



Notice of a Meeting

Education Scrutiny Committee Thursday, 9 July 2015 at 10.00 am County Hall

Membership

<i>Councillors:</i>	Kevin Bulmer Steve Curran Mark Gray Tim Hallchurch MBE	Pete Handley Steve Harrod John Howson	Richard Langridge Sandy Lovatt Gillian Sanders Michael Waine
<i>Co-optees:</i>	Mrs Sue Matthew		
<i>By Invitation:</i>	Ian Jones	Carole Thomson	

Notes: *Date of next meeting: 1 October 2015*

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.gray@oxfordshire.gov.uk
Senior Policy Officer	-	Sarah Jelley, Tel: (01865) 896450 Email: sarah.jelley@oxfordshire.gov.uk
Policy & Performance Officer	-	Andreea Anastasiu, Tel: (01865) 323535 Email: andreea.anastasiu@oxfordshire.gov.uk
Committee Officer	-	Sue Whitehead Tel: (01865) 810262 sue.whitehead@oxfordshire.gov.uk

Peter G. Clark.

Peter G. Clark
County Solicitor

June 2015

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. **Election of the Chairman for the Council Year 2015/16**
2. **Election of the Deputy Chairman for the Council Year 2015/16**
3. **Introduction and Welcome**
4. **Apologies for Absence and Temporary Appointments**
5. **Declarations of Interest - see guidance note of the back page**
6. **Petitions and Public Address**
7. **Regional Schools Commissioner Discussion**

10.05

Martin Post, Regional Schools Commissioner for South-Central England and North-West London will attend for a discussion with the Committee.

8. **Discussion on the matters raised during the previous item**

10.50

The Committee will have a further discussion based on the matters raised as part of the above discussions with the Regional Schools Commissioner.

9. **Minutes (Pages 1 - 6)**

11.20

To approve the minutes of the meeting held on 16 April 2015 (**ESC4**) and to receive information arising from them.

10. Update on Local Authority Arrangements for Supporting School Improvement (LAASSI) Framework including the Risk register (Pages 7 - 12)

11.30

Rebecca Matthews, Interim Deputy Director, Education & Learning will present an update (**ESC10**) of the preparatory actions taken by the officer LAASSI Forum and highlights changes to the risk assessment register.

11. Serious Case Review: Implications for Education Scrutiny (Pages 13 - 28)

11.40

Rebecca Matthews, Interim Deputy Director, Education & Learning will attend for this item (**ESC11**).

12. Free School Meal Attainment Gap at KS4 (Pages 29 - 32)

12.35

Rebecca Matthews, Interim Deputy Director, Education & Learning, will attend to present the report (**ESC12**) that provides information about what steps are being taken to narrow the gap in achievement between that of vulnerable learners and all pupils.

13. Forward Plan and Committee Business (Pages 33 - 34)

12.50

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

Close of meeting: 1.00 pm

Declarations of Interest

The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

- (a) fail to register a disclosable pecuniary interest within 28 days of election or co-option (or re-election or re-appointment), or
- (b) provide false or misleading information on registration, or
- (c) participate in discussion or voting in a meeting on a matter in which the member or co-opted member has a disclosable pecuniary interest.

Whose Interests must be included?

The Act provides that the interests which must be notified are those of a member or co-opted member of the authority, **or**

- those of a spouse or civil partner of the member or co-opted member;
- those of a person with whom the member or co-opted member is living as husband/wife
- those of a person with whom the member or co-opted member is living as if they were civil partners.

(in each case where the member or co-opted member is aware that the other person has the interest).

What if I remember that I have a Disclosable Pecuniary Interest during the Meeting?

The Code requires that, at a meeting, where a member or co-opted member has a disclosable interest (of which they are aware) in any matter being considered, they disclose that interest to the meeting. The Council will continue to include an appropriate item on agendas for all meetings, to facilitate this.

Although not explicitly required by the legislation or by the code, it is recommended that in the interests of transparency and for the benefit of all in attendance at the meeting (including members of the public) the nature as well as the existence of the interest is disclosed.

A member or co-opted member who has disclosed a pecuniary interest at a meeting must not participate (or participate further) in any discussion of the matter; and must not participate in any vote or further vote taken; and must withdraw from the room.

Members are asked to continue to pay regard to the following provisions in the code that *“You must serve only the public interest and must never improperly confer an advantage or disadvantage on any person including yourself”* or *“You must not place yourself in situations where your honesty and integrity may be questioned.....”*.

Please seek advice from the Monitoring Officer prior to the meeting should you have any doubt about your approach.

List of Disclosable Pecuniary Interests:

Employment (includes *“any employment, office, trade, profession or vocation carried on for profit or gain”*.), **Sponsorship, Contracts, Land, Licences, Corporate Tenancies, Securities.**

For a full list of Disclosable Pecuniary Interests and further Guidance on this matter please see the Guide to the New Code of Conduct and Register of Interests at Members’ conduct guidelines. <http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Elected+members/> or contact Glenn Watson on (01865) 815270 or glenn.watson@oxfordshire.gov.uk for a hard copy of the document.

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Agenda Item 9

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Thursday, 16 April 2015 commencing at 10.00 am and finishing at 12.30 pm

Present:

Voting Members: Councillor Mark Gray – in the Chair

Councillor Michael Waine (Deputy Chairman)

Councillor Kevin Bulmer

Councillor Steve Curran

Councillor Tim Hallchurch MBE

Councillor Pete Handley

Councillor John Howson

Councillor Richard Langridge

Councillor Sandy Lovatt

Councillor Gill Sanders

Mrs Sue Matthew

Councillor David Wilmshurst (In place of Councillor Steve Harrod)

By Invitation: Ian Jones; Carole Thomson

Officers:

Whole of meeting Sarah Jelley, Sue Whitehead (Chief Executive's office)

Part of meeting

Agenda Item

Officer Attending

6 Rebecca Matthews, Interim Deputy Director Education & Learning and Judith Johnson (CEF Schools Partnership Project)

7 Rebecca Matthews, Interim Deputy Director Education & Learning; Lucy Wawrzyniak, School Intervention Leader

8 Roy Leach, School Organisation & Planning Manager

9 John Mitchell, Assistant to the Director for Children's Services

10 Rebecca Matthews, Interim Deputy Director Education & Learning

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

11/15 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 2)

Apologies were received from Councillor Harrod (Councillor Wilmshurst substituting).

12/15 MINUTES

(Agenda No. 4)

The Minutes of the meeting held on 22 January 2015 were approved and signed subject to the following minor amendments:

Minute 7/15 – add the word 'to' to the last sentence of the final paragraph of the preamble to read: She noted that the Committee should not get this out of kilter as many schools were very close **to** the wire in terms of their budgets.

Minute 8/15 – add a space between the words Free and Universal in the heading.

During discussion of the minutes the following matters were discussed:

- 1) The Chairman had met with The Virtual School and was very impressed with their work (Minute 4/15)
- 2) With regard to revenue balances (Minute 7/15) the Chairman advised that meetings had been held with a number of schools and there would be a formal report back to a future meeting.
- 3) With regard to Minute 6/15 it was clarified that children on a child protection plan would not necessarily qualify for pupil premium.
- 4) Responding to a question on what was being done to look at the on-costs of universal free school meals (Minute 8/15) Rebecca Matthews explained what was included and indicated a possible issue was the sustainability of equipment. The Chairman queried if and how this information was being monitored. A member queried whether provision which is universal would be better provided at a County level and whether the Committee should be considering what could be done to inform Government of the situation. The Committee also queried the impact on schools and the pupil premium as parents may not be coming forward and Councillor Waine speaking as Vice Chairman of the School Organisation Stakeholder Group indicated that the Group would be taking up this issue along with the question of the sustainability of equipment.

13/15 CHANGES TO LOCAL AUTHORITY ARRANGEMENTS TO SUPPORT SCHOOL IMPROVEMENT (LAASSI): INSPECTION FRAMEWORK & IMPLICATIONS FOR SCRUTINY

(Agenda No. 6)

Rebecca Matthews, Interim Director, Education & Learning and Judith Johnson attended to present the report (ESC6) that outlined the new statutory Ofsted Framework for the inspection of local authority arrangements for supporting school improvement functions - as set out in the November 2014 Ofsted Framework and Guidance Handbook.

The report set out the focus areas for inspection, the national context, the risk assessment for the local authority and the steps taken to date to prepare for an inspection under this framework.

The report posed some queries for future Scrutiny Committee consideration related to their forward planning to ensure appropriate scrutiny of school improvement and school quality assurance functions.

During questions the Committee was advised that that the Council did not think it was at high risk of inspection currently but that the situation could change as the inspection regime was regionally based. Responding to a question on LAASSI Forum Rebecca Matthews stated that Councillor Tilley was a representative but that a representative of this Committee would be welcome.

The Chairman commented that the Regional School Inspector was invited to the June meeting and it was important to make the most of this opportunity by undertaking some planning for that meeting.

Members highlighted the important role played by Governors and there was the importance of having trained and experienced governors.

There was detailed discussion of the reporting areas and themes and it was suggested that it would be helpful to see information diagrammatically, e.g in spider diagrams, so that the Committee could gain an understanding of the emerging trends.

A Member asked for definitions of what educational responsibility and school quality oversight functions meant (paragraph 3) and it was agreed that this would be provided.

Having considered how their forward work plan enables them to ensure appropriate Scrutiny coverage of the nine inspection themes the Committee noted the report and AGREED that the self-evaluation exercise be shared with Committee members when completed.

14/15 CHILDREN ON THE EDGE OF CARE & EXCLUSIONS

(Agenda No. 7)

Rebecca Matthews, Interim Deputy Director, Education & Learning and Lucy Wawrzyniak, School Intervention Leader presented a report (ESC7) to update Education Scrutiny Committee about children on the edge of care and exclusions.

Lucy Wawrzyniak summarised the information contained in the briefing. During discussion a member highlighted the retention of staff and the impact high turnover has on children in the school. It was noted that some schools have social workers and other support staff and it was AGREED that at a future meeting the Committee hear from schools about what they are doing, the funding and the impact on children. It was also suggested that it would be helpful to hear from schools who had struggled with this issue.

Responding to a query on paragraph 8 Rebecca Matthews undertook to find out if the position was similar for other Authorities.

15/15 BRIEFING ON OVERVIEW OF SYSTEM DIVERSITY & DRAFT PROTOCOL ON RELATIONSHIP WITH ACADEMIES

(Agenda No. 8)

Roy Leach, School Organisation & Planning Manager presented a briefing (ESC8) giving an overview of system diversity and on the draft protocol on relationships with Academies.

The Education Scrutiny Committee noted the contents of the report.

16/15 BREAKFAST CLUBS

(Agenda No. 9)

John Mitchell, Assistant to the Director presented a report (ESC9) in response to the following Motion from Councillor Gill Sanders and agreed at Council:

“This Council asks the Education Scrutiny Committee to consider asking those schools which currently do not, to provide school breakfast clubs for their pupils. In particular, it is asked to consider the impact this would have on raising attainment, improving absence rates and lateness and to investigate how sponsorship, alongside the Pupil Premium, might fund the breakfasts. This information should then be provided to all schools in the County.”

Members welcomed the report and asked that so far as practicable the Council continue to promote the use of Breakfast Clubs. Information was available on the numbers and locations of Breakfast Clubs.

The Committee AGREED to:

- (a) Ask officers to draw this report to the attention of headteachers, chairmen of governors, governing bodies and relevant persons and management committees of Academy schools, with a suggestion that active consideration be given to the introduction of breakfast clubs in schools and academies which do not already have them. The suggestion to include a recommendation that this might extend to discussion with colleagues in schools or academies which do have breakfast clubs; and
- (b) Ask officers to explore what charitable or other sources of funding might be available to support breakfast clubs in Oxfordshire and to alert schools and academies to those opportunities.

17/15 STRATEGIC SCHOOLS PARTNERSHIP MODEL UPDATE

(Agenda No. 10)

Rebecca Matthews, Interim Deputy Director Education & Learning provided an update on the strategic schools partnership model.

18/15 SCRUTINY ANNUAL REPORT TO COUNCIL

(Agenda No. 11)

The Committee considered the Scrutiny Annual Report prior to its submission to Council in May 2015.

Members commented that it was a good report covering the work of the Committee. It was suggested that if possible reference be made to promote Breakfast Clubs, although it was recognised that this was a report looking back at the year.

19/15 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 12)

Members identified a number of issues for inclusion on the forward plan: the consequences of the raised leaving age to 18 including the on-going additional costs to schools; how can the Committee effectively scrutinise Academies.

In addition to the discussion with the Regional School Commissioner in July the following were identified as priority items for that and future meetings: FSM and non FSM attainment at different key stages; LAASSI and the challenge of recruiting/retaining teachers.

The Chairman advised that in September the process to recruit a new co-opted member would begin and members were asked to encourage governors to consider the role.

..... in the Chair

Date of signing 2015

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Division(s): All

EDUCATION SCRUTINY COMMITTEE – 9th July 2015

Update Report and Changes to the LA Risk Register for the Local Authority Arrangements to Support School Improvement (LAASSI) Inspection Framework

Report by Director for Children's Services

Introduction

1. Education Scrutiny Committee was briefed in April 2015 about the inspection framework and implications for the local authority. A subsequent meeting took place between officers from the Education and Learning service and the chairman and vice chairman of the Education Scrutiny Committee to ensure that the forward plan covered the full range of scrutiny areas expected of an effective local authority.
2. This report provides an update of the preparatory actions taken by the officer LAASSI Forum and highlights changes to the risk assessment register. The Lead Cabinet Member for Education sits on the LAASSI Forum.

Preparatory Actions taken by Officers

3. A LAASSI Forum chaired by the Deputy Director for Education and Learning has been established which meets regularly and oversees the preparation and evidence collection. Its work and that of other officers since the April briefing has included :
 - a. The Autumn Term Position Statement has been re-configured to reflect a broader range of factors and help keep all schools under review, ensuring that Headteachers and Governing Bodies are alerted to any issues requiring improvement action in a timely manner.
 - b. Consultations with schools have taken place regarding the scope and content of a new service level agreement for provision of data for collaboratives of schools.
 - c. The content and scope of a new core offer regarding school performance data provided for schools has been developed.
 - d. All nine themes now have initial self-evaluation position statements (SEPS) drafted and a short term action plan has been produced.
 - e. A longer term action plan (1 year) is in the process of being scoped to run for the 2015-16 academic year.
 - f. A storyboard of key strengths and areas for development against each of the 4 reporting areas under the inspection framework was collated at the LAASSI workshop in early July. This will form an important overview for

service staff, schools and members. It will be brought to the autumn term meeting of the Education Scrutiny Committee for consideration.

- g. The evidence and impact library - cross referenced to the inspection framework criteria - has been further refined and updated.
 - h. The Strategic Schools Partnership – Commissioning Model – has finished its formal consultation in early June. This has resulted in a rich (if diverse) pool of views and suggestions which are still being prioritised for action. Progress on the mapping of effective practice at school level across the county as a web based project has been made - this was an area of considerable interest from schools that responded to the consultation.
 - i. In response to the key priorities in the new Education Bill under the new government, Oxfordshire is :
 - Submitting bids for a number of the new 500 free schools available in areas of significant demand; and will combine the option of using these in the short term (until they fill to capacity) to meet the demand for the additional child care spaces required.
 - Reviewing areas with vulnerable small schools and proactively engaging in planning for structural collaboration to strengthen their position and outcomes, prior to any forced academisation intervention by the Secretary of State.
 - j. A combined post of Leadership Development and Governance has been successfully recruited to, thus addressing an historical gap in the county's provision for schools and strategy in the area of leadership development.
 - k. The Local Authority (LA) has ceased provision for Newly Qualified Teacher induction support with effect September 2015 and negotiated a commission with the Oxfordshire Teaching Schools Alliance (OTSA) that they become the preferred provider for the LA with termly accountability reporting sharing for wider school improvement intelligence sharing.
 - l. The Strategic Schools Partnership – Commissioning Board has now had two meetings. It has scoped its quality assurance arrangements and agreed a data monitoring format for commissioning packages of schools to school support. A commissioning fund of £160k has been identified from the existing Schools and Learning Service budget for supporting under-performing schools. An Operational sub-group is being developed to take forward the practical activity relating to School to School Support programmes for identified schools commissioned by the Board.
 - m. Plans are in hand to redefine the offer for Headteacher Induction support – again in partnership with the OTSA - which will apply from September 2015.
4. Nationally, a number of common successes for LAs have been identified. The most common areas of strength were rigorous and clear challenge, good school performance data available, effective work with system leaders and networks and effective support and challenge for governance.

5. Effective LAs have:
- Successfully negotiated an open and co-operative culture across all schools, focused on LA-wide outcomes.
 - Re-designed approaches to meet local needs and changing resources.
 - A strategy for encouraging stronger schools to support weaker schools which was transparent, consistently applied, and understood by elected members, headteachers and governors.
 - Developed collaborative partnerships of schools and groups of schools, and commissioned or brokered support from teaching schools, local alliances and trusts, and NLEs/LLES (National/Local Leaders of Education).
 - Good knowledge of their schools, had a good understanding of performance and contextual information, and ensured decision-making processes were tied to regular data collections.
 - Credible staff who succeeded in 'striking the right balance' between challenge and support.
 - Ensured intervention in underperforming schools swift and proportionate, including through 'in-house' approaches or use of statutory intervention powers.
 - Reported significant concerns about academies to DfE/RSC (Department for Education/Regional Schools Commissioner) promptly.
 - Taken robust action taken where governance was weak.
 - Provided support and training that was valued by schools and carefully linked to identified needs.
6. Oxfordshire has made positive inroads against all of these effectiveness indicators over the last year but it is important to note that in some areas the impact of this progress needs more time to be realised.

Risk Assessment

7. There are eight main triggers which form the basis of regional identification of LAs for school improvement inspections. These will change on a termly basis as schools are inspected and their outcomes may improve the LA's position - or alternatively increase the risk level. The table overleaf reflects Oxfordshire's position in April 2015.

Criteria/Triggers for Inspection April 2015	LA Evaluation (RAG)	Trend Direction	Comment
1. % CYP in Good/Outstanding Schools/Pupil Referral Units/ Alternative Provision is lower than nationally	Green	↑	<i>Broadly in line with at Primary. Above at Secondary</i>
2. Higher than average number of schools in an Ofsted category and/or where progress of schools in a category is not rapidly improving	Amber	↓	<i>Published figures (as of Dec 14) indicate broadly in line with at Primary and slightly below at Secondary. However the number of inadequate primary schools is increasing and will be in line with national average.</i>
3. % of Good/Outstanding schools is lower than national average	Amber	↑	<i>Better at secondary than Primary. % Outstanding schools lower than nationally.</i>
4. Attainment Levels are lower than national average and/or improvement trends are weak	Amber	Mixed ↔	<i>EYFSP/ KS1 in line with KS2 – relative position falling KS4 –above national</i>
5. Rates of Progress, relative to starting points, are lower than national average and/or improvement trends are weak	Green	↑	<i>KS 1-2 above national KS 2-4 strongly above national</i>
6. Pupils eligible for the Pupil Premium achieve less well than pupils not eligible for the PP nationally	Red	↓	<i>Pupil premium gaps at both KS2 and KS4 wider than national</i>
7. Qualifying complaints to Ofsted about schools in LA	Green	↔	
8. Where the SoS requires an inspection of LA SI functions	Amber	↔	

8. Trigger 6 has been in an area of on-going concern for the Council but the slight decline is Trigger 2 is concerning – the directional trend has been caused by two academies falling into an Ofsted category. For maintained schools there has been one school going into an ofsted category and one coming out.
9. **Trigger 2** is being addressed by new procedures for keeping all schools under review and school to school support packages, and the recently introduced focus on good and outstanding schools with a downwards trend.

10. **Trigger 6** is being addressed via the new Vulnerable Learners Strategy and actions planned for closing the gap between disadvantaged groups and their peers, and increased area partnership accountability for their collective vulnerable learners.

Conclusion

11. The county is on track in terms of its preparation for a potential Ofsted inspection. It is using the opportunities and inspection impetus to drive more coherent and integrated school improvement provision and outcomes through:
 - Engineering a range of practice changes between teams.
 - Generating additional service offers for schools that will make an impact on outcomes.
 - Strengthening its relationships with schools.

RECOMMENDATION

12. **The Committee is RECOMMENDED to note this Update Report and continue to ensure that their forward work plan ensures appropriate Scrutiny coverage of the nine inspection themes**

JIM LEIVERS
Director for Children's Services

Contact Officer: Rebecca Matthews, Interim Director, Education and Learning

July 2015

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Division(s): All

EDUCATION SCRUTINY COMMITTEE – 9 JULY 2015

SERIOUS CASE REVIEW – IMPLICATIONS FOR EDUCATION SCRUTINY

Report by the Director for Children's Services

Introduction/Background

1. The Serious Case Review into Child Sexual Exploitation in Oxfordshire reflects much from the experiences of Children A, B, C, D, E, and F that can inform practice within schools and within Education and Learning generally.
2. Education is mentioned in the report on a number of occasions, as shown in Appendix A.

Education Implications from the Serious Case Review

4. Four key areas are highlighted that require further attention:
 - a) Attendance – to include restricted timetables and children educated at home and children missing from education.
 - b) Exclusions – to include alternative provision.
 - c) Record keeping and the transfer of information at key points of transition.
 - d) Information and training about CSE.
5. Within Oxfordshire County Council, the Schools and Learning Service is subdivided into four areas:
 - School Improvement
 - Governance
 - Business Management
 - Vulnerable Learners
6. There are implications from aspects of the Serious Case Review for all these areas, and all have discussed these implications on their work and developed strategies for raising awareness and training. For the purposes of this report, the Vulnerable Learners Service will receive most attention, as they bear the specific responsibility for attendance and exclusions.
7. Within the Vulnerable Learners Service, the Social Inclusion team has statutory duties to provide the following services.

- Exclusion and reintegration, including day 6 provision following exclusion.
- Supporting the admission of vulnerable pupils without school places.
- Prosecution for poor attendance.
- Issuing penalty notices in relation to unauthorised absence from school.
- Issuing child performance, chaperone and child employment licences.
- Monitoring elective home education.
- Responding to referrals from schools relating to children who go missing from education.
- Monitoring and recording information about pupils on reduced timetables.
- Maintaining a database of children who are not in receipt of a full-time school based education offer (including children within the Pupil Referral Unit).
- Challenging barriers to this and escalating concerns to senior managers.

Attendance Team

8. The County Attendance team consists of a senior attendance officer, 2.3 attendance officers and two admin officers who issue performance and chaperone licences, work permits and penalty notices.
9. The flowchart at Appendix B describes the process that may ultimately lead to the prosecution of parent(s) for failing to ensure that their child(ren) fail to regularly attend school. The process starts with action from school and links to work undertaken by the Early Intervention Service to improve attendance. The role of the County Attendance team is to take prosecution forward should attempts by the school and other services fail to make the required improvements.
10. We are in the process of developing a traded service to offer additional support to schools to improve attendance. In this way, we shall be able to tackle the issues of poor attendance in a strategic way and provide support to schools across the county.

Exclusion from School

11. Headteachers are required to inform the Local Authority immediately if they permanently exclude a pupil. The process the Social Inclusion Officers follow when they receive a notification is shown on the flowchart at Appendix C. Steps are taken immediately to arrange interim education provision while the exclusion process runs its course. If the exclusion is upheld, the SIO will consult with parents and the In Year Fair Access Panel to identify a new school or allocate long term provision at the Pupil Referral Unit. Any difficulties or delays in identifying interim or long-term education provision are monitored and reported to the Pupils Missing Out Strategic Group on a termly basis.

12. Permanent exclusions in secondary schools have increased this academic year so far and we expect the overall figure to be higher than in recent years. There is a particular concern in the increase of children being excluded with Statements or Education, Health and Care Plans or who are undergoing statutory assessment.

Reduced Timetables

13. Pupils are entitled to a full-time education, but in line with the Department of Education, we recognise that there are exceptional reasons why a pupil might benefit from a reduced timetable for a limited period and we have produced guidance for schools and have a reporting structure in place to monitor the use of these reduced timetables and will challenge schools when concerns that come to light. Guidance has been publicised to schools, academies and the Pupil Referral Unit to inform them of their responsibilities and of the method of reporting. Schools are asked to complete and forward a proforma to the Pupils Missing Out team inbox. The proforma emphasises that parents must give permission before a reduced timetable can be considered. Our guidance recommends that before a reduced timetable is considered, the school should have carried out the following:
 - a) Have carried out an assessment using the Common Assessment Framework (CAF) to establish if there are wider needs and identify what support is required from external agencies.
 - b) Undertake a thorough risk assessment and give consideration to safeguarding measures for the duration. The school must carry out a risk assessment before implementation and this should be recorded.
 - c) Notify the Social Inclusion team of the intention to implement a reduced timetable for a pupil by email to pupilsmissingout@oxfordshire.gov.uk.
 - d) Inform other services who are involved with the child/family e.g. EI Hub, Social Care, SEN.
14. Although an increasing number of schools are providing information about reduced timetables, we are aware that many schools do not notify us. We are proactively contacting schools to collect this information.

Children Missing from Education

15. We have a named officer (Pupil Tracking Officer) who is the point of contact for schools to report concerns when a child ceases to attend school and where parents have failed to notify the school of a forwarding address or school. The school will have taken steps to try to investigate before contacting the Pupil Tracking Officer who will in turn undertake a series of checks and make enquiries to establish forwarding details. Should any of these enquiries raise possible safeguarding concerns, these will be highlighted to the relevant agencies and, if unresolved, will be reported to the Pupils Missing Out Strategic Group.
16. Information will also be placed on the national School to School (S2S) database.

Elective Home Education (EHE)

17. The EHE team are advised by schools when a parent removes their child from the school roll to home educate. The EHE lead officer will ask the school to complete a school exit form giving details of other agencies involved with the child and will ask specifically whether the school has any safeguarding concerns. Where concerns exist, or if concerns come to light following home visits, the team will liaise closely with colleagues in Social Care and the Early Intervention Team. This includes the sharing of relevant information, joint home visits and contribution to core groups and Child Protection conferences.
18. We have had incidents where schools have persuaded parents to remove their child from school supposedly to home educate under the threat of permanent exclusion or because the child has poor attendance. This is unlawful and we challenge robustly whenever we become aware that this has happened.

Admission and Monitoring of Pupils in the Pupil Referral Unit

19. Admission to Meadowbrook College is managed by the Social Inclusion Officers in conjunction with the In Year Fair Access Panel (IYFAP) members. Permanently excluded pupils are automatically allocated places for interim provision, while long term admissions are dealt with through the monthly IYFAP. The Local Authority is required to provide education to permanently excluded pupils from day 6 of the exclusion. The referral form, which is completed in all cases, requires the school to provide a risk assessment and details of any services known to be involved with the child. The form is in the process of being amended to place further emphasis on CSE risk and transfer of school files when there is a change of placement.
20. Once children are admitted to Meadowbrook College, their programmes are monitored by the Social Inclusion team to ensure that, wherever possible, pupils are receiving their entitlement to a full-time education and that when a temporary reduced timetable is felt necessary that guidance is followed. Regular meetings are held between Social Inclusion and Meadowbrook to review these arrangements and the results reported to the Pupils Missing Out Strategic Group.
21. The Local Authority is now reclaiming the AWPU funding from schools which permanently exclude pupils so that funds are available to ensure that those excluded pupils are provided with appropriate education. Initially more flexibility is being created with two places at Meadowbrook so the requirement for obtaining provision by day 6 is met.
22. Meadowbrook is now an academy under the Radcliffe Trust. The LA has representation on the Board of the Trust. This creates close links and additional accountability routes.

Pupils Missing Out (PMO) Strategic Group

23. The PMO Strategic Group has been in place since April 2015. The Group meets six times a year on a termly basis. The group is chaired by the Interim Deputy Director – Education and Learning.
24. Prior to the meetings, the PMO team and the Social Inclusion Manager look at concerns that are raised by the teams above and by other teams involved in admissions and attendance (SEN, Admissions, Hospital School, Virtual School, Early Intervention Hubs etc.). The information is collated and cross-referenced and, where possible, advice given or challenge made to try to address specific concerns.
25. Remaining concerns are presented to the Strategic Group in the form of data in relation to low level cases and with specific detail where the criteria are met to RAG rate a case as RED. The group seek to address significant procedural problems that are regularly causing children to miss out.

Record Keeping

26. Within the Social Inclusion team, almost all casework is recorded electronically and stored in EMS ONE or on Document Manager. The final piece of work to complete this process will be completed by September 2015. This means that involvement by the team is visible to all teams and services that have access to EMS ONE or Single View.
27. Advice has been provided to schools about the importance of honest and accurate record keeping, and passing that on to any receiving school.

Concerns around Data

28. Many schools on becoming academies have chosen to switch data systems, which are not easily compatible with those used by the Local Authority. This has led to difficulties in collecting data on fixed term exclusions and attendance. We also have a small number of academies who are unwilling to share this information with us on a regular basis. This has been raised with the academy sponsors.

Information and Training about Child Sexual Exploitation

29. The Values verse Violence project has worked with three primary schools using Dotcom materials and support. This project was separately evaluated and reported to the Commissioning Safeguarding Board.
30. The production of Chelsea's Choice has finished their work in schools across the county.
31. GWTheatre will be performing the Somebodies Sister, Somebodies Daughter production in secondary schools in the autumn. This targets Year 9 to 11 pupils. In conjunction with other LAs, they have been commissioned to write a

production for years 5 to 7. The writer has consulted with a headteacher in the county who has significant involvement with curriculum material focussing on preventing CSE.

32. There is a need to develop a robust monitoring process to measure the impact of these productions.

Education and the Multi-Agency Safeguarding Hub (MASH)

33. Both Early Years and schools have secured funding to employ workers within the MASH. These temporary posts started on 1 June. It had been noted in other MASH arrangements around the country that communication with school or setting leadership and the MASH was imperative on referral of a case.
34. Whilst it is still early days, this link is proving an invaluable role in ensuring decisions by school leadership are appropriate and in consultation with the multi-agency team. These roles will continue to evolve as the impact of their function is fully analysed.

The Virtual School for Looked After Children and Care Leavers

35. The Serious Case Review noted that five of the girls were under the care of the Local Authority. Their pattern of attendance at school was noted as one indicator to raise concerns, which in several cases had not been done sufficiently.
36. The Virtual School receives daily attendance information from Welfare Call, the commissioned agent who identifies absentees, regardless of where Looked after Children are educated. Urgent actions are decided by managers who contact and challenge schools if need be. If the situation needs to be escalated, the team leader or Head of the Virtual School are informed and consult across agencies and LA teams. The protocol to prevent exclusions is followed and, to date, no permanent exclusions have been made.
37. The attendance information is collated and weekly reports sent to managers. Actions are taken if necessary. Every six weeks a meeting is held, chaired by the Interim Deputy Director – Education and Learning, examining patterns of attendance and planning how to resolve any systemic barriers, both internally to the LA and with schools and external agencies.
38. There is still a need to further reinforce the expectations of schools to provide the best possible education and pathways for children in care as they progress to become care leavers. The role of the Virtual School in advocating for, and being the guarantor, of good education for children in care is not clearly understood by all school leadership teams. The statutory role of Head of the Virtual School needs to be continuously asserted within and beyond the LA so that the education of children in care is given due credibility in decision making.

39. The Pupil Premium Plus is allocated by the Virtual School for children in care to be given additional provision so that children have high aspirations and support in order to achieve as highly as possible. The LA policy resulted in all funds being distributed; all pupil education plans (PEPs) RAG rated and additional support provided centrally. The PEPs continuously improved in quality, though the reasons for using the Pupil Premium Plus could have been more ambitious and imaginative.

RECOMMENDATION

- 40. Education Scrutiny Committee is RECOMMENDED to note this report**

JIM LEIVERS

Director for Children's Services

Background papers:

Contact Officer: Rebecca Matthews, Interim Deputy Director – Education and Learning – 01865 815125

June 2015

Serious Case Review – References to Education

Page 17 Para 3.15 – One parent submitted a written paper to the Review. As regards education the parent commented:

‘Although some individuals tried to support her, **education as a whole failed her...** the response was to exclude her as soon as at 12 she started exhibiting difficult behaviour and truanting...which meant she had nothing else to do except hang around the square where she was first approached and groomed by predatory men. The lack of education also further reduced her self-esteem, isolated her from her peers and...made her extra vulnerable to the blandishments of the child groomers.’

Page 21 Para 4.9 – Ofsted June 2014 inspection found that ‘**The authority has effective systems for identifying, monitoring and responding to those children who are missing from education and those who are educated at home.** Officers provide support and, where necessary, challenge to ensure the quality of the education provided in this way’.

Page 26 Para 4.28 – Involved agency process OCC – Education and Early Intervention Service (EIS)

- EIS organises or conducts return from missing interviews for children not open cases
- Safeguarding on the agenda of the termly Heads/Chair of Governors meetings with the Director of Children’s Services, e.g. dynamics of grooming, impact of absence
- Bespoke training for 250-plus staff in schools and FE colleges
- All state school year 8 and 9 shown the play Chelsea’s Choice, a powerful drama about grooming, and year 10s will be shown Somebody’s Sister, Somebody’s Daughter
- Senior EIS managers are involved with the OSCB, and its CSE and Quality Assurance/Audit groups, the Missing Persons Panel, and three staff are seconded to Kingfisher
- Centralised easy access list of children missing from education
- Transfer of records, including safeguarding concerns, between schools to be audited
- Greater information sharing about exclusions from school
- Directory of alternative quality provision completed

Page 33 Para 5.10 – Why the delayed identification and action on CSE? – a lack of knowledge about CSE crossed all organisations and professions. Information provided by Education to the SCR explained: ‘It was clear through conversations with a range of professionals for this review, including a focus group with head-teachers and designated school safeguarding leads, that **there was little understanding of child sexual exploitation** and any indicators to suggest that any of the girls might be subject to or at risk of it, at the time.’

Page 38 Para 5.35 – Why the delayed identification and action on CSE? – An extract from the Education submission to the review shows both the challenges and the lost opportunities to identify CSE: ‘From the education settings’ point of view...the persistent disruptive behaviour of the girls and the challenges that they posed were not easy for any setting to manage and, at times, they were at a loss to know what to do. These were girls who said that they had remembered for years, they stuck in their minds and had a significant impact on them. They were also girls that, even with all the challenges they posed, had academic ability. Staff spoke with affection about them and it should be noted that some tried really hard to support them when at school, and now feel a huge sadness at now knowing more about the reality of what was actually happening to them at the time’.

Page 55 Para 5.105 – The years before the Bullfinch investigation had been one of **considerable leadership change** at the top of Children’s Social Care (CSC), which had been merged with Education in 2006. From 2004-11 there were five substantive Directors, and three periods of interim directorship.

Page 56 Para 5.106 – The merger with Education also had an impact, with interviewees saying that CSC was the poor relation in terms of resources, and some staff saying that having no Director until 2010 with a social work background was not helpful.

Page 63 Para 5.139 – Education reported to the SCR that: ‘The reality is that the secondary educational experiences of the six girls were in the main poor. **They appear to have been responded to either through detention or exclusion and had long periods of absence from school.** Alternative provision was limited, with little evidence of cross-checking against alternative provision registers and school registers, leaving young people vulnerable as schools were not aware as to whether they were actually attending alternative provision.’ It also said that many staff saw the period after 2005, when Education and CSC were theoretically merged but in their view operating separately, as one of low morale and chaotic reorganisations. Information provided by Education to the SCR said that before 2008 there was view that the ‘educational needs of Looked After Children were just not seen as important as there was so much structural and leadership change’.

Page 64 Para 5.140 – As with other agencies, Education says that its staff, including its Social Inclusion Officers who advised on children likely to be excluded, **had no real understanding of CSE.** Exclusion decisions were based on children’s behaviour and attainment issues rather than wellbeing, and Heads who contributed to the Education submission to the SCR said they still see this as the national agenda. It is not surprising, given how all the other professions were seeing the girls’ behaviour, that education professionals also saw the solutions as lying with the children (or excluding them), or pressing the parents to improve their children’s attendance, rather than seeing the girls as victims.

Page 64 Para 5.141 – The Education contribution to the SCR described how a panel determined alternative arrangements after exclusion, but if the exclusion happened a day after a panel, nothing was done until the next panel. Now alternative for Looked After Children are planned promptly but in the past ‘they often had to wait some time before it was provided. Some of the parents or carers of the girls were at times left

trying to negotiate provision and appeared to get caught up from the limited range of provision on offer. This was particularly evident for three of the girls when they were returning from residential or secure placements to mainstream school'.

Page 64 Para 5.142– Education says that at the time (but now improved), the **transfer of education records between schools was poor**, which would have affected these children more than most because of the moves and exclusions. In another administrative issue, children could be recorded as present if they were known to be receiving alternative education elsewhere, but reported that there was no real system to be sure of actual attendance elsewhere, so absences could be missed when considering a child's progress. Like Donnington Doorstep, schools used the no names consultation process, and the Education contribution to the SCR says that staff found this confusing and actual referrals were low.

Page 64 Para 5.143 – Before Bullfinch at no time did it appear that professionals were really aware of the increased risk and vulnerability to CSE that being out of school posed or the implications of delay in finding alternative provision. At the same time, it has highlighted that the level of disruptive behaviour that the girls mostly displayed was something that the schools were at a loss to deal with and the support available to them was minimal.

Page 92 – Day-to-day processes were not strong enough - transfer of education records between schools was poor and the provision of alternative education after exclusion, or of post-secure placement education was slow.

Page 113 – Recommendations – The SCR sets out local recommendations for OSCB consideration, either for direct action or to oversee in its assurance role. Such assurance needs to be on-going. They are worded that the OSCB has flexibility in how it achieves them. **Where there is reference to 'member agencies', this should be deemed to include educational establishments that are not actual members, nor under OCC, and the OSCB will need to be sure how it seeks assurances from them.**

Appendix B

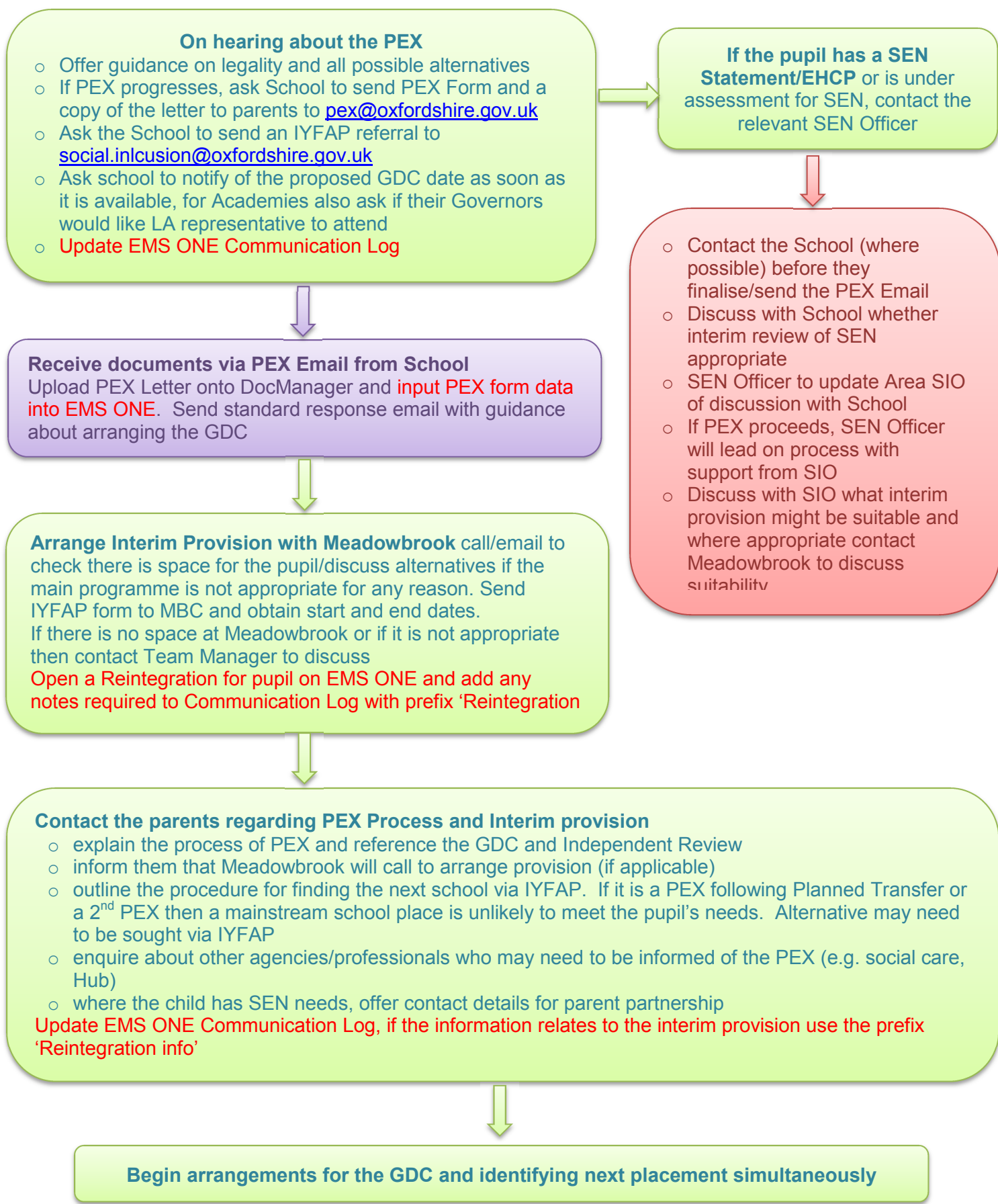
The County Attendance Team Case Process Flow Chart September 2014

School's Responsibility Pre Referral	
<p>If a pupils' attendance is less than 90%, the school identifies the reason for absence. If a cause for concern, contact parents by phone, letter, or invite parents to a Parenting Contract Meeting to identify any support required. Consider a home visit and start the CAF process, to be completed asap. Set achievable attendance target with parents and pupil. If the absence is due to illness over 10 days or in a regular pattern, seek written permission from the parents to contact GP for confirmation that pupil is too ill to attend. Set review date not more than 20 days later. Consider Penalty Notice if appropriate.</p>	
Review attendance, up to 20 days later.	
↓	Attendance target not met
<p>School to set up a Multi-agency planning meeting or TAC, inviting parents, pupil, Hub, and other agencies who may be working with the family to attend. This meeting will draw up an attendance action plan and will identify what support the pupil/parents may require to improve attendance. Set review date not more than 20 days later.</p>	
↓	Attendance action plan fails to improve attendance
<p>Referral to The County Attendance Team by completing in full the appropriate form. A referral will only be accepted if the pupil has at least 20% unauthorised absence and legal action is required to ensure regular attendance at school. Referrals will also be accepted when pupils are thought to be illegally employed.</p> <p>A referral will only be accepted when all steps above have been attempted and evidence provided.</p>	

CAT Responsibility Post Referral			
<ul style="list-style-type: none"> Decision taken by Senior AO on appropriateness of referral and legal route to be taken School Attendance Orders will lead to S444 prosecution if no compliance by parents 			
S444(1)	S444(1A)	ESO	Parenting Order
1st Warning letter issued together with PACE letter when referral accepted			
<ul style="list-style-type: none"> Attendance Panel Meeting (AO, Parents, Child, school,) or PACE meeting held in school within 5 weeks of referral Reg cert sent with invite, phone reminder to parents before meeting APM Recorded and attendance target set 			

<p>↓</p> <ul style="list-style-type: none"> • If target met, send letter, review within further 5 weeks • If target not met within 5 weeks of Attendance Panel or PACE Meeting proceed to Final Warning 	<p>May be added to S444(1) & (1A) if required</p>
<p>Final Warning Letter issued. Papers submitted to court</p>	<p>↓</p>

Key:



Contact the School and parent to clarify the arrangements for the GDC

- For Academies, establish whether the Governors want LA representation, if not, ask the parent if they would like to request LA representation, if it is a maintained school we automatically attend.
 - Offer advice as required to the Head and Governors on the process and running of the GDC Hearing and on information required for the GDC (guide available on schools intranet)
 - Offer advice as required to the family on the process and running of the GDC Hearing
 - Request notification of proposed GDC date for our records and to ensure a LA representative can attend
- Once GDC date confirmed, open a Relocation on EMS ONE**

If the child has an EHCP/SEN Statement SEN Officer and SIO to negotiate who is best to attend, if not both

LA Maintained School or Academy where Governors confirm they will invite LA

Identify which SIO can attend and email the GDC Clerk, copying in social.inclusion@oxfordshire.gov.uk with their contact details, requesting the GDC Bundle is emailed / sent securely direct to them 5 school days ahead of the GDC.

If Academy Governors don't invite LA but the parent requests a SIO attends

Identify which SIO can attend and email the GDC Clerk, copying in social.inclusion@oxfordshire.gov.uk with their contact details, notifying that SIO will attend at parent's request **requesting the GDC Bundle is emailed / sent securely direct to them 5 school days ahead of the GDC.**

For Academies, if neither the parent nor Academy Governing Body invites SIO to attend

There is no role for us in preparing a report or attending the meeting. Contact the Clerk, copying in social.inclusion@oxfordshire.gov.uk acknowledging that we are not attending and ask that after the hearing the decision is emailed, attaching the letter to parents, to pex@oxfordshire.gov.uk. (See below for actions following GDC decision)

Update EMS ONE Communication Log with details about the GDC date using prefix 'GDC info'
You must copy emails to social.inclusion to ensure PEX Admin can update Exclusion on EMS ONE

Receive social.inclusion email confirming GDC Date and SIO attending
Update Exclusion in EMS ONE

Prepare LA Statement for the GDC (using template)

- Check it with a colleague
- If maintained school or invited by the Academy**
- Send it to the Clerk of the GDC (email signature) copying in social.inclusion@oxfordshire.gov.uk
- If you are attending at the parent's request**
- Send it to the parent copying in social.inclusion@oxfordshire.gov.uk offer time before the GDC to talk it through with them if required
- Add email to EMS ONE Communication Log using prefix 'GDC'**

If the child has an EHCP/SEN Statement SEN Officer will share writing the LA Statement

On receipt, upload LA Statement into Document Manager

Attend the GDC

- Ask that the Clerk email the decision, attaching the letter to parents, to pex@oxfordshire.gov.uk
 - Keep GDC bundle for at least 15 days in case parent applies for IRP – Independent Review Panel. After that, shred securely
- Update EMS ONE Communication Log that you attended GDC Hearing**

On receipt, upload GDC decision letter into Document Manager
Update EMS ONE

If the PEX is upheld

- Contact the parent and discuss whether they want to take the matter to an Independent Review (see 'Process of Independent Review') if they do, explain that you will still need to proceed with searching for a new school to avoid any delay and continue with IYFAP Process
- If parents do not wish to appeal just continue with the IYFAP Process

If the PEX is overturned

- Contact the parent and discuss the outcome and confirm that the child will return to the school/Academy. In some cases the parent may want their child to attend another school, if so they would need to apply for a place through admissions, you may advise on how to do this and provide a CAPF form

Identifying the next placement

Child without EHCP/SEN Statement even if application made

Contact the parents to discuss finding the next placement via IYFAP, obtaining any preferences or views and explain that if they do not wish to accept the place offered by IYFAP then they may wish to pursue their own application via admissions (at this stage do not send a CAPF form)
Update EMS ONE Communication Log using prefix 'Relocation info'

Contact relevant agencies/professionals

- Update and explain/clarify process
- Seek relevant information/advice about the child's needs/existing support

Follow IYFAP Process and Process for In-Year Admissions

Once school identified and agreed

- clarify arrangements for integration and start date, SIO may be asked to attend admission meeting
- Update EMS ONE Relocation and add any detail to Communication Log with prefix 'Relocation info' then end the Reintegration and Relocation once the receiving school has confirmed the pupil's start date at IYFAP**

Child with EHCP/SEN Statement including proposed EHCP/Statement

- If the child has an EHCP, proposed or final SEN Statement the SEN Officer will lead on finding the school.
- Discuss preferences of school with parent
- Where appropriate contact the School(s) to negotiate a place
- Send consultation letter (15 school days to respond)
- Notify SIO of outcome so they may update the Relocation on EMS ONE

End Relocation

Update Relocation on EMS ONE

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Division(s): All

EDUCATION SCRUTINY COMMITTEE – 9 JULY 2015

CLOSING THE GAP AT KEY STAGE 4

Report by the Director for Children's Services

Introduction

1. Education Scrutiny Committee has requested information about what steps are being taken to narrow the gap in achievement between that of vulnerable learners and all pupils.

All Pupils 2014

3. Pupils achieving 5+A*-C, including English and Mathematics, at GCSE in Oxfordshire was 59.4%. This is 2.6%pts above the national average.
4. The proportion of pupils making the expected level of progress in English KS2-KS4 in Oxfordshire is 74.0%. This is 2.2%pts above national.
5. The proportion of pupils making the expected level of progress in Mathematics KS2-KS4 in Oxfordshire is 71.1%. This is 5%pts above national.

Free School Meals (FSM)

% achieving 5+A*-C, including English and Mathematics		
	2013	2014
Cohort	538	503
Oxfordshire	30.3	28.0
National	38.1	33.7
Statistical Neighbour Average (SN)	31.9	28.4
Oxon ranking (SN)	8th	7 th

6. The proportion of pupils known to be eligible for Free School Meals who have achieved 5+A*-C, including English and Mathematics, has decreased from 30.3% in 2013 to 28.0% in 2014.
7. Oxfordshire is ranked 7th out of Statistical Neighbours compared to 8th in 2013.
8. Oxfordshire is ranked joint 108th out of 152 LA's for FSM pupils attaining 5+A*-C, including English and Mathematics.
9. The gender gap for FSM pupils achieving 5+A*-C, including English and Mathematics, has narrowed in 2014 from 13.8%pts to 8.9%pts in 2014. The national and statistical neighbour gap is the same as in Oxfordshire.

FSM 5+A*-C, including English and Mathematics		
	Girls	Boys
	Gap	
Oxfordshire	32.9	24.0 → 8.9
Statistical Neighbours	32.9	24.0 → 8.9
National	38.2	29.3 → 8.9

10. In order to raise attainment for all groups and close the attainment gap for vulnerable groups:

- The commissioning boards for Early Years and Schools in Oxfordshire will build capacity to improve achievement, attendance and behaviour across Oxfordshire’s school system. Members will contribute their collective expertise to a strategic improvement plan and monitor and steer improvement strategies.
- The LA will be a champion for the child by placing children, young people and families at the centre of planning, and working with them to develop co-ordinated approaches to securing better outcomes. Best practice in Oxfordshire will be promoted to achieve equity and excellence to influence improvement. The LA will monitor settings, schools and partnerships, identifying underachievement or high levels of persistent absence and challenging them to improve. The LA will broker intervention and support to improve teaching and leadership and to improve the quality of teaching for pupils with special needs and special needs leadership, acting in partnership according to the requirements in the SEND Code of Practice. It is the LA’s role to monitor gaps in provision, targeting and brokering additional provision for those that present the most challenges to learning.
- Oxfordshire Teaching Schools Alliance (OTSA) will provide the best practice in Oxfordshire in achieving equity and excellence to influence improvement. They will provide training and brokered school-to-school support with a focus on using best practice in the county with high achievement for all groups of learners. OTSA will make use of recent local and national research to improve teaching and leadership.
- School Leadership will develop equity and excellence as a cultural and professional imperative to deliver high standards of achievement for all individuals. They will develop resilience and self-improving structures that enable teachers to teach those that present even the most challenge in learning using best practice to influence others. They will work in partnership with other schools and professionals to improve provision for all vulnerable learners and to ensure access to education for all vulnerable children and young people without school places. They will use leadership of the SENCo and designated teacher so that they have significant influence in teaching children with SEND and who are in care.

11. As an LA we will:

- Share data about vulnerable pupils with schools and identify where there is a risk to performance through the annual risk assessment/position statement
- Ensure schools have access to partnership data and can see where schools address vulnerable pupils well.
- Complete our Aspiration Network project where partnerships of schools will evidence how they have worked to close the gap in achievement at a celebration event in July 2015.
- Work with the Access and Achievement Board to develop an up to date Vulnerable Learners Strategy.
- Work with the Access and Achievement Board to identify areas of concern and broker appropriate training and support using our strategic partners and working with school leaders who have been recognised for their success in closing the gap by the DfE.
- Follow the Academies Protocol where there are concerns about performance of vulnerable groups.
- Work with maintained schools to improve practice e.g. Fitzharrys, as part of the Abingdon partnership, has ensured that vulnerable learners have remained in their home school and have received appropriate provision for their needs. This ensures good attendance and learning at a pace that closes gaps in pupil attainment.
- Issue warning letters to schools following up section 8 monitoring reports with a focus on the achievement of vulnerable learners.

Financial and Staff Implications

12. The work outlined above is within existing allocations.

Equalities Implications

13. The work outlined above is designed to address equalities implications.

RECOMMENDATION

14. Education Scrutiny Committee is RECOMMENDED to support the Local Authority's focus on closing the achievement gap for vulnerable pupils.

JIM LEIVERS
Director for Children's Services

Contact Officer: Sarah Varnom, Interim Schools and Learning Manager – 01865 328508

June 2015

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Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
Education Scrutiny Committee Meeting	1-Oct-15			
Invite senior HMI Sarah Hubbard to the October meeting.			Sarah Varnom	The committee need to decide what they would like to be addressed and the purpose of this item
Ofsted Inspection Framework Self-Evaluation: Key Strengths and Areas for Development			Judith Johnson	
Challenge of recruiting teachers, staff retention & impact on the market				
Consequences of the raised learning age to 18 (Including the on-going additional costs to schools)				
Special Educational Needs and Gifted Children			Sarah Varnom	
FSM - Consequences and additional costs to schools				Perhaps invite a school, Cllr Waine to consider approaching one?
How have the free schools affected the capital allocation?			Roy Leach	
Report back on Science after talking to Teaching Schools Alliance				
PPG loss as a result of FSM				
Sch Place Planning – CIL, S106			Roy Leach	Has the counties model kept up with the changes in development legislation
Exclusions: how does this fit with Academies?				Recommendation of the Education Attainment Working Group (3 July)
Oxford City Request: Exclusions Policy				Recommendation of the Education Attainment Working Group (3 July)
Oxford City Reading Campaign results				Recommendation of the Education Attainment Working Group (3 July)
A Level results in colleges that offer vocational subjects				Recommendation of the Education Attainment Working Group (3 July)

NEETs (TBC)				As requested by Cllr Peter Handley (role of EI Hubs, how many NEETs there are, what the council is doing)
Education Scrutiny Committee Meeting	3-Dec-15			
Education Scrutiny Committee Meeting	11-Feb-16			
Annual Report of the Virtual School for Looked After Children and Care Leavers		Mark Jenner (Headteacher, Virtual School)		