

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Wednesday, 27 September 2017 commencing at 1.30 pm and finishing at 3.30 pm.

Present:

Voting Members: Councillor Michael Waine – in the Chair
Councillor Sobia Afridi
Councillor S.E. Bartington
Councillor John Howson
Councillor Jeannette Matelot
Councillor Gill Sanders
Councillor Alan Thompson
Councillor Liam Walker (In place of Councillor Mrs
Anda Fitzgerald-O'Connor)
Richard Brown

Other Members in Attendance: Councillor Hilary Hibbert-Biles

By Invitation: Mrs Carole Thomson

Officers:

Whole of meeting Director for Children's Services and Roy Leach;
Deborah Miller and Katie Read (Resources).

Part of meeting Rachael Etheridge and Alison Wallis (Children's
Services).

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, together with a presentation tabled at the meeting and agreed as set out below. Copies of the agenda, reports and presentation are attached to the signed Minutes.

66/17 INTRODUCTION AND WELCOME

(Agenda No. 1)

The Chairman welcomed everyone to the Meeting.

67/17 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 2)

Apologies for absence were received from Councillor Anda Fitzgerald O'Connor (Councillor Liam Walker substituting) and Mr Ian Jones.

68/17 MINUTES

(Agenda No. 4)

The Minutes of the Meeting held on 19 July 2017 were approved and signed subject to, in page 3, changing 'AMT' to 'MAT' and removing an apostrophe in paragraph 3.

69/17 EDUCATIONAL ATTAINMENT (PRIMARY PHASE - PROVISIONAL RESULTS)

(Agenda No. 6)

At its last Meeting, the Committee had identified Educational Attainment as a top priority for scrutiny and agreed to give consideration as to whether the Committee should undertake an in-depth investigation into attainment levels in Oxfordshire particularly the gap for vulnerable learners.

Accordingly, Roy Leach, Strategic Lead for Educational Sufficiency, Alison Wallis, Performance Information Manager and Rachael Etheridge, Education Inclusion Manager attended to present an overview to the Committee of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2016-17.

The presentation and report provided an overview of attainment across school partnership and type of school in Oxfordshire, as well as highlighting the number of schools of concern.

In introducing the report, Alison Wallis reported that provisional data showed that educational performance had increased in all four of the key assessment stages. 3 year trend data was available for Early Years and Phonics screening. However, due to the changing curriculum and assessments, only two years of data was available for key stages 1 and 2.

Increases in performance generally reflected a similar increase to provisional national figures. Performance at Early Years Foundation Stage (EYFS) had risen from 60% of children with a good level of development in 2014 to 73% in 2017. In 2016 the Oxfordshire figure rose above the national average for the first time since the new assessment started. This trend looks like it is continuing this year. Validated figures and national comparisons would be published by the DfE in October.

In 2016 the proportion of Oxfordshire children reaching the expected standard in writing at key stage 1 was amongst the lowest nationally (62% compared with 66%). This proportion had increased to 66% this year. Early indications were that although this figure was likely to remain below the national average, the gap would have decreased.

Key stage 1 and phonics validated data and national comparisons were due to be published by the DfE at the end of September. Key stage 2 comparisons had already been published by the DfE. In Oxfordshire the proportion of children reaching the expected standard in reading, writing and maths had increased from 52% to 61%. Oxfordshire now performed in line with the national average for this measure.

For individual subject areas at key stage 2, Oxfordshire performed above the national average in reading (74% compared with 71%), in line with the national average in maths (75%) and below the national average in writing (73% compared with 76%).

There continued to be a degree of variation in performance between school partnerships. At key stage 2 the proportion of children reaching the expected standard in reading, writing and maths varied from 42% across the Oxford South East partnership to 76% across the Sonning Common partnership, although it should be noted that there was also a difference in cohort sizes – there were 260 children at the end of this key stage in the Oxford South East partnership but 100 in the Sonning Common partnership. This affected the statistical significance of the results. In order for Oxford South East partnership to perform in line with the national and Oxfordshire average (61%) then an additional 50 children would need to have met the expected standard in all 3 subjects. In order for the partnership to be in line with the highest performing partnership then a further 39 children would need to meet the standard.

During debate, Members made the following points:

- There was a disparity of outcomes between city and rural; there was a need for consistency throughout Oxfordshire schools;
- handwriting remained a concern throughout Oxfordshire;
- the role for the County Council was disseminating good practice so that schools could go and see what an 'outstanding' school looked like on the ground;
- Pupil premium and how it was spent and whether it made a difference needed investigating;
- There was a need to drill down into partnerships to see if certain types of schools were not performing;
- There was a need for the group to look at which schools would fall below the DfE floor standard definition this year and whether any of them fell below the floor last year
- Group need to look at any common themes of which type of support has brought about improvements;
- Civilian Military Partnerships Board were looking at RAF and Service Children;
- It was agreed that absence and exclusions more than likely had a strong bearing on attainment and therefore should be scoped first for a 'deep dive' review.

In light of the debate, the Committee **RESOLVED** to:

- (a) nominate Councillor Bartington, Alan Thompson and Richard Brown to conduct an Outcome led deep dive into Exclusions with immediate effect and appoint Councillor John Howson as Lead Member to oversee the process and report back to Committee;
- (b) ask the Director for Children's Services to allocate adequate resources to support the deep dive to ensure positive outcome;
- (c) to start the working group following the extraordinary meeting of the committee in January;
- (d) give consideration to how the information will be disseminated to schools following the outcome.

70/17 EDUCATION EXCLUSIONS

(Agenda No. 7)

At its last Meeting, the Committee had identified Exclusions as a top priority for scrutiny and agreed to give consideration as to whether the Committee should undertake an in-depth investigation into exclusions in Oxfordshire.

Accordingly, Rachael Etheridge, Education Inclusion Manager attended to present data on permanent and fixed term exclusions that had taken place in 2016/17, together with a report which highlighted trends in exclusion rates and the schools that had excluded.

In introducing the report, Ms Etheridge indicated that she would be producing more socio demographic information for the deep dive investigation. During debate, members identified the following for consideration by the group:

- were exclusions affected by the physical location of school or catchment area?
- by pupils or where school the school was situated?
- was there a link to the Index of Multiple deprivation;
- Children in LAC should not be excluded;
- secondary schools excluded 62 children;
- 5 times more boys were excluded than girls;
- 32% of children excluded had SEN;
- all primary school permanently excluded children had SEN;
- was there a link between delay in EHCP and exclusion figures and low numbers of EHCP in comparison with National average;
- SEN breakdown needed of those children excluded;
- There needed to be an analysis of the difference between academies and maintained primary schools;
- Since academisation a whole raft of data has gone missing. Schools were not reporting data – secondary – RSC involvement – DfE did not do any data cleaning. Need to look at ways of reminding schools to report data;
- Unique pupil numbers should enable DfE to identify when they get data;
- Growing trend in permanent exclusions – the safeguarding Board was doing a piece of work around this need to liaise with them;
- most children that were excluded were not on FSM;
- needed weighting factor;
- Fixed rate exclusions also increasing – need to investigate whether this is due to a greater focus on exclusions or more rigorous reporting;
- rates are increasing in primary and not so much in secondary;
- poor support for primary – need to look at what other authorities provide;
- There had been a piece of work commissioned with St. Gregory's and Banbury – need to establish what this is and not duplicate;
- Work to done through governing bodies;
- Managed moves/fair access protocols – why isn't more being made of these;
- Growth in fixed term exclusions particularly in early years and key stage 1;
- Number of exclusions in yrs. 7, 9 and 10 –d due to poor transition period?
- Year 10 vital for child's progress, first year of G.C.S.E, some academies will not take child after permanent exclusion difference between success and failure;

- Need to look at attitudes towards children in primary school and then secondary school;
- Links with progress 8 and attainment 8 and Ebac;
- Were secondary schools aware of primary school records or not;
- Good practice and sharing how not to permanently exclude.

Following debate, the Committee: **RESOLVED:**

- (a) nominate Councillor Mrs Anda Fitzgerald O'Connor, Councillor Jeannette Matelot and Carole Thomson to conduct an Outcome led deep dive into Exclusions with immediate effect and appoint Councillor Gill Sanders to oversee the process and report back to Committee;
- (b) ask the Director for Children's Services to allocate adequate resources to support the deep dive to ensure positive outcome;
- (c) set up an extraordinary meeting in January to receive the outcome of the deep dive;
- (d) give consideration to how the information will be disseminated to schools following the outcome.

71/17 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 8)

The Committee considered the forward plan Committee and **AGREED** the following additions and deletions shown in bold italics and strikethrough:

Agenda Item	Reasons and objective for item	Lead Member / Officer
13 December 2017		
Elective Home Education	Understanding the local authority legal responsibilities challenges and opportunities. Review annual analysis and trends relating to Elective Home Education in Oxfordshire.	
Bullying	Review of the prevalence of prejudice-related bullying in schools and online, particularly the impact on vulnerable groups. <i>Include Serious Case Review</i>	
(Provisional) Educational attainment Secondary	To review analysis of Oxfordshire secondary school phase educational attainment annual performance tables	Strategic Lead for Education Quality

Phase performance (including vulnerable groups)	(including those relating to vulnerable groups).	
Outcome of SEN Review and High Needs Block Review		
Outcome of MAT Survey on Local Authority MAT		
Absence Rates in Oxfordshire		
14 March 2018		
Annual Report for 2017-18	To receive a draft of the annual report prior to publishing on line	Lucy Butler, Director Children's Services
Academies in Oxfordshire Annual Report	To review the annual performance of Academies in Oxfordshire	
Ofsted Regional Director	A question and answer session with the Regional Schools Commissioner	Cllr Michael Waine
(Provisional) Educational attainment Secondary Phase performance (including vulnerable groups)	To review analysis of Oxfordshire secondary school phase educational attainment annual performance tables (including those relating to vulnerable groups).	Strategic Lead for Education Quality
To be scheduled		
Closing the gap (vulnerable learners)	Pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners	
LA's new relationship with schools	To help shape an evolving relationship with schools and colleges.	

Sufficiency of school places (particularly SEN)	Including places for pupils with Special Educational Needs.	
Looked After Children educational attainment	A review of attainment for a particular vulnerable group	
Demographic trends	Planning for school places and supporting families with English as a foreign language	
Disparity in educational outcomes across Localities	Profile of educational outcomes across Oxfordshire – sharing learning across the county.	
Schools funding formula	Potentially a task group reporting back to ESC	
<i>Elective Home Education</i>	<i>Understanding the local authority legal responsibilities challenges and opportunities.</i> <i>Review annual analysis and trends relating to Elective Home Education in Oxfordshire.</i>	

..... in the Chair

Date of signing