



Notice of a Meeting

Education Scrutiny Committee

**Wednesday, 19 July 2017 at 2.00 pm in Meeting Rooms 1 & 2
County Hall**

Membership

Chairman Councillor Michael Waine
Deputy Chairman - Councillor Mrs Anda Fitzgerald-O'Connor

Councillors: Sobia Afridi John Howson Gill Sanders
 S.E. Bartington Jeannette Matelot Alan Thompson

Co-opted: Richard Brown

By Invitation: Ian Jones Carole Thomson

Notes: **Date of next meeting: 27 September 2017**

What does this Committee review or scrutinise?

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

How can I have my say?

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

For more information about this Committee please contact:

Chairman	-	<i>Councillor Michael Waine</i> <i>Email: michael.waine@oxfordshire.gov.uk</i>
Senior Policy Officer	-	<i>Sarah Jelley, Tel: (01865) 896450</i> <i>Email: sarah.jelley@oxfordshire.gov.uk</i>
<i>Policy & Partnership Officer</i>	-	<i>Nina Bhakri, Tel: 07584 481243</i> <i>Email: nina.bhakri@oxfordshire.gov.uk</i>
Committee Officer	-	<i>Deborah Miller, Tel: 07920 084239</i> <i>deborah.miller@oxfordshire.gov.uk</i>

Peter G. Clark
Chief Executive

July 2017

About the County Council

The Oxfordshire County Council is made up of 63 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 678,000 residents. These include:

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

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:

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

Scrutiny is NOT about:

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

What does this Committee do?

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

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

A hearing loop is available at County Hall.

AGENDA

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

To approve the minutes of the meetings held on 13 March 2017 and 16 May 2017 (ESC4) and to receive information arising from them.

5. **Petitions and Public Address**
6. **Facing our challenges together and a profile of Oxfordshire schools (Pages 13 - 46)**

The Director for Children's Services will present the education landscape, the current and future challenges and opportunities and their impact on shaping the councils role in education and key priorities for the committee based on our actual responsibilities.

7. **The role and function of Education Scrutiny**

This item presents the opportunity for members to examine how the role of education scrutiny could be enhanced, through for example:

- Deep Dives or single member study groups
- Work programme "Action Tracking"
- Using the full range of powers available to the committee
- Shaping policy through a focus on best practice
- Well informed and focussed questioning
- Broadening membership of the Education Scrutiny Committee

8. **Terms of Reference (Pages 47 - 52)**

In light of discussions above, this will be an opportunity for Members to review the current terms of reference for the Education Scrutiny Committee and to agree amendments to put forward for approval by the Audit and Governance Committee.

The Committee is asked to consider and agree areas to update the current terms of reference and to refer proposed amendments to the Audit and Governance Committee.

9. Annual Work Programme 2017/18 (Pages 53 - 56)

To review the annual work programme for the Committee and to agree the both individual issues proposed and the shape of the overall programme of topics being proposed.

Declarations of Interest

The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

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

Whose Interests must be included?

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

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

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

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

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

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

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

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

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

List of Disclosable Pecuniary Interests:

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

For a full list of Disclosable Pecuniary Interests and further Guidance on this matter please see the Guide to the New Code of Conduct and Register of Interests at Members’ conduct guidelines. <http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Elected+members/> or contact Glenn Watson on **07776 997946** or glenn.watson@oxfordshire.gov.uk for a hard copy of the document.

This page is intentionally left blank

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Monday, 13 March 2017 commencing at 10.00 am and finishing at 1.00 pm.

Present:

Voting Members: Councillor Mark Gray – in the Chair

Councillor Gill Sanders (Deputy Chairman)
Councillor Kevin Bulmer
Councillor John Christie
Councillor John Howson
Councillor Sandy Lovatt
Councillor Michael Waine
Richard Brown
Mrs Sue Matthew

Other Members in Attendance: Councillor Steve Harrod

By Invitation: Mrs Carole Thomson (Oxfordshire Governors' Association).

Officers:

Whole of meeting Lucy Butler, Director for Children's Services, Roy Leach Strategic Lead, Education Sufficiency & Access, Jackie Atkinson and Deborah miller (Corporate Services).

Part of meeting

Agenda Item	Officer Attending
8	Janet Johnson, Strategic Lead for Vulnerable Learners

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting [, together with a schedule of addenda tabled at the meeting/the following additional documents:] and agreed as set out below. Copies of the agenda and reports [agenda, reports and schedule/additional documents] are attached to the signed Minutes.

49/17 INTRODUCTION AND WELCOME (Agenda No. 1)

The Chairman welcomed everyone to the meeting and in particular the children of St. Ebbe's Primary School who had come to sing to the Committee in honour of Sue Matthew who had been a Co-opted Member for the County Council specialising in Education for the past 30 Years.

Following the singing by the children, the Chairman presented Sue with a long Service Rose Bowl and a bouquet of flowers. Members of the Committee then paid tribute to Sue for her work and dedication to Education.

50/17 MINUTES

(Agenda No. 4)

The Minutes of the meeting held on 12 December 2016 were approved and signed subject to adding Mrs Carole Thomson to the list of those present.

Matters Arising on the Minutes:

Minute 42/16 – Minute 3/16 - Councillors requested that the Cabinet Member send the letter as soon as possible.

Minute 44/16 – Councillor Gill Sanders reported that they had met last week to look at the issue of affordable housing, including looking at areas where it could be built. However, it had been decided that due to timing, the upcoming elections and the Unitary bid to postpone further discussion on this issue to the autumn when things would become clearer.

Minute 46/16 (Elective Home Education Annual Report) – In response to a query on whether the letter detailed in the recommendation had been sent, Mr Roy Leach reported that the letter had not yet been sent as they were awaiting the outcome of a serious case review and a prosecution and then would use the letter to draw also draw attention to that. Members acknowledge this but stated that they did not want the issue being left for too long.

51/17 ACADEMIES IN OXFORDSHIRE ANNUAL REPORT

(Agenda No. 6)

During 2016, the Council had continued to implement its policy on academies through the Academies Programme as part of its overarching Education Strategy. There had been considerable change in the legislative framework and national education policy agenda and as a result the Council updated its policy position in October 2015. The Scrutiny Committee had a report before them which identified and analysed trends in this programme during 2016 and indicated changes from those noted in 2015.

Allyson Milward in introducing the report drew the committee's attention to the following conclusions from the year:

- All schools that converted to academy status in 2016 did so as members of groups;
- The number of schools converting to academy status was significantly lower. The increase in applications seen later in 2016 was seen mainly as a reaction to the national education policy and perceived position of the Council;
- Under performing schools had been identified, early support was put in place and schools have completed conversions as sponsored academies. The Council

sought to be proactive with Governing Bodies in promoting suitable sponsors to the RSC;

- New academies and free schools continued to be set up in the county in response to demographic need and parental demand. Procedures were in place to set up new academies as required by the county or to engage in positive dialogue with sponsors applying to open schools in the area through DfE bidding annual processes;
- Resources would continue to be required to manage this process;
- Over half the pupils in publicly funded education in Oxfordshire are taught in academies;
- The value for money and availability of Council services for buyback by maintained schools may reduce providing a driver for their consideration of converting to academy status;
- Additional powers of the RSC through legislation will impact on the future role of the Council and services to be provided;
- To achieve the above programme considerably more resources may be required in the short term for the Council to comply with its obligations in respect of converting academies;
- The creation of a new Cabinet Member for Education and aspiration to support maintained schools better and also to develop a good partnership approach to working with maintained schools and academies may impact on conversion trends in 2017.

The Committee expressed concern about small rural schools not being attracted to MATs due to financial restrictions. In response Ms Milward reported that some MATs were interested in small schools and that it was not solely about money. Much of the problem lay with the amount of time it took small resource strapped schools to dedicate to it.

The Chairman reported that Kent had had a very similar situation and had been in discussions with the DfE about creating a local Authority MAT. Ms Milward reported that local authorities could only have a 20% interest in the company, but that Kent was very determined to achieve it. Officers were working on a survey of the remaining maintained schools to see if there was any appetite for this.

Members of the Committee expressed concerns over misconceptions and perceptions that Oxfordshire County Council wanted all schools to become academies when in fact this was up to the Governing Body of the school.

The Director for Children's Services, Lucy Butler added that they wanted to be supportive and had been changing their message to schools recently, but were still awaiting a paper on the role of local authorities to see if it was fact that there will be funding stripped away.

The Committee thanked Mrs Milward for her informative report.

52/17 DISCUSSION WITH THE OFSTED REGIONAL DIRECTOR

(Agenda No. 7)

Christopher Russell, Ofsted Regional Director, had been invited to attend the Meeting to discuss with the Council in what ways it could work with Ofsted to ensure the best educational outcomes for all the children in Oxfordshire. The debate would also provide a chance to raise awareness of the key challenges faced by the Council in the provision of Education and improvement of educational standards across the County.

During questions and discussion members:

- Established that the new Ofsted Chief Inspector, Amanda Spielman, would be fiercely independent and interested in evidence based training and would inevitably bring new flavour and individualism, but that it was envisaged that not too many changes would be made. There would be a strong focus on validity – a chance for Ofsted to look critically at what they were doing and to look at whether they were looking at the right things to assess whether a school was good. The bringing in house of schools inspections would improve things dramatically. There was a very strong direction in terms of focusing decisions and making them evidence based. Ofsted would also be carrying out a large survey to look at the curriculum.
- Established that an inspection converting from short to full did not always mean that a school was bad. Mr Russell reported that the starting point for a short inspection was whether the school was good, it had to be focused to be good. There might be things inspectors needed to look at in the first day such as safeguarding. If this was the case, the inspection would then convert to get around that. There was no suggestion that if the inspection converted that the school was bad, sometimes there was just a need to convert to get a full judgment. Many schools had converted and got outstanding. It was new for Ofsted, although it was felt the mythology had been tested and inspectors were now leading. Ofsted had to focus on safeguarding.
- In relation as to whether the new Chief Inspector had any intention to do something on standards and social mobility and whether there were any plans to change the Ofsted framework, established that when Ofsted had **significant** evidence they would make those statements. In relation to the framework, it had to evolve and move on in terms of feedback, it would therefore change, had changed this term bringing Ofsted inspections in. Ofsted were always looking at it and considering it. They did try to keep the inspections about key things and make sure the sector was consulted on changes.
- In relation as to whether Ofsted have a view on inadequate schools that were in limbo waiting for an academy sponsor to come forward and whether Ofsted could revisit in this period which could be substantial, confirmed that the routine monitoring that Ofsted had carried out had now ceased as it could take a very long time and was in no-ones interest. If there was a safeguarding issue Ofsted did go back within 3-6 months and could take the school out of the category.

Ofsted were currently looking at the situation more generally. Now once it got to 5 months a review would be triggered.

Ofsted further recognised the issue of sponsors not coming forward due to schools needing a lot of investment due to being in a very bad state of repair. Ofsted were looking at an alternative to routine monitoring. Mr Russell confirmed that Ofsted shared the Members concern and confirmed that the Chief Inspector would escalate the situation up to Government if evidence showed this happening across the County.

- The education scrutiny committee recognised that there was underperformance of disadvantaged children in Oxfordshire schools and that there were some areas of advantage with small numbers of disadvantaged children. In relation to how Ofsted viewed and take small numbers into account when inspecting these schools, Mr Russell reported that in the case of small schools it was often a common sense judgement. When there was a small amount of children not performing well, inspectors looked for an algebra rhythm. What Ofsted would want is for that to be properly evaluated. There was a need to insure inspectors received the correct training and were able to apply professional judgement. In answer to questions from members about whether Ofsted had any intel on how small schools were performing in Oxfordshire, Mr Russell confirmed that the picture for Oxfordshire was generally good with a bit of a dip for primary and gave an undertaking to have a look at primary and to get back to the Committee if there were any issues.
- In relation to how Ofsted would take into account (when carrying out inspections) the declining funding for both designated early years grants and all local authority school improvement services, established that Ofsted had a framework and criteria and that their job as inspectorate was to make a judgement against those criteria. Ofsted were aware that schools were funding differently. The window for inspections was on the journey from 5 years to 3 years. It would not be right or possible to change the standard, but Ofsted did recognise the issues. It was the organisations job to do individual inspections, but if during inspections they found common themes it would be reported on.
- In relation to Ofsted's own budget and staffing decreasing and the possible impact on inspections going forward in Oxfordshire, the committee noted that Ofsted funding had decreased year on year as an organisation so they were used to it and there were clear plans in place to deal with it. Ofsted changed how they inspected in terms of frequency and tariffs etc, it was easily manageable. Mr Russell confirmed that Ofsted had no plans to change how often they inspected schools, so they knew where the funding was going.
- On the issue of when schools were re-inspected they were often less than good and that the assumption should not be that good schools remained Good, Mr Russell confirmed that Ofsted were aware of this issue and that the movement from 5 to 3 years inspections was hoped to improve this situation in that Ofsted could hopefully influence what sometimes might only be a dip and therefore stop schools falling out of that category. He stressed the importance of a 'good

inspection' setting people at ease and of schools not getting stressed about the inspection and his hopes that the shorter inspection reducing stress.

- With regard to the annual detailed school data analysis by the local authority which highlighted outstanding schools which were declining, members questioned whether there was any scope for the local authority to liaise with Ofsted to potentially bring forward an inspection. In response, Mr Russel commented that although Ofsted always made their own judgement as to when to inspect, they would be happy for local authorities to bring issues to their attention and that if standards were dropping significantly, Ofsted would welcome the Intel.
- In relation to safeguarding coming into the framework and how Ofsted were going to ensure there were no safeguarding issues in outstanding schools, Mr Russel explained that if Ofsted picked up any intelligence regarding safeguarding issues at a school they would go straight in. He highlighted the importance of Ofsted and the local authority working together on this issue.
- Members questioned how Ofsted would authenticate any evidence received during a school inspection, regarding the local authority involvement. In response, Mr Russel reported that that they would triangulate and check the information out. Firstly, Ofsted would meet with the local authority and if there were concerns about how the school was being supported by the local authority there were clear strategies in place.
- Inspectors were trained to get underneath the evidence to see what the impact was on the ground. Ofsted also held forums and had an annual meeting with local authorities for raising issues. Professional development was achieved by inspectors consistently learning from carrying out inspections.
- Regarding Ofsted's view of how Oxfordshire managed the provision of education for Looked after Children placed both in county and out of county, Mr Russel commented that their overview came mainly from inspections and that the most recent inspection was very positive in relation to children in care. Ofsted only tended to pick up if there were issues

Following the question and answer session, the Chairman thanked the Regional Director for a positive discussion and AGREED that he be invited to attend again in a year.

53/17 EDUCATIONAL ATTAINMENT OF VULNERABLE LEARNERS AND THE STRATEGIC OVERVIEW 2016-2020: IMPROVING THE EDUCATIONAL PROGRESS OF VULNERABLE LEARNERS - GOOD PRACTICE EXAMPLE OXFORD ACADEMY
(Agenda No. 8)

Education Scrutiny Committee considered a report which presented an overview of the educational attainment of vulnerable learners. Janet Johnson, Strategic Lead for Vulnerable Learners, had attended to present the Strategic Overview 2016-2020 and

Alison Wallis, performance Information Manage present the trend data in relation to the educational attainment of Vulnerable Learners.

Mr Niall McWilliams, Principal of Oxford Academy had also been invited to join the discussion and share good practice as the 14th best performing academy in the Country.

Mr McWilliams outlined the broad framework of how the Academy operated. In terms of School Improvement, Mr McWilliams used 4 main building blocks

Behaviour – the academy expected very high standards of behaviour in and outside of the classroom and taught children about behaviour for learning. The Academy also provided wrap around pastoral care.

Curriculum – the academy had adopted a curriculum approach with a very high focus on maths and English. Students worked on maths, English and a science at least once a day and sometimes more. The academy went for depth instead of breadth.

Teachers and Learning – all teachers follow a framework and tell students what they are going to learn. The teachers show students what success looks like and to tell them if they are right or wrong after each lesson.

Track Progress Vigorously – the academy does lots and lots of testing – formal testing in the hall. We look for subjects that will help the students and will help the school. We look for courses to benefit students to give them a chance.

What are you doing that is different?

Rigour. We apply teach – boost – teach and each student has a unique personal learning checklist. We do a lot of testing and then we analyse the data to see what we need to do to get the student into another group.

What would you say the most important step is?

Behaviour. Also Head teachers and keeping teachers.

Is your Rigorous teaching based on tests more than teacher assessment?

Yes, I need validation data. The data is then validated by people I know or by examiners. This ensures a mastery of English and maths.

Your Progress 8 across open and EBac. If you are focusing on these how are you achieving across the board?

We are really struggling with this. I don't think I can offer music and drama this year. If I was a school in an advantaged area I could offer a broader curriculum. I do not have enough numbers coming through the doors to offer those subjects so am reducing from 1 language to 3, music, drama, RE and ICT are all under threat. I am constantly scanning the horizon to look at what qualifications are good for students at

school. I am very concerned about the future of the Academy and being able to offer the level of pastoral care and curriculum.

How will the new fairer funding formula affect you?

New fairer funding is not fair. At this moment in time we do not have enough numbers coming through the doors. This is largely down to parental perception – they are avoiding Oxford Academy because of high level of disadvantaged children.

Following discussion the Committee noted the report and thanked Mr McWilliams for coming to share good practice with the Committee and wished him well for the future.

54/17 CONSULTATION ON FUNDING FORMULA

(Agenda No. 9)

On 14 December 2016, The Department for Education (DfE) had released Stage 2 of the School National Funding Formula consultation which closed on 22 March 2017. Alongside the Schools National Funding Formula, the DfE had released Stage 2 of the High Needs National Funding Formula. This followed the same timeline.

Sarah Fogden, Finance Business Partner and Roy Leach, Strategic Lead for Education Sufficiency and Access attended to present a report which outlined the implications of the new formula for Oxfordshire and suggested a response to consultation.

In introducing the report, Sarah Fogden explained that the DfE's target was that the new scheme would be implemented in 2018-19 via Local Authorities local formula. Full implementation of the Schools National Funding Formula, with funding directly allocated to schools by the EFA/DfE, would commence in 2019-20. To provide stability, no school would receive an overall reduction of more than 3% per pupil as a result of the National Funding Formula and the minimum funding guarantee (MFG) of -1.5% per pupil year on year would continue.

The pupil premium, pupil premium plus, and service premium would continue to operate through the separate allocations. The DfE had confirmed that the Dedicated Schools Grant will be split into four blocks:

- Early Years (this has already been consulted on - the first allocations have been released for 2017-18);
- Schools National Funding Formula;
- Central School Services Block (Taking historic LA commitments and the former ESG Retained Rate element – this has been renamed from Stage One for clarity);
- High Needs National Funding Formula

The factors used to construct the National Funding Formula and the weightings given to each factor cause the loss to schools. The main reasons for this were:

- A smaller basic per pupil allocation;
- A triple weighting for 'deprivation' (Free School Meals + Ever, in the past six years, FSM + IDACI, the Income Deprivation Affecting Children Index);

- A higher weighting for low prior attainment upon entry to school (which tends to be linked with deprivation); and
- A smaller lump sum for all schools.

The last point meant that a school would have reduced funding unless there were sufficient gains from the other factors to offset the lump sum loss.

Oxfordshire was a member of the f40 group that represented a group of the lowest funded education authorities in England, where government-set cash allocations for primary and secondary pupils were the lowest in the country. In its response to the consultation, Oxfordshire proposed to agree the 4 main points of the f40 response that was:

- The weakness of evidence used to support the proposals;
- The proportion of weighting given to additional needs rather than basic entitlement;
- The 3% funding floor, which 'locks in' historical differences;
- The amount invested in education funding and the cost pressures facing all schools.

The High Needs Funding Formula protected all local authorities with a funding floor, so that no authority loses. There was a small increase for Oxfordshire of £1.138m (2.3%). Oxfordshire currently had an overspend against the High Needs block of £1.8m. The increased funding was therefore insufficient to meet current demand and there was no indication of any growth funding to meet increasing need. In addition, the Funding Formula allocated 50% on historic spend which therefore locked in inequities between Local Authorities.

The DfE had funded all LAs to prepare and implement strategic plans for High Needs as well as providing "Capital funding to support the expansion of special provision in schools (including mainstream schools) and other institutions, and progress a new route for more special schools to be established through the free schools programme". Oxfordshire had received £287,494 to undertake a strategic review of High Needs provision.

Following a discussion around the committee's concern regarding the quantum of funding being unfair and the fact that the DfE were not actually redistributing the 3% , the discontinuation of per pupil funding, SEN and the detrimental effects on Rural Schools the Committee:

AGREED: to set up a small working Group comprising Councillor John Howson and Carole Thomson to consider and contribute to the County's response on the School National funding formula and High Needs Funding Formula.

55/17 DRAFT SCRUTINY ANNUAL REPORT

(Agenda No. 10)

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.

AGREED: to note the contents of the report.

56/17 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 11)

The Education Scrutiny noted the Forward Plan and AGREED that due to the upcoming elections, the next meeting's business to be confirmed at the agenda planning meeting.

..... in the Chair

Date of signing 2017

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Tuesday, 16 May 2017 commencing at 1200 pm and finishing at 12.03 pm

Present:

Voting Members: Councillor Mark Gray
Councillor Gill Sanders
Councillor Kevin Bulmer
Councillor John Howson
Councillor Richard Langridge
Councillor Sandy Lovatt
Councillor Michael Waine

Officers:

Whole of meeting Nick Graham; Deborah Miller

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.

57/17 ELECTION OF A CHAIRMAN FOR THE 2017/18 COUNCIL YEAR

(Agenda No. 1)

Councillor Gill Sanders moved and Councillor Banfield seconded that Councillor Howson be elected Chairman of the Committee for the 2017/18 Council Year. The motion was put to the vote and was lost by 3 votes to 6.

Councillor Bartington moved and Councillor Matelot seconded that Councillor Waine be elected Chairman of the Committee for the 2017/18 Council Year. The motion was put to the vote and was carried by 6 votes to 3.

RESOLVED: (by 6 votes to 3) that Councillor Michael Waine be elected Chairman of the Committee for the 2017/18 Council Year.

(Councillor Mark Gray in the Chair)

58/17 ELECTION OF A DEPUTY CHAIRMAN FOR THE 2017/18 COUNCIL YEAR

(Agenda No. 2)

Councillor Waine moved and Councillor Thompson seconded that Councillor Fitzgerald O'Connor be elected Deputy Chairman of the Committee for the 2017/18 Council Year. The motion was put to the vote and was carried by 6 votes to 3.

Councillor Gill Sanders moved and Councillor Banfield seconded that Councillor Howson be elected Deputy Chairman of the Committee for the 2017/18 Council Year. The motion was put to the vote and was lost by 6 votes to 3.

RESOLVED: (by 6 votes to 3) that Councillor Mrs Fitzgerald O'Connor be elected Chairman of the Committee for the 2017/18 Council Year.

..... in the Chair

Date of signing 2017



Oxfordshire School Profile

April 2017

dataanalysisiteam@oxfordshire.gov.uk





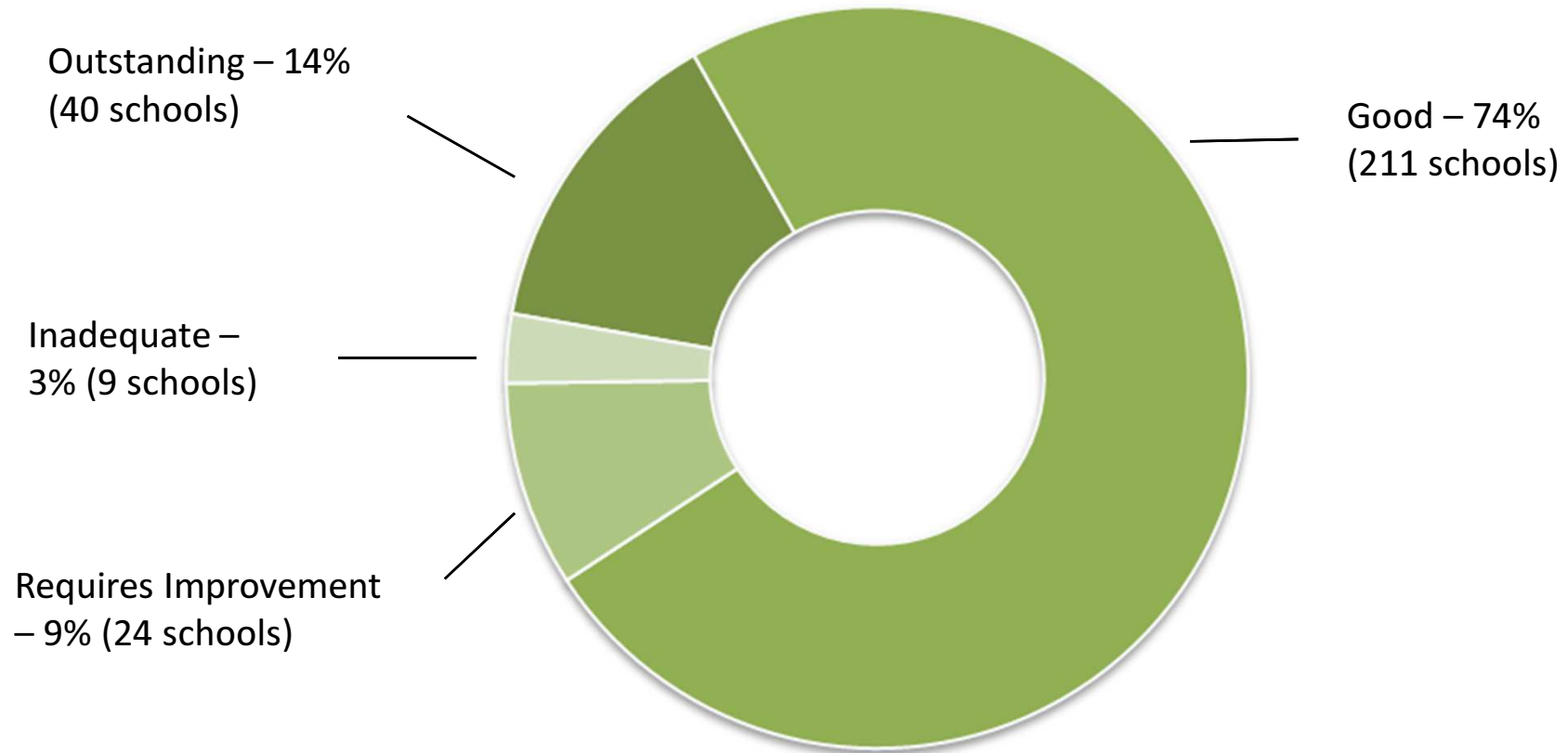
Number and type of schools in Oxfordshire

	LA maintained	Academy – converter	Academy – sponsored	Other	Total
Nursery	7				7
Primary	157	62	14	1	234
Secondary	3	27	4	3	37
All through				2	2
Special	9	3	2		14
PRU		1			1
Total	176	93	20	6	295

As of 01/05/2017



88% of Oxfordshire schools are good or outstanding



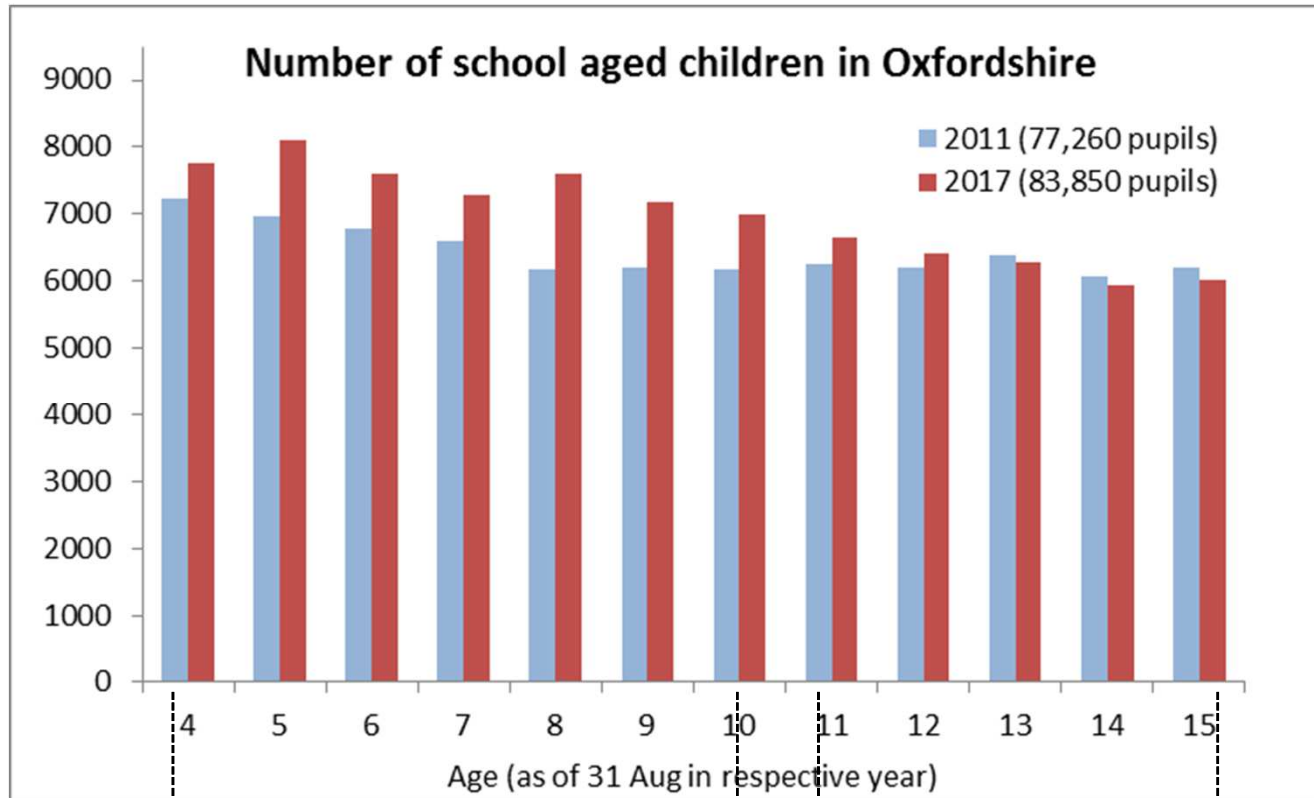
77,700 Oxfordshire pupils (85%) are educated in schools that are good/ outstanding

Source: Ofsted 30/04/2017





The number of children at Oxfordshire schools has increased by 8.5% since 2011



Primary schools - population increased by 14%

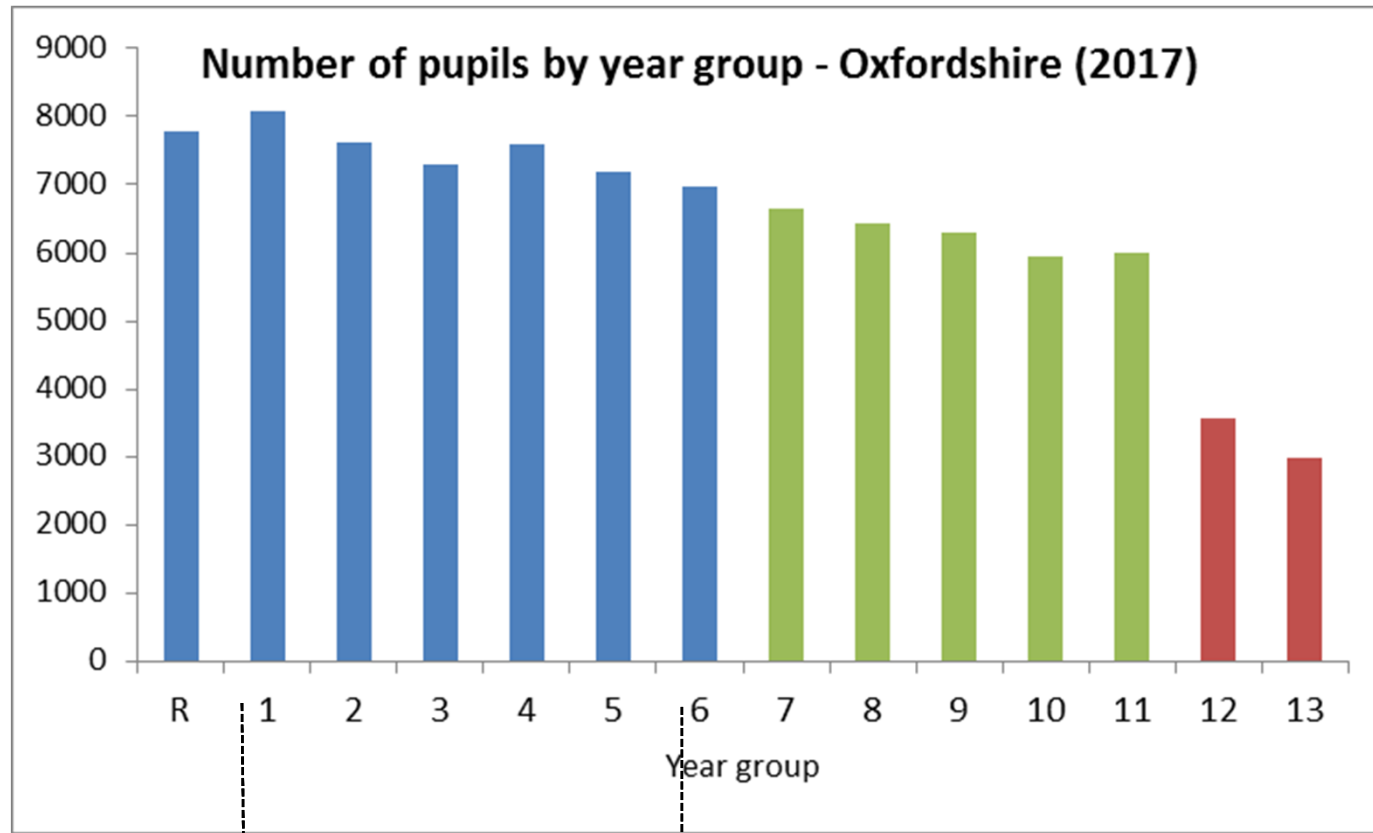
Secondary schools – population has started to increase - 0.6%

Source: DfE School Census





Larger year groups will be moving through to secondary schools

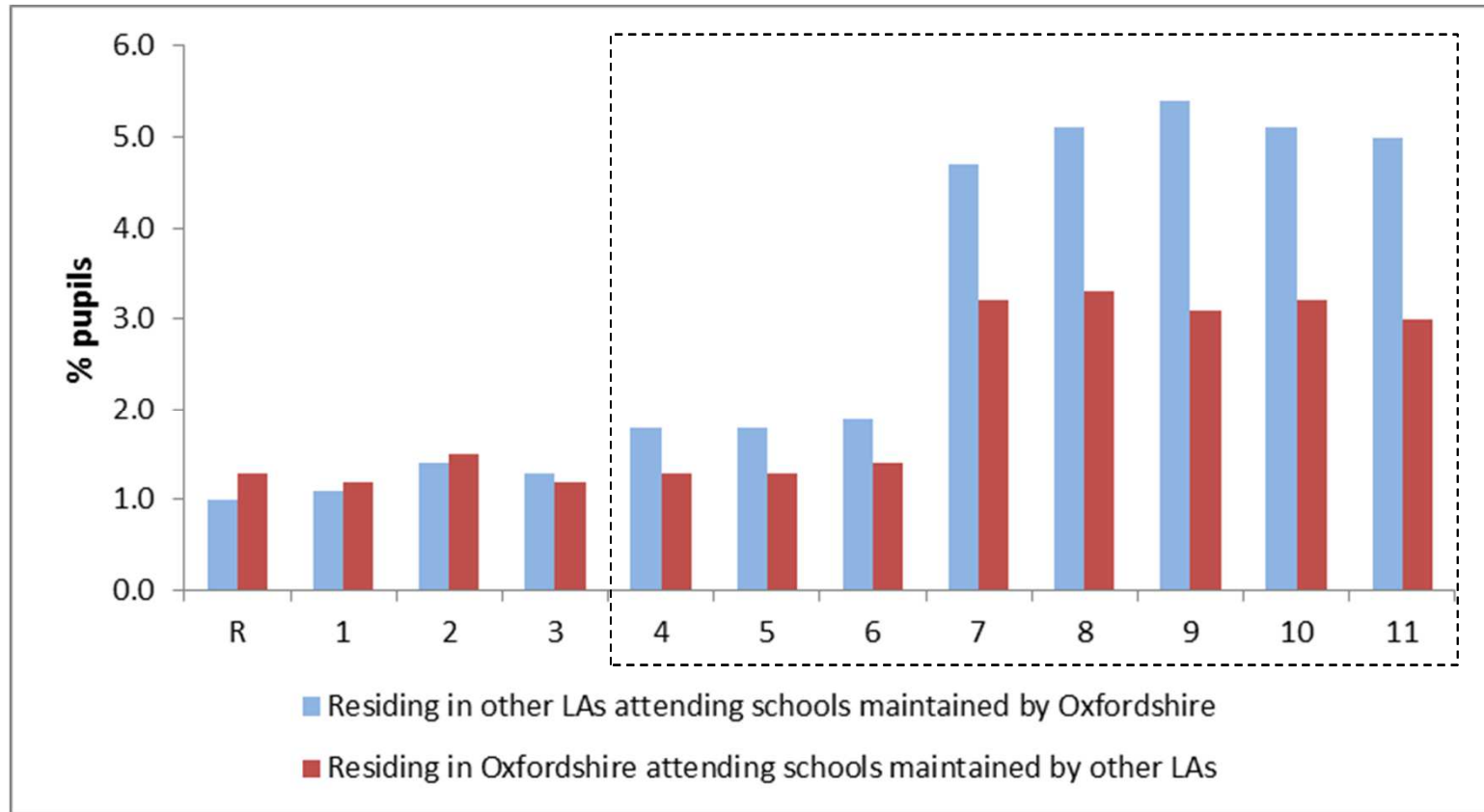


Source: DfE School Census Jan 2017

Larger year groups of primary school aged pupils



From Year 4 onwards Oxfordshire schools are net importers of pupils from other authorities



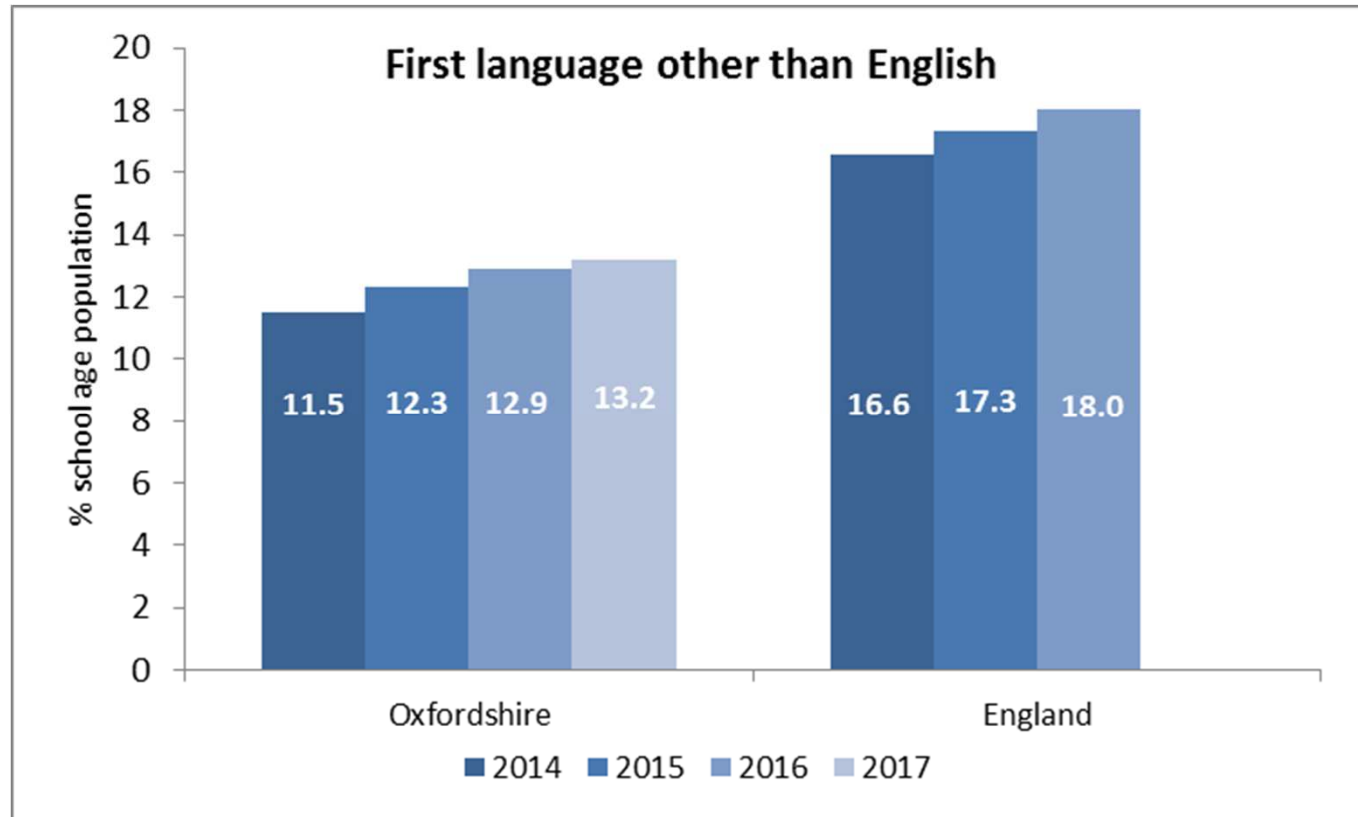
Source: DfE School Census



The number of Oxfordshire pupils with a first language other than English has increased by 18.6% since 2014

This equates to an additional 1880 children.

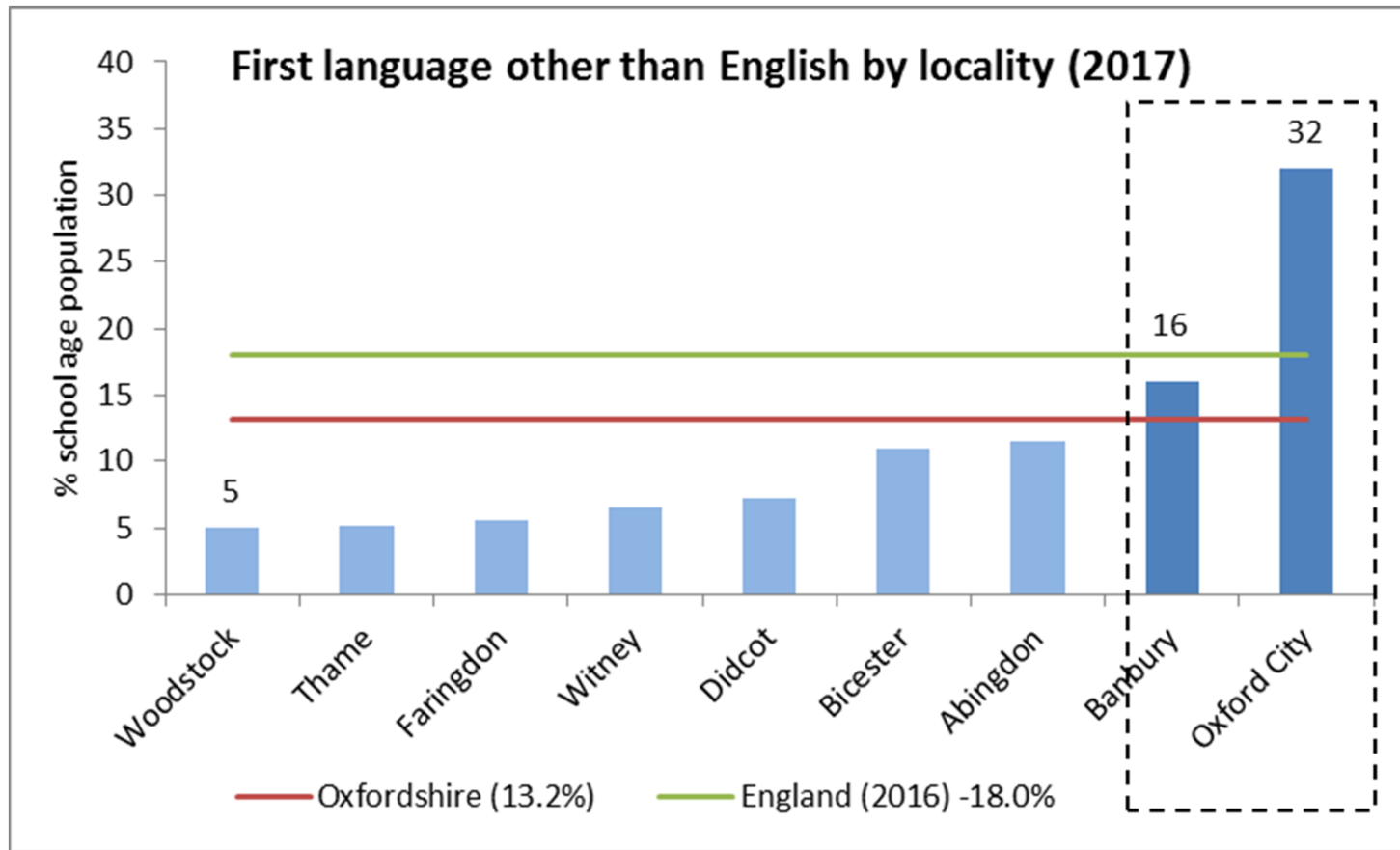
There are now 11,970 children with a first language other than English educated in Oxfordshire schools.



Source: DfE school census



Almost half the pupils with first language other than English live in Oxford City and Banbury



Source: DfE School Census

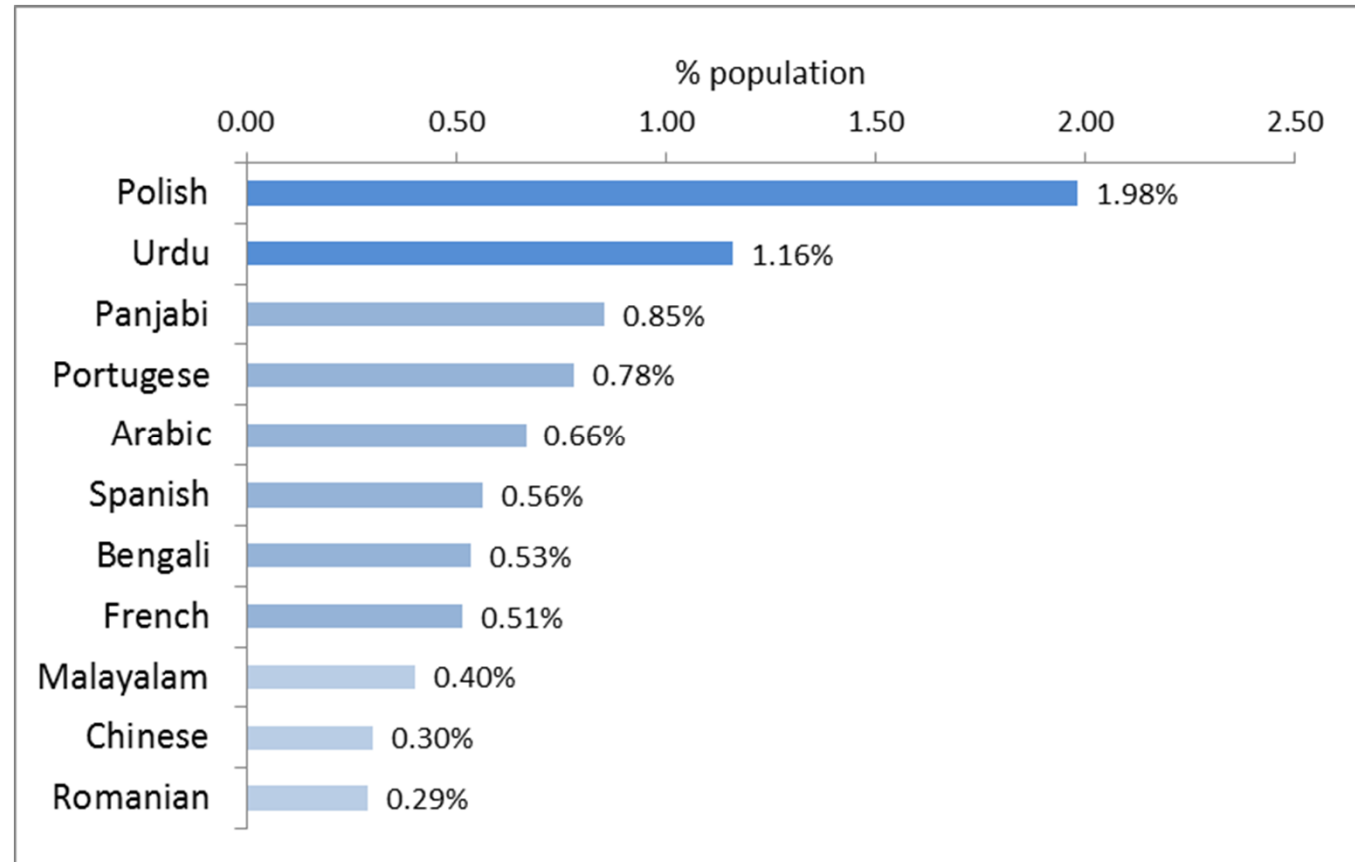


Polish is the most common language spoken in Oxfordshire schools after English

149 languages other than English are spoken in Oxfordshire schools

- 43 of these have at least 50 speakers

Polish is the most common language after English – with 1860 speakers.

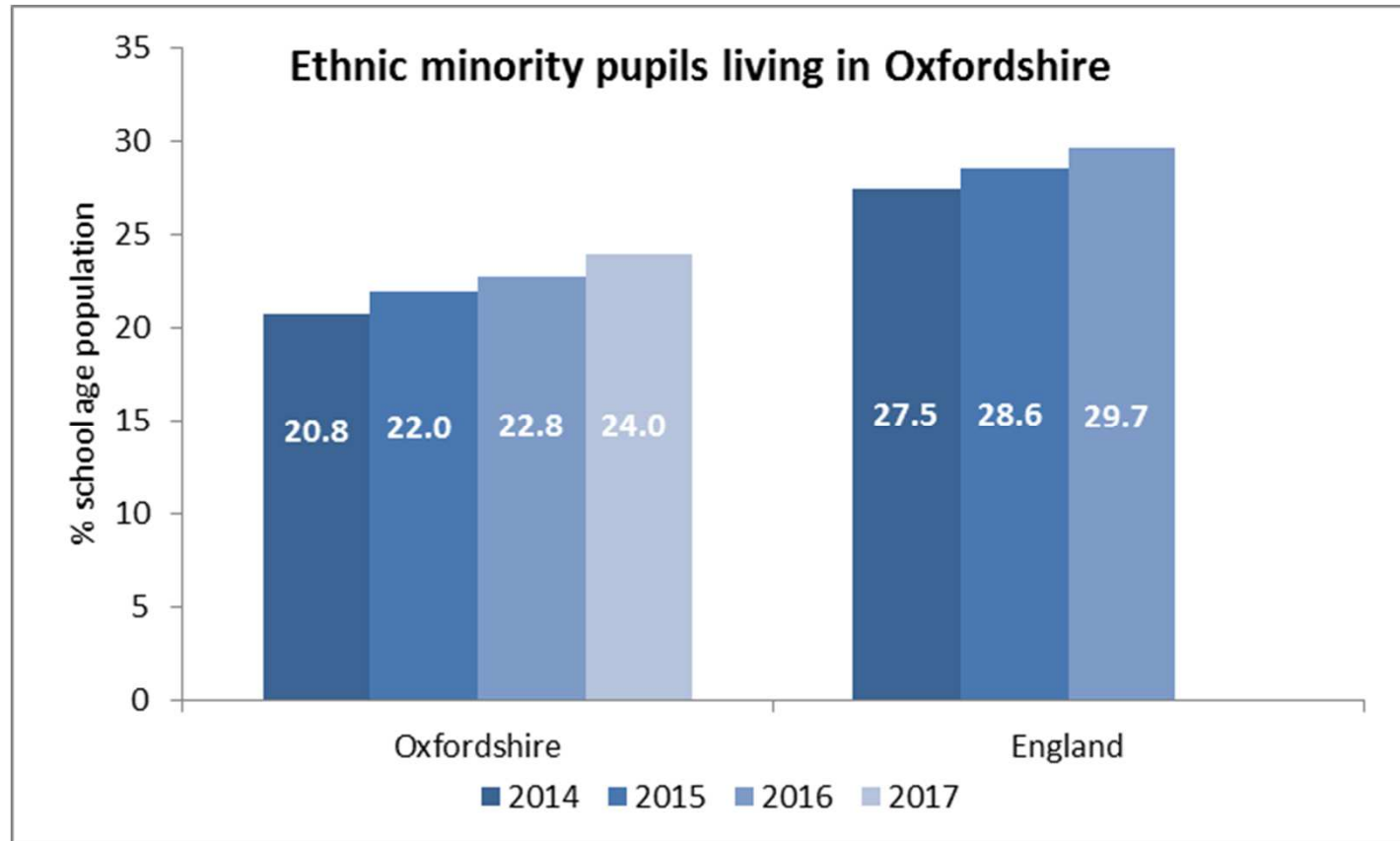




The number of children from minority ethnic backgrounds in Oxfordshire has increased by 22% (4040 pupils) since 2014

Just under one quarter of pupils in Oxfordshire are from minority ethnic backgrounds

In 2017 there were 22,490 minority ethnic pupils at school in Oxfordshire



Source: DfE School Census

BAME pupils are all pupils other than White British. This category includes pupils from other White backgrounds.





Pupils by ethnic origin (2017)

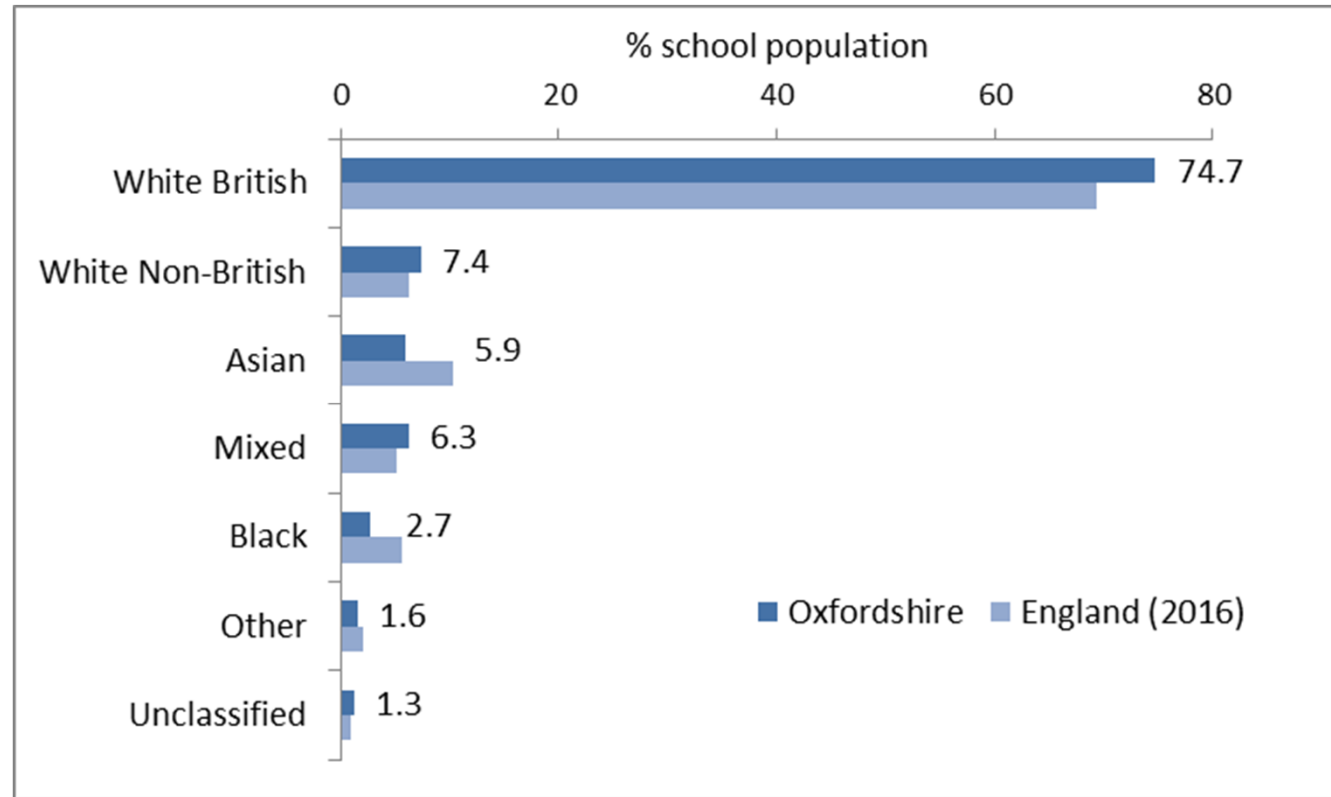
The largest minority ethnic groups in Oxfordshire schools are:

White Non-British - 6450 pupils (7.4%)

Pakistani - 2135 pupils (2.3%)

Asian Other - 1880 pupils (2.0%)

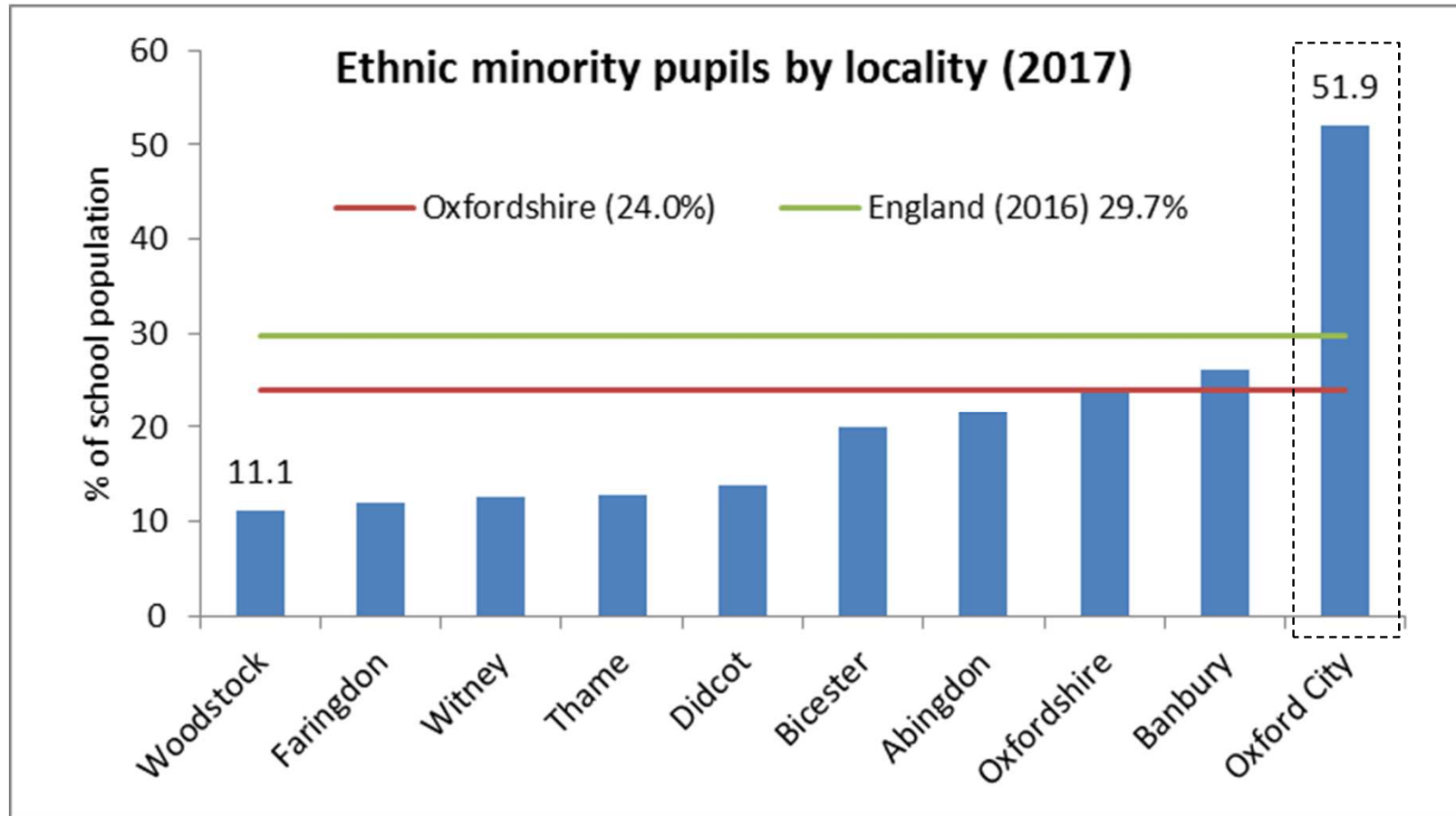
Mixed Other - 1860 pupils (2.0%)



Source: DfE School Census Jan 2017



Over half the minority ethnic pupils in Oxfordshire live in Oxford City



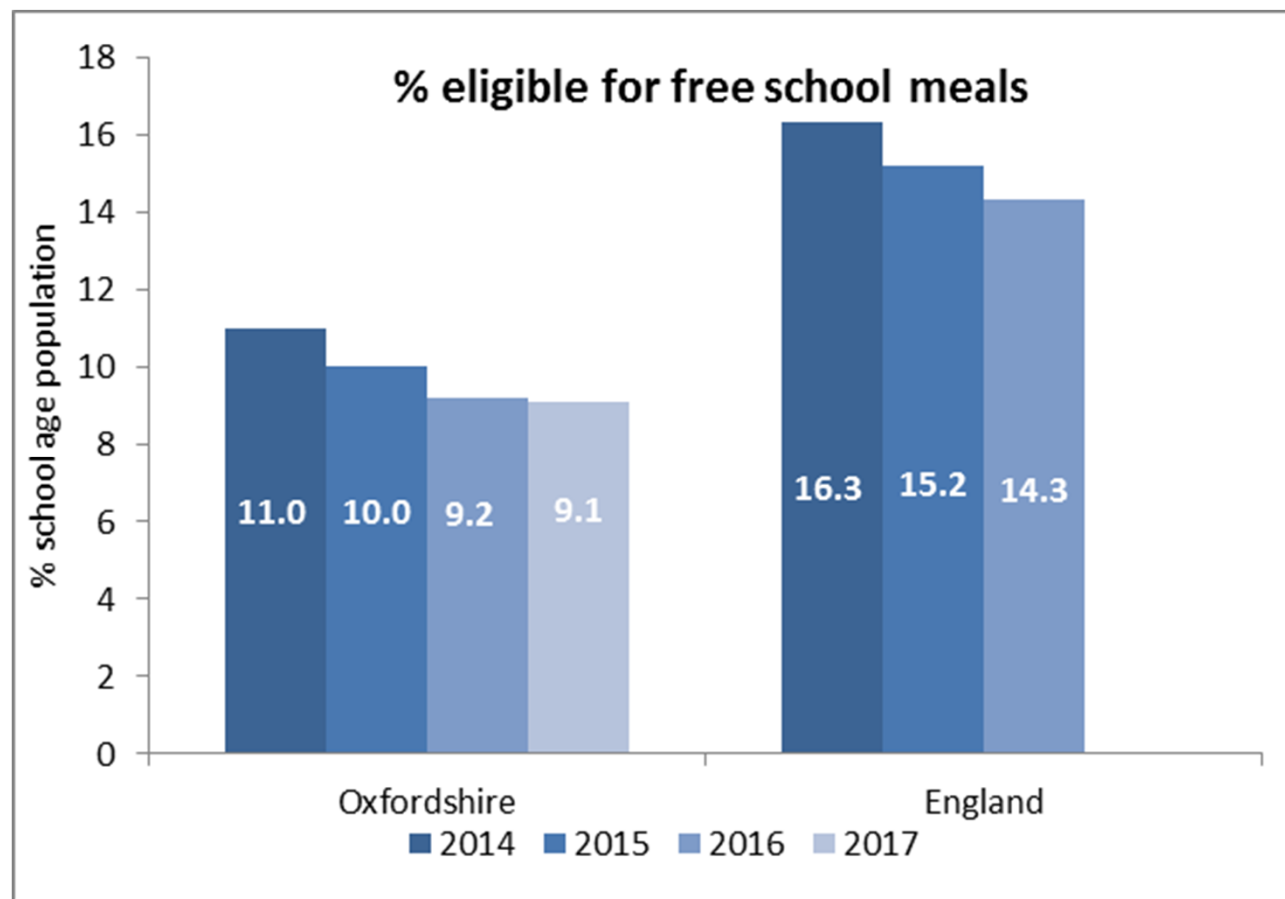
Source: DfE School Census



The % of pupils known to be eligible for free school meals has been decreasing since 2014

This pattern is seen nationally as well as in Oxfordshire.

In 2017 there were 7630 pupils known to be eligible for Free School Meals (9.1%) in Oxfordshire schools.



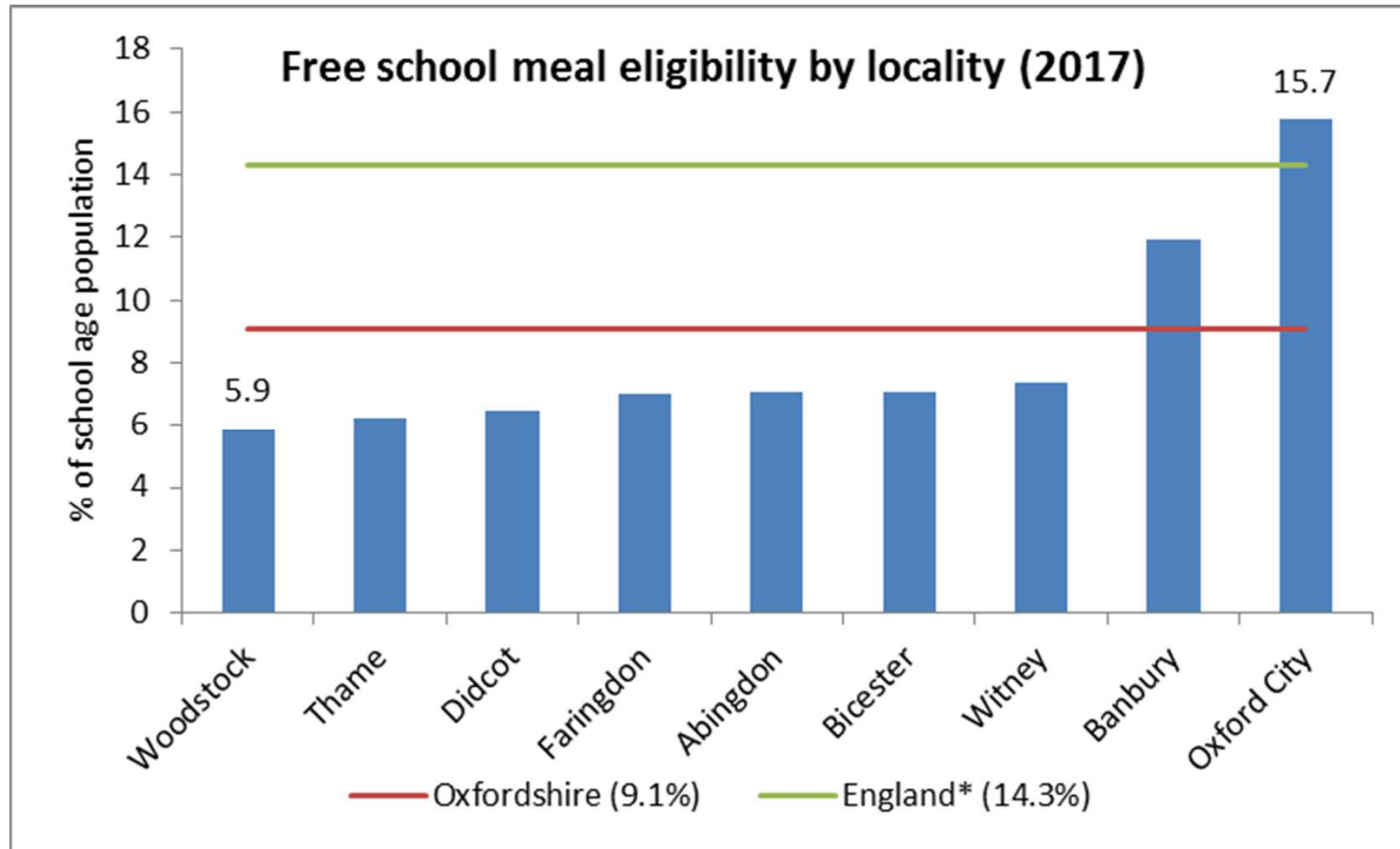
Source: DfE School Census

The number known to be eligible for free school meals is as of school census day in January of the respective year.





Pupils in Oxford City are almost three times as likely to be eligible for free school meals than those living in Woodstock locality

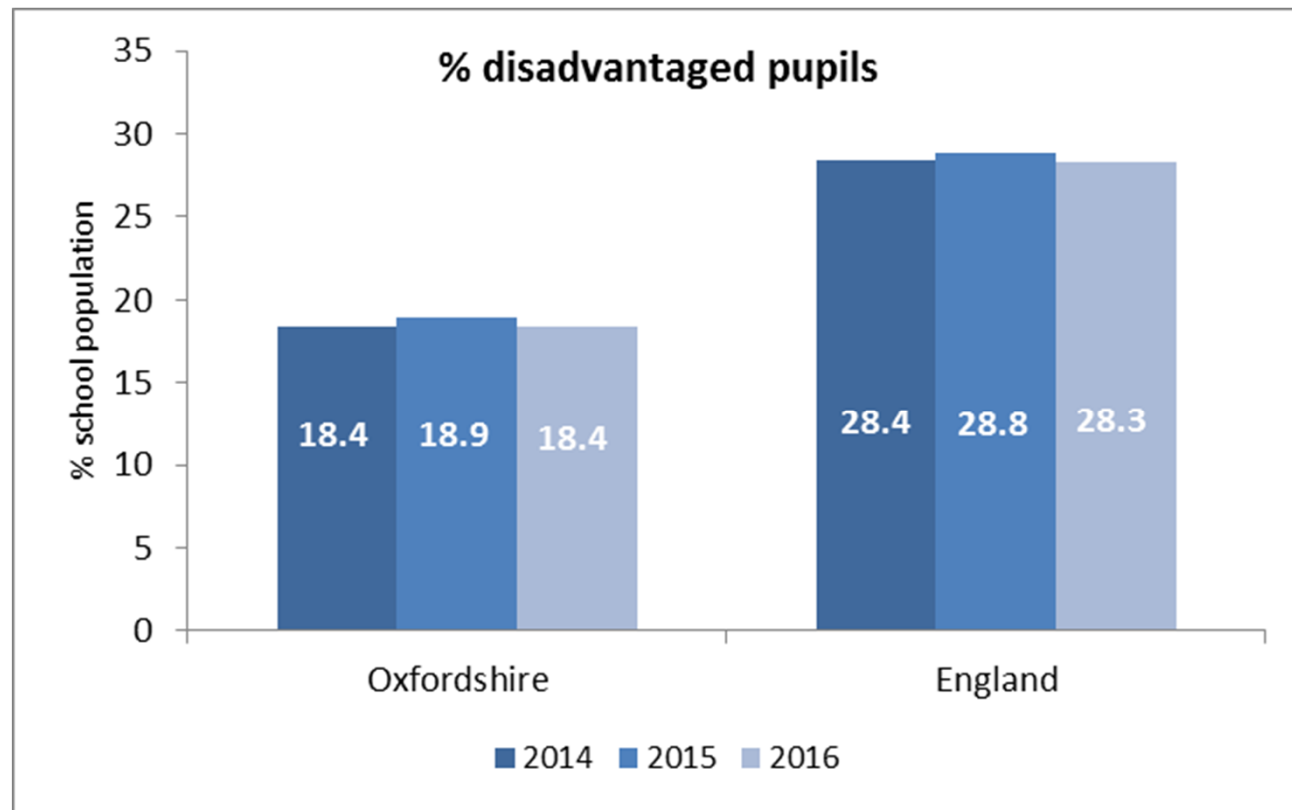


*2016 data

Source: DfE School Census



Disadvantaged pupils in Oxfordshire



Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years, if they are recorded as having been looked after for at least one day or if they are recorded as being adopted from care (from 2015).

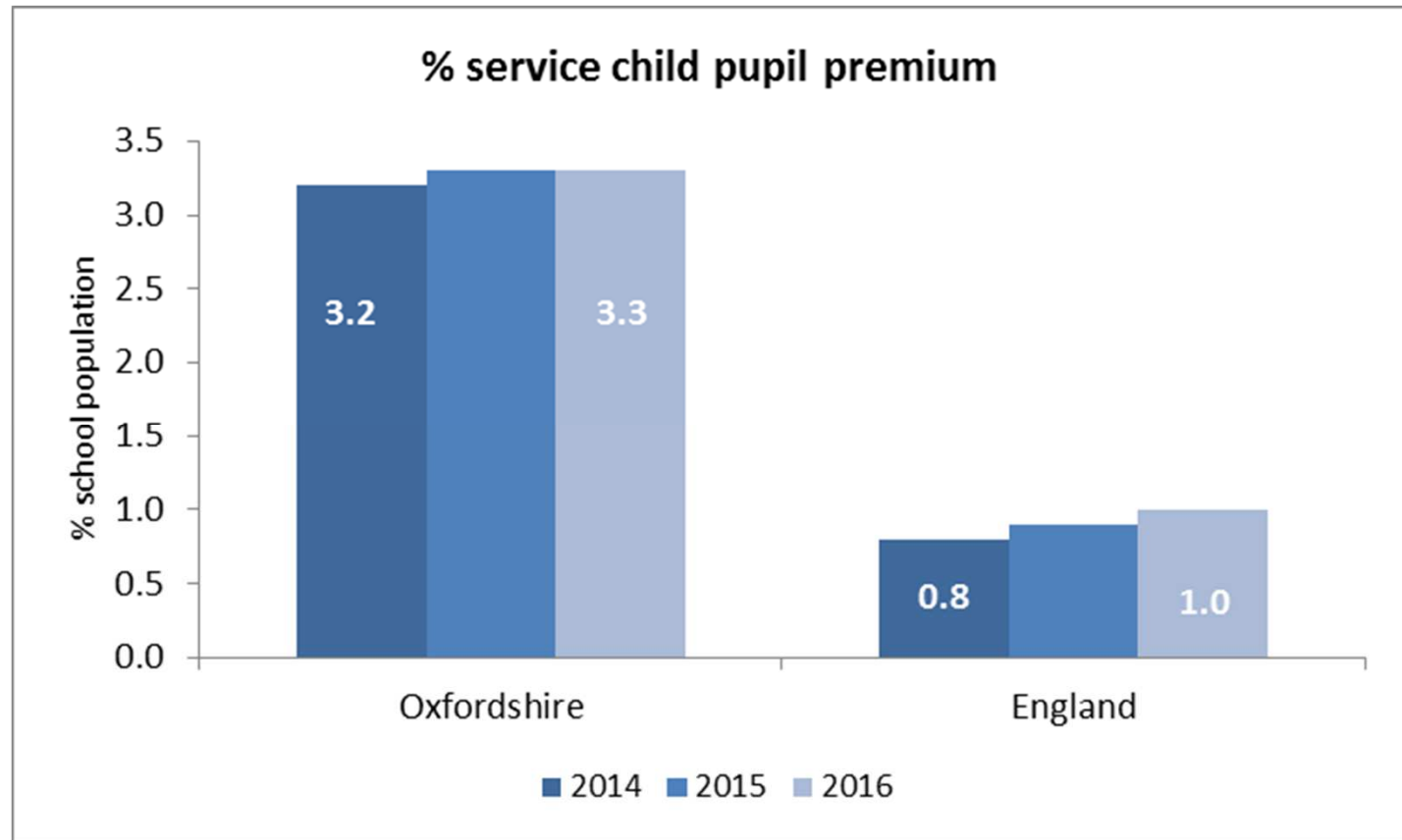
This figure will be greater than the number eligible for free school meals which only relates to one point in time.



The proportion of service children in Oxfordshire is more than three times the national average

Oxfordshire has the 11th highest proportion of service children in England

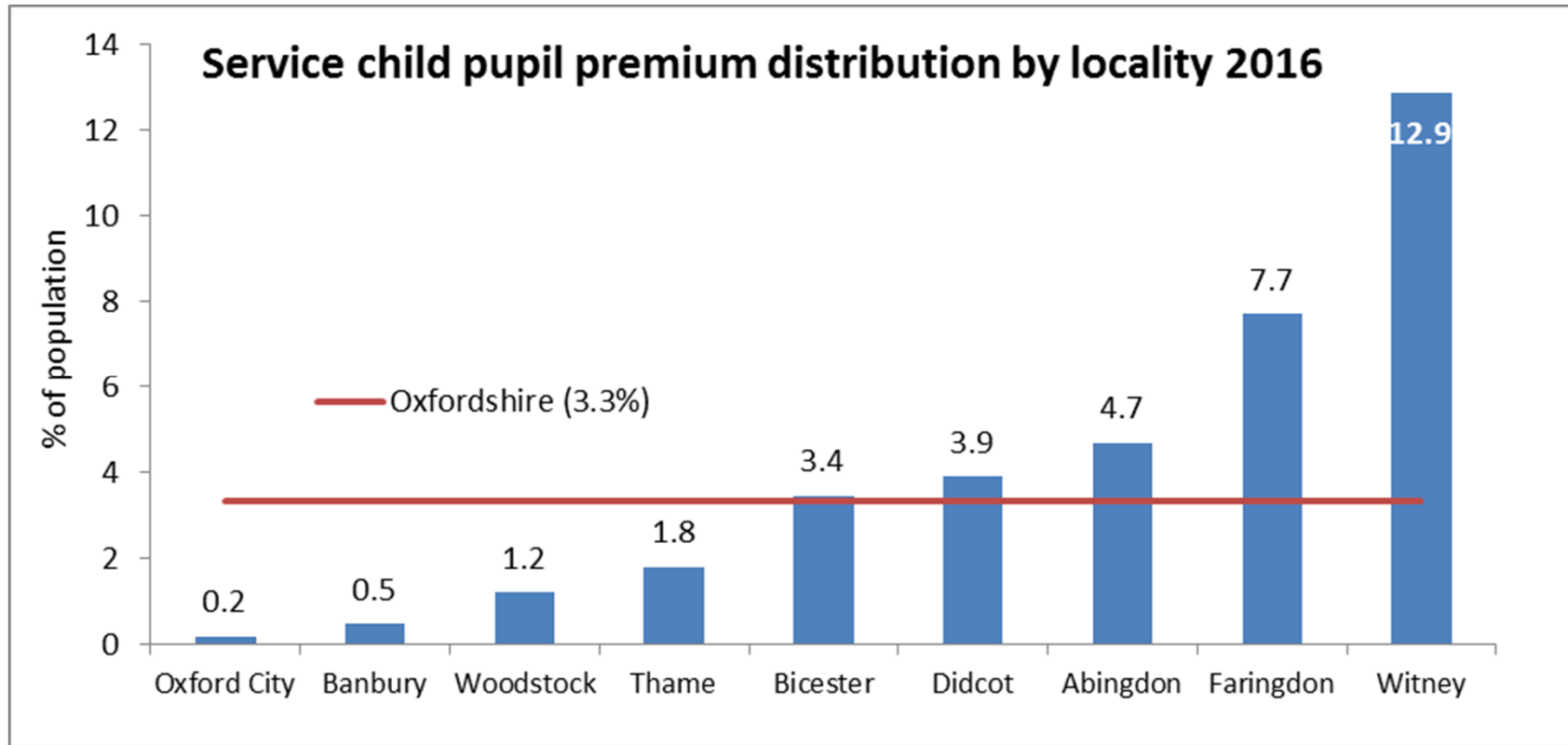
In 2016, 2685 Oxfordshire children were eligible for the service child element of pupil premium



Source: DfE School Census and Education Funding Agency final allocation download



Witney locality has the highest proportion of service children within Oxfordshire



Source: DfE Pupil Premium download Feb 17

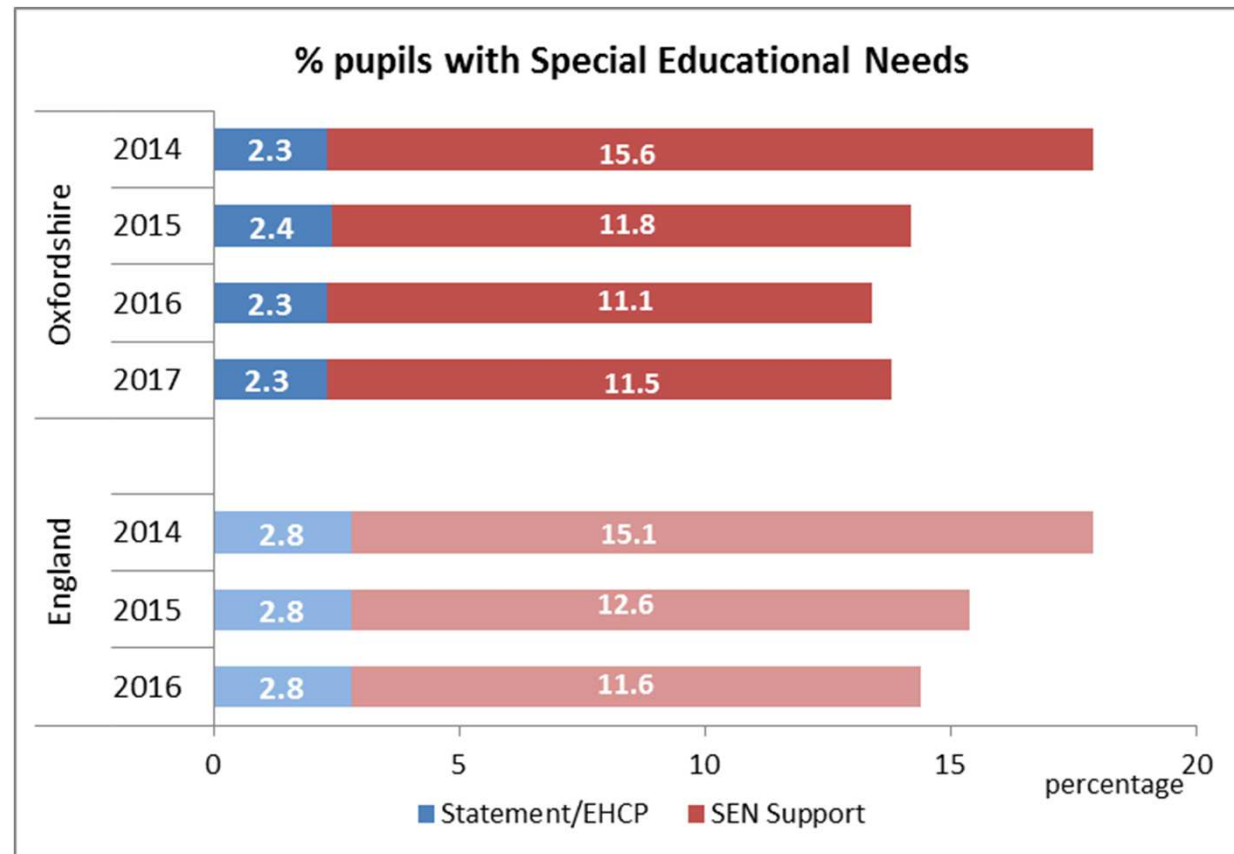


The proportion of pupils with SEN in Oxfordshire has fallen by over one fifth since 2014

Primarily due to a decrease in the number/proportion with SEN Support. This figure increased again in 2017.

Oxfordshire has a lower than average proportion of statements/ EHC plans.

In 2017, there were 2180 pupils with a statement or EHC plan and 10815 pupils with SEN Support

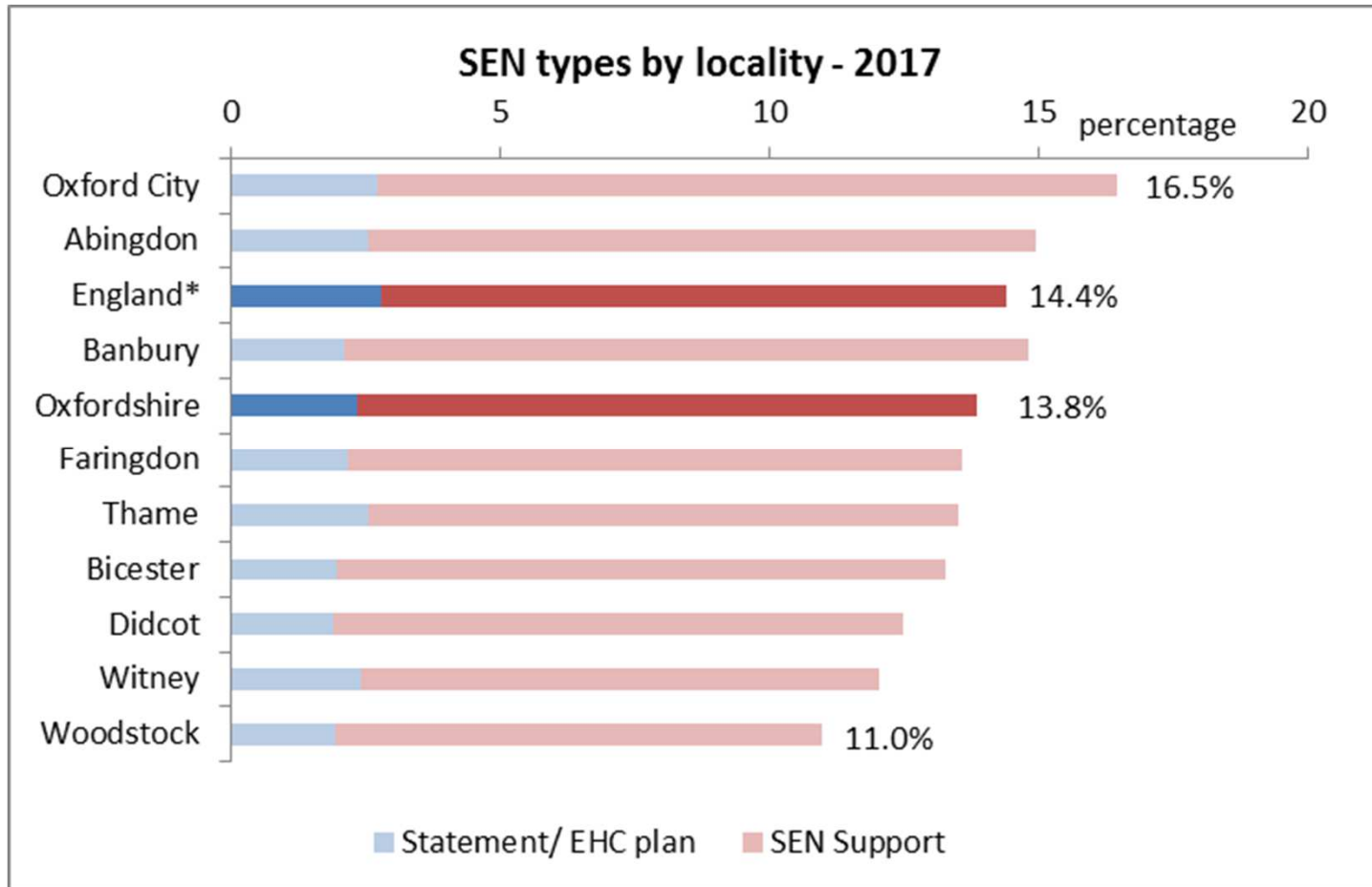


The new SEND code of practice was introduced Sep 2014 (reflected in 2015 data)

Source: DfE School Census



Oxford City has the highest proportion of pupils with any SEN out of the 9 localities

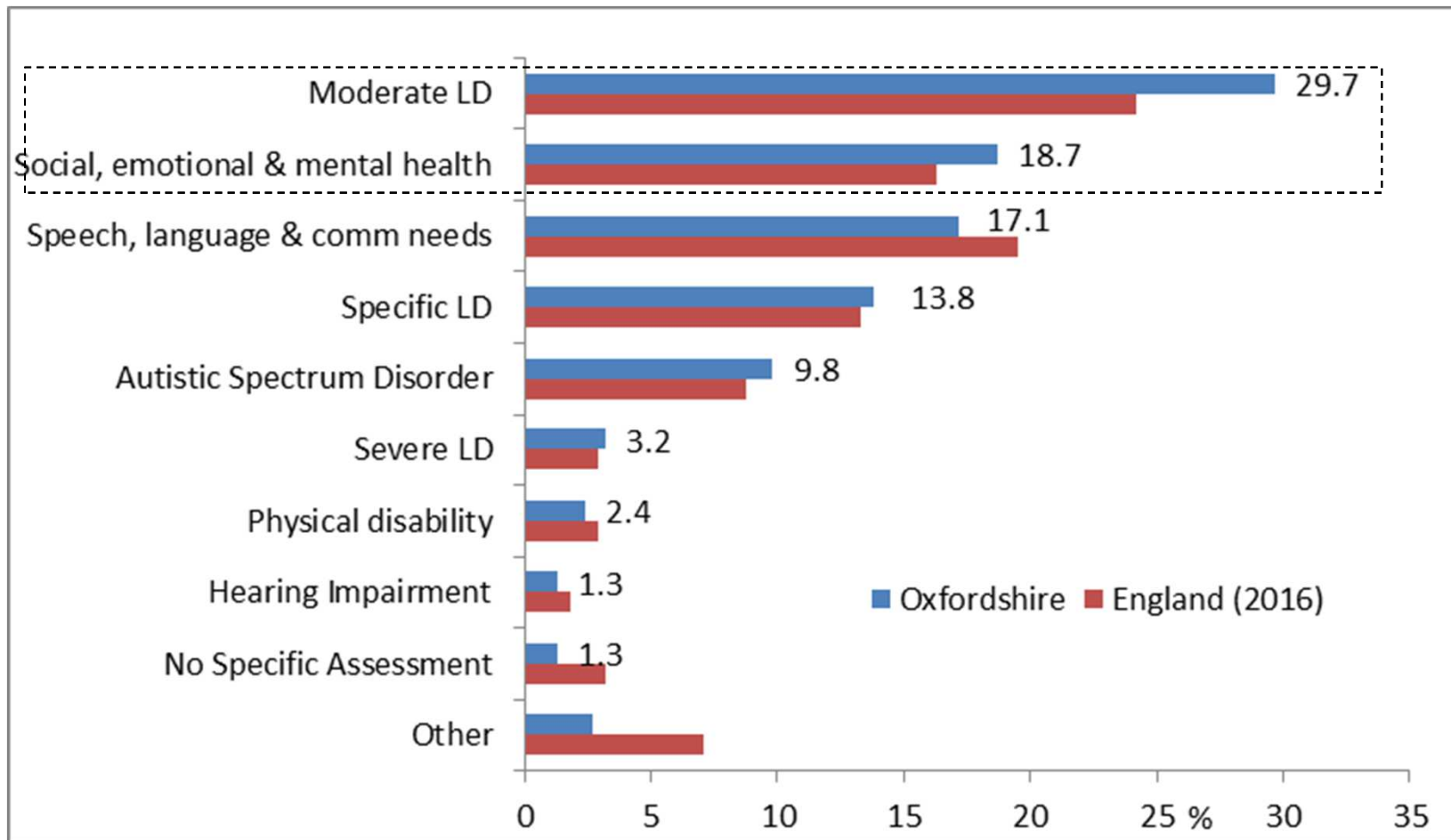


Based on home location of pupil. * 2016 data

Source: DfE School Census 2016

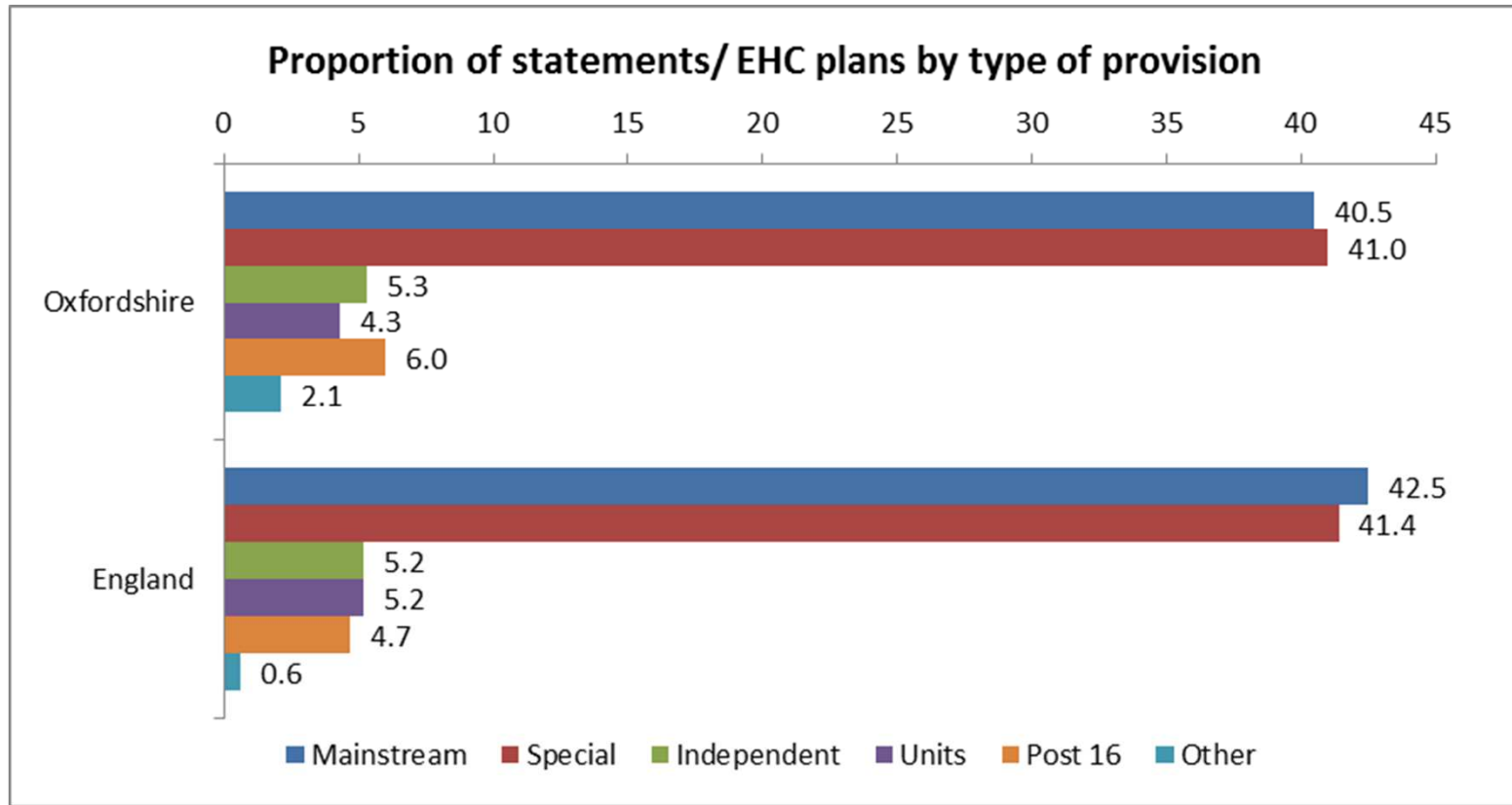


Almost half of pupils with SEN in Oxfordshire have either moderate learning difficulties or social, emotional & mental health needs.





40% of children in Oxfordshire who have a statement or EHC plan are educated in mainstream provision



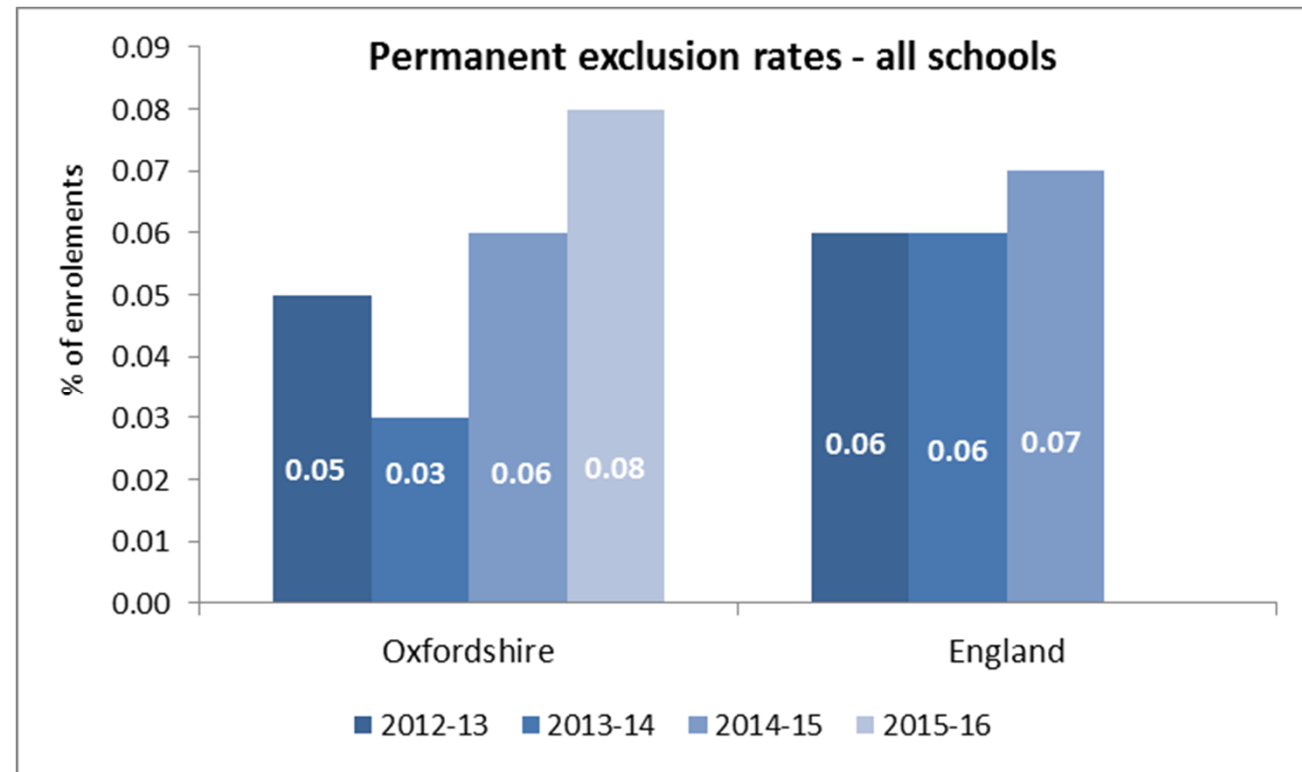
Source: DfE SEN2 return 2016



Absence & exclusion data

Permanent exclusion rate from Oxfordshire schools has been increasing over recent years.

The rate has increased from 0.05 (44 permanent exclusions) in 2012/13 to 0.08 (70 permanent exclusions) in 2015/16



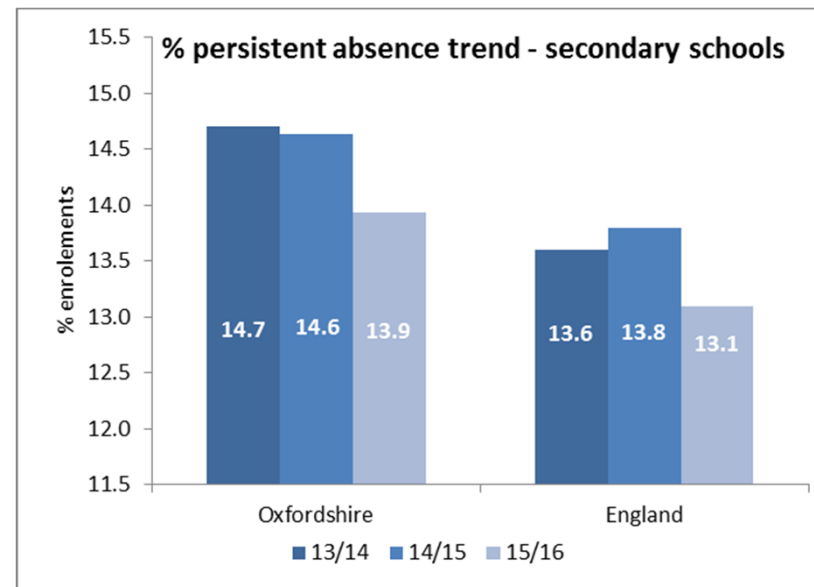
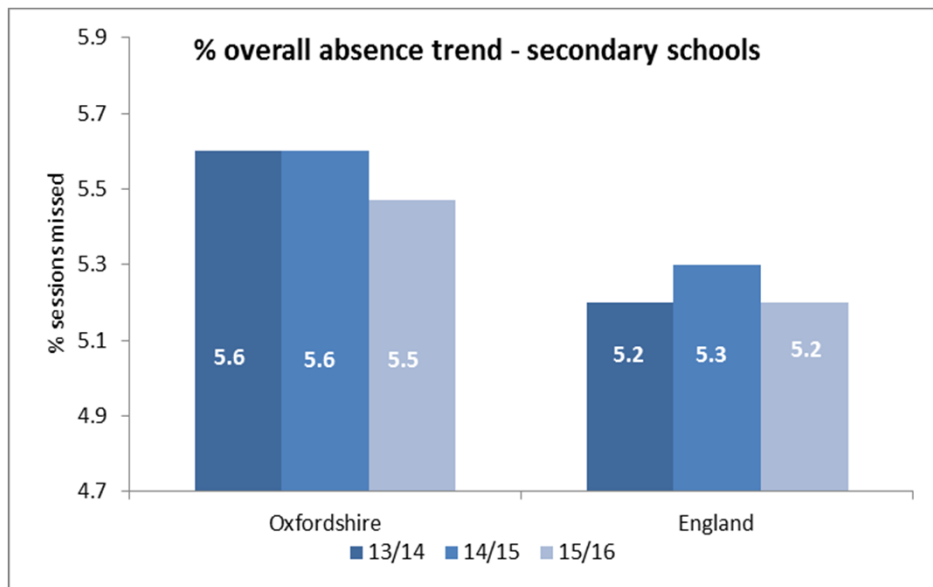
Source: DfE school census



Absence rates from secondary schools are much higher in Oxfordshire than those nationally

Overall absence rates are consistently above those nationally

Persistent absence rates in Oxfordshire have fallen since 2013/14 but still remain amongst the highest nationally

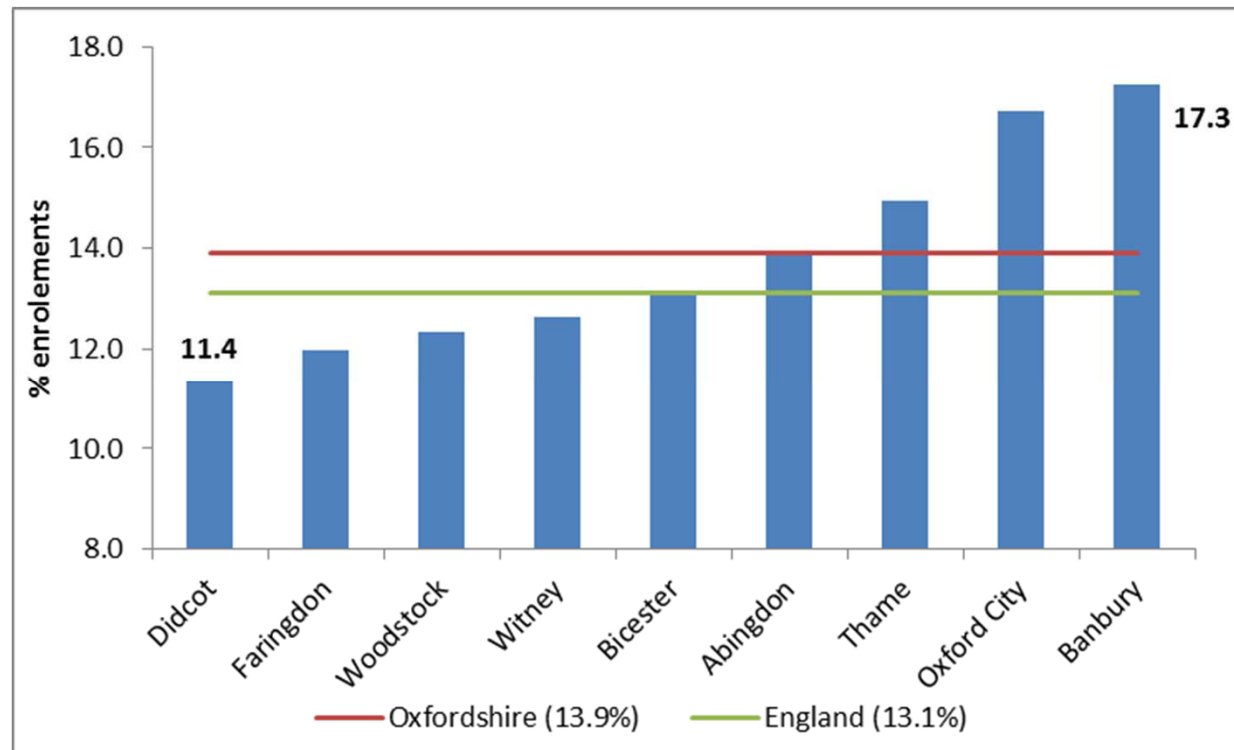


Source: DfE School Census

Persistent absence is defined as missing 10% or more of available sessions



Persistent absence rates (secondary schools) by locality (2015/16)



Persistent absence rates vary from 11.4% (560 pupils) across Didcot locality to 17.3% (600 pupils) across Banbury locality.

In 2015/16, 4360 pupils were classed as persistently absent from Oxfordshire secondary schools.

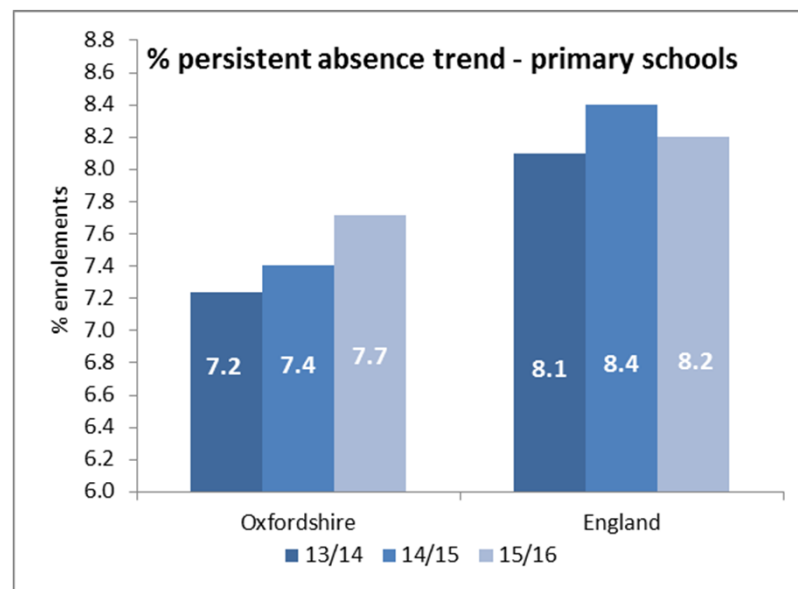
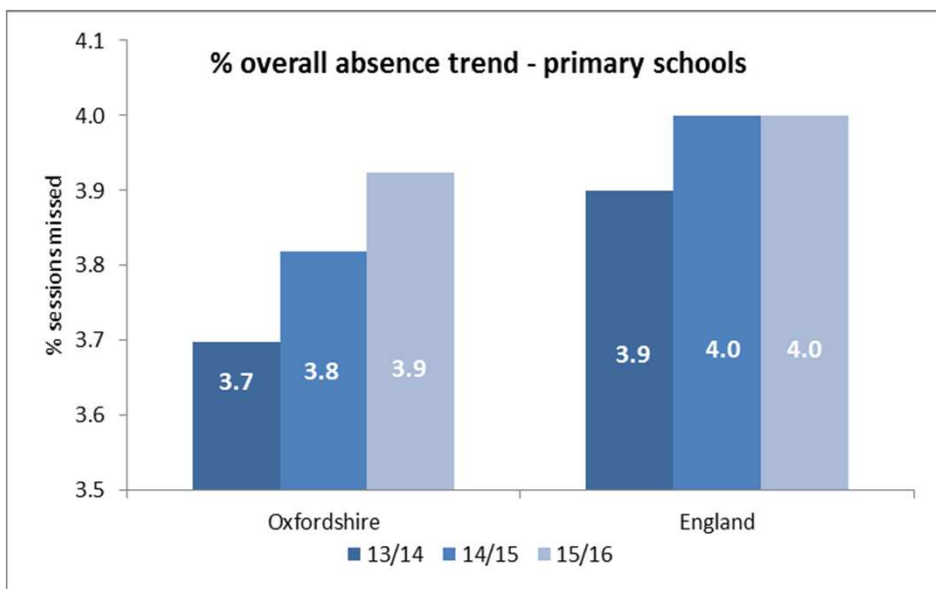


Absence rates from Oxfordshire primary schools are lower than those nationally

Overall absence from primary schools remains below the nationally average.

Persistent absence rates have increased since 13/14.

In 2015/15, 3445 pupils were persistently absent from Oxfordshire primary schools.



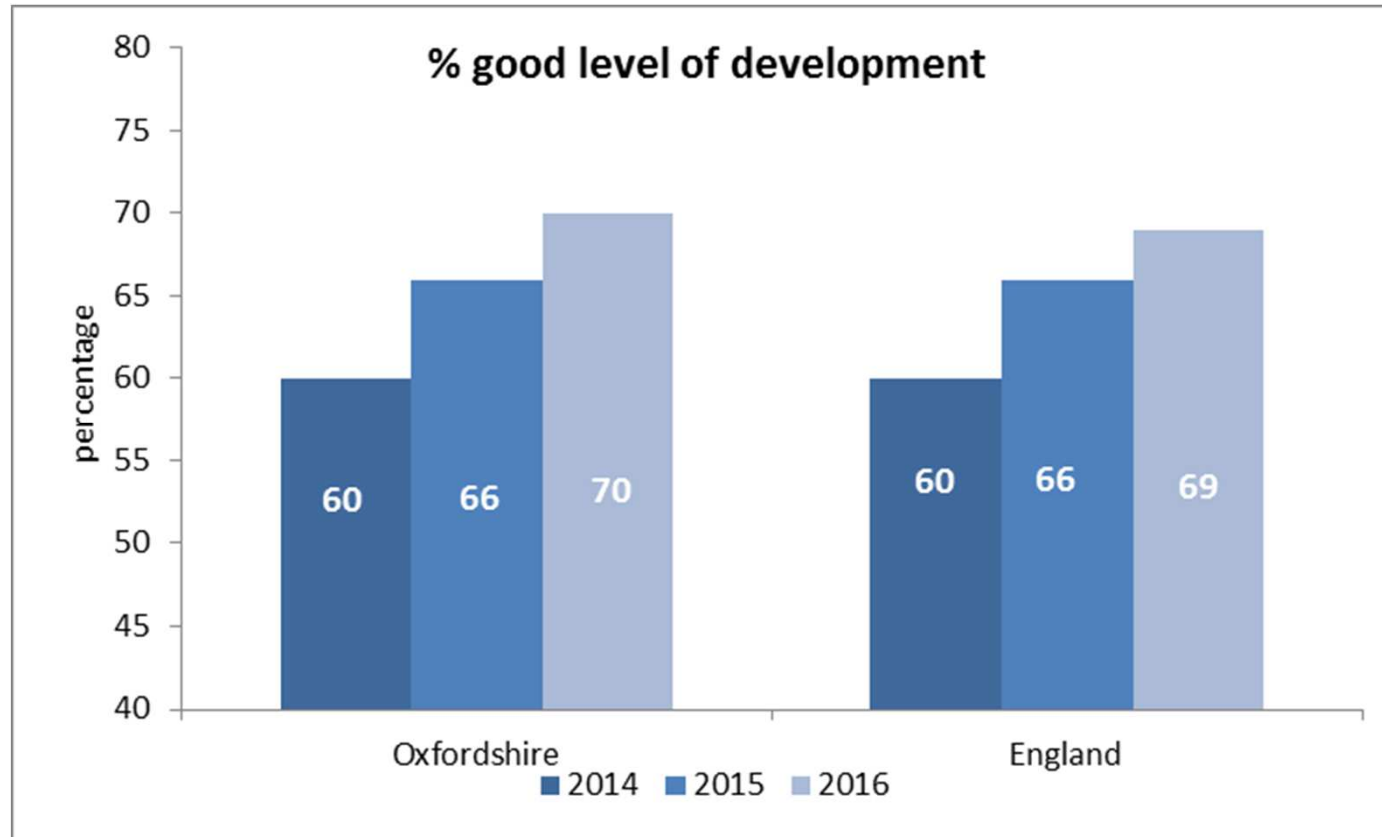
DfE School Census



Attainment results



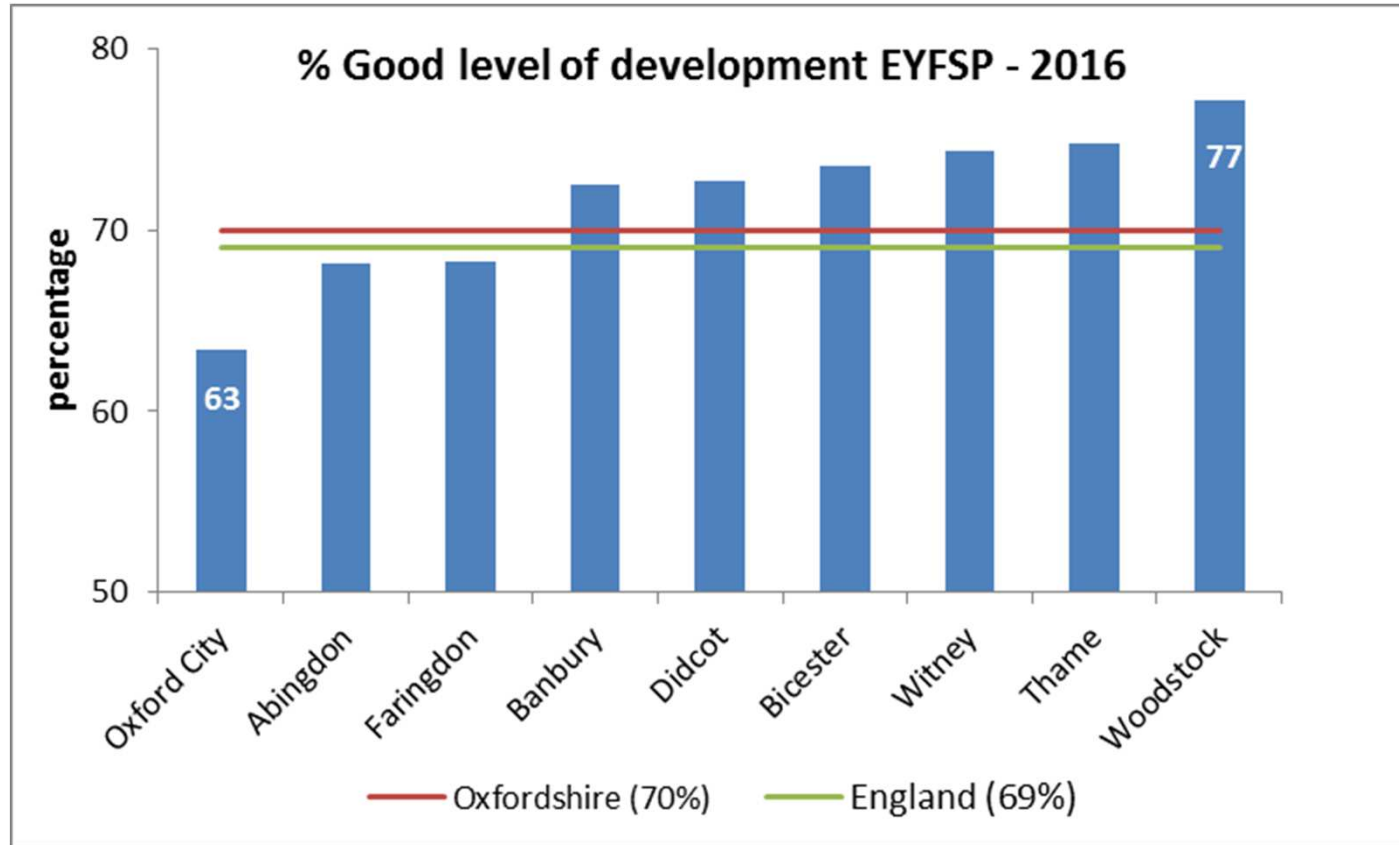
Early Years Foundation Stage



The proportion of children in Oxfordshire who reach a good level of development has increased over recent years and is now above the England average.

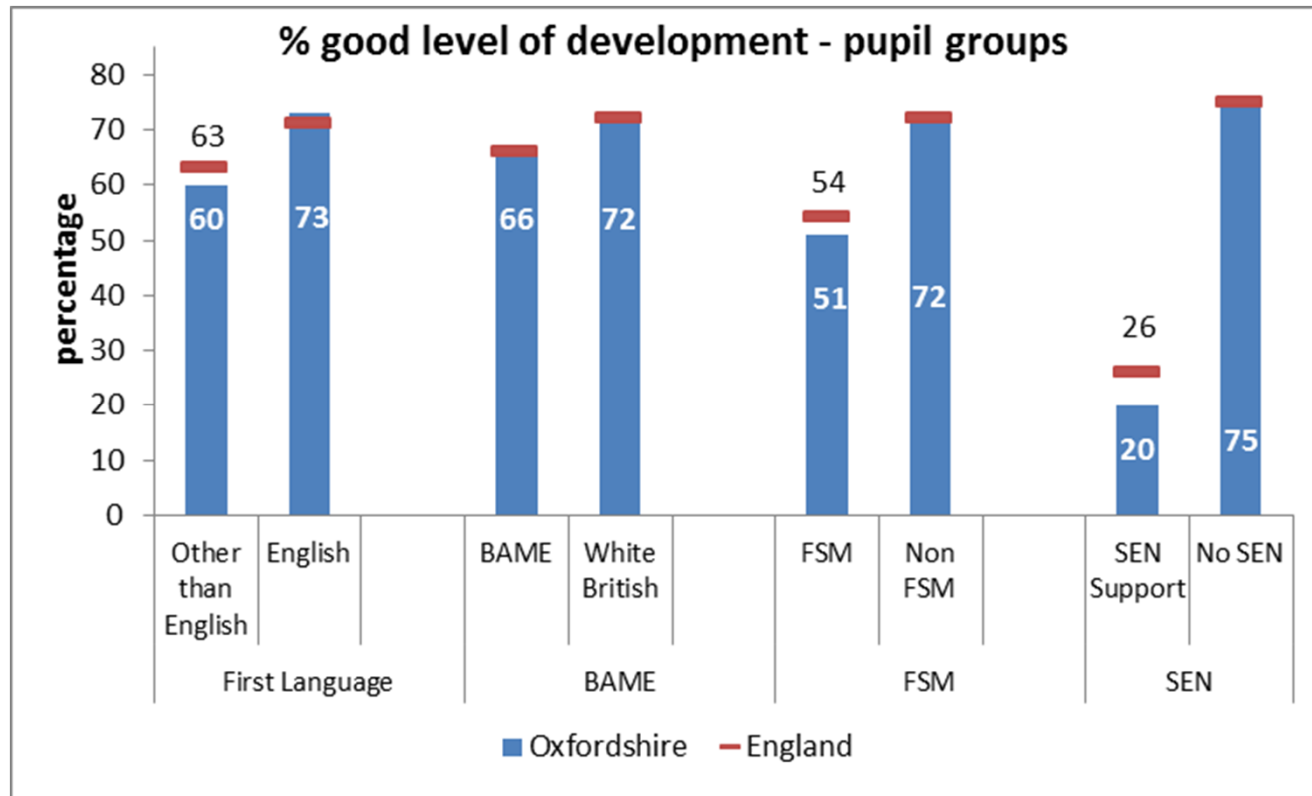


Early Years Foundation Stage by locality





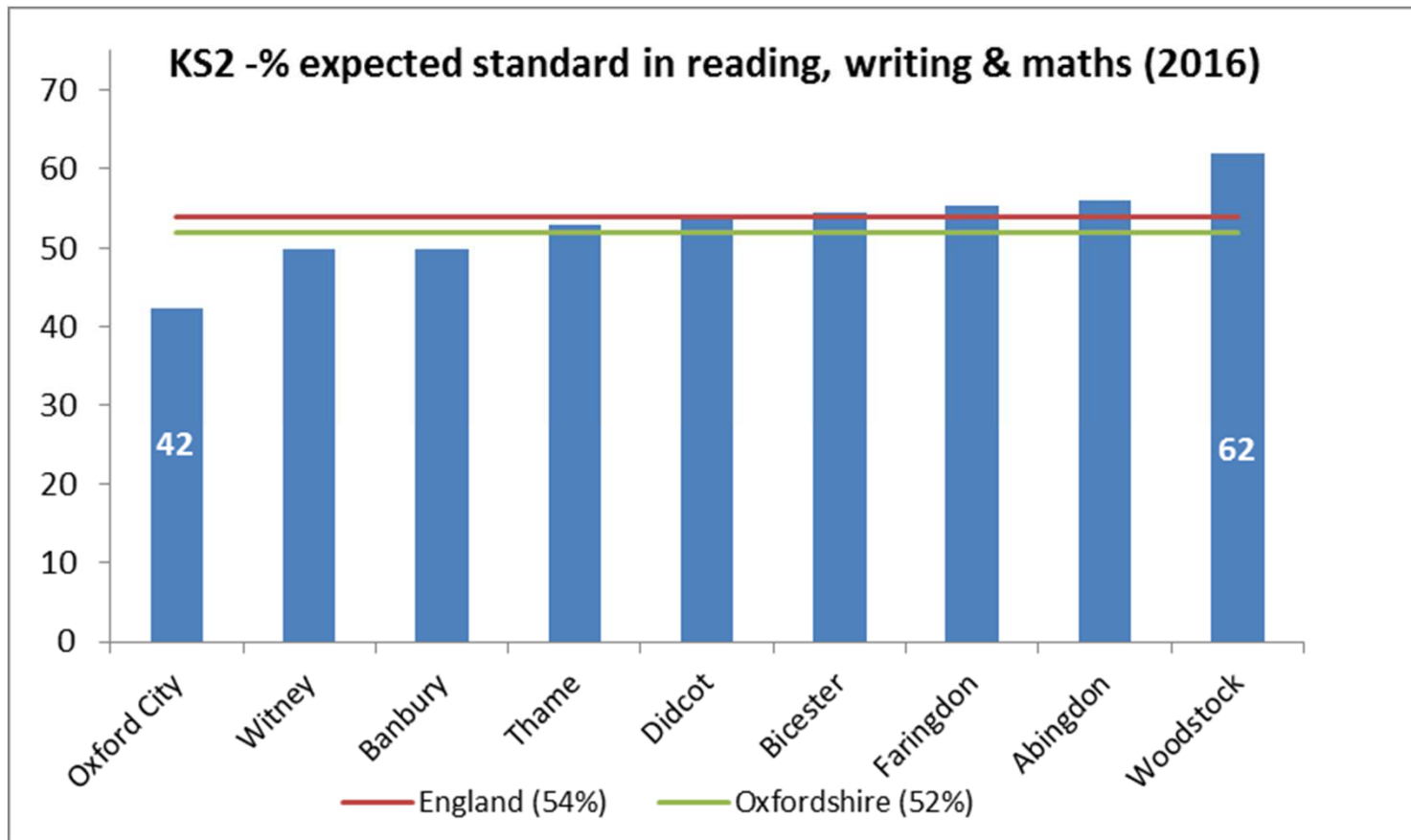
Early Years Foundation Stage – pupil groups



Oxfordshire performs below the national average for pupils eligible for free school meals, those with SEN Support and those with English as an additional language



Key stage 2 – Oxfordshire performs below the national average



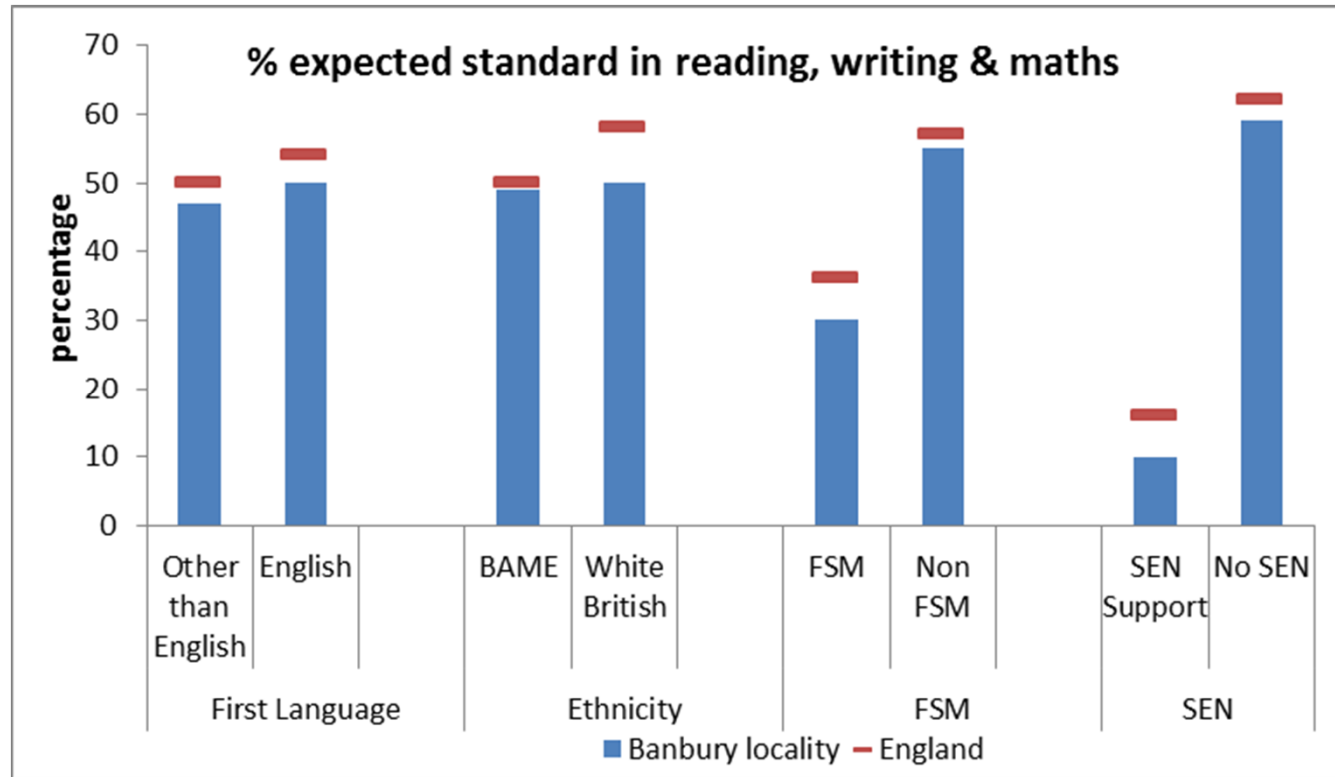
Source: National Pupil Database 2016

New KS2 assessments were introduced in 2016 meaning trend data is not available



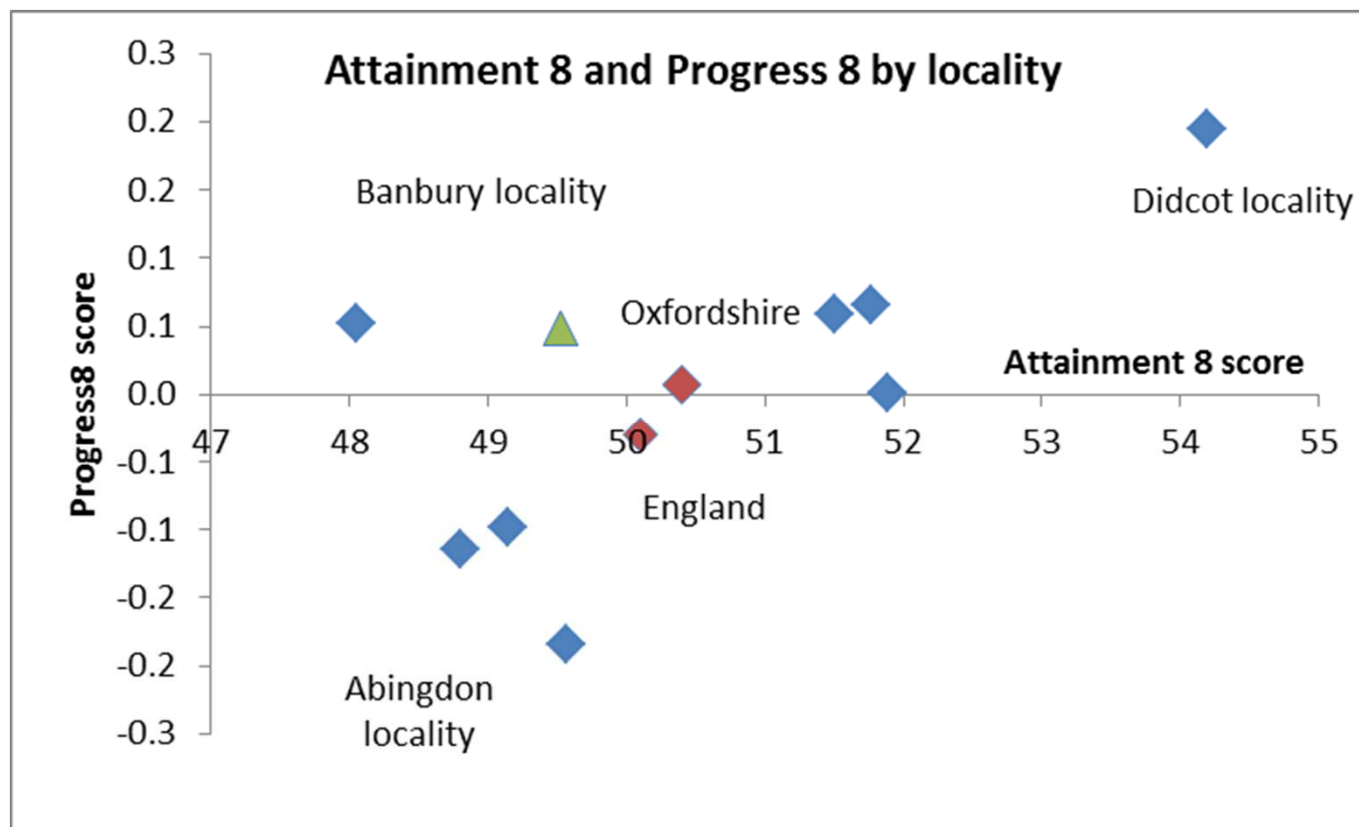


Key Stage 2 attainment by pupil groups



Oxfordshire performs below the national average for pupils eligible for free school meals, those with SEN Support and those with English as an additional language

Key stage 4 (GCSEs)

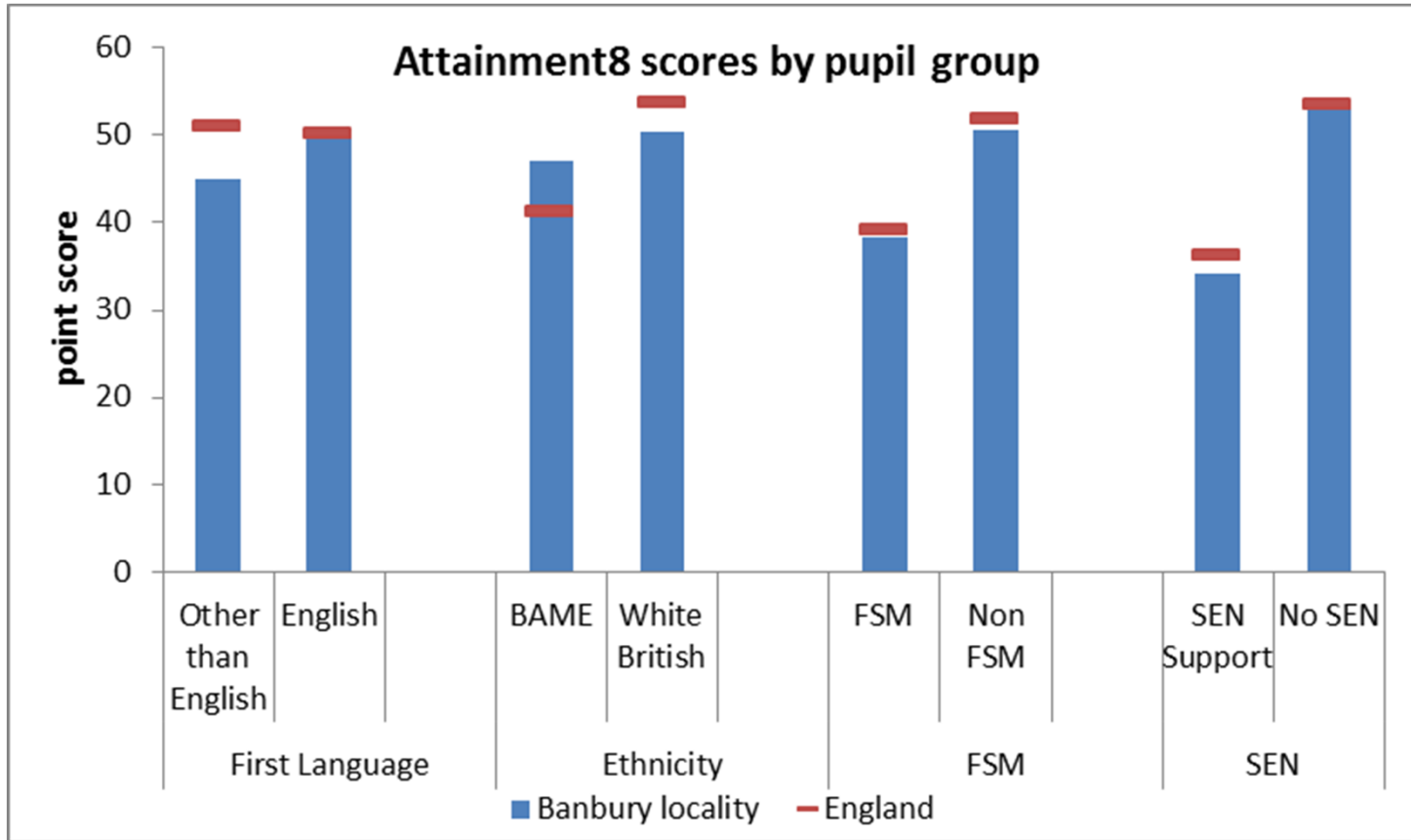


A new secondary school accountability measure was introduced in 2016. Attainment over the 8 key areas – Oxfordshire (50.4) performs above the national average (50.1)

Source: National Pupil Database 2016



Key Stage 4 attainment by pupil groups



Attainment scores in Oxfordshire are lower than average for pupils with EAL, White British pupils and SEN support.

EDUCATION SCRUTINY COMMITTEE – 19 JULY 2017

TERMS OF REFERENCE

Executive Summary

Members may wish to consider if the current terms of membership for the Education Scrutiny Committee (as attached in appendix 1) should be reviewed, particularly under the following areas:

1. A review of Membership

1. Should the membership be broadened to also include:

- representation from the Further Education Sector
- representation from the Strategic Schools Partnership Board
- representation from Ofsted

Co-option of members

Should the Regional Schools Commissioner be invited to be a co-opted to the Committee for specific areas of work to act as the link to local schools and academies?

2. The role and purpose of the Education Scrutiny Committee

Should the first point of focus under the specific role of the Education Scrutiny Committee be *to assist the Council in its role of championing good educational outcomes for children and young people?*

RECOMMENDATION

The Committee is asked to consider and agree areas to update the current terms of reference and to refer proposed amendments to the Audit and Governance Committee.

APPENDIX 1: Education Scrutiny Committee –Terms of Reference

General role of scrutiny committees

Within their specific terms, each scrutiny committee may:

- i. establish their own working groups in order to explore issues further;
- ii. review and/or scrutinise decisions made or actions taken in connection with the discharge of any of the Council's functions;
- iii. consider any matter affecting the area or its inhabitants;
- iv. make reports and/or recommendations to the Council and/or the Cabinet in connection with the discharge of any functions;
- v. conduct, as appropriate, any research, community or other consultation in the analysis of policy issues and possible options;
- vi. consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- vii. question members of the Cabinet, ordinary committees and officers about their views on issues and proposals affecting Oxfordshire or about their decisions;
- viii. report annually to full Council on their work and make recommendations for future work programmes as appropriate;

Specific role of the Education Scrutiny Committee

The Education Overview and Scrutiny Committee will have a membership of 7 county councillors and 4 co-opted members. The county councillor membership will be politically proportional to the membership of the Council. The terms of reference of the Committee will be:

- i. To focus on the following key areas:
 - a. The work of the Strategic Schools Partnership Board providing a two way relationship with the Board which oversees the education strategy, and including review of the annual report of the Board;
 - b. Constructive challenge on performance issues highlighting issues where the Committee can support the improvement dialogue;

ESC5

- c. Reviewing the Council's education functions including early years, school improvement? Special Education Needs and school place planning;
 - d. Reviewing the progress of, and any issues emanating from, the School Organisation Stakeholder Group with regard to admissions patterns and Arrangements;
 - e. Reviewing issues raised by the Schools Forum.
- ii. To assist the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
 - iii. To provide a challenge to schools, academies and Multi Academy Trusts to hold them to account for their academic performance;
 - iv. To promote joined up working across organisations in the education sector within Oxfordshire;
 - v. To review the bigger picture affecting academic achievement in the county so as to facilitate the achievement of good outcomes;
 - vi. To represent the community of Oxfordshire in the development of academic achievement across the county, including responding to formal consultations and participating in inter-agency discussions;
 - vii. To contribute to the development of educational policy in the county;

This page is intentionally left blank

Education Scrutiny Committee –Terms of Reference

General role of scrutiny committees

Within their specific terms, each scrutiny committee may:

- i. establish their own working groups in order to explore issues further;
- ii. review and/or scrutinise decisions made or actions taken in connection with the discharge of any of the Council's functions;
- iii. consider any matter affecting the area or its inhabitants;
- iv. make reports and/or recommendations to the Council and/or the Cabinet in connection with the discharge of any functions;
- v. conduct, as appropriate, any research, community or other consultation in the analysis of policy issues and possible options;
- vi. consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- vii. question members of the Cabinet, ordinary committees and officers about their views on issues and proposals affecting Oxfordshire or about their decisions;
- viii. report annually to full Council on their work and make recommendations for future work programmes as appropriate;

Specific role of the Education Scrutiny Committee

The Education Overview and Scrutiny Committee will have a membership of 7 county councillors and 4 co-opted members. The county councillor membership will be politically proportional to the membership of the Council. The terms of reference of the Committee will be:

- i. To focus on the following key areas:
 - a. The work of the Strategic Schools Partnership Board providing a two way relationship with the Board which oversees the education strategy, and including review of the annual report of the Board;
 - b. Constructive challenge on performance issues highlighting issues where the Committee can support the improvement dialogue;

ESC5

- c. Reviewing the Council's education functions including early years, school improvement? Special Education Needs and school place planning;
 - d. Reviewing the progress of, and any issues emanating from, the School Organisation Stakeholder Group with regard to admissions patterns and Arrangements;
 - e. Reviewing issues raised by the Schools Forum.
- ii. To assist the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
 - iii. To provide a challenge to schools, academies and Multi Academy Trusts to hold them to account for their academic performance;
 - iv. To promote joined up working across organisations in the education sector within Oxfordshire;
 - v. To review the bigger picture affecting academic achievement in the county so as to facilitate the achievement of good outcomes;
 - vi. To represent the community of Oxfordshire in the development of academic achievement across the county, including responding to formal consultations and participating in inter-agency discussions;
 - vii. To contribute to the development of educational policy in the county;

EDUCATION SCRUTINY COMMITTEE WORK PROGRAMME (2017 -18)

1. Executive Summary

This report presents the Education Scrutiny Committee with a proposed work programme for 2017 -18.

2. Key matters for the Committee's consideration:

The Committee is asked to:

- Consider the work programme for 2017-18, in view of the ambitions for the education scrutiny function
- Consider if any additional items should be included in the work programme
- Consider whether any events / member development would assist the delivery of this work programme or future ambitions for Education Scrutiny.
- Consider whether any task groups should be established to examine issues in more detail.

3. Background – The Committees Work programme 2017 -18

3.1 The Committees work programme is developed by members of the committee. Committee Members also individually or collectively have the opportunity to bring items to be included into the work programme.

3.2 Officers support the Chairman and the committee to consider its work programme. The process for this typically includes consultation with the Cabinet Member, consultation with Officers and / or relevant Departmental management teams, following on from previous items / commitments from previous reports, consideration of business plans and challenges identified in those, performance and other data.

3.3 The aim is to culminate in a work programme which focuses on what is important by:

- Focussing on areas where performance could be improved
- Focussing on areas where scrutiny might add value
- Feeding into proactive policy development by e.g. feeding into strategy development
- Using the insight of Members to act as a critical friend to services of the County Council and its partners, thereby enabling good governance and excellent services.

3.4 The work programme is attached at appendix 1. The Committee has discretion to establish task groups to examine issues in more detail.

Appendix 1: Work Programme 2017-18

WORK PROGRAMME
Education Scrutiny Committee

Wednesday 19 July 2017		
Agenda Item	Reasons and objective for item	Lead Member / Officer
Briefing from Director of Children’s Services and the Cabinet Member for Education	To define the scope of “Education” To identify the key areas the Committee should focus on for 2017 -18.	Lucy Butler, Director Children’s Services Cllr Michael Waine, Cabinet Member for Education
The Education Scrutiny function	The opportunity to examine if there are any areas where the role of education scrutiny could be enhanced, including: <ul style="list-style-type: none"> • Ways of working • Membership of the Education Scrutiny Committee, including co-opting members to the Education Scrutiny Committee • To make recommendations to [INSERT relevant governance body] 	Cllr Michael Waine
Terms of Reference	To make recommendations to the	Cllr Michael Waine
Education Scrutiny Annual work programme	To review the annual work programme for the	Cllr Michael Waine

ESC9

(2017 -18)	Committee and to identify task group activity	
------------	---	--

27 September 2017		
Agenda Item	Reasons and objective for item	Lead Member / Officer
Validated, educational attainment (primary phase - provisional results)	To review analysis of educational attainment (primary phase) provisional results.	Chris Malone
School attendance, exclusion and persistent absence	To review analysis of school attendance exclusion and persistent absence rates for Oxfordshire schools with analysis against national comparators and to identify areas for further work.	Rachel Etheridge, Senior County Attendance Officer

13 December 2017		
Agenda Item	Reasons and objective for item	Lead Member / Officer
Elective Home Education Annual Report	To review annual analysis and trends relating to Elective Home Education in Oxfordshire and to identify	
(Provisional) Educational attainment Secondary Phase performance (including vulnerable groups)	To review analysis of Oxfordshire secondary school phase educational attainment annual performance tables (including those relating to vulnerable groups).	Chris Malone, Strategic Lead for Education Quality

14 March 2018		
Agenda Item	Reasons and objective for item	Lead Member / Officer
Annual Report for the municipal year 2017-18	To receive a draft of the annual report prior to publishing on line	Lucy Butler, Director Children's Services
Academies in Oxfordshire Annual Report	To review the annual performance of Academies in Oxfordshire	
Ofsted Regional Director	A question and answer session with the Regional Schools Commissioner	Cllr Michael Waine