



## Notice of a Meeting

### Education Scrutiny Committee Wednesday, 27 June 2018 at 1.00 pm Meeting Room 2, County Hall

#### Membership

Chairman Councillor Michael Waine  
Deputy Chairman Councillor John Howson

*Councillors:* Mrs Anda Fitzgerald-EmmaTurnbull Gill Sanders  
O'Conner Jeannette Matelot

*Co-optees:* Vacancy

*By Invitation:* Ian Jones Carole Thomson

**Notes:** *Date of next meeting: 19 September 2018*

#### 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 &amp; Partnership Officer</i>	-	<i>Lauren Rushen Tel: 07584 481243</i> <i>Email: lauren.rushen@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

June 2018

## 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 - 14)**

To approve the minutes of the meetings held on 14 March 2018 (**ESC4**) and to receive information arising from them.

5. **Petitions and Public Address**
6. **School Exclusions Deep Dive Cabinet Response (Pages 15 - 22)**

1.15 pm

Report by the Cabinet Member for Public Health & Education (**ESC6**).

The report is in response to the former Overview and Scrutiny investigation into school exclusions in Oxfordshire. It details the actions agreed in response to the recommendations in the report presented to Cabinet on 17 April 2018.

***The Education Scrutiny Committee is RECOMMENDED to note the response to the recommendations and support the delivery of the action plan and the ongoing reporting of progress to the Overview and Scrutiny Committee.***

7. **Children and Family Centres and Locality Support Services (Pages 23 - 36)**

1.35 pm

The report sets out how Children and Family Centres were reconfigured in 2017 including the Family Solutions Service which provides early help casework through the Team around the family (TAF), Children in Need (CIN) and Child Protection (CP) plans.

The report goes on to explain the role of health visitors and how they interact with the Locality and Community Support Services (LCSS). Finally the report sets out how interactions at Children and Family Centres interact around exclusions, attendance and Education Health and Care Plans.

***The Committee is RECOMMENDED to note the report.***

## 8. Elective Home Education (Pages 37 - 52)

2.05 pm

In December 2017, the Education Scrutiny Committee agreed to undertake a short investigation into the reasons for an increase in elective home education (EHE) across the county. The working group comprised of Councillor Waine and Councillor Smith. This report presents the findings of the investigation.

***The Committee is RECOMMENDED that:***

***A copy of this report and the response at Annex 1 are submitted as a response from the Education Scrutiny Committee to the Department for Education call for evidence.***

- (a) ***Further analysis is undertaken to understand the reasons for higher numbers of EHE at years 5 and 9 through modifications to the EHE parent/carer questionnaire.***
- (b) ***Further analysis is undertaken by officers on a school level and locality basis to understand the trends associated with EHE in locality areas to see if there are links with social deprivation or SEND provision.***
- (c) ***The concept of a 2-week cooling off period before taking pupils off the roll at a school is discussed as part of the attendance conference in July, or at another suitable occasion with head teachers, to gauge level of commitment from schools to understand whether it would be feasible to implement a system across Oxfordshire.***
- (d) ***That the authority advocates that school leaders include information about numbers of EHE children in their termly reports to governors/directors governors or other reporting mechanism that may exist.***
- (e) ***The Committee receives an update report in twelve months' time to review the impact of the restructure to the EHE team, how the RAG rating system is working, the outcome of the Committee's recommendations and the results of the DfE consultation.***
- (f) ***Schools and colleges in the County are contacted and asked if they would be prepared to provide access to private candidates to expand the range of exam centres in the County for EHE pupils.***
- (g) ***A named contact on the MASH is identified as a point of contact for EHE issues and concerns.***
- (h) ***A briefing is organised for representatives on the MASH about EHE and the role of the County Attendance Team in EHE.***
- (i) ***The EHE questionnaire is further modified to give the ability to include a more detailed explanation from parents/carers, if they wish to share more detailed reasons for opting for EHE.***

- (j) *The Committee would like to receive a report containing further information about the Inclusion Strategy as it develops.*
- (k) *The New College, Swindon example of good practice is investigated and any information is shared with Further Education establishments in Oxfordshire.*

## 9. Academies Annual Report (Pages 53 - 88)

2.35 pm

Report by Director for Children's Services (**ESC9**).

The report identifies and analyses trends in the Academies programme during 2017, and indicates changes from those noted in 2016, under the following headings.

1. National and Local Statistics
2. Conversion Numerical Data
3. Trends in Conversions
4. Local Collaborative Companies
5. Sponsorship
6. Cost of Conversions
7. New Academies
8. Regional Schools Commissioner
9. Conclusion

### **EXEMPT ITEM**

*It is RECOMMENDED that the public be excluded for the duration of item ESC10 since it is likely that if they were present during that item there would be disclosure of exempt information as defined in Part I of Schedule 12A to the Local Government Act 1972 (as amended) and specified below in relation to those items and since it is considered that, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.*

**THE ANNEX TO THE ITEM HAS NOT BEEN MADE PUBLIC AND SHOULD BE REGARDED AS 'CONFIDENTIAL' BY MEMBERS AND OFFICERS ENTITLED TO RECEIVE IT.**

**THIS ALSO MEANS THAT THE CONTENTS SHOULD NOT BE DISCUSSED WITH OTHERS AND NO COPIES SHOULD BE MADE.**

## 10. School Building Maintenance (Pages 89 - 94)

2.50 pm

*The information contained in the Annex to the report is exempt in that it falls within the following prescribed category:*

3 – *Information relating to the financial or business affairs of any particular person (including the authority holding that information)*

*and since it is considered that, in all circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information, in that the information in the annexe contains financial information in relation to matters which may distort the process of open competition and that which would prejudice the commercial confidence of the parties in involved.*

Carillion was Oxfordshire County Council's strategic property maintenance, investment and facilities partner. On 15 January 2018, companies in the Carillion group structure began to go into liquidation. This triggered an immediate business continuity response by the Council, to guarantee continuity of delivery of key services and to ensure that schools and other council functions could continue to operate.

The report and Annex 1 give a simple summary to be supplemented by verbal presentation at the meeting to explain the current situation viz a viz the resolution of construction projects that were under construction at the time of their liquidation.

***The Education Scrutiny Committee is RECOMMENDED to note the report and verbal update.***

## **11. Forward Plan and Committee Business (Pages 95 - 96)**

3.20

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

## Declarations of Interest

### The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

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

### Whose Interests must be included?

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

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

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

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

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

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

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

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

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

### List of Disclosable Pecuniary Interests:

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

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

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## EDUCATION SCRUTINY COMMITTEE

**MINUTES** of the meeting held on Wednesday, 14 March 2018 commencing at 11.00 am and finishing at 12.35 pm.

**Present:**

**Voting Members:** Councillor Michael Waine – in the Chair

Councillor Mrs Anda Fitzgerald-O'Connor (Deputy Chairman)

Councillor Sobia Afridi

Councillor John Howson

Councillor Jeannette Matelot

Councillor Gill Sanders

Councillor Alan Thompson

**Other Members in Attendance:** Councillor Hilary Hibbert-Biles

**By Invitation:** Mrs Carole Thomson  
Mr Ian Jones

**Officers:**

Whole of meeting Interim Deputy Director for Children's Services; Deborah Miller and Lauren Rushen (Law & Governance).

Part of meeting Sandra Higgs and Jo Goody (Children & Family Services) Katie Read (Resources).

*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 [agenda, reports and schedule/additional documents] are attached to the signed Minutes.*

**81/18 INTRODUCTION AND WELCOME**  
(Agenda No. 1)

The Chairman welcomed everyone to the Meeting.

**82/18 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS**  
(Agenda No. 2)

Apologies for absence were received from Councillor Suzanna Bartington and Richard Brown.

The Committee was advised that Richard Brown had resigned his position as a co-opted member as he was no longer eligible having resigned as a governor.

### **Exempt Item**

**RESOLVED:** that the public be excluded during the consideration of Annexes of item ESC5 since it was likely that if they were present during that discussion there would be a disclosure of "exempt" information as described in Part I of Schedule 12A to the Local Government Act, 1972 and specified below the item in the Agenda.

## **83/18 EDUCATIONAL ATTAINMENT** (Agenda No. 5)

The Committee had before it a report which, following on from the December Meeting where Committee Members were given a briefing based on predicted levels of attainment at Primary school level, provided members with information on actual figures on primary school levels and the levels of attainment in secondary schools focusing on areas of inequality and achievement of vulnerable learners in order to provide a steer on the scope for the attainment deep dive.

In introducing the report, Sandra Higgs, Schools Service Manager explained that in Key Stage 1 year on year improvement could be seen across all areas other than writing where the County remained 1% under the national average. Writing remained a concern through Key Stages 2, 3 and 4 as well. Overall more than ½ the Counties children were receiving very good grades with Reading being 1% above the national average and maths in-line with the national average.

Overall, outcomes had improved in all subjects. Outcomes in Writing had increased by 4% from 2016. An additional 152 pupils reaching the expected standard would have put outcomes in line with the national average. However, outcomes in Writing were below those for Reading and Maths, a persistent pattern for the LA (and statistical neighbours/nationally). Outcomes for disadvantaged pupils remained below those of non-disadvantaged pupils, although outcomes in all areas had improved. The disadvantaged gap (2016) varied from 23%pts in reading (16%pts nationally) to 29%pts in writing (17%pts nationally).

The disadvantaged gap between Oxfordshire and other LA's in 2017 varied from 21%pts in reading to 25%pts in writing. Gaps in Reading and Writing had remained constant at 24% but the gap in Maths has narrowed by 1%

In relation to KS2 she explained that 61% of Oxfordshire pupils at the end of key stage 2 had reached the expected standard in reading, writing and maths compared to 62% nationally. This represented a 9% rise in the LA's results. Oxfordshire had moved up into the 2nd quartile nationally for both this measure and for pupils achieving the higher standard. The LA's results were also in-line with statistical neighbours with Oxfordshire now ranked 5th compared with 9th in 2016 for the % of pupils achieving at least the expected in reading, writing and maths.

In reading, 74% of Oxfordshire pupils reached the expected standard in reading and this was above the national average of 71% and in-line with the statistical neighbour average. This places Oxfordshire in the top quartile nationally.

Although writing was still below the national result, this represented an 8%pt increase in the proportion of pupils achieving at least the expected standard, and showed a slightly greater increase than nationally. However, this result did place Oxfordshire in the bottom quartile nationally. The proportion of pupils working at greater depth in writing was in-line with the national figure at 9%. The gap between outcomes in Writing in Oxfordshire and those nationally was narrowing (5% in 2016, 3% in 2017)

The attainment of pupils with SEN support in reading, writing and maths (RWM) had increased significantly on 2016. Pupils with SEN in Oxfordshire also attained better than pupils with SEN nationally. Disadvantaged learners had also attained better in 2017 but the gap between them and their peers had not diminished. Those with a statement or an EHCP attained in line with national average.

In Relation to **Secondary School** Outcomes, Attainment 8 for Oxfordshire pupils was 1.2% above that nationally. It was important to note that this measure had been revised so could not be compared with previous years.

A new performance indicator in 2017 was the proportion of pupils with a strong pass (grade 5+) in English and maths. Almost half of the pupils in Oxfordshire (48%) achieved a “strong” pass at grade 5 or above in English and maths, compared with 43% nationally. This placed Oxfordshire in the top quartile nationally for this measure.

Over two thirds of Oxfordshire pupils (68%) achieved a standard pass at grade 4 or above in both English and maths, this compared with 64% nationally. Again, placing Oxfordshire in the top quartile nationally. Oxfordshire performed strongly in maths this year, with 54% of pupils achieving a strong pass (grade 5+). Oxfordshire was ranked the 30th highest local authority (out of 151) for this measure. Progress 8 in Oxfordshire was above that reported nationally. Oxfordshire was placed in the second quartile nationally for this measure.

Attainment 8 for Oxfordshire learners with SEN and disadvantaged was lower than national and in the 3rd or lowest quartile.

The Committee then held a discussion around confidential Appendix 2 which provided Attainment 8 data for each secondary school in Oxfordshire as well as the breakdown for each of the pupil groups and Confidential Appendix 4 which listed the schools where disadvantaged learners and learners with SEN had made the most and least progress.

Following discussion, it was **AGREED** that the following points be added to the scoping document for the deep dive into Education Attainment:

- Pupil premium, whether it was working and what impact it was making;
- The Split between boys and girls particularly disadvantaged boys?
- The need to challenge at local level and have representatives at locality level;
- The possibility of funding a data support officer

- The need to provide resource so that we could release time from our best schools to share good practice;
- Data needs to be broken down by schools not locality to enable the group to see those schools that were doing and those that were not doing so well
- Progress 8 – needed to look at progress from Key Stage 2 to Key Stage 4
- Attainment 8 – need to look into why we are 127 out of 152 authorities;
- EBacc - curriculum offer at Key Stage 4 is essential
- Need for further data by ethnicity – why Romany travellers have very poor outcomes
- Key Stage 5 data
- Need to look at the Inclusion Strategy and SENCO

## **84/18 SCHOOL EXCLUSIONS FINAL REPORT**

(Agenda No. 6)

On 27 September 2017, the Education Scrutiny Committee had established a working group to investigate the increased use of fixed term and permanent exclusions across Oxfordshire. The group's aim was to identify the underlying reasons for the increase, understand how schools and the Local Authority were addressing it, and to make clear recommendations to help reduce the number of fixed term and permanent exclusions in the future.

The working group was led by Cllr Gill Sanders and consisted of Education Scrutiny members Cllr Anda Fitzgerald-O'Connor, Cllr Jeannette Matelot and Carole Thomson. In addition, Cllr John Howson supported a number of working group activities. Officer support was provided by the Strategic Lead for Education Sufficiency; the Education Inclusion Manager; and a Senior Policy Officer.

The Committee now had before it a report which presented the working group's findings and recommendations.

Councillor Gill Sanders introduced the report. She thanked members of the working Group and officers in particular Councillor John Howson and highlighted key findings throughout the report, in particular the use of voluntary financial penalties for schools that exclude as a potential model for Oxfordshire and training for Governors on building an inclusive school.

Ms Jo Moxon, Interim Deputy Director for Children's Services welcomed the outcomes of the report. She explained that much of what was in the report was being developed under projects for the fit for future and learning and engagement.

A draft inclusion Strategy was being developed and 'fining' was being looked at by head teachers as part of that. She welcomed the idea of a pilot being set up along the lines of the 'Bristol model' or other models to achieve reduction in exclusions and reported that a project to manage pre-exclusions was also being developed.

The Committee welcomed the report and its findings and made the following points to the group for consideration:

- Further clarification was needed around paragraph 29 of the report in relation to the perceived' limited availability of places at Meadowbrook College;
- The Committee wished to see a further recommendation around 'reduced timetables' or 'off-rolling' and what was happening to children when they were not at school;
- The 13 schools who had no exclusions needed to be congratulated – promote inclusion gold mark using good practice;
- Schools had raised concerns around the work that Children's Centre's used to carry out and what had happened to it, particularly in relation to early identification of SEN.

Following discussion, the Chairman proposed and it was **AGREED** that a further report on Children and Family Centres and Locality Support Services be added to the work programme.

## **85/18 ELECTIVE HOME EDUCATORS** (Agenda No. 7)

The Committee resolved at the December 2017 meeting to meet with officers and elective home educators to investigate new procedures that had been implemented to support home educators and to identify the reasons for the 21% increase in elective home education.

The Chairman reported that the Group met in February 2018 and focused on the following areas: data gaps, Information provided to Home Educators, SEND and Vulnerable Learners and what support was provided for families. The meeting identified the following:

- A RAG (red/amber/green) rating system had been introduced to prioritise home visits. Any family that had previously been known to social care or were otherwise identified as a vulnerable learner would have a 'red' rating. Home visit invitations were a priority for this group;
- RAG ratings were not fixed and pupils could be recategorised if additional information was received;
- The authority did not have the power to undertake a home visit but most parents/carers were receptive to meeting with the Council;
- Some instances of EHE were temporary arrangements for example when a pupil was transitioning from one educational establishment to another;
- In December the Committee noted that the most common reason given for EHE on the school leavers questionnaire was 'unknown'. The questionnaire had since been revised by the Council to remove this option and would give more accurate data about the reasons for EHE in future;
- In 2016-17, Years 5 and 9 were the most common year groups opting for EHE.

The group had also requested that officers provide the following additional information to identify:

- (a) whether Years 5 and 9 have historically been the most common year groups for EHE and to explore the reasons for this with parents/carers
- (b) whether there is a link between high excluding schools and EHE
- (c) a comparison of EHE data by locality area.

Once this information had been received the group would aim to meet with parents who electively home educate. This meeting would aim to find out the experiences of EHE parents/carers and the reasons why they had made the choice to electively home educate. The group intended to bring a report detailing their findings and any recommendations to the next Committee meeting.

The Committee welcomed the report from the Chairman and made the following points for consideration by the Group:

- there was a concern about children who were taken into care and then moved out of County and the amount of time it took to find them a new school;
- a request was made that the group look at schools providing access to examinations for EHE children;

**RESOLVED:** to note the report and progress to date.

..... in the Chair

Date of signing .....

## EDUCATION SCRUTINY COMMITTEE

**MINUTES** of the meeting held on Wednesday, 14 March 2018 commencing at 1.30 pm and finishing at 3.15 pm.

**Present:**

**Voting Members:** Councillor Michael Waine – in the Chair

Councillor Mrs Anda Fitzgerald-O'Connor (Deputy Chairman)

Councillor Sobia Afridi

Councillor John Howson

Councillor Jeannette Matelot

Councillor Gill Sanders

Councillor Alan Thompson

**Other Members in Attendance:** Councillor Hilary Hibbert-Biles

**By Invitation:** Ms Carole Thomson  
Mr Ian Jones  
Dame Kate Dethridge, Deputy Director, Regional Schools Commissioner.

**Officers:**

Whole of meeting Deborah Miller and Lauren Rushen (Resources).

Part of meeting Jo Brown (Children's Services).

**Agenda Item                      Officer Attending**

*The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, together with a revised Work Programme tabled at the meeting and agreed as set out below. Copies of the agenda and reports and additional document are attached to the signed Minutes.*

**86/18 INTRODUCTION AND WELCOME**  
(Agenda No. 1)

The Chairman welcomed everyone to the meeting and in particular the Deputy Director, Regional Schools Commissioner, Dame Kate Dethridge and members of her team who were attending for a question and answer session at Agenda Item 6.

## **87/18 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS**

(Agenda No. 2)

Apologies for absence were received from Councillor Suzanna Bartington and Richard Brown.

The Committee was advised that Richard Brown had resigned his position as a co-opted member as he was no longer eligible having resigned as a governor.

## **88/18 MINUTES**

(Agenda No. 4)

The Minutes of the Meeting held on 13 December 2017 were approved and signed as an accurate record.

### **Matters Arising**

In response to a question raised under Minute 78/17, the Chairman reported that a letter had been sent to all Oxfordshire M.P s regarding the underfunding of the high needs block and that there would be a report back to the Meeting in June.

Councillor Hibbert-Biles, Cabinet Member for Public Health & Education reported that she had attended a meeting with the Department for Education who had acknowledged that Oxfordshire were underfunded and that dialogue had now been opened.

## **89/18 REGIONAL SCHOOLS COMMISSIONER**

(Agenda No. 6)

The Deputy Director for the Regional Schools Commissioner, Dame Kate Dethridge attended the Meeting for a question and answer session regarding the work of the Regional School Commissioner and school performance across Oxfordshire.

By way of introduction the Deputy Director gave a brief overview of the work carried out by her office. The Regional Schools Commissioner (RSC) covered North West London and South Central which covered 27 local authority areas from North London to Northampton. The RSC supported schools in difficulty in finding supporting sponsors; supported Multi Academy Trust development, school improvement and school grants - including managing £140mn school improvement grants for schools, MATs and an emergency fund.

The RSC established, developed and maintained relationships and believed in working in collaboration to achieve a best solution for schools and children. Stakeholder engagement was another key role of the RSC and had a MAT reference group, together with events that were run for maintained and academy schools on subject specific topics such as improvement of disadvantaged learners and the Pupil Premium.

During questions and discussion, the following points were made:



1. Performance at KS2 in Oxfordshire was reaching the expected standard, reading was slightly above and writing was slightly below. Results were in line with national levels but progress was an area of focus. Maths was slightly below average. At KS4 the national average was 42.9% versus Oxfordshire at 48.1% so the county was performing better than the national average. For Ofsted, academy schools had 74% good or outstanding ratings, this was 95% for maintained schools.
2. When asked what the Commissioner's response was to tackling underperforming academies, the Deputy Director explained that when a school was underperforming it would be identified in September or October by a data triage. The RSC would then talk to MATs and would hold them to account of any underperformance. This would include meeting with the MAT CEO and Head Teacher and looking at their school improvement offer and progress. The RSC meet each term with the LEA including The Director, Roy Leach and Councillor Hibbert-Biles. When a school had been placed into special measures a robust solution was needed. The RSC talk to local sponsors and the local authority to find a solution that was in the best interests of the school and pupils. If the school was in a Trust we see it as the responsibility of the Trust to communicate what was happening to parents and pupils, not the role of the RSC. It was noted that this communication was not monitored so it was not known whether this happened in all cases.
3. The Head Teachers Board (HTB) was not a decision-making body, any decisions were made by the RSC. RSC would communicate with the HTB at a point where the project lead had found a strong sponsor or brokerage solution and would take this to the Board to stress test the solution. The minutes were published on the RSC website, the RSC had been requested to have more detailed/fulsome minutes and a weblink could be provided.

In response to how the RSC would expect a Dioceses to find a new sponsor, the Deputy Director explained that the request might require different treatment but that they would consider a mixed MAT (some of which existed for CofE schools) but there were no Roman Catholic mixed MATs that they were aware of at the moment and would seek to appoint a new Roman Catholic MAT.

4. In relation to how RSC consult parents about the future of the school their children attend, the Deputy Director explained that Ofsted information was shared widely and it was good practice for a MAT to engage.
5. When asked how many academies in Oxfordshire were currently operating with a deficit budget for 2018/19, the Deputy Director stated that it was Education and Skills Funding Agency (ESFA) that held this information, but it would be fewer than 2% nationally as 98% of schools received an unqualified opinion on their accounts. The RSC could however provide this information for 16-17.
6. Referring to the letter from Lord Agnew encouraging RSC's, their teams and the ESFA to involve chair of governors and non-executive board members in their meeting, the Deputy Director reminded members that the Trust was the employer. Moving forward the RSC would meet with a different range of people

and would be keen to meet with Chairs and CEOs to support them in their position.

7. When asked if the RSC would nominate a trustee for a MAT Board, the Deputy Director stated that the RSC would not put people on to a Trust Board but may make recommendations to a Trust e.g. when they wanted somebody with particular skills in relation to risk or health and safety for example. The RSC ran an Academy Ambassador Programme to upskill Trust members and could sign post schools to this programme. It had been very successful in upskilling people.

The RSC's view on whether an underperforming Trust could take on either new or convertor schools was that the first consideration was the capacity of that Trust and the likelihood of success. The RSC would always consider a range of options to seek to improve schools. If there was capacity in the Trust then there might be a reduced risk in taking on additional schools but if they had recently taken on new schools there would be a higher risk associated with taking on a new school. A balance needed to be struck.

When asked whether the RSC thought there was an optimum or a minimum size for a Trust? The Deputy Director stressed that the RSC needed to be very clear about why a Trust wanted to grow and they needed to supply growth plans. If the Trust was very small, then the RSC were noticing more conversations between MATs seeking to merge e.g. 2-3 MATs becoming a single MAT of 6 schools.

8. In response to a question on the length of time the RSC would allow a school to be both in financial special measures and rated inadequate, the Deputy Director stressed the importance of it being as short a time as possible - ideally within 9 months at the most. The shortest time was usually around 6 months. Sometimes this was outside of the RSC control e.g. land issues or due diligence and the capacity of the local authority.
9. When asked about how the RSC gathered local intelligence about individual academies, the Deputy Director explained that the RSC wanted as rounded a picture as possible. The RSC met with the local authority (the last meeting they had was just before Christmas) and worked in partnership with them. Information from the local authority helped them to make the right decisions that were not just data driven.
10. In response to a question around how the RSC were addressing the rise in permanent exclusion in Oxfordshire academies: The Deputy Director reported that they held MAT meetings, together with looking at school performance data including attendance and absences. These meetings provided the RSC an opportunity to challenge schools about exclusions. The RSC also looked at exclusion figures over time and Trust Boards would be challenged over this where there wasn't improvement.
11. When asked whether the RSC would agree to single academy trusts or whether there was a preference towards MATs and if it were MATs whether local or

national, The Deputy Director answered that they haven't had many single academy trusts - mainly MATs but that they were not in a position to refuse a single academy trust. The preference was always towards the right solution and in many cases, that would be a local solution.

12. In relation to schools that had been judged as inadequate by Ofsted and were in a poor state of repair so unable to secure sponsorship, The Deputy Director acknowledged that there was a problem. The RSC worked in partnership with the ESFA and the local authority to find a solution. There were rare and exceptional cases but the RSC did everything they could. She indicated that she was aware of the case the committee was referring to and the building had been less than attractive to sponsors but that the RCS were working in partnership to find a solution.
13. When asked what future the RSC felt that UTC/Studio Schools had in Oxfordshire, The Deputy Director explained that it had been mixed to date - 2 pieces of legislation to support this. Firstly, the duty to write to parents regarding the options and secondly meeting with parents at least once per year had made a difference. Teaching schools had also made partnerships with UTCs to improve standards, sometimes working with MATs and in some cases even joining MATs.

In relation to how the RSC ensured that vulnerable groups received the correct interventions, the Deputy Director explained that they would always look at vulnerable pupil data to check how disadvantaged pupils were doing against other pupils, looking at schools where there was no gap. They had also held very robust conversations about this and hosted many events to find the best way forward to support vulnerable learners.

Following the question and answer session, the Chairman thanked Dame Kate Ethridge and her team for their attendance and openness and stressed that the Committee was keen to maintain the good working relationship established between the County Council and the Commissioner's Office.

## **90/18 ANTI-BULLYING CHARTER FOR VOLUNTARY ADOPTION BY SCHOOLS** (Agenda No. 7)

In response to a motion from Council about reviewing the prevalence of prejudice-related bullying in schools and online, the Committee had previously received a short report outlining policy and guidance on prejudice-related bullying and cyber bullying and how the Council was working to tackle the issue.

At its meeting on 13 December the Committee recommended that an Anti-Bullying Charter be developed for voluntary adoption by schools. The report now before the Committee outlined the progress that had been made towards achieving this.

Ms Brown, Anti-Bullying Co-ordinator, in introducing the report explained that following a meeting with the Cabinet Member for Education and the Deputy Director to discuss the content of the Charter, it was felt that Anti-Bullying Alliance 10 key principals on tackling bullying would be an excellent basis for Oxfordshire's Anti-Bullying Charter.

Following gaining permission from the Alliance (who were one of the main organisations signposted in the Department for Education guidance “Preventing and Tackling Bullying” and were currently funded by the DfE to deliver the “All Together” programme which Oxfordshire had been successful in securing), the new charter was launched on the 28<sup>th</sup> February and 38 schools had already adopted the charter.

Any school would be able to contact the Anti-Bullying Co-ordinator to sign up for and adopt the Anti-Bullying Charter. Schools would then be provided with a copy of the Anti-Bullying Charter to display in their reception areas to show their commitment to those key principles. This would provide a strong message to everyone in the school community. It would also provide an opportunity to signpost Oxfordshire guidance, templates and protocols to support schools to develop good practice. Some short guidance for schools to accompany the charter was currently being written.

Schools who wished to achieve further recognition for their practice in relation to Anti-Bullying alongside the Charter could also receive the Oxfordshire Anti-Bullying Charter Mark

The Committee welcomed the progress made thus far and made the following points:

- The Committee requested that the information be disseminated through the headteachers and chairs meeting;
- There was a request that the charter and guidance be circulated to all members of the Committee;
- The committee requested that the guidance on cyber bullying should be sent out with the charter in order that schools could deal with it appropriately
- The Committee requested that a short summery of the guidance around cyber bullying be produced and sent to all schools and all governors.

## **91/18 SCHOOL ABSENCE AND ATTENDANCE**

(Agenda No. 8)

The Committee had previously agreed to undertake a review of educational attendance in Oxfordshire. The Committee had before it a report which outlined a suggested scope for the review, following a presentation given by officers at the last meeting in December. The report also sought approval from the Committee to co-opt another non-Cabinet member to the deep dive investigation.

Following discussion, the Committee **AGREED** the scoping document subject to the end date of the Review being moved to September 2018 and the following members be appointed onto the Group:

Councillor Jeanette Matelot  
Councillor Sobia Alfridi  
Councillor Michael Waine  
Mr Ian Jones.

**92/18 FORWARD PLAN AND COMMITTEE BUSINESS**

(Agenda No. 9)

The Committee considered a revised forward plan which had been circulated at the meeting (a copy of which is attached to the signed minutes) and **AGREED** the business set out on the forward plan. Subject to the Chairman and Deputy Chairman managing the timing and order of business for the efficient and effective running of the Committee.

..... in the Chair

Date of signing .....

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Division(s): All

## EDUCATION SCRUTINY COMMITTEE – 27 JUNE 2018

### RESPONSE TO THE EDUCATION OVERVIEW AND SCRUTINY RECOMMENDATIONS RELATING TO SCHOOL EXCLUSIONS IN OXFORDSHIRE

#### Report by Director for Children's Services

#### Introduction

1. In April 2018 Cabinet received a report from the Education Scrutiny Working Party into Education Exclusions in Oxfordshire (Annex A). The working party was in response to the increased numbers of fixed term and permanent exclusions in Oxfordshire schools and academies.
2. The subject of exclusions was also an issue in the recent Ofsted inspection of services supporting children with Special Educational Needs and Disabilities and is a focus of work of the OSCB. The prevention of exclusion is high priority in the current work of Children Education and Families. The investigation and focus by Education Overview and Scrutiny made a valuable contribution to the ongoing focus in this area.
3. The Working Group undertook investigations into schools with high numbers of exclusions and those whose inclusive practice results in very few children being excluded. Members also looked into the process of Fair Access to prevent exclusions and the current policies and procedures used. They also spoke to the Children in Care Council.
4. The report included 13 recommendations, eight of which were for the Cabinet. The recommendations have been considered by senior managers and the Cabinet Member for Education and Public Health. Enclosed is the response to the recommendations and a plan of action. Some of the recommendations overlap with current work. Some are discreet and will be addressed in addition to the wide range of inclusion projects already being undertaken.

#### **The Cabinet Member for Education's Response to the 8 Recommendations**

**Recommendation 1: The Council should ensure training for school governors is fit for purpose and emphasises their role in monitoring school exclusions and challenging headteachers on their strategies for reducing exclusion.**

5. Training for governors is on offer for all schools and academies, co-ordinated by the small team of officers in Governor Support Services. As a result of the recommendation there will be more bespoke training for governors on reducing

exclusions and sharing best practice on inclusion. The newly drafted Local Authority Inclusion Strategy, when complete, will provide a timely focus for new training and awareness raising for governors.

6. The Local Authority advocates strong leadership through the challenge and support it gives to schools, annual risk assessments of school performance on inclusive measures and the commissioned work of the Teaching Schools Alliance. In maintained schools the Local Authority has most influence on leadership, not least of all by the presence of senior officers during the final interview process for Headship. The recently introduced Breakfast meetings every term for Headteachers has added value to the important focus on inclusion and reinforced key messages and shared targets to reduce exclusions.

**Recommendation 2: The Council should develop effective mechanisms for sharing good practice and expertise around inclusion and rewarding schools that successfully manage challenging pupils without resorting to exclusion.**

7. Improving Inclusion is a high priority in Children, Education and Families (CEF) demonstrated by the creation of and recruitment to the Head of Service post for Learner Engagement. The inclusion services currently distributed across a range of services in CEF will come together under discreet leadership to support the new Inclusion Strategy. The 'Fit for the Future' project management of Learner Engagement is focusing work on reducing exclusions and working with Headteachers to seek earlier intervention and develop a collegiate approach to supporting children at risk of exclusion by changing policy and process. Pilots are already underway and the outcomes will inform wider reforms in the way fair access panels work.

**Recommendation 3: The Council should take steps to improve the timeliness of Education, Health and Care Plan assessments to reduce the risk of pupils with SEN and disabilities being excluded, including revising the funding mechanism to secondary schools.**

8. There is already a focus of the post Ofsted Action Plan for SEND. The Programme Board chaired by the Lead Member for Education meets monthly to oversee ongoing improvements. The Department for Education (DFE) also monitors progress in line with the published plan. The funding for SEND pupils in secondary schools is under review as part of the recommendations linked to the revision of the High Needs Block resource. A change in the formula may help schools to prevent exclusion and allocate resource more effectively.

**Recommendation 4: The Council should facilitate the development of more alternative provision for primary-aged pupils, informed by a review of the needs of primary aged pupils who have been permanently excluded.**

9. The new Head of Service for Learner Engagement will have the task of reviewing the current offer of alternative provision and seeking to commission a



wider range of support for children at risk of exclusion, particularly at Primary age where more local options are needed. Arrangements for funding will have to be agreed with schools, but the Local Authority can act as the broker in consultation with schools and partners.

**Recommendation 5: The Council is asked to develop a behaviour strategy that promotes inclusion, and encourages schools to strive for the Inclusion Quality Mark and share best practice.**

10. A new Inclusion strategy is being launched which may include a quality mark, but will certainly provide guidance and state the shared expectations for inclusive practice in all schools and academies. Progress towards targets for reduction of exclusions will be published monthly and shared with schools via Schools News. Celebration of best practice will also be a feature of communication with schools and governors as part of regular updates and briefings. This will include reports on pilot projects and new approaches such as the Mulberry Bush.

**Recommendation 6: The Council, and schools, should give specific attention to developing the personal resilience of vulnerable pupils and driving up their educational outcomes at Key Stage 2 to support a smoother transition to secondary school.**

11. The Cabinet Member is supportive of whatever the Council can do to develop teaching and learning approaches to encourage resilience. The recent Government green paper on mental health and wellbeing provides a welcome opportunity to seek funding and trial new initiatives with partners to raise awareness of the importance of mental well-being and the contribution it makes to inclusion. A summary has already been presented to Heads as part of the regular Breakfast Briefings.

**Recommendation 7: The Council should work with the Schools Forum as a sounding board, to ensure Local Authority funded support services are fit for purpose, promoted and well used.**

12. The ongoing work of the Schools Forum and its sub groups ensures that services funded from the high needs block are challenged to provide good value for money. The Lead Member for Education attends the Schools Forum and has been involved in approaching the DFE to appeal for fairer funding to Oxfordshire for SEND. The review of High Needs Block will make recommendations to the Schools Forum for consideration. Some of these relate directly to better for children at risk of exclusion.

**Recommendation 8: The Council should more robustly challenge schools over their use of reduced timetables to manage pupils with additional needs or challenging behaviour, so that a more consistent and appropriate approach is adopted across all schools.**

13. Work is ongoing as part of the Learner Engagement project to improve the processes for schools to report the use of part-time timetables to the local

authority. A lead officer is working on the project and reporting progress on a regular basis. New ICT systems are being put in place to improve information exchange with schools. The local authority will then be in a stronger position to challenge schools to reduce the time children are subject to part-time learning and to increase their education to full-time as quickly as possible. The appointment of 3 new Inclusion monitoring officers working to improve attendance has improved resource to challenge and support schools to reduce the use of part-time education.

14. The proposed actions to address the recommendations are contained in Annex 1.

### **Financial and Staff Implications**

15. The delivery of the recommendations will require changes to staffing arrangements to target additional resource where it will have most impact. All the adjustments to roles and responsibilities and the positioning of additional attendance officers in localities has been managed within existing budgets. The proposed service reorganisation to manage relevant services for inclusion under the leadership of a new Head of Service post for Learner Engagement has also been managed within existing budgets with a proposed change of line management for the relevant services.

### **Equalities Implications**

16. The equalities implications were addressed in the original report.

### **RECOMMENDATIONS**

17. **The Education Scrutiny Committee is RECOMMENDED to note the response to the recommendations and support the delivery of the action plan and the ongoing reporting of progress to the Overview and Scrutiny Committee.**

### **COUNCILLOR HILARY HIBBERT- BILES**

Cabinet Member for Education and Public Health

Background papers: School Exclusions Working Group Report, Cabinet 17  
April 2018

Contact Officer: David Clarke, Director for Education

June 2018

ESC6

Recommendation	Action Required	Completion Date	Lead Officer
<p><b>1. The Council should ensure training for school governors is fit for purpose and emphasises their role in monitoring school exclusions and challenging headteachers on their strategies for reducing exclusion</b></p>	<p>Continue meeting Headteachers regularly to share information, celebrate best practice and challenge exclusion. Include inclusive measures in the annual risk assessments of schools. celebrate best practice.</p> <p>Ensure training opportunities for schools and governors focus on inclusive practice and are aligned to the Inclusion Strategy</p> <p>Catered for in the school readiness project.</p> <p>Increased demand on governor training provision and sourcing more alternative provision may have staffing and finance implications for CEF services. This will be addressed in a subsequent report to Cabinet in the autumn.</p>	<p>Termly meetings Annual risk assessments</p> <p>September 2018 onwards</p> <p>Ongoing</p>	<p>A.D. Education</p> <p>Head of Education Improvement</p> <p>Head of ICSS and Service Manager Inclusion</p>
<p><b>2. The Council should develop effective mechanisms for sharing good practice and expertise around inclusion and rewarding schools that successfully manage challenging pupils without resorting to exclusion.</b></p>	<p>Publish and share regular progress towards targets for the reduction of exclusions and examples of best practice via HT briefings and Schools News.</p> <p>Publish Inclusion Strategy and quality mark /self-assessment tool.</p>	<p>Monthly and termly</p> <p>April 2019</p>	<p>AD Education</p> <p>Head of Learner Engagement</p>

<p><b>3. The Council should take steps to improve the timeliness of Education, Health and Care Plan assessments to reduce the risk of pupils with SEN and disabilities being excluded, including revising the funding mechanism to secondary schools</b></p>	<p>Deliver the SEND Post Ofsted Action Plan</p>	<p>December 2019</p>	<p>Head of Service SEND and AD Education</p>
<p><b>4. The Council should facilitate the development of more alternative provision for primary-aged pupils, informed by a review of the needs of primary aged pupils who have been permanently excluded.</b></p>	<p>Review current arrangements for A.P. and increase provision by brokering on behalf of schools.</p>	<p>September 2019</p>	<p>Head of Service Learner Engagement</p>

ESC6

<p><b>5. The Council is asked to develop a behaviour strategy that promotes inclusion, and encourages schools to strive for the Inclusion Quality Mark and share best practice.</b></p>	<p>Complete the Fit for the Future Learner Engagement Project and all the identified actions for improvement to reduce exclusion.</p> <p>Complete and launch an Inclusion Strategy with schools and partners.</p> <p>Complete the pilot with secondary Headteacher to find alternatives to exclusion, share the findings and incorporate the learning into a new County-wide approach.</p>	<p>April 2019</p> <p>December 2018</p> <p>September 2019</p>	<p>Head of Service Learner Engagement</p> <p>Project Lead Learner Engagement</p> <p>Project Lead L.E. and Head of Service Learner Engagement</p>
<p><b>6. The Council, and schools, should give specific attention to developing the personal resilience of vulnerable pupils and driving up their educational outcomes at Key Stage 2 to support a smoother transition to secondary school.</b></p>	<p>Support the development of the CAMHS strategy for mental health and wellbeing in education settings.</p>	<p>Complete awareness raising with Heads by August 2018. Further dates to be agreed.</p>	<p>A.D. Education</p>
<p><b>7. The Council should work with the Schools Forum as a sounding board, to ensure Local Authority funded support services are fit for purpose, promoted and well used.</b></p>	<p>Continue to present High Needs Block Review items at Schools Forum and encourage challenge to value for money in inclusion work.</p>	<p>Termly</p>	<p>Head of Service SEND</p>

<p><b>8. The Council should more robustly challenge schools over their use of reduced timetables to manage pupils with additional needs or challenging behaviour, so that a more consistent and appropriate approach is adopted across all schools.</b></p>	<p>Deliver the Learner Engagement project on reduction of part-time timetables.</p> <p>Improve the IT system for the weekly collection of data from schools.</p>	<p>April 2019</p> <p>September 2019</p>	<p>Project lead Fit for the Future Learner Engagement Project</p> <p>Service Manager Inclusion</p>
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Division(s): All

## EDUCATION SCRUTINY COMMITTEE – 27 JUNE 2018

### CHILDREN AND FAMILY CENTRES AND LOCALITY COMMUNITY SUPPORT SERVICES

**To understand how current services work together to ease children’s transition to school and promote school inclusion; with specific reference to Health Visiting, Locality & Community Support Services and Family Solutions Service**

#### Introduction

1. In March 2017 Oxfordshire County Council changed the way it delivered children’s services and as part of that change it created the Locality and Community Support Service and Family Solutions Service. Both services work closely with health visitors to identify children requiring early help, to ease transition into school and promote school inclusion.
2. The Locality and Community Support Service (LCSS) was created to provide advice and guidance to professionals in the community, when there are emerging concerns about a child, to ensure the right services are provided at the earliest opportunity and prevent escalation into statutory services.
3. The Family Solutions Service combined Children’s Social Care statutory social work and Early Help services. The Early Help offer was redesigned from the Council’s former Early Intervention Hubs and Children Centres. The new service is run from eight Children and Family Centres plus two satellites across the county. The service provides early help casework through the Team around the Family (TAF), and statutory Children in Need (CIN) and Child Protection (CP) plans, as well delivering evidenced-based interventions such as parenting education, treatment for domestic abuse, children’s ‘play and learn’ sessions.
4. Each centre also delivers casework jointly with Aquarius (young people’s substance misuse intervention) to young people to increase their educational inclusion and employment opportunities.
5. Health visitors are qualified nurses and midwives with specialist public health training. They are trained in child development, women’s health issues and safeguarding children. The aim is to achieve for all families: improved access and experience of children’s health services, improved health outcomes for children, reduced health inequalities. Health Visitors are experts at ‘adding value’ through their public health practice and delivery of universal services. Health visitors work in teams and are supported by community staff nurses and nursery nurses. They are a skilled workforce proficient in contributing towards early health assessments focusing on preschool children up to 5 years old.

**Services offered to all children and families (known as universal services)**

6. Most children reach their full potential through the care of their families, communities and the support of a range of universal services including nurseries, schools and primary health care services.
7. Health visitors are a key universal service for children under the age of 5. They provide a range of services to ensure the wellbeing of young children, including:
  - Health and development reviews are offered to all one and two-year olds. Currently this is accessed by 93-95% of this age range across Oxfordshire.
  - 'Ages and Stages' questionnaires at one and two years to assess children's physical, social and emotional development to identify where help and support may be required.
  - Supporting school readiness via a robust skill mix in health visiting teams who deliver packages of care to families, including toilet training and behaviour support.
  - Visiting a child in the home environment and identifying contextual issues that may impact upon development and school readiness.
  - Parent education and parenting support where families may be struggling.
  - Supporting and promoting early education and two-year-old entitlement funding.
  - Delivering a rolling programme of health promotion to families to support health and well being
8. Analysis of the Oxfordshire health visiting service of Jan – March 2018 shows that 79% of service delivery was through the provision of these universal services.
9. The council's Children and Family Centres also offer weekly 'play and learn' sessions open to all families. Sessions are designed to increase parental understanding of child development and to develop different ways they can stimulate their child's imagination and be ready to learn.
10. Since the reconfiguration of Early Help services in March 2017, the Council has continued to provide some financial support to community-led children's groups and activities across the county. These groups, alongside other voluntary providers, enable universal access to social and educational activities for families of under 5s.
11. There is a wide network of child minders and nurseries in Oxfordshire, working to high standards of safeguarding and early education.
12. However, some children will become more vulnerable and will require additional provision without which their life chances may be impaired. Universal services need to identify these children at the earliest opportunity to ensure that the right



services are introduced to prevent escalation into statutory services. LCSS is key in supporting universal services to undertake this role.

## **Role of Locality and Community Support Services**

13. LCSS provides:

- Advice and guidance to all community professionals who have concerns about a child or family, which is not an immediate safeguarding concern (these should be referred straight to the MASH).
- 'No Names' Consultation service which enables professionals to talk through concerns for children where there is no consent from the family to share their identifying data. These lead to clear signposting to services, practical advice and referrals to Children's Social Care, where the threshold is met.
- A named link worker to specific organisations including schools, nurseries and GP practices.
- Support to professionals to complete an Early Help Assessment. (EHA). This is an assessment tool designed to be used by any professional with a family when problems first emerge to understand those problems and identify the right support to prevent escalation.
- Support /attend 'Team Around the Family' meetings. These are multi-agency meetings with families where issues affecting that family are discussed. A lead professional from within the group is agreed and a multi-agency action plan drawn up with the family to offer support and help.
- Support professionals when a MASH enquiry does not lead to an allocated social worker, to ensure that Early Help Assessment (EHA) and Team Around the Family (TAF) processes are in place within the community.
- Review all Early Help Assessments and support professionals with quality assurance advice.
- Provide support to lead professionals, including the provision of advice and attendance at meetings where appropriate.
- Deliver training to ensure assessments and plans are child-centred and family- focussed. LCSS will facilitate local network and training events in response to the area's particular needs.
- Share information of the services/resources available which can be used to support children and families within a locality.
- If the family has an EHA/TAF and concerns arise that require a referral to Children's Social Care (CSC) the LCSS worker will initiate the referral.

14. The service that uses LCSS support the most is schools and the greatest number of Early Help Assessments are completed by schools.

15. In the first year of service the LCSS achieved a great deal:

- Processes have all been refreshed by a multi-agency group to make them simpler and more effective.
- The assessment has been designed to be strengths-based, enabling families and professionals to take a balanced view, engage with services

and enable parents and carers to manage and control their children's needs.

- Information leaflets (in a number of different languages) have been produced for practitioners and families explaining early help processes.
- LCSS have provided training to over 1,200 partners in early help and use of Early Help Assessment and Team Around Family processes.
- The service has undertaken over 2,300 No Name Consultations .
- LCSS supported over 1100 EHA's to be completed and audited, giving feedback to authors and their organisations to enhance their training and development in completing assessment processes.
- LCSS has supported over 400 Teams Around the Family.
- The completion of EHA's has risen from 458 to 1100 and on track to hit 200% increase since 2016/17. Reaching monthly target of 145.

16. There has also been a reduction from 69% of avoidable enquires to the MASH (Multi Agency Safeguarding Hub) (i.e. cases that did not require a children's social care response) down to 42%.

### **Health visiting offer - Universal plus**

17. Where children are identified as requiring more targeted support, including children who have difficulties making the transition to school, health visitors support families in a number of ways.
18. The health visiting teams deliver packages of care over an agreed time-frame to support parents to address the needs identified. Examples of care packages include behaviour management and positive parenting, encouraging play, building self-esteem, toileting, establishing good sleep routines, healthy eating.
19. There is an effective communication pathway between health visitors and early years providers and nurseries which starts following the two-year review. This is to ensure a partnership approach in addressing any areas of development requiring support, including transition to school. This may involve a plan that is delivered within the setting and at home. Every Early years provider (settings and childminders) has a named health visiting team linked to them to enable communication.
20. There are equally good links with LCSS/FSS working together to address any areas of development requiring support. These are identified by the completion of an Early Help assessment leading to a team around the family meeting with key professional attending. Together a plan of action is agreed with the family (Universal Partnership plus).
21. Health visitors use a range of evidence-based tools to assist in their decision making and to support referral processes to partner agencies e.g. The Bristol Surveillance of Children's Communication (BRISC) is designed to help health professionals and education staff identify those children for whom referral to a speech and language therapist is appropriate and desirable; safeguarding tools such as the assessment of need or the neglect tool. Referrals to therapy

services are made via single point of referral for intervention to identify services required and draw them together.

22. Transition to school assessment at 5 years. This assessment determines whether there are any ongoing health needs or concerns, to check immunisations are up to date and to make a decision of ongoing care. This can include referral to School Health Nurse or if no concerns identify safe discharge from Health Visiting service. Appropriate referrals are made at this point to support a seamless transition for children.
23. Analysis of the health visitor service during Q4: Jan – March 2018 shows that 16% of service delivery was through the provision of these more targeted universal plus services. With 5% of work being at safeguarding level i.e. universal partnership plus.
24. LCSS managers meet at least termly with Health Visitor Locality leads. Training to identify emerging needs complete EHAs and use TAF processes to support families is provided to midwives, health visitors and early years providers. There is an LCSS link worker for all nurseries/pre-schools and health centres which again supports good interagency working.
25. Health visitors deliver a range of their services from the children and family centres which supports good communication and joint working. These include, well baby clinics, health promotion groups and post-natal depression groups. Many health reviews also take place at these centres.
26. At a strategic level Oxfordshire's Children's Trust has established a School Readiness Steering Group There are issues both nationally and in Oxfordshire that children are not at school age "ready for school". The group has brought together key professionals and stakeholders to develop a multi-agency school readiness strategy. The group is currently working with Public Health England to identify what is required for children in order for them to be school-ready. A key part of this project will be to identify what gaps there are at early years transition phases and how through multi agency work we can close these gaps to enable all children to transition well into school and be ready to learn. Joint work between the Local Authority and health visiting services are key to this project.

### **Family Solutions Service**

27. The Family Solutions Service is based in the eight children and families centres plus two satellite sites across the county. Workers also meet children and their families at other venues including their home, school or wherever they feel most comfortable.
28. The aim of the Family Solutions Service is to provide timely support and interventions through casework and targeted interventions to vulnerable children and families requiring statutory or targeted support to reduce safeguarding concerns.

29. Children being referred to the Early Help service, within Family Solutions, will in most cases have had an Early Help Assessment and through that assessment or TAF process it has been identified that the families' needs cannot be met through universal services and they require a more targeted intervention to prevent escalation to statutory services.
30. An Education, Employment and Training (EET) group called Choices designed for young people to increase their opportunities for Employment Education Training is provided in each centre once a week and in addition to Choices centres will also offer "pop-up" Choices at Abingdon Foyer, Oxford House, Banbury Foyer, Hagbournes and will be offering more "pop-ups" at other centres around the County ready for year 11s in September; these additional centres. Targeted group programmes are offered including parenting programmes and domestic abuse support.

**Current caseloads (individual children) within Children Family Centres: Early Help**

Centre	Early Help
Abingdon	187
Didcot	194
Witney	186
Bicester	141
Banbury	196
Rosehill	188
Barton	207
Leys	173
Aquarius	167

**Snap shot of interventions running in June 2018**

Centre	Domestic Abuse	Parenting
Abingdon	Freedom Prog run with Didcot CFC recently had 10 participants	Family Links – currently has 18 participants
Didcot	Co-delivery of Recovery Toolkit (post domestic abuse) just started with Abingdon with 10 participants.	Take 3 – recently completed with 12 participants
Witney	Springback for children (Domestic Abuse focus) 8 participants.  Freedom currently attended by 7.	Family Links with 6 participants.  Take 3 completed in January 18 with 8 participant
Bicester	Recovery Toolkit with 9 participants	Family Links with 9 participants

Banbury	Take 3 with 5 participants Family Links 6 participants Freedom 7 participants	30 parents over last 6 months
Rosehill	Freedom – recent group of between 7-10 participants.	Family Links 9 participants – 6 of whom were men.
Barton		Take 3 – 9 participants
Leys	Currently providing BBK ( Bounceback for Kids) for 4 adults and 5 children	Take 3 - 7 in the spring Currently running Family Links with 4 families.

**Where and how do interactions with schools happen particularly around issues relating to exclusions, attendance, inclusion and SEND /EHCP planning.**

**Family solutions Early help service**

31. A key focus of the Family Solutions Early Help service (delivered through the children and family centres) is to increase attendance and attainment of children and young people. Many children that the service work with have issues around attendance or behaviour within school. See Annexe 1 for comments and feedback from parents and service users.
32. Through case work/interventions practitioners work closely with children young people and their families and schools to promote child/young person’s wellbeing and progression both in the home within school setting.
33. To support this Early Help Family Solutions Staff
  - Join Team around the family processes and where attendance or behaviour within school is an issue provide support to the child/young person family and school around these school issues including any potential referral to the county attendance team
  - Attend reintegration meetings with families after periods of exclusion
  - Assist with information given to In Year Fair access panel for school moves or alternative provision
  - Liaise with attendance officers regarding attendance or exclusions
  - Support families to start the Education, Health and Care Plan (EHCP) process and liaison with SEN officer
  - Assist parents to access Special Educational Needs and Disabilities Information Advice Service (SENDIAS)
  - Assist with parent contract meetings for attendance
  - Undertake direct work with parents to improve morning and bedtime routines to get children to school on time
  - Support parents to access Child and Adolescent Mental Health Services (CAMHS) support
  - Access Aquarius Service that works directly with young people around substance misuse)
  - Access to young carers support

- Direct work with young people Work to increase their emotional wellbeing and self-esteem often issues with young people where there are attendance or behaviour issues within school.
- Support families to talk to schools around increasing part time timetables
- Liaising with schools to ensure that they are fully aware of the child's home circumstance that maybe affecting their attendance or behaviour in school. around home situations affecting attendance
- Assist children to attend hospital school
- Physically take children to school to ensure that children get to school. where this is an issue
- Observe children in a school setting to help understand why they may be experiencing difficulties or problems.
- Providing training briefings to schools e.g. Schools/College briefings taking place 26th & 28th June across Oxfordshire by EET Service
- Youth Employment & Participation focused meetings taking place in July – South, City, West and North.

### **Locality and Community Support Services**

34. In addition to the work described on page three to identify need as early as possible and support children young people, families and schools to increase attendance and reduce exclusions LCSS
- Organise termly meetings with schools to consider all children who have an EHA or TAF in a particular school to ensure there are plans in place for those children and provide an opportunity for further discussion around children who may have emerging issues that need to be addressed and plans put in place to address those needs.
  - LCSS work closely with county attendance and inclusion team.
  - There is a linked Senior practitioner to all the special schools
  - LCSS regularly attend the county wide pupils missing out meeting designed to ensure plans are in place for children who are not accessing education
35. In addition to the above services to support families other Local Authority services are key to supporting schools around exclusions and attendance. Family solutions services and Locality and community support services work closely with these services to support families where these issues are identified.
36. Recently the County Attendance Team appointed three new school liaison officers to specifically support school schools to address poor attendance. Their role is to provide whole-school support looking at the existing systems, processes and policies in place to promote attendance and reduce the number of persistent absentees. Liaison officers and LCSS staff work closely together with identified schools to monitor vulnerable groups and individual pupils who may need additional support from partner agencies. The services working together support schools to identify the range of factors which contribute to individuals' poor attendance and help to develop a multi-agency approach to addressing these, both at a school and a family level.

37. LCSS are also holding termly meetings with their link schools, to review those children who have an Early Help Assessment or a Team Around Family to ensure multiagency planning is in place addressing the needs of the child and family. Often these needs centre around attendance or behaviour issues. It is also a further opportunity to discuss with schools an emerging concern they may have in relation to a child so that intervention can be offered at the earliest opportunity.
38. The service also works closely with County Social Inclusion team whose role is to closely with schools, governors, parents and local authority colleagues to provide advice on preventing exclusions.
39. The increased close working between LCSS, County attendance team the County Social inclusion team and termly meetings with schools is starting to ensure more joined up and better coordinated work around children where there are behaviour or attendance issues.

### **Children with special educational needs (SEND)**

40. As described previously in this report LCSS support work with schools in a variety of ways to identify emerging need and put support processes around children. In addition, the service together with the SEN Casework team, SEN Support Services, Oxfordshire Schools Inclusion Team and Educational Psychologists supports children around EHCP and SEND planning.
41. There are children with SEN in every school, either requiring SEN Support or with an Education Health and Care Plan. There is a statutory framework underpinning the roles and responsibilities of schools and the local authority as set out in the SEN Code of Practice. The provision and support available is published on the Local Offer, including the support provided by central services including.
42. There are approximately 3,150 children and young people aged between 2-25 with an Education, Health and Care Plan and 11,700 children requiring SEN support.
43. An Education Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.
44. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. In order to conduct an EHC information is required from Education, Health and Social Care. The Social Care element will consider a child's identified social care needs and also the provision provided or required in relation to the Social care needs.
45. When an EHC is conducted the Social Care element would be completed by the child's key worker from a Statutory social care team or Early Help. If a child is not currently open to a Children's Services team, then the Locality Community Support Service (LCSS) would complete this. Within a six week

time frame, an LCSS worker will read the information and reports provided by the SEN officer, alongside reviewing what is known on FWI about the child, to make a recommendation for meeting the Child's Social Care needs.

46. The LCSS worker will recommend that:
- A Social Care Assessment is required
  - An Early Help Assessment is required
  - Needs are currently being met through a TAF process
  - No Social care needs are identified.
47. LCSS will support the progress of this as appropriate and required. This means that Children who are not currently receiving any Children's Services support but have Social Care needs can be identified and supported.

### **Financial and Staff Implications**

48. There are no financial or staffing implications associated with this report.

### **Equalities Implications**

49. There are no equalities implications associated with this report.

### **RECOMMENDATION**

50. **The Committee is RECOMMENDED to note the report.**

**HANNAH FARNCOMBE**

Deputy Director Children's Social Care

Background papers: None

Contact Officer: Maria Godfrey

June 2018



## Appendix 1

### Comments and feedback

- Participants said that they had learned strategies for managing behaviour – Choices and Consequences was particularly popular.
- Parents expressed a better understanding of the importance of empathy and how it helped to understand the child's need behind their behaviour. Kindness and praise were also mentioned and how they had contributed to a much nicer, less stressful family environment.
- Understanding their own experience of being parented was also mentioned as being helpful in making choices and decisions to do things differently.
- One father, in particular, who struggled to manage his son's behaviour and would resort to shouting said that using some of the strategies he had learned, particularly listening for the emotion behind his child's behaviour said that his relationship with his son weekends has really improved as a result of course.
- With Domestic Abuse interventions participants gain an in-depth understanding of the dynamics and impact of DA on women and children within the home... with many tears and 'lightbulb moments'.
- Parent comment on Freedom program it 'is fantastic as it has set her free and helped her to let go of the guilt' She also told us that she was 'always angry, before but since attending Freedom is much calmer 'about everything'.
- One participant who is currently in an abusive relationship stated that she had been talking with her social worker about the safety plan to leave the relationship with her 6-month-old baby, as she can now see that they are both at risk of significant harm.
- 17-year-old young person, NEET with extreme mental health difficulties that resulted in him being sectioned earlier this year. EET caseworker drew together a professionals meeting to put a safety plan in place for this young person that enabled him to access training provision with support in place as well as training provider feeling supported to help this young man with any mental health difficulties impacting on his training and know who to call if further help needed. This young person is still with the training provider and is about to embark on a level 3 qualification.
- 17-year-old who had had an EHCP at school that had since ceased following his leaving college. Worked with parent and SEN team to have EHCP reinstated and found support via Yellow Submarine to also help young person build confidence and access social activities; now has an apprenticeship.

**Comments from parents:**

- 'The difference in my relationship with my two boys is amazing, we have lots of fun together, and I now really listen to them when they are talking to me about their worries'.
- 'I feel a lot better and calmer about myself now, I know I have a way to go, but really feel I am making lots of progress. The mood in my house is a lot calmer now'.
- 'I will miss looking forward to Monday mornings, I didn't really want to come to the course, but I am glad I did, and came every week'
- 'I've changed the way I speak to my daughter and am now getting a much better response. Then because of that better response, I treat her better and we are much happier'
- 'I've been able to step back and make changes'
- 'She tells me I'm a great mother now, that she can see the difference since I came on the course'.
- 'I'm listening now.'
- 'I know what battles to pick now... I don't give her and me any more stress than we really need'
- 'I understand the teenage brain a lot more... I can communicate with him better because I'm thinking about that'.

<p><b>Service</b></p>	<p><b>Health Visiting:</b></p> <p>Health Visitors are qualified nurses and midwives with specialist public health training. They are trained in child development, women’s health issues and safeguarding children.</p> <p>The aim is to achieve for all families :</p> <ul style="list-style-type: none"> <li>• Improved access</li> <li>• Improved experience</li> <li>• Improved outcomes</li> <li>• Reduced health equalities</li> </ul> <p>Health Visitors are experts at ‘adding value’ through their public health practices and delivery of universal Services.</p> <p>Health Visitors work in teams and are supported by Community Staff Nurses and Nursery Nurses.</p>
<p><b>What we do</b></p>	<ul style="list-style-type: none"> <li>• Health Visitors work with families and communities to improve access, experience, outcomes and reduce health equalities. They offer their service universally to all families where there are children 0-5 years.</li> <li>• Health Visitors provide services to families across a 4 Level Service model: community, universal, universal plus, universal partnership plus. This model offers a framework for health visitors to provide a unique, universal, unsolicited and non-stigmatising service to all families with children under 5.</li> <li>• Health Visitors achieve this by building therapeutic trusting relationships that support parents and their relationships with their children that makes early intervention possible.</li> <li>• We aim to strengthen relationships for partnership working to integrate early year’s services and community access around the needs of children and families.</li> <li>• Health visitors lead the delivery of the Healthy Child programme.</li> <li>• The Healthy Child Programme contains 5 core mandated contacts:  Antenatal health promotion Visit.  New Baby Review  6-8 week health review assessment  1 year health review assessment  2-2.5 year health review assessment.</li> </ul>

<b>Who we work with</b>	<p>Children and their families under 5</p> <p><b>Universal:</b> Ensures a healthy start for all babies and their families. Well baby clinics, Health promotion groups, 5 core health and development assessments.</p> <p><b>Universal Plus:</b> Families may require additional support or services for a short period of time which is usually provided by staff within the health visiting team. These may include:</p> <ul style="list-style-type: none"> <li>• Parenting Support and behaviour management</li> <li>• Advice on sleep</li> <li>• Support with anxiety and post-natal depression</li> <li>• Infant feeding and introduction to solids</li> <li>• Toileting</li> <li>• Play and speech and language development</li> <li>• School readiness.</li> </ul> <p><b>Universal Partnership Plus:</b></p> <ul style="list-style-type: none"> <li>• Health Visitors work with a range of services partner agencies to provide additional services for families requiring ongoing support in order to deal with more complex issues specifically SEND, CIN,CP. This may include : Local Therapy Services, Physiotherapy, Speech and language, occupational therapy. Health and Social Care, LCSS Family Nurse Partnership School Nurses Early years settings and Education Primary care and secondary care services Adult mental health services</li> </ul>
<b>Contact details</b>	<p>Nicola Taylor : Operational Manger / Professional Lead for Heath Visiting 0-5 years Public Health Service. Family Nurse Partnership and Health Visiting <a href="mailto:nicola.taylor@oxfordhealth.nhs.uk">nicola.taylor@oxfordhealth.nhs.uk</a> T: 07795287648</p>

Division(s): All

## EDUCATION SCRUTINY COMMITTEE – 27 JUNE 2018

### ELECTIVE HOME EDUCATION WORKING GROUP FINDINGS

#### Report by Assistant Chief Executive

#### Introduction

1. At the Education Scrutiny Committee on 13 December 2017, the Committee received a report about Elective Home Education (EHE) in Oxfordshire. In 2016-17 there were 558 recorded cases of EHE which represented an increase of 21%. 70 children returned to school, compared to 90 in the previous year.
2. The Committee agreed that Councillor Waine and Councillor Smith would investigate the reasons for this rise; trends in EHE including concentrations of EHE in particular localities and schools; and to meet with parents who have decided to EHE. Members considered whether there were any particular trends in relation to year groups, locality or increase over time. The data suggest that there is no particular trend by locality, however there do appear to be higher instances of EHE for SEND pupils. During the course of the investigation, the Department for Education (DfE) published revised EHE guidance for local authorities and parents for consultation and so this has also been considered as part of the investigation.

#### Background

3. To gather information, Cllrs Waine and Smith met with lead officers including an EHE Link Workers to understand the role of the EHE team, the national context, the powers and duties of the local authority and to commission further data to inform the investigation.
4. A second meeting was held with the lead County Attendance Officer responsible for EHE to discuss the data and the DfE Call for Evidence.
5. Finally, the working group met with two parents/carers who have elected to home educate to find out about their experiences. Both parents/carers had initially sent their children to primary school and had then pursued elective home education.

#### National Context

6. In April 2018, the Department for Education (DfE) launched a new call for evidence in relation to Elective Home Education including seeking comments

on revised non-statutory guidance<sup>1</sup>. The call for evidence asked a number of questions and the working group have prepared a draft response to the consultation on behalf of the Committee based on the evidence gathered as part of this investigation.

**Recommendation: That a copy of this report and the response at Annexe 1 are submitted as a response from the Education Scrutiny Committee to the Department for Education call for evidence.**

7. The non-statutory guidance for local authorities states that local authorities do not have a specific statutory duty to monitor the quality of home education on a routine basis but they do have a duty to make arrangements, in so far as possible, to find out whether the education pupils are receiving is suitable.
8. Local authorities also have a duty under the Education Act 2002 to safeguard and promote the welfare of children but this does not give local authorities the power to enter the home of families who EHE for the purposes of monitoring elective home education provision.
9. Parents have a duty to ensure that their children receive an education that is suitable for their age, ability, aptitude and any other special educational needs that they may have. This may be through attending school or otherwise. 'Otherwise' may include elective home education.

## **Trends in Elective Home Education**

### 10. Children who have never attended school:

The revised guidance issued by the DfE states that one of the most significant issues for local authorities is the initial identification of children who are educated at home. Some children may never attend school and there is no legal duty on parents to inform the local authority that a child is being educated at home. However, the local authority does have a duty under the Education Act 1996 to identify, in so far as possible, children in its area who may not be receiving suitable education. Until a local authority is satisfied that a home-educated child is receiving suitable full-time education, then a child being educated at home could fall within the scope of this duty. The guidance suggests that "local authorities should explore the scope for using agreements with health authorities, general practitioners and other agencies to increase their knowledge of children who are not attending schools," (DfE Elective Home Education Draft Guidance, April 2018, p.9). In Oxfordshire, the Elective Home Education team have established relationships with the Multi-Agency Safeguarding Hub (MASH) and the team will also receive information from local GPs. Local GPs have also been briefed so that they are aware that local authorities do not have the ability to carry out EHE inspection but will offer home visits.

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<sup>1</sup> DfE 'Elective Home Education: Departmental guidance for local authorities: draft for consultation' April 2018 (accessed 23.04.2018): <https://consult.education.gov.uk/school-frameworks/home-education-call-for-evidence-and-revised-dfe-a/>

11. Increase over time:

Nationally over the past three years EHE has risen from around 34,000 in 2014-15 to 48,000 in 2016-17<sup>2</sup>. Oxfordshire has also seen a rise over time in EHE:

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of EHE children	379	378	410	456	460	557

12. The peak years for EHE in Oxfordshire appear to be at years 5 and 9. Over the past three years at Year 5 there was an increase from 33 to 49 pupils (20% increase) and at Year 9 it increased from 51 pupils in 2014-15 to 86 in 2016-17 (25% increase). Both are key years in the schooling process. The working group learnt that there may be a trend emerging at year 9 where pupils decide to move schools to undertake vocational qualifications that are better suited to their educational needs rather than GCSEs. EHE can be used as an interim measure while this transition takes place. The working group would like further work to be undertaken to investigate the reasons why years 5 and 9 appear to be the peak areas for EHE. This information could potentially be gained through making amendments to the EHE questionnaire that the authority asks parents/carers to complete when opting for EHE.

**Recommendation: That further analysis is undertaken to understand the reasons for higher numbers of EHE at years 5 and 9 through modifications to the EHE parent/carer questionnaire.**

13. Variation across Key Stage:

The number of EHE children varied across key stages in 2016-17:

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Number of EHE children	82 15%	128 23%	193 35%	146 26%

14. Locality area and high EHE schools in Oxfordshire:

The percentage of EHE compared to the overall school population for each locality area is relatively low. Banbury has the highest percentage at 1.26% or 112 pupils becoming electively home educated compared to Witney, Burford and Carterton with the lowest percentage of 0.76% or 66 pupils. The data for 16-17 suggests that EHE is concentrated in the urban centres of the County with Abingdon, Banbury, Didcot and Henley and Oxford City making up 57%

<sup>2</sup> BBC News Home schooling in the UK increases 40% over three years (accessed 26.04.18): [http://www.bbc.co.uk/news/uk-england-42624220?utm\\_source=LGIU+Subscribers&utm\\_campaign=1b7a3f1bd1-EMAIL\\_CAMPAIGN\\_2018\\_04\\_26&utm\\_medium=email&utm\\_term=0\\_4e47157211-1b7a3f1bd1-199239193](http://www.bbc.co.uk/news/uk-england-42624220?utm_source=LGIU+Subscribers&utm_campaign=1b7a3f1bd1-EMAIL_CAMPAIGN_2018_04_26&utm_medium=email&utm_term=0_4e47157211-1b7a3f1bd1-199239193)

of the EHE population in the last year. The working group would like to understand whether there are further trends associated with EHE and recommend that further analysis is undertaken to understand the trends associated with EHE in locality areas to see if there links to SEND provision or social deprivation.

**Recommendation: That further analysis is undertaken by officers on a school level and locality basis to understand the trends associated with EHE in locality areas to see if there are links with social deprivation or SEND provision.**

15. This section also highlights primary and secondary schools with the highest EHE figures in 16-17, special educational needs and disability (SEND) schools are discussed in a separate section.

Locality Area	Number of EHE pupils in 16-17	Total school age population in 16-17	% of EHE compared to school age population
Abingdon	59	5,530	1.07%
Banbury	112	8,865	1.26%
Bicester and Kidlington	58	7,204	0.91%
Chipping Norton and Woodstock	62	5,033	1.23%
Didcot and Henley	108	10,695	1.01%
Farringdon and Wantage	71	5,747	1.24%
Oxford City	133	16,463	0.81%
Thame, Wheatley and Watlington	58	6,694	0.92%
Witney and Burford	66	8,734	0.76%

16. In relation to high EHE schools the secondary schools compared to the total population of the school, the highest in 2016-17 schools were as follows:



ESC8

Name	Total Pupil Population	EHE Students	% of EHE per total population
Banbury Academy	704	19	2.70%
Chiltern Edge School	433	7	1.62%
The Warriner School	1160	18	1.55%
Larkmead School	648	10	1.54%
Gillotts School	848	13	1.53%

17. For primary schools the schools with the highest levels of pupils being withdrawn in favour of EHE in 2016-17 were as follows:

Name	Total Pupil No.	Number of EHE Students	% of EHE per total population
Bladon Church of England Primary School	83	6	7.2%
Tackley Church of England Primary School	85	6	7.1%
Aston Rowant Church of England Primary School	58	4	6.9%
Finstock Church of England Primary School	68	4	5.9%

18. The working group learnt that officers would like to implement a 2-week cooling off period for all EHE cases but this will require sign-up from schools. The cooling-off period would allow for mediation between parents/carers and the school with a view to keeping a pupil in the school environment if it is in the best interests of the child to do so. If this could be implemented, it might prevent some instances of off rolling, but it may require resources to undertake the mediation between the schools and parents. The working group are aware that a county conference will be taking place in July and would recommend that the concept of the 2-week cooling off period is discussed with attendees to gauge buy-in from schools.

**Recommendation: That the concept of a 2-week cooling off period before taking pupils off the roll at a school is discussed as part of the attendance conference in July, or at another suitable occasion with head teachers, to gauge level of commitment from schools to understand whether it would be feasible to implement a system across Oxfordshire.**

19. The working group also feel it is important that governors of local schools are kept informed about the numbers of pupils being withdrawn to home educate. This will ensure that governors can ask appropriate questions in relation to their schools approaches to inclusion and supporting families.

**Recommendation: That the authority advocates that school leaders include information about numbers of EHE children in their termly reports to governors/directors governors or other reporting mechanism that may exist.**

## The Role of the County Attendance Team

20. The draft DfE guidance recommends that local authorities should:
- Provide parents with a named contact who is familiar with home education policy and practice
  - Contact parents who are home educating their children at least on an annual basis so that the authority may reasonably inform itself of the current suitability of the education provided
  - Have a named senior officer with responsibility for elective home education policy and procedures
  - Organise training on the law and home education methods for all officers who have contact with home-educating families
  - Ensure that staff who may be a first point of contact for potential home-educating families understand the right of the parent to choose home education and that parents are provided with accurate information from the outset
  - Work co-operatively with other relevant agencies such as health services to identify and support children who are home educated (DfE Guidance p.13)
21. Through meeting with officers, the working group felt assured that the authority has these procedures in place. Written notification is required from parents/carers. Parents/carers are required to put in writing their intention to remove their child from roll to home education. Schools will then notify the local authority when in receipt of the letter and after this point they can remove the pupil from their roll.
22. The working group learnt that the Elective Home Education Team has been restructured. There are now two part-time link workers, which equates to one full time equivalent (FTE). The link workers act as the named contact for parents who are electively home educating. As a result new RAG (Red, Amber, Green) rating system has been introduced based on the school exit form to indicate which cases warrant a home visit and any other further action. Prior to this, every parent who opted to EHE would be offered a home visit. A parent/carer is not under any obligation to accept a visit from the local authority but most parents welcome a meeting with attendance officers.
23. Red flagged pupils will be offered a meeting with a member of the EHE Team as soon as possible, this would include any pupil who has been identified as a vulnerable learner or where the family/child are known to social care. Amber flagged pupils will be offered a visit in due course and green pupils are not routinely offered a home visit but will be contacted by the EHE team to let them know that a visit can be arranged if requested. The RAG rating of pupils is reviewed on a regular basis and a pupil's rating may change if additional information is received.
24. The working group are supportive of the RAG rating system being introduced. The rating system will mean that parents/carers and their children who are

working well in an EHE environment should feel supported and resources can be targeted. The working group are keen to monitor the impact of the restructure to ensure that there are enough resources in place to engage with parents/carers in a timely manner and to understand the impact that the RAG rating system has had.

**Recommendation: That the Committee receives an update report in twelve months' time to review the impact of the restructure to the EHE team, how the RAG rating system is working, the outcome of the Committee's recommendations and the results of the DfE consultation.**

25. The team has recently updated their guidance leaflet that signposts parents/carers to useful information and feedback was sought from parents who electively home educate to ensure it is fit for purpose. Investigations are also underway to see whether more formal support such as non-financial assistance with exam registration could be offered. The leaflet currently lists educational establishments who are prepared to host private students sitting exams and explains that the costs of sitting the exams will need to be met by the parent/carer. The working group noted that currently all of the exam centres in Oxfordshire are located in Oxford, other centres are outside of the County which may present barriers to some EHE families.

**Recommendation: That schools and colleges in the County are contacted and asked if they would be prepared to provide access to private candidates to expand the range of exam centres in the County for EHE pupils.**

26. Information about children/families will be obtained from a variety of sources including GPs and health sector representatives, although there have been instances where partner agencies are not aware that the authority does not have any powers to undertake a visit. It was noted from meeting with officers that it would be beneficial to have a named contact at the Multi Agency Safeguarding Hub (MASH) with an interest in EHE as this would aid the flow of information. It was also felt that there may be an opportunity to brief members on the MASH to develop a better understanding of EHE and the powers that the local authority has.

**Recommendation: That a named contact on the MASH is identified as a point of contact for EHE issues and concerns.**

**Recommendation: That a briefing is organised for representatives on the MASH about EHE and the role of the County Attendance Team in EHE.**

### **Reasons for Electively Home Educating**

27. When a parent informs a school that they wish to take elective home education, the local authority will ask the school/parent to complete a questionnaire. The main reason given in 2016-17 for removing a child to EHE was 'unknown' meaning that a reason has not been given or parents did not wish to disclose their reasons for electively home educating. In order to improve the quality of

data the local authority collects about EHE this option has now been removed from the questionnaire. From next year, the Council should be able to better understand the reasons for EHE. The working group believe this is a positive change but would also recommend that an open section is added to the questionnaire to capture more detail about why parents/carers have opted for EHE. The working group felt that this would enable the authority to build a more detailed picture of EHE and to address issues which may mean that pupils stay in school or ensure that appropriate support can be provided.

28. The second most common reason given was 'dissatisfaction with the system'. This trend is mirrored nationally, an Association of Directors of Childrens Services (ADCS) report<sup>3</sup> also stated that this was the most common reason for parents/carers choosing EHE. The ADCS report also noted that many parents either do not give a reason or that there are often multiple reasons why parents choose EHE. Adding an additional section to allow for more qualitative data to be gathered may also enable the authority to understand where there are multiple reasons for opting for EHE.
29. The parents/carers that the working group met said EHE families are likely to have multiple reasons for choosing to home educate. From their experiences and those of others they said common reasons would be a lack of appropriate learning opportunities particularly for pupils with SEND, bullying, anxiety and other mental health issues. By building a better understanding of the multiple reasons for EHE, the authority can use this information to ensure that there is a more inclusive learning environment.

**Recommendation: That the EHE questionnaire is further modified to give the ability to include a more detailed explanation from parents/carers, if they wish to share more detailed reasons for opting for EHE.**

### **Special Educational Needs and Disability (SEND) pupils and Elective Home Education:**

30. For SEND learners in a special school placement, parents cannot remove them from the school unless they have consent from the Authority. If the child is in a mainstream school and parents feel that their needs are not being met then parents can take them out to EHE. The Council will work with schools to try to identify SEND provision but the working group learnt that this is becoming increasingly difficult. Presently there are no SEND places within the county area. The lack of placements is partially a result of the growing school age population but also an increased demand for special school places and with comparatively low High Needs Funding in Oxfordshire. The parents/carers that the working group met with agreed that a lack of SEND provision meant that some families felt that they had to home educate for their children's wellbeing. The parents/carers also reported that access to Child and Adolescent Mental Health Services (CAHMS) had been an issue for some families.

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<sup>3</sup> ADCS 'Summary Analysis of ADCS Elective Home Education Survey (October 2017)

31. The Committee has previously raised the issue of High Needs Funding in Oxfordshire in comparison to neighbouring authorities with the Secretary of State for Education. The Leader and Cabinet Member for Education have also lobbied government in relation to High Needs Funding. The working group are supportive of any continued efforts to lobby the government for further Higher Needs funding in Oxfordshire.
32. The numbers of EHE students from special educational needs schools in 2016-17 is outlined below:

Name	Total Pupil No.	Number of EHE	% of EHE per total population
Kingfisher School	73	11	15.07%
Fitzwaryn School	76	11	14.47%
Bishopswood Special School	57	7	12.28%
Frank Wise School	77	6	7.79%
Northfield School	68	4	5.88%

33. The County Attendance team will work with a SEND pupil and their family if they are considering elective home education and will provide details of the SENDIAS contact team and will try to keep the child in the school.

### **Views of Parents/Carers who Electively Home Educate**

34. The timescales of the investigation meant that the working group were only able to meet with two parents/carers who home educate. Both parents have established good relationships with other local EHE families through a local voluntarily run home education network. The parents/carers valued the network saying that it allows EHE families to share skills and expertise. Both parents/carers are supportive of schools but felt it was not the right environment for their children.
35. Parent A has one child that has been home educated since Year 4. Their child was adopted and experienced a range of issues linked to attachment disorder. The parent/carer stated that they had tried to address concerns with the school but that the pressure of the school environment meant they had to home educate. Initially the parent/carer had intended to home educate on an interim basis until secondary school age but felt that the home education environment meant her child was in a better and more resilient place. The parent/carer said that they use tutors for some aspects of their education and that their child now attends college one day per week and is studying a range of subjects.
36. Parent B relocated to Oxfordshire with three school age children. Both parents/carers are teachers. Initially two of the three children were enrolled at school, the parent/carer decided to home educate the third child whilst waiting for a place to become available. The parent/carer stated that their children attending school had experienced bullying and the size of the school meant that their child could not get the educational support they needed. The

parent/carer said they were particularly concerned about peer pressure facing young people in the school environment. For them, the home educating community meant that their children were learning with other young people of varying ages, abilities and interests and felt that this had a positive impact on their learning outcomes. The parent/carer said that whilst home education had intended to be an interim measure, they intended to continue but said that their children would like to access further education colleges when they are older.

37. The key message that the working group heard from parents/carers was the importance of feeling supported, not judged, by the local authority. The parents/carers felt that the County's link workers that they had met with had been supportive and were complimentary about the visits. The parents/carers valued that the link workers had experience of teaching/education and felt that it was important that any link worker had these skills.
38. In terms of support for EHE parents/carers, the working group learnt that the Home Educating community is well established across the County. The parents/carers said that if new EHE parents were signposted to the local network, they would find the support that they needed. It is noted that the leaflets produced by the Council do signpost to the local group as well as other organisations.
39. For both parents/carers, the issues for them started in the school environment. The working group feel that the Inclusion Strategy being developed by the local authority will have an important role to play in creating a culture that means the right interventions can happen whilst the child is still at school.
40. The specific issues that each family had experienced were different but both had been concerned about that their children's mental wellbeing and attainment levels. The working group feel it is important to ensuring, through the Inclusion Strategy, that schools have staff who are trained in attachment disorder and mental health awareness are important factors in creating an inclusive learning environment.

**Recommendation: The Committee would like further information about the Inclusion Strategy as it develops.**

41. The working group discussed the DfE EHE consultation with the parents/carers. The parents/carers expressed concern about the revised DfE EHE guidelines. They felt the language used in the revised guidance was judgemental. Whilst the parents/carers did see that having a register would be beneficial from a safeguarding perspective, they were extremely concerned about any formal inspection regime. The parents/carers felt that it was important that local authorities understand that educational attainment for home educated students could not be measured in the same way as mainstream education as every child's aspirations would be different.
42. The parents/carers stated that their children would like to study for further educational qualifications. The parents/carers cited New College, Swindon as a positive example. The establishment is a further education college that offers a

programme for EHE pupils returning to education. Parents/carers said that they would be supportive of any similar arrangements being introduced into the County.

**Recommendation: That the New College, Swindon example of good practice is investigated and any information is shared with Further Education establishments in Oxfordshire.**

43. The parents/carers also noted that home educating did incur a financial outlay for families. Whilst the working group felt that this was outside of the scope of the investigation, the working group did not that once a pupil is removed from a school, Pupil Premium money also ceases. The working group stated that they mention this in the Committee's response to the DfE consultation.

## **Conclusions**

44. The working group have identified that the reasons for home educating are often multiple and complex. The working group noted that the comparative lack of High Needs Funding in the County has meant that some families may feel that they need to home educate. The need to create an inclusive learning environment within schools is also important so that issues can be addressed within the school.
45. The working group feel that further work could be undertaken by the authority to gain a greater understanding of the underlying issues that give rise to elective home education through greater data comparison and analysis.
46. The working group discovered that there is a broad range of approaches to elective home education. The working group are supportive of the RAG rating that has been introduced. The rating system should mean that parents/carers who have taken a proactive approach to home educating feel supported and intervention work can be targeted where the authority may have concerns or families need support. The working group wish to continue to monitor EHE numbers, the impact of the restructure and the introduction of the system to ensure that the right resources are in place.

## **Acknowledgements**

47. The working group would like to thank the families who met with them for giving up their time and helping them to understand their experiences of home educating. The working group would also like to thank the Education Inclusion Manager, County Attendance Officer and Home Education Link Worker for providing evidence to support the investigation.

## **Financial and Staff Implications**

48. There are no financial or staffing implications associated with this report. The working group have recommended that further work is undertaken to understand EHE trends, it will be for the Cabinet Member for Education and

Public Health to determine whether they wish to accept these recommendations.

## **Equalities Implications**

49. The working group have recommended that further work is undertaken by officers to understand equalities related trends in EHE.

## **RECOMMENDATIONS**

50. **The Committee is RECOMMENDED that:**

**A copy of this report and the response at Annex 1 are submitted as a response from the Education Scrutiny Committee to the Department for Education call for evidence.**

- (a) Further analysis is undertaken to understand the reasons for higher numbers of EHE at years 5 and 9 through modifications to the EHE parent/carer questionnaire.**
- (b) Further analysis is undertaken by officers on a school level and locality basis to understand the trends associated with EHE in locality areas to see if there are links with social deprivation or SEND provision.**
- (c) The concept of a 2-week cooling off period before taking pupils off the roll at a school is discussed as part of the attendance conference in July, or at another suitable occasion with head teachers, to gauge level of commitment from schools to understand whether it would be feasible to implement a system across Oxfordshire.**
- (d) That the authority advocates that school leaders include information about numbers of EHE children in their termly reports to governors/directors governors or other reporting mechanism that may exist.**
- (e) The Committee receives an update report in twelve months' time to review the impact of the restructure to the EHE team, how the RAG rating system is working, the outcome of the Committee's recommendations and the results of the DfE consultation.**
- (f) Schools and colleges in the County are contacted and asked if they would be prepared to provide access to private candidates to expand the range of exam centres in the County for EHE pupils.**
- (g) A named contact on the MASH is identified as a point of contact for EHE issues and concerns.**



- (h) A briefing is organised for representatives on the MASH about EHE and the role of the County Attendance Team in EHE.**
- (i) The EHE questionnaire is further modified to give the ability to include a more detailed explanation from parents/carers, if they wish to share more detailed reasons for opting for EHE.**
- (j) The Committee would like to receive a report containing further information about the Inclusion Strategy as it develops.**
- (k) The New College, Swindon example of good practice is investigated and any information is shared with Further Education establishments in Oxfordshire.**

**Councillor Michael Waine**

Chairman of the Education Scrutiny Committee

Background papers: Elective Home Education Annual Report presented to the Education Scrutiny Committee in December 2017.

Contact Officer: Lauren Rushen

June 2018

**Annex 1 – Draft Department for Education ‘Elective Home Education’ Call for Evidence Response:**

**Department for Education Elective Home Education Call for Evidence Response:**

1. The DfE call for evidence is seeking views on greater oversight of children whose parents elect to educate at home and revised guidance for parents and local authorities. This investigation has considered the consultation questions and offers the following responses based on our findings, the response broadly follows the questions set out in the consultation document.
2. Oxfordshire County Council does not presently run a voluntary registration service but the Committee would support a nationally agreed data set and a compulsory registration scheme. This would need to be attached to additional government funding to resource the registration process and sanctions associated with the failure to register.
3. Mandatory registration would enable the local authority to be aware of all home educated children in their area. In Oxfordshire, the Committee is aware that EHE families have established a voluntary network and the registration of all families would mean that the authority could contact families signpost them to sources of support.
4. The Committee would not be in favour of introducing a formal inspection process but would like the ability to enter the home when the authority has safeguarding concerns. The Committee also recognises the importance of hearing the voice of the child and ensuring that elective home education has been a decision reached by both the parent and the pupil.
5. The Committee would support the view that local authorities should be able to confirm with both state-funded and independent schools whether a named child is attending school full-time, this would support the local authority’s safeguarding duties. The Committee believes that flexi-schooling or reduced timetables should ideally only be used as a temporary short-term measure at as agreed with a view of returning the pupil to full-time education as soon as possible with weekly reviews of progress.
6. The Committee believes that the Department should communicate more widely with parents/carers about their rights and the questions that they should be asking of schools. The Committee feels that it is important that parents/carers and pupils can make informed decisions about their education. For example, if the pupil has or may have special education needs or disabilities, parents/carers should feel empowered to ask for an Education Health and Care Plan (EHCP) assessment. The Committee also notes from speaking to parents/carers that it is important that when they do home educate, the language used in any communication is supportive and not judgemental. Parents/carers have expressed concern to the Elective Home Education working group about the tone and language used in the revised guidelines and would encourage the Department to revisit the language used.

7. In terms of allowing a child to return to the same school, the Committee believes that the implementation of a two-week cooling off period before removing a pupil from a school roll may reduce instances of pressured EHE. The two-week period would allow for mediation to happen between the school and the parents/carers and the pupil.
8. For monitoring and good practice, the working group has learnt that Oxfordshire County Council has introduced a RAG rating system for EHE families. The rating system should mean that families who have established good working practices in home educating feel supported, they can ask for a home visit but will not be routinely contacted. Red rated families would be contacted as a matter of priority when the authority may have welfare concerns. Information is regularly reviewed by the team and ratings can change as a result of new information being received. The Council is currently developing an Inclusion Strategy and Elective Home Education has been recognised as a priority area. The local authority is currently reviewing their working practices to become more streamlined.
9. The Committee feel that local authorities should have the power to request to speak to the child/family if they have concerns about the education provision that the child is receiving. The Committee feels that Oxfordshire County Council takes a positive approach to build relationships with families who are home educating and will only intervene if there are concerns about education provision. The Committee would not be in favour of introducing monitoring or inspection measures. This would represent a significant resource requirement for local authorities and would have a negative impact on relationship building with EHE families. The working group learnt from parents/carers that the educational aspirations of EHE families are varied and could not be compared to mainstream education, therefore monitoring would be challenging.
10. In terms of whether it is necessary to see a child in the education setting, the Committee feel it is important for local authorities to fully understand the child's educational arrangements but recognise that this will not always take place purely in the home. Local authorities should also be aware of any voluntary networks that have been established to support EHE families in their areas.
11. In relation to children who attend maintained special schools, the Committee would not want any changes to the provision in Regulation 8(2) of the Education (Pupil Registration) (England) Regulations 2006
12. Finally, whilst this may be outside the scope of the call for evidence, as part of undertaking this investigation the working group were advised by home educating parents that Pupil Premium funding ceases once a child is removed from a school. The Committee would like to know what happens to this funding.

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Division(s): N/A

## **EDUCATION SCRUTINY COMMITTEE – 27 JUNE 2018**

### **OXFORDSHIRE COUNTY COUNCIL ACADEMIES PROGRAMME END OF YEAR REPORT - 2017**

**Report by the Director of Children's Services**

#### **Introduction**

1. During 2017 the Council continued to implement its policy on academies through an Academies Programme Project as part of its overarching Education Strategy.
2. Following a year of considerable change in the legislative framework and national education policy agenda in 2016 there was no further legislation passed in 2017. The national focus on education policy changed to a different approach led by the National Schools Commissioner which focussed on creating sustainable MATs and embedding a different culture driven by a school improvement focus. The Government remained committed to the academy agenda but expected the mixed economy of LA maintained schools and academies to continue for some time whilst capacity is created in the academy system to support more schools effectively.
3. The council's last formal policy statement on the academies programme was issued in October 2015. It recognised that the Council has a strong track record of supporting schools to become academies. To avoid the risks associated with fragmentation and isolation, particularly of small rural primary schools, it was proposed that the Council adopt a more assertive policy of actively encouraging the incorporation of the remaining maintained schools into sustainable formal collaborative groupings, primarily through the Multi Academy Trust model but also through the extension of the 'collaborative company' model and the pooling of more resources and responsibilities.
4. The full report to Cabinet is available at the link below.  
[http://mycouncil.oxfordshire.gov.uk/documents/s31331/CA\\_OCT2015R15%20Strategic%20Groupings%20of%20Academies%202015-20.doc.pdf](http://mycouncil.oxfordshire.gov.uk/documents/s31331/CA_OCT2015R15%20Strategic%20Groupings%20of%20Academies%202015-20.doc.pdf)
5. Officers continue to follow many of the principles set out in that report although there has been no further interest in the local collaborative company model by schools in 2017 and this has not been promoted actively. The main principles are listed below.
  - a) No school 'left behind' by virtue of ethos or size.
  - b) Consideration of geographical proximity of schools.
  - c) Recognition of active formal partnership links.

- d) Robust consideration of potential of Multi Academy Trusts to promote good and better standards of education and effective working with the Council in carrying out its statutory duties such as place planning.
  - e) Recognition that a strategic plan for school groupings is required to maintain standards and accountability amongst education providers in the county.
  - f) Recognition that too many different trust arrangements will potentially dilute the local effectiveness of schools and adversely affect the Council in fulfilling its statutory duties, for example, to provide sufficient good quality pupil places.
  - g) Seek dialogue about expansion opportunities in the county sought by trusts located in the county.
  - h) Engage with academies in all phases that meet the criteria to be approved as a sponsor with a view to encouraging them to seek such status and offer local solutions in education provision.
  - i) Work with RSC to hold non- performing trusts to account.
  - j) Work with RSC to promote expansion of good performing trusts in county.
  - k) Free School bids from suitable approved sponsors to be encouraged in areas where no basic need solutions are available from current resources and to promote diversity of choice for parents throughout the county.
  - l) Recognition of the formal position of the three Dioceses represented in Oxfordshire schools regarding consent for those schools to convert to academy status.
  - m) Engagement at county level about appropriate academy solutions for C of E schools with ODST. (Schools are currently advised to pursue individual solutions direct with the Oxford Diocesan Board of Education).
  - n) To adopt a more assertive policy in identifying appropriate sponsors for schools required to convert to academy status.
  - o) To promote appropriate groupings to form new Multi Academy Trusts and encourage the growth of existing Multi Academy Trusts based in the county.
6. Officers continue to develop relationships with existing and emerging trusts in the County with a view to influencing the pattern of provision. In addition, schools continue to request and receive individual visits and information related to their specific situation.
7. In 2017 as it became clear that there would be no national push to accelerate the academies programme the Council commenced consultation on how to support and work with a significant remaining maintained school sector.

## **Background**

8. Academies are publicly-funded independent schools. Between 2001 and 2010, there was only one kind of Academy. This was usually a secondary school that had been closed by the Local Authority and re-opened as a new legal entity, often in response to low attainment figures and judgements made by Ofsted. In Oxfordshire, three academies of this kind were established (North Oxfordshire Academy, Banbury, Oxford Academy and Oxford Spires Academy).
9. Academies under the post 2010 legislation are subject to different conversion processes and requirements.

10. **Sponsored** academies **can be obliged** to become academies by the Department for Education (DfE) as a result of low standards of attainment.
11. **Converter** academies **choose** to become an academy themselves but have to be approved for conversion by DfE if they satisfy tests regarding standards and sustainability. The decision to apply for conversion rests with the Governors of the school. Converting schools can still seek a sponsor if they feel this will add value to the education of pupils.
12. **New Academies** can be set up through different routes which involve **bidding processes** and include secondary schools, primary schools, special schools, university technical colleges (UTCs), studio schools, free schools, 16-19 provision and alternative provision. Following the 2015 election pledge to create 500 Free schools in the next electoral term, statutory guidance was amended and reissued.

## **Content**

13. The report identifies and analyses trends in this programme during 2017, and indicates changes from those noted in 2016, under the following headings.
  1. National and Local Statistics
  2. Conversion Numerical Data
  3. Trends in Conversions
  4. Local Collaborative Companies
  5. Sponsorship
  6. Cost of Conversions
  7. New Academies
  8. Regional Schools Commissioner
  9. Conclusion

## **Executive Summary**

14. The number of schools converting to academy status increased considerably in 2017 over those completed in 2016. As last year most converters in 2017 were primary schools although three secondary schools also converted to academy status.
15. There were 131<sup>1</sup> academies including Free Schools and Studio Schools in Oxfordshire at 31<sup>st</sup> December 2017. Twenty-three of them converted in 2017.
16. Approximately sixty-two per cent of the total Oxfordshire pupil population are now educated in academies.
17. There remain marked differences in volume of academy conversions between locality areas.

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<sup>1</sup> This figure includes new schools.

18. Conversions to academy status significantly increased at an average rate of approximately 2 per month in 2017 from 0.5 per month in 2016.
19. Most schools continue to convert as part of groups or with the intention of setting up a group in a Multi Academy Trust (MAT). This trend is expected to continue.
20. Multi-Academy Trusts are maturing and in some cases merging with others to become more sustainable units in terms of both school improvement and financial security.
21. Church of England schools have a number of options for joining a MAT in the county. Catholic schools in Oxfordshire may still only convert to academy status with other catholic schools.
22. Local collaborative companies can be used to promote, build on and formalise existing partnership arrangements for shared support and services between schools. Such a company model can stand on its own or continue to be used as a stepping stone for schools in considering whether and how such an academy partnership may be appropriate to them. No additional companies were formed in 2016 or 2017
23. In 2017 two primary schools with standards issues converted to academy status. Both schools are sponsored by Trusts already operating in Oxfordshire schools. Directed Academy Orders were issued to schools with standards issues as judged by Ofsted under the terms of the new Education and Adoption Act in 2016. None of these school has yet converted to academy status. Building maintenance issues have become major factors in the delay in converting these schools to academy status.
24. RSCs have a legal obligation to issue an Academy Order in response to Ofsted judging a school to require special measures.
25. The pool of sponsors available to support under performing schools in Oxfordshire remained the same in 2017. The need to identify more sponsors is a challenge nationally. However, the supply of sponsors in Oxfordshire remains good and officers have intimated to the RSC that there is potential from within trusts operating in the county to meet the need to support schools with standards issues.
26. A managed system continues to ensure schools convert with all business issues relating to the Council set out in transfer documentation. The cost per conversion to the Council remains approximately £12,000.
27. As part of the programme to meet savings required across Council services a one off contribution to the costs of the Council per conversion has been levied on converting schools since 1<sup>st</sup> April 2016. This is set at £6,000 per school and is met from the DfE grant to them to meet costs of the conversion process.



28. The local authority's overall DSG allocation relating to schools is calculated based on the Government new national funding formula criteria with the intention that eventually schools will be individually funded using the same formula. For the next two financial years, local authorities have been allowed the option to continue with their existing local formula, move to the national funding formula or use some hybrid funding model between these two approaches. Following discussion with Schools Forum and all schools and academies the local authority will, as far as possible from 1 April 2018, adopt the national funding formula criteria for allocating funding to its schools and academies.
29. The authority must provide revenue funding to new academies in the pre-opening stage and during the time it takes for the school to be open in all year groups. This will be a significant amount as new academies open. A Growth Fund to meet this expenditure was created and funded one school in 2016 and two more in 2017. There will be more schools opening in 2018, 2019 and 2020.
30. The Council will always be consulted on any proposal from an external bidder to set up a new academy in Oxfordshire as the responsible body for strategic pupil place planning. It may choose to work actively with proposers if the places are required and offer a cost effective approach to meeting basic need and increased diversity of choice in the area.
31. All new provision schools are now designated as Free schools and may be provided either through the Local Authority presumption route or through a biannual bidding round whereby sponsors can make direct bids to open new schools to Secretary of State.

### **1. National and Local Statistics – Maintained schools converting to academy status**

At 1st January 2018, 6,996 English schools had become academies of which 4,966 are converters and 2,030 are sponsored. The table below sets out trends in academy conversion nationally and locally during 2017.<sup>2</sup>

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<sup>2</sup> Source: Nicky Morgan's speech to education and business leaders about government reforms dated Feb 2016 <https://www.gov.uk/government/speeches/a-world-class-education-system-for-every-child>

Secondaries include 'all through' schools and 'middle schools deemed secondary'. Primary schools include 'middle schools deemed primary'.

<sup>3</sup> These are conversions only and the number does not include new schools.

2017 figures taken from DfE Open academies and academy projects in development as of 1<sup>st</sup> January 2018. <https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

National

Date	Secondary	Primary	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs
October 2014 <sup>2</sup>	64%	17%	No national % available.
October 2015	65% <sup>2</sup>	18% <sup>2</sup>	No national % available
December 2016	68%	21%	No national % available
December 2017	72%	27%	No national % available

Oxfordshire

Date	Secondary	Primary	Special
1 February 2013	20 (59%)	7(1 sponsored) (3%)	4 (33%)
1 December 2013	21 (62%)	32 (6 sponsored) (14%)	4 (33%)
December 2014	25 (74%) <sup>3</sup>	46 (8 sponsored 20%) <sup>3</sup>	4 (33%) <sup>3</sup>
December 2015	28 (82%) <sup>3</sup>	61 (9 sponsored 26%) <sup>3</sup>	5 (38%) <sup>3</sup>
December 2016	28 (82%)	65 (10 sponsored 28%)	5 (38%)
December 2017	31 (91%)	85 (12 sponsored 36%)	5 (38%)

The greatest volume of conversions in Oxfordshire continue to be in the primary sector and the local conversion rate is higher than the national rate. Primary schools are encouraged by DfE and the Council to convert in groups for the purposes of sustainability and stability.

**2. Conversions - Numerical Data (Oxfordshire)**

a. Number of academy converters
<ul style="list-style-type: none"> <li>• 121 since start of academies programme in 2007.</li> <li>• The rate at which schools have converted to academy status slowed considerably in 2016.</li> <li>• 23 conversions were completed in 2017.</li> </ul>
b. Conversions by Phase and Type

- In 2012 – there were 21 conversions in total. 14 secondary, 6 primary and 1 special schools.
- In 2013 – there were 31 conversions in total. 2 secondary, 26 primary, 3 special schools.
- In 2014 – there were 18 conversions 4 secondary, 14 primary and no special schools. Four of the primary schools converted as sponsored academies brokered by the DfE.
- In 2015 – there were 19 conversions, 3 secondary, 15 primary and 1 special school. One secondary school converted as a sponsored academy brokered by the DfE, with all others converting on a voluntary basis.
- In 2016 – there were 4 conversions, all primary schools. One primary school converted as a sponsored academy brokered by the DfE, with the other three converting on a voluntary basis.
- In 2017 – there were 23 conversions, 3 secondary and 20 primary schools. Of these two primary schools converted as sponsored academies brokered by the DfE.

c. Conversions as a percentage of school estate

- At 1<sup>st</sup> December 2017 31 (91%) secondary schools,<sup>3</sup>
- 85 (36%) primaries,<sup>3</sup>
- And 5 (38%) special schools in the county are now academies.<sup>3</sup>

There remain marked differences in volume of academy conversions between locality areas. The only locality areas with significant numbers of primary academies are those with multiple academy trusts (MATs) based on a geographical area.

In 2017 two new MATs were formed in the county – Acer Trust and The Merchant Taylors Oxfordshire Trust. Vale Academy Trust expanded its geographical area to take in two Abingdon schools. Faringdon Academy of schools and Eynsham Partnership Academy Trust are planning to consult on becoming one trust. The Marlborough School will be joining River Learning Trust in 2018. Kingsdown School, Swindon has also joined River Learning Trust in 2017.

Schools/academies are seeking additional school improvement and financial advantages through this trend.

Increasingly Regional Schools Commissioners require clear evidence of the advantages to both parties when any school seeks to join an existing trust. At Appendix 1 is a breakdown of Number of academies and maintained schools in Oxfordshire.

At Appendix 2 is a breakdown of conversions data by locality.

At Appendix 3 is an update of individual schools that have, or are considering conversion to academy status at December 2017.

<sup>3</sup> These are conversions only and the number does not include new schools.

d. Numbers of pupils in academies
<ul style="list-style-type: none"> <li>• By 1 December 2017 there were 51,500 (60.7%) pupils of statutory age in open academies. When Foundation Stage and post 16 pupils are also included this increases to 58,300 (62.3%) of all pupils in Oxfordshire.</li> <li>• A further 2,200 pupils of all ages are currently on the roll of schools where an Academy Order has been issued by the Secretary of State. This represents an additional 2.4% of pupils on roll.</li> <li>• 95.8% of all secondary aged pupils attend an academy with a further 2.6% of pupils are on roll in secondary schools with Academy Orders and likely to convert to academy status during 2018.</li> </ul>
e. Forecast Number of Converter Academies
<ul style="list-style-type: none"> <li>• The current rate of conversion to academy status is an average of two conversions per month which is significantly higher than last year.</li> <li>• At present a further two secondary, twelve primary schools and one Hospital School have indicated a likely intention to convert to academy status in 2018.</li> <li>• A few schools are in informal discussions about forming new, or joining existing trusts. Factors affecting how quickly these discussions translate into conversion to academy status are set out below.</li> </ul> <p>i. Consolidation of services received for school improvement and back room functions through the Integrated Business Centre managed by Hampshire County Council.</p> <p>ii. Perceived view of Council support for maintained schools.</p> <p>iii. Change in Government policy away from compulsory requirement for all schools to become academies by 2020.</p> <p>iv. RSC encouragement to MATs to grow to sustainable size as set out in 'Good practice guidance and expectations for growth' published by DfE in December 2016.</p> <p>v. Lack of national policy direction for academy programme.</p> <ul style="list-style-type: none"> <li>• Academies are now formally represented on the various bodies that represent schools, for example, Schools Forum.</li> </ul>

### **3. Trends in conversion**

a. Phase
<ul style="list-style-type: none"> <li>• There were three secondary school conversions in 2017. A further one secondary school has an Academy Order and is expected to convert to academy status in 2018. This would take the total of secondary conversions to 94%</li> <li>• Twenty conversions came from the primary phase and the percentage of academies rose in this sector from 11% in 2013 to 20% at the end of 2014 to 25% in 2015, 28% in 2016 to 36% in 2017</li> </ul>

<ul style="list-style-type: none"> <li>• The percentage of special school converters remained at 38% in 2017.</li> </ul>
<p>b. Groups.</p>
<ul style="list-style-type: none"> <li>• Of the schools that converted in 2017, nineteen joined established MATs in the county and two of them were sponsored conversions.</li> <li>• There are twenty three MATs with more than one school operating in the county.</li> <li>• Seventeen of the MATs are formed by groups of Oxfordshire schools (i.e. where the schools did not join a pre-existing external academy trust), and six which have joined a national academy chain/external sponsor. (See section 5 – Sponsorship, below for further information).</li> <li>• The trend of schools joining MATs is expected to continue. MATs are beginning to consolidate by joining together. Wheatley Park School as a single academy trust joined River Learning Trust last year. Kingsdown School in Swindon and Chipping Norton School, both Single Academy Trusts, joined this MAT in 2017. Various primary schools and a further secondary Single Academy Trust are planning to join this Trust in 2018.</li> <li>• Single Academy Trusts are being encouraged to consider forming new or joining existing groups.</li> <li>• Trusts which originate outside the county are forming Oxfordshire ‘hubs’. For example, GLF Schools originally based in Surrey operate William Morris Primary and Longford Park Primary Schools in Banbury and have been approved as sponsor for the new school in Banbury in 2020. They are also growing a Didcot hub with Aureus Secondary school and Aureus Primary School which is due to open September 2018.</li> </ul>
<p>c. Faith Schools and Academies</p>
<ul style="list-style-type: none"> <li>• The Oxford Diocesan Board of Education formed a MAT in 2012, the Oxford Diocesan Schools Trust (ODST). Twenty five Oxfordshire schools have joined ODST and more intend to join the trust in 2018. Church of England (controlled and aided) schools require the consent of their Diocesan Board of Education to convert to academy status. Such consent will not be given to join external academy chains, for example AAT and CfBT, but may be given for ‘locally grown’ trusts.</li> <li>• In 2014 approval was granted for the first voluntary aided school to join a local MAT based in Eynsham and another local MAT with an aided school, The Warriner School MAT, was approved in 2015. Other schools are now in discussion with ODBE about similar groups in other parts of the county. ODST continues to grow and regional hubs within the Diocesan area have been created in 2017. However, some larger MATs are unwilling to incorporate voluntary aided schools because of the proportion of representation required by Oxford Church of England Diocese for these schools to protect their faith ethos. Some only incorporate community schools for the same reason.</li> </ul>

- There remain two Catholic MACs in the county with ten member academies – the Dominic Barberi MAC (7 schools), and the Pope Francis MAC (three schools). Both form part of the governance structure set out by the Birmingham Catholic Archdiocese. In operational terms a MAC operates in exactly the same way as a MAT. Catholic schools may only convert as part of a catholic academy trust.
- There are two catholic primary schools in the county which fall under the auspices of the Portsmouth Catholic Diocese and cannot join with either community schools or Catholic schools from the Birmingham Catholic Archdiocese as different articles of association apply to each. The nearest academy trust provided by Portsmouth Catholic Diocese for these schools to join is Pier Giorgio Frassati Trust currently based in West Berkshire.

#### **4. Local Collaborative Companies**

##### a. Alternatives or steps towards academy status

- A Collaborative Company is an option open to schools to formalise arrangements for collaboration between local groups of schools. The council has published guidance to enable a group of schools to set up a company if they wish to do so.
- No such companies were in existence in 2013. In addition to the four companies established in 2014 three more were established in 2015. No further new companies were formed in 2016 or 2017.

Local collaborative companies can be used to promote, build on and formalise existing partnership arrangements for shared support and services between schools. Such a company model can stand on its own or be used as a stepping stone for schools in considering whether and how such an academy partnership may be appropriate to them. The model paperwork remains available for schools to use but officer support for such initiatives is no longer available.

#### **5. Sponsorship**

##### a. Sponsors

- By the end of December 2016 there were twenty one approved sponsor trusts responsible for Oxfordshire schools. This number has remained the same for 2017.
- Between them these trusts manage ninety Oxfordshire academies (up from eighty in 2016) of which seventeen were in need of a sponsor to convert. Other schools run by the sponsor trusts in Oxfordshire were voluntary converters and Free Schools.
- There are currently fourteen 'locally grown' academy trusts/individual academies, which are DfE approved sponsors. These are Activate

Learning, Bartholomew School, Blackbird Academy trust, Cheney Academy Trust, The Ridgeway Academy Trust, Oxford Diocese, Faringdon Academy of Schools, Gillots School, Northern House, River Learning Trust, Mill Academy Trust, Vale Academy Trust, Propeller Academy Trust, The Warriner Academy Trust.

- More academy trusts are expected to apply for sponsor status in 2018.
- As yet no Oxfordshire trusts have lost sponsor status when standards are not maintained in their schools. However, no sponsors are automatically approved to add more schools to their trust and will always need RSC approval to do so.
- There is evidence that criteria used by all the RSC's are moderated and more robustly applied than in the past.

b. Underperforming Schools

- Practice has been that *once schools are judged to require 'special measures' a package* of local support to effect rapid change in school improvement and management structure is put in place.
- In April 2016 the Education and Adoption Act 2016 was enacted. The DfE also published revised statutory guidance 'Schools Causing Concern: Intervening in failing, underperforming and coasting schools' at the same time with provisions which came into force at the same time as the Act. Key outcomes from that Act and new statutory guidance are set out below.
- Schools are eligible for intervention if found to be 'coasting'.
- RSCs now have powers to issue any school with a performance, standards or safety notice. Local Authorities (LAs) also have this power for maintained schools but the powers of the RSC now take precedence.
- Governors of maintained schools eligible for intervention are obliged to cooperate with the RSC, another school or school improvement agencies as directed.
- The RSC can direct the size and membership of Interim Executive Boards (IEB) in schools identified as eligible for intervention. The RSC will also determine terms of appointment and termination of appointments.
- LAs must liaise with the RSC in schools eligible for intervention before ordering Governors to commence school improvement activities and are required to inform him/her before suspending a delegated budget. LAs cannot suspend the budget of a maintained school under an IEB set up by the RSC.
- RSCs must inform LAs if intervening in a maintained school and RSC plans will take precedence over any LA plans.
- The RSC must issue Academy Orders for maintained schools rated inadequate by Ofsted. S/he must also take action if an academy is rated inadequate by Ofsted.
- There is no requirement for a consultation on becoming an academy or sponsor if the school is a community school. There is a requirement for RSCs to hold a consultation with key stakeholders in Foundation, trust and religious schools.

- LAs and Governors of maintained schools are obliged to facilitate forced conversions.
- Academies found to be failing or coasting are also subject to scrutiny by the RSC in the same way as maintained schools. All funding agreements will be updated to give consistent rights to terminate by to the RSC if the academy is failing or coasting.
- In seeking new sponsors for religious schools there must be consultation with the responsible faith body.
- Three Directed Academy Orders (DAOs) were issued under the terms of the Education and Inspections Act 2016 in May 2016 but only one of these schools has converted to academy status at the end of 2017. One DAO has been rescinded in July 2017 on achievement of an outstanding Ofsted judgement by the school concerned. The other school remains unattractive to sponsors due to buildings issues and reluctance of the Trust to become responsible for that potentially to the detriment of schools already in the Trust. This is a national trend. One further DAO has been issued mid-2017 and a sponsor for the school is identified in principle. LA led IEBs are in place in three schools at present.
- Schools identified as being of concern by the Council continue to be offered support to raise standards.
- The most significant barrier to conversion to academy status of a school requiring special measures is building related issues. The RSC has as yet not addressed this matter and it remained an issue throughout 2017 and continues into 2018.
- Two schools converted to academy status as a result of having been judged to require special measures by Ofsted during 2017.

The pool of sponsors available to support under performing schools in Oxfordshire did not change in 2017. Oxfordshire is fortunate to have a good supply and range of sponsor options in the county. However, existing approved sponsors must demonstrate the capacity to support expansion before approval will be granted for additional schools to join. This continues to reflect both the rapid expansion of the academies programme and the need to maintain existing standards in currently good provision.

c. Strategy to increase pool of sponsors locally.

- As the supply of good sponsors within the county has improved, largely due to 'locally grown' providers acquiring sponsor status and growing in size, the Council has taken the stance that there are sufficient good Trusts in the county at present to cope with demand for intervention for schools in difficulties. It remains the decision of the RSC which Trust is appointed to support individual schools in difficulties.
- In 2017 external sponsors opened two new schools in the county – see section 7 below. Some of these external sponsors identified over the last two years are acting as sponsors for converter schools and are encouraging other existing schools to join their Trusts.



## 6. Cost of conversions

### a. Total cost for the year.

- At the commencement of the academies programme in the county in 2012/13 a sum of £600,000 was identified to promote the policy of the Council in this regard. A small team was set up to introduce a managed system of conversions and to highlight policies and changes in role of the authority associated with this programme and the mixed economy of schools which would exist. In subsequent years additional funds have been allocated and since 2016/17 as part of the CEF main budget. Since 1<sup>st</sup> April 2016 approximately 50% of costs have been directly to schools voluntarily converting to academy status.
- A managed system continues to ensure schools convert with all business issues regarding the Council set out clearly in transfer documentation. Policies have been approved and followed which seek to minimise the Council's exposure to financial risk or ongoing commitments in relation to these converter schools.
- The key items of expenditure remain central co-ordination and management of this system, costs associated with land transfer documentation and transfer of commercial interests including staff and resources.
- It has been recognised that this represents essential work which must be undertaken by the Council.
- As schools convert to academy status the Council's Dedicated Schools Grant (DSG) allocation continues to reduce as funding for academies is passed to the Education Funding Agency to administer.
- The authority is required to provide revenue support funding to new academies both in the pre-opening stage and during the time it takes for the school to be open in all year groups. This can be up to 7 years for primary schools. This will be a significant amount as new academies open from September 2016 onwards. A Growth Fund has been created with Schools Forum agreement from previously held unallocated DSG balances to ensure this is funded. However, these balances are finite, unless additional resources are made available to the LA's DSG the longer term impact of new schools will be the requirement to redirect monies from established schools to provide set up and economies of scale funding for these schools. The funding issue for set up and economies of scale costs associated with new school is acknowledged by the DfE's DSG funding unit and the DfE is in the process of forming a small task group to look at and advise on the issue. Oxfordshire is volunteering to join this group.
- Revenue funding for opening new schools is set by each Council independently and there is considerable variation in rates paid.

<ul style="list-style-type: none"> <li>• As schools convert to academy status with a sponsor brokered by the DfE any deficit at the point of conversion cannot be met from DSG but has to be met from the Council core funding or from other council resources and is therefore a direct cost on Council tax payers.</li> <li>• As the (in the main larger and more sustainable) schools convert to academy status the authority also loses access to their considerable financial balances which in the past it has been able to use, within the provisions of the Council's Scheme for Financing Schools, provide security for short term revenue deficits and loans to schools from time to time.</li> <li>• As financial reserves and grants reduce it will be increasingly difficult for the authority to address unforeseen issues in the way it has previously.</li> <li>• Whilst there is no direct financial advantage to individual schools of conversion to academy status the value for money and availability of Council services for buyback by maintained schools may reduce providing a driver for consideration of academy status.</li> <li>• The local authority's overall DSG allocation relating to schools is calculated based on the Government new national funding formula criteria with the intention that eventually schools will be individually funded using the same formula. For the next two financial years, local authorities have been allowed the option to continue with their existing local formula, move to the national funding formula or use some hybrid funding model between these two approaches. Following discussion with Schools Forum and all schools and academies the local authority will, as far as possible from 1 April 2018, adopt the national funding formula criteria for allocating funding to its schools and academies.</li> </ul>
<p>b. Cost per conversion (average) for the year.</p>
<ul style="list-style-type: none"> <li>• Cost per conversion is approximately £12,000. This includes professional advice to set out policies affecting the transfer of land and business to new companies which is applicable to all conversions.</li> <li>• The council receives no funding for this work but has a statutory duty to comply with Academies legislation in this respect.</li> <li>• Secondary, individual primary and special schools continue to be given a grant of £25,000 to meet professional costs incurred by the conversion process. There are no further grants available to schools for the conversion process as there were up to 2016.</li> <li>• As part of the programme to meet savings required across Council services a one off contribution to the costs of the Council per conversion has been levied on converting schools since 1<sup>st</sup> April 2016. This is set at £6,000 per school and is payable on issue of Academy Order for voluntary converter schools only. Costs of, and recouped to recover, the conversion process and grants to cover them have remained static for two years.</li> </ul>

**7. New Academies**

a. New academies which opened in 2017.

- Aureus School, Didcot and Longford Park Primary school, Banbury opened in September 2017.
- They will offer up to 1200 places for pupils aged 11-16 years and up to 420 places for pupils aged 4-11 years plus Nursery respectively. Both schools are managed by GLF Academy Trust which already manages William Morris Primary School in Banbury.
- Opening of Gagle Brook Primary School in Bicester was deferred until 2018 due to delays in the construction of houses on site.

b. New academies post 2017

- New academies for which bids are made directly to SoS do not necessarily fit with the county strategy for provision of places. The Council will always be consulted on any proposal as the responsible body for provision of sufficient pupil places and may choose to work with proposers if the places meet the requirements set out in the Pupil Place Plan and offer a cost effective approach to meeting basic need or increasing diversity of choice in the area. The decision to approve the bids however rests with SoS and, whether supported by the Council or not, will have a knock-on effect on capital, revenue and standards that the council will have no direct control over.
- In 2017 Free school bids were approved for further planning for a new special school in the north of the county and an all through school for Grove Airfield development. These bids did fit with the Council's long term strategy to meet demand for pupil places.
- A summary of new academies to be provided and for which sponsors have been sought is set out below.

School	Reason for new provision	Date of opening
Gagle Brook Primary school, Bicester to be sponsored by White Horse Federation	Basic need generated by housing development.	September 2018
Aureus Primary School, Great Western Park, Didcot to be sponsored by GLF	Basic need generated by housing development.	September 2018
The Swan School to be sponsored by River Learning Trust	Free school bid to meet Basic Need	September 2019

SW Bicester Secondary School, to be sponsored by The White Horse Federation	Basic need generated by housing development.	September 2019
Barton West Primary school, to be sponsored by Cheney Academy Trust	Basic need generated by housing development.	September 2020
Southam Road, Banbury, primary school	Basic need generated by housing development.	September 2020

There are more new schools identified to meet housing growth but not as far advanced in planning terms.

- All new provision schools are now designated as Free schools and may be provided either through the Local Authority presumption route or through an ad hoc bidding round whereby sponsors can make direct bids to open new schools to Secretary of State.

**c. Costs Associated with provision of new schools**

- The Council will incur some costs for all new schools it seeks to provide. These will include revenue costs associated with start-up funding for a new school and capital funding for the site and buildings.
- The Council will incur revenue costs for all new academies where it has an interest in the land and buildings on which the new academy is to be based.
- Staff resources are required to manage the programme of provision of new academies from identification of sponsors to occupation of the academy by all year groups.

**8. Regional Schools Commissioners**

**a. Background.**

- Oxfordshire is located in North West London and South Central region and the Regional Schools Commissioner (RSC) for this region remains Martin Post, former headmaster of Watford Grammar School for Boys. Five outstanding Head teachers were originally appointed to act as his Board and the roles were effective from August 2014. Appointments were made for a period of 3 years. New representation was appointed in Autumn 2017. An additional post of Deputy RSC was created in 2016 and this is still held by Dame Kate Dethridge.
- The RSCs responsibilities include:
  - i. Monitoring performance and intervening to secure improvement in underperforming academies, including directing them to commission school improvement services and using formal interventions in the most

- severe cases.
- ii. Taking decisions on the creation of new academies in their area by approving applications from maintained schools wishing to convert to academy status.
  - iii. Supporting the national schools commissioner to ensure that the sponsor market meets local need - including by authorising applications to become an academy sponsor, monitoring the performance of existing sponsors and de-authorising them where necessary, recommending suitable sponsors to ministers for maintained schools that have been selected to become academies and encouraging new sponsors.
- The Council has established a good working relationship with our RSC to allow the council to carry out its statutory duties regarding academies in a co-ordinated manner. The RSC meets regularly with senior officers to discuss schools and academies. He also attends Education Scrutiny Committee as appropriate to discuss education provision matters in academies in the county.
  - As documented above the powers of the RSC increased significantly in 2016 and the direction of travel is clearly towards the role being expanded further.

## 9. Conclusions

- I. All schools that converted to academy status in 2017 did so as members of groups.
- II. The number of schools converting to academy status is significantly higher in 2017 than in 2016. The increase is seen mainly as a reaction to the national education policy and perceived position of the Council.
- III. MATs in the county are beginning to merge to form larger units. External MATs are forming Oxfordshire hubs and Oxfordshire based MATs have taken in schools from outside the county.
- IV. Under performing schools have been identified, early support is put in place and schools have completed conversions as sponsored academies. The Council seeks to be proactive with Governing Bodies in promoting suitable sponsors to the RSC.
- V. New academies and free schools continue to be set up in the county in response to demographic need and parental demand. Procedures are in place to set up new academies as required by the county or to engage in positive dialogue with sponsors applying to open schools in the area through DfE bidding annual processes.
- VI. Over 60% of pupils in publicly funded education in Oxfordshire are taught in academies.
- VII. The value for money and availability of Council services for buyback by maintained schools is now being considered more proactively following the slowdown of national policy to encourage academisation.
- VIII. Additional powers of the RSC through legislation will impact on the future role of the Council and services to be provided.
- IX. 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.

**LUCY BUTLER**

Director for Children's Services

Contact Officer: Allyson Milward, Academies Team

March 2018

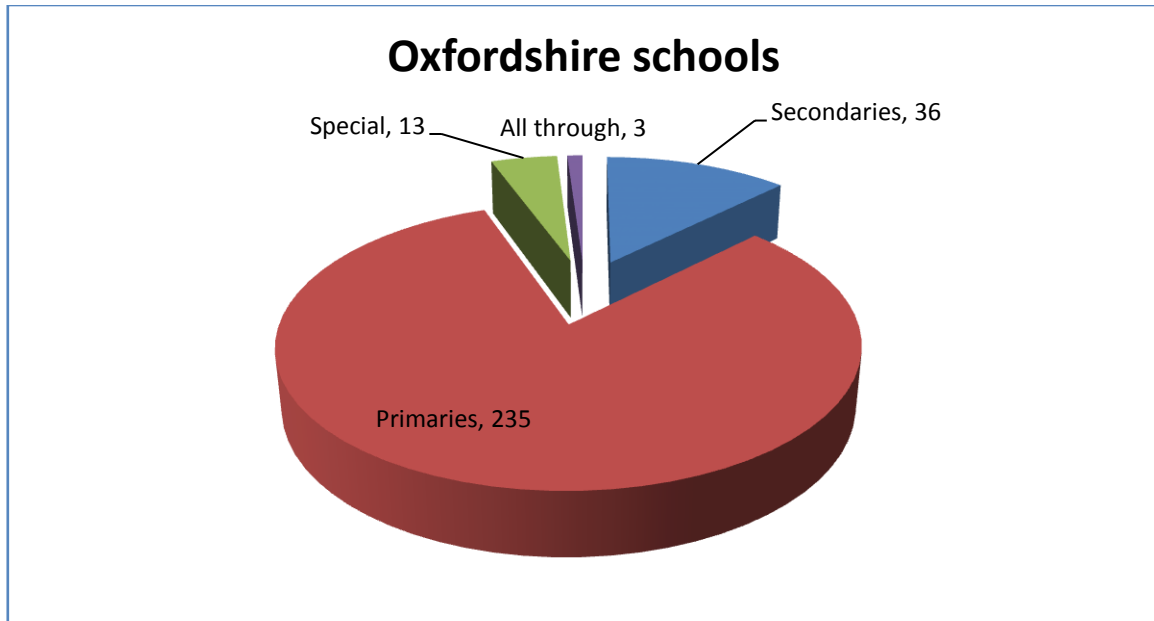
For regular updates please visit our intranet site at

<http://schools.oxfordshire.gov.uk/cms/node/112>

Appendix 1 – Oxfordshire overall academy data – as of December 2017

Breakdown of all schools in Oxfordshire:

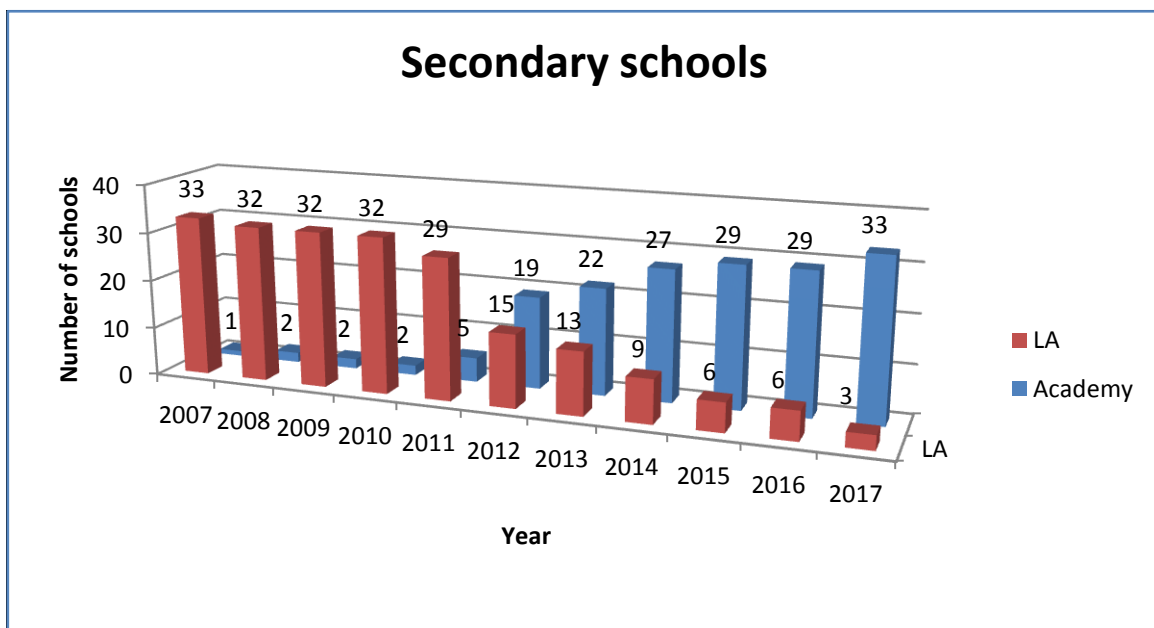
(School figures include the new, free and studio schools but not foundation stage settings and PRUs.)



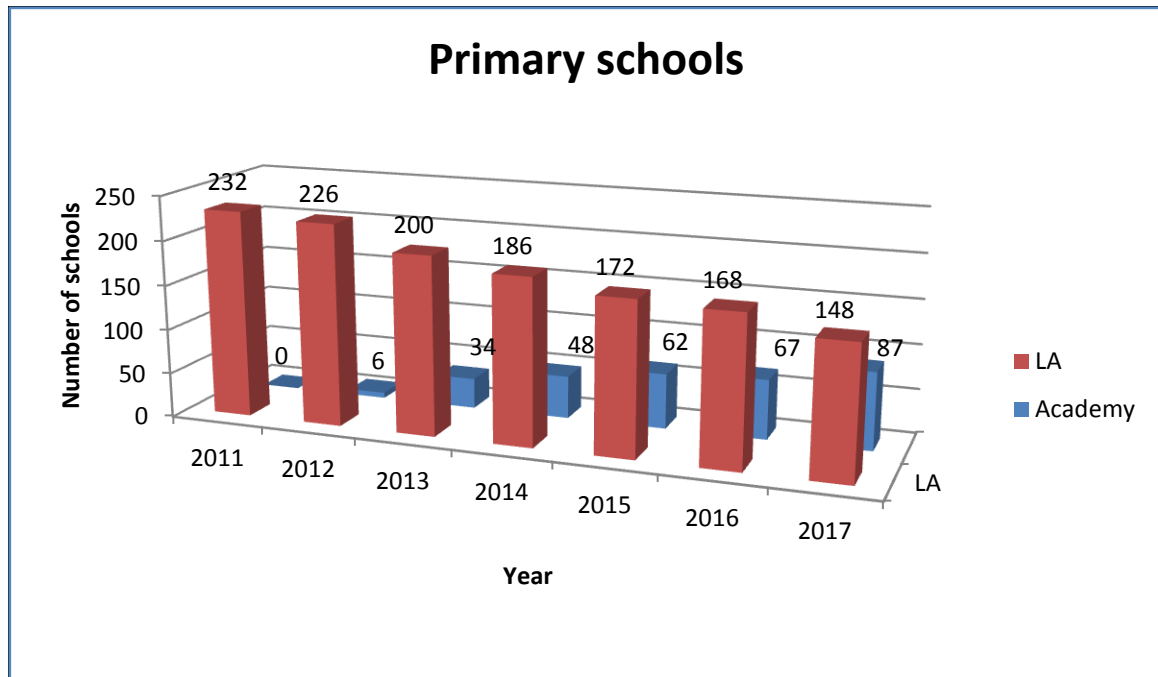
These figures show the numbers of academies and maintained schools as of December 2017

Secondary school Academy status 2011 – 2017:

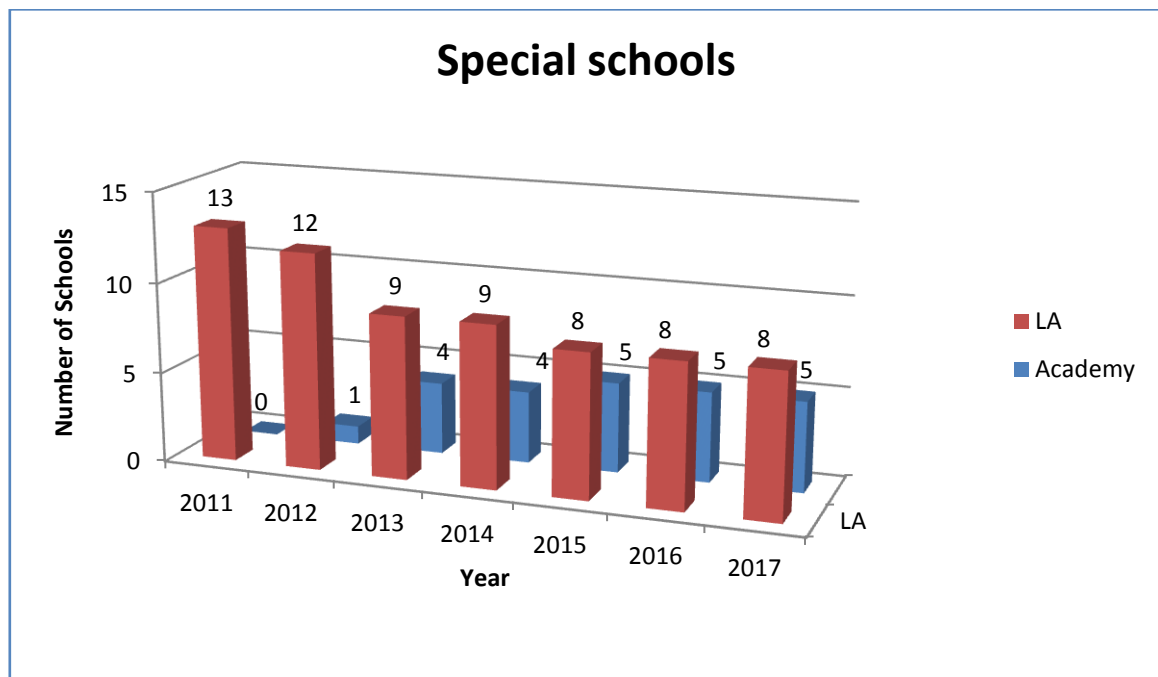
(School figures include the new, free and studio schools but not foundation stage settings and PRUs. Europa, Heyford Park and St Gregory's are now counted as all through schools so are no longer included in the secondary figures as they were in previous years.)



Primary school Academy status 2011 – 2017:  
 (School figures include the new and free schools but not foundation stage settings.)



Special school Academy status 2011 – 2017:  
 (School figures include new schools but not PRUs.)



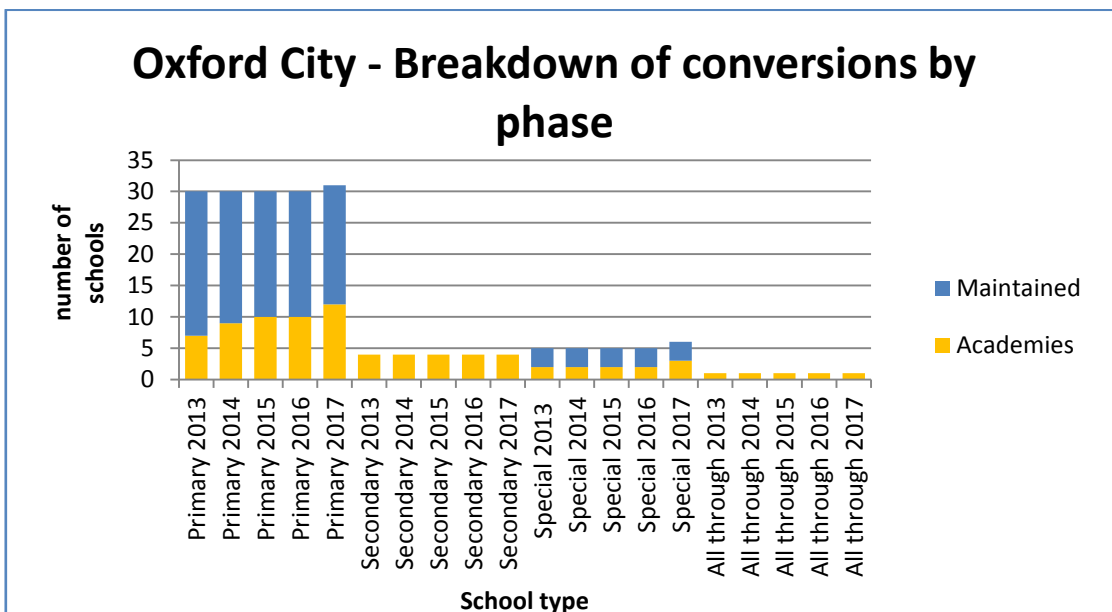
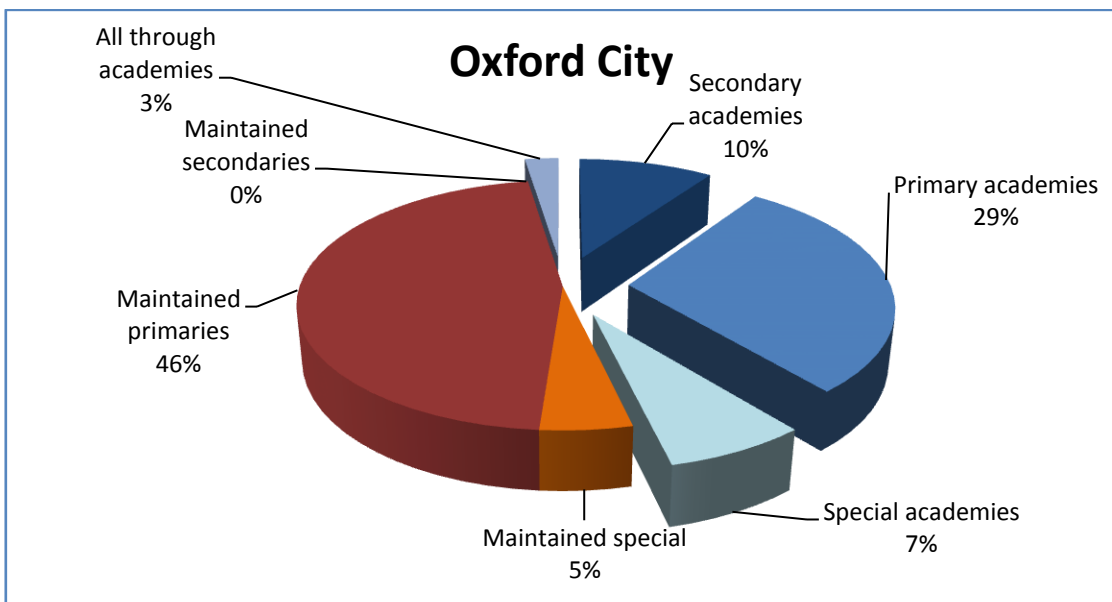
All three of all through schools in Oxfordshire are academies.



Appendix 2 - Locality conversion data – as of December 2017

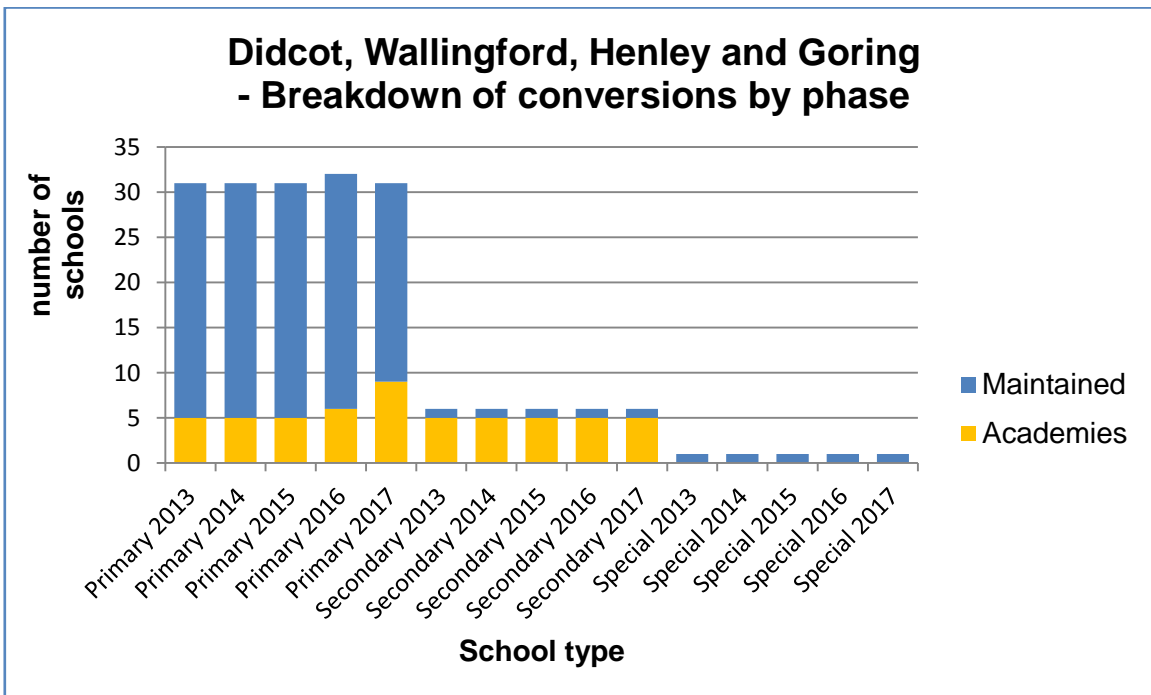
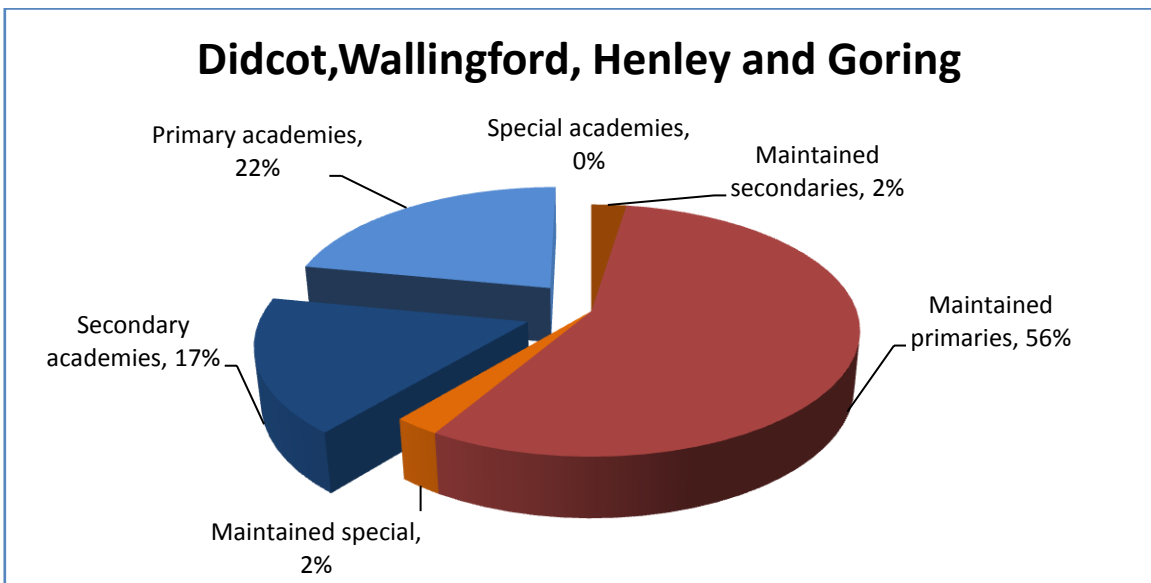
Oxford City

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	31	19 (excl. 4 nurseries)	12 (10)
Secondary	4	0	4 (4)
Special	5	2	3 (2)
All through	1	0	1 (1)
<b>Total</b>	<b>41</b>	<b>21</b>	<b>20 (17)</b>



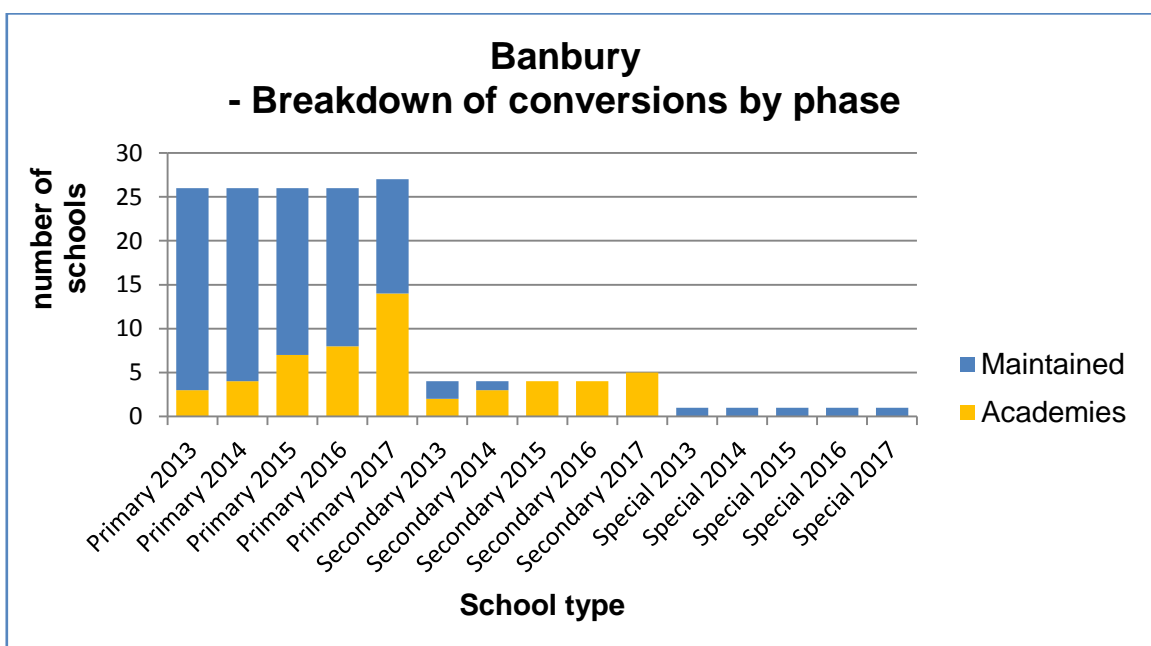
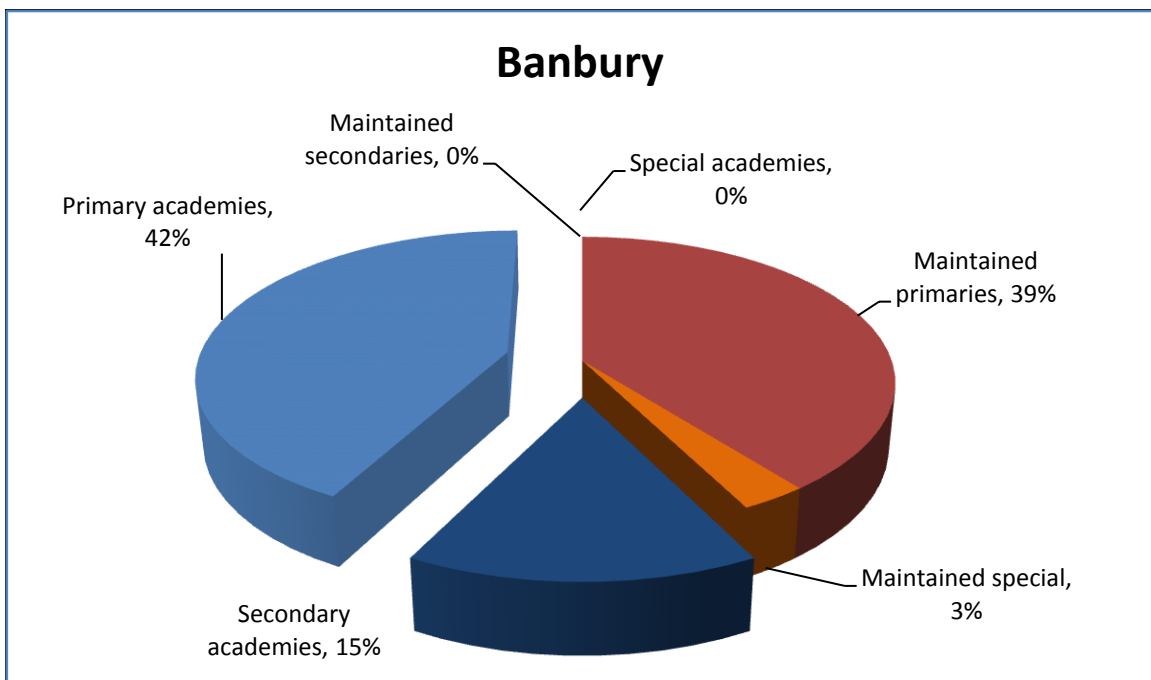
Didcot, Wallingford, Henley and Goring

	<b>Total schools</b>	<b>Maintained schools</b>	<b>Academies</b> 2016 bracketed
<b>Phase</b>	<b>Number</b>	<b>Number</b>	<b>Number</b>
Primary	32	23	9 (6)
Secondary	8	1	7 (5)
Special	1	1	0 (0)
<b>Total</b>	<b>41</b>	<b>25</b>	<b>16 (10)</b>



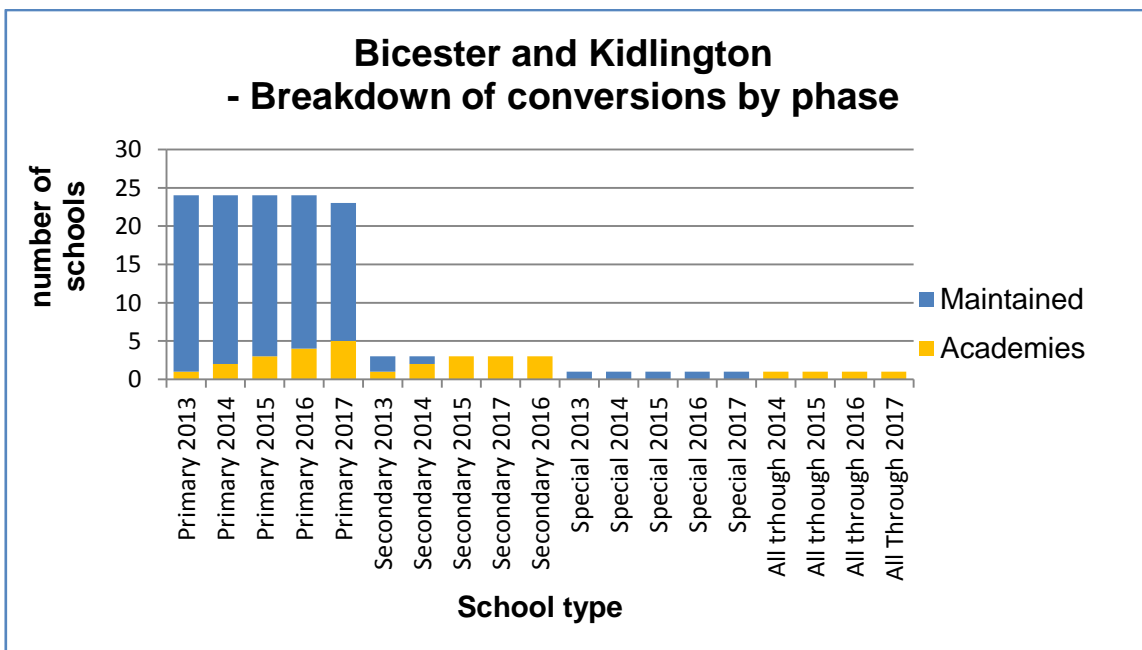
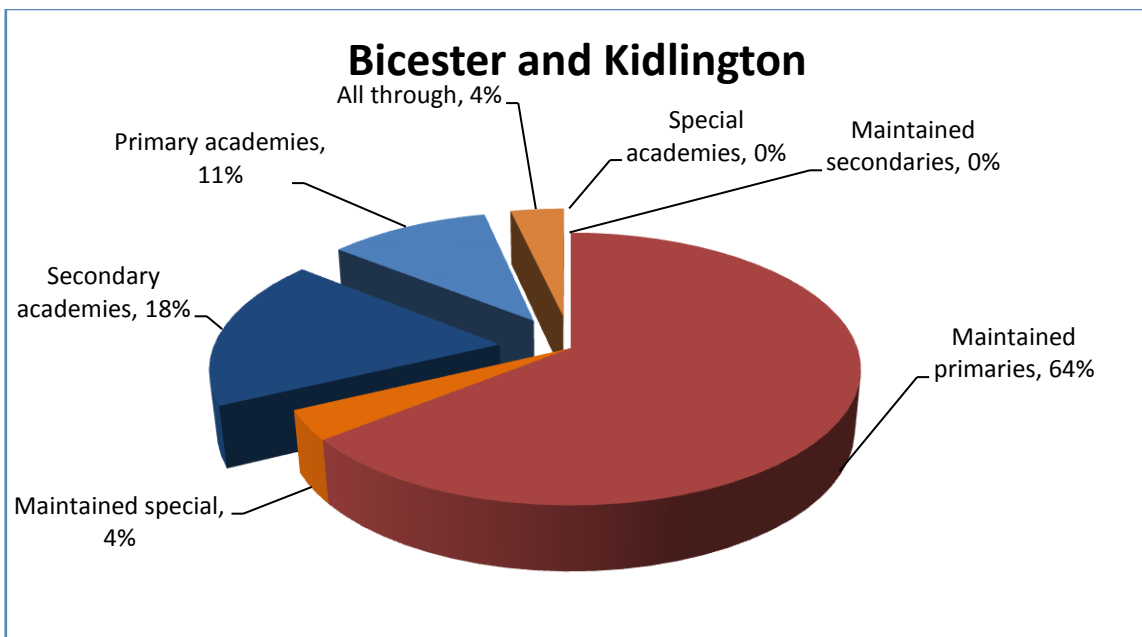
Banbury (Inc. Warriner)

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	27	13	14 (8)
Secondary	5	0	5 (4)
Special	1	1	0 (0)
<b>Total</b>	<b>33</b>	<b>14</b>	<b>19 (8)</b>



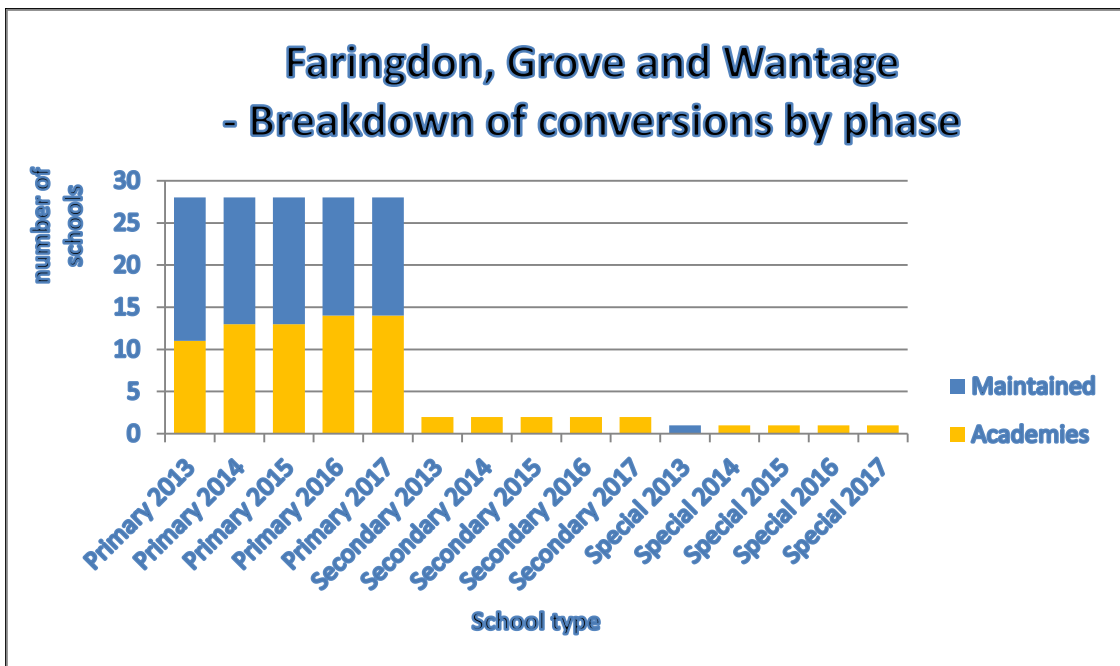
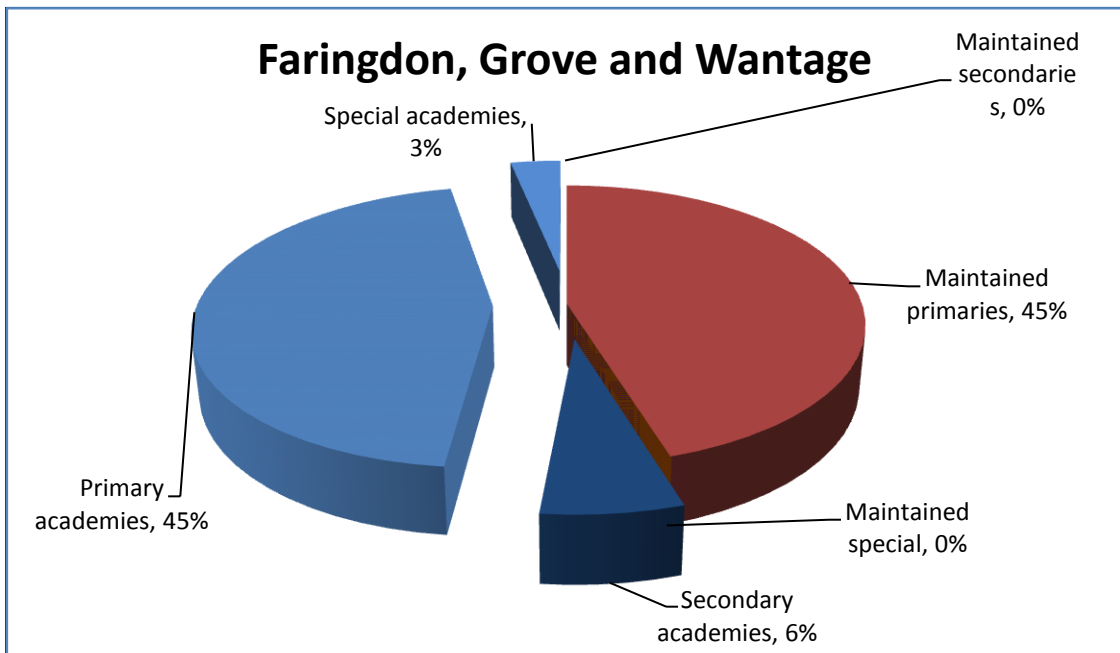
Bicester and Kidlington

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	23	18	5 (3)
Secondary	3	0	3 (3)
Special	1	1	0 (0)
All through	1	0	1 (1)
<b>Total</b>	<b>28</b>	<b>19</b>	<b>9 (6)</b>



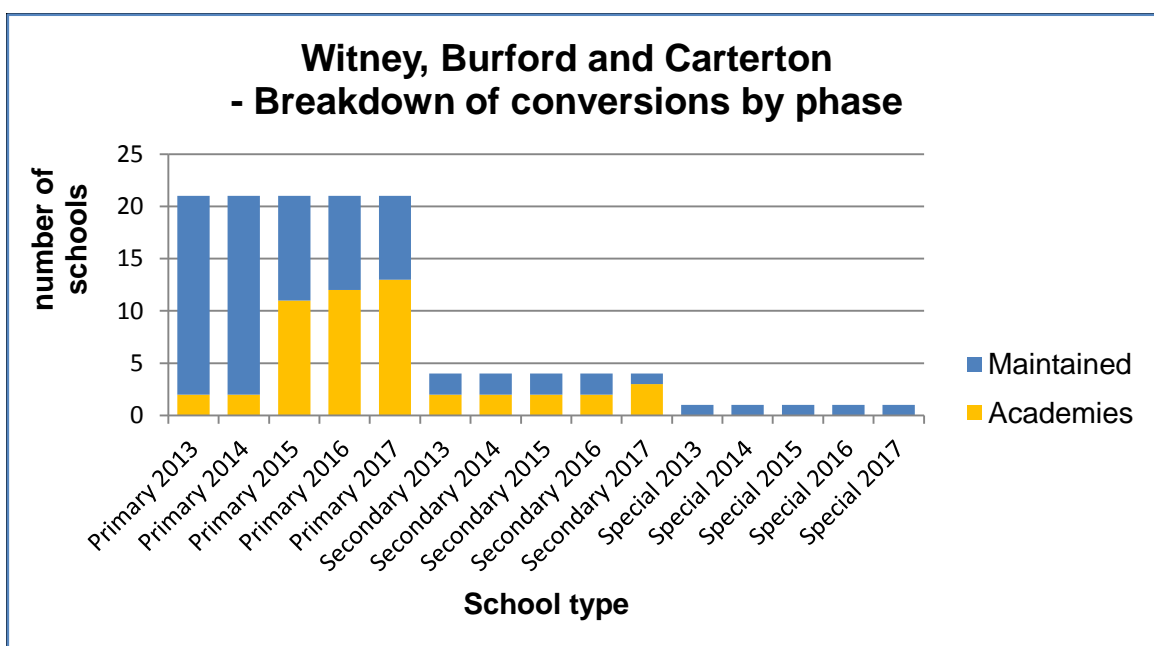
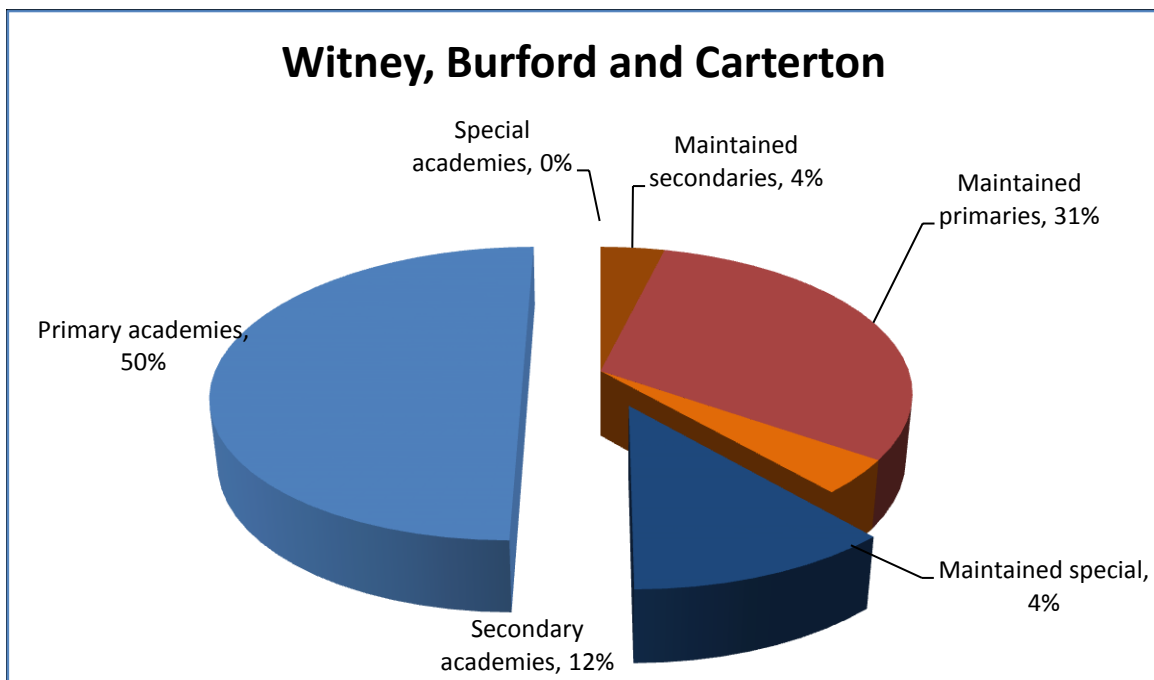
Faringdon, Grove and Wantage

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	28	14	14 (14)
Secondary	2	0	2 (2)
Special	1	0	1 (1)
<b>Total</b>	<b>31</b>	<b>14</b>	<b>17 (17)</b>



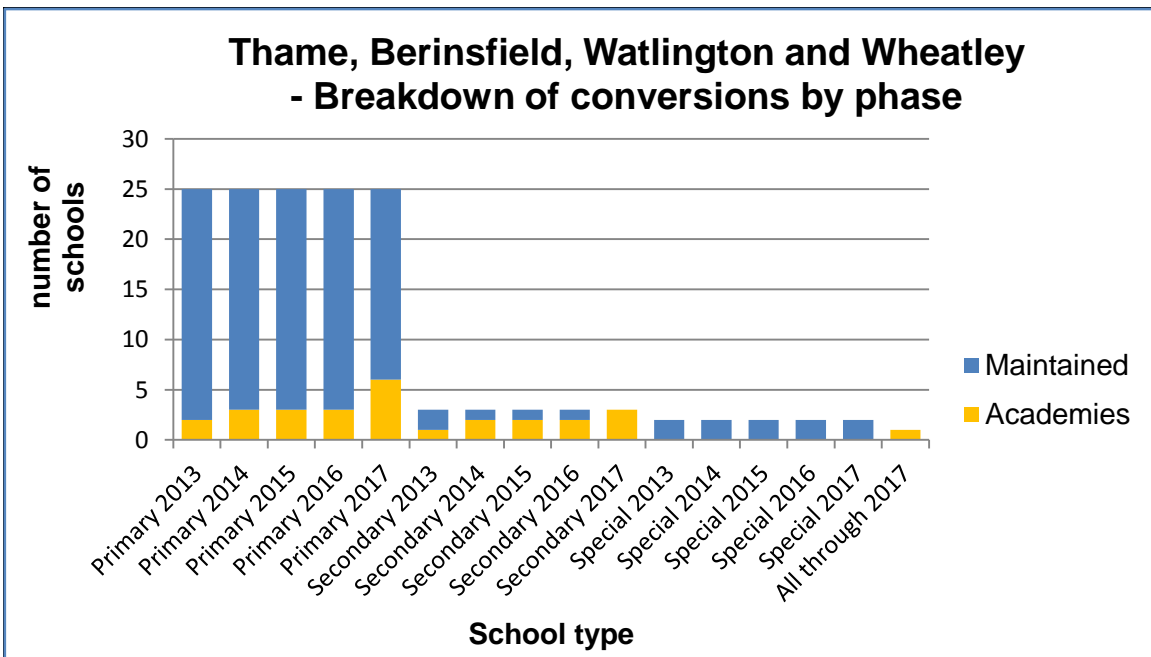
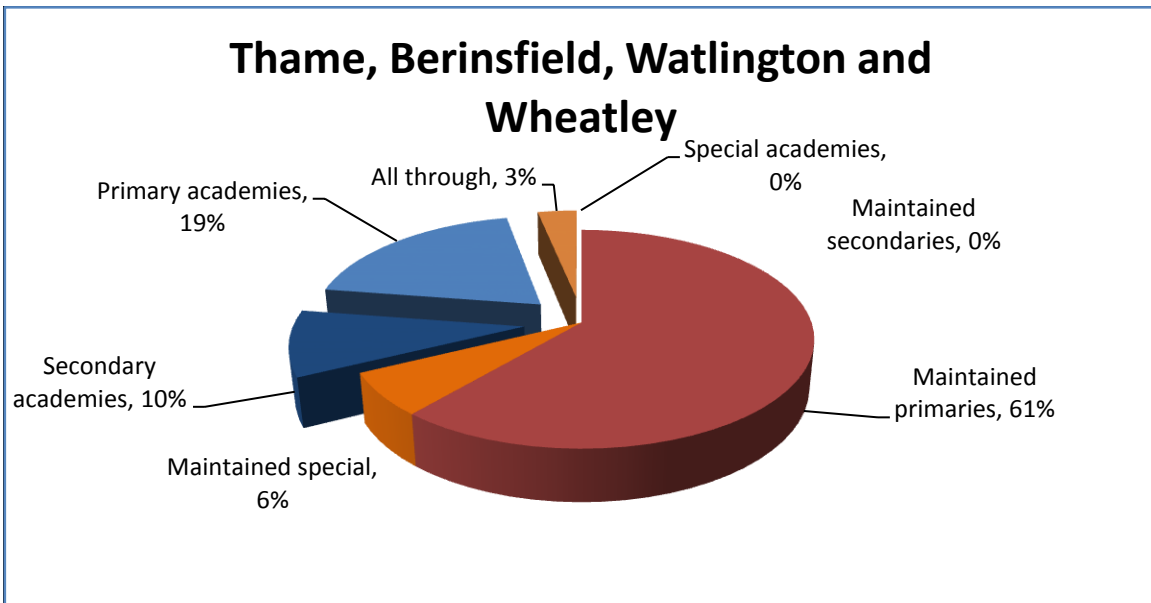
Witney, Burford and Carterton

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	21	8	13 (12)
Secondary	4	1	3 (2)
Special	1	1	0 (0)
<b>Total</b>	<b>26</b>	<b>10</b>	<b>16 (14)</b>



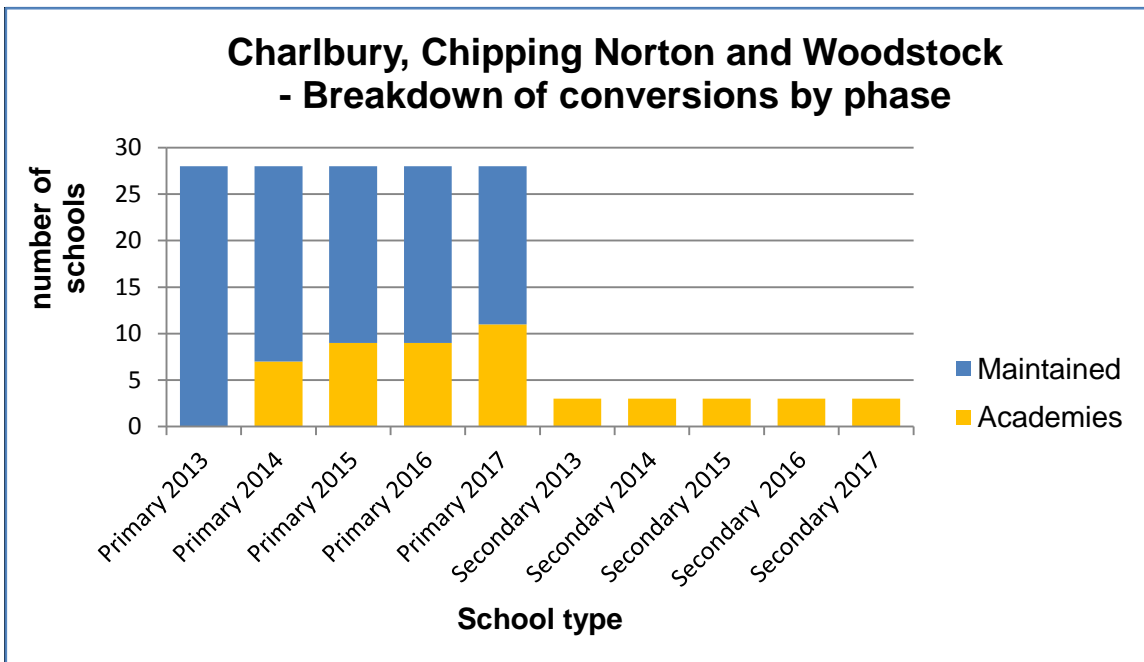
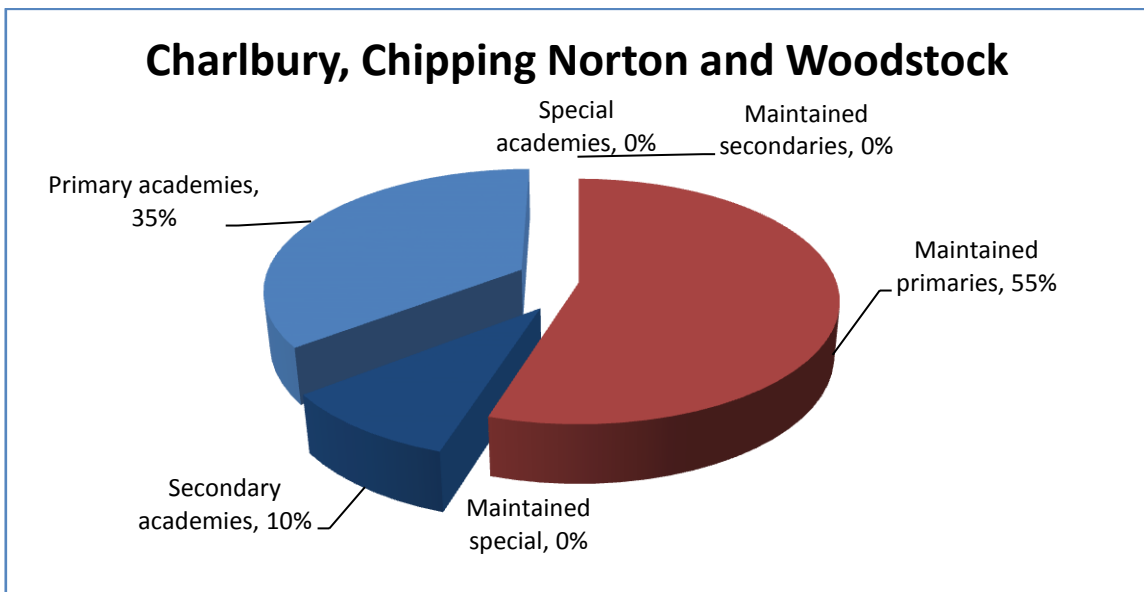
Thame, Berinsfield, Watlington and Wheatley

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	25	19 (excl. 1 nursery)	6 (3)
Secondary	3	0	3 (2)
Special	2	2	0 (0)
All through	1	0	1
<b>Total</b>	<b>31</b>	<b>21</b>	<b>10 (5)</b>



Charlbury, Chipping Norton and Woodstock

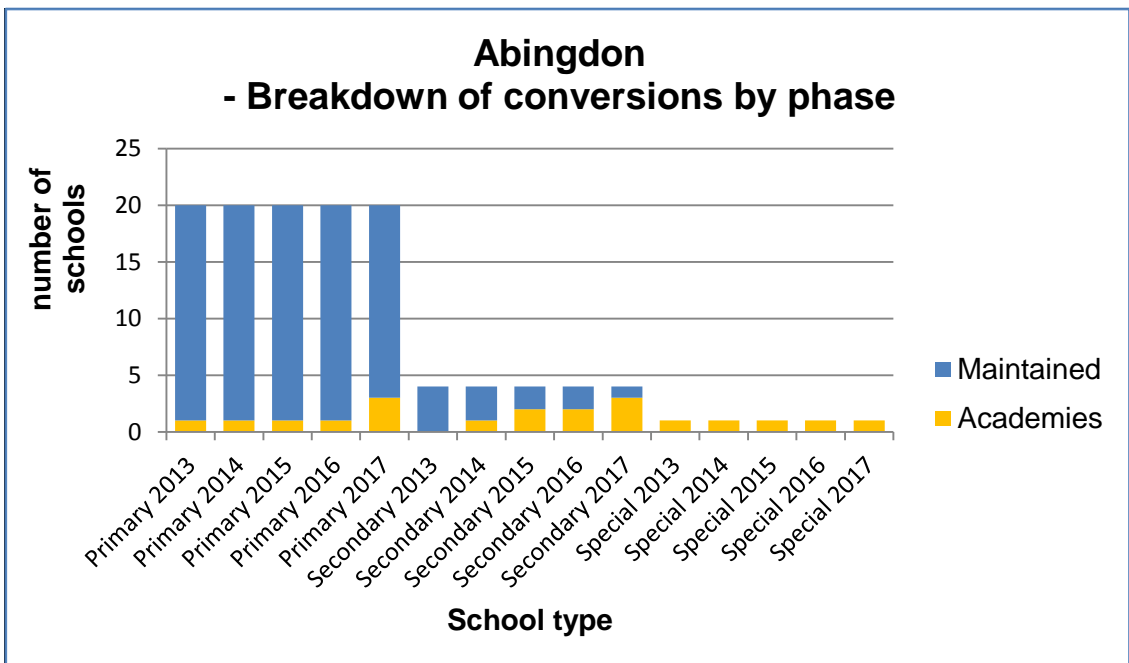
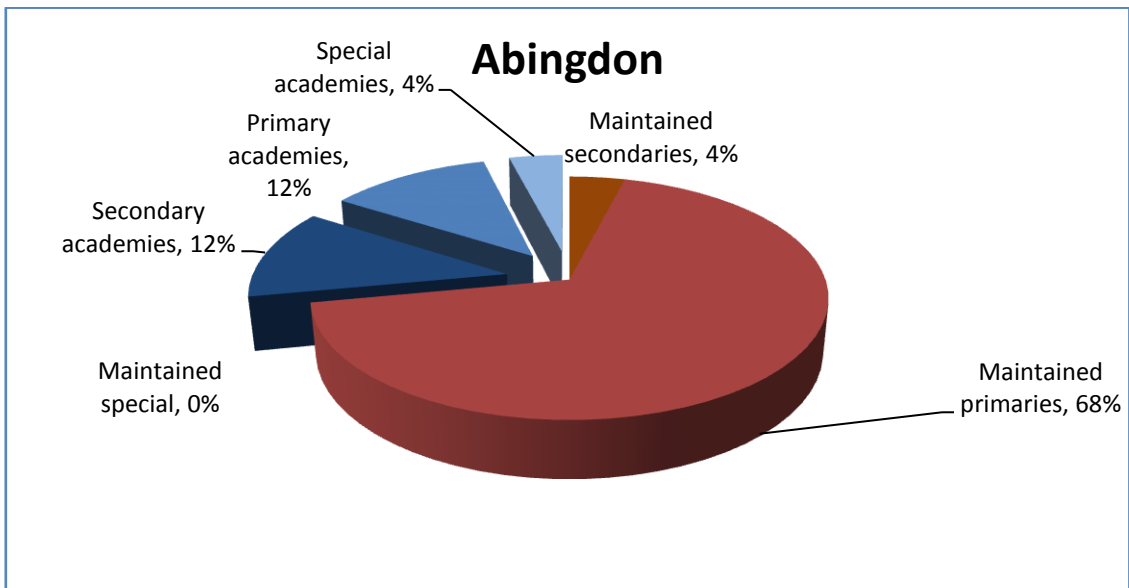
	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	28	17 (excl. 1 nursery)	11 (9)
Secondary	3	0	3 (3)
Special	0	0	0 (0)
<b>Total</b>	<b>31</b>	<b>17</b>	<b>14 (10)</b>





Abingdon

	Total schools	Maintained schools	Academies 2016 bracketed
Phase	Number	Number	Number
Primary	20	17	3(1)
Secondary	4	1	3 (2)
Special	1	0	1 (1)
<b>Total</b>	<b>25</b>	<b>18</b>	<b>7 (4)</b>



ESC9

Appendix 3 - individual schools that have, or are considering conversion to academy status at December 2017.  
 For the latest version of the conversions update, please see: <http://schools.oxfordshire.gov.uk/cms/node/112>

Name of converted establishment	Phase	Age range	DfE code	Completion Date	Type of Conversion - Voluntary or Sponsore	Type of Trust	Trust / sponsor details
St Mary's CE (VC) Primary (Banbury)	Pri	3-11	3022	01/11/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Hill View Primary	Pri	3-11	2056	01/10/2017	Voluntary Converter	MAT	United Learning Trust
North Hinksey CofE Primary	Pri	3-11	3237	01/10/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Brightwell-Cum-Sotwell CofE (C) School	Pri	3-11	3221	01/09/2017	Voluntary Converter	MAT	The Merchant Taylors Oxfordshire Academy Trust Ltd
Thameside Primary	Pri	3-11	2598	01/08/2017	Voluntary Converter	MAT	Vale Academy Trust
Kidmore End CE (Aided) Primary	Pri	3-11	3807	01/08/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Deddington CofE Primary	Pri	4-11	3452	01/07/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Bishop Loveday CofE Primary	Pri	4-11	3351	01/06/2017	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Dr Radcliffe's CofE School	Pri	4-11	3828	01/06/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
South Moreton School	Pri	4-11	2566	01/06/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Horspath CofE Primary	Pri	4-11	3161	01/05/2017	Voluntary Converter	MAT	River Learning Trust
Garsington CE Primary	Pri	3-11	3167	01/05/2017	Voluntary Converter	MAT	River Learning Trust
West Kidlington Primary	Pri	4-11	2021	01/05/2017	Sponsored Academy brokered by DfE	MAT	The White Horse Federation
Wroxton CE Primary School	Pri	3-11	3004	01/04/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Edith Moorhouse Primary	Pri	4-11	2255	01/04/2017	Voluntary Converter	MAT	River Learning Trust
Chalgrove Community Primary	Pri	4-11	2452	01/03/2017	Voluntary Converter	MAT	Acer Trust
New Marston Primary	Pri	4-11	2020	01/02/2017	Sponsored Academy brokered by DfE	MAT	River Learning Trust
Leafield CofE Controlled Primary	Pri	4-11	3124	01/02/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Wood Green School	Sec	4-11	4052	01/02/2017	Voluntary Converter	MAT	Acer Trust
Icknield Community College	Sec	3-11	4082	01/02/2017	Voluntary Converter	MAT	Acer Trust
Tackley CofE Primary	Pri	4-11	3144	01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Larkmead School	Sec	3-11	4125	01/01/2017	Voluntary Converter	MAT	Vale Academy Trust
Dr South's CE VA Primary	Pri	3-11	3655	01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Southwold Primary School	Pri	4-11	2607	01/04/2016	Voluntary converter	MAT	The White Horse Federation
Brize Norton Primary School	Pri	4-11	2250	01/03/2016	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St James, East Hanney	Pri	4-11	3225	01/03/2016	Voluntary Converter	MAT	Vale Academy Trust
William Morris Primary School	Pri	3-11	2019	01/02/2016	Sponsored Academy brokered by DfE	MAT	GLF Schools
St Mary's Infants, Witney	Inf	4-11	3207	01/12/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Tower Hill Primary	Pri	3-11	2303	01/11/2015	Voluntary Converter	MAT	River Learning Trust
Wolvercote Primary	Pri	3-11	2534	01/11/2015	Voluntary Converter	MAT	River Learning Trust

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Burford Primary School	Pri	3-11	2251	01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Finstock Church of England Primary School	Pri	3-11	3040	01/10/2015	Voluntary Converter	MAT	The Mill Academy
Queen Emma's Primary School	Pri	4-11	2304	01/10/2015	Voluntary Converter	MAT	The Mill Academy
The Batt CE Primary School	Pri	4-11	3605	01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Bishop Carpenter CofE (VA)	Pri	4-11	3302	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Horton Primary School	Pri	2-11	2001	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Sibford Gower Endowed Primary School	Pri	4-11	3005	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Matthew Arnold School	Sec	11-18	4128	01/08/2015	Voluntary Converter	MAT	Acer Trust
The Bicester School	Sec	11-18	4011	01/08/2015	Sponsored Academy brokered by DfE	MAT	Activate Learning Education Trust
The Warriner School	Sec	11-18	4007	01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Bampton CE Primary School	Pri	2-11	3131	01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
North Leigh CE Primary	Pri	4-11	3128	01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Christopher's CofE Primary School, Langford	Pri	4-11	3555	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Peter's CE Infant School, Alvescot	Inf	4-6	3550	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
The Blake CE Primary School	Pri	4-11	3600	01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Meadowbrook College (PRU)	Spec	2-19	1106	01/02/2015	Voluntary Converter	MAT	Radcliffe Academy Trust
Millbrook Primary School	Pri	3-11	2016	01/12/2014	Sponsored Academy brokered by DfE	MAT	Vale Academy Trust
Bayards Hill Primary School	Pri	3-11	2015	01/10/2014	Sponsored Academy brokered by DfE	MAT	Cheney School Academy Trust
St Nicholas CE Primary School, East Challow	Pri	4-11	3224	01/10/2014	Voluntary Converter	MAT	Vale Academy Trust
Blessed George Napier Catholic Secondary School	Sec	11-18	4600	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
Holy Trinity Catholic Primary School	Pri	4-11	3420	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
St Joseph's Catholic Primary School, Banbury	Pri	3-11	3825	01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
Glory Farm Primary School	Pri	3-11	2211	01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Hanborough Manor C of E Primary School	Pri	4-11	3147	01/07/2014	Voluntary Converter	MAT	Eynsham Partnership
The Cooper School	Sec	11-18	4032	01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Freeland C of E Primary School	Pri	4-11	3208	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
St Peter's C of E Primary School, Cassington	Pri	3-11	3651	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Standlake C of E Primary School	Pri	3-11	3127	01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Eynsham Primary School	Pri	3-11	2013	01/05/2014	Sponsored Academy brokered by DfE	MAT	Eynsham Partnership
Stanton Harcourt C of E Primary School	Pri	3-11	3130	01/05/2014	Voluntary Converter	MAT	Eynsham Partnership
Wheatley Park School	Sec	11-18	4077	01/05/2014	Voluntary Converter	MAT	River Learning Trust
Wheatley CE Primary School	Pri	4-11	2009	01/03/2014	Sponsored Academy brokered by DfE	MAT	Oxford Diocesan Schools Trust
St Christopher's CE Primary School, Cowley	Pri	3-11	2010	01/02/2014	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
John Mason Secondary School	Sec	11-18	4126	01/02/2014	Voluntary Converter	MAT	John Mason Academy Trust
Grove CE Primary School	Pri	4-11	3228	01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust

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The Hendreds CE Primary School, Wantage	Pri	4-11	3250	01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Buckland C of E Primary School	Pri	3-11	3222	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Cholsey Primary School	Pri	4-11	2596	01/11/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
John Blandy VC Primary School	Pri	4-11	3230	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Longcot & Fernham C of E Primary School	Pri	4-11	3232	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Shrivenham C of E Primary School	Pri	4-11	3239	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Watchfield Primary School	Pri	3-11	2572	01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Charlton Primary School	Pri	4-11	2573	01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Wantage C of E Primary School	Pri	3-11	3246	01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Abbey Woods Academy	Pri	3-11	2007	01/09/2013	Sponsored Academy brokered by DfE	MAT	CfBT Schools Trust
Orchard Meadow Primary School	Pri	3-11	2006	01/08/2013	Sponsored Academy brokered by DfE	MAT	Blackbird Academy Trust (BAT)
Pegasus Primary School	Pri	3-11	2593	01/08/2013	Voluntary Converter	MAT	Blackbird Academy Trust (BAT)
Windale Community Primary School	Pri	2-11	2005	01/08/2013	Sponsored Academy brokered by DfE	MAT	Blackbird Academy Trust (BAT)
Ladygrove Park Primary School	Pri	3-11	2609	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Manor School, Didcot	Pri	4-11	2597	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
St Johns Primary School, Wallingford	Pri	4-11	2567	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Willowcroft Community Primary School	Pri	3-11	3912	01/06/2013	Voluntary Converter	Umbrella Trust	Oxfordshire Primary Education Network (OPEN)
Cuttleslowe Primary School	Pri	3-11	2004	01/04/2013	Sponsored Academy brokered by DfE	MAT	River Learning Trust
Our Lady of Lourdes RC Primary, Witney	Pri	4-11	3822	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Our Lady's RC Primary School, Cowley	Pri	4-11	3836	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St John Fisher RC Primary School, Littlemore	Pri	3-11	3839	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Carterton	Pri	3-11	3556	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Thame	Pri	4-11	3826	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Thomas More Catholic Primary School, Kidlington	Pri	3-11	3823	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Gregory The Great RC Secondary School	All thro	3-18	4145	01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Fitzwaryn Special School	Spec	2-19	7027	01/02/2013	Voluntary Converter	MAT	Propeller Academy Trust
Harriers Banbury Academy	Pri	3-11	2053	01/02/2013	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Iffley Academy	Spec	2-19	7018	01/02/2013	Voluntary Converter	Single converter	The Iffley Academy Trust
Kingfisher Special School	Spec	2-19	7000	01/02/2013	Sponsored Academy brokered by DfE	MAT	Propeller Academy Trust
Cheney Community College	Sec	11-18	4120	01/01/2013	Voluntary Converter	MAT	Cheney School Academy Trust
Gosford Hill School	Sec	11-18	4060	01/11/2012	Voluntary Converter	Single converter	Gosford Hill School
The Marlborough C of E School	Sec	11-18	4560	01/10/2012	Voluntary Converter	Single converter	The Marlborough Church of England School
Northern House Special School	Spec	2-19	7016	01/09/2012	Voluntary Converter	MAT	Northern House School Academy Trust

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The John Henry Newman CE School	Pri	3-11	2000	01/09/2012	Sponsored Academy brokered by DfE	MAT	Oxford Diocesan Schools Trust
Lord Williams's School	Sec	11-18	4580	01/09/2012	Voluntary Converter	MAT	Thame Partnership Academy Trust
St Birinus School, Didcot	Sec	11-18	4129	01/09/2012	Voluntary Converter	MAT	Didcot Academy of Schools
Banbury Academy	Sec	11-18	4000	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Didcot Girls' School	Sec	11-18	4139	01/08/2012	Voluntary Converter	MAT	Didcot Academy of Schools
Dashwood Banbury Academy	Pri	3-11	2003	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Burford Secondary School	Sec	11-18	4040	01/07/2012	Voluntary Converter	Single converter	Burford School
The Henry Box School	Sec	11-18	4050	01/06/2012	Voluntary Converter	MAT	The Mill Academy
Faringdon Community College	Sec	11-18	4141	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Langtree School	Sec	11-16	4094	01/04/2012	Voluntary Converter	Single converter	The Langtree School Academy Trust
Faringdon Infant School	Inf	3-6	2561	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Faringdon Junior School	Jun	7-11	2562	01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
The Cherwell School	Sec	11-18	4116	01/04/2012	Voluntary Converter	MAT	River Learning Trust
Bartholomew School	Sec	11-18	4054	01/03/2012	Voluntary Converter	MAT	Eynsham Partnership
Chipping Norton School	Sec	11-18	4010	01/03/2012	Voluntary Converter	MAT	River Learning Trust
Gillotts School	Sec	11-16	4055	01/03/2012	Voluntary Converter	Single converter	Gillotts School
Hanwell Fields Community School	Pri	3-11	3837	01/03/2012	Voluntary Converter	MAT	United Learning Trust
Rush Common School	Pri	4-11	2574	01/03/2012	Voluntary Converter	Single converter	Rush Common Academy Trust
Wallingford School	Sec	11-18	4140	01/09/2011	Voluntary Converter	MAT	The Merchant Taylors Oxfordshire Academy Trust Ltd
King Alfred's Academy	Sec	11-18	4142	01/08/2011	Voluntary Converter	MAT	Vale Academy Trust
Oxford Spires Academy	Sec	11-18	6907	01/01/2011	Sponsored Academy brokered by DfE	MAT	CfBT Schools Trust
The Oxford Academy	Sec	11-18	6906	01/09/2008	Sponsored Academy brokered by DfE	Single converter	The Oxford Academy Trust
North Oxfordshire Academy	Sec	11-18	6905	01/09/2007	Sponsored Academy brokered by DfE	MAT	United Learning Trust

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Establishments in the process of conversion:

Name of converting establishment	Phase	Type of School	Programmed Conversion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Northbourne CofE Primary	Pri	VA	01/01/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Wootton-by-Woodstock CE (Aided) Primary	Pri	VA	No Date	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Oxfordshire Hospital School	Spec	LEA	01/02/2018	Voluntary Converter	MAT	The Skylark Partnership
Rose Hill Primary	Pri	LEA	No Date	Sponsored Academy brokered by DfE		No Sponsor
Madley Brook Community Primary	Pri	LEA	01/04/2018	Voluntary Converter	MAT	River Learning Trust
Chiltern Edge Community School	Sec	FDN	No Date	DfE		No Sponsor
Witney Community Primary	Pri	LEA	01/04/2018	Voluntary Converter	MAT	River Learning Trust
St John's Catholic Primary	Pri	VA	01/04/2018	Voluntary Converter	MAT	The Pope Francis MAC
St Nicholas' CE Inf School & Foundation Stage unit (Wallingford)	Inf	VC	01/04/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)
Fir Tree Jun School	Jun	LEA	01/04/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust (ODST)

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New schools since 2013:

New open academies	Trust name / sponsor	DfE	No. of places	Type of Academy	Planned opening date	Opened	Age rang	Phase	Additional information	Additional Comments
Tyndale Community Primary Free School	Chapel Street Community	2008	470	Free School	Sep-13	01/09/2013	4-11	Pri		
Heyford Park Free School	Heyfordian School Trust	4003	840	Free School	Sep-13	01/09/2013	4-19	all through		
Europa	Europa School Trust	4002		Free School	Sep-13	01/09/2013	4-19	all through	Languages school	
MacIntyre Academy for Autistic Pupils (Endeavour Academy)	MacIntyre Academy Trust	7003	25	Academy	Sep-14	01/09/2014	11-19	Spec		
Banbury Space Studio	Aspirations Academy Trust	4006	300	Studio Schd	Sep-14	01/09/2014	14-19	Studio		
UTC Oxfordshire (at Didcot)	Activate Learning Education Trust	4008	350	UTC	Sep-15	07/09/2015	14-19	UTC		
BicesterTechnology Studio School	Activate Learning Education Trust	4012	310	Studio Schd	Sep-16	05/09/2016	14-19	Studio		
GEMS Didcot Primary Academy (Great	GEMS Learning Trust	2012	420	Primary school	Sep-16	07/09/2016	3-11	Pri		
Longford Park Primary, Banbury (Bankside)	GLF Schools	2017	420	Primary school academy	Sep-17	07/09/2017	4-11	Pri	39fte nursery for 2- and 3-year-olds. 6 places places for specialist resourced provision - communication and interaction needs, physical or sensory needs.	To meet demand from new housing development.
The Aureus Secondary School, Great Western Park, Didcot	GLF Schools	4004	1200	Secondary school academy	Sep-17	11/09/2017	11-16	Sec	GLF Schools - approved by SoS subject to funding agreement	To meet demand from new housing development in Great Western Park. Co-location with UTC (due to open 2015)

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Division(s): All

## **EDUCATION SCRUTINY COMMITTEE – 27 JUNE 2018 SCHOOL BUILDING MAINTENANCE PROJECTS – POST CARILLION**

### **Report by the Director for Property and Investment**

#### **Introduction**

1. This report and Annex 1 gives a simple summary to be supplemented by verbal presentation at the meeting to explain the current situation viz a viz the resolution of construction projects that were under construction at the time of their liquidation.

#### **Exempt Information**

2. The information contained within the report details current school building maintenance projects that are in the process of being retendered or completed following the liquidation of Carillion.
3. The public should therefore be excluded from the consideration of the report because its discussion in public would be likely to lead to the disclosure to members of the public present of information in the following categories prescribed by Part I of Schedule 12A of the Local Government Act 1972 (as amended):

3 – Information relating to the financial or business affairs of any particular person (including the authority holding that information)

and since it is considered that, in all circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information, in that the information in the annexe contains financial information in relation to matters which may distort the process of open competition and that which would prejudice the commercial confidence of the parties involved.

#### **Background**

4. Carillion was Oxfordshire County Council's strategic property maintenance, investment and facilities partner. On 15 January 2018, companies in the Carillion group structure began to go into liquidation. This triggered an immediate business continuity response by the Council, to guarantee continuity of delivery of key services and to ensure that schools and other council functions could continue to operate.
5. The Performance Scrutiny Committee requested a report at their meeting on 15 March 2018, during discussion at this meeting it was agreed that the

Education Scrutiny Committee would follow-up on a specific request to understand the re-tendering of school building projects that were underway at the time of the liquidation. There are 10 projects in total that are currently in the process of being completed and are detailed in annexe 1.

6. This report will be accompanied by a verbal presentation at the meeting.

### **Financial and Staffing Implications**

7. The report itself is for information and as such does not have any direct financial or staffing implications but does detail on-going financial commitments of the authority.

### **Equalities Implications**

8. There are no equality or diversity implications associated with this report.

### **Recommendation**

9. **The Education Scrutiny Committee is RECOMMENDED to note the report and verbal update.**

**ALEXANDRA BAILEY**

Director for Property and Investment

June 2018

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A  
of the Local Government Act 1972.

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## Education Scrutiny Committee Work programme (2018 -19)

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

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

Agenda Item	Reasons and objective for item	Lead Member / Officer
<b>27 June 2018</b>		
Elective Home Education Investigation	Results of the sub group investigation into the reasons for an increase into elective home education	Cllr Michael Waine
School Exclusions	Response from the Cabinet Member for Public Health and Education to the Exclusions Deep Dive	Director for Children’s Services/Cabinet Member for Public Health and Education
Children and Family Centres and Locality Support Services	To understand how the reconfigured services and health visitors can identify children requiring early help to ease the transition into school	Area Social Care Manager
School building maintenance	To receive a report about how work is being prioritised in maintained schools and academies who contract OCC following the liquidation of Carillion	Director of Property and Investment
Academies in Oxfordshire Annual Report	To review the annual performance of Academies in Oxfordshire	Deputy Director for Education and Learning
<b>19 September 2018</b>		
School absence and attendance	Recommendations from the committee working group on improving school attendance	Cllr Michael Waine
School attainment	To agree the scope of the deep dive into educational attainment, particularly the attainment of vulnerable learners at secondary schools and to co-opt a final member of the working group	Cllr John Howson
<b>28 November 2018</b>		
<b>19 February 2019</b>		

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<b>To be scheduled</b>		
Closing the gap (vulnerable learners)	Pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners	
LA's new relationship with schools	To help shape an evolving relationship with schools and colleges.	
Sufficiency of school places (particularly SEN)	Including places for pupils with Special Educational Needs.	
Looked After Children educational attainment	A review of attainment for a particular vulnerable group	
Demographic trends	Planning for school places and supporting families with English as a foreign language	
Disparity in educational outcomes across Localities	Profile of educational outcomes across Oxfordshire – sharing learning across the county.	
Schools funding formula	Potentially a task group reporting back to ESC	
Educational Attainment	Recommendations from the committee working group on improving educational performance	Cllr John Howson