



Notice of a Meeting

Education Scrutiny Committee Wednesday, 3 February 2021 at 1.00 pm Virtual

Please note that due to guidelines imposed on social distancing by the Government the meeting will be held virtually. If you wish to view proceedings please click on this [Live Stream Link](#) However, that will not allow you to participate in the meeting.

Membership

Chairman Councillor Michael Waine
Deputy Chairman - Councillor John Howson

Councillors: Ted Fenton Jeannette Matelot Emma Turnbull
Mrs Anda Fitzgerald- Gill Sanders
O'Connor

Co-optees:

By Invitation: Donald McEwan Carole Thomson

Notes: *Date of next meeting: 21 April 2021*

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	-	<i>Councillor Michael Waine Email: michael.waine@oxfordshire.gov.uk</i>
Senior Policy Officer	-	<i>Robin Rogers, Tel: 07789 923206 Email: robin.rogers@oxfordshire.gov.uk</i>
Committee Officer	-	<i>Deborah Miller, Tel: 07920 084239 deborah.miller@oxfordshire.gov.uk</i>

Yvonne Rees
Chief Executive

January 2021

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. **Apologies for Absence and Temporary Appointments**
2. **Declarations of Interest - see guidance note of the back page**
3. **Minutes (Pages 1 - 12)**

To approve the minutes of the meeting held on 25 November 2020 (**ESC3**) and to receive information arising from them.

4. **Petitions and Public Address**

This Education Scrutiny meeting will be held virtually in order to conform with current guidelines regarding social distancing. Normally requests to speak at this public meeting are required by 9 am on the day preceding the published date of the meeting. However, during the current situation and to facilitate these new arrangements we are asking that requests to speak are submitted by no later than 9am four working days before the meeting i.e. 9 am on 28 January 2021. Requests to speak should be sent to deborah.miller@oxfordshire.gov.uk together with a written statement of your presentation to ensure that if the technology fails then your views can still be taken into account. A written copy of your statement can be provided no later than 9 am 2 working days before the meeting.

Where a meeting is held virtually and the addressee is unable to participate virtually their written submission will be accepted.

5. **Covid 19 Update**

1.10

The Committee have requested to receive an update on the impact of COVID-19 on Education and Oxfordshire Schools. Accordingly, Corporate Director of Children's Services, Kevin Gordon and the Deputy Director for Education, Hayley Good will attend the meeting to give a verbal update on the current situation.

As part of the update, the Head of Learner Engagement, Deborah Bell will provide the Committee with an update on the Reintegration Timetable.

6. **Update on Special Educational Needs in Oxfordshire (Pages 13 - 18)**

1.30

The report (**ESC6**) outlines the developments since November 2020 in transforming SEND services in Oxfordshire.

The Education Scrutiny Committee is RECOMMENDED to note developments to date since November 2020, in order to transform the provision of education, health and care services for children and young people with special educational needs and disabilities.

7. Children, Education & Families Capital Programme (Pages 19 - 22)

1.50

The Committee have requested to receive an update on the delivery of the Children Education & Families Capital Programme including the additional school places successfully delivered in 2020 and the additional school places the council plans to deliver in 2021 and 2022 (**ESC7**).

8. Educational Attainment in Secondary Schools

2.10

The Committee have requested to receive an update on Educational Attainment in Secondary Schools. Accordingly, the Deputy Director for Education, Hayley Good and the Head of Learning and School Improvement, Kim James will attend the meeting to give a verbal update on the current data available.

9. Zero Carbon Agenda for Schools Buildings (Pages 23 - 24)

2.25

The Committee have requested to receive an update on what is happening in relation to school buildings in light of the Council's agreed commitment to Climate Change, including the capital programme for new schools/retro fitting of existing schools and to receive an update on whether school transport vehicles are being looked at in terms of pollution. Accordingly, the Head of Access to Learning, Allyson Milward will attend the meeting to give a verbal update on the current data available.

A briefing note from the Corporate Director Communities is attached (**ESC9**).

10. Elective Home Education

2.45

The Committee have requested to receive an update on Elective Home Education and the Oxfordshire situation. Accordingly, the Deputy Director for Education, Hayley Good and the Head of Learner Engagement, Deborah Bell will attend the meeting to give a verbal update on the current situation.

11. Forward Plan and Committee Business (Pages 25 - 26)

3.05

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

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 Wednesday, 25 November 2020 commencing at 1.00 pm and finishing at 3.05 pm.

Present:

Voting Members: Councillor Michael Waine – in the Chair
Councillor John Howson (Deputy Chairman)
Councillor Ted Fenton
Councillor Mrs Anda Fitzgerald-O'Connor
Councillor Jeannette Matelot
Councillor Gill Sanders
Councillor Susanna Pressel (in place of Councillor Emma Turnbull)

Other Members in Attendance: Councillor Lorraine Lindsay-Gale, Cabinet Member for Education & Cultural Services.

By Invitation: Mr Donald McEwan, Council of Oxfordshire Teachers' Organisation (COTO) and Mrs Carole Thomson, Oxfordshire Governors' Association.

Officers: Corporate Director for Children's Services, Kevin Gordon, Deputy Director Education, Hayley Good, Deborah Bell, Kim James; Robin Rogers and Deborah Miller (Law & Governance).

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.

27/20 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS
(Agenda No. 1)

An apology for absence was received from Councillor Emma Turnbull (Councillor Susanna Pressel substituting).

28/20 DECLARATIONS OF INTEREST
(Agenda No.)

Councillor John Howson declared a personal non-pecuniary interest in Agenda Item 7 by virtue of his position as a Director of a company that undertakes research of the subject.

29/20 MINUTES
(Agenda No. 3)

The Minutes of the Meeting held on 9 September 2020 and 23 September 2020 were approved and signed subject to the following amendments: Minute 21/20 substitute 'earlier' with 'early' and Minute 22/20 substitute 'McKewan' with 'McEwan'.

Matters Arising

In relation to Minute 23/20 Councillor Susanna Pressel queried how many laptops had been distributed to children and whether there was any support with internet access for families.

The Director for Children's Services, Kevin Gordon responded that they were currently undertaking a piece of work with the Voluntary Sector Group examining how they could get a wider rollout of laptops, as the laptops they had received from the Department for Education was a limited number and they now believed it was going to be a long-term issue, so there was a need to find creative ways of achieving it. They were also looking at the idea of 'sharing data' with the possibility of adults giving up unused data into a pool, which was an idea used extensively and successfully in Australia.

The Director undertook to keep the Committee updated and informed once something was in place.

Councillor Gill Sanders reported that much of the Councillor Priority Fund for the year had not been spent and suggested that the unspent Councillor Priority Fund could be used to buy laptops and dongles for children in schools. The Chairman undertook to ask the Chairman of the Council to ask Councillors to consider contributing the money.

Councillor John Howson suggested that members approach the Multi Academy trusts within their areas to see what they were doing and to collect some data and map the scale of the need.

Kevin Gordon reported that they were doing a 'light touch' data collection to understand the position.

30/20 UPDATE ON SPECIAL EDUCATIONAL NEEDS IN OXFORDSHIRE
(Agenda No. 5)

The Education Scrutiny Committee had requested an update on the analysis of SEND and provision in Oxfordshire, together with the emerging strategy for implementing a transformative approach to supporting our children and young people with SEND.

The Deputy Director for Education, Hayley Good introduced the report which updated members on progress of the actions undertaken since it had last been to Committee in September. The report recognised that they could not achieve the improvements

required without engaging a wider range of other stakeholders in the work they were doing, including early years providers, schools, colleges and parents.

She reported that Oxfordshire County Council SEND services were facing financial challenges as were many Local Authorities across the country, with growing expectations on essential services and increasing demand and complexity of needs of some of the most vulnerable residents. The current financial challenges however, provided opportunities to fundamentally rethink and transform the way that services were delivered, which would focus on developing a more inclusive approach to supporting children and young people with SEND.

The local area SEND inspection revisit in October 2019 had identified that there was still work to do as a partnership and stated that “Leaders had an aspirational vision for the work they were doing to improve outcomes for children and young people with SEND in Oxfordshire. However, parents did not yet feel part of this vision and did not fully understand what work was being done to achieve it”.

There was a significant amount of work ongoing with the co-production Board and at an individual officer level with zoom meetings with the parent carer forum representatives, with over 60 parents having signed up, giving them an opportunity to raise questions.

They were also seeking to second an Oxfordshire Headteacher for an agreed period in order to lead the consultation and finalisation of the new SEND strategy with schools and settings. It was essential to use the opportunity to capture the realities of the schools setting and develop insight that could help them work with schools on supporting children with SEND.

In relation to engagement, Mrs Good reported that they were looking to improve communications by ensuring that the final Strategy sent out for consultation made clear the shared vision for the future and identified the major changes required, both in the short to medium term and over the next five years to bring about improved services for children and young people with SEND in Oxfordshire. The insight provided by the SEND Joint Strategic Needs Assessment was extremely helpful in order to ensure that the new SEND Strategy was aligned with the SEND sufficiency strategy and future joint commissioning arrangements. The next stage for the SEND Strategy would be an update which included input from schools. The draft would then be made available for public consultation early in 2021.

In relation to the wider SEND Transformation, they were developing a high need deficit recovery plan in order to achieve costs savings and the report highlighted some of the work being undertaken to achieve it. They now had a SEND Transformation Board, working in partnership to identify the solutions to the challenges and recognise the successes.

Looking at the number of out of County placements, there was a need to identify more locally available high-quality provision in the county, there was also a need to reduce the demand on placements. Currently, there were around 370 placements out of County at a cost of £19m per year. They also needed to look at their resource

bases and what needed to be done to enhance or compliment that provision to add to the capacity in the provision.

Since September, they had submitted an Accelerated Progress Plan to the Department for Education. The plan set out the actions which would be taken in order to address the identified areas of concern including communication with parents and careers and the timeliness of Education Health Care Plans. DfE specialist SEND advisers were in regular communication with officers and parent/carer representatives and were satisfied with the progress we have made to date. The DfE will formally monitor progress of the APP in February.

The Performance Board was co-chaired by the OCC Director of Children's Services and OCCG Director of Quality and Lead Nurse.

She highlighted the Transformation Priorities set out in paragraph 17 of the report.

In order to meet the growing deficit, the strategy focused on supporting learners closer to home. It was essential that they ensured that there was a sufficient supply of local, high quality mainstream, special school and resource bases which delivered good outcomes for children. This relied on revenue and capital investment to increase the amount and type of local special school provision and revenue funding for an increase in resource base places. If the additional funding resulted in fewer children/young people moving to more costly placements in out-of-county independent specialist provision, the investment would payback over time.

Additional leadership capacity had been implemented with a newly appointed permanent SEND Quality Assurance and Improvement Manager who took up post in September and a full-time finance officer to support the monitoring of cost of provision. A new permanent Head of SEND will be recruited at the earliest opportunity.

The Chairman queried how long the Council could carry the deficit on the high needs block. In response, Kevin Gordon explained that there was a national debate around how the deficit was accounted for; whether they were accounted for against the local authority budget, or against another budget. The last information received suggested that they were accounted for in neither of those places.

The Government had not given hard and fast guidance about when the deficit should be recovered but had put in place a rigorous reporting mechanism and an expectation that they had to submit a viable debt recovery programme to demonstrate how they were going to achieve it.

Councillor Matelot queried if there were children coming out of County into Oxfordshire. In response, Mrs Good explained that in theory they could but, they didn't in terms of their special schools as they were all full to capacity with Oxfordshire children. There were a couple of children near the border who attended Oxfordshire special schools, but this was because it was their nearest available school. There would be Independent specialist providers that would take children of County.

Councillor Matelot further queried why an officer from OCC had not attended an EHCP Annual Review Meeting even though they had been invited. Mrs Good explained that there was presently an issue with capacity of officers to attend all the Annual Review meetings, but that this was being addressed with additional resource within this area. They were aware that it was an issue and were working hard to address it.

Carole Thomson reported that she was aware of one case with the Secretary of State where the Council were fighting against a child coming from out of County to one of the special schools from across the border and welcomed the officers supporting the special schools for children in the County.

Councillor John Howson asked whether it would be possible to know what the extra cost was of EHCP to the central services in terms of preparation and ongoing cost of the annual review and monitoring. In relation to the presentation, he queried whether any work had been carried out in relation to the CPD needs to ensure that there was an adequately prepared workforce and whether some investment in CPD might reduce the number of EHCP required.

In response, Mrs Good reported that both areas were tied into two of the strands of the task and finish groups. The SEND sufficiency group were looking at the need for places and what the exact nature of those places were, and the need they had to meet, the SEND continuum group were looking at the CPD element and what support they needed to make available for them to better meet the needs of children and young people and to keep them in mainstream. The finance group were looking at whether it would be possible to make an additional payment to those mainstream schools so that they could keep some of the children going out of County.

Councillor Gill Sanders queried why there was a need to get a Headteacher in for a couple of days a week when there was a great deal of expertise within the Council that could take on that roll. She was shocked to hear that in the 1980's there was a campaign to get children out of county to in county queried why it was this taking so long.

Kevin Gordon agreed that it was sad that this was being discussed 40 year's ago. He believed that people had wanted to resolve the issue and knew the general direction of travel, but that it had lacked rigour and ownership and that had led into why they had taken on the Headteacher with local knowledge and experience. This would require fundamental change at every tier of the system.

The Chairman thanked Mrs Good for the report and welcomed the approach. The Chairman queried when the Scrutiny Committee could input into the process, but undertook to look at it under the work programme item.

The Education Scrutiny Committee AGREED to note developments to date since September 2020, in order to transform the provision of education, health and care services for children and young people with special educational needs and disabilities.

31/20 VULNERABLE LEARNERS

(Agenda No. 6)

The Education Scrutiny Committee had requested to receive a presentation from the Head of the Virtual School on the Virtual school, celebrating children in care and their educational achievements. Accordingly, Michele Johnson attended the Committee to give a presentation (a copy of which is attached to the signed copy of the Minutes) and share celebrations and reflections over the past year, including Covid.

Ms Johnson reported that although there was considerable concern around the effects of Covid to learning, for children that had been so anxious around attending school it had proved to have been a gift in many ways. She highlighted the positives from the year, including:

- Some of the highest exams results seen;
- A higher number of young people attending University;
- Lowest ever school exclusion rate;
- Post 16 results:
- GCSE resits English 30% (6%) Maths 19% (8%)
- 4 students - A-C A levels – all going to University
- 9 students - Distinction*-pass – 7 going to University, 1 apprenticeship, 1 full time work;
- 4 students Finished degrees/MAs – continuing studying;
- 4 students Finished foundation degrees, continuing to a degree at University;
- 2 Oxbridge offers;
- Primary University Programme – Magdalen College
- Training venues for teachers - trauma awareness in schools
- Mental Health and trauma research sharing with Heads and Chairs
- Exclusion agenda – Harry Daniels and Ian Thompson
- REES centre PGCE training, CiCC engagement
- Dr Alexy Karenowska – Physics – engineering competition over lockdown, magnetic challenge to be sent home – OKW challenges
- Dr Simon Smith – Brasenose College
- Ashmolean Museum kinship carer virtual art workshops during lockdown
- Oxford Brookes University pathway programme for KS3/4 pupils
- Virtual Reality feasibility study using immersive technologies with Oxford X-Reality Hub and Oxford University
- Issued laptops to children and care leavers in liaison with social workers
- Set up 1:1 tuition during lockdown for targeted KS4 pupils, EAL pupils and children working from home
- Continued with adapted COVID PEPs targeting access to learning
- Enabled mentoring and career profiling via WhatsApp
- Published fortnightly bulletins for DTs and Foster Carers
- Continued with applications for EHCPs/schools/admissions
- Continued with virtual training for DTs, foster carers and social workers
- Letterbox parcels for KS1&2, Dolly Parton Imagination Library for under 5s
- Extremely good attendance

- CiCC weekly catch ups to check in plus larger meetings via TEAMS
- Oxfordshire Kindness Wave – creative challenges, holding in mind parcels, art materials, residential home creative packs, online Friday tea-time art clubs, Horrid Henry back to school video messages/letters to children, house-warming gifts for YPSA new homes.

The Committee thanked Ms Johnson for her excellent presentation and requested that she pass on the Committee's thanks and congratulations to all staff at the school and paid tribute to the fact that the school had grasped the opportunities presented by living in a County with two universities.

32/20 TEACHER TRAINING RECRUITMENT

(Agenda No. 7)

The Education Scrutiny Committee had requested to receive a verbal report from Oxfordshire Teaching Schools Alliance on recruitment onto initial teacher training placements and the capacity of the workforce. Accordingly, Mr Patrick Garton, SCITT Director of the Teaching School attended the Meeting to update the Committee on the Current situation.

Mr Garton reported that he had talked to colleagues at Brooks University and Oxford University regarding ITT Capacity this year and the general message coming back was that they seemed to be making things work this year. In May and June this year, following lockdown he had been very worried about how things were going to work. Some of the trainees last year continued in their placements full time and some continued to contribute significantly with on-line work.

Shifting to the online world mid-way through the year was a bit easier than setting up a whole new year in that context. By the time they had got to the end of their recruitment cycle in June, they had managed to make things work with around 115 trainees this year on new programmes, and a group of around 20 on part-time programmes who had started in the last academic year, so they found enough places to work. This had been the same at Oxford Brooks and Oxford University as well. To an extent they were in competition with the 2 universities for placements as they were the three significant providers of ITT within the County.

He further reported that around 90% of those that had trained with them had stayed in Oxfordshire, which compared to 25 – 30% of the other two providers, so one of the reasons they always tried to get high quality placements was because it translated in 9 out of 10 situations to people joining state schools in Oxfordshire as newly qualified teachers (NQT) and that was the case this year even for those, given the turbulence of the Summer Term. They had 2 or 3 who had trained with them last year and hadn't taken teaching jobs yet, but around 85% were NQTs this year.

At the same time last year, they were still in the depths of a recruitment crisis and for many years there had been a crisis in terms of quality, quantity and location, and location as a factor in Oxfordshire was of particular concern. What they were now beginning to see as they looked ahead, was that capacity would be a major challenge in the system. At the moment, this year they were just about making things work, although on a daily basis they were hearing of trainees and their mentors and colleagues in schools and year group bubbles who were having to self-isolate, so it

was continuing to be a very patchy picture and it was proving difficult to ensure that the best provision was distributed equitably across all the trainees.

The Department of Education had relaxed some of their ITT criteria and legislation, in an attempt to make things a little bit smoother. It was too early to know how significant an impact the context of the year was going to have on those who were training, but they were having to be very flexible with their expectations of schools in order to keep things going.

In terms of the recruitment crisis, they were beginning to see a significant increase in applications for ITT programmes, starting from the Summer Term. Due to the fact that they stopped their recruitment early as they started their programmes before the Summer Holiday, the wave had not landed with them for the current cohort, but given that UCAS had only been open for a matter of weeks, they were already seeing a significant increase in applications for next year's programme.

There was a National increase, although it was difficult to see at this stage whether that increase in applications would be distributed equally across the Country, at the moment it did not look like it was, this was dependent on the economy and there would also be some local factors.

There was a useful report from the National Foundation of Education Research issued in September which looked at the impact of Covid on ITT, which had identified that schools had withdrawn placements or that capacity had been taken out of the system, slightly bigger numbers withdrawing at Primary level (20%) and Secondary (10%) at National level. Another concerning thread they identified was that those schools withdrawing the offer of placements were schools with a higher percent of Free Schools Meals, so therefore schools in challenging areas, which was an area they were highly alert to, as they knew that involvement in ITT and supply of high quality recruits into the schools, could boost it in terms of its capacity and staffing structure.

In terms of mentoring Capacity, one of the things that was being rolled out for September 2021, was the Governments early career framework, which was a very welcome initiative, in that it gave an enhanced level of support and training, not just for NQTs but for NQTs 1 (teachers in their first year) and which was aligned to the core content framework which was the new framework ITT providers were working with. There was some concern that if they were providing Mentors at the moment for NQTs and trainees and then from next September we are also providing mentors for the third year, that would stretch mentoring capacity in Oxfordshire schools further, so it might be that they found more schools saying that if they had to find mentors for NQTs and NQTs 1, then they were not able to support trainees.

The other part of the increase in applications was that it was a mixed blessing, as although they needed more applicants to apply (last year being the worst in a decade for applications), people applying did not just solve that. Firstly, it was important to ensure that they had the right kind of people applying, they also had to consider retention of those people over time and whether they had enough capacity in the system to support those people and bring them in and give them the right preparation at the start of their career so that they were more likely to stay. He was alert to all of the possible challenges coming forward.

Councillor Howson noted that current vacancies in Oxfordshire stood at around 16% down from what they were in 2018, and that by the end of the year that would probably be 10%, mostly in the state secondary sector.

He expressed concern over what the universities were doing in relation to the end of term and queried whether students on teacher placements would get an exemption in the same way as nursing to enable them to complete those, rather than being sent home with all other under graduates, because firstly they were not under graduates in some cases and secondly the number of weeks they were expected to spend in schools.

He asked if Patrick that given that there was quite significant growth in the school growth population, particularly secondary, whether or not he believed there was a sufficient spread across the whole range of the curriculum in terms of our ability to provide teacher preparation and if there was any more that could be done across the universities and SCITT to ensure there would not be a deficit to the detriment of the young people going forward.

Mr Garton reported that the issue was being looked at by the Universities Council for the Education of Teachers were looking at the issue and had lobbied the DfE about the Christmas closures and something was due to be published today.

Last year there was a very mixed picture across the system, lots of people were very alert to maximising the amount of time people get in schools, and for newly qualified teachers this year, they were running an enhanced scheme for NQT who were training with them and he was aware of other organisations doing the same. The legacy of that would take some time to come through the system.

In terms of how long the gold rush would last, he commented that in terms of the economic cycle and how quickly they would bounce back, was that they could not ignore that Oxford was one of the most expensive cities to live in and that would always have a bearing on their ability to bring people to Oxford to train and then retain those people further down the line.

The data from last academic year showed that only about 50% of the national teacher supply model were met in subjects like DT and physics. He did not know if the current economic crisis would have an impact on areas such as the sciences, maths and computer studies which were already the greatest shortage areas. They were working on supporting career changes and were always on the lookout for the shortage areas.

Hayley Good forwarded information to the Committee from the DfE regarding holiday arrangements for ITT students.

Donald McEwan commented that union representatives would be very supportive of NQTs colleagues if they were having any difficulty accessing the enhanced training SHITT were providing with the restrictions of lockdown impacting on their school placements. With 8% of the workforce out due to Covid it was very important to encourage NQTs to access the provision.

Councillor Howson commented that the other area of concern was burnout amongst school leaders and that the Committee would be monitoring the situation, as heads

had not had a day off since lockdown one. Mr Garton commented that he was also aware of that concern.

The Committee thanked Mr Garton for his very informative presentation.

33/20 ADMISSION SCHEME

(Agenda No. 8)

The Education Scrutiny Committee had requested to receive a verbal update from the Head of Access to Learning on fair access and referrals to the Secretary of State. Accordingly, Allyson Milward attended the Committee to update it on progress of the fair access processes.

Mrs Milward gave an update of the fair access processes and how they were working currently since the last time the Committee had looked at the issue last Autumn. She reported that since last autumn, the team had been introducing rigorous procedures in referring youngsters in the in-year application system who had not been placed within 15 school days within logging an application for a place. They were now (if they could not be placed) being referred straight to the panels. The business was going to the in-year fair access panels alongside those who had been excluded and were looking for an alternative school place.

Youngsters were being identified if they were not moving into the school system quickly enough, which had meant that there had been a huge increase of business going to the panels, so they were looking at how that was being administered. At the moment that was being administered well, North/West Central panels were working co-operatively together to place the youngsters, (there were always cases that needed more investigation than others) but mostly they had got numbers coming through in the Oxford and Bicester areas which was just sheer volume in trying to place youngsters where they hadn't got the on published numbers the number of places to offer them.

Work had been carried out to identify those trends and they had not had to make any referrals of the SFA this term, but it did take longer to place a youngsters that had been excluded than ones that was coming through with an application for a place because they had not here for the main rounds. They were now getting ready to do the annual consultation on the in-year fair access protocol which would look at some administrative changes to help those panels deal with the volume of work coming their way, so they could get even better at shifting the business.

They were also setting themselves up to deal with the anticipated changes to the school admissions code in the next academic year. The Secretary of State had consulted on some changes this Autumn though the outcome was not yet known. In this area, the main change was that was a requirement that youngsters would have to be placed within ten days of applying for a place in-year and that requirement would fall upon the co-ordinating authority which was usually this Council, but also on the admission authorities and it was going to be a challenge to meet that target. She believed they should be achieving it, but this could require a further look at the fair access protocol next Autumn.

The Chairman commented that those who were members on the school's stakeholder were aware of the proposals that were currently out. He questioned that given that the proposals were there, and schools were aware of them whether they were seeing any positive change in attitudes from academies that had not been very co-operative so far with their partner schools.

Ms Milward answered that there were still definite trends, but that she was hopeful that the very recent changes at leadership level might make a difference to some areas. There were still differences on how panels dealt with their business, which was how it was designed to be flexible to local needs, but some were more coaligent in their approach than others. This was becoming better logged over time and allowed for discussions on what the role of the panel was.

Councillor Gill Sanders commented that she aware of certain schools who were reluctant to take on students who had been excluded and that there were other schools who took on more than their fair share. Ofsted had undertaken to investigate it at their last meeting with the Council.

Carole Thomson queried how the situation in Primary schools was going. Ms Milward reported that the primary situation was working well and that it did not have the quantity that secondary had, they were dealt with separately and that was working well currently.

Donald McEwan commented that colleagues in schools would aspire to make a placement within ten days. With children returning to a new school following exclusion, the delay was often caused by having to get a risk assessment in place or support staff employed or redeployed to ensure that when a formally excluded pupil is brought into a new school that the new placement is a success. If staff knew a particular cohort had a large number of SEN, it could account for the disparity of accepting formally excluded pupils.

Councillor Gill Sanders commented that she knew that one of the issues was that some school preferred to exclude pupils rather than put the correct infrastructure in to deal with the pupil.

Deborah Bell reported that the key was successful transition planning. Therefore, by starting early when the child is still at alternative provision following an exclusion to understand the exact issues at the receiving second school was, they key to preventing anxiety and disruption to the school leaders and to ensuring a successful transition for the youngsters. The Chairman queried whether schools were getting better at that? Deborah Bell reported that in the main, there were some that were brilliant and some that were still working on it. They were being supported and prompted in terms of that careful transition planning by the County.

The Chairman queried how they were able to encourage schools. Deborah Bell explained that they were tracking the children until they were back into the second school and if there was any delay, they were asking the difficult questions.

The Committee thanked Mrs Milward for her update and welcomed the rigorous process introduced to reduce the length of time for placing a child.

34/20 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 9)

The Committee considered the forward plan and **AGREED** the business for February 2021 as set out in the report and that the Chairman and Vice Chairman, together with officers would manage the business on the current work programme for the efficient running of the Committee.

..... in the Chair

Date of signing

EDUCATION SCRUTINY COMMITTEE – 3 FEBRUARY 2021

UPDATE ON SPECIAL EDUCATIONAL NEEDS IN OXFORDSHIRE

RECOMMENDATION

The Education Scrutiny Committee is **RECOMMENDED** to note developments to date since November 2020, in order to transform the provision of education, health and care services for children and young people with special educational needs and disabilities.

Executive Summary

1. This paper outlines the developments since November 2020 in transforming SEND services in Oxfordshire.

Introduction

2. As a Council and as a local partnership we are committed to achieving the very best outcomes we can for children and young people with SEND within the total resources we have available.
3. There is a growing demand on our essential services, an increasing demand and complexity of needs amongst our residents.
4. The financial challenge has provided us with an opportunity to fundamentally rethink and transform the way that we deliver local services. The focus is on equitable provision with a drive to meet needs earlier to avoid expensive last resort options.
5. **SEND Strategy and engagement**
To support shared understanding and improved communication of our local priorities, a revised SEND Strategy is being finalised for wider consultation.
6. A SEND Strategy Workshop was held with a range of key partners on 6th January 2021 with broad agreement on the key priorities that the SEND Strategy will address. The document is being updated as a result. Further input is required from schools before the draft will then be made available for wider consultation later in March 2021.

SEND Transformation

7. The SEND Transformation Board continues to meet monthly to oversee the progress of the work undertaken within the four workstreams. The success of the project is dependent on partners agreeing the direction of travel for SEND in Oxfordshire, setting the priorities and ensuring that they are achieved.

8. Each of the groups is reviewing existing provision and prioritising areas of work that will drive progress, both in relation to long-term improvement planning, but also interim arrangements that have been identified as a necessity while longer term solutions are finalised.
9. The co-ordination of this work has prioritised the involvement of as many stakeholders as possible, to support/enable those who deliver and those who will receive services to engage fully in their development from the beginning. Parents and school leaders are actively involved on the Board and the four main priority work groups tasked with identifying solutions to issues raised, with opportunities for further engagement and feedback designed into the process during the consultation stage
10. Working groups have also fielded a wide complement of multi-agency professionals who are exhibiting a positive and reflective approach to inclusive practice. Work delivered to date demonstrates the willingness to work across disciplines to identify possible solutions. Representatives are committed in approaching their peer groups to capture insight from within their school and service communities. Opportunities are being developed as a result of the feedback, with groups determining the outcomes and required actions.
11. Online forums have been held to gather the contributions of schools who may have missed the chance to become involved, allowing them to comment on issues and also make recommendations on progressive solutions that they believe would assist them in supporting children with SEND in Oxfordshire.
12. **Transformation priorities**
The four priority workstreams that will deliver the system change are engaged in the following tasks:
 - Sufficiency place planning** – with the remit of reviewing demand, geography and options and opportunities to meet the changing needs of the education of our SEND population.
 - Data analysis - past trends and current patterns, sustained trends identified and projected forward to support the development of a ten-year plan
 - Outline statutory processes affecting creation/alteration of SEN provision and timeline
 - Identification of outreach opportunities from current specialist providers with a view to supporting more children with SEND to remain in mainstream places
 - Review good practice in inclusion examples for SEN children in mainstream schools and comment on what additional needs for the physical environment prove necessary to replicate
 - Define physical and other attributes of satellite provision to confirm whether this may prove to be an option for special schools

Finance – focus on reviewing the financial support currently available to schools and develop equitable funding formulas that enable earlier intervention and investment so that Oxfordshire students can receive high quality education locally

- Sector leads identify good practice from network groups in relation to funding schemes that are equitable and work well
- Comparative review of best practice and best funding models utilising examples from other local authorities
- Review the milestones for delivering a new funding formula, with options for September 2021 and September 2022 and make recommendations.
- Develop new funding proposal which will cover all aspects, i.e. early years, mainstream, bases, special, out of county
- Model costs for identified option proposed for changes to early identification and intervention
- Model options that provide support for settings requiring resource for children who must attend school and who have needs that do not meet thresholds for statutory support.

Continuum of SEND provision and Early Intervention – the development of clarity relating to access points and improving funding to mainstream schools so that fewer students require an EHCP to gain access to the help and support they need.

- Review best practice examples of early intervention in Oxfordshire and other Local Authorities and make recommendations on the feasibility and cost of replication
- Identify gaps in provision that result in late identification and the misidentification of need
- Devise a visual presentation of the current offering for children and young people with SEND 0-25 years
- Identify any training and development needs and opportunities to provide support for teaching staff
- Review of Funding and access to support. Clarify if this is impacted across the age spectrum due to the different funding mechanisms.

Commissioning – designed to monitor and evaluate all out of county placements and to work towards improving market position, negotiation and contract monitoring.

13. The tasks of the four workstreams are maintaining pace. Exploratory work and opportunities for change/improvement are scheduled to be presented to the

Transformation Board in March 2021, with timelines for implementation clearly outlined once recommended options have been confirmed and costed.

The Accelerated Progress Plan (APP)

14. Since September 2020, we have produced and submitted an Accelerated Progress Plan (APP) to the Department for Education (DfE). The DfE will formally monitor progress against the plan on February 25th. The plan is a live document which reflects the ongoing work of the multi-agency teams involved in supporting children and young people with SEND. The APP will be published later in the spring when it has been approved by the DfE.
15. The APP sets out the actions which we will take in order to address the identified areas of concern, the quality and rigour of self-evaluation and monitoring in driving and securing improvement and the quality of Education, Health and Care (EHC) Plans. DfE specialist SEND advisers are in regular communication with officers and parent/carer representatives and are satisfied with the progress we have made to date with workforce training and development, quality assurance and the quality of advice to inform the contents of EHC Plans. The DfE will formally monitor progress of the APP in February 2021.
16. Progress against the objectives in the plan is monitored via the SEND Performance Board, which meets half-termly. The Performance Board is co-chaired by the OCC Director of Children's Services and OCCG Director of Quality and Lead Nurse.

Financial and Staff Implications

17. We know that it is likely that the need for these services will continue to grow as it has done over the last five years. Assuming no change in strategy and continuing growth in demand for support from High Needs, the in-year deficit was expected to be £11m 2021-22.

Resourcing improvement and transformation

18. We are in the process of recruiting for a permanent Head of SEND in order to lead and deliver on strategic priorities for the Service. Whilst we invest time in this process, key senior leaders from within the SEND team are responsible for the APP, SEND Transformation, Strategy and Partnerships. Other senior leaders within the Education SLT are supporting the interim line management of the various SEND services.
19. Interim contract management support is now in place, reviewing contractual arrangements for out of county placements. An interim procurement officer has been appointed and is monitoring and implementing improvements to the procurement of placements in independent non maintained special schools. A more permanent commissioning structure for Education will be implemented in 2022 through the development of the Health, Education and Social Care arm of the new OCC commissioning hub. Combined, this additional capacity will

have a very positive impact on the rate of progress against actions, specifically on securing best value out of county placements.

20. An interim casework team is being recruited to work alongside the existing team in order to ensure statutory responsibilities are met in regard to timeliness. We expect this team to be live in February 2021 and will take a lead on annual reviews, helping to address the backlog in this area.

Equalities Implications

21. An equalities impact assessment will be undertaken as part of the High Needs Block Recovery plan.

KATE BRADLEY

Strategic Development and Improvement Manager SEND

January 2021

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EDUCATION SCRUTINY COMMITTEE

Children, Education & Families CAPITAL PROGRAMME – Additional School Places Delivered in 2020 and Planned to be Delivered in 2021 and 2022

Report by the Director for Children, Education & Families

Purpose

1. This report is to inform the Education Scrutiny Committee about the delivery of the CEF Capital Programme. It focusses on two key areas:
 - a. the additional school places successfully delivered in 2020
 - b. the additional school places the council plans to deliver in 2021 and 2022.

Background

2. Oxfordshire County Council has a statutory duty to ensure sufficient school places, whether through academies, free schools, or maintained schools, described as "basic need".
3. The Council's 10-year Capital Programme is derived from the priorities identified in supporting strategies, including the CEF Pupil Place Plan, and sets out the agreed capital investment to deliver those priorities. The programme is refreshed annually and agreed by Council each February. The Pupil Place Plan will be updated during 2021/22 for approval as part of the Budget and Business Planning process for 2022/23.
4. Additional pupil places are delivered by expanding existing schools or the provision of new schools. A substantial part of the CEF Capital Programme is directly related to the housing growth and these schemes are primarily funded by developer contributions. The programming of such work is closely linked to the delivery of new housing.
5. Where capital investment is required to create additional pupil places at existing schools the Council works with individual schools and responsible bodies (e.g. Diocese, Multi Academy Trusts) to agree the scope of requirements.
6. As well as directly delivering capital projects the Council also works closely with academy trusts who wish to self-deliver their expansion project. This is managed via a formal funding agreement between the academy Trust and the Council.
7. If a new school is required, for example to serve a strategic housing development, the Council seeks to secure land and funding from housing developers. As part of the Option Appraisal process the Council explores opportunities for relocation and expansion of existing schools on to new sites alongside the need for new academies to be created.
8. The Council will often deliver new schools, directly managing the design and procurement process. In some cases, developers and academy sponsors have opted to self-deliver new schools, where this is the case the Council works closely with the third party to support the design process and coordination of the delivery programme.
9. In recent years the Council has also been successful in securing the provision additional pupil places by the creation of new schools through the DfE 'wave' Free

School programme. This involves working closely with academy sponsors to make a case for a new Free School, and supporting a successful bid application. Successful projects are usually directly delivered by the Department for Education (DfE), for example the new Bloxham Grove SEND Free School currently in development

10. Details of the capital investment programme to provide additional pupil places in 2020, and the planned investment for additional pupil places in 2021 and 2022 is summarised below; a detailed breakdown of individual projects is provided in annex A.

2020 (Complete)

- 9 schools expanded
- 3 new primary schools
- 1 new secondary school

2021 (Planned)

- 11 schools expanded
- 1 new primary school

2022 (Planned)

- 6 schools expanded
- 2 new primary schools (includes relocation/expansion of an existing school)
- 1 new SEND school (externally funded 'wave' Free School)

Key Issues

11. The delivery of the Council's capital programme, including CEF basic need, is managed in accordance with the council's capital governance framework and is subject to regular review and monitoring at a corporate level.
12. All of the critical mainstream pupil places required for September 2020 have been provided. This has been achieved either through the completion of capital works in time for September occupation or, where completion was not possible, using contingency arrangements agreed with individual schools.
13. Projects providing additional pupil places for use in 2021 and 2022 are being progressed and in some cases construction work is already underway. All projects are closely monitored to ensure that appropriate contingency plans are in place in the event of additional accommodation not being completed in time. This is particularly important as the council continues to deliver its capital programme during the Covid19 pandemic.
14. The delivery timescale of new schools being delivered by third parties (e.g. Graven Hill Primary School and Bloxham Grove SEND Free School) are still subject to confirmation.
15. Projects required beyond 2022 are in various stages of development, those linked to the delivery of new housing are subject to monitoring and review in light of current uncertainty with developers housing delivery programme.

Annex A

Details of the capital investment programme providing additional pupil places in 2020, and the planned investment for additional pupil places in 2021 and 2022.

ESC7

Yr	School	Project	Places Added	Project Delivery	Detail
2020	John Watson (Primary)	4 classroom block	20	Academy Trust	Complete
2020	John Blandy	Expansion AN30 - AN45	105	OCC	Complete
2020	Marcham	Expansion AN20 to AN30	70	OCC	Complete
2020	W Witney	Expansion to 2Fe	105	OCC	Complete
2020	Chesterton	Expand AN20 - AN30	70	OCC	Complete
2020	Burford Primary	Expansion AN15-AN20	35	Academy Trust	Complete
2020	Benson Primary	Expansion 1FE to 1.5FE	105	OCC	Comple
2020	Longworth	Expansion AN10 - AN15	35	CCO	Complete
2020	St Andrews Chinnor	Expand 1.5FE to 2FE (Replace temporary classroom)	105	OCC	On site - Completion March 2021
2020	Barton Park Primary School	NEW 1.5FE Primary School	315	OCC	Complete
2020	Cherry Fields Primary School, Banbury	NEW 1 FE Primary School	210	OCC	Complete
2020	GEMS Wantage Primary School	NEW 2FE Primary School	420	Housing Developer	Complete
2020	Whitelands Academy, Bicester	NEW 11-16 Secondary School	600	OCC	Complete
2021	Milton, St Blaise	Expansion from AN15 - AN30	105	OCC	On Site
2021	Manor Long Hanborough	AN30 - AN45	105	OCC	On Site
2021	Cholsey Primary	Expansion 1.5FE - 2FEto	105	OCC	On site
2021	Five Acres, Ambrosden	Replace 2 classroom temp	0	OCC	On site
2021	Bardwell Special School	Provide 2 additional classrooms by converting hall?	16	Academy Trust	On site
2021	Stanton Harcourt	Expansion AN15 - AN20	35	Academy Trust	Planning
2021	Radley	Expansion AN15to AN30 Nursery 48pte - 52pte	105	OCC	Planing Stage. Project expected to complete on site Feb 2022
2021	Icknield CC	Expand by 1 form of entry (1FE) from 5FE to 6FE.	140	Academy Trust	Planning
2021	William Morris	Expansion AN25 - 1FE (+ replace temps) Increase Nursery from 13fte to 26fte.	35	Academy Trust	Planning
2021	Northfield (Orion Academy)	Rebuild and Expansion	108	OCC	On site
2021	St Nicholas, Challow	Lower age range 4-11 to 3-11	26	Academy Trust	Planning
2021	Windrush CE Primary School, Witney	NEW 1.5FE Primary School	315	Housing Developer	On Site
2022	Wallingford School	Expansion by 2FE	270	Academy Trust	On Site
2022	BGN	Expansion by 2FE (PAN 150 - 210)	300	Academy Trust	Planning
2022	Marlborough	Expansion by 1FE (6-7FE)	150	Academy Trust	Feasibility
2022	Stanford-in-the-vale	Expand 1FE to 1.5FE	105	CCO	Feasibility
2022	John Watson Special School (Secondary)	Replace temporary classrooms and expansion	16	OCC	Feasibility
2022	Lord Willaims	Expansion by 1FE to 12FE	150	Academy Trust	Feasibility
2022	Bloxham Grove	NEW SEND Free School	100	DfE	Planning
2022	Graven Hill Primary School	NEW 2FE Primary School	420	Housing Developer	Design
2022	Faringdon Primary	NEW 2FE Primary School (relocation/expansion of existing school)	420	OCC	Design

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EDUCATION SCRUTINY COMMITTEE – 3 FEBRUARY 2021

When the council renewed its terms and conditions in 2019 for awarded contracts, it set a minimum standard of Euro 3 for its school buses and coaches, one of the first authorities to do this. In doing this, it was recognised that it wasn't setting the bar particularly high but given where the market was, it was considered a good start to its longer-term ambitions of awarding carbon neutral contracts in 2031.

Working closely with the market and the council's own climate change team, environmental standards will be raised every four years as the Dynamic Purchasing System (through which contracts are awarded) is renewed. This will be in 2023, 2027 and then with the carbon neutral target in 2031.

In 2018, surveys were carried out to assess the current carbon output from supported transport activities. This showed that each day some 50,000 miles were travelled performing this function accounting for around 3,800 tonne CO₂e per year.

From September 2021 there is an ambition that tracking devices will be installed in all vehicles allowing detailed monitoring of emissions allowing a targeted action plan to be developed in 2022 on how it might meet its 2031 ambitions and the standards it will need to set when the dynamic Purchasing System is renewed in 2023.

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Education Scrutiny Committee Work Programme (2021)

Outlined below is the Education Scrutiny Committee’s preliminary work programme.

The programme aims to prioritise areas of scrutiny where the Committee can add most value, either by holding to account or contributing to policy development. It does this by focusing on areas of public interest, where the committee’s impact can be measured, interrogating performance information and keeping abreast of current areas of change / review.

Agenda Item	Reasons and objective for item	Lead Member / Officer
21 April 2021		
2021/22 Admission Scheme changes	School Organisation Stakeholders Group asked Education Scrutiny to look at a report on the changes approved in the 2021/22 admissions scheme.	Head of Access to Learning
School Capital	A future report related to the impact of the planning whitepaper when further understood.	Deputy Director Children’s Services (Education)
Fair Access – issues	Update and Review in light of recent serious case review.	Hayley Good/Allyson Milward
Elective Home Education	A report to update the Committee on particular issues.	Deborah Bell
Educational Attainment in Secondary Schools – Annual report	The approach and timing of this report will need to be reviewed in the light of availability of data at this time. There is an opportunity to update on the need for addressing catch-up and the attainment gap in deprived communities.	Deputy Director Children’s Services (Education)
TO BE SCHEDULED		
Annual reports to:	<ul style="list-style-type: none"> • Educational Attainment • Reintegration Timetabling • Direct Schools Grant • High Needs Funding Block 	

