



Notice of a Meeting

Education Scrutiny Committee Thursday, 6 February 2014 at 10.00 am County Hall

Membership

Chairman – Councillor Mark Gray
Deputy Chairman - Councillor Michael Waive

<i>Councillors:</i>	David Bartholomew Yvonne Constance Simon Hoare	Richard Langridge Neil Owen Gillian Sanders	John Howson Lawrie Stratford** John Christie***
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** Substituting for Councillor Caroline Newton

*** Substituting for Councillor Val Smith

<i>Co-optees:</i>	Mr Chris Bevan	Mrs Sue Matthew	Mrs Liz Smith
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<i>By Invitation:</i>	Ian Jones	Carole Thomson
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Notes: *Date of next meeting: 3 April 2014*

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 & Performance Officer	-	Sarah Jelley, Tel: (01865) 869450 Email: sarah.jelley@oxfordshire.gov.uk
Policy & Performance Support Officer	-	Andreea Anastasiu, Tel: (01865) 323535 Email: andreea.anastasiu@oxfordshire.gov.uk
Committee Officer	-	Andrea Newman Tel: (01865) 810283 andrea.newman@oxfordshire.gov.uk

Peter G. Clark.

Peter G. Clark
County Solicitor

January 2014

About the County Council

The Oxfordshire County Council is made up of 63 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 10 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:

- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:

- Making day to day service decisions
- Investigating individual complaints.

What does this Committee do?

The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session.

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting

A hearing loop is available at County Hall.

AGENDA

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

To approve the minutes of the meeting held on 14 November 2013 (**ESC4**) and to receive information arising from them.

5. **Petitions and Public Address**
6. **Update on Validated 2013 GCSE Science Attainment Results (Pages 13 - 18)**

10.10am

Frances Craven, Deputy Director for Education and Early Intervention and Sue Bainbridge, Schools & Learning Manager, to present an update on the validated GCSE results for Science in Oxfordshire (**ESC6**).

7. **Pupil Premium (Pages 19 - 22)**

10.30am

Frances Craven, Deputy Director Education and Early Intervention, and Sue Bainbridge, Schools & Learning Manager, to present how Pupil Premium is being used to raise attainment (**ESC7**).

This report provides an overview of information provided to schools and academies about the use of Pupil Premium. It identifies a number of approaches used to ensure that the pupil premium supports improved outcomes for vulnerable children and young people in order to meet those expectations set out in the Education Strategy to provide early intervention and high quality approaches to teaching and learning.

The report will be supported by a presentation from representatives of Cheney School, Oxford and Caldecott Primary School, Abingdon, attending to discuss how the pupil premium is used and how they can share best practice.

8. Ofsted Categories (Pages 23 - 30)

11.30am

Frances Craven, Deputy Director Education and Early Intervention, and Sue Bainbridge, Schools & Learning Manager, to present the Ofsted Categories and the interventions available **(ESC8)**.

9. Academies (Pages 31 - 50)

12.20pm

Allyson Milward, Academies Manager to provide an update on outcomes of the Academies Programme in 2013, including information on which schools have converted, which schools are in the consultation stages and which schools have yet to convert **(ESC9)**.

10. The OFSTED Framework Select Committee Update (Pages 51 - 54)

12.30pm

The Committee are to receive an update on behalf of the Ofsted Framework Select Committee Working Group **(ESC10)**.

11. The Attainment Working Group Update (Pages 55 - 56)

12.40pm

The Committee are to receive an update on behalf of the Attainment Working Group **(ESC11)**.

12. Forward Plan and Committee Business (Pages 57 - 60)

12.50am

An opportunity for the Committee to discuss and prioritise future topics, potential approaches to its work and to discuss the schedule for future meetings **(ESC12)**.

CLOSE OF MEETING

1.00pm

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Thursday, 14 November 2013 commencing at 10.00 am and finishing at 1.10 pm

Present:

Voting Members: Councillor Mark Gray – in the Chair

Councillor Michael Waine (Deputy Chairman)
Councillor David Bartholomew
Councillor Yvonne Constance
Councillor Simon Hoare
Councillor John Howson
Councillor Richard Langridge
Councillor Neil Owen
Councillor Gill Sanders
Councillor Liz Brighthouse OBE (In place of Councillor Val Smith)
Mr Chris Bevan
Mrs Sue Matthew
Mrs Liz Smith

By Invitation: Carole Thompson

Other Members in Attendance: Councillor Melinda Tilley

Officers:

Whole of meeting Sarah Jelley (Senior Policy & Performance Officer) and Andreea Anastasiu (Policy & Performance Support Officer), Sue Whitehead (Principal Committee Officer), Andrea Newman (Committee Officer)

Part of meeting

Agenda Item	Officer Attending
Item 7	Roy Leach, School Organisation & Planning Manager
Item 8 & 10	Sue Bainbridge, Schools & Learning Manager
Items 8 & 9	Frances Craven, Deputy Director for Education and Intervention
Item 9	Andrew Ball, Programme Manager

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting together with the following additional documents:

OFSTED Inspection of Local Authority School Improvement and agreed as set out below. Copies of the agenda and reports and additional documents are attached to the signed Minutes.

16/13 ELECTION OF CHAIRMAN

(Agenda No. 1)

Councillor Waine, in the Chair as Deputy Chairman, opened the Meeting by confirming that Councillor Atkins had decided to step down as Chairman of the Committee. He thanked Councillor Atkins for her contributions to the Committee since its inception, and for her hard work.

Nominations for the election of a new Chairman were called for.

Councillor Brighthouse nominated Councillor Gillian Sanders, who seconded herself for the role.

Councillor Hoare nominated Councillor Mark Gray, which was seconded by Councillor Langridge.

Nominations were put to the vote and it was:

RESOLVED: by 10 votes to Councillor Gray and 3 votes to Councillor Sanders, that Councillor Mark Gray be elected Chairman of the Education Scrutiny Committee for the remainder of the 2013/14 Municipal Year.

17/13 INTRODUCTION AND WELCOME

(Agenda No. 2)

Councillor Gray thanked Committee and thanked Councillor Atkins for her contribution to the Education Scrutiny to date.

Mrs Liz Smith was introduced and welcomed to the Committee as the new Co-opted member, representing Primary Parent Governors.

18/13 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 3)

Apologies were received from Councillor Val Smith (Councillor Brighthouse substituting), and from Mr Ian Jones.

19/13 MINUTES

(Agenda No. 5)

The Minutes of the meeting held on the 19th September 2013 were approved and signed subject to amending:-

Minute 13/13, paragraph 2:
Line 4 "academies" to read "schools".

20/13 PETITIONS AND PUBLIC ADDRESS

(Agenda No. 6)

The following request to speak had been agreed by the Deputy Chairman, prior to the election taking place for the new Chairman of the Committee:-

Item 6 – Mrs Sue Moon, Oxon School Bus Action Group (OSBAG)

Mrs Moon, of the Oxon School Bus Action Group, thanked the Committee for allowing her to address them.

She confirmed that she had three points to make, which were:-

- 1) that she understood that catchment areas were different from school bus routes, but she could not accept that the proposals were removed from catchment areas; they were inextricably linked.
There is no point applying for a school that you cannot afford to travel to;
- 2) regarding limiting of the issue of choice, Councillor Hudspeth had stated that his personal goal was to make all schools in Oxfordshire “good” schools. OSBAG are of the view that choice is currently one of two options:
 - a) go to your catchment school or
 - b) if the catchment school is performing badly, look for an alternative school that is doing better.

The introduction of the revised policy means that the Council are trying to cheat families out of the choice of attending their catchment schools, and are effectively saying that there is a choice, but only if you could afford to pay for it;

- 3) as for savings the revised policy would deliver, the previous consultation was flawed in that it relied on assumptions that had been queried by the Cabinet Member for Finance. Savings of £1-2 million had been suggested, but there was an absence of data to back this up.

21/13 REVISED PROPOSALS FOR THE HOME TO SCHOOL TRANSPORT POLICY.

(Agenda No. 7)

The Committee had before them the Council’s Home to School Transport Consultation document, the current Home to School Transport Policy, the proposed Options A1 and A2 and the Frequently Asked Questions originally posted on the consultation web-site.

Roy Leach, School Organisation & Planning Manager explained to Committee that the number of issues being consulted on had been reduced to 3 main areas:

- a) **The 14-19 partnerships.** As these do not exist any more there is no need for this to be covered in the policy. However, in order to remove this matter from the new Home to School Transport Policy, it must be consulted upon;
- b) **Concessionary seat charges.** The average cost of a concessionary seat is £700.00; anything below this figure represents a subsidy. Proposed is a one-off 10% increase, then a 5-8% increase over 3-5 years;

- c) **Entitlement.** The Statutory requirement is for students to be transported to their nearest available school by the Council, if the school is over 2 miles for school aged children up to the age of 8, and over 3 miles for children aged 8-16. The Council's existing policy is more general.

As an example of the implications of the changes to the policies, the Committee were shown the map of Burford School, and its associated addresses. The map, along with the full consultation pack and maps of the other schools affected by the proposed policy, are also available on the Oxfordshire County Council web-site at the following link:

<https://myconsultations.oxfordshire.gov.uk/consult.ti/transport2015/consultationHome>

It was noted that the dots on all the maps available represent an address from which travel is provided to schools, and not an address for each child attending school. It also explained that the dots were colour coded to the nearest school to that address along the route that would be travelled to school, rather than as a straight line route. Therefore, black dots equated to an address nearest to the school that was the subject of the map. Coloured dots related to a different, nearer school, which had been coloured to correspond.

The Committee heard that in some cases villages would be split with different areas of the villages being allocated different schools. Historically these villages would have links with a particular school, and in order to avoid split communities, officers suggested that all students in these circumstances could be entitled to attend one school or another on a Travel Area basis.

It was noted that Minster Lovell was a split village between Carterton Community College and The Henry Box School, whereas students from the village are currently transported to Burford School. In terms of savings, Committee heard that students living in Brize Norton, would not be entitled to free transport to Burford School, due to the proximity of Carterton Community College.

The Committee were also asked to note that the Frequently Asked Questions attached to the Agenda had been updated and further questions now appeared on the website.

In discussion, Committee noted that this was a difficult policy area, but that the basis of the new document and methodology were leaps and bounds ahead of the summer presentation, with proposals much improved, easier to understand, fairer, eminently sensible, reasonable and logical. It was to be noted that the Council had paused and reflected on this issue, and Councillor Tilley was congratulated on the revised approach.

Although a number of Councillors were supportive of Option A2, it was noted that the statutory walking distance of 2 miles did not appear to be "rural-proof" and there may be difficulties in walking an 8-year-old 2 miles in winter across fields and bridle-ways, and it was hoped that the Admissions Team took lighting etc. into account.

The merit in retaining the provision for mileage allowance was raised. It was explained that there were reasons for retaining the provision, for example, in the case of a single child living in a hamlet with an entitlement to free transport, it may be

preferable for both the parents of a child and the Council, to pay mileage if they were willing, providing very good value for the Council. Although currently in use, a very minimal number of parents are entitled to receive these payments.

The concept of Travel Areas raised in Option A2 would enable children from the same village to attend the same school, but may make the issue unnecessarily complex, whereas in Option A1 villages were split, with some students paying for travel and some not.

Mrs Liz Jones felt that villages would be split by this. In some areas, one end of a village may be more affluent than the other, and if cost was involved, this would lead to an emotional split in her view.

Councillor Bartholomew noted that the case for Option A2 was emotional, and the issue was not one of splitting villages, but of providing free transport. Parents of school-aged children may prefer Option A2, but Option A1 may give greater savings to the wider community of Council Tax payers; there was a need to be firm and go for savings.

Although in disagreement with some of the things said, Councillor Owen agreed that this issue was one of finance and dealing with hard cash.

Councillor Brighthouse told Committee that she had spent a lot of time looking at the data, noting that in some cases, 30 different primaries were feeding into one secondary school. Currently villages do get split, and even twins get split if there is insufficient room when school places are allocated.

She agreed that the focus of this consultation is very clear; the Council were consulting on whether it can afford the current transportation costs to schools, as there is a £0.5 million shortfall on transport.

Previously contracts for school transport had squeezed companies out of business. Although unsure whether this policy was fair and equitable, from a personal perspective a family member was currently cycling to school, along roads that were congested and had potholes, and was risking injury. This had been a matter of choice for the child's parents; had a different choice been made the child would have received free transport to another school.

Concern was raised over the potential of a blank cheque being made available to academies in terms of transport and view was expressed that Option A1 removes this risk, although it was unclear whether Option A2 does the same. It was emphasised that Option A2 may prove cheaper, as there was no need to transport in 2 directions.

Carole Thomson noted that the Consultation document needed amendments; page 46, paragraph 32, line 1, the word "account" is missing, and the references to "F1 children" should be replaced with "reception children" throughout. She noted that schools had been asked to consult on these proposals. They had no idea of the impact on their budgets, and in particular if the bus routes provided are safe or not. Parents need to be made aware of which routes are unsafe, and schools needed to be informed whether or not their routes were threatened.

In terms of increasing income, Committee heard that broader works were underway with regards to transport, encouraging the use of public buses and promoting school travel. Home to School transport as community transport may be something that could be considered viable.

Councillor Hoare commented that the use of school buses by others may cause problems with child protection/safety measures, as the Council would not be able to restrict users of school transport to only parents. He noted that there were savings with Option A1 and A2, with sensible differences between the two proposals, striking at the heart of how he understands a village community to work and function. Also of note was the impact of differing term-times within schools, which would have a knock-on effect for parents in terms of childcare.

Councillor Waine reminded Committee that schools which have converted to academy status were able to set their own term-times, and asked if the Council would have to provide transport for different term dates. The Committee were informed by Roy Leach that schools have been advised that where it can accommodate changes to term dates, the Council will provide transport. Where this is not possible the school itself will have to meet the extra transport costs until the transport contracts are renewed.

In discussion, it was queried whether or not there would be an opportunity for a review of the consultation before the matter returned to Cabinet on the 28th January 2014. The Committee were advised by the Clerk that the timescales were very tight between the end of the consultation date and the meeting of Cabinet when this would be considered. It was suggested that the report to Cabinet could be emailed to members for comment. Members were split between the view that the outcome of the consultation was a matter for Cabinet, which members could comment on and attend, and the view that a thorough examination of the matter by Committee would be useful, although it was acknowledged that sight of the results of the consultation would be useful.

The Chair noted that the consultation on this matter closed on the 20th December 2013, and was due to go to Cabinet on the 28th January 2014. Mindful of the resources available to discuss this again, the issue of a further meeting was put to the vote and it was:

RESOLVED: that there would be no further meeting of the Committee to discuss the matter, but the Cabinet report would be circulated to all Committee members prior to Cabinet taking place.

22/13 OFSTED FRAMEWORK FOR LOCAL AUTHORITIES (Agenda No. 8)

The Committee had before them the Oxfordshire County Council's Draft School Improvement Framework and the OFSTED Local Authority Inspection Framework, together with a presentation tabled at the meeting on the OFSTED Inspection of Local Authority School Improvement.

Frances Craven, Deputy Director for Education and Early Intervention told Committee that councillors were welcome to attend the interest sessions.

Sue Bainbridge, Schools & Learning Manager, presented the OFSTED Inspection of Local Authority School Improvement to the Committee, covering the:-

- effectiveness of corporate and strategic leadership of school improvement;
- clarity and transparency of policy and strategy for supporting schools' and other providers' improvement, and how clearly the local authority has defined its monitoring, challenge, support and intervention roles;
- extent to which the local authority knows schools and other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need;
- effectiveness of the local authority's identification of, and intervention in, underperforming schools, including, where applicable, the use of formal powers available to the local authority;
- impact of local authority support and challenge over time and the rate at which schools and other providers are improving;
- extent to which the local authority brokers support for schools and other providers;
- effectiveness of strategies to support highly effective leadership and management in schools and other providers;
- support and challenge for school governance, where applicable;
- way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need.

The Committee heard that whilst they were being funded programmes like "Every Child" were very important and staff within schools were being trained to deliver these programmes themselves. Exit strategy plans were in place and the Every Child Team had been to National Conferences and received national recognition for their work.

Councillor Tilley praised the Data Team within the Council, saying they were unsung heroes, providing excellent information.

Councillor Constance stated that she was impressed by the imagination that had been shown, having been forced by cuts. Lots of good points had come out of the presentation and the impact being made on vulnerable groups was noted.

In discussion, Councillor Constance asked about the formal powers for intervention, and was advised by Sue Bainbridge that a Notice is sent outlining the schools problems, giving them 15 days to put a plan together to turn the school around. Upon intervention, OFSTED become involved and the Head Teacher of the school can be scrutinised, with a recommendation that their contract be looked at.

It was confirmed that this applied only to maintained schools and the position with regards to academies was slightly different, whereby the Head of the academy would be approached first, and then escalated to the sponsor (i.e. the diocese). The Education Funding Association would then become involved, which would in turn trigger an OFSTED inspection.

During discussion, the Committee questioned the ability to allocate existing funds to give some further assistance with continuing the Every Child programme.

Carole Thomson noted that the money for continuing funding of the programme would come from the schools budget, not the County Council's budget. The Schools Forum were under pressure to find money. National leaders were also pushing to increase the number of Governors. The point was made that the money was not Schools Forum's, but money meant for schools. Carole Thomson clarified that the point she was trying to make was that schools' budgets were under pressure.

Councillor Brighthouse noted that the monies being discussed was public money set aside for education, and that local authorities struggle to provide the support needed for schools.

Councillor Sanders noted the difficulties in recruiting Head Teachers and in particular, the difficulties in recruiting "good" or "outstanding" Head Teachers. Concerns arose around the impact of the reductions of funding, as there is only so much a reduced team can achieve in terms of getting results to satisfy an OFSTED inspection.

The Committee heard that secondary school support within the Council had been reduced due to the increase in academy numbers. There had been no identified secondary school supporters within the Directorate, so there was no assurance that "good" and "outstanding" schools would maintain those same levels. There is now a secondary school specialist within post, and another is about to be supported, but the feeling is that this is not good enough.

Sue Bainbridge also advised Committee that they had struggled to find good science and English supporters. Attempts had been made to rectify this, but it was a question of finding the right skill-set. Frances Craven told Committee that the solution had to be with schools, and that she and Sue Bainbridge had been invited to join meetings with schools as partners in, and to help deal with, the issues that they faced. This way issues would be shared, rather than be seen as schools or local authority problems.

The Committee was saddened to find the Norfolk letter was to do with evaluation levels. It was noted that Oxfordshire was very rigorous and pioneering, and schools were challenged about self-examination. Committee heard that at the National Association of School Head Teachers Conference, the Conference had been asked if members encouraged their Deputy Heads to become Head Teachers. Very few admitted to doing this due to the enormous and constant changes faced by schools. However, the Committee were encouraged to hear that new and younger Head Teachers within the county had been going direct to their partnership Heads asking for support.

The Committee also heard that work being undertaken by local scientists in Oxfordshire was now being transported into schools using new technology.

The Chairman asked if this was something that select committee style working group could be set up to deal with. The Committee heard that working groups of this nature had been used in a scrutiny roll to test evidence available, rather than just take

information at face value. Such a working group could zone in on particular areas, satisfying both themselves and Education Scrutiny Committee that things were happening and making recommendations where necessary. A future OFSTED inspection was one area where this may be appropriate, in order to produce a scrutinised take on the School Improvement Framework, whilst looking at particular aspects. However, the timing and work programmes needed to be looked at, joined up and aligned so as to get the timing right. Paragraphs 2 and 3 of page 102 of the agenda pack were also noted as an area which a select committee style working group could concentrate on. Although concern was raised that maybe work may be duplicated, the Committee heard that they were not there to nod through paperwork, but to have a stronger role.

Frances Craven confirmed that she would welcome help to improve the framework, as it would demonstrate at an Inspection that the Council were not in the position of Norfolk or the Isle of Wight. Although Oxford is not high on the list of “good” or “outstanding” schools, it was improving, and a journey to that effect could be demonstrated.

Councillor Brighthouse confirmed that this was a matter not just for officers, but for Committee also, and was concerned that there is not a lot of support for officers, except from scrutiny, to do a piece of work. The Council still have a basic educational need, and schools who can't or don't deliver should be invited in alone, or visited so this can be addressed.

Councillor Hoare was not persuaded of the need for a further Committee, but felt that there could be a sharper focus on the agenda with Education Scrutiny Committee, rather than another tier of committee adding to costs. This Committee was in it's early stages and there was a need to explore the energy of the Committee.

There was discussion about the Terms of Reference, the use of select committee style working groups for specific issues, or whether meetings should be more regular rather than a select committee style working group formed, although there was further feeling that a working group of this nature would be of support to officers on this issue.

The question of whether or not to form a select committee style working group was put to the vote and it was:

RESOLVED: that a select committee would be formed. Members were asked to volunteer and interest was expressed by Sue Matthew, Councillor Sanders, Councillor Waine*, Councillor Howson, Councillor Gray and Liz Smith who were appointed.

*Councillor Waine was appointed as Chairman for the new select committee following a nomination from Councillor Sanders, seconded by Sue Matthew.

At this point Chris Bevan left the meeting and the meeting adjourned temporarily at 12.25pm.

The Committee re-convened at 12.32pm.

23/13 EXTERNALISATION PROPOSALS

(Agenda No. 9)

The Committee heard from Frances Craven on the report previously circulated at page 105 of the agenda, that extensive briefing of staff, National Association of Head Teachers, Schools Forum and Oxfordshire Governors Association had been taking place. Meetings for governors, schools business manager and bursars had also been held, so that everyone was up to speed in the context of spending reviews, and it was clear that the status quo could not be maintained. Three issues had come to the fore as areas of concern:-

- Choice available;
- Flexibility of what was on offer;
- Timescales that users would be tied into.

A joint venture seems to be a positive way forward and outsourcing had not proved a popular option. Schools are keen to be involved in the process and there was interest as to what a partner would bring to the venture. It would be challenging to present the outcomes the Council are looking for. A questionnaire had been sent out to schools seeking views in respect of outcomes, objectives and commitments and the results were due back by the end of December summarising the situation.

In discussion Committee noted that this was a sensible way forward, with soft testing a welcome partnership and evolutionary approach that was to be warmly encouraged.

Of the other counties that had already been through this process, Committee heard from Andrew Ball, Programme Manager, that Devon had been outsourced 18 months ago, Surrey 10 years ago and Staffordshire recently. Outcomes showed that academies had engaged in buy-backs from all services. In the three ventures looked at Councils had engaged schools as almost partners and there had been high buy-back levels, which were very strong.

Some Councillors noted their support for this approach, and it was mentioned in discussion as being positive that the status quo was not seen as sustainable. However, the process depended on the quality of the service offered to schools and it was discussed that sponsored academies don't buy back into services. If corporate care was joined to the services offered thereby expanding the base of services offered, this may provide a better quality vision. Andrew Ball confirmed that the providers were in dialogue, and the Payroll Services were seen as essential.

24/13 PROVISIONAL GCSE RESULTS IN OXFORDSHIRE MAINTAINED SCHOOLS AND ACADEMIES

(Agenda No. 10)

Sue Bainbridge, Schools and Learning Manager, confirmed to Committee that the report before them had previously been seen and was presented now as an amended document to take into consideration re-marks and revised figures. Amendments are shown in italics. The Committee were informed that now none of

the county's secondary schools were below the floor level of 40%, being the Government-set minimum target for schools. Councillor Tilley said that 60% was the benchmark figure, so some schools are still not good enough.

From the report, the schools with the largest percentage increases and decreases were highlighted. The Oxford Spires Academy had produced true cohort figures this year at Year 11, and the Council were comfortable with that, whereas in the past some students had been in an off-site facility and not included in the schools figures.

With regards to English & maths, schools were performing well. Although results from St. Gregory's were of concern, the Committee were informed that their A-level results were of the highest standard. At the Oxford Academy, Committee heard that a new Head Teacher had been appointed and underperformance issues were to be addressed.

The Committee also discussed the teaching within schools to D to C and C to B boundaries in order to push results up and ensure that every child gets the best education possible.

25/13 ATTAINMENT WORKING GROUP UPDATE

(Agenda No. 11)

The Committee heard from Councillor Howson with regards to the Attainment Working Group, that an initial meeting has been held and a second meeting was due to take place.

26/13 WORK PLAN AND COMMITTEE BUSINESS

(Agenda No. 12)

Councillor Brighthouse suggested a seminar for all members on attainment may be useful. In discussion this was felt to be a good idea, with breakdowns for key stages rather than focusing on other areas, perhaps with 3-year trends and progress measured.

Sarah Jelley, Senior Policy and Performance Officer, explained to Committee that the work programme would be scheduled in order to use officer time and resources efficiently. Four items had been noted for the next Committee agenda:-

- The OFSTED Framework select committee working group feedback;
- The Attainment working group feedback;
- The GCSE science results;
- The Home to School Transport report.

Councillor Bartholomew requested a re-vote on the decision to appoint a select committee style working group, as, if the matter had been decided by Elected Members of the Committee only, he noted that the decision to form a select committee would have gone the other way. After discussion on this issue, Sue Whitehead, Principal Committee Officer, informed Committee that she would check the position with regards to Co-opted and Invited Members for future meetings.

However, it was agreed that the decision to appoint a select committee working group would stand.

..... in the Chair

Date of signing 2014

Division(s):

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2014

PUPILS ENTERED FOR GCSE SCIENCE

Report by Sue Bainbridge, Schools and Learning Manager

Proportion of Pupils Entered For Science

1. The proportion of pupils in Oxfordshire that are entered for at least 2 Science GCSEs has remained constant at 77% since 2011. This is above the national average of 66%.
2. However within schools the proportion of pupils entered for science varies considerably. In 2013 this variation was between 7% of pupils entered for at least 2 science GCSEs at The Oxford Academy to 99% of pupils at Icknield.
3. Schools that have shown significant increases in the proportion of pupils entered for at least 2 science subjects over the last 3 years include Didcot Girls School (increased from 56% to 83%), King Alfred's Academy (increased from 68% to 80%) and Fitzharrys School (increased from 73% to 84%).
4. There have been significant decreases in the proportion of pupils entered for at least 2 science subjects at Oxford Academy (decreased from 65% to 7%) and Carterton Community College (decreased from 74% to 49%).

Proportion of Pupils Attaining GCSE Science

5. 70% of Oxfordshire pupils entered for science GCSEs achieved at least 2 A*-Cs in 2013, this has fluctuated slightly over recent years but has been significantly below the national average for the last 3 years (statistical significance as defined by Ofsted – Raiseonline).
6. Again there is wide variation between schools. In 2013 34% of entered pupils attained at least 2 A*-C GCSEs at Bicester Community College (where 93% of pupils were entered) to 95% of pupils entered at Wheatley Park (where only 57% of the cohort were entered).
7. Six schools have remained significantly below the national average for the last 3 years. These are Bicester Community College, John Mason, Larkmead, Oxford Spire, St Gregory the Great and The Oxford Academy. With the exception of The Oxford Academy these schools all enter at least 82% of pupils for science.
8. Three schools have been significantly above the national average for the last 3 years. These are Faringdon Community College, Gillotts School and The Cooper School.

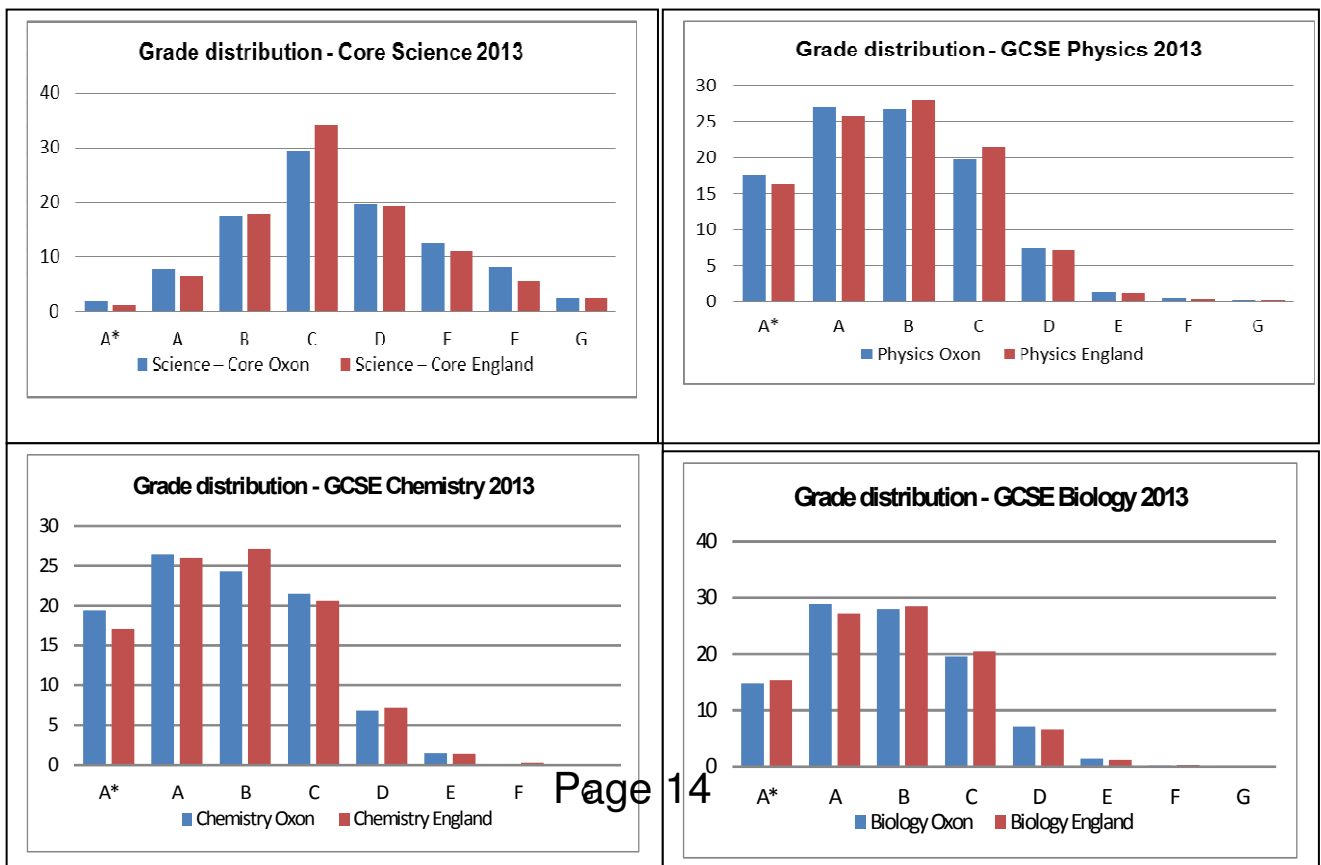
9. Please note that KS4 data is still unvalidated and may be subject to change.
10. Validated figures are due at the end of January 2014.

Grade distribution of science subjects

		Entries	Grade distribution (2013 provisional)							
			A*	A	B	C	D	E	F	G
Science – Core	Oxon	3549	1.8	7.7	17.6	29.4	19.6	12.6	8.1	2.5
	England		1.2	6.5	18.0	34.3	19.4	11.1	5.7	2.4
Science – Additional	Oxon	2995	3.5	8.9	19.3	28.7	20.1	10.6	5.9	2.3
	England		2.5	9.0	20.5	33.1	20.3	8.5	3.7	1.4
Physics	Oxon	1877	17.6	26.9	26.7	19.7	7.3	1.3	0.4	0.1
	England		16.2	25.7	28.0	21.4	7.0	1.2	0.3	0.1
Chemistry	Oxon	1864	19.4	26.4	24.3	21.5	6.8	1.5	0.1	0.1
	England		17.1	26.0	27.1	20.6	7.2	1.4	0.3	0.1
Biology	Oxon	1872	14.8	28.9	28.0	19.6	7.1	1.4	0.2	0.1
	England		15.4	27.2	28.5	20.5	6.6	1.2	0.3	0.1

% may not total 100% as unclassified and absent pupils grades are not included in this table.

11. Generally Oxfordshire has greater proportions of pupils with A* or A grades than nationally. In particular Oxfordshire has notably higher proportions than nationally of A*s in Chemistry (19.4%) but less in Biology (14.8%)
12. Oxfordshire performs below the national average for B and C grades in most science subjects (the exception being C grades in Chemistry). In particular it is C grades where Oxfordshire falls furthest behind the national figures, with 29.4% attaining C grade in Core Science (compared to 34.3% nationally) and 28.7% attaining C grade in Additional Science (compared to 33.1% nationally).
13. Oxfordshire has greater proportions of pupils attaining D and E grades, particularly in Core and Additional Science.



RECOMMENDATION

14. **The Education and Scrutiny Committee is RECOMMENDED to note the contents of the report.**

FRANCES CRAVEN
Deputy Director for Education & Early Intervention

Background papers: Nil

Contact Officer: Sue Bainbridge, Schools & Learning Manager
Tel: (01865) 328508
Alison Wallis, Performance & information Team
Tel: (01865) 815140

January 2014

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Science Performance by School - 2011-13

Jan-14

DfE	School		Cohort			% entered science			% 2A*-C Science*		
			2011	2012	2013	2011	2012	2013	2011	2012	2013
4000	Banbury School	#	202	201	185	90	94	101	69	88	69
		%				45	47	55	77	94	68
4054	Bartholomew School	#	172	145	176	160	133	163	119	96	114
		%				93	92	93	74	72	70
4030	Bicester Community College	#	190	197	173	166	182	161	65	85	57
		%				87	92	93	39	47	35
4600	Blessed George Napier School	#	143	139	146	96	94	107	75	71	81
		%				67	68	73	78	76	76
4040	Burford School	#	191	196	197	173	166	181	108	123	135
		%				91	85	92	62	74	75
4041	Carterton Community College	#	144	110	125	107	65	61	65	45	33
		%				74	59	49	61	69	54
4120	Cheney School	#	239	225	227	146	138	158	96	94	124
		%				61	61	70	65	68	78
4092	Chiltern Edge School	#	115	113	122	113	93	101	76	69	64
		%				98	82	83	67	74	63
4010	Chipping Norton School	#	174	160	177	137	126	137	104	83	101
		%				79	79	77	76	66	74
4139	Didcot Girls School	#	215	218	192	121	124	160	89	97	103
		%				56	57	83	74	78	64
4141	Faringdon Community College	#	174	166	178	119	111	128	102	104	115
		%				68	67	72	86	94	90
4127	Fitzharrys School	#	150	137	125	110	112	105	100	78	60
		%				73	82	84	91	70	57
4055	Gillotts School	#	180	185	171	147	156	143	122	137	124
		%				82	84	84	83	88	87
4060	Gosford Hill School	#	177	169	171	158	139	134	105	105	85
		%				89	82	78	66	76	63
4082	Icknield Community College	#	124	114	137	108	114	135	78	67	83
		%				87	100	99	72	59	61
4126	John Mason School	#	165	129	168	159	125	163	104	82	82
		%				96	97	97	65	66	50
4142	King Alfred's College	#	280	262	300	190	217	241	174	188	188
		%				68	83	80	92	87	78
4094	Langtree School	#	107	113	107	103	107	91	73	75	79
		%				96	95	85	71	70	87
4125	Larkmead School	#	124	156	164	105	136	135	51	70	74
		%				85	87	82	49	51	55
4580	Lord Williams's School	#	319	319	326	297	296	298	202	222	189
		%				93	93	91	68	75	63
4128	Matthew Arnold School	#	174	172	177	159	157	145	135	116	121
		%				91	91	82	85	74	83
6905	North Oxfordshire Academy	#	128	130	161	53	50	69	40	29	49
		%				41	38	43	75	58	71
6907	Oxford Spires Academy	#	161	98	155	158	98	134	82	53	67
		%				98	100	86	52	54	50
4145	St Gregory the Great School	#	179	189	186	154	170	168	75	99	83
		%				86	90	90	49	58	49
4129	St. Birinus School	#	213	204	216	122	124	121	114	101	97
		%				57	61	56	93	81	80
4116	The Cherwell School	#	267	265	270	218	227	211	164	173	189
		%				82	86	78	75	76	90
4032	The Cooper School	#	153	174	211	94	122	149	84	109	126
		%				61	70	71	89	89	85
4050	The Henry Box School	#	224	216	211	179	178	176	137	134	135
		%				80	82	83	77	75	77
4560	The Marlborough School	#	164	163	168	159	161	143	112	113	106
		%				97	99	85	70	70	74
6906	The Oxford Academy	#	111	90	103	72	42	7	18	21	4
		%				65	47	7	25	50	57
4007	The Warriner School	#	225	222	229	185	182	186	127	119	142
		%				82	82	81	69	65	76
4140	Wallingford School	#	171	189	187	171	180	180	106	141	108
		%				100	95	96	62	78	60
4077	Wheatley Park School	#	161	171	165	111	96	94	85	95	92
		%				69	56	57	77	99	98
4052	Wood Green School	#	193	173	176	142	137	145	122	116	99
		%				74	79	82	86	85	68
	Oxfordshire	#	6247	6047	6307	4782	4652	4831	3378	3398	3378
		%				77	77	77	71	73	70
	England	%							75	75	72

performance statistically significantly below national (Raiseonline)
 performance statistically significantly above national (Raiseonline)

Performance & Information Team

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Division(s):

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2014

THE USE OF PUPIL PREMIUM IN OXFORDSHIRE SCHOOLS

Report by Sue Bainbridge, Schools and Learning Manager

Introduction

1. The pupil premium is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Evidence from national attainment and achievement data indicates that children on free school meals and those that are looked after are not achieving expected levels of progress in reading writing and mathematics and a significant proportion are at risk of truancy or exclusion.

Holding schools to account for the use of Pupil Premium

2. The Pupil Premium funding can be spent in a number of different ways however the benefits must be quantifiable. Schools are expected to publish details on their websites of their Pupil Premium allocation and their planned spend for the year ahead. They are also expected to publish a statement for the previous year confirming the funding, how the money has been spent and the impact that this funding has had on pupil outcomes.

The Ofsted framework

3. During Ofsted inspections there is a particular emphasis on how well gaps are narrowing both within the school and in comparison to national trends with specific reference to children who are entitled to Pupil Premium funding. Schools need to ensure that the relevant pupils are clearly identified in the school's tracking system so that evidence of their performance is clear. They will be expected to identify individual and whole school initiatives that have impacted on individual outcomes and how funding has been used to raise aspirational outcomes.

Using research based practice to inform guidance to schools

4. Research has been carried out by a range of professional to help to build a picture of the needs of pupils eligible for pupil premium and to provide clues about the areas where schools might need to intervene to improve outcomes. When compared to their peers this group of pupils are found to:
 - have less home support
 - have weaker language and communication skills
 - be more likely to have significant difficulties in basic literacy and numeracy skills

- experience more frequent behaviour difficulties
5. The work of the DfE funded Education Endowment Foundation has identified what works to improve outcomes for this group and this includes:
- Effective feedback on learning
 - Metacognition and self-regulation
 - Peer tutoring
 - Early intervention
 - One to One tutoring
 - ICT
 - Phonics
 - Parental involvement

Promoting effective practice across Oxfordshire schools

6. There are a number of ways that best practice is promoted across Oxfordshire to improve outcomes using the Pupil Premium funding. These include:
- **The annual conference for SENCOs** and inclusion leads on raising the achievement for vulnerable learners have promoted the work of the Education Endowment Foundation and the Sutton Trust to ensure that all schools have access to this information. At these events schools had the opportunity to share effective practice and to develop local networks to continue to trial approaches and discuss outcomes with colleagues
 - **School intervention Leaders** working in identified underperforming schools have provide bespoke training which has both shared effective practice and enabled school staff to reflect upon their own interventions to build upon the practice that has impacted on outcomes with Pupil premium funded groups.
 - The focus of the new tranche of **Aspiration Networks** is on use of the Pupil Premium. Schools working in partnership have been encouraged to bid for additional funding to develop their practice further and then to support other schools in their partnership to benefit from successfully trialled interventions. The focus of the networks include: use of intensive literacy and numeracy support, one to one tuition and working in partnership with parents.
 - **The regional HMI** for the South East is also working in partnership with OCC, the Teaching School Alliance and schools to provide school to school support for the using Pupil Premium. The data team in conjunction with HMI have identified schools that are very good at closing the gap for Free School Meals pupils and those that are less successful. A series of local events are taking place to share best practice form the successful schools and for them to provide a mentoring role to partner schools to help them to build the capacity to develop their own effective practice.

Financial and Staff Implications

7. There are none as pupil premium is directed to schools. This is an item to share best practice in schools.

RECOMMENDATION

8. **The Education Scrutiny Committee is RECOMMENDED to note the contents of this report.**

FRANCES CRAVEN

Deputy Director for Education & Early Intervention

Background papers:

Contact Officer: Sue Bainbridge, Schools & Learning Manager
Tel: (01865) 328508

January 2014

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Division(s):

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2014

EARLY INTERVENTIONS TO SUPPORT OFSTED CATEGORIES

Report by Sue Bainbridge, Schools and Learning Manager

Introduction

1. Oxfordshire County Council aims for all schools across the county to be rated good or outstanding by Ofsted. There is a universal support offer to all schools to enable them to participate in a rigorous desk top analysis of their end of year data, in order to flag up any concerns that may impact on their future Ofsted outcomes. Other data such as exclusions and attendance information and softer intelligence linked to school complaints and finance also inform this analysis. Schools that are already in a category of concern receive more bespoke support from an identified School Intervention Leader. On-going monitoring requirements of schools are determined by plans developed to improve outcomes.
2. The three papers supporting this item outline the support and interventions for three categories of schools.
 - Annex 1 Good and outstanding,
 - Annex 2 Requires improvement and
 - Annex 3 Special Measures

Financial implications

3. None other than in Schools and learning budget already

RECOMMENDATION

4. **The Education Scrutiny Committee is RECOMMENDED to note the contents of this report.**

FRANCES CRAVEN
Deputy Director for Education & Early Intervention

Background papers: Nil

Contact Officer: Sue Bainbridge, Schools & Learning Manager
Tel: (01865) 328508

January 2014

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Description of school	Support / intervention
<p>Good and Outstanding schools</p> <ul style="list-style-type: none"> - Highly effective schools with high achievement and/or attainment. - Likely to be graded 1 or 2 for their overall effectiveness, leadership and management and have many outstanding/good features. - Know their strengths and weaknesses well and are proactive and successful in dealing with any concerns. - Successful in securing, maintaining and approving appropriate standards. - Have a clear understanding of what needs to be done to bring about further improvement and they carry this out effectively. - Examples of good practice exist within these schools which would be beneficially disseminated. - Have the capacity to effect necessary improvements within their own resources, and may be in a position to support developments in other schools. 	<ul style="list-style-type: none"> - Annual data analysis following statutory tasks and tests. All schools receive an early data package in July from the Data team which supports data analysis of all groups of pupils, particularly vulnerable learners. - Annual Risk Analysis for schools graded 1 or 2 by Ofsted. These are prioritised in relation to concerns about achievement over time and next Ofsted visit. Any concerns highlighted are followed up by an initial visit by a School Intervention Leader (SIL) or a National or Local leader of education (NLE/LLE). - Successful schools will continue to identify, broker and purchase the support they need, to maintain standards and to develop further. -The county council offers a package of training and support to all schools in the form of Oxfordshire Partners in Learning (OPL) - Schools will be expected to deploy their budgets to support improvement. - Current Ofsted updates and materials are available via the Intranet. All schools receive a phone call from a SIL when inspection is announced and the SIL will speak to the Lead Inspector (LI). Attendance at feedback is optional for schools graded outstanding or good. The SIL for Inspections reports outcomes weekly to the county council's DLT. - Headteachers and Chairs of governors will have access to regular newsletters and briefings. - Additional support available from Oxfordshire Teaching School Alliance. - Access to governors briefing and training and clerical support

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Grade 3 schools, Requiring Improvement

- In need of support to build their own capacity to sustain improvement.
- Have no inadequate features and many have some features that are good or better.
- School Intervention Leaders will have judged the capacity of leadership and the Governing Body to secure the necessary improvement as good or better.
- Generally recognise that there are specific improvements that they need to make.
- Require extra support to enable them to build capacity and increase the rate of progress and improvement against their plans.

Support/ Intervention

- Annual data analysis following statutory tasks and tests. All schools receive an early data package in July from the Data team which supports data analysis of all groups of pupils, particularly vulnerable learners.
- Additional support will be from either a School Intervention Leader (SIL) or brokered targeted support. These schools will receive a centrally commissioned allocation of SIL support time (between 1 and 3 days annually) comprising both off-site preparation/reporting and on-site activity.
- Based on data outcomes the school may be called in to County Hall for a formal meeting with the Deputy Director. This may lead to a Formal Warning Notice or a Formal Warning Notice may be triggered prior to the meeting if there is enough evidence of concern.
- Schools receiving an RI judgement are visited within 2 weeks of the inspection and a Post Inspection record of Action (PIR) is completed and followed. At this point, discussions will be held between the school, the SIL and the Improvement and Development Manager (IDM) to clarify next steps.
- A school Governance Review will be considered which may lead to an Interim Executive Board (IEB) which will take over school governance
- The school will, where necessary, revise its School Improvement Plan (SIP) and Self Evaluation Framework (SEF) summary in line with the outcomes of these discussions.
- A planned programme of specific support and/or intervention will also be negotiated. The LA will make use of its Approved Providers List (APL) when commissioning support.
- Monitoring visit within 4 weeks of inspection. School Intervention Record (SIR) used to capture interventions carried out and impact recorded.
- Six weekly Team Around the School (TAS) meetings are held involving colleagues across the service who work with individual schools to secure relevant support.

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<p>Ofsted category schools of Special Measures and serious weaknesses.</p> <ul style="list-style-type: none"> - The following features are likely : <ul style="list-style-type: none"> • below or close to floor standards • little or no sustained improvement over time. • a record of more than two successive satisfactory/requires improvement Ofsted judgements • significantly low attainment Value Added and/or rates of conversion • weak/ineffective leadership and management • inadequate learning and teaching • lack of compliance with statutory obligations • difficulty in recruitment and retention of staff • persistent poor behaviour and attendance • significant under performance of particular individuals and groups • concerns over safeguarding 	<p style="text-align: center;">Support and Intervention</p> <ul style="list-style-type: none"> - Annual data analysis following statutory tasks and tests. - LA Commentary and Statement of Action submitted within 10 days of the publication of the Ofsted report. - The School Intervention Leader (SIL) will advise the school and governors on the effectiveness of the SIP in identifying priorities to raise standards. -The SIL will be the external adviser to the governors for the headteacher’s Appraisal. - Tailored support available to secure swift and significant improvement. This may include the support of other schools, headteachers, NLEs/LLEs etc. - A commissioned allocation of SIL/OCC colleagues support time between 10 and 30 days annually comprising both off-site preparation/reporting and on-site activity. More support can be purchased by school.. - Consideration of replacing the GB with and IEB - A Task Group established, chaired by IDM and senior SILs to monitor improvement, co-ordinate support and ensure everyone remains focused on areas requiring improvement. - Six weekly Team Around the School (TAS) meetings are held to secure appropriate support from all teams. - Ofsted updates and briefing available via the intranet. All schools receive a phone call from a SIL when inspection is announced and the SIL will speak to the Lead Inspector (LI). Attendance at feedback is mandatory.
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Division(s):All

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2014

ACADEMIES PROGRAMME - END OF YEAR REPORT - 2013

Report by Director for Children, Education and Families

Introduction

1. The council continues to implement its policy on academies through an Academies Programme Project as part of its overarching Education Strategy. There are three main strands of activity within the project:
2.
 - Encouraging and supporting groups of schools to convert
 - Ensuring that underperforming schools become Academies with an appropriate sponsor
 - Developing new Academies and Free Schools in response to demographic need or parental demand.

This report identifies and analyses trends in this academies programme during 2013.

Exempt Information

3. None

National and Local Statistics

4. As of October 2013, 3,444 English schools have become academies of which 2532 are converters and 912 are sponsored. The table below sets out trends in academy conversion nationally and locally during 2013.

National

Date	Secondary	Primary	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs

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%)

5. It can be seen that the greatest volume of conversions this year In Oxfordshire has been in the primary sector and that the local conversion rate is higher than the national rate. The trend is set to continue with more primary schools currently deciding to convert in groups. Four further secondary schools have also decided to convert to academy status during 2014.
6. There were 57 academies in Oxfordshire at 1 December 2013. Thirty one of them converted in 2013. Five county schools became the first sponsored academies brokered by the DfE post 2010. 31% of the total Oxfordshire pupil population are now educated in academies.
7. There are marked differences in volume of academy conversions between locality areas. These are set out in Annex 1. At Annex 2 is the latest monthly update of individual schools which have, or are considering conversion to academy status.

Trends in conversions

8. If conversions continue at the current rate (average 3 per month) 45 more schools will have become academies by 30 April 2015. The total number of academies would be 105 and 176 (62%) schools would still be maintained by the County Council.
9. If the trend in conversions continues to increase year on year and we assume a rate of 5 per month, 80 more schools will have become academies by 30 April 2015. The total number of academies would be 137 and 144 (51%) schools would still be maintained by the County Council.
10. In 2013 most conversions were undertaken as part of groups. This trend of schools forming or joining existing Multi Academy Trusts (MATs) is expected to continue.
11. During 2013 barriers to the conversion of CE schools were identified and affected school decisions about whether to convert to academy status. New model trust articles in 2013 and more planned for 2014 will remove these barriers. The first MATs to use these models are Faringdon Academy of Schools and The Vale Academy Trust.
12. Roman Catholic schools in Oxfordshire may only convert to academy status with other RC schools.

Local Collaborative Companies

13. Local collaborative companies can be used to promote, build on and formalise existing partnership arrangements for shared support and services between schools. They can stand on their own or be used as a stepping stone for schools in considering whether and how an academy partnership may be appropriate to them. Six groups of schools are considering this option.

Sponsorship

14. In 2013 5 primary schools converted to academy status with a sponsor. Sponsors were identified early in the process and were resourced entirely from the local area including a national chain already working in the county.
15. There is a national shortage of sponsorship capacity and Oxfordshire aims to encourage successful local schools to become sponsors in the county. DfE and the County Council have highlighted a need to increase the pool of sponsors available to support under performing schools. This is a challenge nationally as DfE have also accepted the need to ensure existing approved sponsors have the capacity to support expansion before approving additional schools to join trusts. This reflects both the rapid expansion of the academies programme and the need to maintain existing standards in currently good provision.
16. In 2014 additional external sponsors are likely to commence working in Oxfordshire schools, particularly new schools.

New Academies

17. Tyndale Community Primary School and Heyford Park School (all through) opened at the start of the 2013 academic year. There are now three free schools open in the county.
18. New academies for which bids are made directly to Secretary of State (SoS) do not necessarily fit with the county strategy for provision of places but there remains a statutory duty on the Council to ensure places are provided to meet demand. Decisions in this respect can have a knock-on effect on capital, revenue and standards that the council will have no direct control over.
19. In 2013 the following new academies were approved to open in Oxfordshire through direct bids to SoS.
 - (a) A University Technical College (UTC) in Didcot/Harwell has been approved to open in September 2015. The Cabinet has supported this provision as part of the overall secondary school provision for Great Western Park, Didcot and is working with the sponsor (Activ8) in this regard.
 - (b) A 300 pupil Studio School for 14-19 year olds at Banbury School sponsored by the Aspirations Academy Trust will admit pupils from September 2014 and is included in the co-ordinated scheme of admissions.
 - (c) A bid by Activ8 for a 300 place Studio School in Bicester has just been approved.
20. New academies can also be promoted by the County Council to provide new pupil places to meet anticipated demand and there are a number of proposals currently under consideration as listed below.
 - (a) MacIntyre Academy for Autistic Children, Oxford

- (b) Didcot (Great Western Park) - Provision for School places required to meet new housing development - Two primary schools and 1 secondary school are required between September 2015 and 2017.
- (c) Various consultations at Grove and Wantage, Barton West, Bicester, and West Witney have been undertaken or are in progress to identify preferred sponsors for a significant number of new schools from September 2015.

Financial and Staff Implications

- 21. A managed system now ensures schools convert with all business issues relating to the county council set out in transfer documentation. There are insufficient funds to meet the anticipated costs of this programme in 2014/15. A budget pressure has been identified. The cost per conversion to the Council is approximately £10,000.
- 22. As schools convert to academy status the Direct 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.
- 23. 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 several new academies open from September 2014 onwards.

Conclusion

- (a) Schools have begun to convert to academy status as groups and the barriers affecting their choices are being removed. There has been clear progress in this area.
 - (b) Under performing schools have been identified, early support is put in place and schools have begun to complete conversions as sponsored academies.
 - (c) New academies and free schools have been set up in the county in response to demographic need to 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.
- 24. County Council policy is being implemented and the challenge for 2014 onwards is to establish new ways of working to reflect the mixed economy of publicly maintained schools in the area to meet statutory duties for place planning, maintaining standards of achievement, and safeguarding in all these different types of schools and academies.
 - 25. For regular updates please visit academies intranet site at <http://schools.oxfordshire.gov.uk/cms/node/112>

RECOMMENDATION

26. **The Education Scrutiny Committee is RECOMMENDED to note the above report.**

JIM LEIVERS

Director for Children, Education and Families

Background papers: Nil

Contact Officer: Allyson Milward, Academies Manager
Tel: (01865) 816447

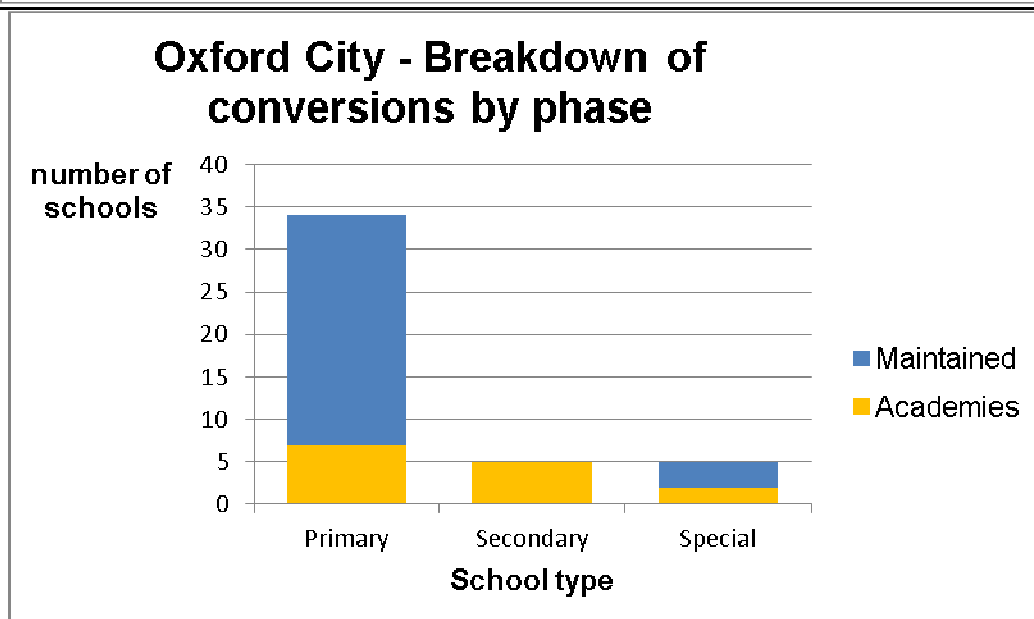
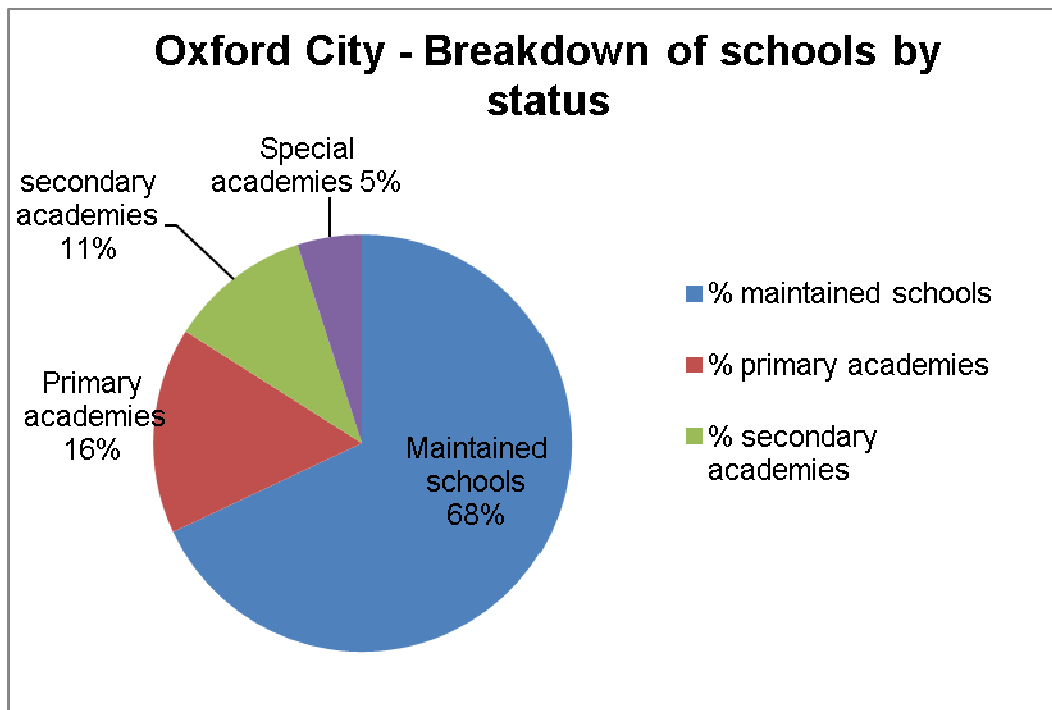
January 2014

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ANNEX 1 - Locality conversion data – as of December 2013

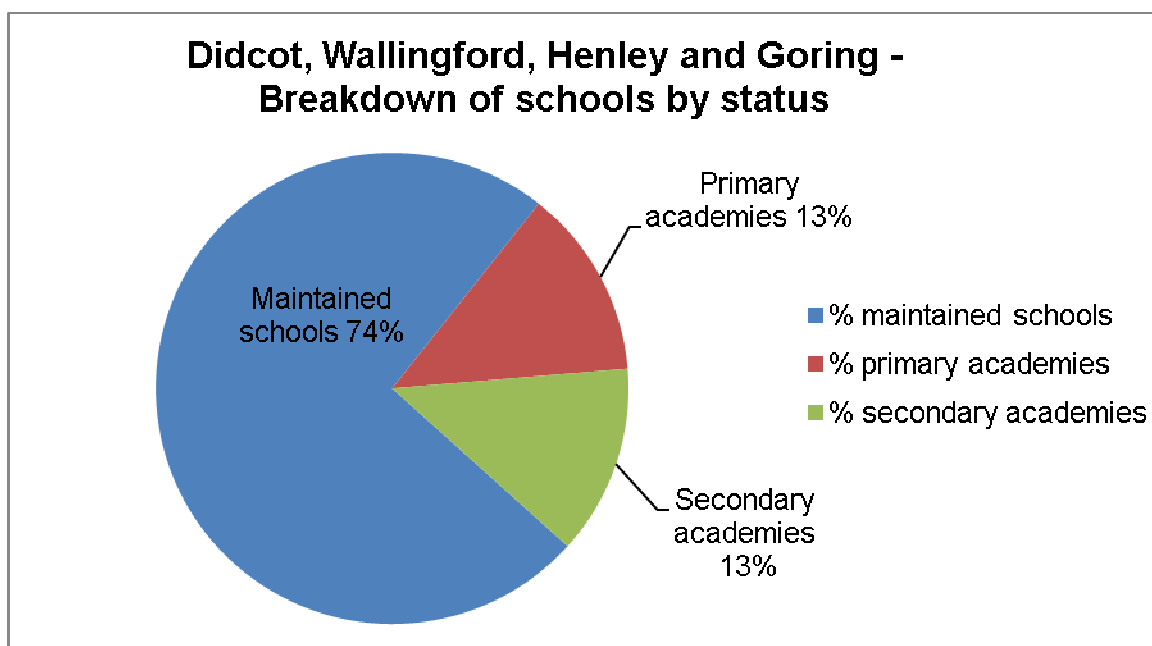
Oxford City

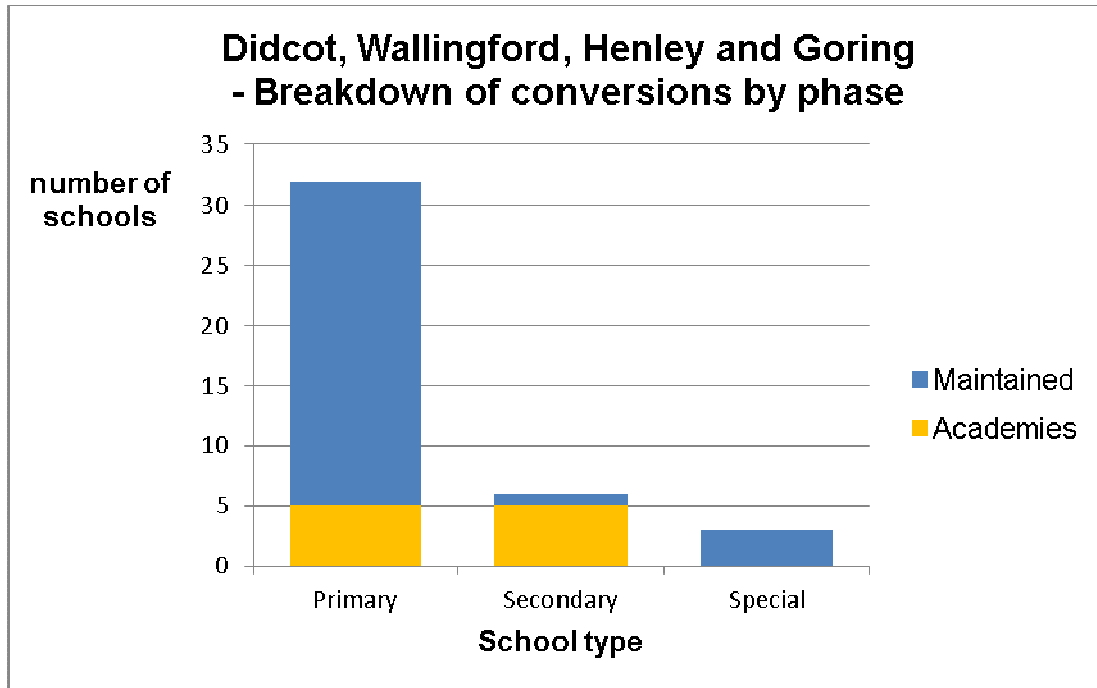
	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	34	27 (incl. 4 nurseries)	7
Secondary	5	0	5
Special	5	3	2
Total	44	30	14



Didcot, Wallingford, Henley and Goring

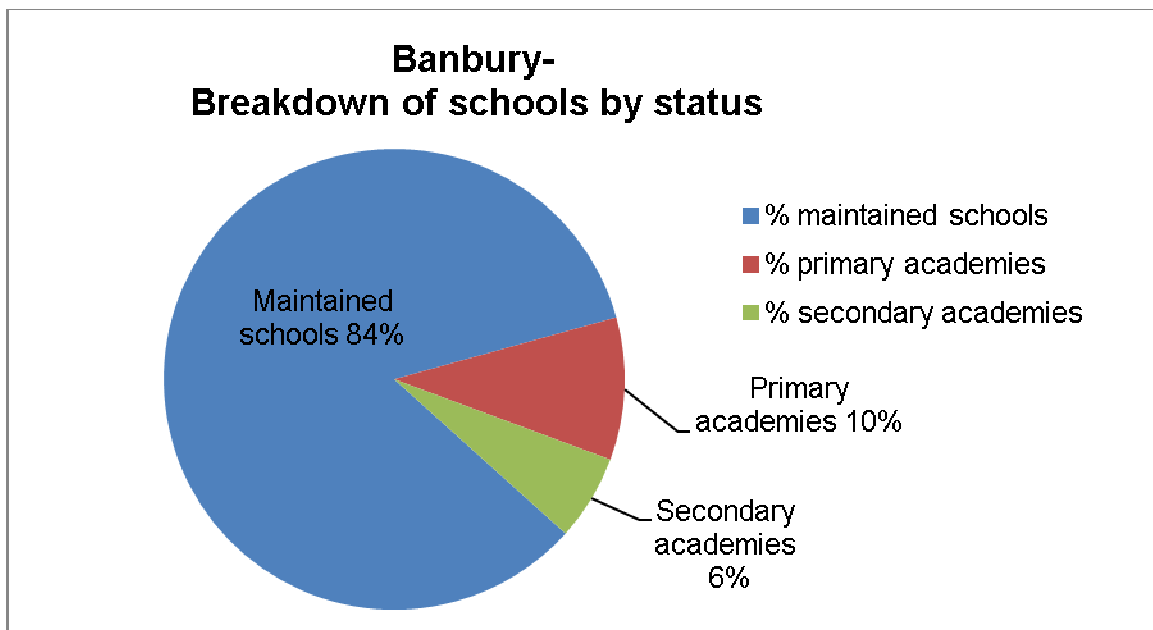
	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	32	27 (incl.1 nursery)	5
Secondary	6	1	5
Special	1	1	0
Total	39	29	10

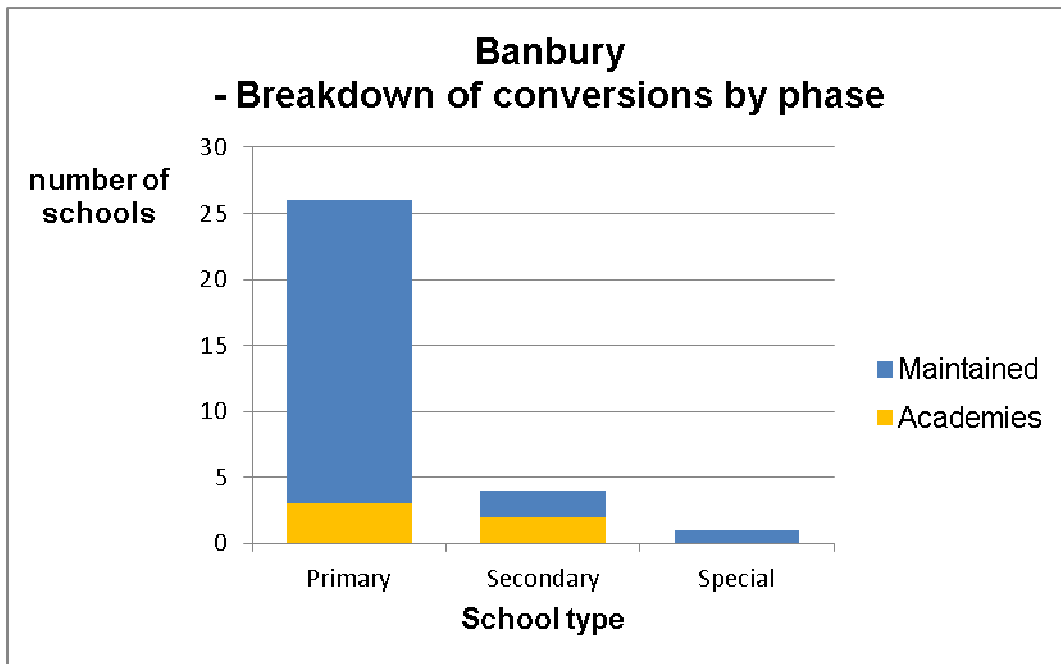




Banbury (Inc. Warriner)

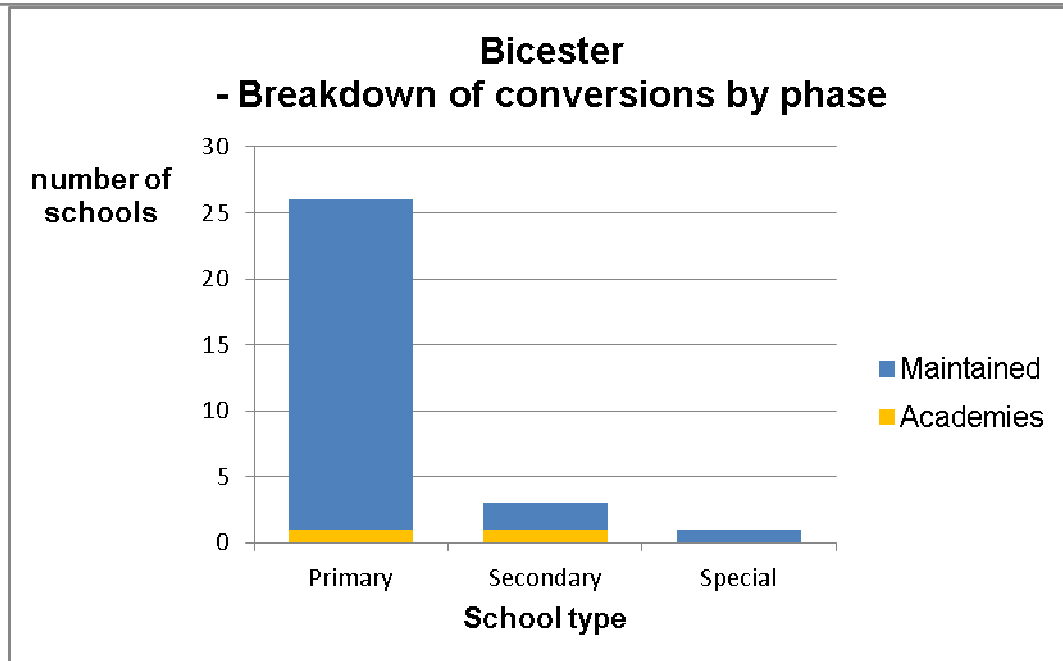
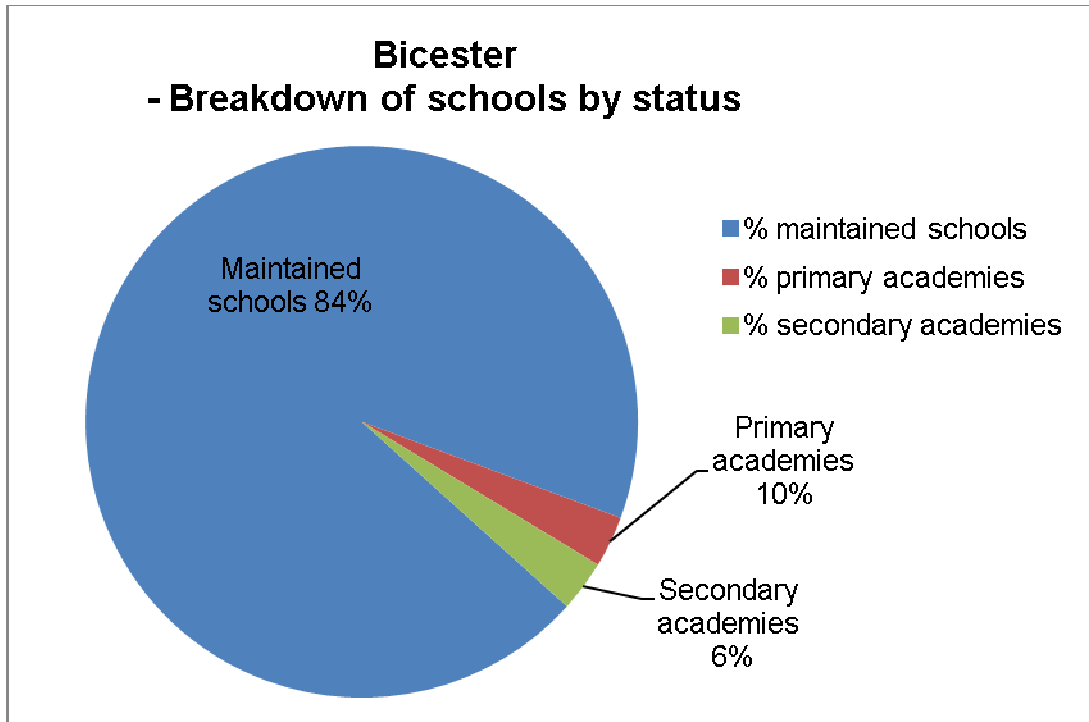
	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	26	23	3
Secondary	4	2	2
Special	1	1	0
Total	31	26	5





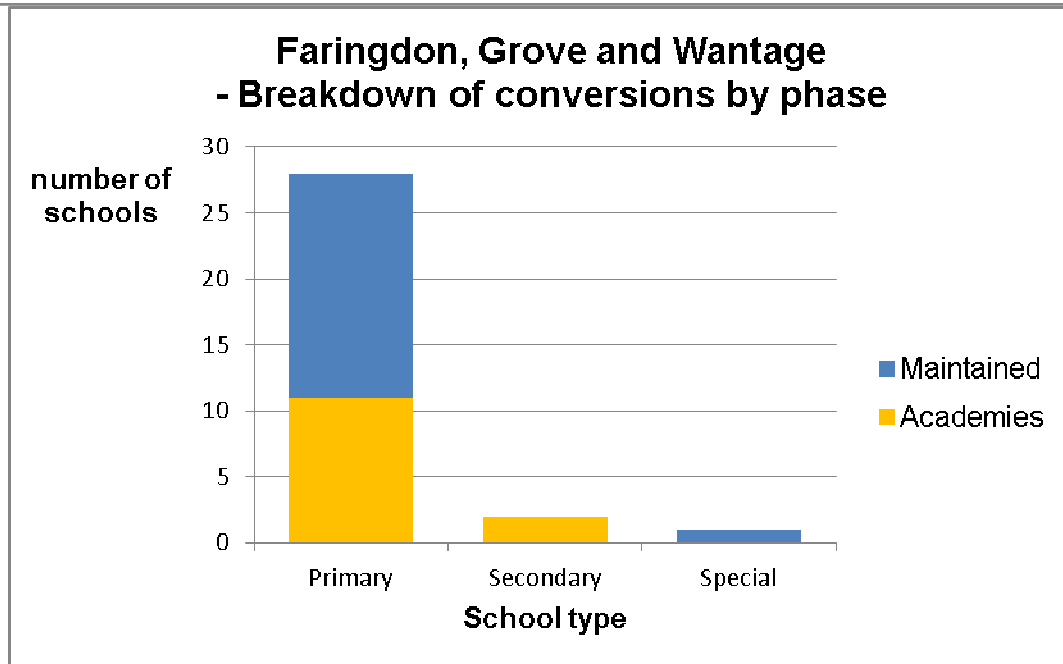
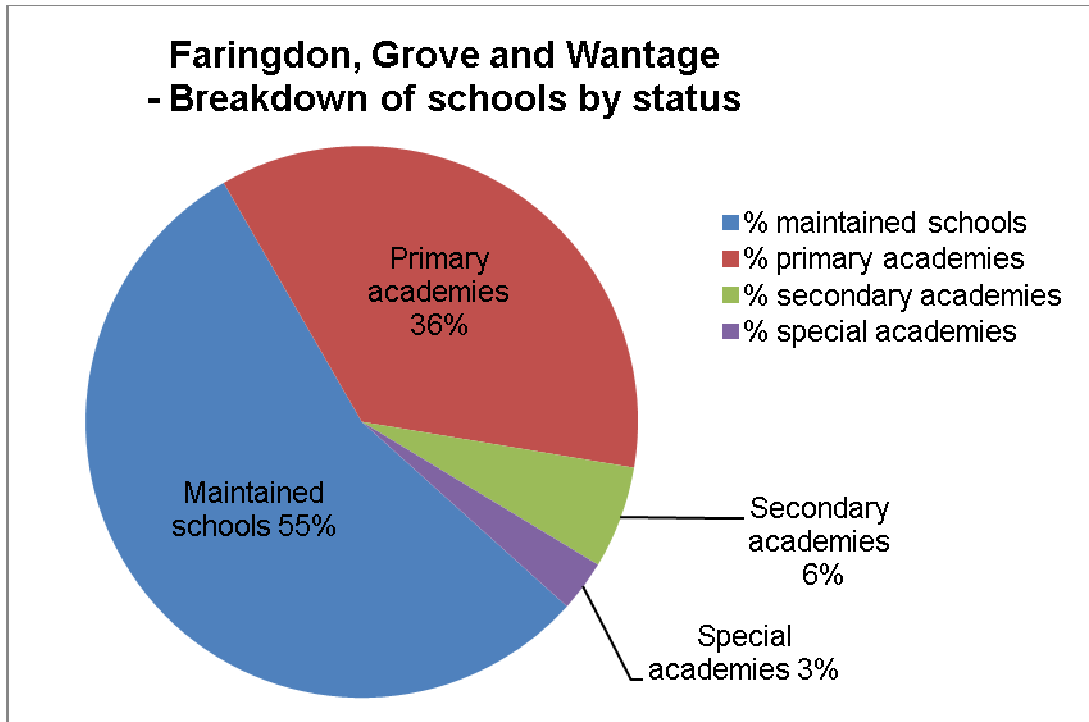
Bicester

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	26	25 (incl. 3 nursery)	1
Secondary	3	2	1
Special	1	1	0
Total	30	28	2



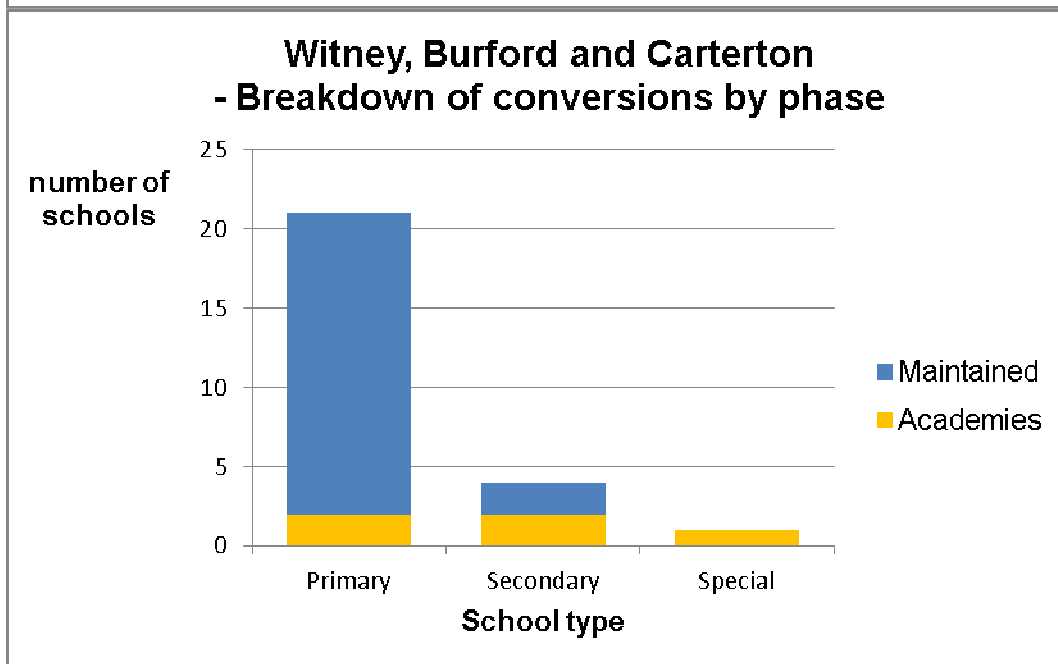
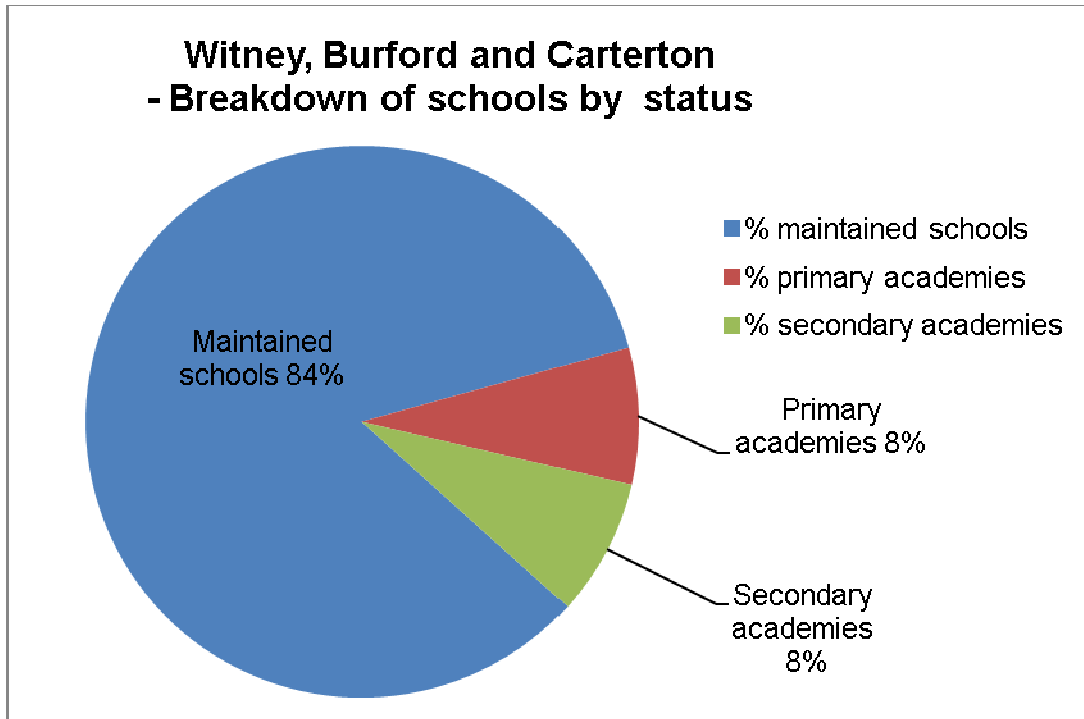
Faringdon, Grove and Wantage

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	28	17	11
Secondary	2	0	2
Special	1	0	1
Total	31	17	14



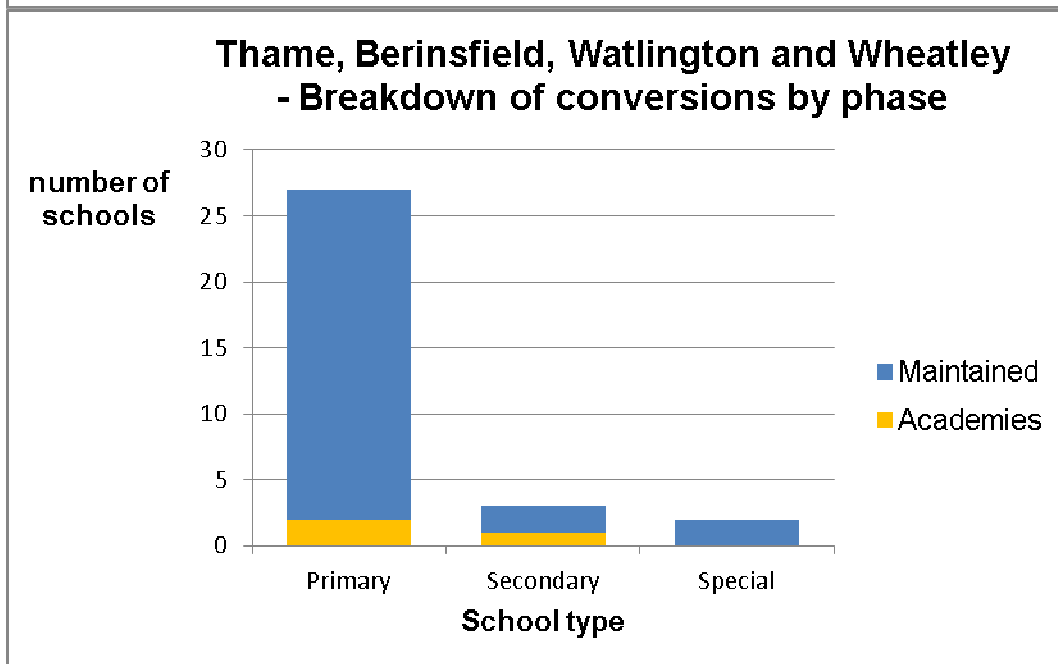
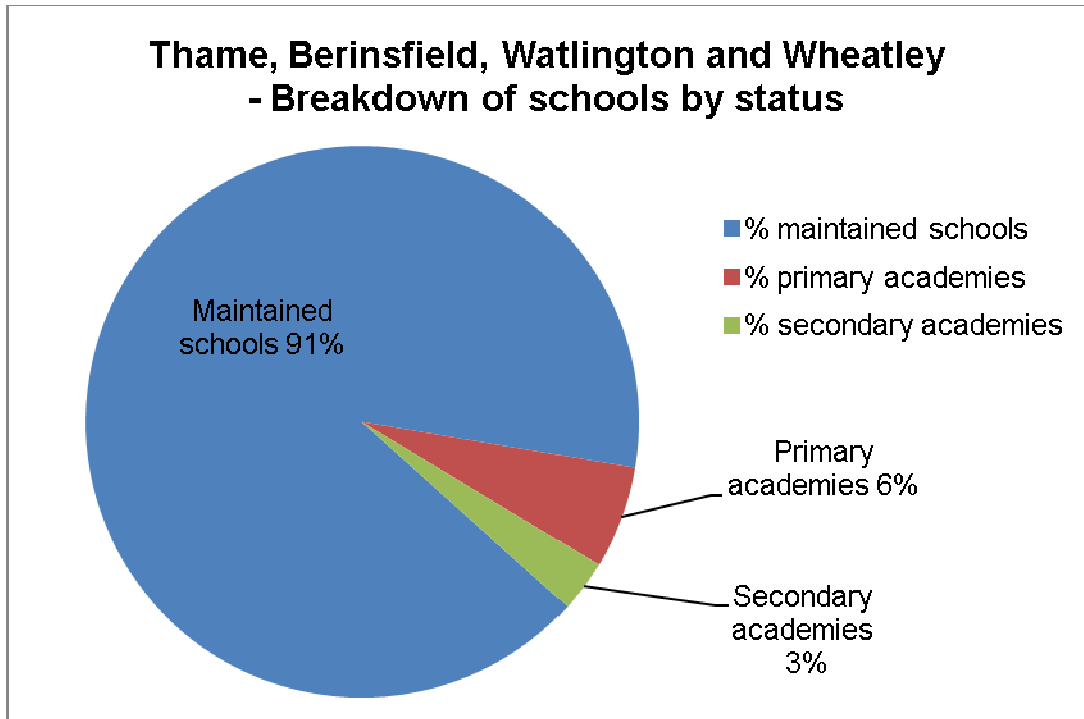
Witney, Burford and Carterton

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	21	19	2
Secondary	4	2	2
Special	1	1	0
Total	26	22	4



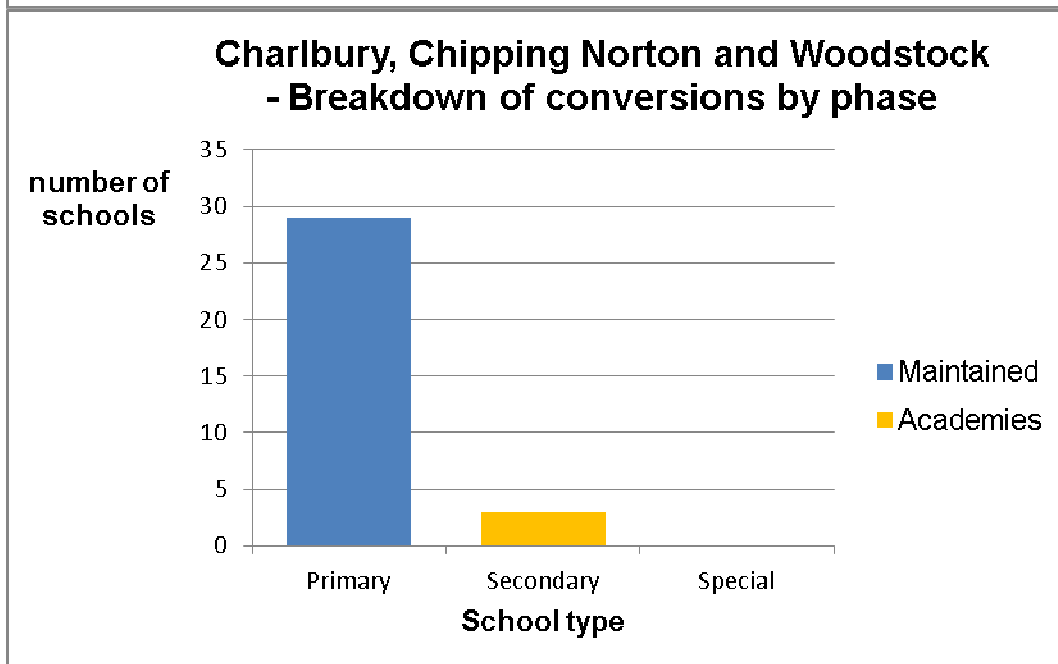
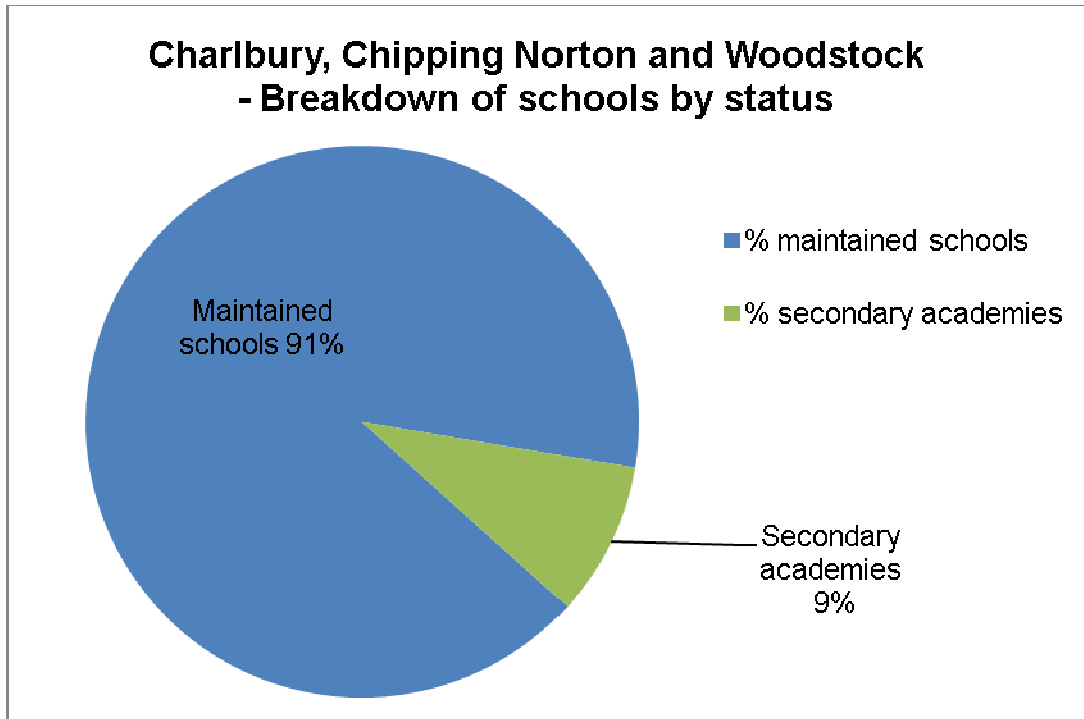
Thame, Berinsfield, Watlington and Wheatley

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	27	25 (incl. 2 nursery)	2
Secondary	3	2	1
Special	2	2	0
Total	32	29	3



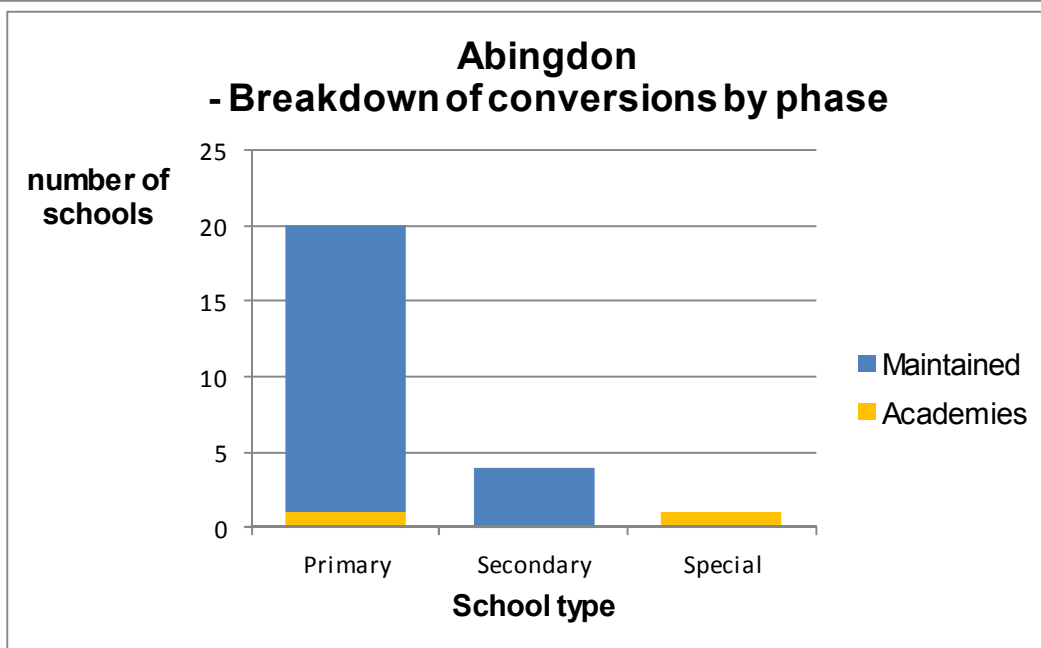
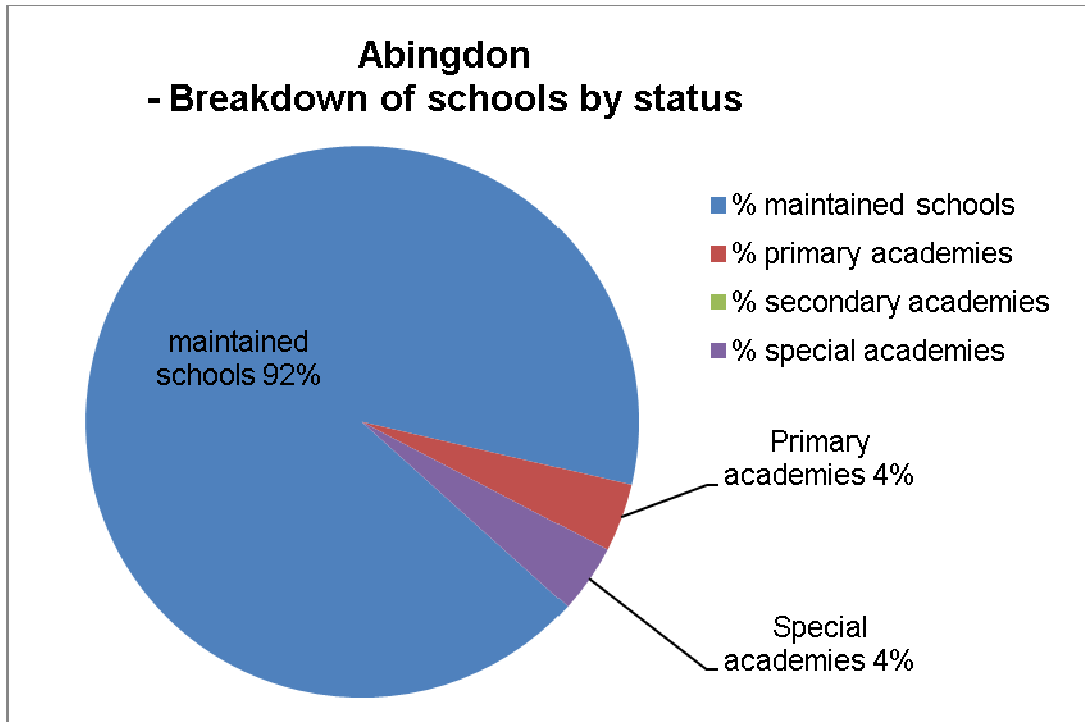
Charlbury, Chipping Norton and Woodstock

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	29	29	0
Secondary	3	0	3
Special	0	0	0
Total	32	29	3



Abingdon

	Total schools	Maintained schools	Academies
Phase	Number	Number	Number
Primary	20	19	1
Secondary	4	4	0
Special	1	0	1
Total	25	23	2



January 2014 Academy Conversions Update

Key				
Converted	Academy Order Made	Consultation Stage	No longer pursuing academy status	New schools and proposals

Name of converting establishment / change of name post-conversion if relevant	Legal entity upon conversion (inc. company number)	DFE code	Change of DFE code (if applicable)	Type of School	Programmed Conversion Date	Completion Date	Type of Conversion - Voluntary or Sponsored and name of sponsor if relevant	Type of Trust / Trust details
North Oxfordshire Academy	United Learning Trust (04439859)	6905		Academy		01/09/07	Sponsored	MAT-joined United Learning Trust (ULT)
The Oxford Academy	The Oxford Academy Trust (06621108)	6906		Academy		01/09/08	Sponsored	Single converter - sponsored by The Oxford Diocesan Board of Education, The Beecroft Trust, and Oxford Brookes University
Oxford Spire Academy (formerly Oxford School)	CfBT Schools Trust (07468210)	6907		Academy		01/01/11	Sponsored	MAT - CfBT Schools Trust
King Alfred's Community & Sports College - now King Alfred's Academy	Vale Academy Trust (07674473)	4142		Academy		01/08/11	Voluntary converter	MAT with Charlton+Wantage Schools-Vale Academy Trust
Wallingford School (secondary)	Wallingford Schools Academy Trust (07727786)	4140		Academy		01/09/11	Voluntary converter	Single converter
Hanwell Fields Community School (primary)	United Learning Trust (04439859)	3837		Academy		01/01/12	Voluntary converter	MAT - joined United Learning Trust (ULT)
Rush Common School (primary)	Rush Common Academy Trust (07931886)	2574		Academy		01/03/12	Voluntary converter	Single converter
Bartholomew School (secondary)	Bartholomew School (7939655)	4054		Academy		01/03/12	Voluntary converter	Single converter
Gillots School (secondary)	Gillots School (07954417)	4055		Academy		01/03/12	Voluntary converter	Single converter
Faringdon Infant School	Faringdon Academy of Schools (7977368)	2561		Academy		01/04/12	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)
Faringdon Junior School	Faringdon Academy of Schools (7977368)	2562		Academy		01/04/12	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)
Chipping Norton School (secondary)	Chipping Norton School Academy Trust (07929429)	4010		Academy		01/03/12	Voluntary converter	Single converter
Langtree School (secondary)	The Langtree School Academy Trust Company (07980335)	4094		Academy		01/04/12	Voluntary converter	Single converter
The Cherwell School (secondary)	The Cherwell School Academy Trust (7966500)	4116		Academy		01/04/12	Voluntary Converter and sponsor of Cutteslowe School	MAT - Cherwell School Academy Trust
Faringdon Community College	Faringdon Academy of Schools (7977368)	4141		Academy		01/04/12	Voluntary converter	MAT - Faringdon Academy of Schools (FAoS)
The Henry Box School (secondary)	The Henry Box School (8060721)	4050		Academy		01/06/12	Voluntary converter	Single converter
Burford Secondary School	Burford School (8082185)	4040		Academy		01/07/12	Voluntary converter	Single converter
Banbury School (secondary)	Aspirations Academies Trust (7867577)	4021	4000	Academy		01/08/12	Voluntary converter	MAT - joined Aspirations Academy Trust (AAT)
Didcot Girls' School (secondary)	Didcot Academy of Schools (8104201)	4139		Academy		01/08/12	Voluntary Converter	Single converter-MAT
Dashwood Primary School - now Dashwood Banbury Academy	Aspirations Academies Trust (7867577)	2592	2003	Academy		01/08/12	Voluntary Converter	MAT - joined AAT
St. Birinus School, Didcot (secondary)	St Birinus School (08152096)	4129		Academy		01/09/12	Voluntary Converter	Single converter
Lord Williams's School (secondary)	Thame Partnership Academy Trust (8154932)	4580		Academy		01/09/12	Voluntary Converter	Single Converter forming a MAT - Thame Partnership Academy Trust
The John Henry Newman CE School	Oxford Diocesan Schools Trust (8143249)	2612	2000	Academy		01/09/12	Voluntary Converter	MAT - part of Oxford Diocesan Schools Trust (ODST)
Northern House Special School	Northern House School Academy Trust (8140768)	7016		Academy		01/09/12	Voluntary Converter	Single converter
The Marlborough C of E School (secondary)	The Marlborough Church of England School (8194349)	4560		Academy		01/10/12	Voluntary Converter	Single converter
Gosford Hill School (secondary)	Gosford Hill School (08237106)	4060		Academy		01/11/12	Voluntary Converter	Single converter
Cheney Community College	Cheney School Academy Trust (8319810)	4120		Academy		01/01/13	Voluntary Converter	Single converter
Harriers Ground Community Primary School - now Harriers Banbury Academy	Aspirations Academies Trust (7867577)	2053		Academy		01/02/13	Voluntary Converters	MAT - joining AAT as part of existing MAT w/Banbury&Dashwood
Kingfisher Special School	The Propeller Academy Trust (8340120)	7032	7000	Academy		01/02/13	Sponsored academy brokered by DfE - Sponsored by Fitzwaryn school & Abingdon&Witney College	MAT - Propellor Academy Trust
Iffley Mead Special School - now Isis Academy	The Isis Academy Trust Company (8334718)	7018		Academy		01/02/13	Voluntary Converter	Single converter-forming the Isis Academy Trust
Fitzwaryn Special School	The Propeller Academy Trust (8340120)	7027		Academy		01/02/13	Voluntary converter and sponsor of Kingfisher school with Abingdon&Witney College-now Propeller Academy Trust	MAT - Propellor Academy Trust
St Gregory The Great RC Secondary School	Dominic Barberi Multi Academy Company (8453966)	4145		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
St John Fisher RC Primary School, Littlemore	Dominic Barberi Multi Academy Company (8453966)	3839		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
Our Lady's RC Primary School, Cowley	Dominic Barberi Multi Academy Company (8453966)	3836		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
Our Lady of Lourdes RC Primary, Witney	Dominic Barberi Multi Academy Company (8453966)	3822		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
St. Thomas More Catholic Primary School, Kidlington	Dominic Barberi Multi Academy Company (8453966)	3823		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
St Joseph's RC Primary School, Thame	Dominic Barberi Multi Academy Company (8453966)	3826		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
St Joseph's RC Primary School, Carterton	Dominic Barberi Multi Academy Company (8453966)	3556		Academy		01/04/13	Voluntary converter	MAT -with Birmingham Archdiocese - with 7 schools to form the Dominic Barberi MAC
Cutteslowe Primary School	The Cherwell School Academy Trust (7966500)	2522	2004	Academy		01/04/13	Sponsored Academy brokered by DfE - sponsored by Cherwell School	MAT - joined Cherwell Academy Trust
St Johns Primary School, Wallingford	St John's Academy Trust (008517255)	2567		Academy		01/06/13	Voluntary Converter	Umbrella Trust (UT) - with 3 other schools-forming the OPEN (Oxfordshire Primary Education Network)
Manor School, Didcot (primary)	Manor School Didcot Academy Trust (08516551)	2597		Academy		01/06/13	Voluntary Converter	Umbrella Trust (UT) - with 3 other schools-forming the OPEN (Oxfordshire Primary Education Network)
Willowcroft Community Primary School	Willowcroft Academy Trust (08516562)	3912		Academy		01/06/13	Voluntary Converter	Umbrella Trust (UT) - with 3 other schools-forming the OPEN (Oxfordshire Primary Education Network)
Ladygrove Park Primary School	Ladygrove Park Primary School (08517429)	2609		Academy		01/06/13	Voluntary Converter	Umbrella Trust (UT) - with 3 other schools-forming the OPEN (Oxfordshire Primary Education Network)
Orchard Meadow Primary School	Blackbird Academy Trust (08544741)	2539	2006	Academy		01/08/13	Sponsored Academy brokered by DfE - sponsored by the Dragon School	MAT - Blackbird Academy Trust (BAT)
Windale Community Primary School	Blackbird Academy Trust (08544741)	2606	2005	Academy		01/08/13	Sponsored Academy brokered by DfE - sponsored by the Dragon School	MAT -BAT
Pegasus Primary School	Blackbird Academy Trust (08544741)	2593		Academy		01/08/13	Voluntary Converter -with Windale and Orchard Meadow -	MAT -BAT
Berinsfield Community Primary School - Now Abbey Woods Academy	CfBT Schools Trust (07468210)	2461	2007	Academy		01/09/13	Sponsored Academy brokered by DfE - sponsored by CfBT	MAT-CfBT Schools Trust
Charlton Primary School	Vale Academy Trust (07674473)	2573		Academy		01/10/13	Voluntary converter	MAT with Wantage C of E Primary and King Alfreds Academy - Vale Academy Trust
Wantage C of E Primary School	Vale Academy Trust (07674473)	3246		Academy		01/10/13	Voluntary converter	MAT with Wantage C of E Primary and King Alfreds Academy - Vale Academy Trust
Watchfield Primary School	Faringdon Academy of Schools (07977368)	2572		Academy		01/11/13	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)
Buckland C of E Primary School	Faringdon Academy of Schools (07977368)	3222		Academy		01/11/13	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)
Shrivenham C of E Primary School	Faringdon Academy of Schools (07977368)	3239		Academy		01/11/13	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)
Longcot & Fernham C of E Primary School	Faringdon Academy of Schools (07977368)	3232		Academy		01/11/13	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)
John Blandy VC Primary School	Faringdon Academy of Schools (07977368)	3230		Academy		01/11/13	Voluntary Converter	MAT - Faringdon Academy of Schools (FAoS)
Cholsey Primary School	Cholsey Primary Academy Trust (08722647)	2596		Academy		01/11/13	Voluntary converter	Joining the OPEN Umbrella Trust.
Grove C of E Primary School	Oxford Diocesan Schools Trust (08143249)	3228		Academy		01/12/13	Voluntary converter	MAT - joining the Oxford Diocesan School Trust (ODST)
The Hendreds CE Primary School, Wantage	Oxford Diocesan Schools Trust (08143249)	3250		Academy		01/12/13	Voluntary converter	MAT - ODST

Wheatley CE Primary School		3165		Controlled	01/03/14		Sponsored Academy brokered by DfE	MAT - joining ODST
John Mason Secondary School, Abingdon	John Mason Academy Trust (8786136)	4126		Community	01/02/14		Voluntary converter	MAT-Single converter
St Christopher's C of E Primary School, Cowley		3252		Controlled	01/02/14		Voluntary converter	MAT - ODST
Wheatley Park School (secondary)		4077		Community	01/05/14		Voluntary converter	MAT-Single Converter
Eynsham Primary School		2209		Community	01/05/14		Sponsored Academy brokered by DfE	Bartholomew School as Sponsor. Forming a MAT.
Stanton Harcourt C of E Primary School		3130		Controlled	01/05/14		Voluntary Converter	MAT - with other Eynsham Partnership Primary schools. Conversion date tbc.
The Cooper School (secondary)		4032		Community	01/07/14		Voluntary Converter	Forming a new MAT - Bicester Learning Academy
Glory Farm Primary School		2211		Community	01/07/14		Voluntary Converter	MAT - Bicester Learning Academy
Church Cowley St. James C of E Primary School		3210		Controlled			Voluntary converter	
St Nicholas CE Primary School, East Challow		3224		Controlled				
Middle Barton Primary School		2151		Community				
Orchard Fields Community Primary School		2055		Community				
Bayards Hill Primary School		2521		Community				
Chiltern Edge School (secondary)		4092		Community			2 stage conversion - Converted to Foundation School (1/6/12). Conversion to Academy as next part of conversion	
Bicester Community College		4030		Community				
Springfield Special School		7012		Community				
The Warriner School		4007		Community			Voluntary Converter	MAT
Hornorton Primary School		2001		Community			Voluntary Converter	MAT
Sibford Gower Endowed Primary School		3005		Controlled			Voluntary Converter	MAT
Holy Trinity Catholic Primary School		3420		Aided			Voluntary Converter	MAT
St Peter's C of E Primary School, Cassington		3651		Aided			Voluntary Converter	MAT - w Eynsham Partnership schools
Freeland C of E Primary School		3208		Controlled			Voluntary Converter	MAT - w Eynsham Partnership schools
Schools which have previously consulted on academy status but are taking no further action at present								
Matthew Arnold School (secondary)		4128		Community			Received Academy Order - no longer taking action	
Cumnor C of E Primary School		3223		Controlled			Consulted - taking no further action	
Larkrise Primary School		2543		Community			Consulted - taking no further action	
Barley Hill Primary School		2463		Community			Consulted - taking no further action	
William Morris Primary School		2059		Community			Consulted - taking no further action	
Gateway Primary School		2245		Community			Consulted - taking no further action	MAT
Carterton Primary School		2252		Community			Consulted - taking no further action	MAT
Carterton Community College		4041		Community			Consulted - taking no further action	MAT
Edith Moorhouse Primary School		2255		Community			Consulted - taking no further action	MAT
New Schools and Proposals								
Tyndale Community Primary Free School				Free School		01/09/13		
Heyford Park Free School				Free School		01/09/13		Heyfordian School Trust
MacIntyre - new Academy for Autistic Pupils				Academy	01/09/14		Funding agreement to be signed autumn 2013. First admissions planned September 2014	MacIntyre Academy Trust
Banbury Space Studio				Studio School	01/09/14		Studio School for 14-19 year olds	Aspirations Academy Trust
Didcot University Technical College				UTC	01/09/15		UCT for 14-19 year olds	Oxford and Cherwell Valley College

Education Scrutiny Committee Ofsted Framework Select Committee

6 January 2014

1:00pm – 2:00pm

County Hall, Meeting Room 1.1

Attendees

Councillors: Cllr Mark Gray, Cllr John Howson, Cllr Gill Sanders, Cllr Michael Waine (Chairman)

CEO Officers: Andreea Anastasiu (notes)

Apologies

Liz Smith, Sue Matthews

Papers

- Select Committee Proposal (Cllr Michael Waine)

Minutes

1. Recommendations to the Education Scrutiny Committee

The Chairman outlined his vision as regards the purpose and remit of the Select Committee (see Appendix 1 – Select Committee Proposal).

Recommendations:

1. That the Select Committee should be the whole of the Education Scrutiny Committee so that the outcomes carry the full authority of the Committee.
2. That the members of the current 'Select Committee group' form a Steering Group to lead the organisation of the full meeting of the Select Committee.
3. That the work of the Select Committee could be an on-going, long-term effort.
4. The Chairman suggested narrowing down the area of focus of the Select Committee. The proposed area was that of School Self Evaluation (SEF), or equivalent document, and how this is put into action. The starting point of this approach will be to gather the evidence base. The emphasis of the meeting will be on a genuine interest in learning from the schools' experience with SEF and sharing best practice, whilst gaining the expectations of the LA and Ofsted. The meeting of the Select Committee will also send a message that the Education Scrutiny Committee is committed to playing an active role in improving education in the county alongside the Cabinet Member and Officers.
5. That having an Ofsted representative at the meeting would allow for a discussion with Ofsted as to what role LAs are expected to play in education and how much attention Academies are meant to pay to LAs in terms of improving outcomes and sharing best practice.
6. Schools will be invited to present how they view the SEF and the importance they place on it and they make it work for them in bringing about change/improvement. This will constitute the evidence base of how SEF is working and offer good practice.

Education Scrutiny Committee Ofsted Framework Select Committee

7. It is envisaged that the meeting will last for 3 hours, allowing around 30 – 40 minutes for each of the people before the Committee (5-6 questions addressed by a lead and a second lead questioners).
8. At the 6 February 2014 meeting of the Education Scrutiny Committee, the Chairman will ask for volunteers to be lead questioners and/or second leads to ask the follow up questions. Ample time will be given for other members to ask questions.
9. It was proposed that the meeting is held in late February or March, depending on the availability of the people/groups invited before the Committee.
10. The findings of the Select Committee will be presented in a full report which will help share best practice and disseminate information.

Subject to agreement at Education Scrutiny Committee:

Action: CEF to recommend a number of schools for the committee to select from to be invited before the committee. Members agreed that the key criteria in selecting the schools will be selecting schools with a catchment area that has challenges within it. It is preferable that one of the schools is an Academy.

2. Date of next meeting

Should the proposals above be accepted by the Education Scrutiny Committee, a further meeting date will be set.

The meeting closed at 2:00pm.

**Education Scrutiny Committee
Ofsted Framework Select Committee**

Appendix 1

OCC Education Scrutiny Committee

Select Committee Proposal

Following the meeting of the Education Scrutiny Committee in mid-November it is now suggested that the area for question and challenge should be confined to an aspect of a potential OFSTED Inspection of the LA. The suggested area is that of School Self Evaluation as represented in a school's SEF. The aim of the committee would be to find out what makes a good SEF, but more importantly, how a good SEF is put to positive effect bringing about the necessary change. It is suggested that we start with our Secondary Schools/Academies.

Suggested people/groups to call before the committee could include:

Headteacher & Chair of Governors of a school in Special Measures judged by HMI as improving

Headteacher & Chair of Governors of an outstanding school

Regional Director of Ofsted

Deputy Director & Cabinet Member

It is also suggested that the Select Committee should be the whole of the Education Scrutiny Committee so that the outcomes carry the full authority of the Committee.

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Education Scrutiny Committee Attainment Working Group

Working Group recommendations to Education Scrutiny Committee 6 February 2014

Action:

The Education Scrutiny Committee are asked to consider and endorse the recommendations of the Education Attainment Working Group.

The Education Attainment Working Group recommends to the full Education Scrutiny Committee that:

1. The group continues its work;
2. They encourage CEF to organise a School Improvement Framework Briefing meeting for Councillors;
3. The group further focuses on other areas relating to attainment;
4. The evidence collected by the working group feeds into the recommendations of the Ofsted Framework Select Committee;
5. Having looked at evidence present be officers, the group will recommend schools that raise particular concern for note by the Education Scrutiny Committee only after it is shown that the school have been unable to respond to measures aimed at helping the school improve.

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Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
Education Scrutiny Committee Meeting	14-Nov-13			
Mock Inspection Report based on OFSTED Framework for Local Authorities			Sue Bainbridge	
Revised Proposals for Home to School Transport			Roy Leach	
Validated Figures for GCSE's and A-Levels 2013			Sue Bainbridge	
Externalisation Proposals			Frances Craven	
Attainment Working Group Meeting	02 Dec 13			
KS2 to KS4 progress			Andreea Anastasiu	Attainment working group to meet with CEF officers to discuss and contextualise data available.
Oxfordshire average v national average			Alison Wallis	To investigate why the average in Oxfordshire is not moving up significantly
Ofsted Framework Select Committee	06 Jan 14			
Consistency of OFSTED reporting for schools		Cllr Waine	Andreea Anastasiu	
Attainment Working Group Meeting	20 Jan 2013			
Case Studies on high/low level performance			Alison Wallis	
Challenge Session Paper 3			Alison Wallis	
Ofsted Framework - Schools Performance			Sue Bainbridge	

Education Scrutiny Committee Meeting	04 Feb 14			
Home to School Transport Report			Roy Leach	
Education Scrutiny Committee Meeting	06 Feb 14			
GCSE Results for Science			Sue Bainbridge	Papers requested 08/01/14 due 27/01/14
Pupil Premium			Sue Bainbridge	Papers requested 08/01/14 due 27/01/14
Ofsted Categories			Sue Bainbridge	Papers requested 08/01/14 due 27/01/14
Academies (latest position)			Allyson Millward	Papers requested 08/01/14 due 27/01/14
Ofsted Framework – Select Committee Feedback			Cllr Waine	Cllr Waine will provide an update and ask the Committee to endorse the recommendations of the group (as outlined in the Ofsted Framework Select Committee Proposal Paper).
Attainment Working Group Feedback			Cllr Howson	Cllr Howson will provide an update and ask the Committee to endorse the recommendations of the working group.
Attainment Working Group Meeting	March 14			
Primary School Data (KS1 to K2 progress)			Alison Wallis	
Joint Working to improve Education Attainment				
Education Scrutiny Committee Meeting	03 Apr 14			
School Balances				Provisional figures will be available for the 3 Apr meeting
Changing role of OCC within Education				Report going to Informal Cabinet 28 Jan 14
Annual Scrutiny Report				
Changing role of Governing Bodies within schools				
Special Educational Needs and Gifted Children				

Educational Attainment of vulnerable groups				
Post 16s				
Education Attainment Working Group	TBC			
Sixth Form and KS5				
Authorised absence				
Unauthorised absence				
Exclusions: how does this fit with Academies?				
Oxford City Request: Prosecution of absence – clarity on current approach				
Oxford City Request: Exclusions Policy				
Oxford City Request: Truancy				
Oxford City Request: Is pupil premium making a difference?				
Assessment of the extent to which schemes are embedding in schools as part of the reading schemes				
Education Scrutiny Committee Meeting	10-Jul-14			
Education Scrutiny Committee Meeting	16-Oct-14			

Education Scrutiny Committee Meeting	22-Jan-14			