



Notice of a Meeting

Education Scrutiny Committee

**Grand Jury Room, Thursday, 11 February 2016 at 10.00 am
County Hall**

Membership

Chairman Councillor Mark Gray
Deputy Chairman - Councillor Michael Waine

<i>Councillors:</i>	Kevin Bulmer	Pete Handley	Richard Langridge
	Steve Curran	Steve Harrod	Sandy Lovatt
	Tim Hallchurch MBE	John Howson	Gillian Sanders

Co-optees: Mrs Sue Matthew

By Invitation: Ian Jones Carole Thomson

Notes: *Date of next meeting: 25 April 2016*

What does this Committee review or scrutinise?

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

How can I have my say?

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

For more information about this Committee please contact:

Chairman	-	Councillor Mark Gray E.Mail: mark.gray2@oxfordshire.gov.uk
Senior Policy Officer	-	Sarah Jelley, Tel: (01865) 896450 Email: sarah.jelley@oxfordshire.gov.uk
Policy & 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
Head of Paid Service

February 2016

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 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:

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

Scrutiny is NOT about:

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

What does this Committee do?

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

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

A hearing loop is available at County Hall.

AGENDA

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

To approve the minutes of the meeting held on 3 December 2015 (**ESC4 (to be circulated separately)**) and to receive information arising from them.

5. **Petitions and Public Address**
6. **The Virtual School for Looked After Children and Care Leavers - 2014-15 Annual Report (Pages 1 - 22)**

10.15

Rebecca Matthews, Interim Deputy Director, Education & Learning will attend to present the annual report (ESC6) concerning the outcomes for children looked after and those who are care leavers. It focusses on phonics in year 1, key stage 1 & 2 at primary aged pupils and GCSE at key stage 4. It also reports on destinations for those post-16 and on attendance for all pupils in care.

It looks back at the progress against priorities set last year and sets new priorities and targets for 2015-16.

The Education Scrutiny Committee is RECOMMENDED to comment on the annual report attached at Appendix 1.

7. **Local Authority Arrangements to Support School Improvement (LAASSI) Ofsted Inspection Framework Update**

10.45

Verbal update by Rebecca Matthews, Interim Deputy Director for Education and Learning.

8. Recruitment and Retention of Teachers (Pages 23 - 30)

11.00

Rebecca Matthews, Interim Deputy Director for Education & Learning will attend for the discussion around the issue of recruitment and retention of teachers in Oxfordshire.

A background paper by Cllr John Howson is attached (**ESC8**)

The following people have been invited to address the committee on this topic:

- Paul James, Cherwell School Headteacher
- Patrick Garton, Cherwell School Assistant Headteacher
- Tracey Smith, Headteacher of Tower Hill Primary School
- Dr Mary Wild, Head of the School of Education, Oxford Brookes University

The Committee is RECOMMENDED to:

(a) note the content of this report.

(b) ask the Cabinet Member for Children, Education and Families to report back to this Committee on any actions that have been taken by the various Boards established in Oxfordshire to address recruitment challenges.

(c) refer the issue of recruitment to the Teachers Joint Committee for discussion at their next meeting.

9. Forward Plan and Committee Business (Pages 31 - 34)

12.15

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 12.30

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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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 11 FEBRUARY 2016

THE VIRTUAL SCHOOL FOR LOOKED AFTER CHILDREN AND CARE LEAVERS – 2014-15 ANNUAL REPORT

Report by the Interim Deputy Director for Education and Learning

Introduction

1. This report acts as a review and evaluation of the education and attainment of Looked after Children (LAC) in Oxfordshire for the academic year 2014-2015.
2. The key priority of the service is to improve the life chances of Children in Care and Care Leavers in Oxfordshire by challenging providers of education and others within the Local Authority which acts as corporate parent so that they have the highest quality education tailored to their needs.
3. The service for Looked after Children (Virtual School) works with all who are in or have been in care. An overview of the current cohort of children in the care of Oxfordshire County Council is provided in the report attached at Appendix 1. This overview covers: the demographics of the cohort, SEN needs of the cohort, attendance rates, exclusions, and an assessment of attainment at all the different stages of education by the cohort.

Financial and Staff Implications

4. None.

Equalities Implications

5. None.

RECOMMENDATION

6. **The Education Scrutiny Committee is RECOMMENDED to comment on the annual report attached at Appendix 1.**

REBECCA MATTHEWS
Interim Deputy Director – Education and Learning

Contact Officer: Mark Jenner, Improvement & Development Manager for Vulnerable Learners – Education and Learning - 07554 103361 - Mark.Jenner@Oxfordshire.gov.uk

February 2016

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Oxfordshire

The Virtual School for Looked after Children and Care Leavers



Annual Report

2014-15

The Oxfordshire Virtual School for Looked after Children and Care Leavers, 0-25, is a partner to all schools and settings, challenging each other to be the most ambitious and aspirational corporate parents we can be.

Like all good parents, we ensure we are all working together successfully to help children in care thrive.

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- Key Stage 4
- Post-16

Partnerships

Summary

Key performance indicators, 2014 - 2015

At Key Stage 2

- The proportion of those attaining level 4 or better in all 3 subjects has improved from 2014 and is above national in all areas.

At Key Stage 4

- Attainment at 5 A*-C including English and mathematics was 14.0% (locally calculated provisional result). This is significantly higher than the average for the previous three years, and higher than the 2014 Looked After Children (LAC) national result. There remains a wide gap with the performance of all pupils.
- Compared with the average for the previous three years, the percentage making expected progress has improved by 17ppt in English and by 8ppt in mathematics.
- 7 pupils (16%) did not gain any GCSE at all.

The main actions we took in 2014-2015 that made an improvement

- Pupil premium plus grant was allocated on the basis of individual applications from schools through the Personal Education Plan (PEP). The grant was targeted according to need and all the grant was used.
- A more proactive approach, starting tuition early in key stage 4 contributed to the increase in students' achievement.
- The Letter Box project was rolled out to all primary pupils in order to reduce the attainment gaps between LAC and all children. This was especially important in the context of a cohort with increasing special educational needs and a need to focus on improving literacy. An evaluation has been commissioned to determine the impact on reading ages of the participants.
- Foster Carer online training was purchased to enable better support with homework. This has proved to be effective.
- PEPs continue to improve, with the involvement of senior staff often used to model good practice.
- An Early Years PEP was implemented before it was statutory.
- The Orientation and Induction programme for Unaccompanied Asylum Seeking Children continues to give young people entering Oxfordshire cultural, language and wellbeing support in order to enable them to access successfully a school or college place.
- Good quality Information, Advice and Guidance is now fully in place for post 16 students and developing for LAC in years 9, 10 and 11.

The main actions we will take in 2015 - 2016

Attendance will improve for looked after children by:

- Working with foster carers and the placement team so that at least 80% of 2-4 year olds are attending an Ofsted registered early years setting.
- Developing better working relationships based on support and challenge with the Children's Homes to raise the profile of education. We will use the opportunity to revise the Education Handbook and deliver the joint strategic plan to secure better education outcomes for residential children.
- Working closely with year 11's, post-16 providers and those leaving care to increase enrolment and retention of young people in employment, education or training.
- Making sure the protocol for unaccompanied asylum seeking children is fully implemented.
- Supporting and challenging school leadership about their exclusions through an updated exclusions protocol (jointly with the Education Inclusion Team), the use of the Inclusion Support Plan and deploying Education Psychologists to support staff in school to address the emotional needs of

looked after children (LAC). Use the daily attendance data to challenge schools to improve LAC attendance.

- Acting on recommendations from an evaluation of the impact of commissioned services to training Designated Teachers (DTs) for assessing and improving emotional health and wellbeing on attendance as part of the PEP process.
- Evaluating and developing recommendations from the externally commissioned projects in the light of improved attendance and reduced exclusions.
- Challenging and supporting schools to provide full time education for all LAC by developing a common understanding and implementation of what is acceptable education.
- Implementing the new protocol concerning known absence and school moves.

All Looked After Children and Care Leavers will make at least expected progress and successfully move to the next stage of their education or training by:

- Extending ‘achievement career coaching’ training to all learning mentors so that career guidance starts in Year 5 and that there is a clear pathway for each young person into education, training or employment. Young people are given every opportunity to be aspirational.
- Using Pupil Premium plus (PP+) funding to develop oral language to improve literacy in early years through an early years PEP and evaluate rigorously the impact on outcomes at KS1.
- Implementing recommendations from an evaluation of the Letterbox project.
- Improving the quality of interventions to support literacy and numeracy in schools to ensure that maximum progress is made by LAC. And by challenging schools where progress is not accelerated.
- Developing schools’ capacity to assess needs accurately, plan appropriately and track the progress of LAC by modelling of good practice, training at network meetings and in discussions at the PEP meeting.
- Supporting, challenging and training Designated Teachers (DTs) to set aspirational targets for progress, attainment, including at transition points, and to develop effective plans to meet these targets.
- Using new electronic PEPs to drive improvement by improving the criteria for quality assurance measures to a judgement on the quality of the content. Challenge those at amber and red
- Developing the engagement and skills of foster carers and Children’s Home staff to support children to make accelerated learning progress.



Having fun over the summer with VIP+

Main Report

This report acts as a review and evaluation of the education and attainment of Looked after Children (LAC) in Oxfordshire for the academic year 2014-2015

The key priority of the service is to improve the life chances of Children in Care and Care Leavers in Oxfordshire by challenging providers of education and others within the Local Authority which acts as corporate parent so that they have the highest quality education tailored to their needs.

Developments in the Virtual School team, 2014 - 2015

In the academic year 2014-2015 the Virtual School underwent a number of **significant staffing and location changes**:

- **September 2014** – New appointments made to lead the Virtual School team and as Virtual School Headteacher
- **November 2014** – New post-16 Employment, Education and Training (EET) Co-ordinator took up post
- **January 2015** – New primary and SENCo and secondary leads took up posts
- **January 2015** – EET learning mentor took up post
- **June 2015** – New secondary Learning Mentor took up post
- **July 2015** – Administration of the Virtual School incorporated into the restructuring to a Schools and Learning Business Unit
- **August 2015** – After the team leader of Virtual School took up a deputy headship post, interim leadership appointments were made. [Including a new deputy team lead position starting in Jan 2016]
- **August 2015** – moved from The Harlow Centre to Unipart House with the Schools and Learning team.

Training undertaken by the team 2014 -2015

Targeted at new team members induction and team development priorities

National Leaving Care Benchmarking Forum – EET Learning Mentor

Building Resilience and Repairing Neglect - Working with the forgotten 'children' aged 10-15 – Learning Mentor

Mathematics Subject Enhancement Training – Learning Mentor

Institute of Recovery from Childhood Trauma – Primary and Secondary Leads

Induction Training and Attachment Strategies – Learning Mentor

National Virtual School Head Teacher's National Conference – in Manchester, March 2015

National Conference for Attachment – at Bath Spa University, June 2015

Safeguarding training for all staff – September 2015

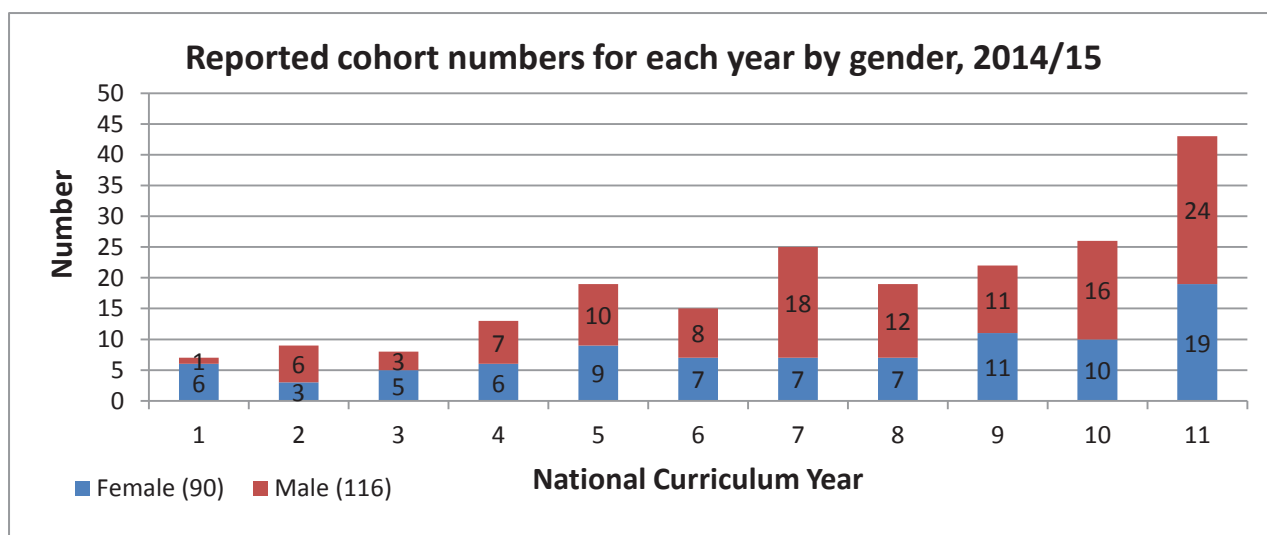
Cohort, 2014-15

The service for Looked after Children (Virtual School) works with all who are in or have been in care. This population changes throughout the year and different groups are reported on: see definitions below.

The reported cohort: 206 pupils - those who have been continuously in care for at least 12 months at 31st March. This is used for reporting to the DfE.

The in-care cohort: 347 pupils at the end of the year - those who are in care at any given time year.

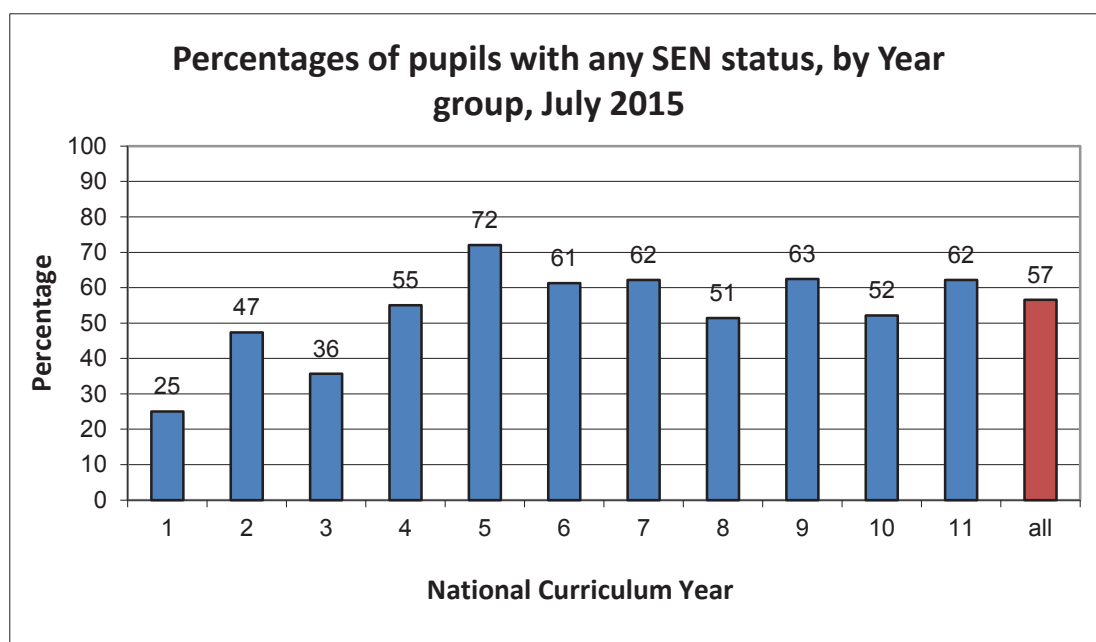
Full cohort: 410 pupils - all who have been in care at some point in the academic year.



The reported cohort comprised 71 pupils in primary and 135 pupils in secondary.

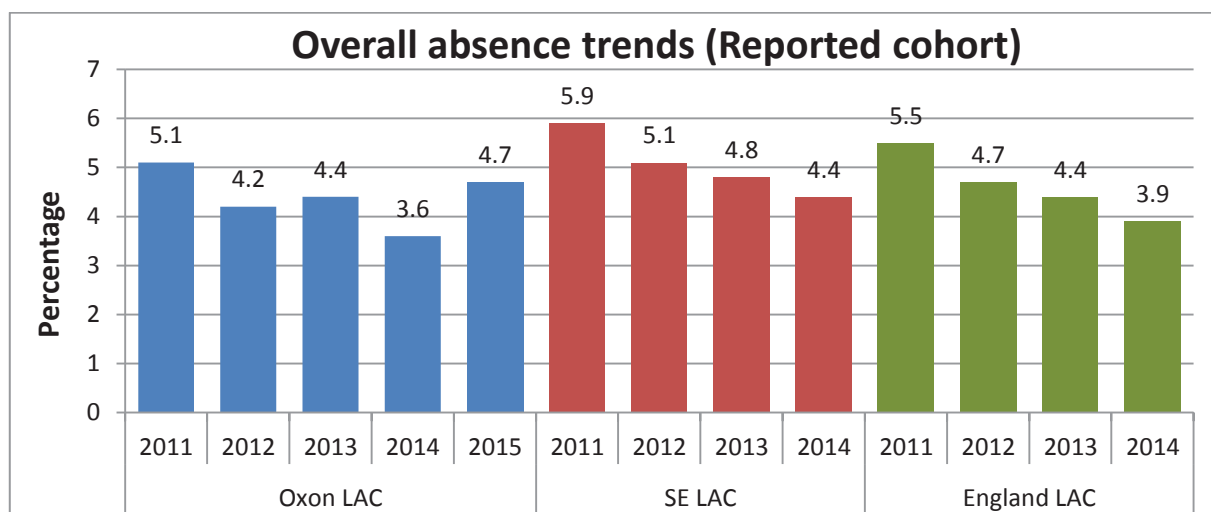
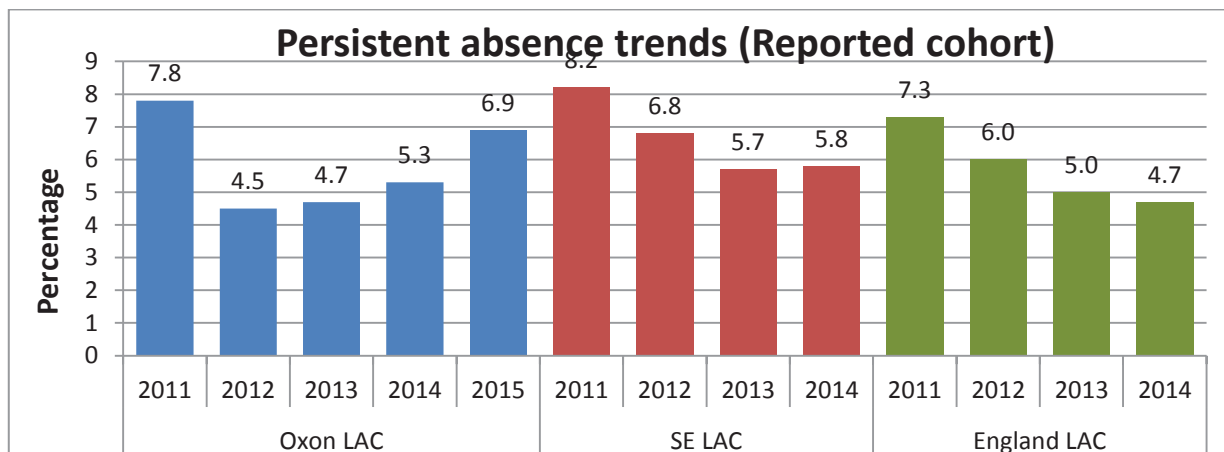
During the year, the full cohort increased by 130 pupils. The biggest increase was in Year 11, with 22 additional pupils

Special Educational Needs or Disabilities (SEND)



Social Emotional and Mental Health (SEMH) is the highest area of identified need.

Attendance



Attendance is the responsibility of the Virtual School

- Absence in 2015 for LAC in Oxfordshire showed an increase, which is against national trends
- Overall absence increase by 1.1 ppt, following a 1.4 ppt reduction over the previous three years
- Persistent absence continued to show an increase. The number of persistent absentees increased from 8 to 12 between Terms 5 and 6
- Levels of both overall absence and persistent absence are much higher for pupils who were not in the reported cohort, i.e. were not in care for a full year between April and March.

Evaluation of impact of actions in 2014-2015

- Attendance is gathered daily for all pupils by an external company, Welfare Call – the cost is considerable and significant staff time is required to follow up. This needs evaluating more robustly next year to ensure maximum impact
- Absence is questioned, schools challenged and patterns are assessed to find improvements
- Senior LAC team staff monitor attendance and refer cases to key workers and/or partners who devise intervention
- Senior LA staff assess LAC attendance and devise strategies in partnership to overcome issues.

What we will do to improve further in 2015 - 2016

- This has become a significant improvement priority
- Use the data more swiftly to prevent absence
- Develop more challenge to remove systemic barriers to good attendance. School leadership, foster carers, social workers and the virtual school need to work together to improve attendance. We need to ensure that UASCS and those that take a long time to get on roll are placed much more quickly by developing relationships with schools, social care and admissions and tracking these groups very actively.

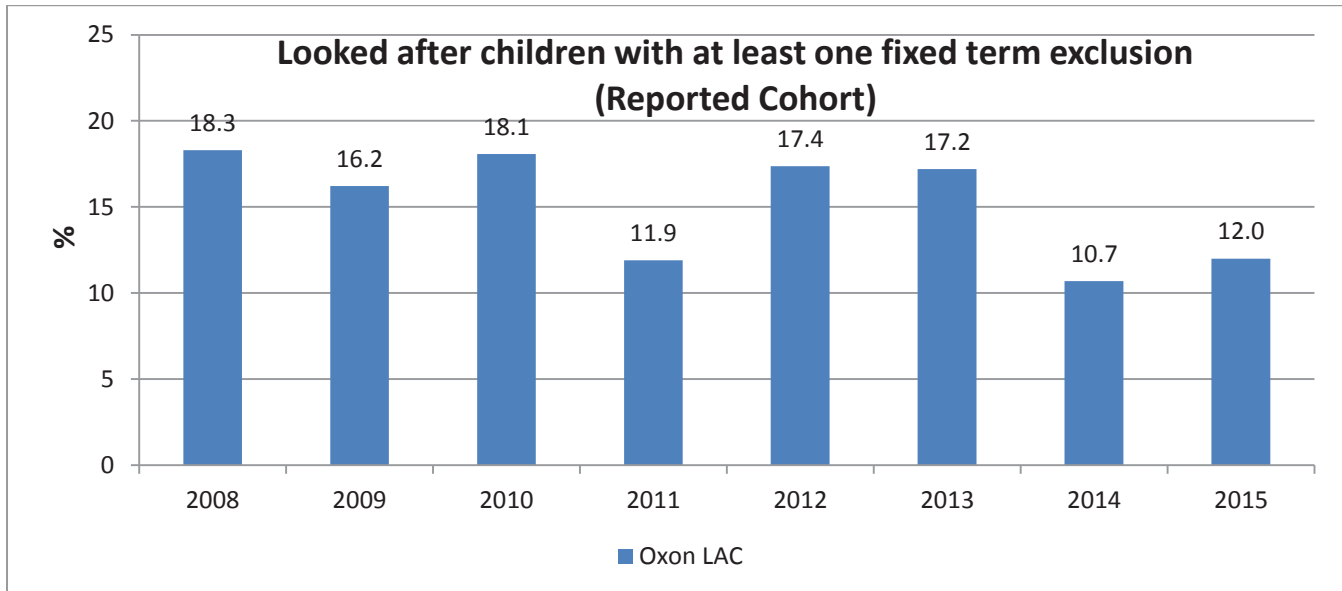
- Protocol for known absence and school moves is to be implemented. This involves seeking permission from the Corporate Parenting Manager and is only given exceptionally.

Exclusions

Oxfordshire has a policy of zero tolerance on permanent exclusions for Looked After Children and works with schools when children are on the edge of being excluded.

As a consequence no Looked after Child has been permanently excluded in Oxfordshire for 7 years.

Fixed term exclusions



The exclusions rate increased slightly in 2014/15 following a big reduction the previous year. Almost 50% (10/21) of pupils receiving an exclusion were first excluded in the second Autumn term (term 2).

Nationally, the fixed term LAC exclusion rate is decreasing.

In line with the national data, exclusions increase significantly from Year 7 onwards. There is a slight reduction though in the Year 11 rate: 13.9% compared with 16.3% average in other years. This suggests schools are more willing to explore alternatives during the examination year.

Looked after Children continue to have significantly higher exclusion rates than all children. This is significant in view of the attainment gaps: in Oxfordshire, 27% at KS2 and 39% at KS4.

Evaluation of impact of actions in 2014-2015

- Package of support offered to schools when pupils on the edge of exclusion – this was not fully evaluated in 2014 – 2015
- Therapeutic academic intervention through the charity ‘One –Eighty’ support engagement and develop strategies with school and the pupil following the exclusion – this was not sufficiently evaluated in 2014 - 2015

What we will do to improve further in 2015 - 2016

- Work with the Educational Inclusion Team and revise the exclusion protocol (last reviewed 2013).
- Support and challenge schools to promote an inclusive ethos in collaboration with the EP team and the Inclusion Team.
- Work closely with new education workers in the Edge of Care Team to ensure appropriate placement evaluated by reduction in exclusions for this group.

Early Years Foundation Stage (EYFS)

Of the full cohort assessed using the foundation stage profile in 2014/15, 29 pupils were identified as being looked after at some time in the year. Of the 24 with assessment results, 17% (4 children) achieved a good level of development (GLD).

20 of the 29 were in care for less than a year.

There are areas of weakness across the whole range of measures, but especially in reading, writing and mathematics.

Key Stage 1

As a consequence of local authority policy, children coming into care in KS1 or in the early years move quickly to adoption. The Local Authority received a letter of congratulation by the minister for this good practice.

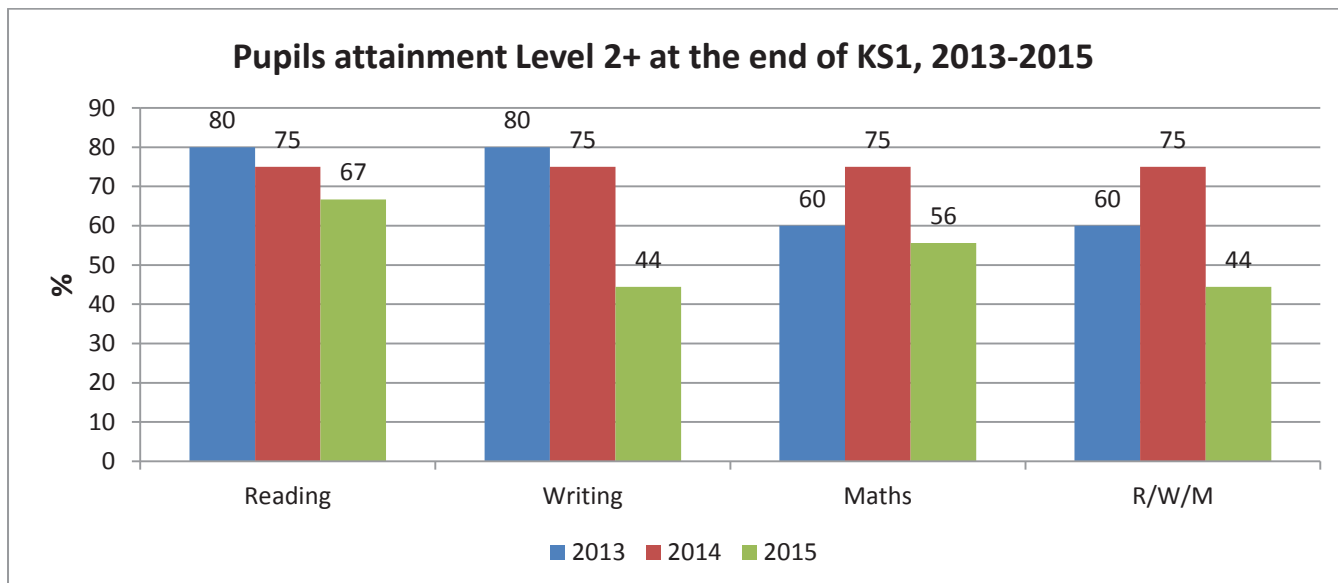
Cohort

The reported cohort was twice as big as in the previous two years, with 9 children: 3 girls, 6 boys. 8 were identified as in need of SEN support, and 2 of these had an EHCP. 6 were educated in Oxfordshire, and 3 out-of-county.

Attainment at level 2

%	Reading	Writing	Maths	R/W/M
Oxon LAC 2015	66.7	44.4	55.6	44.4
England LAC (2014)	71.0	61.0	72.0	

Attainment declined compared to previous years and was below that of all LAC nationally (in 2014) in all three subjects, particularly in writing.



Evaluation of impact of actions in 2014-2015

- All children who are not making progress in line with expectation are offered additional individual interventions through a PEP. Where additional tuition is needed sessional tutors are provided – PEPs indicate some progress made in provision.
- A therapeutic, academic intervention is bought in for pupils needing reintegration or engagement support – resulted in improved attendance and reduced exclusion.
- Early years monitoring document has been adopted – tracking is now in place so that transfer to KS1 is more targeted and schools have clear actions. We need to further evaluate the impact of this next year for those achieving a good level of development (GLD).

What we will do to improve further in 2015 -2016

- Continue to ensure all schools and early years settings effectively write new PEPs to ensure they plan well to support and sustain learning development through KS1 – evaluate the impact of provision through the revised PEP document.
- Develop partnerships with the Early Years team to ensure children's needs are identified early and specialist input is available to support progress into and through KS1.
- Employ wider expertise to support schools to improve outcomes for pupils at KS1.
- Evaluate impact of actions against the improved outcomes for pupils.

Making sure there is intervention for language development in a new school

When pupil T arrived at the school in Reception, the school leadership worked closely with the foster carer to ensure stability for the child. This was a period of huge change for the 4 year old as over the course of the year he was separated from his siblings and put up for adoption. The Virtual School were extremely effective in ensuring the best possible outcomes for pupil T. Pupil Premium plus (PP+) money funded time for quality discussions and for nurture work to support him in school. The speech therapist had also identified huge gaps T's language and in Year 1 the grant funded one-to-one intensive speech therapy for this child alongside ongoing nurture provision. Pupil T made rapid progress in his speech and the therapy moved to a group scenario to develop his social communication. In key stage 1 pupil T's anxieties continued to have an impact on his learning and school held a multi-professional meeting to discuss the possible diagnosis of Foetal Alcohol syndrome Disorder (FASD) emotional needs, partly funded by the PP+. This included Reading Recovery Intervention and Numbers Count Intervention, ongoing speech and language intervention and nurture support including social group work sessions. The school have invited the FASD trust to provide staff support and training.

Pupil T has now been with the school 3 years. He is happy at school, has perfect attendance and has lots of friends. He now talks clearly and has improved communication skills. Last year he made 5 points progress in maths, 9 points progress in reading and 3 points progress in writing. He is on the SEN register but his reading and maths progress have closed the significant gap with his peers and he is working at just below age appropriate levels.

Key Stage 2

Reported cohort

15 pupils in the reported cohort: 8 boys, 7 girls; 10 educated in Oxfordshire and 5 out of County. 13 of the 18 (72.2%) have been identified as having a special educational need, and 5 of these have an Education Health and Care Plan (EHCP). Note: One pupil with an EHCP was working at P levels, below level 1.

KS2 Attainment & progress

KS2 Attainment					
	2015 (No.)	2013 (%)	2014 (%)	2015 (%)	National 2014
Level 4+					
Reading	11	45	76	73	68
Writing	9	46	47	60	59
Maths	10	55	59	67	61
R/W/M	9	46	41	53	48
EP SG	8	25	47	60	48
Level 5+					
Reading	5	18	22	33	
Writing	2	0	6	13	
Maths	3	0	6	20	

KS2 Progress					
	2015 (No.)	2013 (%)	2014 (%)	2015 (%)	National 2014
Expected progress (2+ levels)					
Reading	12	91	83	80	81
Writing	12	100	78	81	82
Maths	11	91	78	73	75
R/W/M	9	82	72	60	-
Above expected levels of progress					
Reading	8	50	44	53	35
Writing	4	25	38	27	33
Maths	7	22	35	47	35

- The proportion of those gaining level 4 or better in all 3 subjects has increased by 12 ppt compared with 2014, and is also higher than the national figure last year.
- Attainment of Level 4 has improved for writing and maths, but in reading has declined slightly compared with 2014. Attainment of Level 5 has improved for all three subjects.

Evaluation of actions 2014 - 2015

- Letter Box now sent to all primary aged pupils to encourage reading and a love of books. Early indications are that this has been a success, but further evaluation is being done.
- On-line training purchased for Foster Carers to improve support for homework – evaluation and foster carers feel this is a very valuable training.

What we will do to improve further in 2015 - 2016

- Include early intervention for writing training in network meetings.
- Challenge school leadership to use best practice interventions to meet the needs of LAC.

- Focus professional development to improve knowledge to support schools with most effective provision to close attainment gaps.

Key Stage 4 (GCSE)

Cohort characteristics

- Reported cohort: 43 students - 24 boys, 19 girls
- Full cohort: 69 students
- Of the Full cohort, 26 came into care during KS4, including 14 in Year 11
- Both the Reported cohort and the Full cohort were just under 40% bigger than in 2014
- The percentage of the Reported cohort educated out of County was up by 76% (22 out of 43 pupils) Of the Full cohort, 64% (44 pupils) had a special educational need or disability: 36% were receiving SEN support, and 28% had an Education, Health & Care Plan (EHCP). Of the students with an EHCP, 53% had a primary need of Social Emotional and Mental Health (SEMH)
- These figures may under-report need: a number of learners starting in the care system late in their education have had poor attendance and/or were highly disengaged, so their needs were not adequately assessed.

Headlines for the reported cohort

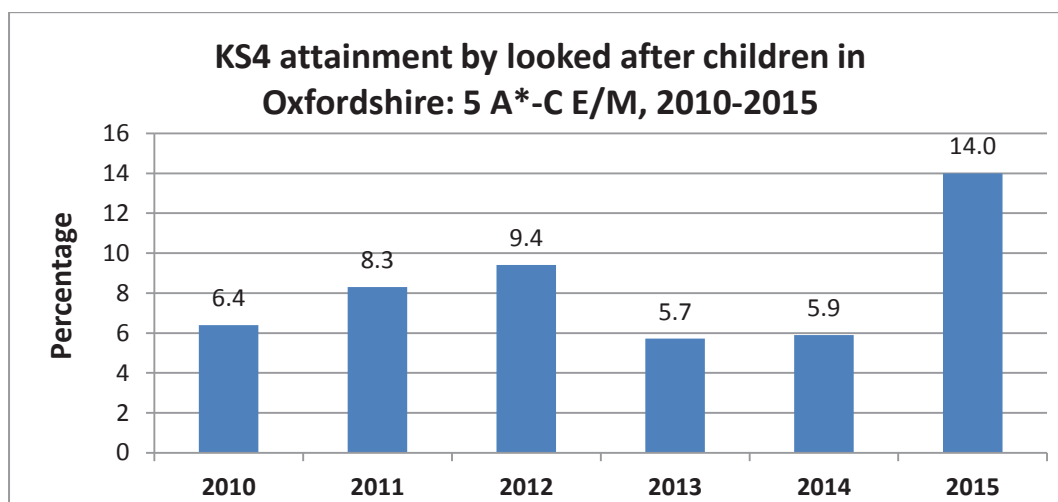
- Attainment at 5 A*-C including English and mathematics was 14.0% (locally calculated provisional result). This is 7ppt higher than the average for the previous three years, and 2 ppt higher than the 2014 LAC national result.
- Compared with the average for the previous three years, the percentage making expected progress has increased by 17ppt in English, by 8ppt in mathematics, and by 17ppt in both English and mathematics.
- 7 pupils (16%) did not gain any GCSE at all.

Headlines for the full cohort

- 10% of the Full cohort (7 pupils) gained 5 A* to C including EM
- 30% of the Full cohort (21 pupils) did not gain any GCSE at all. Of these, just under half were UASCs who came into care in Y10 or Y11.

Achievement by Reported cohort - attainment and progress

Reported cohort (=43)				
	No.	%		
		2015	2014	2015
5+ A*-C inc English & maths	6	5.9	14.0	53.4
5+ A*-C	9	8.8	20.9	63.8
Basics - GCSE C+ in E & M	7	14.7	16.3	55.5
5+ A*-G inc English & Maths	18	38.7	41.9	85.1
5 A*-G	18	51.6	41.9	89.7
1 or more GCSEs	36	93.5	83.7	97.7
Expected progress				
English	17	48.1	56.7	71.6
Maths	13	25.9	43.3	65.5
English & Maths	12	25.9	40.0	
Above expected progress				
English	6	0.0	20.0	
Maths	2	0.0	6.7	
English & Maths	1	0.0	3.3	



Evaluation of actions 2014 -2015

- Best ever examination results recorded in 2015.
- One-to-one tutoring in key subjects had good impact.
- Learning Mentor engagement and support for young people was successful.
- Information, advice and guidance (IAG) and the involvement of the post-16 EET team to raise pupil aspirations has meant that more are going on to college and in employment.

What we will do to improve further in 2015 - 2016

- Improve the process of developing a PEP which focusses on outcomes for secondary school pupils and the actions needed to get them there.
- 67% of current secondary cohort have capability to get 5 A* - C but only 5% on track – action plans are in place to improve outcomes, Learning mentors are being targeted to these students.
- Work in parallel to the Edge of Care team so that children coming into care are already supported in schools and other education settings.

Using Alternative Education effectively to ensure engagement and improved outcomes

Working in partnership with school leadership and social care, a Year 11 student C avoided permanent exclusion following a serious incident. The Virtual School negotiated a full time off site package at Hill End, Outdoor Centre with tuition and work experience. Student C flourished at Hill End and gained 6 GCSE passes with one at a B grade. The Virtual School secondary team made sure that transition was successful by liaising with the post-16 team. Student C is now on a suitable post-16 course.

Another Year 11 student E was supported to raise her aspirations when she was at risk of permanent exclusion. She was able to consider her options for the future and possible career choices. As a consequence she re-engaged in education and worked with Hill End, Outdoor Centre to build a package of education. Student E took examinations in the summer and she gained 2 GCSE passes.

Post-16 into employment, education and training (EET)

This year has seen the re-establishment and development of the Post-16 Specialist Workers for EET (SWEET) network. This core group meets several times a year to ensure transitions into and out of EET and between EET placements are supported and given the best chance of success.

2014-15 has also seen the establishment of the countywide Education, Employment and Training strategy: Putting Looked after Children and those Leaving Care First. The post-16 team play a lead role in this plan to improve EET engagement and progression for our young people. As part of this strategy the Virtual school is co-ordinating the development of accredited career coaching training to key teams including Oxfordshire Residential Provisions, Activate Learning, Children in Care Council, Oxford Brookes University, Residential Edge of Care, Hill End Outdoor Centre, Key2 and Aspire.

A new post-16 PEP document has been developed for post-16 Providers with support and training to improve monitoring and support.

There were 69 Year 11 pupils in care at the end of 2014/15, with the following plans in place for September:

- Education: 47 (68%)
- Apprenticeship/Training: 5 (7%)
- No plan finalised: 17 (25%)

At the end of July 2015, there were 71 young people in the Year 12 in-care/care-leaver cohort. Their EET statuses were:

- EET: 47 (66%)
- Not in EET: 17 (24%)
- Not known: 7 (10%)

and 44 (62%) were participating in education or training.

In the academic year 2014-15 4 Oxfordshire Care Leavers were in Higher Education which is a huge testament to their personal achievement, determination and the support that was available to assist them to this stage. Although University may not be the most appropriate pathway for all Care Leavers, students should be encouraged to consider a broad range of options and to be aspirational in their ambitions. Targets emerging from the Oxfordshire Care Leaver EET Strategy include one of 22% of Care Leavers reaching Higher Education which is in line with the overall cohort for Year 14s in Oxfordshire. Between 27-40% of the general UK population are educated to degree level or above according to which upper age limit is included.

Evaluation of actions 2014 -2015

Continue support and success towards Oxfordshire's target of 100% of year 12 participating in Employment, Education or Training (EET) by:

- *Improving Information Advice and Guidance (IAG) through employing a qualified member of staff* - Mark Walker joined VSLAC in November 2014 as Post-16 Co-ordinator and Sarah Kelly joined the Post 16 team in January 2015 as the second full time EET Support Worker alongside Barney Perkins. Emma-Jane Ivey also remained within the team as an additional part time Support Worker to assist the new team until September 2015. The 3 full time team members now coordinate, advise and provide one-to-one IAG and EET related support for over 350 Oxfordshire children in care or care leavers aged 16-25 within and outside the county.
- *Building employability skills by developing schemes for all ages of children in care focusing on broadening knowledge and raising aspiration.* - The main focus of the team has been providing advice and guidance, supporting EET placements and transitions, particularly the September Guarantee of destinations for Looked after Children leaving Year 11.

- *Strengthening retention rates in college by ensuring year 11s have good quality IAG to take the right course and staff in college hold timely and good quality plans* - Significant progress has been made this year through early planning to ensure as many year 11 PEPs were attended as possible, College applications were in place and transitions supported. Close to 90% of year 11s had clear progression plans in place for EET destinations in year 12. Key support workers within Colleges work much more closely with the Virtual School Post-16 team and this has been key to the introduction of and gradual improvements in the timeliness and quality of Post-16 PEPs.
- *Developing understanding of the duty of Corporate Parenthood in schools and develop capacity to meet the needs of those with delayed attainment* - The Post-16 Team was not in a position to address this aim for schools in 2014-15 though the team has made significant progress in establishing strong working relationships with Post-16 Providers and increasing understanding of the additional support needs of children in care or care leaving students.
- *Exploring opportunities to create bespoke provision for those hard to engage.* - A new EET Support Plan has been developed for one-to-one interventions alongside the introduction of accredited Career Coaching tools that are now used by the Virtual School Post-16 team to support both those in EET and those harder to engage. Bespoke EET related packages are developed for individuals through networks and identification of suitable opportunities as required.
- *Developing accurate and robust data systems to track and monitor progress and engagement in order to intervene earlier* - New processes have been developed to ensure accuracy and consistency of data across teams. Virtual School Post-16 monitoring spreadsheets and data collection processes have been developed to improve monitoring and ease of reporting.
- *Developing apprenticeship and traineeship opportunities through developing a post-16 process parallel to a Personal Education Plan (PEP)* - A Post-16 PEP has been developed tested and rolled out to Post-16 Providers and Social Workers. This is not directly related to developing Apprenticeship and Traineeships which are identified as and when appropriate through PEPs or one-to-one support for children in care or care leavers.

Making sure a disrupted KS4 does not affect examination success

Student A came into care in year 10 and was placed in an out of county residential home. The Virtual School team supported readmission into a mainstream school. Pupil premium plus grant was used very effectively to support catch up in the subject's student A was taking for GCSE and a laptop was bought. The Virtual School team worked with student A to produce a Careers Action Plan and arrangements were made for her to visit City of Oxford College. Student As attendance and engagement were excellent; she gained 7 A – C grades including English and mathematics. She is now on a Level 3 Health and Social Care Course.

What we will do to improve further in 2015 – 2016

To ensure all Looked after Children (LAC) and Care Leavers have an offer of aspirational and consistent Employment, Education and Training (EET) related support we will

- Roll out Career Coaching training to ensure there are at least 2 fully trained and equipped 'CEIAG Champions' from each Foster Carer network, each residential, edge of care team and each Social Care Team.
- Incorporate the new Supported Housing Pathway Providers and Social Care into the support with EET network to ensure regular information sharing and communication ensures LAC and Care Leavers have consistent support and transitions are well managed.
- Ensure the most vulnerable LAC receive high quality Careers education, Information, Advice and Guidance (CEIAG) before age 16 by supporting schools to strengthen their CEIAG offering to LAC and ensuring Virtual School Learning Mentors and Oxfordshire Children's Homes are equipped to deliver Career Coaching.
- Access alternative sources of funding to support Post-16 EET packages and challenge education providers to remove barriers to learning for LAC and care leavers.
- Continue to target three high quality PEPs a year for as many LAC and care leavers in EET as possible.



Emily Clark
receiving her
BA (Hons)
Graphic Design
at Plymouth
College of Art

Partnership work

Personal Education Plans (PEP)

Virtual School staff model quality PEPs by attending, chairing and writing the first PEP and PEPs in new schools. The PEP toolkit has advice for social workers, schools and foster carers.

The quality of PEPs for Years 1-11 has improved over time, with 60% rated Green in 2015, up from 38% in 2010. The 2015 figure is however lower than in 2013 & 2014 (average 75%), but this is understandable as quality assuring has become more rigorous. An expectation of PEPs containing a robust explanation of pupil premium is an additional recent factor to quality assure.

Starting in 2014/15 pupils are required to have three PEPs in the year and there has been an increased focus on PEPs for post-16 students. Improved monitoring will be available through the electronic PEP system currently being developed.

Designated Teachers (DTs) and Staff in Colleges.

The rolling programme of induction for new DTs was well attended. DTs were offered at least two networking events including using outside speakers and focussed on national and local developments for Looked After Children. DTs lead some agenda items.

There are eight Designated Teacher lead practitioners in the county, three in secondary schools, three in primary, one in a Pupil Referral Unit and one in a special school. All contribute to training, the newsletter and are available to their colleagues for advice and support.

Social Care

Regular meetings are held with the Corporate Parenting Manager, Deputy Director of Children's Services and Virtual School senior staff to explore barriers to attendance and plan strategies to remove them. Monthly Children in Care Education Panels are held with Virtual School, social care, SEN and educational psychology staff to discuss difficult cases and plan to overcome issues.

Induction sessions for new social workers are in the training programme and social workers are invited to all designated teacher meetings and network sessions. A social worker is always involved with the appointment of new Virtual School staff.

Monthly education liaison meetings are also held by a senior member of staff in the two children's homes in Oxfordshire. These have resulted in developing a strategy where children's home staff allowed and supported tuition in the homes where necessary, created an education noticeboard, trained in CoPE (Certificate of Personal Effectiveness) and enrichment and aspirational activity.

Orientation and Induction Programme

This was set up in 2010 for Unaccompanied Asylum Seeking Children (UASC) who were not getting a school place quickly enough and also needed some support adapting to the changes in culture. The final cycle in the academic year 2013/14 had 14 students, 3 of which moved to another county, the other 11 all moved to schools or college within 2 days of finishing the programme and the overall attendance was 90%.

There were 31 UASC in care in the course of 2014/15. Of these 14 were in Year 11 and 9 in Year 10.

19 UASC came into care during the year: 8 in Y11, 6 in Y10, 4 in Y9, 1 in Y8.

There were 13 UASC in Y11 at the end of the year. Of these, 8 had plans to go to college, and 5 did not have finalised plans.

Foster Carers

Foster carer training is currently run by Virtual School staff, but we are looking to improve attendance. Foster carers contribute to newsletters and strong relationships with some mean they know about the Virtual School and seek advice and support as necessary.

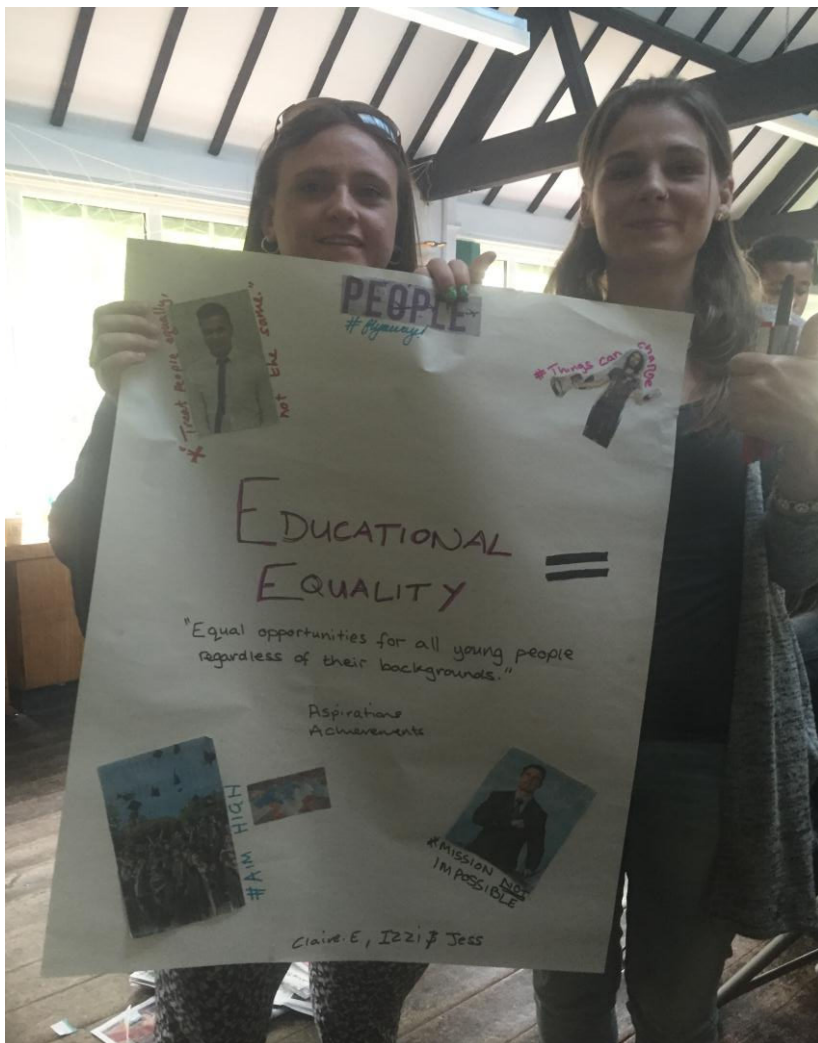
Children in Care Council

Members of the children in care council are involved with the appointment of Virtual School staff.

Council members have been involved in Designated Teacher Training.

They are consulted on all major policies around education and recent feedback has indicated they still feel a better understanding of the role of the Designated Teacher is required.

The Virtual School was involved in organising and attended the Children in Care Spring Ball in March 2014.



Two students from the Children in Care Council promoting equality in education

The right intervention to inspire post-16 learning

Last year a 17 year old Care Leaver was catching up on her studies after some missed education but refusing to engage with additional support offered and struggling to motivate herself to revise in the run up to her AS-level exams. The new Post-16 PEP highlighted these concerns and the Virtual School was able to organise for an inspirational visit to Oxford Brookes campus for this student to meet the Widening Participation team and receive a tour of the campus, talk about her ambitions to progress and find out what opportunities would be available if she continued working hard with her studies. This intervention had an immediate impact on the student who thoroughly enjoyed the visit, re-engaged well with her studies, sat her examinations and progressed to the next year of her studies with a clear ambition to move on to Higher Education.

More recently a tutor has been identified to provide additional support and a suitable course has been identified for further studies at Ruskin College.

What we will do to improve further

- Involve pupil voice in all development and marketing activity.
- Review and develop more effective ways of quality assuring and formatively feeding back on PEPs to improve the quality.
- Develop lead practitioners for colleges and Early Years settings.
- Expand the Caremark to all phases as it is currently only for Secondary Schools.
- Increase attendance of social workers at training to increase understanding of risk and protective factors around education.
- Build links with Oxfordshire Teaching School Alliance to increase opportunities for staff in the Virtual School and use Virtual School staff in training.
- Support foster carers in supporting learning at home through evidence-based interventions.
- Recognise and celebrate good practice by foster carers by appointing carer education champions to support other foster carers in good practice.

Evaluation of actions 2014 – 2015

Raising the attainment of Children in Care and leaving care remains a high priority for Government. This has been the first year that the Head of the Virtual School role has been statutory. The impact of this role in the county and the changes in the team are in the early stages to evaluate, but the KS4 results and one school obtaining the Caremark appear to be a good start. Last year's ambition is continued into next.

What we will do to improve further in 2015 – 2016

- New criteria for PEPs developed which focuses on the quality of assessment, intervention and outcomes. Electronic PEPs will ensure all mandatory fields are filled in.
- Ensure that at least 10 more schools achieve a Caremark
- Work closely with Children's Homes on an improvement plan to ensure improved attendance and engagement

VIP+, a charity

In 2013, the Virtual School in partnership with the Hospital School and the Pupil Referral Unit, Meadowbrook, set up a charity called VIP+. Since then they have commissioned summer activities based around bush craft, performing arts, art work and celebrating success, and are now expanding to offer activities throughout all school holidays. They also run bespoke activities and have recently offered all young people in Oxfordshire's children's homes the opportunity to take part in a programme run by ArtsXchange to engage the young people in the arts. They visited museums, the theatre, made music, created pieces of art.

The charity is going expanding and will advertise for a new co-ordinator to increase their capacity to reach more young people.

Young Leaders' Festival

Seven 14 to 17 year olds took part in this festival over the summer of 2014. They spent five days on a farm in Kent taking part in leadership activities, developing wellbeing, learning strategies to support emotional pain and hearing motivational speakers.



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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 11 FEBRUARY 2016

TEACHER SUPPLY IN OXFORDSHIRE: IS THERE AN ISSUE?

Report by Councillor John Howson, Member of the Education Scrutiny Committee, Oxfordshire County Council

'Head stay put as jobs dry up and pay climbs' Oxford times 15th January 1993

'Heads reject jobs in Oxford as cash crisis grows' Oxford Times 26th April 1996

'Scrutiny Committee Review of recruitment & retention of teachers ...' Oxfordshire County Council August 2003

Introduction

Issues around teacher supply in Oxfordshire schools are not a new problem as the headlines at the top of this report identify. There have been periods when there have been a surplus of teachers and periods when there have been shortages, either in general or for specific posts. In the late 1990s and early 2000s around the time of the 2003 Scrutiny Review by the Council there had been a dedicated team of officers responsible for teacher recruitment into the county.

Much has changed in the education landscape since then.

Schools are funded directly and the role of the local authority has been reduced.

Most secondary schools are academies as are a growing number of primary schools. The local authority has limited data on such schools. Many of the remaining primary schools are voluntary schools associated with either the Church of England or the Roman Catholic Church.

The methods of preparing teachers has changed, with the government now preferring schools to take the lead in managing teacher preparation rather than universities. In Oxfordshire, there is a teacher preparation course for both secondary and primary trainees run by the River Learning Trust MAT. The University of Oxford has long operated a successful PGCE programme in a range of subjects. Brookes University now only provides training for potential primary school teachers, with both undergraduate and postgraduate programmes.

Trainee teachers enrolled on programmes are generally free to apply for vacancies anywhere in the country and may decide to work in either the maintained sector or in private schools. Sixth Form Colleges also often employ qualified teachers and, increasingly, there are teaching opportunities overseas.

The number of trainees recruited each year is governed by the Teacher Supply Model (TSM) that is operated by the DfE. In 2015 places were allocated to providers by the DfE (through the National College for Teaching and Leadership) for courses starting in the autumn of 2016. These trainees will enter the labour market in 2017 if they are on one-year graduate courses or 2019 if on three-year primary undergraduate courses.

Thus, the new entrants to the labour market in 2016 were the recruits of 2015.

Using the TSM as a benchmark, there were sufficient trainees nationally in 2015 – the DfE doesn't release regional figures- to meet the TSM number in:

The primary phase 116% of TSM – whether there are sufficient with either early years' skills or expertise in particular subjects isn't known.

English 103% of TSM

History 111%

Physical Education 100%

TSM number was not met in 2015 in the following secondary subjects; (% of TSM number recruited is shown alongside each subject)

Mathematics 93%

Biology 89%

Chemistry 95%

Physics 71%

Computing 70%

Classics 79%

Design & Technology 41%

Drama 88%

Languages 87%

Geography 83%

Art 63%

Music 74%

Religious education 63%

Business Studies 64%

Other 39%

All secondary 82% of TSM

In total there were 13,034 postgraduate primary trainees and 15,114 secondary trainees in 2015. This was an increase of 2,143 secondary trainees over 2014 and 252 extra postgraduate primary trainees compared with 2014. However, there were fewer trainees in 2015 than in 2014 in computing, music and business studies. In Languages and geography there were fewer trainees once Teach First numbers were excluded (Teach First numbers were not counted in 2014). In all other subjects there were more trainees than last year.

Vacancies do not need to be filled by trainees. The two other key sources of teachers are either 'returners' to the profession or teachers moving between schools – commonly referred to as a 'churn'. In its evidence to the Teacher's Pay Review Body (STRB) some years ago, the DfE noted that they expected around 50% of classroom teacher vacancies to be taken by new entrants with the remainder being taken from other sources.

Academies of all descriptions have the ability to recruit as teachers those that have not been through a preparation programme, although few seem to do so. Indeed, this power has always existed where schools are unable to recruit a qualified teacher. Historically, these staff were known as 'instructors' and were expected to be replaced by a qualified teacher when one became available. They are now known as 'unqualified teachers' and are counted by the DfE in their data alongside trainees on classroom-based preparation programmes. They do not need to be replaced by a qualified teacher.

In the primary sector, there is also the use of teaching assistants of different grades. Assistants have different levels of responsibility but can be used by schools to mask classroom teacher recruitment issues. There are now new methods of using classroom assistants in some classrooms that produce a more flexible teaching model than the traditional 1:30 teaching approach. There are also schemes to convert classroom assistants into qualified teachers while they are working in schools.

Is there a teacher supply crisis?

With no central data collection it is difficult to be certain of the exact position. However, for the data on training it is clear that national targets for trainee numbers are not always being met and the fact alone could mean there are shortages. There are suggestions that departures from the profession are also on the increase, but this is difficult to track. The House of Commons Education Select Committee started an inquiry into the issue of teacher supply before Christmas 2015 and a report is expected shortly. The DfE has regularly expressed the view that there is no teacher shortage and that there are record numbers working in the profession.

There are a number of issues that have caused the present supply situation.

After a period when school rolls fell, schools are now in a period where rolls will rise. By the early 2020s there will be more than 750,000 additional pupils in schools across England compared with the number in 2010.

As noted earlier, in some subjects, the DfE has not recruited sufficient trainees to meet the anticipated needs. This has created a shortage.

The basic teaching salary has not kept pace with graduate salaries in some parts of the country and in some subject areas and the need to take out an additional £9,000 in student loans to train as a teacher may be off-putting.

The government's support for the EBacc subjects has put extra pressure on recruitment in these subjects and especially in English and mathematics where the expectation that 16-18 year old students without GCSE grade A-C in these subjects

will continue to study them post sixteen has increased the demand for teachers and lecturers in these subjects.

Teaching has become a global career and teacher qualified in England are in demand internationally. In addition, UK boarding schools have become an export industry offering an education to pupils from across the world.

Teacher workload may be affecting retention and the DfE consulted on this issue, but no significant changes have been introduced.

Demand for classroom teachers in Oxfordshire during 2015

The following information has been taken from TeachVac www.teachvac.com a free job site that in addition to vacancies directly entered by schools, also monitors more than 3,600 secondary school web sites on a daily basis for new classroom teacher vacancies. The schools included are maintained schools, academies of all descriptions and independent schools, but not sixth form colleges or the further education sector.

Oxfordshire adverts for main scale teachers tracked by
TeachVac 1/1/15 to 31/12/15

Subject	STATE	PRIVATE
Art	12	4
Business & Economics	10	9
Dance & drama	3	3
Design & Technology	12	2
English	54	19
Geography	14	3
History	6	5
Humanities	7	0
IT	19	5
Languages	15	6
Mathematics	46	28
Music	6	5
PE	8	4
RE	15	1
Science	51	24
SEN	3	3
Social Sciences	8	7
	289	128

In some cases adverts may be for more than one vacancy. Additionally, some adverts tracked may be re-advertisements because a previous advert did not secure an appointment. Some schools may not advertise vacancies but may either use recruitment agencies or appoint trainees working in the schools. As a result, this is not a definitive list, but rather a snapshot.

The greatest demand appears to have been for English, mathematics and science teachers; the three subjects that account for the largest percentage of curriculum time. These subjects are also key components of the government’s EBacc qualification.

The demand for IT/computing teachers is significant because of the lack of any preparation for such teachers within the county, despite the importance the subject to the local economy.

TeachVac did not monitor the primary phase during 2015.

Satisfying demand locally

The two key providers of new entrants into secondary school teaching are the University of Oxford and the School Direct partnership managed by the Cherwell School. Figures obtained from both providers and aggregated suggest that their contribution to the demand for main scale secondary school teacher by Oxfordshire schools was as follows.

	TOTAL TRAINING working in Oxfordshire Schools
Art	2
Business & Economics	0
Dance & drama	3
Design & Technology	3
English	7
Geography	6
History	3
Humanities	0
IT	0
Languages	4
Mathematics	14
Music	0
PE	4
RE	1
Science	12
SEN	0
Social Sciences	0
	59

There are several subjects where there is no teacher preparation programme currently in operation in Oxfordshire. In these subjects, schools will need to be able to attract trainees from providers elsewhere in the country. Alternatively, schools can seek 'returners' or attract teachers from other schools.

Cost effective recruitment

At the time of the 2003 Scrutiny report the county had a recruitment and retention steering group and employed a recruitment strategy manager. For a period of time in the early 2000s there had been national funding for recruitment strategy managers. Under the present delegated budget arrangements schools would have to purchase such a service. The alternative is for each school to develop its own strategy. This can be wasteful of resources.

What strategies can be adopted?

Academies are able to pay whatever salary they wish and along with all maintained schools may offer recruitment and retention payments. However, the ability of schools to pay 'above scale' may be inhibited by the overall level of demands on their budgets. Committing Oxfordshire schools to a higher pay scale, such as the London fringe scale would only be effective if government increased funding to Oxfordshire schools as a result. It seems unlikely that the DfE would agree to such a move ahead of a consultation on the re-shaping of school funding nationally that is expected this year.

Schools may enter the labour market for September 2016 ahead of time. Nationally vacancies recorded in the first weeks of January 2016 were some 40% above figures for 2015. The biggest increases were in English, mathematics and the sciences where most schools can reasonably expect to have vacancy each year. Schools may be 'banking' teachers to fill expected vacancies.

Help with housing is often considered as a solution. HMRC allows some discretion on relocation payments. This can help attract qualified and experienced teachers into Oxfordshire from other high cost housing areas, but may not be enough to attract teachers from areas with lower housing costs where teaching salaries can purchase a better standard of living. District councils can be asked to consider schemes offering housing for teachers as key workers. Multi-Academy Trusts can offer housing if permitted in their funding agreement with the DfE.

The DfE is consulting on allowing schools to offer loans for deposits on rental properties along the lines of season ticket loans that are recovered from future salary payments. A recruitment bonus might be a more attractive proposition to recruit staff and is already permissible where schools can demonstrate that there are recruitment challenges.

The government has funded pilot courses to encourage returners to teaching. Oxfordshire schools might consider funding both returner courses through the teaching schools and local universities and 'keep in touch' courses for teachers on career breaks, where they can be kept up to date with curriculum and other changes during their time away from the classroom.

One way of reducing recruitment needs is to ensure as many high quality teachers are retained in Oxfordshire schools. Schools should be aware of why teachers leave. One means of retaining teachers is through offering both career opportunities and professional development. With two universities in the county, both involved in teacher education, Oxfordshire is well placed to offer high quality career development to teachers. However, funding support is likely to have to come from school budgets unless there is a change of mind on the part of government.

In the past teachers have been recruited from overseas to help overcome shortages. Even though Mr Gove granted Qualified Teacher Status to teachers trained in certain commonwealth countries and the USA, tier 2 visa limits may be restricting the use of such teachers at the present time. However, EU trained teachers can be recruited without limits and Ireland has proved a source of new teachers at the present time.

Promoted posts and leadership vacancies

This report has dealt with the recruitment challenge in filling secondary school classroom teacher posts. There are other challenges in attracting teachers to both promoted posts and to leadership positions, especially head teacher vacancies in some primary schools. These posts are difficult to fill both because of many of the reasons cited in this report but also for other reasons specific to the additional level of responsibility associated with the grade. At senior levels, the issue of accountability, and especially the implications of Ofsted judgements and school performance may be a significant factor in recruitment.

Conclusion

There was a significant demand for classroom teachers in 2015 from all secondary schools in the county. At present, there are insufficient training places locally to meet the demand from Oxfordshire secondary schools for staff. In some subjects, notably computing, there is no local provision for training new teachers at this time.

If demand from schools in 2016 remains at the levels seen in 2015, the increased recruitment nationally in some secondary subjects may not be sufficient to meet the demand. In subjects where the TSM total was not reached, recruitment problems may become worse than in 2015.

The rapid increase in pupil numbers over the next decade will lead to a demand for more teachers unless either subjects are dropped from the curriculum or classes become larger than at present. The other alternative is to employ staff not qualified in the subjects that they are teaching with the associated threat to standards and school performance.

Where schools are free to determine their own salary scales there is a risk of completion for staff unless schools are prepared to cooperate. Some salary initiatives may be set by headquarters of multi-academy trusts located outside Oxfordshire.

In the past, economies of scale were provided by county-wide recruitment initiatives. Such arrangements may be more challenging to create in an era of delegated

budgets and multi-academy trusts with staffing needs that extend beyond Oxfordshire schools.

Although this report has concentrated upon secondary school classroom teacher vacancies, there are issues in promoted and leadership posts and in the primary and special school sectors in Oxfordshire.

Recommendations

The Committee is **RECOMMENDED** to:

- (a) note the content of this report.
- (b) ask the Cabinet Member for Children, Education and Families to report back to this Committee on any actions that have been taken by the various Boards established in Oxfordshire to address recruitment challenges.
- (c) refer the issue of recruitment to the Teachers Joint Committee for discussion at their next meeting.

This report was prepared by Councillor John Howson. Cllr Howson is a director of TeachVac, part of the Oxfordshire Teacher Services Group and is also a Norham Fellow at the Department of Education, University of Oxford and a visiting professor at Oxford Brookes University. He is also a former government adviser on teacher supply matters.

Education Scrutiny Committee - Forward Plan

Item	Date	Report By	Contact	Notes
Education Scrutiny Committee Meeting	25-Apr-16			
LAASSI Ofsted Inspection Framework Update				
Education Scrutiny Committee Meeting	04-Jul-16			
Regional Schools Commissioner follow up discussion		Martin Post, Regional Schools Commissioner		As agreed at ESC 09 July 2015
LAASSI Ofsted Inspection Framework Update				
Education Scrutiny Committee Meeting	26-Sep-16			
LAASSI Ofsted Inspection Framework Update				
Ofsted Regional Director/ HMI SE Region follow-up discussion		Sir Robin Bosher/ HMI Sarah Hubbard		As agreed at ESC 01 October 2015
Education Scrutiny Committee Meeting	12-Dec-16			
LAASSI Ofsted Inspection Framework Update				

ESC9

Elective Home Education Annual Report				As agreed at ESC 03 Dec 2015
Education Scrutiny Committee Meeting	13-Mar-17			
LAASSI Ofsted Inspection Framework Update				

To be scheduled:

Item	Contact	Notes
Provision of Suitable School Places in Areas of Growth	Roy Leach	
Children on the Edge of Care Schools Response	Mark Jenner	
Permanent Exclusions and Behaviour in Schools	Sarah Varnom	Added from June meeting, policy briefing
Consequences of the raised learning age to 18 (Including the on-going additional costs to schools)	Sarah Varnom	
Special Educational Needs and Gifted Children	Sarah Varnom	
Free School Meals - Consequences and additional costs to schools	John Mitchell	Consider inviting a couple of schools to provide update.
How have the free schools affected the capital allocation?	Roy Leach	
A Level results in colleges that offer vocational subjects		Recommendation of the Education Attainment Working Group (3 July)
The Role of Schools (and particularly school nurses) in smoking cessation		Recommendation of the Performance Scrutiny Committee (24 September)
Training for Teachers (particularly for Early Years)		As requested at ESC 01 Oct 2015
NEETs Annual Report	Ruth Ashwell	As agreed at ESC 03 Dec 2015
Educational Attainment of Vulnerable Learners	Rebecca Matthews	

LAASSI Framework – Proposed items for inclusion on the forward plan

Period	Topic
Summer	Ofsted views of Oxfordshire Schools (including statistical neighbour comparatives of schools in each category and programmes to shift more schools from RI to Good and Good to Outstanding and the impact of those programmes).
	Update of the LAASSI Self-Evaluation Position Statement re. Inspection Readiness (including summary of changes from previous version)
	The quality of Governing Bodies in Oxfordshire and relevant issues
	Traded Services to Support school improvements (Range/Budget And Income/Evaluations/Partnerships/Complement to Core Offer and Core Offer plus)
	LA Statutory Assessment and Moderation Report : Key Findings & Issues
	Early Years Annual Report <u>OR</u> Phase Reports : Early Years/Primary/Special/Secondary/Post 16) Performance/Strengths & issues/Priority Provision Focus Areas
Autumn	Schools Performance (Data) across key Indicators for <u>all</u> schools (Split by maintained/academies and for disadvantaged groups/vulnerable learners PLUS Data Profile Sets for Area Partnerships)
	Education Strategies <ol style="list-style-type: none"> 1. Education Strategy 2015-18 2. Vulnerable Learners – excellence and equity 3. Closing the Gap 4. School Quality Assurance Framework 5. Leadership Development Framework
	Post 16 Provision (Performance data, Issues and Strategies for improvement)
	School to School Support <ol style="list-style-type: none"> 1. The picture for OCC in terms of accredited providers 2. Examples of effective school to school support 3. Input from the OTSA and an Area Partnership
	Schools Status School Places/Position of academies/conversions/sponsored/ sponsors list
Spring	Schools Causing Concern and Underperforming Schools

	Status Report & summary of provision/ thematic implications for LA/ S&LS
	Schools Views on services from LA for under-performing schools Case Studies of Success/Issues. School Visits by scrutiny members
	SEN issues inc. Special Schools Perspectives and Alternative Provision
	Attendance (Performance Data, Issues and Strategies for Improvement)
	Behaviour and Exclusions (Performance Data, Issues and Strategies for Improvement)
	Admissions