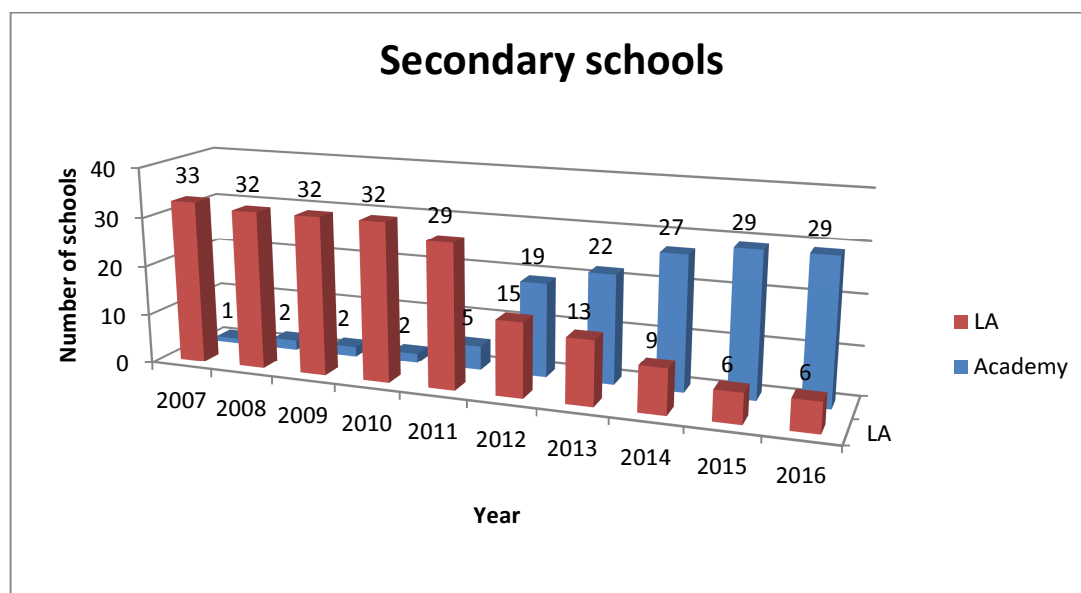
(School figures include the new, free and studio schools but not foundation stage settings and PRUs.)



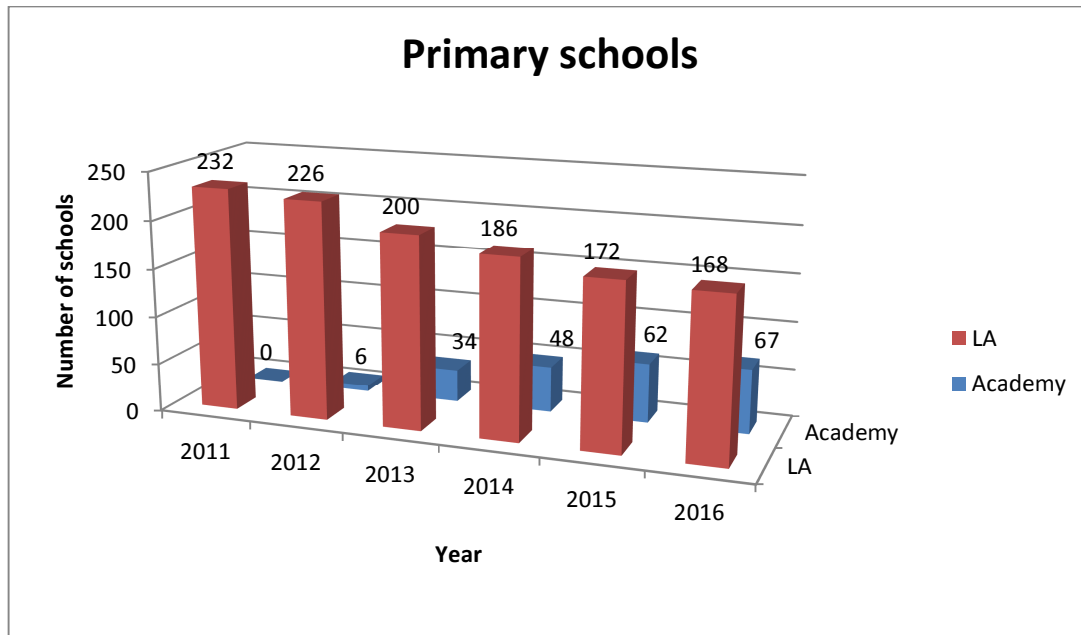
These figures show the numbers of academies and maintained schools as of December 2016.

Secondary school Academy status 2011 – 2016:

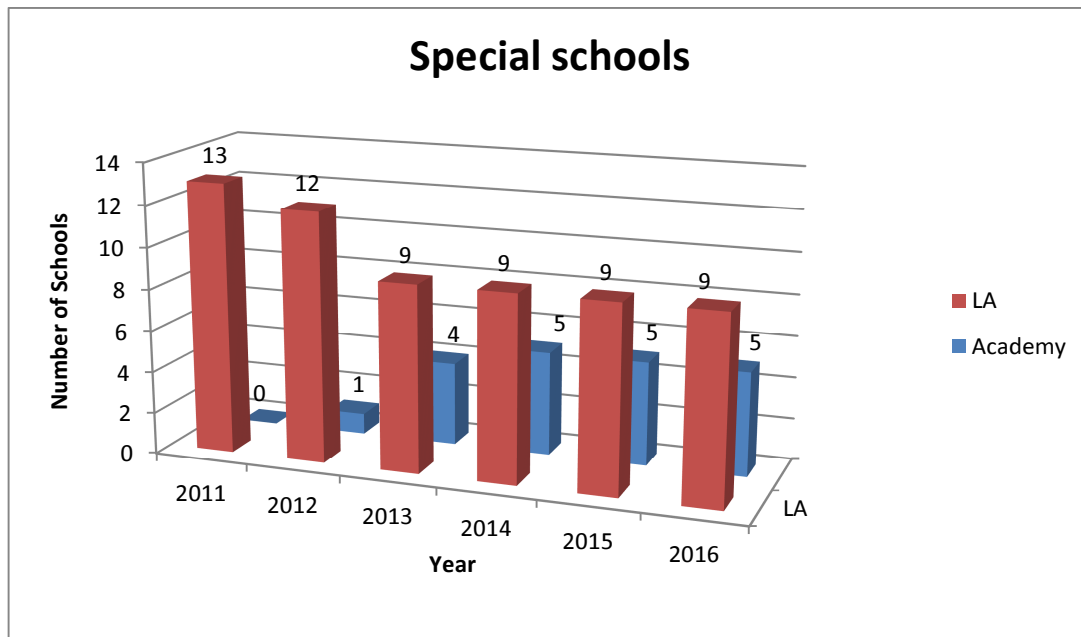
(School figures include the new, free and studio schools but not foundation stage settings and PRUs. Europa, Heyford Park and St Gregory's are now counted as all through schools so are no longer included in the secondary figures as they were in previous years.)



Primary school Academy status 2011 – 2016:
(School figures include the new and free schools but not foundation stage settings.)



Special school Academy status 2011 – 2016:
(School figures include new schools but not PRUs. NB the PRU converted this year.)

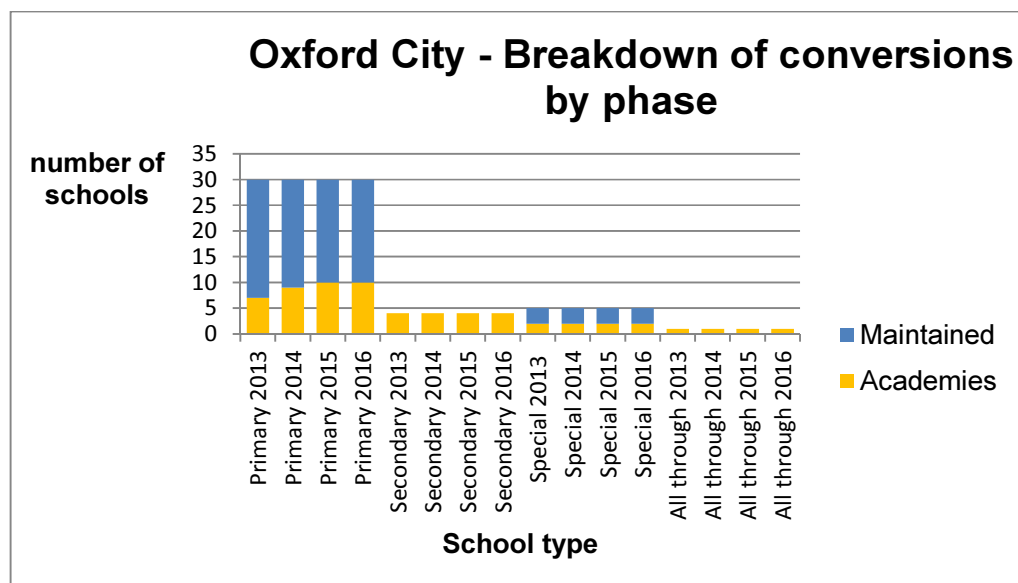
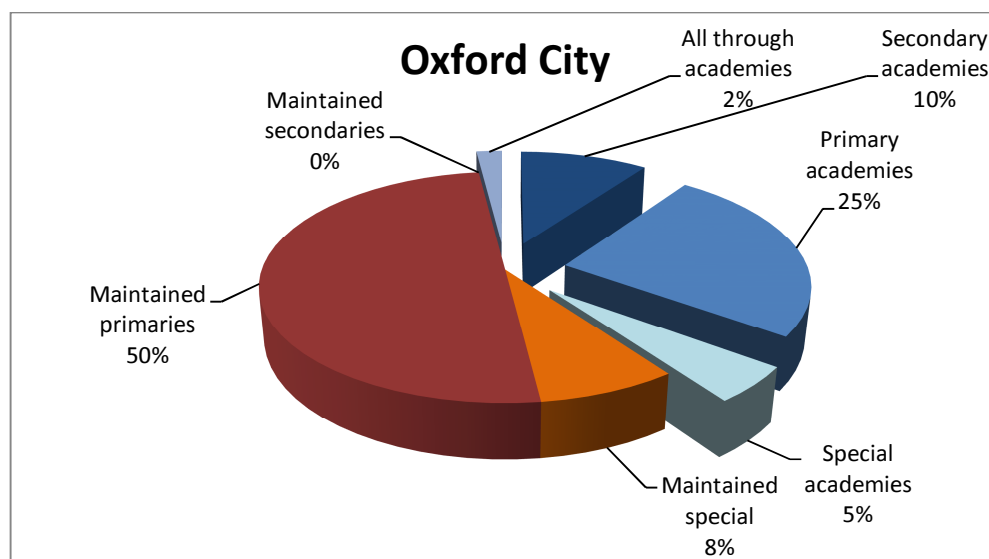


All three of all through schools in Oxfordshire are academies.

Appendix 2 - Locality conversion data – as of December 2016

Oxford City

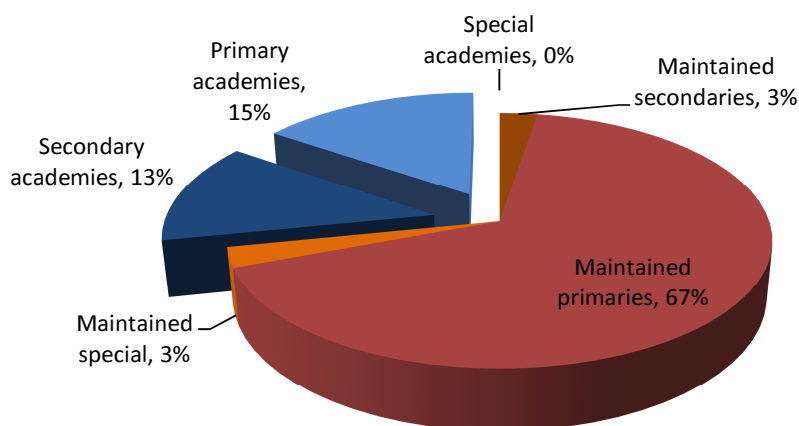
	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	30	20 (excl. 4 nurseries)	10 (10)
Secondary	4	0	44 (44)
Special	5	3	2 (2)
All through	1	0	1 (1)
Total	40	23	17 (17)



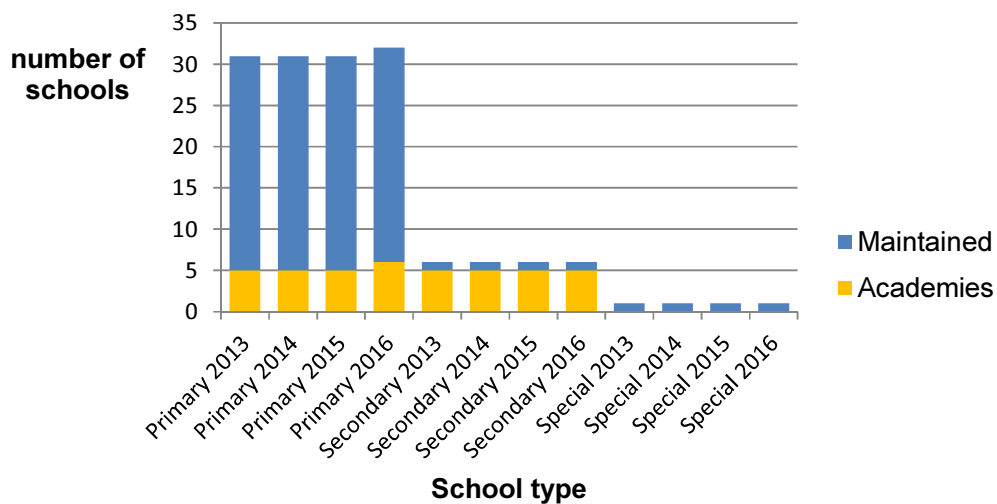
Didcot, Wallingford, Henley and Goring

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	32	26 (excl.1 nursery)	6 (5) (5)
Secondary	6	1	5 (5)
Special	1	1	0 (0)
Total	39	28	10 (10)

Didcot, Wallingford, Henley and Goring

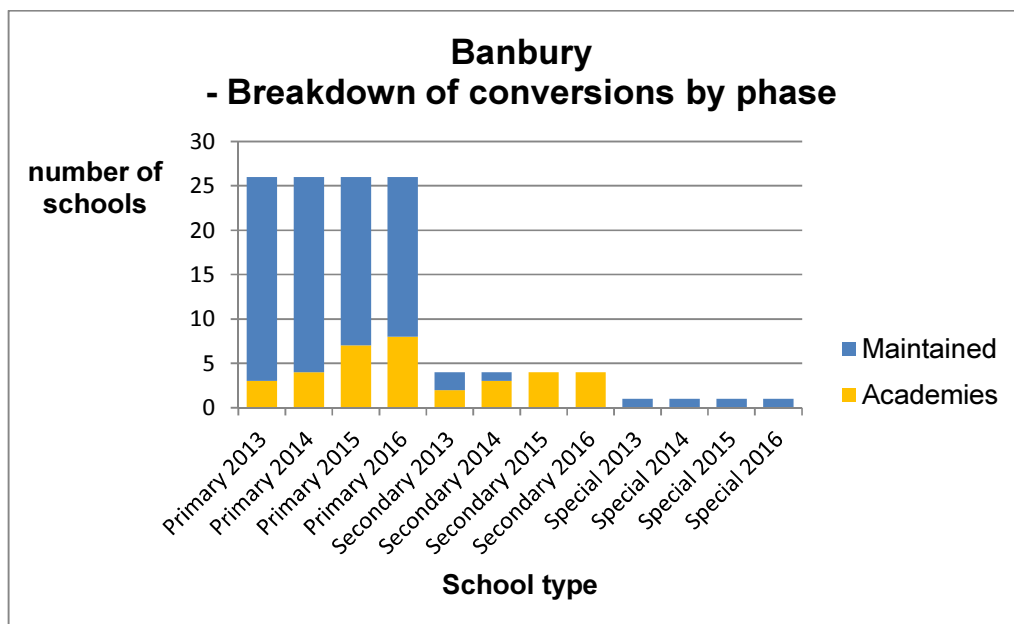
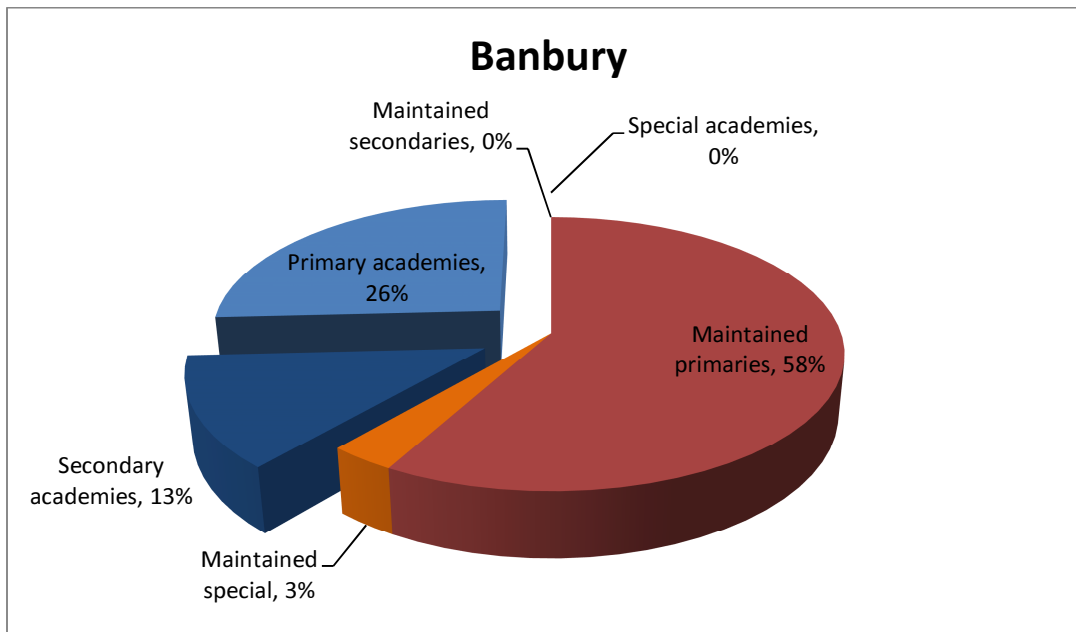


**Didcot, Wallingford, Henley and Goring
- Breakdown of conversions by phase**

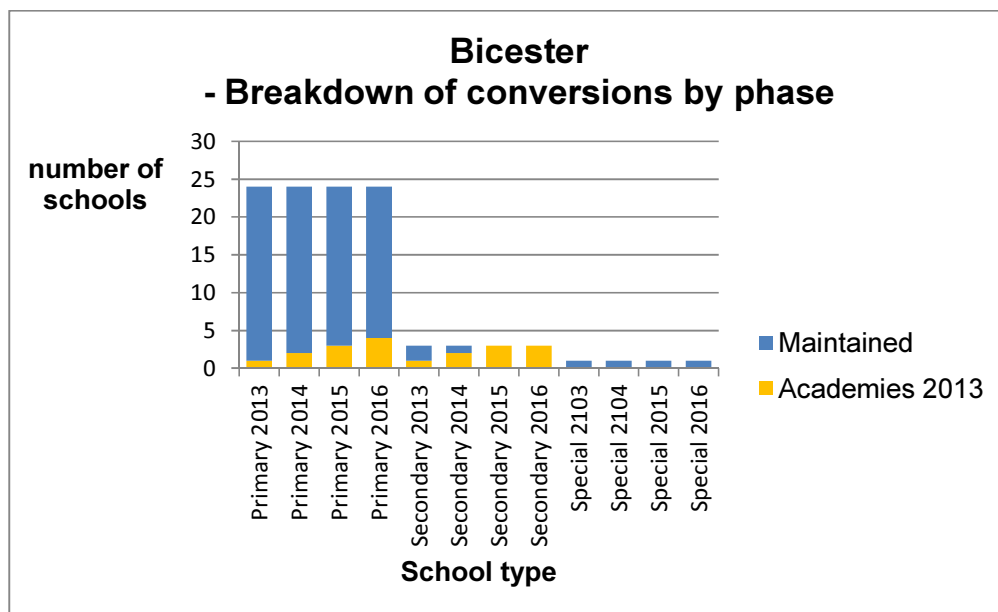
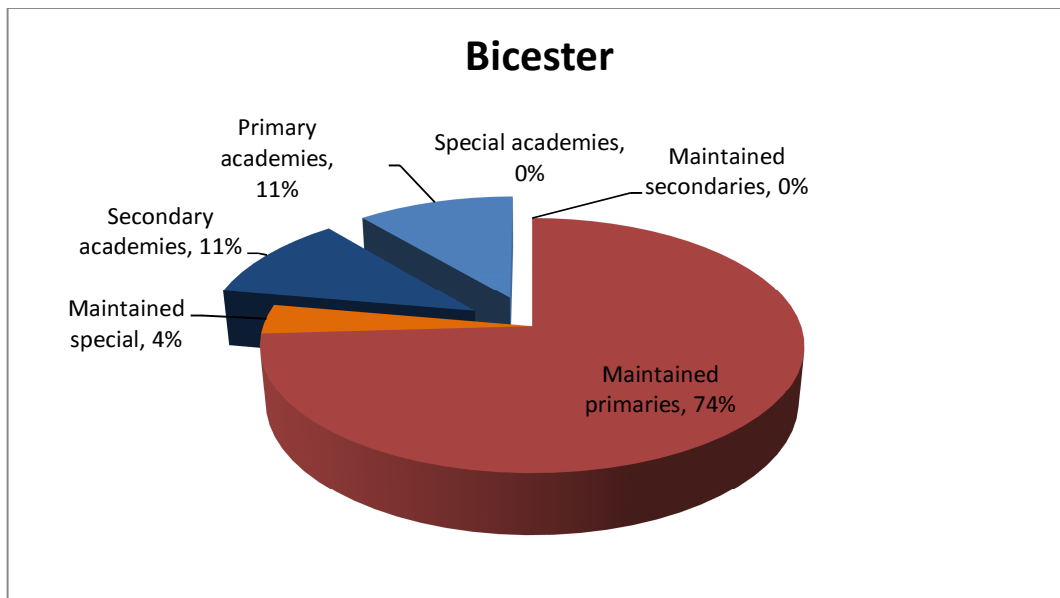


Banbury (Inc. Warriner)

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	26	18	8 (7)
Secondary	4	0	4 (4)
Special	1	1	0 (0)
Total	31	19	8 (7)

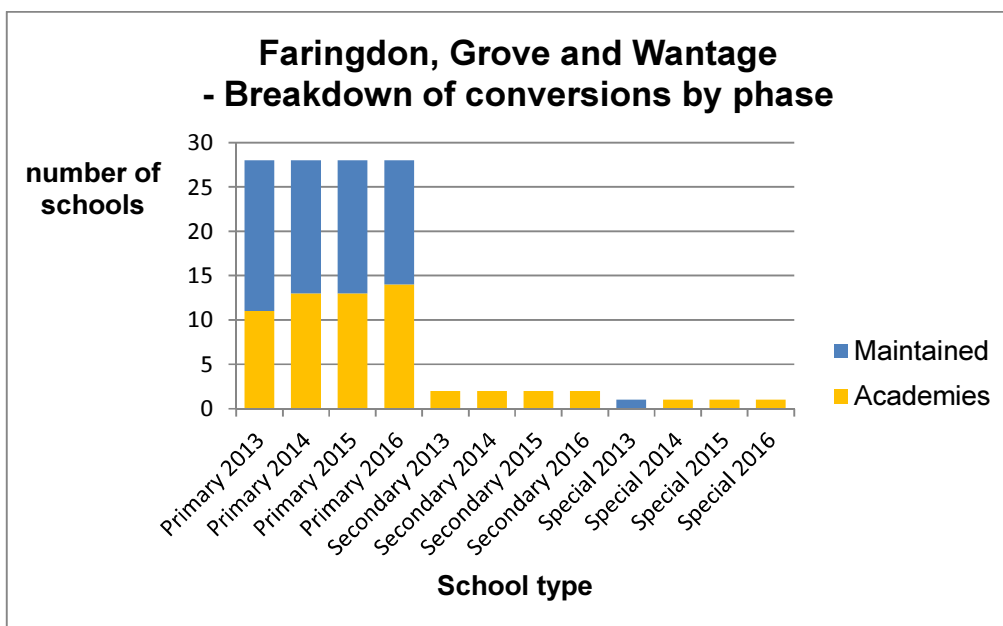
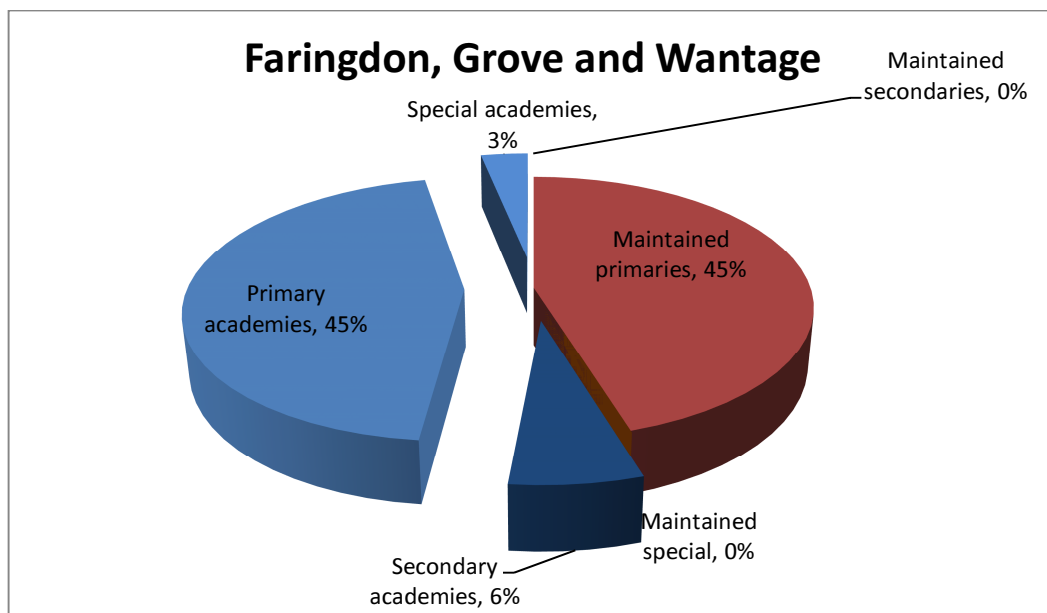
Bicester

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	23	20 (excl. 3 nursery)	3 (2)
Secondary	3	0	3 (3)
Special	1	1	0 (0)
Total	27	21	5(4)



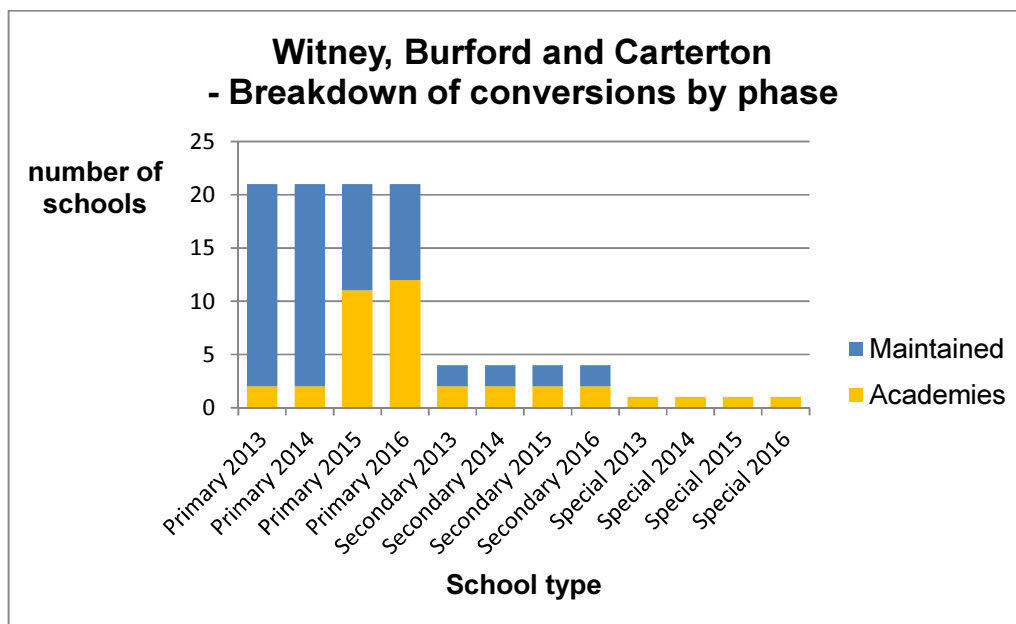
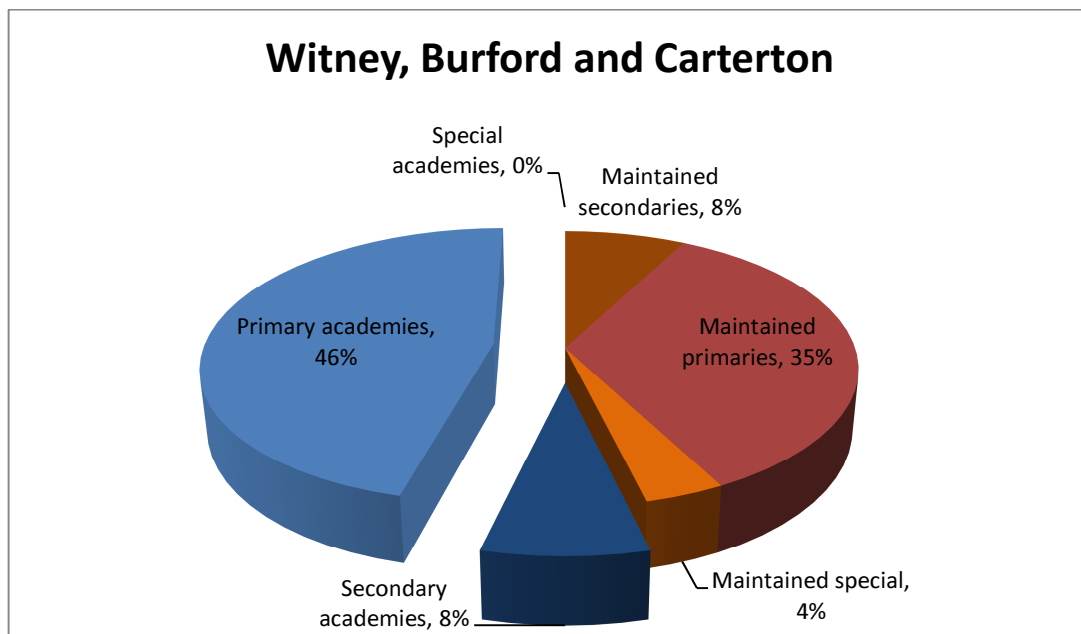
Faringdon, Grove and Wantage

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	28	14	14 (13)
Secondary	2	0	2 (2)
Special	1	0	1 (1)
Total	31	14	17 (16)



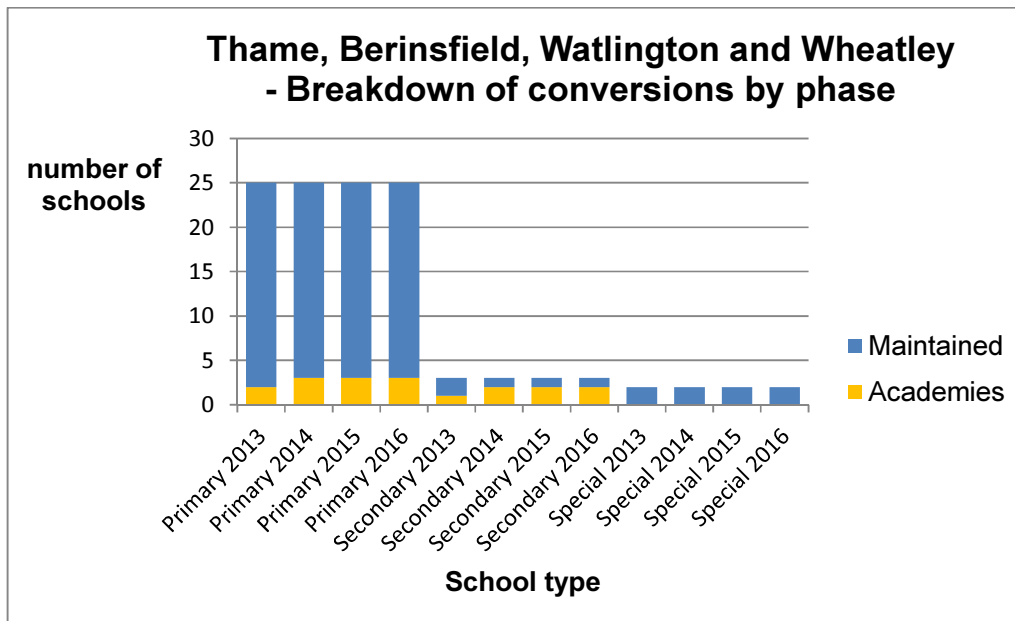
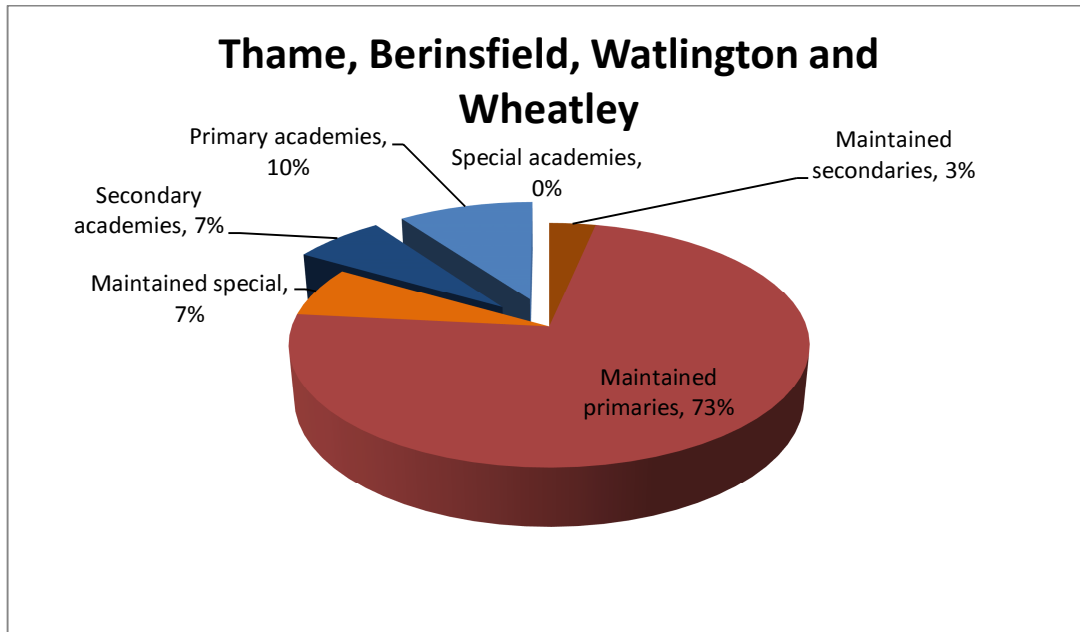
Witney, Burford and Carterton

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	21	9	12 (11)
Secondary	4	2	2 (2)
Special	1	1	0 (0)
Total	26	12	14 (13)



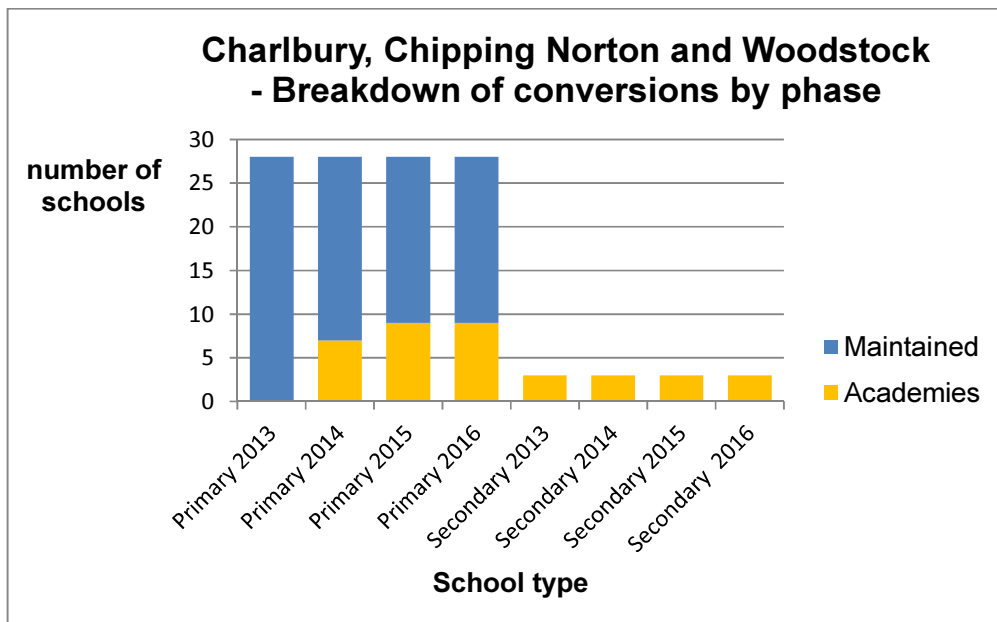
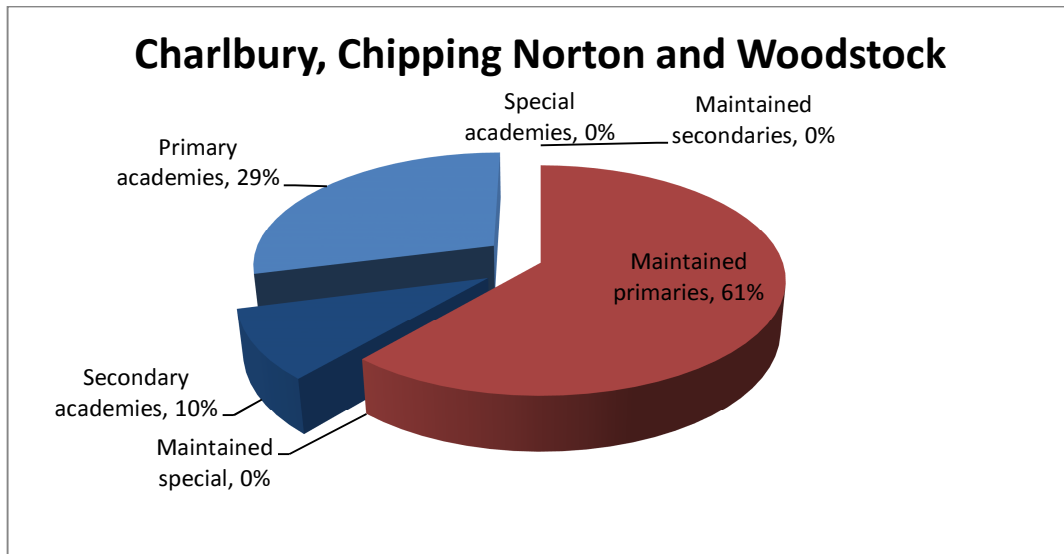
Thame, Berinsfield, Watlington and Wheatley

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	25	22 (excl. 2 nursery)	3 (3)
Secondary	3	1	2 (2)
Special	2	2	0 (0)
Total	30	25	5 (5)



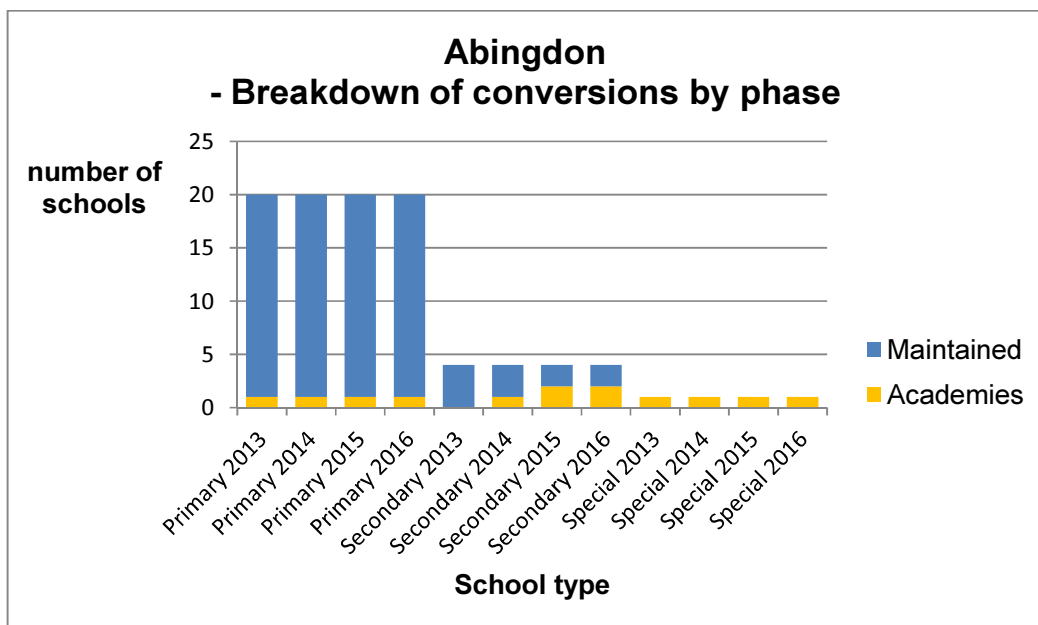
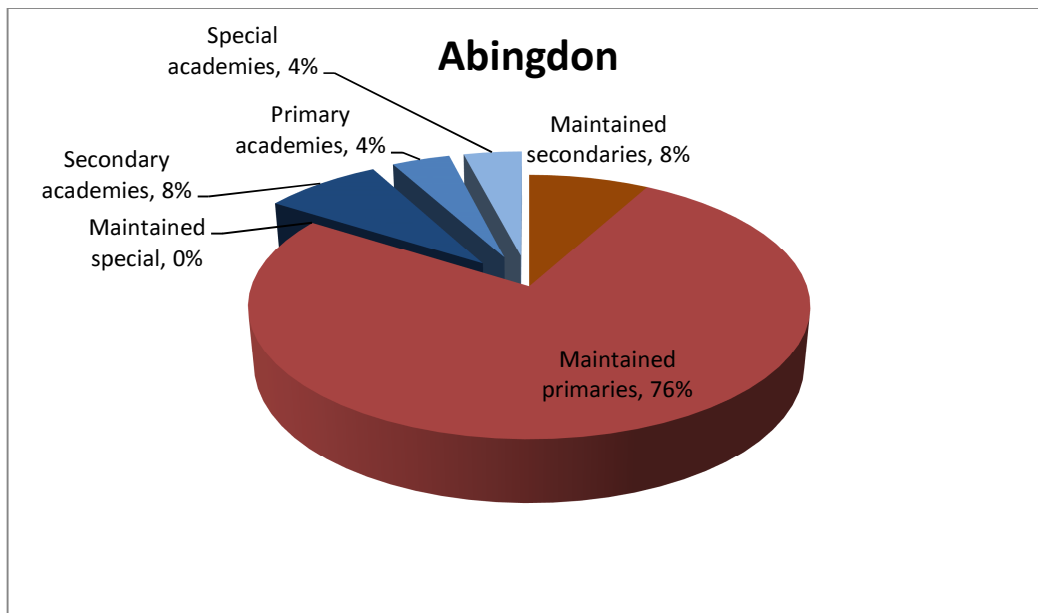
Charlbury, Chipping Norton and Woodstock

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	28	19 (excl. 1 nursery)	9 (9)
Secondary	3	0	3 (3)
Special	0	0	0 (0)
Total	31	21	10 (10)



Abingdon

	Total schools	Maintained schools	Academies 2015 bracketed
Phase	Number	Number	Number
Primary	20	19	1 (1)
Secondary	4	2	2 (2)
Special	1	0	1 (1)
Total	25	21	4 (4)



Appendix 3 - individual schools that have, or are considering conversion to academy status at December 2016.

(NB a red font denotes a change since November 2016)

For the latest version of the conversions update, please see: <http://schools.oxfordshire.gov.uk/cms/node/112>

Name of converted establishment	Previous name	Phase	Age range	DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Southwold Primary School		Pri	4-11	2607	01/04/2016	Voluntary converter	MAT	The White Horse Federation
Brize Norton Primary School		Pri	4-11	2250	01/03/2016	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St James, East Hanney		Pri	4-11	3225	01/03/2016	Voluntary Converter	MAT	Vale Academy Trust
William Morris Primary School		Pri	3-11	2019	01/02/2016	Sponsored Academy brokered by DfE	MAT	GLF Schools
St Mary's Infants, Witney		Inf	4-11	3207	01/12/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Tower Hill Primary		Pri	3-11	2303	01/11/2015	Voluntary Converter	MAT	River Learning Trust
Wolvercote Primary		Pri	3-11	2534	01/11/2015	Voluntary Converter	MAT	River Learning Trust
Burford Primary School		Pri	3-11	2251	01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Finstock Church of England Primary School		Pri	3-11	3040	01/10/2015	Voluntary Converter	MAT	The Mill Academy
Queen Emma's Primary School	Queen's Dyke	Pri	4-11	2304	01/10/2015	Voluntary Converter	MAT	The Mill Academy
The Batt CE Primary School		Pri	4-11	3605	01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Bishop Carpenter CofE (VA)		Pri	4-11	3302	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Hornton Primary School		Pri	2-11	2001	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Sibford Gower Endowed Primary School		Pri	4-11	3005	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Matthew Arnold School		Sec	11-18	4128	01/08/2015	Voluntary Converter	MAT	West Oxford Schools Trust
The Bicester School	Bicester Community College	Sec	11-18	4011	01/08/2015	Sponsored Academy brokered by DfE	MAT	Activate Learning Education Trust
The Warriner School		Sec	11-18	4007	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Bampton CE Primary School		Pri	2-11	3131	01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
North Leigh CE Primary		Pri	4-11	3128	01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Christopher's CofE Primary School, Langford		Pri	4-11	3555	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Peter's CE Infant School, Alvescot		Inf	4-6	3550	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
The Blake CE Primary School		Pri	4-11	3600	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Meadowbrook College (PRU)		Spec	2-19	1106	01/02/2015	Voluntary Converter	MAT	Radcliffe Academy Trust
Millbrook Primary School		Pri	3-11	2016	01/12/2014	Sponsored Academy brokered by DfE	MAT	Vale Academy Trust
Bayards Hill Primary School		Pri	3-11	2015	01/10/2014	Sponsored Academy brokered by DfE	MAT	Cheney School Academy Trust
St Nicholas CE Primary School, East Challow		Pri	4-11	3224	01/10/2014	Voluntary Converter	MAT	Vale Academy Trust
Blessed George Napier Catholic Secondary School		Sec	11-18	4600	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC

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Name of converted establishment	Previous name	Phase	Age range	DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Holy Trinity Catholic Primary School		Pri	4-11	3420	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
St Joseph's Catholic Primary School, Banbury		Pri	3-11	3825	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
Glory Farm Primary School		Pri	3-11	2211	01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Hanborough Manor C of E Primary School		Pri	4-11	3147	01/07/2014	Voluntary Converter	MAT	Eynsham Partnership
The Cooper School		Sec	11-18	4032	01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Freeland C of E Primary School		Pri	4-11	3208	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
St Peter's C of E Primary School, Cassington		Pri	3-11	3651	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Standlake C of E Primary School		Pri	3-11	3127	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Eynsham Primary School		Pri	3-11	2013	01/05/2014	Sponsored Academy brokered by DfE	MAT	Eynsham Partnership
Stanton Harcourt C of E Primary School		Pri	3-11	3130	01/05/2014	Voluntary Converter	MAT	Eynsham Partnership
Wheatley Park School		Sec	11-18	4077	01/05/2014	Voluntary Converter	MAT	River Learning Trust
Wheatley CE Primary School		Pri	4-11	2009	01/03/2014	Sponsored Academy brokered by DfE	MAT	Oxford Diocesan Schools Trust
St Christopher's CE Primary School, Cowley		Pri	3-11	2010	01/02/2014	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
John Mason Secondary School		Sec	11-18	4126	01/02/2014	Voluntary Converter	MAT	John Mason Academy Trust
Grove CE Primary School		Pri	4-11	3228	01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
The Hendreds CE Primary School, Wantage		Pri	4-11	3250	01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Buckland C of E Primary School		Pri	3-11	3222	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Cholsey Primary School		Pri	4-11	2596	01/11/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
John Blandy VC Primary School		Pri	4-11	3230	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Longcot & Fernham C of E Primary School		Pri	4-11	3232	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Shrivenham C of E Primary School		Pri	4-11	3239	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Watchfield Primary School		Pri	3-11	2572	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Charlton Primary School		Pri	4-11	2573	01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Wantage C of E Primary School		Pri	3-11	3246	01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Abbey Woods Academy	Berinsfield Community Primary School	Pri	3-11	2007	01/09/2013	Sponsored Academy brokered by DfE	MAT	CfBT Schools Trust
Orchard Meadow Primary School		Pri	3-11	2006	01/08/2013	Sponsored Academy brokered by DfE	MAT	Blackbird Academy Trust (BAT)
Pegasus Primary School		Pri	3-11	2593	01/08/2013	Voluntary Converter	MAT	Blackbird Academy Trust (BAT)

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Name of converted establishment	Previous name	Phase	Age range	DfE code	Completion Date	Type of Conversion Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Windale Community Primary School		Pri	2-11	2005	01/08/2013	Sponsored Academy brokered by DfE	MAT	Blackbird Academy Trust (BAT)
Ladygrove Park Primary School		Pri	3-11	2609	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Manor School, Didcot		Pri	4-11	2597	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
St Johns Primary School, Wallingford		Pri	4-11	2567	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Willowcroft Community Primary School		Pri	3-11	3912	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Cutteslowe Primary School		Pri	3-11	2004	01/04/2013	Sponsored Academy brokered by DfE	MAT	River Learning Trust
Our Lady of Lourdes RC Primary, Witney		Pri	4-11	3822	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Our Lady's RC Primary School, Cowley		Pri	4-11	3836	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St John Fisher RC Primary School, Littlemore		Pri	3-11	3839	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Carterton		Pri	3-11	3556	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Thame		Pri	4-11	3826	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Thomas More Catholic Primary School, Kidlington		Pri	3-11	3823	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Gregory The Great RC Secondary School		All thro	3-18	4145	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Fitzwaryn Special School		Spec	2-19	7027	01/02/2013	Voluntary Converter	MAT	Propeller Academy Trust
Harriers Banbury Academy	Harriers Ground Community Primary Sch	Pri	3-11	2053	01/02/2013	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Iffley Academy	Iffley Mead Special School, Isis Academy	Spec	2-19	7018	01/02/2013	Voluntary Converter	Single converter	The Iffley Academy Trust
Kingfisher Special School		Spec	2-19	7000	01/02/2013	Sponsored Academy brokered by DfE	MAT	Propeller Academy Trust
Cheney Community College		Sec	11-18	4120	01/01/2013	Voluntary Converter	Single converter	Cheney School Academy Trust
Gosford Hill School		Sec	11-18	4060	01/11/2012	Voluntary Converter	Single converter	Gosford Hill School
The Marlborough C of E School		Sec	11-18	4560	01/10/2012	Voluntary Converter	Single converter	The Marlborough Church of England School
Northern House Special School		Spec	2-19	7016	01/09/2012	Voluntary Converter	MAT	Northern House School Academy Trust

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Name of converted establishment	Previous name	Phase	Age range	DfE code	Completion Date	Type of Conversion Voluntary or Sponsored	Type of Trust	Trust / sponsor details
The John Henry Newman CE School		Pri	3-11	2000	01/09/2012	Sponsored Academy brokered by DfE	MAT	Oxford Diocesan Schools Trust
Lord Williams's School		Sec	11-18	4580	01/09/2012	Voluntary Converter	MAT	Thame Partnership Academy Trust
St Birinus School, Didcot		Sec	11-18	4129	01/09/2012	Voluntary Converter	MAT	Didcot Academy of Schools
Banbury Academy	Banbury School	Sec	11-18	4000	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Didcot Girls' School		Sec	11-18	4139	01/08/2012	Voluntary Converter	MAT	Didcot Academy of Schools
Dashwood Banbury Academy	Dashwood Primary School	Pri	3-11	2003	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Burford Secondary School		Sec	11-18	4040	01/07/2012	Voluntary Converter	Single converter	Burford School
The Henry Box School		Sec	11-18	4050	01/06/2012	Voluntary Converter	Single converter	The Mill Academy
Faringdon Community College		Sec	11-18	4141	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Langtree School		Sec	11-16	4094	01/04/2012	Voluntary Converter	Single converter	The Langtree School Academy Trust
Faringdon Infant School		Inf	3-6	2561	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Faringdon Junior School		Jun	7-11	2562	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
The Cherwell School		Sec	11-18	4116	01/04/2012	Voluntary Converter	MAT	River Learning Trust
Bartholomew School		Sec	11-18	4054	01/03/2012	Voluntary Converter	MAT	Eynsham Partnership
Chipping Norton School		Sec	11-18	4010	01/03/2012	Voluntary Converter	Single converter	Chipping Norton School Academy Trust
Gillotts School		Sec	11-16	4055	01/03/2012	Voluntary Converter	Single converter	Gillotts School
Hanwell Fields Community School		Pri	3-11	3837	01/03/2012	Voluntary Converter	MAT	United Learning Trust (ULT)
Rush Common School		Pri	4-11	2574	01/03/2012	Voluntary Converter	Single converter	Rush Common Academy Trust
Wallingford School		Sec	11-18	4140	01/09/2011	Voluntary Converter	Single converter	Wallingford Schools Academy Trust
King Alfred's Academy	King Alfred's Community & Sports College	Sec	11-18	4142	01/08/2011	Voluntary Converter	MAT	Vale Academy Trust
Oxford Spire Academy	Oxford School	Sec	11-18	6907	01/01/2011	Sponsored Academy brokered by DfE	MAT	CfBT Schools Trust
The Oxford Academy		Sec	11-18	6906	01/09/2008	Sponsored Academy brokered by DfE	Single converter	The Oxford Academy Trust
North Oxfordshire Academy		Sec	11-18	6905	01/09/2007	Sponsored Academy brokered by DfE	MAT	United Learning Trust (ULT)

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Establishments in the process of conversion:

Name of converting establishment	Phase	Age Range	DfE code	Type of School	Programmed Conversion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
West Kidlington Primary	Pri	3-11	2110	LEA	NO DATE	Sponsored Academy brokered by DfE	MAT	The White Horse Federation
Rose Hill Primary	Pri	3-11	2531	LEA	NO DATE	Sponsored Academy brokered by DfE		TBC
Tackley CofE Primary	Pri	4-11	3144	VC	01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
Larkmead School	Sec	11-18	4125	LEA	01/01/2017	Voluntary Converter		Vale Academy Trust
Dr South's CE VA Primary	Pri	3-11	3655	VA	01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
New Marston Primary	Pri	3-11	2529	LEA	01/02/2017	Voluntary Converter	MAT	River learning Trust
Wood Green School	Sec	11-18	4052	LEA	01/02/2017	Voluntary Converter	MAT	Acer Trust
Icknield Community College	Sec	11-16	4082	LEA	01/02/2017	Voluntary Converter	MAT	Acer Trust
Chalgrove Community Primary	Pri	3-11	2452	LEA	01/02/2017	Voluntary Converter	MAT	Acer Trust
Leafield CofE Controlled Primary	Pri	4-11	3124	VC	01/02/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
Wroxton CE Primary School	Pri	4-11	3004	VA	01/04/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
Edith Moorhouse Primary	Pri	3-11	2255	LEA	01/04/2017	Voluntary Converter	MAT	River learning Trust
South Moreton School	Pri	4-11	2566	LEA	01/04/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
Dr Radcliffe's CofE School	Pri	4-11	3828	VA	01/05/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)

New schools since 2013:

New open academies	Trust name / sponsor	DfE	No. of places	Type of Academy	Planned opening date	Opened	Age range	Phase
Tyndale Community Primary Free School	Chapel Street Community S	2008	470	Free School	Sep-13	01/09/2013	4-11	Pri
Heyford Park Free School	Heyfordian School Trust	4003	840	Free School	Sep-13	01/09/2013	4-19	all through
Europa	Europa School Trust	4002		Free School	Sep-13	01/09/2013	4-19	all through
MacIntyre Academy for Autistic Pupils (Endeavour Academy)	MacIntyre Academy Trust	7003	25	Academy	Sep-14	01/09/2014	11-19	Spec
Banbury Space Studio	Aspirations Academy Trust	4006	300	Studio School	Sep-14	01/09/2014	14-19	Studio
UTC Oxfordshire (at Didcot)	Activate Learning Education Trust	4008	350	UTC	Sep-15	07/09/2015	14-19	UTC
BicesterTechnology Studio School	Activate Learning Education Trust		310	Studio School	Sep-16	05/09/2016	14-19	Studio
GEMS Didcot Primary Academy (Great Western Park)	GEMS Learning Trust	2012	420	Primary school academy	Sep-16	07/09/2016	3-11	Pri

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 13 MARCH 2017

EDUCATIONAL ATTAINMENT OF PUPIL GROUPS VULNERABLE TO UNDERPERFORMANCE 2017

Report by Strategic Lead for Vulnerable Learners

Overall summary:

- Broadly the educational performance for all pupils in Oxfordshire is in line with the national average.
- There continues to be groups of pupils that attain less well than their peers, both in Oxfordshire and nationally.
- In Oxfordshire pupils that are classed as being disadvantaged and also pupils that are at SEN Support perform noticeably less well than similar groups nationally.
- The disadvantaged gap in the Early Years Foundation Stage and at the end of year 1 phonics screening has narrowed over the last year, but still remains wider than the national gap.

Definitions:

Free School Meals (FSM) – a statutory benefit available to school aged children from families who receive other qualifying benefits and who have been through the relevant registration process. This is as recorded in the school census in the January of the relevant year.

Free School Meal gap - difference in attainment between pupils in Oxfordshire that are known to be eligible for free schools meals and that of non-FSM pupils nationally.

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years; children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

Disadvantage gap – difference in attainment between disadvantaged pupils in Oxfordshire and that of non-disadvantaged pupils nationally.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) states ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’.

The categories of School Action and School Action plus have been replaced by a single category called **SEN support**.

1. Early Years Foundation Stage Profile (EYFSP)

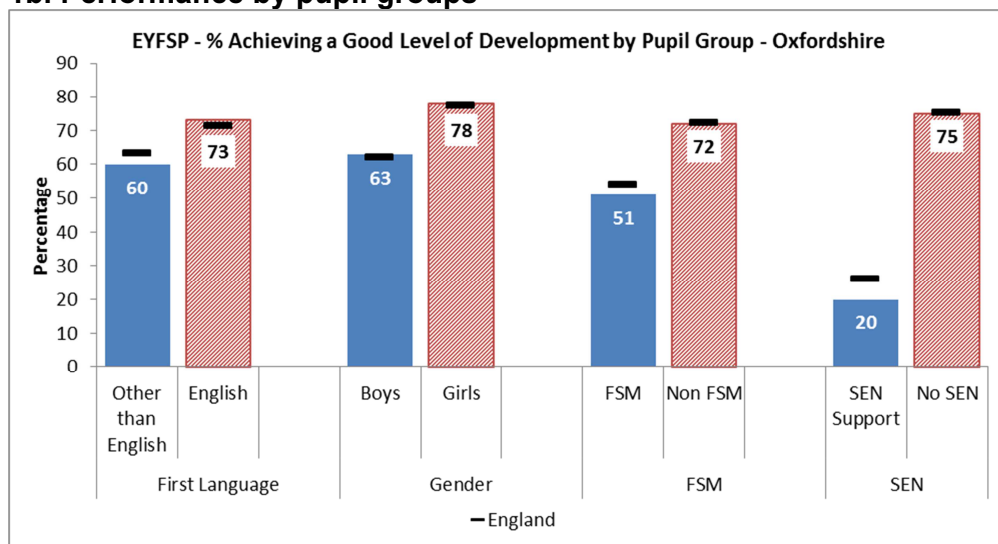
1a. Overall summary:

1. 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 and mirrors the trend nationally since the introduction of the Profile. Performance in Oxfordshire is now slightly above the national average but remains slightly below the statistical neighbour average.

Table 1: EYFSP – 3 year trend

	Cohort 2016	% Good level of development		
		2014	2015	2016
Oxfordshire	8042	60	66	70
England		60	66	69
SN average		63	68	71

1b. Performance by pupil groups



2. Generally the non-vulnerable groups in Oxfordshire perform in line or above the national average. It is the performance of FSM (51% compared with 54% nationally) and particularly SEN support pupils (20% compared with 26% nationally) where Oxfordshire performs lower than the national figures.

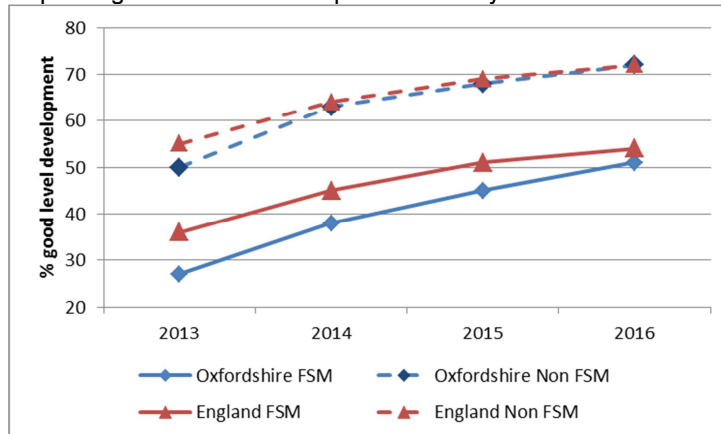
1c. Performance of Free School Meal (FSM) pupils.

Table 2: attainment of FSM pupils - 3 year trend

		% good level of development			
		2013	2014	2015	2016
Cohort		833	733	621	686
FSM gap	Oxfordshire	-28	-26	-24	-21
	England	-19	-19	-18	-18

3. Oxfordshire's free school meal gap has decreased steadily from 28%pts in 2013 to 21% points in 2016. This is still wider than that nationally.
4. This wider gap is predominantly due to the fact that FSM pupils in Oxfordshire have lower attainment than those nationally. The attainment of non FSM pupils in Oxfordshire has risen to be in line with the same cohort nationally.
5. The number of children known to be eligible for free school meals dropped in 2015 following the introduction of the infant pupil universal entitlement, but rose again slightly in 2016. This pattern was also seen nationally.

Graph: % good level of development trend by free school meal status



6. Out of the 162 schools that had at least one FSM child at the end of EYFS in 2016, 49 schools had a positive gap (i.e. FSM pupils achieved higher than the national non-FSM figure). The majority of these schools only had 1 or 2 FSM pupils though. 113 schools had a negative FSM gap (i.e. FSM pupils had lower performance than the national non-FSM figure).
7. In order for the Oxfordshire FSM gap to be in line with the national FSM gap (18%points) an additional 21 children would have needed to have reached a good level of development.

2. Phonics Screening Checks

2a. Overall summary

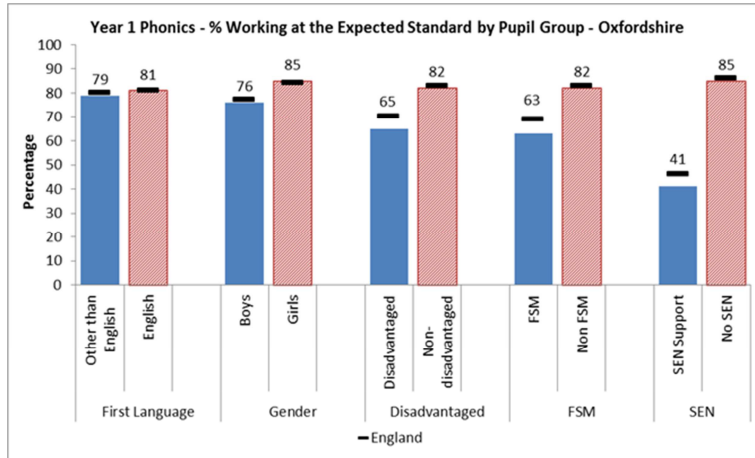
Table 3: Phonics screening (all pupils) - 3 year trend

	Cohort 2016	% Expected standard by end of Year 1		
		2014	2015	2016
Oxfordshire	7574	73	76	80
England		74	77	81
SN average		74	77	80

8. The proportion of children reaching the expected standard in the phonics screening checks has increased in line with that nationally. This means that Oxfordshire remains slightly below the national average.

2b. Performance of vulnerable groups

9. The non-vulnerable groups in Oxfordshire perform broadly in line with the national average. It is the performance of disadvantaged (65% compared with 70% nationally); Free School Meal pupils (63% compared with 69% nationally) and SEN support pupils (41% compared with 46% nationally) where Oxfordshire is lower than the national figures.



10. The performance of SEN support pupils falls in the lowest quartile nationally. The performance of FSM pupils also remains in the lowest quartile nationally but has narrowed from 2015 when Oxfordshire had the second widest gap nationally.

2c. Performance of disadvantaged pupils.

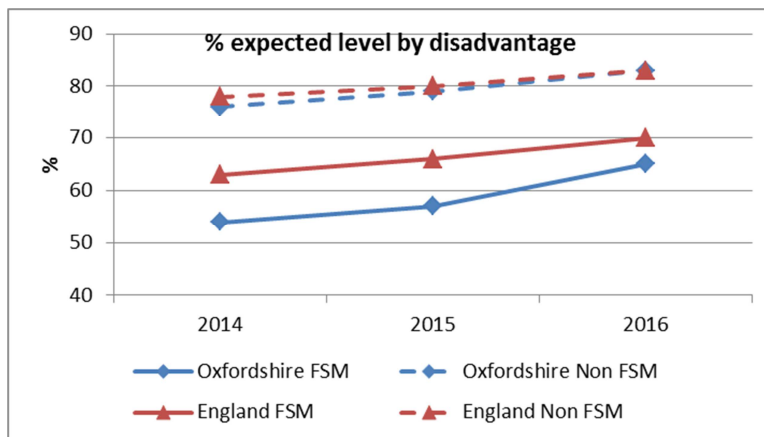


Table 4: Phonics screening by disadvantage - 3 year trend

	Disadvantaged gap (%points)		
	2014	2015	2016
Cohort	1089	1016	911
Oxfordshire	-24	-23	-18
England	-15	-14	-13

11. The disadvantaged gap in Oxfordshire has decreased from 24%points in 2014 (when it was the 5th widest nationally) to 18%points in 2016. The disadvantaged

gap in Oxfordshire has narrowed at a much greater rate than nationally but still remains wider than that nationally (13%points).

12. The performance of disadvantaged children in Oxfordshire remains lower than that of the same cohort nationally, whereas the performance of non-disadvantaged pupils remains in line with the national figure.
13. An additional 42 disadvantaged pupils reaching the expected standard would have been needed in order for the disadvantaged gap in Oxfordshire to be the same as that nationally (13%points).
14. 184 schools had disadvantaged children at the end of year 1 in 2016. Of these, 67 schools had a positive disadvantage gap (performance of disadvantaged children was higher than that of the non-disadvantaged children nationally) – again the majority of these had small disadvantaged cohorts. 117 schools had negative disadvantaged gaps.

3. Key stage 1

3a. Overall summary

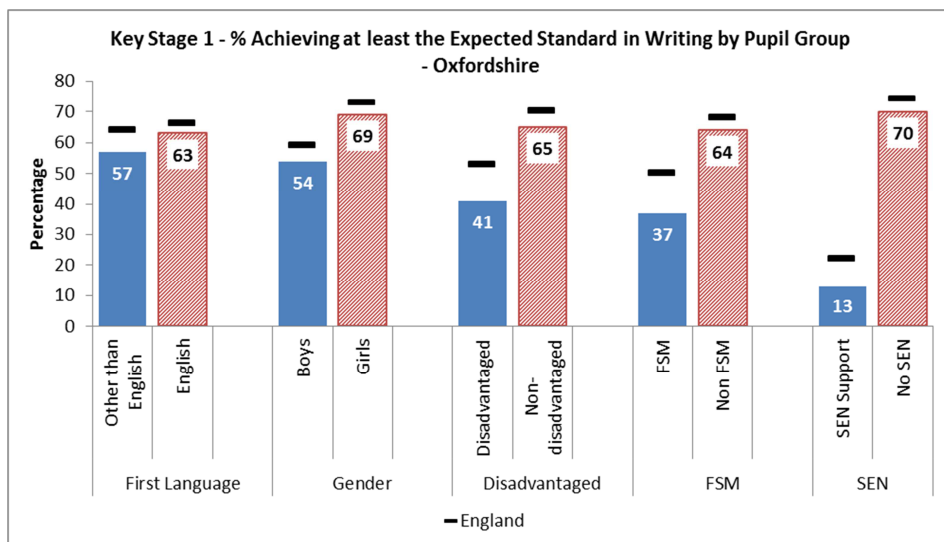
Table 5: key stage 1 attainment -all pupils

	% Expected Standard		
	Reading	Writing	Maths
Oxfordshire	74	62	71
England	74	65	73
Statistical Neighbour average	75	64	72

15. Compared with the national picture, Oxfordshire performs in line with the national average in reading, slightly below in maths but in the lowest 25% of authorities for writing. Oxfordshire also performs below the statistical neighbour average for all three subjects

3b. Performance of pupil groups

(Performance is shown for just writing as it shows the most extreme picture in 2016. Reading and maths show similar patterns.)



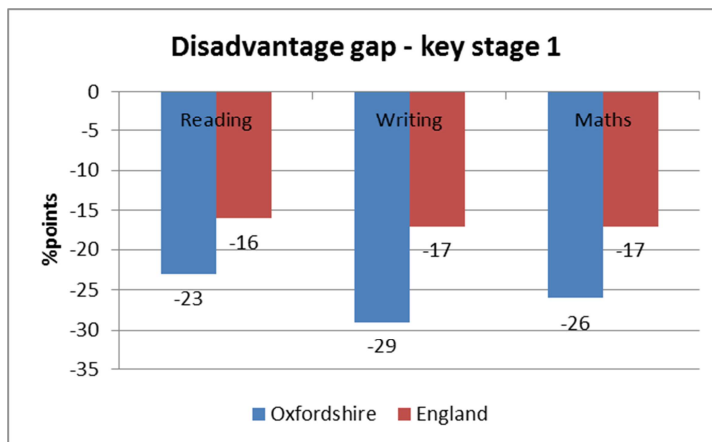
16. In writing all pupil groups fall below the national averages. This is particularly noticeable for disadvantaged pupils (41% compared with 53% nationally), Free School Meal pupils (37% compared with 50% nationally) and SEN support pupils (13% compared with 22% nationally).

3c. Performance of disadvantaged pupils.

Table 6: key stage 1 disadvantaged gap

	Cohort	Disadvantaged gap (%points)		
		Reading	Writing	Maths
Oxfordshire	1128	-23	-29	-26
England		-16	-17	-17

17. The disadvantage gap in Oxfordshire is much wider than that nationally in all 3 subjects. The gap is at its widest in writing (-29%points) which is much more pronounced in Oxfordshire than nationally. The disadvantage gap in Oxfordshire falls amongst the widest 25% of local authorities nationally.



4. Key stage 2

4.a Overall summary

Table 7: key stage 2 attainment -all pupils

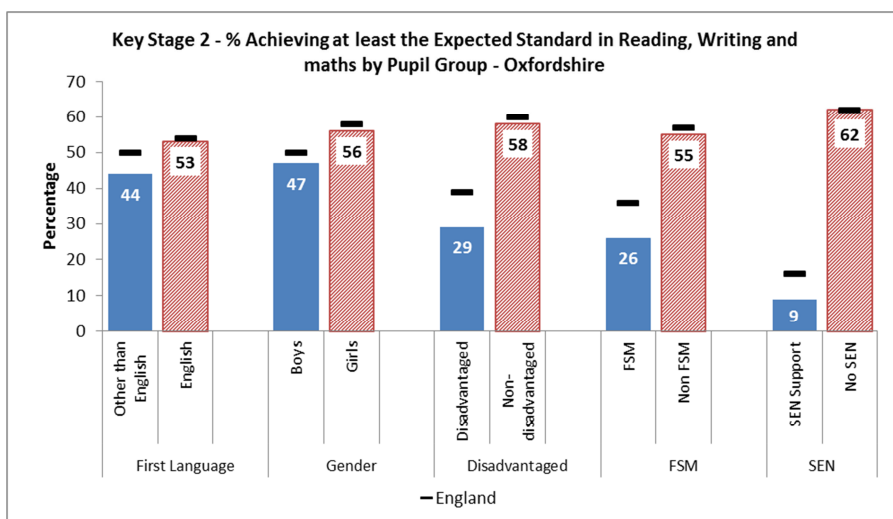
	Reading, writing and maths	% reaching expected standard		
		Reading	Writing (TA)	Maths
Oxfordshire	52	68	69	69
England	54	66	74	70
Statistical Neighbour average	54	69	72	69

18. Just over half of the pupils in Oxfordshire (52%) reached the expected standard in reading, writing and maths in the new assessment; this is below the national figure of 54%.

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

4b. Performance of pupil groups

20. All the pupil groups perform below the national average reflecting the fact that Oxfordshire's KS2 performance is slightly below that nationally.
21. Again the performance of disadvantaged, FSM and SEN support pupils in Oxfordshire falls below that of the same cohorts nationally.



4c. Performance of disadvantaged pupils

Table 8: key stage 2 disadvantage gap

	Cohort	Disadvantaged gap (% points)			
		Reading, writing & maths	Reading	Writing	Maths
Oxfordshire	1438	-31	-26	-30	-26
England		-21	-20	-15	-18
Number of additional pupils required to 'close the gap'					
		143	86	215	115

* for the disadvantage gap in Oxfordshire to be the same as that nationally.

22. The disadvantaged gap for the main performance measure is 31%points. This is considerably wider than the national gap (21%points). Only 4 Local Authorities have a wider Key Stage 2 disadvantage gap; Dorset, Bedford, York and West Sussex.

23. The gap is considerable in all the separate subjects and is at its widest in writing (30%points) where it is double that nationally.
24. In order for the disadvantaged gap to be in line with that nationally, an additional 143 pupils would need to have reached the expected standard in all three of reading, writing and maths. In order to meet the national gap for individual subjects, the additional numbers of pupils needing to reach the expected standard varies from 86 pupils in reading to 215 pupils in writing.

5. Progress key stage 1 - 2

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school.

From 2016 progress has moved to a value added measure, which means that each pupil's results are compared to the actual achievements of other pupils nationally with similar prior attainment.

The average progress scores nationally are zero.

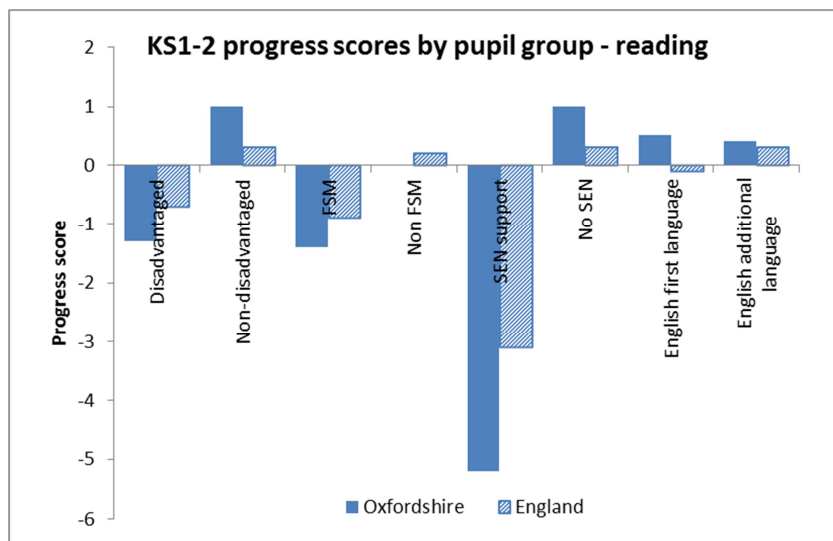
If a school has a progress score of zero it indicates that on average all the children made the same progress as similar pupils nationally.

A positive progress score indicates that on average, pupils in a school (or county or a group) made more progress than other pupils who had similar starting points.

A negative progress score indicates that on average pupils made less progress than other pupils who had similar starting points

25. The progress scores for Oxfordshire overall shows a mixed picture, reflecting the pattern in attainment where Oxfordshire performed more strongly in reading but performance in writing falls noticeably below that nationally.

5a. Progress scores for pupil groups (reading)

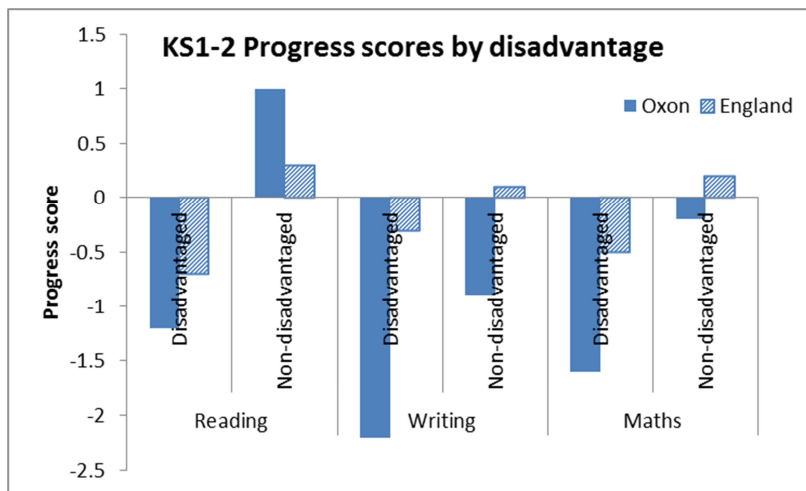


26. In all cases cohorts of pupils that are prone to underachievement make less progress

(bar falls below the x axis) than their corresponding non vulnerable cohorts (bar falls above the x axis).

27. With the exception of pupils for whom English is an additional language (EAL), vulnerable pupils in Oxfordshire make less progress than the same cohorts nationally. This is most noticeable for pupils with SEN support where the average progress score in Oxfordshire is -5.2 compared with -3.1 nationally.

5b. Progress scores for disadvantaged children



28. Nationally disadvantaged pupils make less progress than their non-disadvantaged peers in all subject areas.
29. Progress scores in writing across Oxfordshire were significantly lower than that nationally in 2016. This is reflected in the fact that the non-disadvantaged cohort in Oxfordshire made less than average progress. This is also true in maths.
30. Disadvantaged pupils in Oxfordshire make less progress than disadvantaged pupils nationally in all three subject areas. This is most striking in writing where the average progress score in Oxfordshire is -2.2 compared with -0.3 nationally.

6. Key Stage 4 (GCSEs)

A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are:

- Attainment 8,
- Progress 8,
- Attainment in English and Maths (A*-C)

Progress8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior' attainment).

Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is zero.

A positive Progress 8 score indicates that on average pupils within a school (or group) have made more progress than similar pupils nationally

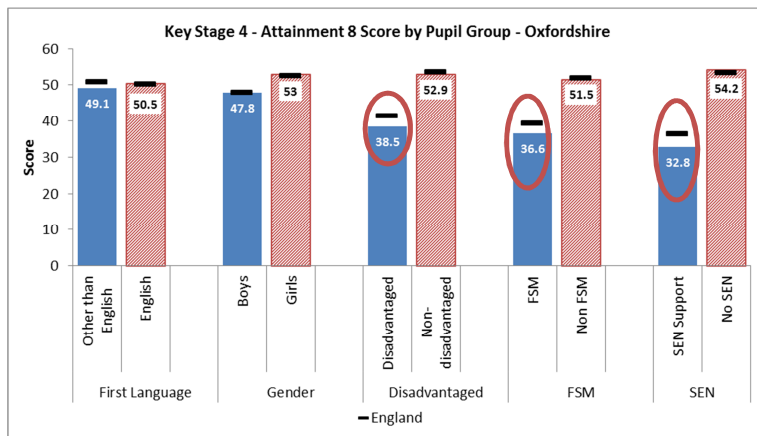
6a. Attainment 8 overall picture

Table 9: key stage 4 attainment -all pupils

	Average Attainment 8 score per pupil	Progress 8 Score	A*-C English & Maths
Oxfordshire	50.3	0.02	65%
England	49.8	-0.03	63%
Statistical Neighbour average	51.8	0.04	67%

31. The Attainment 8 score for Oxfordshire is 50.3 (broadly equivalent to 8 C grades). Although this is slightly above the national figure (49.8) it is the lowest of the statistical neighbour group. Buckinghamshire has the highest Attainment 8 score (55.3).
32. Oxfordshire's Progress 8 figure of 0.02 means that on average pupils in the county are making slightly more progress than pupils with the same prior attainment nationally.

6b. Attainment 8 by pupil groups



33. Attainment 8 scores reflect a similar picture to that at other key stages, where the non vulnerable groups perform broadly in line with the same cohorts nationally, whereas disadvantaged, Free School Meal (FSM) and SEN Support pupils have lower performance than those nationally.
34. The performance of SEN Support pupils at KS4 falls in the lowest quartile nationally.

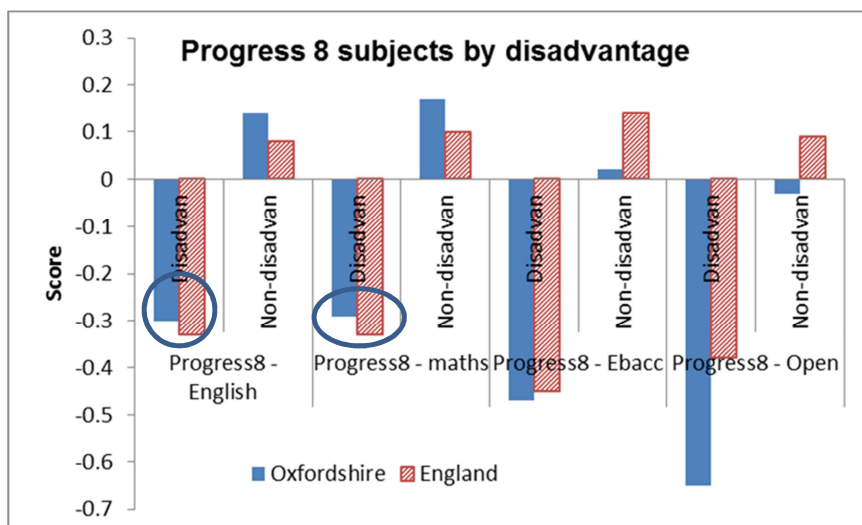
6c. Performance of disadvantaged pupils

Table 10: key stage 4 attainment of disadvantaged pupils

	Cohort	Attainment 8 score	Progress 8 score	% A*-C Eng & maths
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		Oxon	England	Oxon	England	Oxon	England
Disadvantaged pupils	1065	38.5	41.2	-0.44	-0.38	38.6	71.5
Non-disadvantaged pupils		52.9	53.5	0.11	0.11	43.2	71.0

35. Disadvantaged pupils in Oxfordshire make approximately half a grade (-0.44) less progress and have correspondingly lower attainment (average of high E grade across 8 subjects) than disadvantaged pupils nationally.
36. The Attainment8 disadvantaged gap in Oxfordshire in 2016 is 1.5 GCSE grades.
This means that on average disadvantaged pupils in Oxfordshire achieve 1.5 GCSE grades lower than national non-disadvantaged pupils.
37. The progress8 score for disadvantaged pupils in Oxfordshire is -0.44. This means that on average, this cohort of pupils achieve 0.44 of a grade lower than other pupils with the same starting point nationally. This is slightly below the national progress8 score of -0.38.
The progress8 score for disadvantaged groups across the country varies from -1.14 in Knowsley to +0.27 in Westminster. Oxfordshire falls in the 3rd quartile nationally for this measure.



38. The individual components of progress8 show an interesting pattern in Oxfordshire. Although disadvantaged pupils make significantly less progress than their peers, disadvantaged pupils in Oxfordshire make slightly more progress in English and in maths than disadvantaged pupils do nationally.
39. However it is in the EBacc subjects and especially in the Open element where the progress of disadvantaged pupils in Oxfordshire is noticeably lower than elsewhere.

40. 38.6% of disadvantaged pupils in Oxfordshire achieve GCSEs in English and maths at grades A*-C. This compares with 43.2% of disadvantaged pupils nationally and 71% of non-disadvantaged pupils nationally. This means that over 650 disadvantaged pupils leave school without GCSE English and maths.

LUCY BUTLER

Director for Children's Services

Contact Officer:

February 2017

Strategic Overview 2016-2020: Improving the Educational Progress of Vulnerable Learners



Aspiration typical comments by Ofsted about all Oxfordshire schools *‘Pupils, including those who are disadvantaged, make increasingly strong progress over the course of their time at the school, mostly from low starting points. This is leading to ongoing improvements to pupil outcomes by the end of Year 11’.*

‘The disadvantaged pupils and pupils with SEN generally do as well as their classmates. Their performance is better than that of other pupils nationally’

Joint Commitments

1. Every child and young person will have their needs identified and assessed
2. Every child and young person is entitled to high quality provision appropriate for his or her individual needs
3. Settings, schools, colleges, services, agencies and the LA have a shared accountability for ensuring vulnerable learners achieve good outcomes
4. There will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal setting
5. There will be a focus on ensuring quality first teaching allows every child to make maximum progress
6. All leaders create a culture of going the extra mile for all vulnerable to under-achievement
7. Information, funding and decision making will be transparent and without unnecessary bureaucracy
8. There will be a focus on developing preventative and early intervention approaches
9. Children, young people and their parents participate fully in decisions about provision and services
10. Settings, schools and colleges will work cooperatively to share effective practice and make best use of resources
11. The Local Authority will facilitate capacity building so that local settings, schools and colleges are able to meet the needs of children and young people
12. Co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations

Leadership and governance

The success of the strategy relies on the collective commitment and responsibility between the local authority, setting/schools/colleges, services, and other partners including health, police and voluntary organisations.

- This is a **Children’s Trust** priority, supporting multi-agency strategic planning (housing, mental health, parenting skills, addiction or domestic abuse etc).
- Vision, strong leadership and an ethos of high aspirations can lead to rapid improvement
- Outcomes for vulnerable learners must be the focus from the very top, leaders set the tone, and it should also be a priority for all levels beneath.
- Through the lense of leadership, understand what the setting/school/college looks like for disadvantaged pupils.
- Strategic Partnership Boards (SSPB, EYSPB) priority.

High quality provision in each local area

Each area requires a range of high quality provision to support the diversity of needs.

- Provide an inspiring curriculum which is flexible enough to accommodate issues such as building resilience, plugging academic gaps and enrichment activities, eg open element of progress 8 subjects
- Evidence based provision and services developed through strategic partnership planning.
- Accessibility planning that drives cultures and practice.
- Map the provision gaps by area and develop effective locality provision, currently Oxfordshire has relatively little specialist unit or resourced provision in mainstream schools.
- A more flexible range of supported internships, apprenticeships and training offered by employers.

Resources

The financial context is increasingly challenging and will continue to be so, therefore it is more important than ever that partners work together.

- Develop a sustainable financial strategy in line with national funding proposals, that supports early intervention, inclusion and specialist provision, to improve outcomes for vulnerable learners.
- Explore further devolution, including partnership funding models.
- Commissioning for improved outcomes (LA, MATs, Diocese, partnerships, and individual schools), resulting in skills, expertise and confidence in meeting needs locally.
- Improve the identification, monitoring and evaluation of the impact of funding on outcomes for vulnerable learners, particularly pupil premium and SEND funding.

Accountability

An important ‘lever’ is Ofsted’s heightened focus on the progress made by disadvantaged learners compared with that made nationally by other pupils with similar starting points and the extent to which any differences in this progress, and consequently in attainment, are diminishing.

- Develop an accountability approach to improve the educational achievement of vulnerable learners with, MATs, Diocese, OTSA, and individual schools.
- The County Council’s Education Scrutiny and Regional Schools Commissioner have a key challenge role.
- The achievement of vulnerable learners should be a significant element of self-evaluation and school improvement planning, scrutinised and challenged by governors.
- Targeted funding for key vulnerable groups (eg pupil premium) is used effectively to improve outcomes and monitored by governors.

Whole child and family perspective

Education providers need to know the whole child and wider context in order to support and challenge expectations. Engaging children, young people and their families in gathering information and making decisions is central to assessing, planning and taking action.

- New integrated children’s services and locality teams to build strong relationships with local settings, schools and colleges.
- Closer working of health services (health visitors, school nurses and CAMHS link workers) with universal providers.
- Engender confidence from parents in local services and provision through involvement in co-produced strategic planning.
- Active listening to the voice of the child and parents/carers.
- Strong links are forged with the new assessment centres and services supporting children on the edge of care (ReOC).
- Rigorous monitoring of attendance and exclusions, and robust reintegration planning to prevent long term issues.

Building capacity

Building capacity to deliver high quality educational expertise.

- Development and extension of networks, including school to school, to support and share good practice.
- Ensure that central services are best value and provide the range of specialist support and training needed for all vulnerable learners.
- Review the skills mix of senior leaders, specialist teachers, teachers and teaching assistants when planning change.
- Targeted projects including phonics and writing.
- Toolkits and resources (eg EYSEN, OXSIT resources) are kept up to date to support and empower education providers.
- Quality marks are used (eg Young Carers, LAC) to drive improved standards.
- Additional induction and transition visits at all key transfers, including moving to college.
- High quality, inspirational careers support.

Strategic Overview 2016-2020: Improving the Educational Progress of Vulnerable Learners

How this tool could be used:

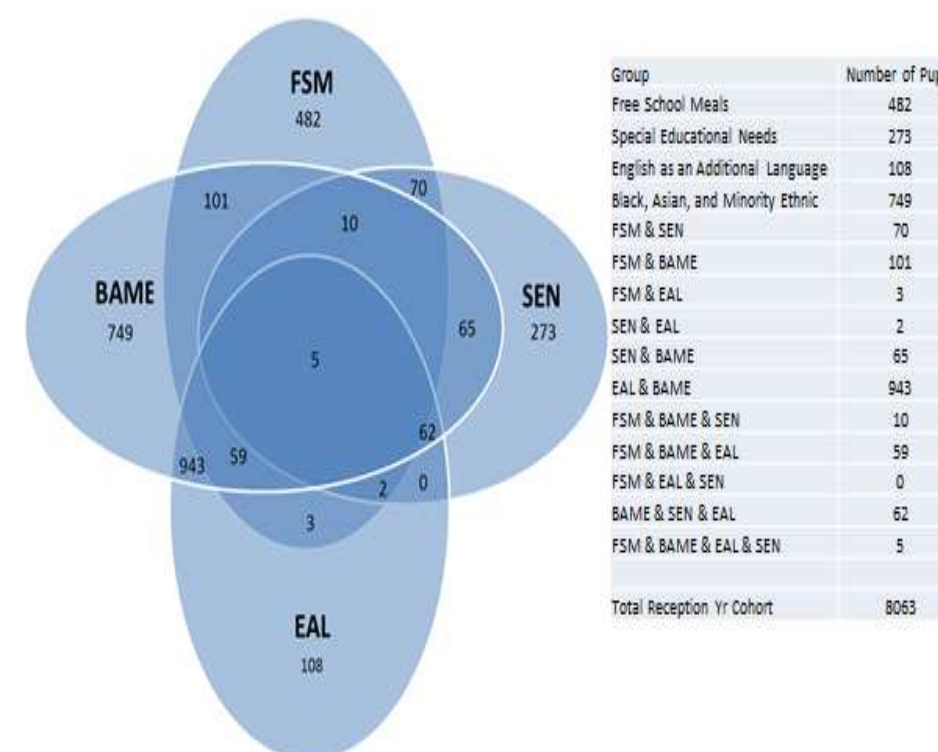
- To raise awareness of the current poor performance of vulnerable learners in Oxfordshire.
- To think about what else could be done by working more effectively together.
- For leaders to review their vision, leadership and responsibilities to create an ethos of high aspirations for vulnerable learners.
- For settings/school/colleges and services to examine their current performance and to use this tool to assist with strategic planning, e.g. replace the content in the 6 strategic priorities boxes with their own actions.

Learners vulnerable to underachievement include children and young people

- Growing up in deprived communities, on care plans or in need
- Eligible for free school meals
- With special educational needs and/or disabilities
- From some minority ethnic communities
- Young carers
- In care or care leavers, unaccompanied asylum seeker & privately fostered children
- At risk of offending or in the youth justice system
- Living in inappropriate, inadequate or temporary accommodation
- Not in employment, training & employment, and those missing school because of reduced timetables, persistent absence or exclusions
- Parents affected by mental health or learning disabilities
- Teenage parents or children of teenage parents
- With chronic medical needs, mental health or substance misuse problems
- Living in households where there is domestic abuse

Overlap of vulnerabilities

based on pupils in receptions year in January 2016



Good practice: (extract from an Oxfordshire's school Ofsted report, Oct 2016)

- High expectations and aspirations sit alongside nurture and support, with pupils' well-being at the heart of everyone's work.
- Governors fulfil their statutory duties effectively, making sure that funding is used carefully and appropriately to improve outcomes for key groups of pupils.
- School leaders work relentlessly with the small number of pupils who remain persistently absent from school.
- Pupils study an increasingly wide range of academic and vocational qualifications, which prepare them well for opportunities beyond school.
- Leaders work effectively with a range of experts outside the school to support pupils academically and socially.
- Pupils, including those who are disadvantaged, produce work which is at the standard that would be expected for their age.
- Pupils receive high-quality careers information and guidance.
- School staff work closely with experts outside the school to promote pupil welfare.

2015 data, RAG rating against national performance.		Oxfordshire	Statistical Neighbourhood	South East	England
% Good level of development achieved (Early Years)	All pupils	66	68	70	66
	Free School meals Disadvantaged*	45	47	53	51
	Pupils with SEN without statement/EHCP	18	23	26	24
Achievement of KS2 level 4 (RWM)	All pupils	81	80	81	80
	FSM	61	59	61	66
	Disadvantaged	66	65	67	70
	Pupils with SEN without statement/EHCP	41	41	42	43
GCSE 5+ A*-C Attainment inc. E&M	Looked After Children	53	44	51	52
	All pupils	59.7	61.8	59.9	57.3
	FSM	31.2	29.8	29.2	33.3
	Disadvantaged*	35.0	33.8	33.4	36.8
	Pupils with SEN without statement/EHCP	15.3	25.5	24.4	23.5
%19 year olds qualified to Level 3	Looked After Children	13.6	17.7	13.7	13.8
	All pupils	58	61	59	57
	FSM	29	30	30	36
	Pupils with SEN without statement/EHCP	25	32	31	32

*Disadvantaged pupils are defined as those in receipt of Free School Meals within the last six years, those in care, those who have been adopted from care and those children of service families.

Janet Johnson, Strategic Lead for Vulnerable Learners November 2016

Division(s): NA

EDUCATION SCRUTINY – 13 MARCH 2017

Response to DfE consultation on Schools and High Needs National Funding Formula

Report by the Director for Children, Education and Families

Introduction

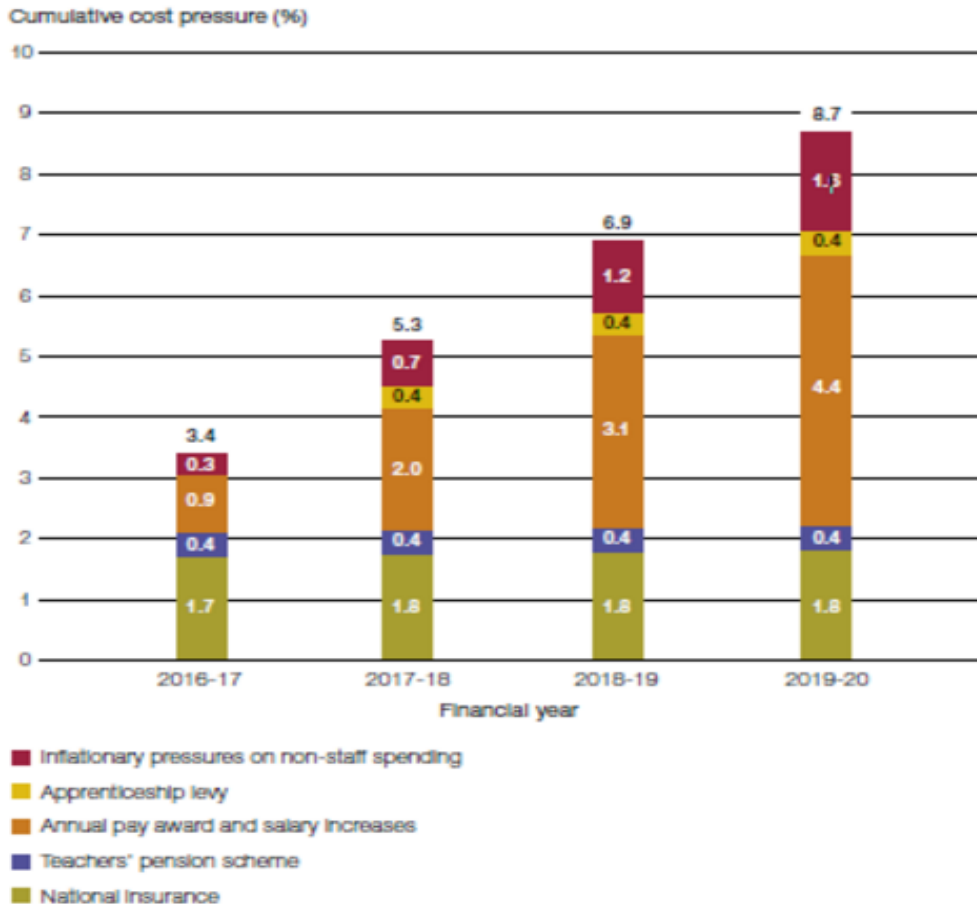
1. On 14 December 2016, The Department for Education (DfE) released Stage 2 of the School National Funding Formula (NFF) consultation which closes on 22 March 2017. This is in addition to publishing its response to Stage 1 of the consultations. The DfE expects to publish the response to the Stage 2 consultation and final arrangements in summer 2017.
2. Alongside the Schools National Funding Formula, the DfE has released Stage 2 of the High Needs National Funding Formula. This follows the same timeline as the Schools NFF.
3. This paper outlines the implications of the new formula for Oxfordshire and suggests a response to consultation.

Funding for Schools: overview

4. In the National press, the National Funding Formula discussion is being mixed up with the issue of whether Schools are funded at a sufficient level. Although the Funding Formula seeks to redistribute a fixed pot of money between Schools, it is difficult to respond to redistribution without commenting on whether the “pot” is sufficient.
5. The DfE estimates that mainstream schools will have to find savings of £3.0 billion to counteract cumulative cost pressures by 2019-20 or 8% savings.
6. The pressures facing schools are summarised in the DfE table overleaf.

Cumulative cost pressures facing schools, 2016-17 to 2019-20

The Department estimates cumulative cost pressures on schools of 3.4% in 2016-17, rising to 8.7% by 2019-20



7. School National Funding Formula: Key points

The DfE's target is that the new scheme would be implemented in 2018-19 via Local Authorities local formula. Full implementation of the Schools National Funding Formula, with funding directly allocated to schools by the EFA/DfE, will commence in 2019-20.

To provide stability, no school will receive an overall reduction of more than 3% per pupil as a result of the National Funding Formula and the minimum funding guarantee (MFG) of -1.5% per pupil year on year will continue.

The pupil premium, pupil premium plus, and service premium will continue to operate through the separate allocations.

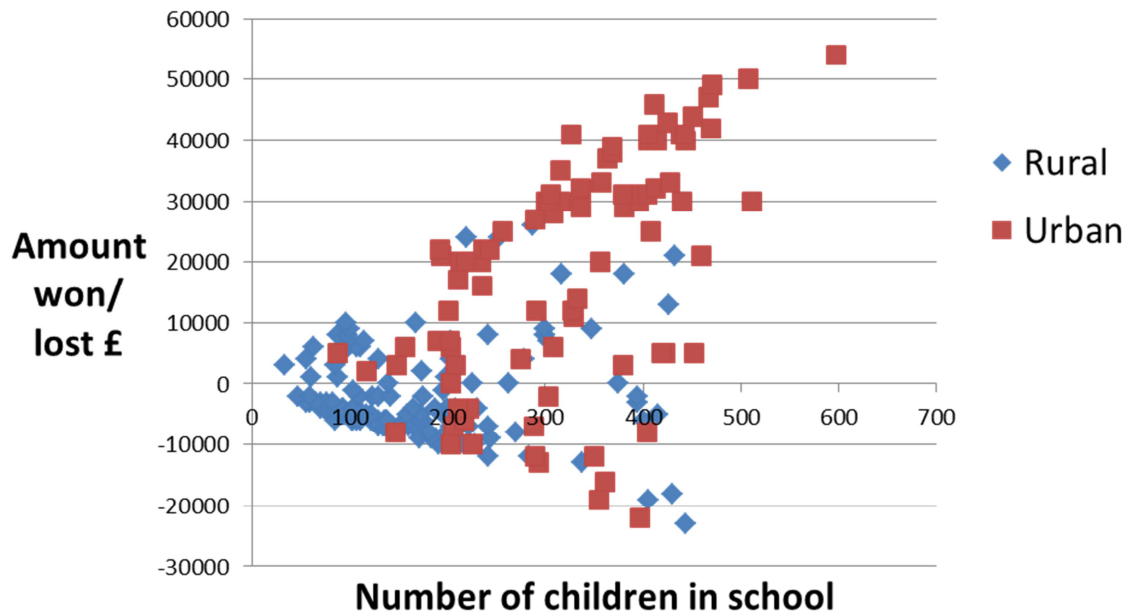
The DfE has confirmed that the Dedicated Schools Grant will be split into four blocks:

- a) Early Years (this has already been consulted on - the first allocations have been released for 2017-18)
- b) Schools National Funding Formula
- c) Central School Services Block (Taking historic LA commitments and the former ESG Retained Rate element – this has been renamed from Stage One for clarity)
- d) High Needs National Funding Formula

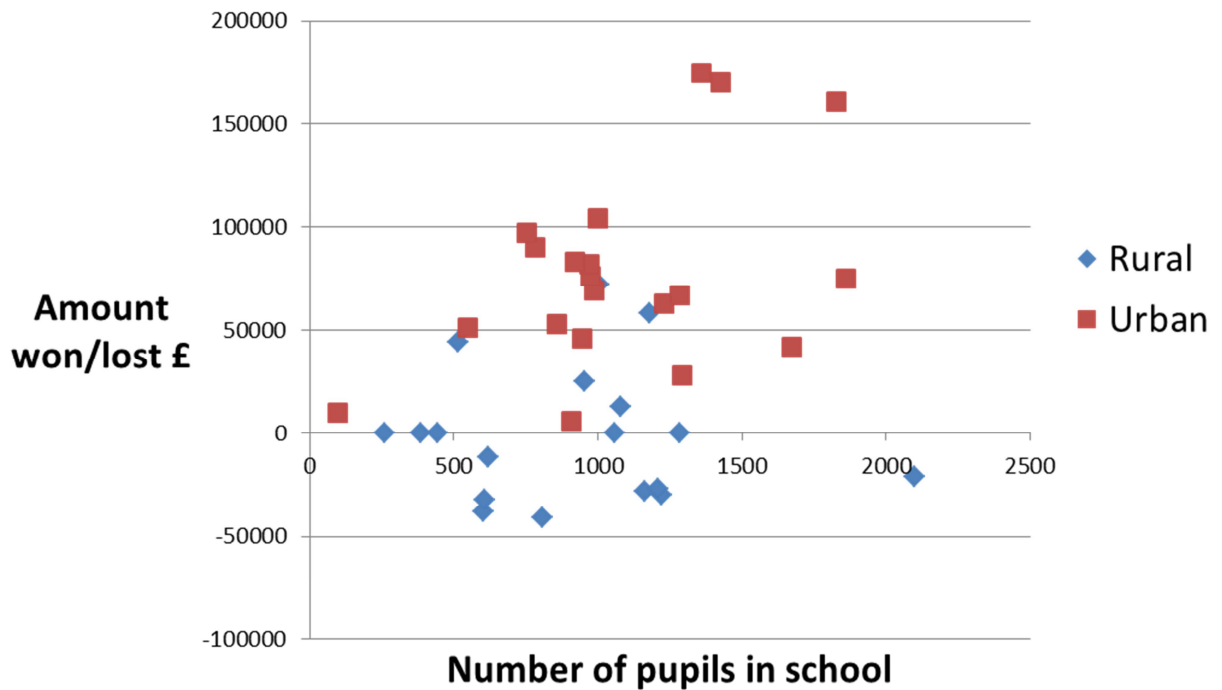
Impact on Oxfordshire

- 8. The factors proposed for the Schools NFF and those proposed for the High Needs NFF have been confirmed. The DfE has published full details of the impact of the proposed formulae as part of the consultation.
- 9. The indicative figures in the current consultation show Oxfordshire as a whole gaining around £2.9 million in the first year of the new formula (about £30 per pupil) rising to £3.95 million in 2019-20 (about £45 per pupil). Whilst an overall increase of 1.5% is welcome it only goes a small way towards addressing the gap between the most and least generously funded local authorities.
- 10. Whilst the proposed formula will reallocate funding towards Oxfordshire and other of the lowest funded Local Authorities, it has the unexpected, and unintended consequence, of some schools in the lowest (under) funded Local Authorities actually losing money. So in Oxfordshire there will be 133 'winners' and 130 'losers', with a maximum gain of £175,000 and a maximum loss of £41,000 per year. Of the 'losers' the overwhelming majority are small and rural schools, the very ones least able to absorb even the smallest of cuts in funding.
- 11. The impact of the current proposals can be seen in the following graphs.

Graph 1: Primary School Gains & Losses: Rural & Urban



Graph 2: Secondary School Gains & Losses: Rural & Urban



12. The factors used to construct the National Funding Formula and the weightings given to each factor cause the loss to schools.

The main reasons for this are:

- A smaller basic per pupil allocation;
- A triple weighting for 'deprivation' (Free School Meals + Ever, in the past six years, FSM + IDACI, the Income Deprivation Affecting Children Index);
- A higher weighting for low prior attainment upon entry to school (which tends to be linked with deprivation); and
- A smaller lump sum for all schools.

The last point above means that a school will have reduced funding unless there are sufficient gains from the other factors to offset the lump sum loss.

13. Oxfordshire is a member of the f40 group that represents a group of the lowest funded education authorities in England, where government-set cash allocations for primary and secondary pupils are the lowest in the country. In its response to the consultation, Oxfordshire proposes to agree the 4 main points of the f40 response, that is:
 - The weakness of evidence used to support the proposals.
 - The proportion of weighting given to additional needs rather than basic entitlement.
 - The 3% funding floor, which 'locks in' historical differences.
 - The amount invested in education funding and the cost pressures facing all schools.

High Needs Funding Formula

14. The High Needs Funding Formula protects all local authorities with a funding floor, so that no authority loses. There is a small increase for Oxfordshire of £1.138m (2.3%).
15. Oxfordshire currently has an overspend against the High Needs block of £1.8m. The increased funding is therefore insufficient to meet current demand and there is no indication of any growth funding to meet increasing need. In addition, the Funding Formula allocates 50% on historic spend which therefore locks in inequities between Local Authorities.
16. The DfE has funded all LAs to prepare and implement strategic plans for High Needs as well as providing "Capital funding to support the expansion of special provision in schools (including mainstream schools) and other institutions, and progress a new route for more special schools to be established through the free schools programme". Oxfordshire has received £287,494 to undertake a strategic review of High Needs provision

OCC draft responses to consultation

17. Draft responses to the consultation questions are attached at Annex A and Annex B (both annexes to follow).
18. Education Scrutiny is asked to consider the responses and amend as appropriate.
19. Any comments will be forwarded to Informal Cabinet on March 14 before submission by the deadline on March 22nd.

Financial and Staff Implications

20. The headline financial implications are outlined in the report. The detailed financial implications will only be known once the DfE responds to the consultation.

Equalities Implications

21. The changes that are proposed are being introduced nationally for all Local Authorities. Where the Local Authority continues to have discretion in the funding decisions made, it will continue to give priority to the needs of vulnerable pupils and the Council's aims of raising attainment, narrowing the attainment gap and safeguarding children.

RECOMMENDATION

22. **Education Scrutiny Committee is asked to comment on the Oxfordshire response to the Consultations.**

LUCY BUTLER

Director for Children, Education and Families

Annex A: Schools National Funding Formula: OCC Draft Response (to follow)

Annex B: High Needs National Funding Formula: OCC Draft Response (to follow)

Contact Officers:

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[February 2017]

1. Education Scrutiny Committee

- 1.1 The Education Scrutiny Committee has a membership of 11 county councillors, 4 co-opted members and is chaired by Cllr Mark Gray. The county councillor membership is politically proportional to the membership of the Council. The Committee met 5 times in 2016/2017.
- 1.2 The Education Scrutiny Committee provides a county wide view of the provision of all the schools in Oxfordshire. As stated in the Terms of Reference of the Committee, the key functions of the Committee include:
 - To assist the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
 - To provide a challenge to schools and academies and to hold them to account for their academic performance;
 - To promote joined up working across organisations in the education sector within Oxfordshire;
 - To review the bigger picture affecting academic achievement in the county so as to facilitate the achievement of good outcomes;
 - To represent the community of Oxfordshire in the development of academic achievement across the county, including responding to formal consultations and participating in inter-agency discussions;
 - To contribute to the development of educational policy in the county.
- 1.3 There were visits to one school in this year.
- 1.4 The committee was successful in securing attendance at the July 2016 and March 2017 meetings of the Regional Schools Commissioner and the Ofsted Regional Director to ensure the committee can effectively focus upon the continued improvement of schools in Oxfordshire.

Expansion of the Acadamisation Programme

- 1.5 Following the White Paper 'Educational Excellence Everywhere' the committee discussed and considered the implications for the expansion of the academisation of schools in Oxfordshire and raised concerns about the cost implications and the future viability of smaller rural schools of which there are a number in Oxfordshire. The committee was clear that its supports the encouragement of locally grown multi-academy trusts to meet the needs of both large and small schools in Oxfordshire and raised this with Martin Post, the Regional Schools Commissioner, at the July 2016 meeting.

School Funding Changes

- 1.6 The committee has continued to consider the changing responsibilities and resources in relation to school improvement and support over the last year. The committee has discussed concerns regarding the reduction of resources to the local authority whilst authorities continue to maintain responsibility for carrying out statutory duties.

- 1.7 A national consultation about the introduction of an Early Years national funding formula was undertaken with changes being implemented from April 2017. The committee is currently considering its response to the current national consultation of the Schools national funding formula and High needs funding reform which is due to be implemented in 2018/19. When the change in the way schools are funded is implemented Scrutiny committee members agreed that the committee will monitor the impact on schools and school improvement in Oxfordshire.

Responsibilities of the Regional Schools Commissioner

- 1.8 New government guidance issued in April 2016 has changed the responsibilities and role of the local authority. The Regional Schools Commissioner is now able to intervene in maintained schools in addition to academies. Martin Post, Regional Schools Commissioner for South-Central England and North-West London (RSC) attended the committee meeting in July 2016. The scrutiny committee raised with the Regional Schools Commissioner the concerns around schools that had been judged as inadequate and questioned about the action that had been taken in relation to the underperformance of academies in Oxfordshire. The RSC reported that he is closely monitoring 12 schools in Oxfordshire that were underperforming and was considering introducing further monitoring around the governance to ensure rapid improvement. However the RSC emphasised that it is the Academy Trust's responsibility to ensure school performance improves through the school improvement plan. The committee also expressed concern that not all academies were providing figures on attendance and the RSC would follow this up.
- 1.9 The committee asked about seeking appropriate sponsors for academies and the RSC gave an assurance that he would continue to seek the views of the local authority to identify the most appropriate sponsor and also to name sponsors promptly to ensure rapid improvement of schools.

Oxfordshire Schools Strategic Partnership

- 1.10 The first Oxfordshire Schools Strategic Partnership Annual Report was presented to the committee at the September 2016 meeting. The Oxfordshire Strategic Schools Partnership Board (SSPB) brings partners together to promote the development of sustainable school to school support across the county. The committee heard that in the first year of working together the board has been successful in engaging schools and partners so that the work includes all key partners in the current educational landscape in Oxfordshire. A recruitment and retention project by Oxford University and Oxford Brookes University was commissioned and presented to the committee at the December 2016 meeting. An operational group had also been established which manages the school improvement function.

- 1.11 The Education Scrutiny Committee stressed the importance of the board's priority of improving attendance and the committee's future focus should be working in partnership on this priority.

Recruitment and Retention of Teachers

- 1.12 The recruitment and retention of teachers in Oxfordshire has been a key issue examined by the committee at a number of meetings this year. Several people over the year came to discuss recruitment and retention of teachers with the committee including primary and secondary schools, Oxfordshire Teaching Schools Alliance, SOHA housing association, Oxford Brookes and Oxford University. Schools reported that their biggest concern was finding and keeping good teachers. Factors that were raised to the committee from the different attendees at meetings were that there are national and local shortages of numbers being trained especially in some specialities and the high cost of housing in Oxfordshire was also a barrier. The committee was informed that the shortages of numbers of teachers being trained was a result of the national allocations policy which limited the number of training posts on offer and did not take account of local need.
- 1.13 The committee recommended that the Cabinet Member requested of the Secretary of State that there should be a revised allocations policy that allows Oxfordshire schools to recruit sufficient trainees to meet the future needs of local secondary, primary, nursery and special schools.
- 1.14 The committee also recommended in the meeting in April 2016 that the local authority explores possible options for the sale of local authority land for new housing for teachers. A meeting in December 2016 has taken place with the interim Oxfordshire County Council Director and the cabinet member to explore this option further and this will be explored further in the coming year.
- 1.15 A report had been commissioned by the Strategic Schools Partnership Board to look at recruitment and retention of newly qualified teachers in Oxfordshire Schools. The report was presented to the committee in December 2016. One finding was the significance of teachers' existing connections to the locality and in some cases to individual schools as a key factor in attracting new teachers. There were specific recommendations about recruitment and retention and the committee accepted the report and made several recommendations that the report be shared widely with schools and that the local authority and schools work together on a programme of emphasising that Oxfordshire was a great place to live and work. The report has since been shared with schools and the local authority's Director of Human Resources.

Primary School Educational Attainment

- 1.16 The committee scrutinised educational attainment and noted that although Oxfordshire performed broadly in line with national averages, performance in writing tests was in the lowest 25% nationally. Also the committee noted that

there was a significant amount of underperformance of schools in Oxford City and Banbury.

Secondary School Educational Attainment

- 1.17 The committee received a report in December 2016 on secondary school attainment. A new secondary school accountability system was implemented in 2016 with the measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and Maths (A*-C), and English Baccalaureate (EBacc) entry and achievement. The committee scrutinised the provisional results published by the DfE and noted that Oxfordshire performs less well when compared against its statistical neighbour group. However there continues to be variation in performance between localities and types of school within the county. The Didcot and Oxford localities show higher progress between key stages 2 and 4 than pupils with similar prior attainment nationally. Three localities, Bicester, Abingdon and Witney show that on average pupils make slightly less progress in these areas than pupils with the same prior attainment nationally. All three of these localities have lower attainment scores as well. Oxford city also shows low attainment from the low prior attaining cohort although high prior attaining pupils in Oxfordshire continue to perform well. The committee invited the principal of The Oxford Academy to the March 2017 meeting to hear first hand what the school had put in place to reach the highest progress 8 results in the county.

Educational Attainment of Vulnerable Learners

- 1.18 In the March 2017 meeting the focus will be on the progress of vulnerable learners with the case example of the Oxford Academy. Oxfordshire's performance compared with national levels is poor across all groups of vulnerable learners, including special educational needs, disadvantaged and looked after children. However, there are some success stories: the overall Progress 8 score for The Oxford Academy is considerably higher than other schools in Oxfordshire and the 14th highest of all secondary schools nationally.

Ofsted profile in Oxfordshire

- 1.19 In the meeting in July 2016 the committee noted that the proportion of primary schools and secondary schools judged as good/outstanding had increased for the 2015/16 academic year however the number of inadequate schools had increased by 1 to 7 and that in 2015 Ofsted decided that Oxfordshire was a local authority of concern regarding early years outcomes due to Ofsted ratings and children's outcomes. HMI had conducted a number of visits and the early years team had changed its practice which had resulted in early years settings improving their ofsted ratings following support. Members expressed concern over the reduction in the school improvement function and possible effects on attainment, however the committee was assured that the schools strategic partnership board was tasked to ensure partners worked together so that statutory duties are met.

Exclusions

- 1.20 School exclusions were a focus in July and September 2016 meetings. The committee was concerned to note that permanent exclusions from primary schools and secondary schools had increased for the 2015/16 period although this is likely to be an underestimation as data from some secondary academies was not available due to technical problems in sharing details. The committee asked for a further analysis of data around year 10 as this has the highest number of permanent exclusions.
- 1.21 The subsequent report showed that the rate of permanent exclusion of pupils in year 10 had increased year on year for the last 3 years with a higher rate of girls than previously. The committee was also concerned about the high number of exclusions of looked after children. As a result of the committee scrutinising the data one particular school has been identified for further investigation with regard to their looked after children exclusions.

Elective Home Education

- 1.22 In December 2016 meeting the annual report for Elective Home Education was received and members have asked for more information to be gathered around the spike in home education that occurs in year 10 to ascertain the factors that might be contributing to the numbers increasing for this particular year group. The committee also expressed its concern about the unregulated nature of home education.

Pupil planning process

- 1.23 The pupil planning process was reported in December 2016. Oxfordshire is experiencing rapid growth due to changes in birth rates and new housing developments in the county and this is having a significant impact on the demand for, and supply of, school places.
- 1.24 The Education Scrutiny Committee considered a report that set out the pupil place planning process in Oxfordshire, summarising current pupil planning data, and commented on specific issues relating to pupil place planning. The committee considered that there is currently effective pupil place planning ensuring the needs of Oxfordshire families are met

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EDUCATION SCRUTINY COMMITTEE - FORWARD PLAN

	Contact Officer	Notes
Education Scrutiny Committee – 24 May 2017		
Briefing from Director of Children’s Services and Cabinet Member for Education	Jackie Atkins	
Education Scrutiny Committee – 19 July 2017		
Attendance & Exclusions		
Ofsted profile of Oxfordshire schools & settings	Christine Malone	
Discussion with Chief Executive of the Education funding Agency	Jackie Atkins	
Education Scrutiny Committee – 27 September 2017		
School performance (provisional results)	Alison Wallis	
Regional Director for Academies	Jackie Atkins	
Education Scrutiny Committee – 13 December 2017		
Elective Home Education Annual Report		
Secondary school performance (including vulnerable groups)	Chris Malone	
Education Scrutiny Committee – 14 March 2018		
Scrutiny Annual Report		

Academies in Oxfordshire Annual Report		

Further items for consideration:

- FE Maths and English issues (*FE colleges struggling with the consequences of meeting a rule obliging providers to ensure 16 to 19-year-old FE learners without at least C grade GCSE maths and English continued to study the subjects or miss out on funding*) – suggestion to invite FE sector representatives for discussion with the Committee
- Financial viability of providers of childcare provision for early years
- 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)
- Seat belts on school buses