



Notice of a Meeting

Education Scrutiny Committee Monday, 17 June 2019 at 1.00 pm Committee Room 2, County Hall

Membership

Chairman Councillor Michael Waine
Deputy Chairman - Councillor John Howson

Councillors: Ted Fenton Jeannette Matelot Emma Turnbull
Mrs Anda Fitzgerald- Gill Sanders
O'Connor

Co-optees:

By Invitation: Donald McEwan Carole Thomson

Notes: *Date of next meeting: 4 September 2019*

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>Katie Reed, Tel: (01865) 896450</i> <i>Email: katie.reed@oxfordshire.gov.uk</i>
<i>Policy & Partnership Officer</i>	-	<i>Diane Cameron, Tel: 07584 481243</i> <i>Email: diane.cameron@oxfordshire.gov.uk</i>
Committee Officer	-	<i>Deborah Miller, Tel: 07920 084239</i> <i>deborah.miller@oxfordshire.gov.uk</i>

Yvonne Rees
Chief Executive

June 2019

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. **Election of Chairman for the 2019/20 Council Year**
2. **Election of Deputy Chairman for the 2019/20 Council Year**
3. **Apologies for Absence and Temporary Appointments**
4. **Declarations of Interest - see guidance note of the back page**
5. **Minutes (Pages 1 - 14)**

To approve the minutes of the meeting held on 25 March 2019 (**ESC5**) and to receive information arising from them.

6. **Petitions and Public Address**
7. **Regional Schools Commissioner**

1:10

The Committee is pleased to welcome Dame Kate Dethridge, Interim Regional Schools Commissioner for North London and the South East region, for a Q and A session at the start of the meeting. The session is to give Dame Dethridge an opportunity to set out the RSC role, its relationship with other statutory bodies and how the post-holder approaches support to academies in areas such as attainment and finance. The Committee also wishes to understand what is in place to ensure transparency and accountability of Multi Academy Trusts.

8. **New Schools Building Programme (Pages 15 - 16)**

2:10

The report (**ESC8**) sets out the up to date position of the capital building programme for new schools in Oxfordshire to 2023 as requested at the last meeting.

The Committee is asked to consider the programme.

9. **Annual Academies in Oxfordshire Report (Pages 17 - 54)**

2:30

The report (**ESC9**) identifies and analyses trends in the Academies Programme during 2018, and indicates changes from those noted in 2017, under the following headings.

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

The Committee is RECOMMENDED to consider the findings of the report.

10. Post 16 results and Education, Employment and Training Data (Pages 55 - 72)

2:35

The report (**ESC10**) covers three main areas:

- 16-18 attainment – for schools and colleges (A level, Applied General and Tech Level qualifications) – 2017/18;
- Achievement rates for Further Education settings (2017/18):
 - Apprenticeships;
 - Education and training
- Destinations of students following key stage 5 (2016/17).

The Committee is RECOMMENDED to note the report.

11. Update on Northfield School Post-Ofsted Inspection Work and Progress

2:55

The Committee will receive a verbal update from Kim James, Head of Learning and School Improvement on Northfield School post-Ofsted inspection and progress on actions.

12. Fair Access Protocol (Pages 73 - 94)

3:00

Members requested an update following the revision of Oxfordshire's In Year Fair Access Protocol which is attached at (**ESC12**). The purpose of the protocol is to ensure that vulnerable children not on roll at school, are admitted on a school roll in a fair, equal and transparent manner.

https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/schools/startingschool/admissionrulesandpolicies/rules_2019_20/FairAccessProtocol2018onwards.pdf

The Committee is asked to consider the protocol and related Fair Access issues.

13. Special Educational Needs and Disabilities (SEND) Strategy (Pages 95 - 104)

3.15

The attached SEND Strategy (**ESC13**) is currently in draft format and has been shared with colleagues from schools and settings across the county. The request was for colleagues to consider if the priorities outlined in the strategy were appropriate for the actions under each priority to be formulated and agreed (some draft actions have been added for colleagues to consider)

The Strategy has been shared with school colleagues at the Heads & Chairs briefings which were held before the Easter break. It has also been shared with colleagues attending the SEND Performance board, including the Parent Carer Forum and OASSH (Oxfordshire Association of Special School Heads).

Further work will be undertaken to develop the strategy on the 21 June 2019, where a provider network event is being held with parents and health colleagues to expand on the strategy further.

The SEND Strategy will become part of the wider Education Strategy which will be shared with colleagues across education which will include Education Scrutiny, and which will require Cabinet sign off.

The Committee is RECOMMENDED to consider the priorities identified in the document attached and advise whether any changes need to be made.

14. Forward Plan and Committee Business (Pages 105 - 108)

3:35

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

CLOSE OF MEETING

3:40

Declarations of Interest

The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

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

Whose Interests must be included?

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

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

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

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

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

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

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

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

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

List of Disclosable Pecuniary Interests:

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

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

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Monday, 25 March 2019 commencing at 10.00 am and finishing at 2.20 pm

Present:

Voting Members: Councillor Michael Waine – in the Chair

Councillor John Howson (Deputy Chairman)
Councillor Mrs Anda Fitzgerald-O'Connor
Councillor Jeannette Matelot
Councillor Gill Sanders
Councillor Emma Turnbull
Councillor Hilary Hibbert-Biles (In place of Councillor Ted Fenton)

Other Members in Attendance: Councillor Lorraine Lindsay-Gale

By Invitation: Mr Donald McEwan, Council of Oxfordshire Teachers' Organisation (COTO).

Mr Stan Terry (in place of Mrs Carole Thomson (am)) and Mrs Carole Thomson (pm) (Oxfordshire Governors' Association).

Officers:

Whole of meeting Diane Cameron and Deborah Miller (Resources).

Part of meeting George Eleftheriou (Environment & Economy) Deborah Bell and Allyson Milward (Children's Services).

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

129/19 INTRODUCTION AND WELCOME

(Agenda No. 1)

The Chairman welcomed everyone to the Meeting and in particular Donald McEwan from the Council of Oxfordshire Teachers' Organisation (COTO) who had now officially taken over from Ian Jones and Mr Stan Terry from the Oxfordshire Governors' Association who was substituting for Carole Thomson.

The Committee paid tribute to Mr Jones and thanked him for his long-standing contribution to the Committee.

130/19 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 2)

Apologies for absence were received from Councillor Ted Fenton (Councillor Hilary Hibbert-Biles substituting) and Mrs Carole Thomson for the morning session (Mr Stan Terry substituting).

131/19 MINUTES

(Agenda No. 4)

The Minutes of the Meeting held on 12 February 2019 were approved and signed subject to changing 'singed' for 'signed'.

Matters Arising

Minute 124/18 – The Chairman reported that he had received a disappointing response from the Department for Work and Pensions and Department for Education stating that it was the duty of parents to make themselves known. The Committee AGREED to write separately to Oxfordshire MP's asking them to lobby Government to do more around this issue.

132/19 POST-16 DESTINATION MANAGEMENT

(Agenda No. 6)

At a previous meeting, the Committee had identified an area for concern around pupils dropping off in Year 11, together with national concerns around the sustainability of Studio Schools. Accordingly, the Committee had before it a report (ESC6) which set out an analysis of destination for pupils in year 11 in Oxfordshire Schools and academies at the end of the 2018/19 academic year, together with a detailed breakdown of destinations for pupils in 14-19 establishments.

Allyson Milward, Head of Access to Learning attended the meeting to introduce the report and answer any questions the Committee may wish to ask. In introducing the report, Mrs Milward explained that in general studio schools were losing popularity and losing numbers and that the drop off at year 11 was not what was expected and that losing pupils in year 11 meant that the schools were becoming less sustainable.

The Banbury Space Studio numbers were very low and getting worse. The Bicester School and Bicester Technology Studio School was under the Activate Learning Trust who were considering the long-term future of the Studio School, with the possibility of merging the Management and Governance of the schools.

The Committee expressed concern over the number of pupils missing in year 11, especially as some of the children had been permanently excluded or off rolled and the significant numbers of children not being picked up in years 12 or 13. The Committee also questioned what work was being carried out in relation to moving children from NEET to participating.

In response, Mrs Milward confirmed that officers did track vulnerable learners, but that these schools were academies and therefore the oversight for funding and effective governance for these school rested with the Regional School Commissioner.

The Chairman raised concern that the initiative to introduce 14-19 schools was not working, particularly the Banbury and Bicester Space schools with the Bicester Space School losing 25% of year 11 pupils a year, when the school was designed to take students through to age 19, together with the very high costs in keeping the schools going.

Following debate, Councillor John Howson moved, and Councillor Jeannette Matelot seconded, and it was AGREED to ask the Heads of Studio Schools and UTC's (for balance) in Oxfordshire to attend a future meeting of the Committee to come and discuss their where they see their place in the post-14 Education scene.

133/19 PROJECT ATHENS (CARILLION) UPDATE: SCHOOL BUILDING MAINTENANCE (Agenda No. 7)

At a previous meeting, the Committee had requested to receive a presentation on how the Schools Structural Maintenance Programme (SSMP) was compiled and the methodology used, including the information that had been transferred from Carillion and how this information had been utilised to provide a robust programme of works based upon the most urgent priority rating.

Accordingly, George Eleftheriou, Assistant Director Community Facilities Management had been invited to the Meeting to present details on the progress against the 2018-19 programme of works, together with details of the proposed projects for 2019-20. Outlining the main issues/mitigations, opportunities and way forward.

Mr Eleftheriou explained that the County Council, as part of its strategic asset management plan, carried out a programme of condition surveys on all its buildings every 5 years. The County Council considered the conditions survey data they held, together with intelligence held by local managers of buildings and its own maintenance teams to prioritise the expenditure of funding received from central government under the Schools Structural Maintenance Grant. The last Asset Condition Survey had been undertaken by Carillion in 2016.

The School Structural Maintenance Programme (SSMP) was primarily based on the County Councils PUF rating (Performance, User, Fabric) and the intent was to deal with the highest priority repairs and maintenance needs. Those needs were considered against:

- a) The condition survey data,
- b) Existing repairs and maintenance programmes,
- c) Basic need programme,
- e) Programme and compliance pressures because of the devolution of DSG funding to maintained schools

The 2018-19 programme of works was identified using the above criteria following the collapse of the Carillion contract. Unfortunately, limited information was transferred to the County Council when the Carillion contract ceased, however the condition data for the majority of maintained schools that was collected under the Carillion contract was available. This high-level condition data identified major repair/life cycle replacement items.

This information was used to draft an initial programme. To ensure that the data used was robust, a programme of inspections were undertaken by County Council Building Surveyors and Engineers, of the highest priority items. This inspection detailed the urgency, scope and budget cost of the works initially identified.

This collected information was then re-assessed from a PUF rating perspective to identify the most urgent items to be delivered within the budget allocated.

The 2019-20 programme of works had been identified and was awaiting approval in April. Once the programme was ratified the schools would be contacted to notify them of their inclusion in the programme and relevant timings.

The agreed programme for 2018-19 consisted of 14 major projects, some of which had been carried forward from the Carillion contract. Seven operationally critical projects had been successfully completed by the County Councils project delivery team.

- Blewbury School – Heating pipework and boiler replacement.
- Bloxham School – Structural repairs to roof.
- Crowmarsh Gifford School - Pitched roof replacement due to structural failure.
- Fir Tree School – Pitched roof replacement due to structural failure.
- St Francis School – Hot and cold-water pipework replacement.
- St Swithuns School – Replacement lintels.
- Windmill School– Boiler replacement.

The remaining projects from the 2018/19 programme had been carried over and scheduled to be delivered within the 2019-20 programme. This rescheduling of works would have minimal impact on the school's operation as the projects were predominantly condition based and re-profiling would not cause any major inconvenience.

The main issue faced following the Carillion collapse was to establish stability and at the same time carry on with the set programme of works minimising any service disruption. This included various resource issues, permanent delivery model applied and overall long-term strategy. The team had done a fantastic job carrying on delivering as per the programme under the circumstances i.e. moving on from an outsourced delivery model to now re-establishing an in-house long-term delivery team.

This situation had presented an opportunity for the County Council to re-evaluate the way services were being delivered, including the current on-going development of an in-house FM and Construction unit.

In answer to questions from Members, Mr Eleftheriou confirmed that he was satisfied that the condition data from Carillion was reliable and that he was confident that the 2019/20 programme could be delivered on time.

Following discussion, the Committee made the following points:

The Committee expressed the importance of communicating with schools (particularly those that were not prioritised under the 2018/19 programme but were moved to the 2019/20 programme) about when their works were to be undertaken so that they could have a reasonable view of when they could expect works to be carried out. Feedback from Schools was that there had been no dialogue from OCC leaving schools frustrated.

The Committee established that the 7 school projects that had been carried over to the 2019/20 programme had not been business critical. The more urgent of the 7 (Tier 2) had been prioritised for this year and were being progressed.

The Committee welcomed the service coming back in-house and the opportunity this presented to maintain the schools building to an appropriate standard.

The Committee expressed the importance of schools understanding what maintenance fell within their budgets and what fell with OCC budget.

Following debate, the Committee AGREED to:

- (a) receive the presentation;
- (b) ask officers to provide members with an update in relation to St. Andrews School Chinnor;
- (c) email members with the report references which point to the overall cost of the collapse of Carillion to the Council;
- (d) receive a report back on progress in six months' time.

134/19 SCHOOL ABSENCE AND ATTENDANCE DEEP DIVE RECOMMENDATIONS

(Agenda No. 8)

A working group had been set up by the Education Scrutiny Committee to understand why secondary school absence figures in Oxfordshire were higher than the national average and to establish what work was being undertaken to address this. The working group had met with officers to consider government guidance, performance information and had visited schools.

The Education Scrutiny Committee received a report about school attendance figures and identified that secondary school absence was above the local and national average. The Committee established a working group to investigate the reasons for this. The working group sought to understand the trends associated with secondary school absences in the county; highlight areas of good practice and identify barriers that exist to improving attendance including how the local authority was working with schools to overcome this.

The Committee decided to focus on secondary school attendance rates as it found that primary school absence rates in Oxfordshire had historically been in line with or below the national average, yet rates for Oxfordshire secondary schools have been consistently above the regional and national average since 2013-14. In 2016-17, 5.7 half days were lost to absences at Oxfordshire secondary schools compared to 5.2 in the South East and nationally. 13.5% of these absences were classed as 'persistent absences. Whilst the figure has been decreasing since 2013-14, it was still one of the higher rates in England with the national average being 13.1%.

The overall aim of the deep dive was to gain a greater understanding of trends associated with absence and attendance at secondary schools across Oxfordshire; identifying the pathways that exist to tackle unauthorised and persistent absence and to develop recommendations that enable the sharing of good practice to reduce absence rates across Oxfordshire.

In introducing the Report, The Chairman, Councillor Michael Waine explained that the key outcome identified through the deep dive was the importance of embedding a culture in schools that promoted inclusion and good attendance practices across staff, pupils and parents. The working group had been able to highlight a number of examples of this good practice in secondary schools across Oxfordshire.

The working group had also identified common themes around access to alternative provision, In Year Fair Access Panels and access to Child and Adolescent Mental Health Services (CAMHS) as areas which could assist in improving school attendance figures. The working group were recommending that the Committee endorsed the work that was underway to develop an Alternative Provision Commissioning Strategy and a revised IYFAP Protocol with involvement from schools.

The Chairman, Councillor Michael Waine thanked Councillor John Howson, together with other members of the Working Group for their support and thanked Deborah Bell, who had been appointed half way through the review and had already made a very positive impact. He further thanked the schools involved for their time and input. Deborah Bell, Head of Learner Engagement, welcomed the report. The Council had been successful in a bid for over £5m to provide a one-year pilot of 16 new Mental Health Workers. The posts would be based in schools in the City – Oxford East and it was the hope that the pilot will be so successful that it will be rolled out across the County. It was regretful that some other towns across the County would not be getting the provision straight away, but this would hopefully be off-set by a reduction in waiting times for the rest of the County.

She welcomed the fact that March 2019 figures showed that persistent absentees reducing, although primary still remained a concern. She noted that the local picture reflected the national picture which helped focusing attention where needed.

The Committee noted that persistent absenteeism was very different to children sometimes missing school for family holidays or one-off occasions. Councillor Matelot moved, Councillor Sanders seconded, and it was AGREED that children should lawfully be allowed up to two weeks off a year in term time.

135/19 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 9)

Members considered the forward programme of items and agreed items for the June and September Meetings as shown below (Changes shown in bold italics and strikethrough):

19 June 2019		
Regional Schools Commissioner	A question and answer session with the Regional Schools Commissioner Chairman	Chairman
Special Educational Needs and Disabilities (SEND) Strategy	To receive a report about the implementation of Council's SEND strategy	Deputy Director for Education (David Clarke / Head of SEND (Jayne Howarth)
Looked After Children educational attainment	A review of attainment for this vulnerable group	Deputy Director for Education (David Clarke / Head of School Improvement & Learning (Kim James)
Annual Academies in Oxfordshire Report	An update on academies' status, issues and trends across Oxfordshire	Head of Access to Learning (Allyson Milward)
Post-16 results and EET data	A comprehensive report on post-16 results and destinations in Education Employment and Training	Head of School Improvement & Learning (Kim James)
Home to School Transport Policy	Discussion around forming a working group to input into the formulation of the policy for mainstream schools.	Cllr John Howson
4 September 2019		
Home to School Transport Policy	Discussion around forming a working group to input into the formulation of the policy for mainstream schools.	Cllr John Howson
<i>Post-Carillion Update on Schools Repair & Maintenance</i>	<i>A 6-month update following the one made in March 2019 to the Committee on prioritisation and delivery of repair and maintenance in schools following the collapse of Carillion.</i>	<i>Assistant Community Management (George Eleftheriou) Director Facilities (George Eleftheriou)</i>
To be scheduled		

Educational Attainment	Recommendations from the committee working group on improving educational performance	John Howson / Head of School Improvement and Learning (Kim James)
Disparity in educational outcomes across Localities and closing the gap (vulnerable learners)	Profile of educational outcomes across Oxfordshire – sharing learning across the county and forming pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners.	
Demographic trends	Planning for school places and supporting families with English as an additional language	
Schools funding formula	Potentially a task group reporting back to ESC	
Children and Family Centres and Locality Community Support Services	To present the findings of the monitoring investigations undertaken by members of the Committee following on from the presentation in July 2018	Cllr Michael Waine/Area Social Care Manager
Update on the impact of work on reducing exclusions	To present the impact / results of implementing the recommendations on exclusions from the committee working group.	Assistant Director for Education (David Clarke) / Head of Learner Engagement (Deborah Bell)
Learner Engagement Strategy	To present to the committee the new OCC strategy for learner engagement.	Assistant Director for Education (David Clarke) / Head of Learner Engagement (Deborah Bell)
Post 16 Home to School Transport (mainstream)	To discuss how the Committee might add value in looking into the issue of cost of post-16 transport to school.	Chairman

136/19 OFSTED REGIONAL DIRECTOR FOR THE SOUTH EAST QUESTION & ANSWER SESSION

(Agenda No. 10)

The Ofsted Regional Director for the South East, Mr Chris Russell, attended the Meeting for a question and answer session following the publication of a new Education inspection framework by Ofsted which went out to consultation in January 2019 with a view to being implemented from September 2019 onward.

The Questions had been planned by the Committee and communicated to Mr. Russell ahead of the Meeting. Mr. Russell thanked the Committee for the notice of the questions and for the opportunity to come and speak to the Committee. Set out below are the questions and answers given during the session:

“In view of Ofsted's focus on the progress made by disadvantaged pupils, are you able to signpost us to a comparable county LA not necessarily in the South East where there have been good gains in this area since 2016?”

“It is very difficult to point you to a comparable authority as the issues around disadvantaged pupils are different in different areas and each authority has its own unique set of problems. In terms of authorities where they have tackled this issue and had gains, whilst some authorities had had gains, those had not always been sustainable, so the best way forward was to identify specific problems and focus on tackling those. Ofsted would be happy to support where they can on any conferences on this issue. HMI Sarah Hubbard has very close links with Oxfordshire and would be happy to support you.

The Local Authority interactive tool is a free tool which allows you to analyse data and look at authorities that have closed the gap and that you believe are similar to yours.

“We've seen the changes in Framework in terms of time frame from the first call announcing an inspection, and we're concerned about the impact of this on schools. Can you explain what evidence Ofsted's rational for the change, especially in terms of the initial contact with a school.”

We are consulting on the new framework currently, but these proposals are draft, and we are very much looking and listening to the responses we are receiving. It is not however, really a change in the notice period. The difference is that we are proposing on-site planning, instead of being at home ringing the school, we will be in the school, able to ask questions, but we will not be going around the school collecting evidence. However, I can totally understand how the school would feel like the new proposals feel like there is no notice and issues such as Head teachers being away from the school or teaching are real issues. This proposal has been universally unpopular, and we will be listening to the responses.

“Schools have commented that they have not had much opportunity to produce the in-house, cohort specific data during the inspection and with some of our small schools where we have cohort specific swings this has been a concern.”

The proposals we are consulting on at the moment suggest that we don't look at school's internal data but gather evidence from elsewhere. This has received a mixed response; our concern is that if we focus on internal data it creates more and we try to do our bit to reduce teacher's workload.

“In the PowerPoint on the consultation (Slide 34) it states that Ofsted aims to reduce workload, looking at how leaders engage with and manage staff, taking account of the main pressures on them, including workload. Can you explain what evidence will look for to see that workload will reduce?”

The honest answer to that is we don't know yet as we are piloting and trying structures out, so I think the methodology around that will evolve, but certainly not looking at the data should take some of the pressure off. If we did look at that data, it would be in terms of how you are doing whether it was too onerous etc. There will be more discussions with schools to make sure it is not overloading staff and that schools are coping with the different priorities and to check that schools are tackling the issue of balance of workload. The last thing we want to do is to contribute to the large workload of teachers.

"We're aware that Ofsted have inspected a number of Outstanding schools in Oxfordshire. We still have some that haven't been inspected for some time. Can you talk to us about how those to be inspected are identified?"

Due to legislation, outstanding schools are exempt from routine inspection, and that means we can't just go in and inspect them as firstly, we would be breaking the law and secondly, we are not resourced to inspect every outstanding school. The previous and current chief inspector have both said quite robustly that they would like to see that changed and that outstanding schools should be inspected routinely. We need a change in the law and to be resourced properly to do that. At the moment we inspect 10%, so we need to get the risk assessment as proportionate as we can. The main thing that would take us into a school would be if the data showed a downwards trend in the data or complaints, but we have to have just cause to inspect.

The statutory framework for inspecting schools is 5 years, but in general schools that are inadequate are inspected every 30 months or before, good schools every 3 or 4 years on a reduced inspection.

"Are the cuts to your budget affecting Ofsted's ability to carry out timely and thorough inspections of Oxfordshire's schools, and can parents be confident in the rating of their child's school?"

The difficult issue with outstanding schools is we can't inspect them and speaking to heads of those schools, they wish they could be inspected as well. The government would have to agree to a change in legislation, we understand the arguments, but it is not within our control.

We do feel confident that we are providing reasonable assurance where we are inspecting. However, part of the proposals out to consultation is to spend 2 days inspecting good schools which should help with that assurance.

"Does the Framework reflect that Ofsted is going into a Good school, still expecting it to be Good and can you comment on the question of 'off-rolling'?"

I can give an assurance that when we go into a good school our starting point is that it is still a good school. It is a stance for the start of the inspection, rather than any indication of where the inspection might end. Although we are looking at making changes in the new framework, we still want to be proportionate and start off with the view that it is a good school and that is how the methodology is working.

In relation to off-rolling, we have done some inspections because we have risk assessed and the data has suggested that there might be off-rolling going on. The data and insight team look at school patterns of pupil movements together with other data to identify schools and we have then inspected the school. In some cases, the schools have not been off-rolling, there have been other reasons for that mobility.

“Inadequate schools are often told by Ofsted that they can't employ NQTs. What happens if inspection report comes out in June and they've already employed NQTs? If a school must become an academy (and hence a new legal entity) it then doesn't have an inspection record, so then there is no bar to employing NQTs. What is Ofsted's view on that?”

If a school is inspected and it has already employed NQTs then those NQTs can continue to work there, all we would ask is for the school to ensure that they are adequately supported given that the school is struggling. The legislation that underpins this has been around for a long time and pre-dates academisation and therefore does sit a bit awkwardly. Before, inadequate schools were monitored by us and when we inspected we generally said that they could not employ NQT's at that moment, then after the seconded or third visit if improvement was shown they would be able to appoint them. We now have a mix of maintained and academy and we can tell maintained that you can't employee NQTs, but we can only advise academies not to do so. This can be difficult if the school has improved, but not due an inspection or is waiting to be academized.

What tends to happen though, is that schools tend to write to us and we allow them to employ NQT's if they are supported on the proviso that if we do inspect we will look at how well they are be supported.

“Could you confirm whether this is for the benefit of the NQT or whether it is for the benefit of the children?”

It is mainly for the benefit of the NQTs so that they are not being sent into a school that was struggling. We have had discussion with the DoE around the issue of monitoring and the employment of NQTs.

“How will MATs be treated in the future? For example, will all schools continue to be treated separately within a MAT/MAC in terms of inspection outcomes?”

At the moment the unit of inspection is the school and that is not due to change under the new Framework. Parents are interested in the rating of their school not of the MAT. What we are doing though, is reviewing MATs by collecting school data over one or two terms, to see what that shows us and go into the back office of the MAT and write a review.

“If a school's safeguarding is Inadequate and it becomes an academy, the LA is still the body responsible for safeguarding advice. How can that be right?”

We don't make those rules, the rules are set down by the DoE, so unfortunately, we don't have any say over it. The academy still has its responsibilities under the regulations, but the Local Authority does maintain its broader role in safeguarding

and for the overall standards of education in the area. However, although this does create some tensions, in my experience as Regional Director over the past few years, those tensions are much less now than they were. Our training around Safeguarding is focusing at looking at the bigger picture.

“When you inspect an academy, do you look at how they exchange data and how they work in partnership and whether or not they have a good working relationship with the local authority?”

That is not really something we would look at as part of a normal school inspection, unless we have heard of any tensions or have picked up issues during inspection and this could include a high excluding school. Local authorities can talk to us at any time, including at the point of inspection or before. We now have very good annual conversations with local authorities where we talk about social care and educational issues for an extended period and we can pick up those kinds of issues there, but we are being told that those issues are becoming quite a rarity.

“Are you picking up any tensions across the South East Region in relation to cuts and the authorities’ resources to meet their obligations in relation to safeguarding?”

There is no doubt that the sectors we are inspecting are feeling the pressures of funding right across the Region in MATs and children’s social care, so there is no doubt about the effect of the funding pressures. It is what we hear about most.

“What role does Ofsted have in terms of re-brokering academies? In Oxfordshire there are examples where this has been slow.”

We rightly, have no role in this at all. Ofsted have to remain completely independent of that process. This is for the Regional School Commissioner. We do share your concerns around where re-brokering is taking a long time and the school feels like it’s in limbo. What we have done, to put us in the best position we can be, is to make sure that we have the most up to date intelligence possible, including our relationship with the RSC office to make sure we know where we are with each school, so if we have a school that has not been re-brokered within 9 months we will go in and undertake a monitoring visit. We do what we can under our current powers.

“Given the focus on governance, can you explain the training Ofsted inspectors have around identifying good governance? How does Ofsted define good governance in the new framework?”

We have had various types of training around Governance over the years. The most current training is around MAT Governance because it is a new complexity that people may not have come across before. We will be continually updating and reviewing our training and there will be training with the new framework, some of which has started already and some of which will be carried out next term in September.

We have rewritten the Framework in light of MAT Governance which was missing in the old Framework. We are in consultation, so if people have ideas on whether we

have got it right or whether we could be doing anything better we would be really happy to hear those.

“the main thing we are concerned about as a Committee is consistency and that each team going out to inspect schools should be looking at them in the same way, so that if you sent two teams out to the same school, you would get the same result. It is so important that schools have the assurance that they are treated the same as another school, we believe there has been some evidence in the past to the contrary.”

I accept that in the past we did not have enough training. In the past our contracted inspectors were not trained by us, but by an outside provider. We have moved a long way from that, all of those inspectors now contract to us and we train them and they all work within Regions, so answer to myself or a member of my senior team. We have upped the amount and quality of training. I agree with you about consistency, you are never going to get perfect consistency, as that would mean a tick list which is what we don't want as it has to be a professional judgement, which is more of an art than a science.

The way to ensure consistency is through training and quality assurance. As Regional Director for the last four years, I now hear a lot less about inconsistency. We will continue to train on this matter and are hoping to get HMI out with Ofsted inspectors to ensure consistency and will continue to work to improve this area.

“Given your experience inspecting schools across the country, how are Oxfordshire schools performing in terms of maintaining a broad curriculum, including the arts, humanities and sport, and offering enrichment activities outside of the school day?”

The honest answer is that I cannot do that very well under the current Framework. The curriculum has not been very strong in the framework as the focus has been around leadership, management and teaching. We want to focus much more on curriculum under the new framework. With the new framework, I will be in a much better position to talk to you about that, because it will be much more at the heart of the inspection process itself. We had look through some of Oxfordshire's recent reports, and what you can see is that it is more likely to be commented on in more recent reports. At the moment we are not good at reporting on curriculum, but it should be much better in the future.

“What is your view on What the difference is between a broad and a balanced curriculum?”

Within the new framework we will be looking at what the school's intent is around the curriculum in terms of what they are trying to achieve, what their curriculum is and what the rationale behind it was and then we would be looking at how it was implemented and the outcomes from that and how they are developing those curriculum subjects.

“Where has Ofsted, which is an evidence- based organisation, got it's evidence for moving toward Ebac as I can find no evidence in your research paper?”

It is part of Government policy, so it in the consultation, so please respond.

“Do you see a noticeable difference in terms of resources and challenges in Oxford City schools compared to rural county schools?”

I am not sure that I can really say that we pick that up within our inspection work. We know funding is not a level playing field in different areas, but it is not something we pick up within our framework as to what the level of resources are, so we are unable to make grand conclusions about this. We acknowledge that this can be an issue for small schools and that Oxfordshire has quite a few within the County.

“Can you tell us whether you think the new funding formula is going to make it better or worse for small pockets of deprivation within a large authority?”

No, I cannot comment on that. We will just go in and see whether it is working or not.

“In the autumn of 2017, Ofsted and Oxfordshire Clinical Commissioning Group undertook a joint local area SEND inspection in Oxfordshire. The inspectors’ report identified significant weaknesses, including the quality and timeliness of Education Health and Care Plans. How confident are you that the statement of action is being implemented by Oxfordshire, and how is this being monitored? And could you recommend places to visit to learn how to improve?”

This reflects the challenges around implementing the new arrangements for local authorities. Quite a lot of authorities are having issues and we are having to give statements of action etc. When we were asked to give the inspections, there was no system for following them up at all and we now have a system where we go back in after about 18 months. Those returns visits have only just started we have only done a very small handful at the moment, so it is difficult to say much about what is coming out of those.

In terms of looking at provision generally, all of our reports have been published, but I am not sure that we have had any that will be of interest to you, such as where we there have been issues and we have gone back and said that they have sorted them out. When we can pool these issues together and advise around them we will.

..... in the Chair

Date of signing

Division(s): All

EDUCATION SCRUTINY COMMITTEE – 17 JUNE 2019

UPDATE ON NEW SCHOOLS BUILDING PROGRAMME TO 2023

Report by Deputy Director for Education

Introduction

1. At its last meeting Education Scrutiny Committee requested an update on the new schools building programme in the county. Below is the current up to date programme to 2023. After this date the actual date of opening of projected new schools is less certain so not included.

Summary

2. Demand for school places in Oxfordshire continues to rise as indicated in the Pupil Place Plan 2018-2022 and in the SEND Sufficiency Strategy approved by Cabinet in December 2018.
3. This report sets out the programme of new school provision currently commissioned to meet this need.

New Schools Programme

	New Schools	Possible date of opening	Type of academy and Sponsor
1.	The Swan School	September 2019	ESFA led Free School Sponsor: RLT
2.	Whitelands Academy (SW Bicester)	September 2020	LA presumption Sponsor: TWHF
3.	Barton West	September 2020	LA presumption Sponsor: Community Schools Academy Trust
4.	Southam Road	September 2020	LA presumption Sponsor: GLF
5.	Kingsgrove (Crab Hill)	September 2020	LA presumption Sponsor: recommendation made to RSC
6.	Bloxham Grove	December 2020	ESFA led Free School: sponsor Gallery Trust
7.	Windrush CE (W Witney)	September 2021	LA presumption
8.	Graven Hill	September 2021	LA presumption Sponsor The Warriner MAT
9.	Special Free School, Didcot	September 2022	ESFA led Free School in line with council strategy
10.	Grove Airfield	September 2023	ESFA led Free School in line with

			council strategy. Sponsor: Vale Academy Trust
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4. Plans are advanced for September 2020 schools. Delivery of other schools will be subject to occupation of houses on the new developments. The council does not control the delivery of ESFA led projects but works with its partners to secure this to meet demand.
5. Members are invited to ask questions on the above programme.

LUCY BUTLER

Director for Children's Services

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June 2019

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 17 JUNE 2019
OXFORDSHIRE COUNTY COUNCIL ACADEMIES PROGRAMME
END OF YEAR REPORT - 2018

Report by Director of Children's Services

Executive Summary

- 1) Following the dramatic rise in conversion in 2017 (23 academy conversions), 2018 saw an average number of conversions over the last ten years, with 11 completed during the year. 82% (9) of the conversions in 2018 were primary schools, 18% (2) of the conversions were secondary schools.
- 2) There were 144¹ academies including new Free Schools and Studio Schools in Oxfordshire at 31st December 2018. 13 more than in 2017 (11 conversions and two new schools).
- 3) As of December 2018, there were 155 maintained schools, including seven LA Maintained Nursery Schools and nine special schools. 85 have a religious designation (either Church of England, Archdiocese of Birmingham (RC) or Diocese of Portsmouth (RC)). The average size of LA Maintained schools is 210, with 44 schools (28%) having less than 100 pupils on roll.
- 4) Approximately 62% of the total Oxfordshire pupil population are now educated in academies, with 97% of secondary pupils attending an academy.
- 5) There remain marked differences in volume of academy conversions between locality areas.
- 6) Conversions to academy status were at average rate of approximately 1 per month in 2018 down from 2 per month in 2017.
- 7) There were no new MATS established in 2018 in Oxfordshire, all schools converting in 2018 joined an established MAT.
- 8) 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.

¹ This figure includes new schools.

- 9) 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.
- 10) In 2018 four primary schools, judged by Ofsted to have serious standards issues, were issued Directed Academy Orders. Three converted to sponsored academy status with an established Oxfordshire based MAT, and one from Reading.
- 11) The pool of sponsors available to support under performing schools in Oxfordshire remained the same in 2018. 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.
- 12) 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.
- 13) 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 1st 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.
- 14) Following discussion with Schools Forum and all schools and academies the local authority adopted the national funding formula criteria for allocating funding to its schools and academies from 1 April 2018.
- 15) 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 in 2017, and a further two in 2018. There will be more schools opening in 2020 and 2021.
- 16) 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.
- 17) All new provision schools are now designated as Free schools and may be provided either through the Local Authority led 'Presumption' process or through a 'central' (DfE-led) process whereby sponsors can make direct bids to open new schools to Secretary of State.

Introduction

National perspective: In January 2018 The Rt. Hon. Damian Hinds, MP was appointed as the new Secretary of State for Education, supported by Lord Agnew as the Parliamentary Under Secretary of State for the School System. Together these two politicians continued to steer the Department for Education (DfE) to deliver the *Department's Strategy 2015-2020*², which promotes the academy agenda and the need to develop a mixed economy of LA maintained schools and academies within Multi Academy Trusts, to develop capacity in the system to support more schools effectively.

2018 saw subtle differences to 'back office' processes, prompted in part as a response to the Public Accounts Committee (July 2018), *Converting Schools to Academies*³. This saw changes in the second half of 2018 to expectations from DfE about the qualifying criteria for schools identified for a directive Academy Order (dAO), with the withdrawal of the expectation that a three consecutive Ofsted judgements of 'Requires Improvement' for any school would result in an automatic dAO, as well as to the way the Regional Schools Commissioner reviewed the capacity of Multi Academy Trusts to accommodate new academies and approved schools for Academy Orders.

Oxfordshire perspective: During 2018, Oxfordshire County Council continued to implement its policy on academies through an Academies Programme as part of its overarching Education Strategy, detailed in the Cabinet Report on 20 October 2015⁴. This 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 to actively encourage the incorporation of the remaining maintained schools into sustainable formal collaborative groupings, primarily through the Multi Academy Trust model.

Officers continue to follow many of the principles set out in that report, the main principles being:

- 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.

²[DfE Strategy 2015-2020, World class education and care](#)" DfE 2015

³ <https://publications.parliament.uk/pa/cm201719/cmselect/cmpublic/697/69702.htm>

⁴ http://mycouncil.oxfordshire.gov.uk/documents/s31331/CA_OCT2015R15%20Strategic%20Grouping%20of%20Academies%202015-20.doc.pdf

- 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 Church of England 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.

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.

Background

Academies are publicly-funded independent schools. Between 2001 and 2010, there was only one kind of Academy, a **Sponsored Academy**, where an existing school was closed and re-opened as a new legal entity in response to low attainment and judgements made by Ofsted. In Oxfordshire, three academies of this kind were established (North Oxfordshire Academy, Banbury, The Oxford Academy and Oxford Spires Academy).

The Academies Act 2010 paved the way for a new education landscape, enabling strong schools to voluntarily choose to become an academy, converting under a different process (**Converter Academies**). Initially strong schools were able to apply to the Regional Schools Commissioner (RSC) to convert as a **Single Academy Trust** (SAT), but increasingly it is acknowledged that for sustainability and school effectiveness reasons, schools must now either seek to join an established **Multi Academy Trusts** (MAT) or work in partnership to establish their own.

Converter academies choose to become an academy themselves but must be approved for conversion by the 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.

The Education Act 2011 set out the government's presumption that all new schools would open as an Academy or Free School (the Free School Presumption), reinforced

in May 2018 through the department's latest version of the non-statutory guidance⁵. New Academies can be set up through different routes: an LA driven **Presumption Competition**, or the open national competition managed by the DfE (**Central Route/Wave Bids**). All types of schools can open through either process: secondary schools, primary schools, special schools, university technical colleges (UTCs), studio schools, free schools, 16-19 provision and alternative provision.

Content

The report identifies and analyses trends in this programme during 2018, and indicates changes from those noted in 2017, under the following headings.

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

⁵ [The free school presumption](#), Departmental advice for Local Authorities and new school proposers. May 2018

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

At 1st December 2018, 7,814 English schools had become academies of which 5,581 are converters and 2,233 are sponsored. The table below sets out trends in academy conversion nationally and locally during 2018.⁶

National

Date	Secondary	Primary	Special
November 2012	55%	<5%	>5%
November 2013	55%	9%	No national % available. 112 Special /PRUs
October 2014 ²	64%	17%	No national % available.
October 2015	65% ²	18% ²	No national % available
December 2016	68% ⁶ 61% ⁷	21%	No national % available
December 2017	72% ⁶ 64%	27%	No national % available
December 2018	67%	30.6%	No national % available

Oxfordshire

Date	Secondary	Primary	Special
February 2013	20 (59%)	7(1 sponsored) (3%)	4 (33%)
December 2013	21 (62%)	32 (6 sponsored) (14%)	4 (33%)
December 2014	25 (74%) ³	46 (8 sponsored 20%) ³	4 (33%) ³
December 2015	28 (82%) ³	61 (9 sponsored 26%) ³	5 (38%) ³
December 2016	28 (82%)	65 (10 sponsored 28%)	5 (38%)
December 2017	31 (91%)	85 (12 sponsored 36%)	5 (38%)
December 2018	33 (97%)	94 (14 sponsored 40%)	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.

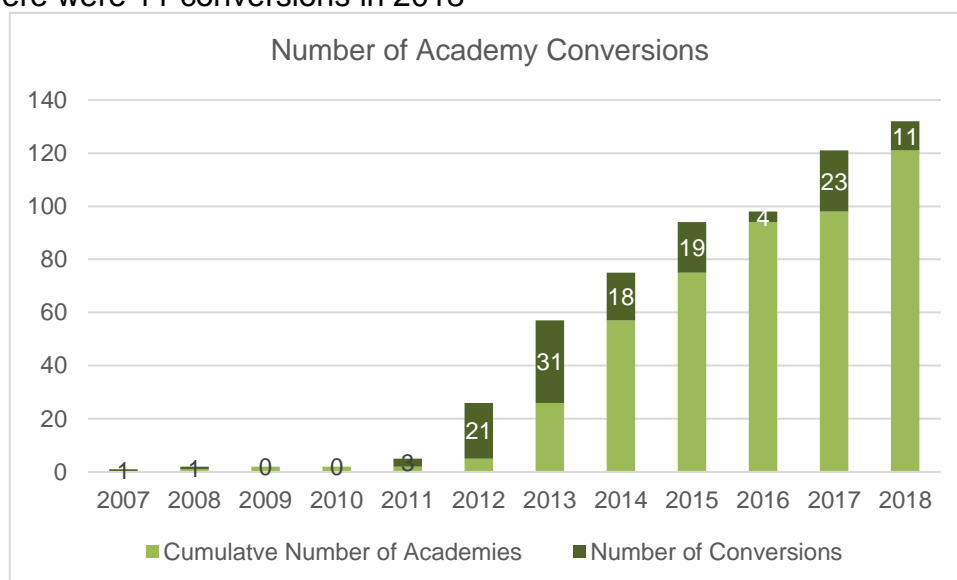
⁶ Source: DfE Transparency Data Transparency data Open academies, free schools, studio schools and UTCs <https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

⁷ These figures have been adjusted down from last year's summary as the source data provided by the DfE Open academies and academy projects in development for past years included new schools. Figures are now conversions only

2. Conversions - Numerical Data (Oxfordshire)

a. Number of academy converters

- 132 since start of academies programme in 2007.
- The rate at which schools have converted to academy status increased considerably in 2017, when 23 conversions were completed
- There were 11 conversions in 2018



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.
- In 2018 – there were 11 conversions, 2 secondary, 9 primary (including 1 junior and 1 infant). Of these, 1 secondary and 2 primaries converted as sponsored academies brokered by the DfE.

c. Conversions as a percentage of school estate⁸

- At 31st December 2018 33 (97%) secondary schools, 94 (40%) primaries, and 5 (38%) special schools across the county are now academies

See:

- Appendix 1: Breakdown of number of academies and maintained schools in Oxfordshire.
- Appendix 2: Breakdown of conversions data by locality.
- Appendix 3: Update of individual schools that have, or are publicly considering conversion to academy status as at December 2018.

d. Numbers of pupils in academies

- By 1 December 2018 there were 53,154 (62%) pupils of statutory age in open academies. When Foundation Stage and post 16 pupils are also included this number increases to 60,115 (63.6%) of all pupils in Oxfordshire.
- A further 1416 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 1.5% of pupils on roll.
- 98.4% of all secondary aged pupils attend an academy.

e. Multi Academy Trusts

- In 2018 three new MATS were formed in the county, all were previously SATs:
 1. **Ridgway Education Trust** which was previously Didcot Academy of Schools,
 2. **Community Schools Alliance Trust**, previously Cheney Schools Academy Trust, and
 3. **The Gallery Trust**, formally the Iffley Academy Trust.
- Two Academy Trusts closed:
 4. **The Marlborough Church of England School**, which was a Single Academy trust, joined River Learning Trust
 5. **Blackbird Academy Trust**, which was formed of Orchard Meadow Primary, Windale Primary and Pegasus Primary, joined United Learning Trust (ULT).
- Where SATs or small MATs are struggling financially or with effectiveness, the RSC has been known to encourage brokerage into an established MAT.
- Re-brokering academies (movement of a SAT to a MAT, or a MAT to a MAT) does not usually attract the £25K Academy Conversion Grant and incurs tax implications. This is therefore a costly exercise but is usually done to ensure appropriate school improvement support and sustainability is secured.

⁸ Percentages are expressed in terms of conversions only and the number does not include new schools.

f. Forecast Number of Converter Academies

- The current rate of conversion to academy status is an average of one conversion per month, which is lower than 2017 but is average for the past ten years of the programme.
- At present a further six primary schools and four special schools have indicated a likely intention to convert to academy status in 2019.
- Factors affecting how quickly these discussions translate into conversion to academy status are set out below.
 - 1. Local Authority Service:**
 - a. Consolidation of services received for school improvement and back room functions through the Integrated Business Centre managed by Hampshire County Council.
 - b. Perceived view of Council support for maintained schools.
 - 2. National Policy:**
 - c. Change in Government policy away from compulsory requirement for all schools to become academies by 2020
 - d. Perceived lack of national policy direction for academy programme
 - 3. School Finances**
 - e. Tight school budgets are making it increasingly difficult for schools to afford to convert. Following the removal of the Education Services Grant (ESG) in 2017, it is no longer a simple equation to justify the financial benefits of converting to academy status.
 - 4. Role of the RSC**
 - f. The RSC continues to encourage MATs to grow to sustainable size as set out in 'Good practice guidance and expectations for growth' published by DfE in December 2016.
 - g. The RSC is also mindful of the suitability of schools to convert, and increasingly is requiring greater due diligence prior to confirming an Academy Order.

3. Trends in conversion

a. Phase
<ul style="list-style-type: none">• There were two secondary school conversions in 2018. One of which was a sponsored conversion brokered by the DfE and joined a MAT from out of county. There is only one maintained secondary school remaining in the county.• Nine 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, 36% in 2017 to 40% in 2018.• The percentage of special school converters remained at 38% in 2018 however there are now 3 special schools with Academy orders and a further SEN school in the consulting phase
b. Multi Academy Trusts.
<ul style="list-style-type: none">• Of the schools that converted in 2018, all joined established MATs in the county and three were sponsored conversions.• There are 23 MATs with more than one school operating in the county• 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).• The trend of schools joining MATs is expected to continue.• MATs are beginning to consolidate by joining together, for instance Blackbird Academies Trust joining ULT• Trusts that 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.• Oxfordshire grown MATs are also taking schools from outside of the county, for instance The Warriner MAT, who have welcomed a school from Northamptonshire.
c. Faith Schools and Academies
<p><u>Church of England Provision</u></p> <ul style="list-style-type: none">• 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 academy chains unwilling to adopt Church of England Articles, but may be given for ‘locally grown’ trusts.• The Oxford Diocesan Board of Education formed a MAT in 2012, the Oxford Diocesan Schools Trust (ODST). As of 31 December 2018, 28 Oxfordshire schools have joined ODST (with five additional schools from Windsor and Maidenhead) and three more applied to join the trust in 2018.• In addition to the Diocesan MAT, there were a further eight Multi Academy Trusts operating in Oxfordshire with the ability to accommodate a Church of England school in their MAT:<ol style="list-style-type: none">1. Eynsham Partnership Academy2. Farringdon Academy of Schools

3. Mill MAT
4. River Learning Trust
5. The Merchant Taylor Oxfordshire Academy Trust Ltd
6. The Warriner Multi Academy Trust
7. The White Horse Federation
8. Vale Academy Trust

Catholic Provision

- There remain two Catholic MACs in the county with ten-member academies: the Dominic Barberi MAC (seven 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. Sponsorship

a. Sponsors

- There are currently 20 approved sponsor trusts operating in Oxfordshire. These are:
 1. Activate Learning Education Trust,
 2. Aspirations Academy Trust
 3. Community Schools Alliance Trust,
 4. Eynsham Partnership Academy,
 5. Faringdon Academy of Schools,
 6. GEMS Learning Trust,
 7. GLF Schools,
 8. Gillots School,
 9. MacIntyre,
 10. Maiden Erleigh Trust,
 11. Northern House School Academy Trust,
 12. Oxford Diocesan Schools Trust,
 13. Propeller Academy Trust,
 14. River Learning Trust,
 15. Ridgeway Education Trust,
 16. The Mill Academy Trust,
 17. The Warriner Academy Trust,
 18. The White Horse Federation,
 19. United Learning Trust,
 20. Vale Academy Trust.
- Between them, these trusts manage 132 Oxfordshire academies (up from 121 in 2017), of which 20 were in need of a ‘sponsor’ to convert. Other schools run by the sponsor trusts in Oxfordshire were voluntary converters and Free Schools.
- The availability of these sponsors to pick up schools causing concern is determined by the RSC, who considers capacity and sustainability when approving the identified sponsor.
- 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 by Ofsted 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’ in November 2018.
- Key action required by the 2016 Act and the 2018 statutory guidance are set out below:

- RSCs 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.
- 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.
- Three schools converted to academy status as a result of having been judged to require special measures by Ofsted during 2018.

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 2018 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.

5. 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 1st April 2016 approximately 50% of costs have been charged 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.
- 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.
- 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.
- As financial reserves and grants reduce it will be increasingly difficult for the authority to address unforeseen issues in the way it has previously.

- 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.
- In April 2018 following discussion with Schools Forum and all schools and academies the local authority adopted the national funding formula (NFF) criteria for allocating funding to its schools and academies. In later 2018 further consultation with all interested parties confirmed the continued use of the NFF allocation criteria for the financial year 2019-20.

b. Cost per conversion (average) for the year.

- 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.
- The council receives no funding for this work but has a statutory duty to comply with Academies legislation in this respect.
- Schools converting continue to be given an Academy Conversion 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.
- 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 1st 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.

6. New Academies

a. New academies which opened in 2018		
<ul style="list-style-type: none"> • Gagle Brook Primary School, Bicester, and Aureus Primary School, Didcot, opened in September 2018 • They will eventually offer up to 630 places for pupils aged 3-11 years, and are managed by The White Horse Federation and GLF Schools respectively. 		
b. New academies post 2018		
<ul style="list-style-type: none"> • 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 ⁹
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 2020
Barton West Primary school, to be sponsored by Cheney Academy Trust	Basic need generated by housing development.	September 2020

⁹ Dates of opening may be subject to change

Southam Road, Banbury, primary school	Basic need generated by housing development.	September 2020
<p>There are more new schools identified to meet housing growth but not as far advanced in planning terms.</p> <ul style="list-style-type: none"> • 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. 		
<p>c. Costs Associated with provision of new schools</p>		
<ul style="list-style-type: none"> • 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. 		

7. 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 is Martin Post, a 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.

8. Conclusions

1. All schools that converted to academy status in 2018 did so as members of Multi Academy Trusts.
2. The number of schools converting to academy status is average for the ten year period.
3. Larger MATs are forming Oxfordshire hubs.
4. Oxfordshire MATs are taking in schools from outside of the county
5. 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.
6. 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.
7. Over 63% of pupils in publicly funded education in Oxfordshire are taught in academies.
8. Additional powers of the RSC through legislation will impact on the future role of the Council and services to be provided.

Academies team
February 2019

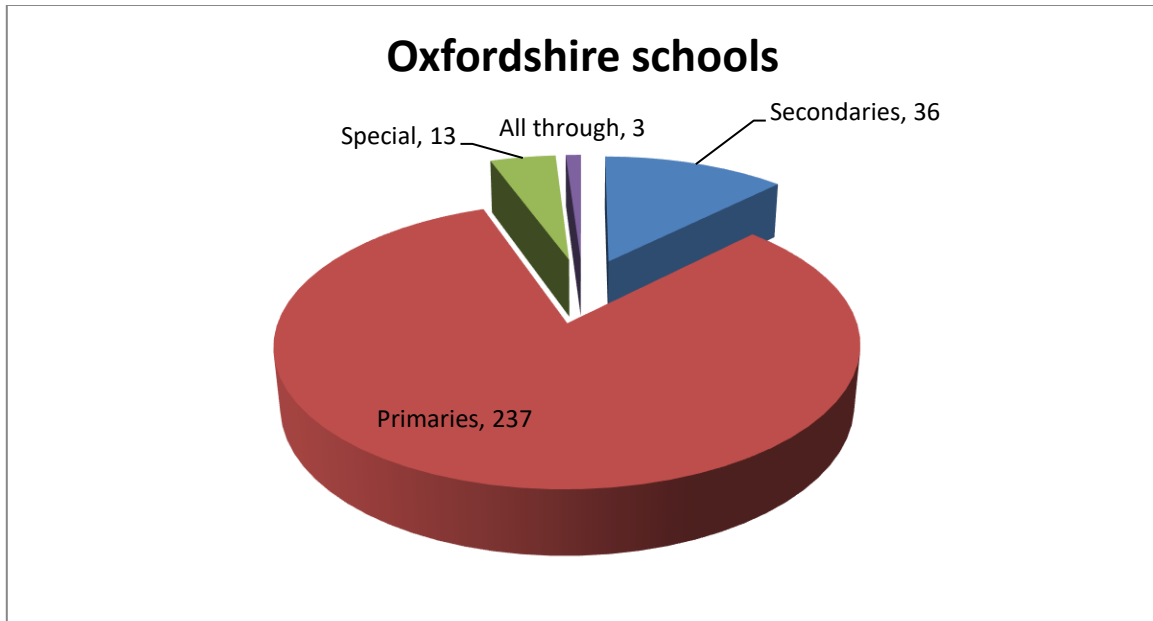
For regular updates please visit our intranet site at

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

Appendix 1 – Oxfordshire overall academy data – as of December 2018

Breakdown of all schools in Oxfordshire:

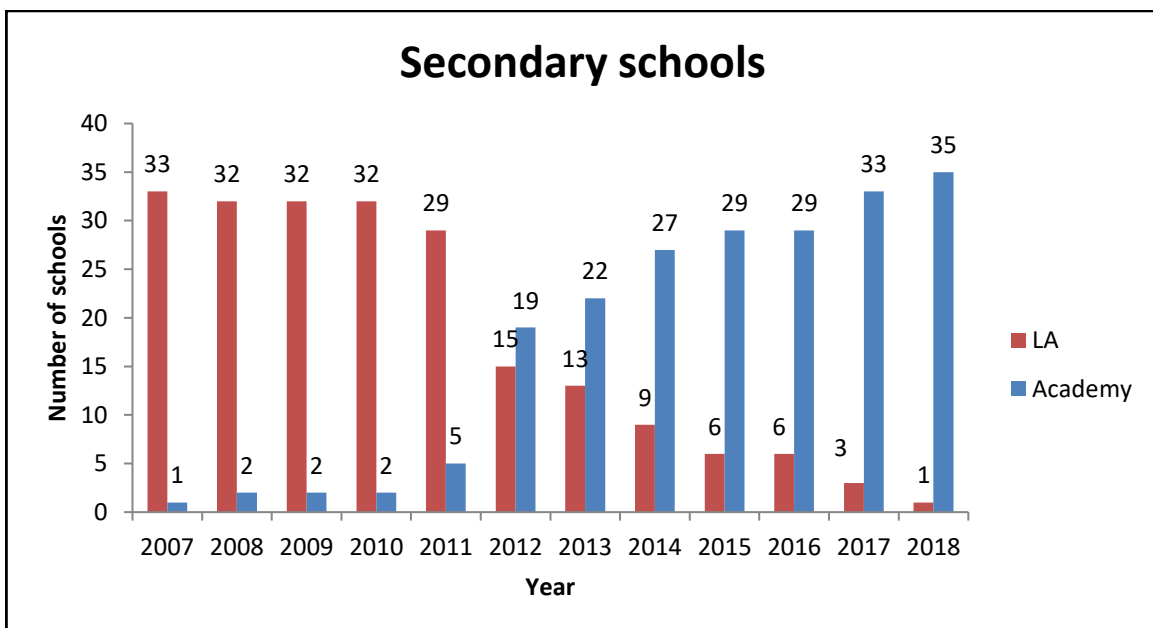
(School figures include the new, free and studio schools but not foundation stage settings and PRUs.)



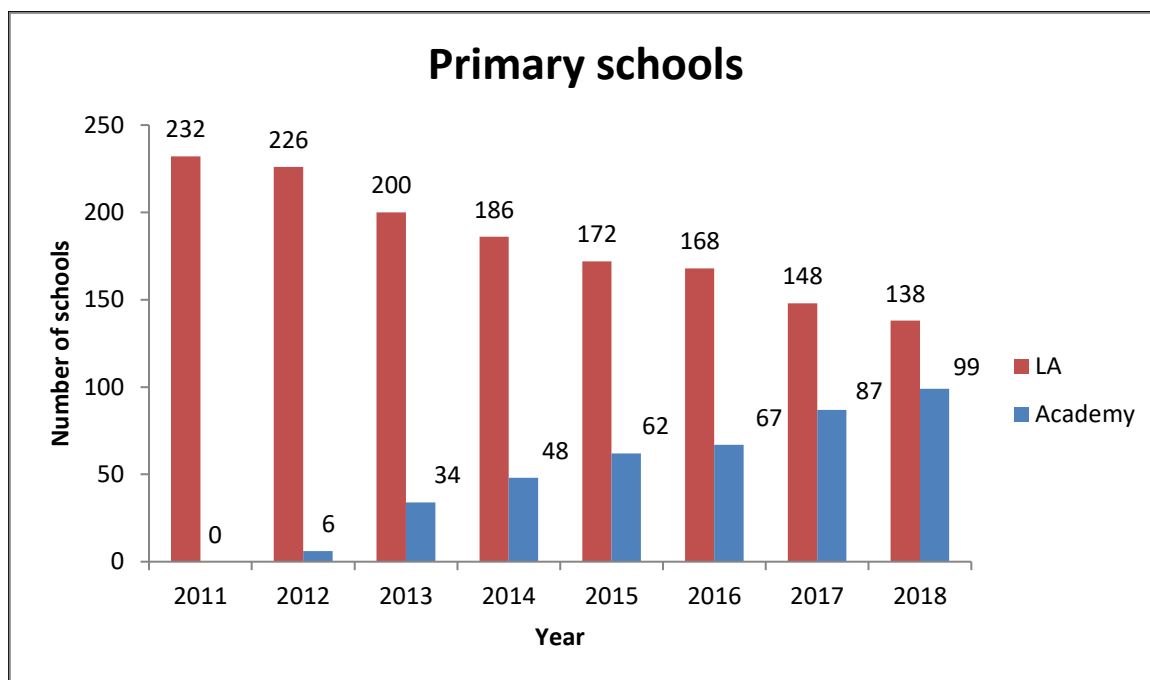
These figures show the numbers of academies and maintained schools as of December 2018

Secondary school Academy status 2011 – 2018:

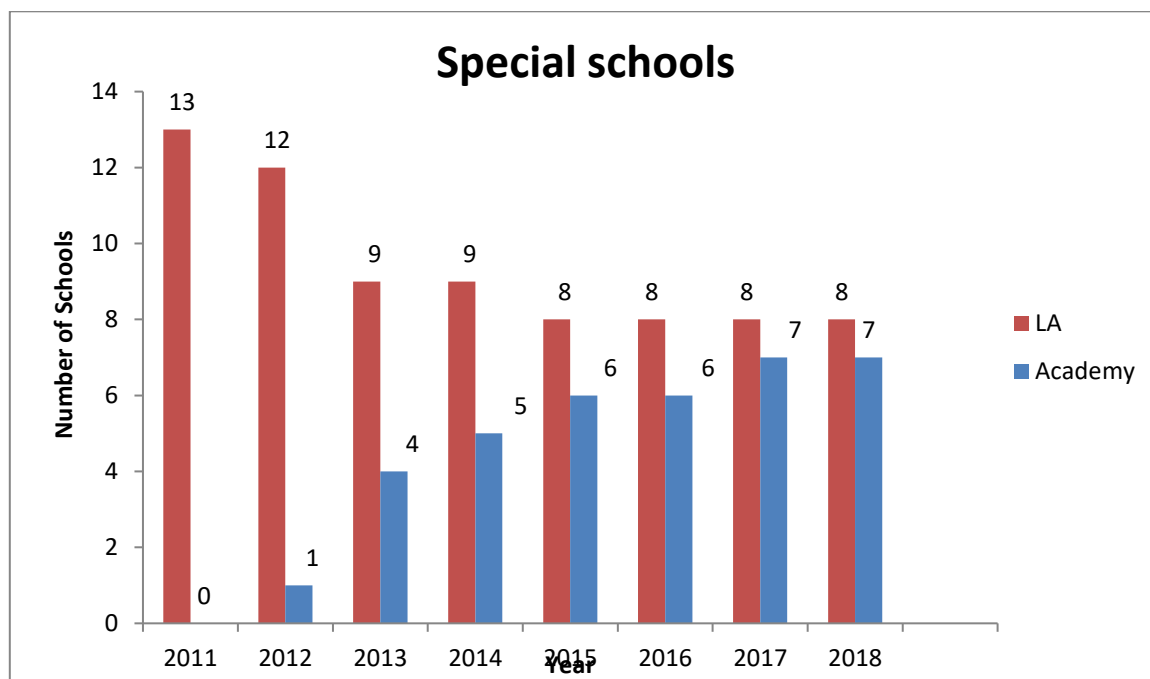
(School figures include the new, free and studio schools but not foundation stage settings and PRUs. Europa, Heyford Park and St Gregory’s are now counted as all through schools so are no longer included in the secondary figures as they were in previous years.)



Primary school Academy status 2011 – 2018:
 (School figures include the new and free schools but not foundation stage settings.)



Special school Academy status 2011 – 2018:
 (School figures include new schools but not PRUs.)

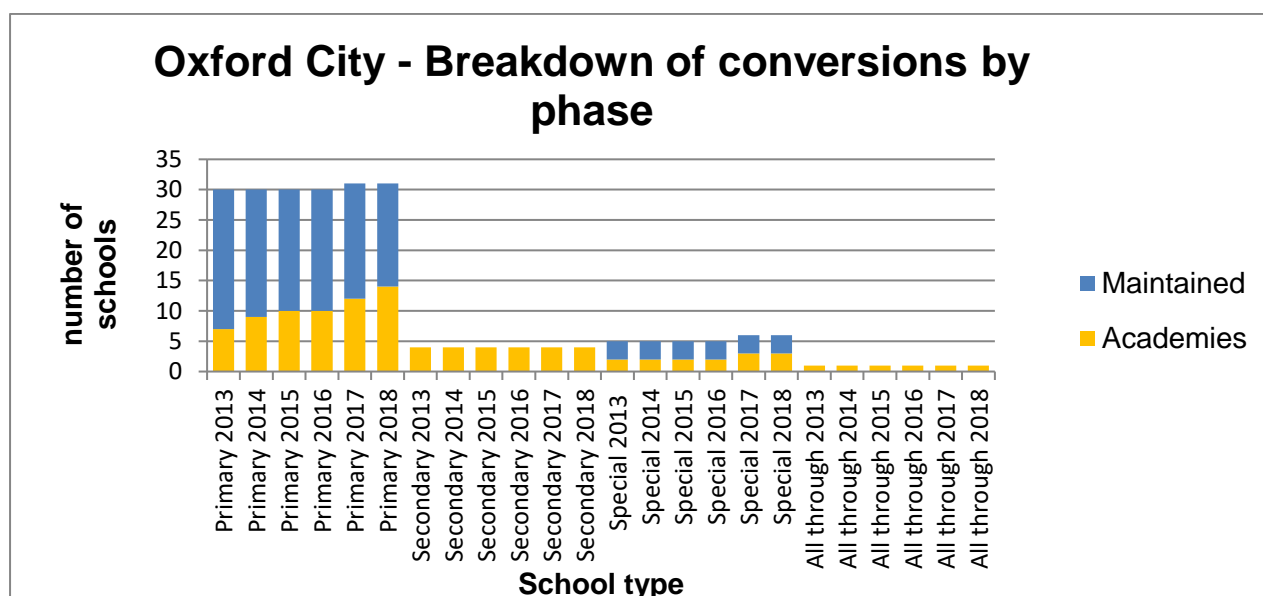
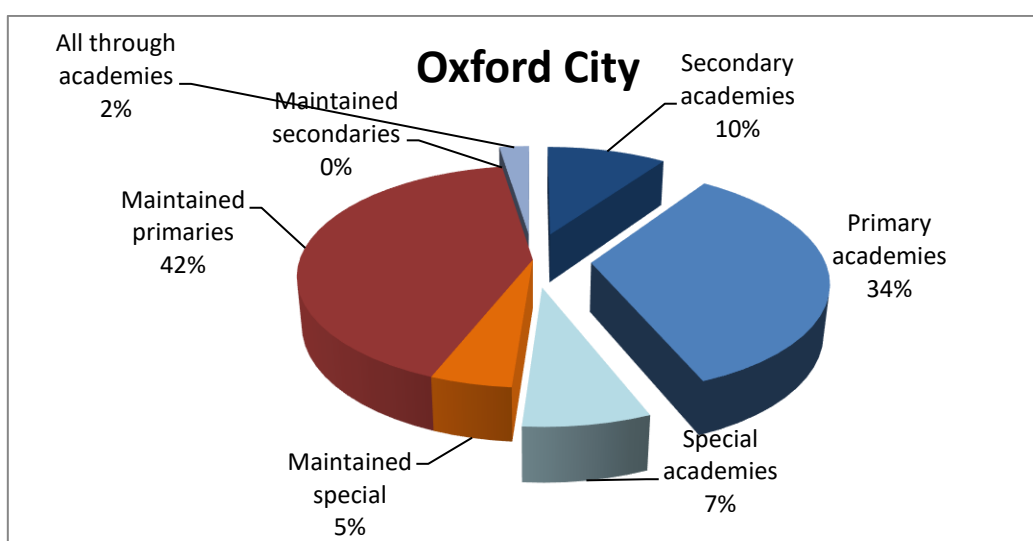


All three of all through schools in Oxfordshire are academies.

Appendix 2 - Locality conversion data – as of December 2018

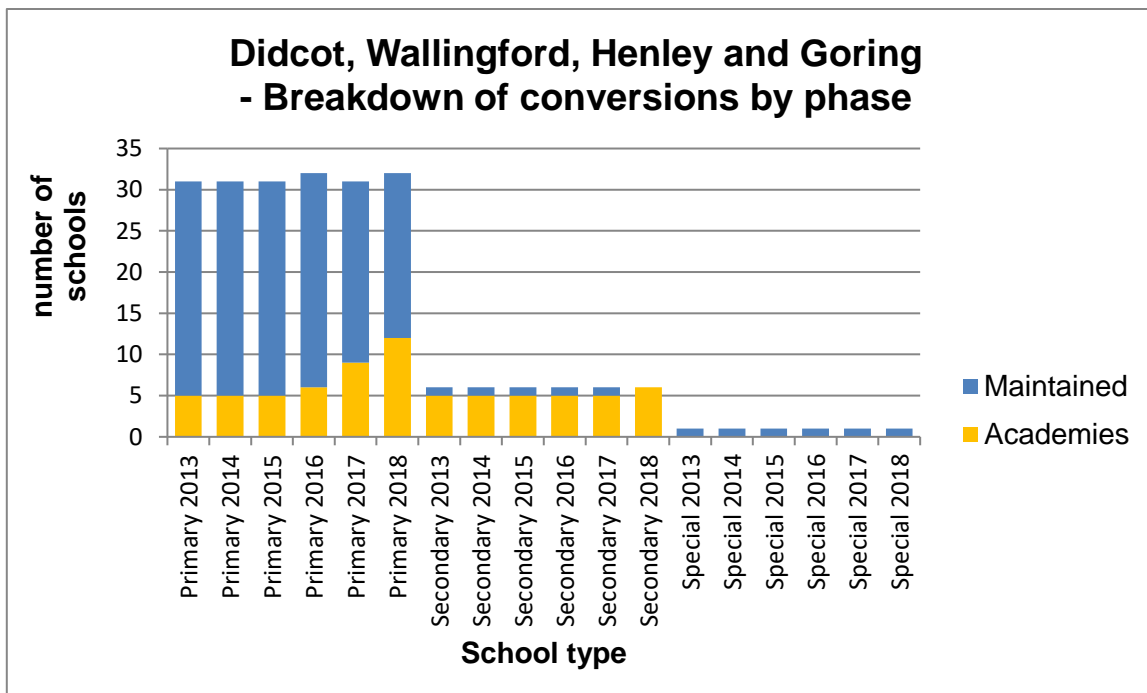
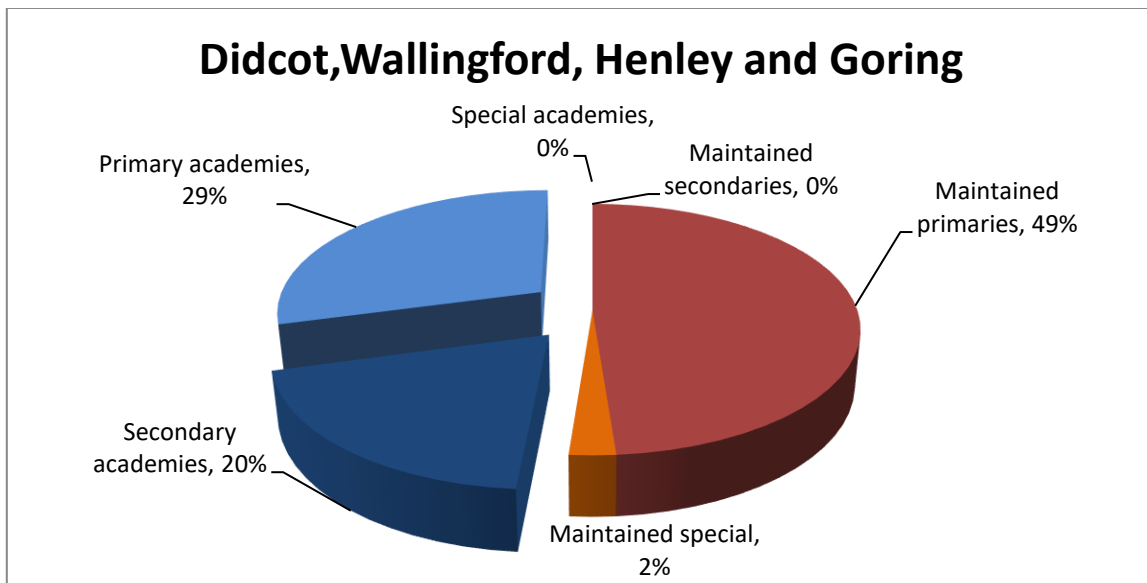
Oxford City

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	31	17 (excl. 4 nurseries)	14 (12)
Secondary	4	0	4 (4)
Special	5	2	3 (3)
All through	1	0	1 (1)
Total	41	19	22 (20)



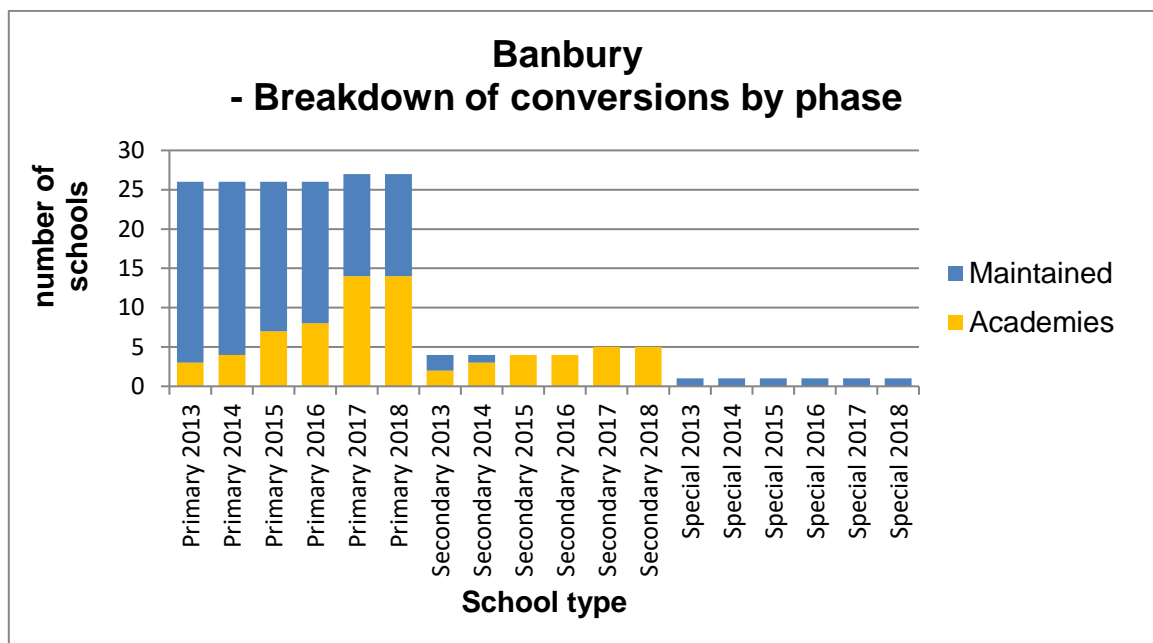
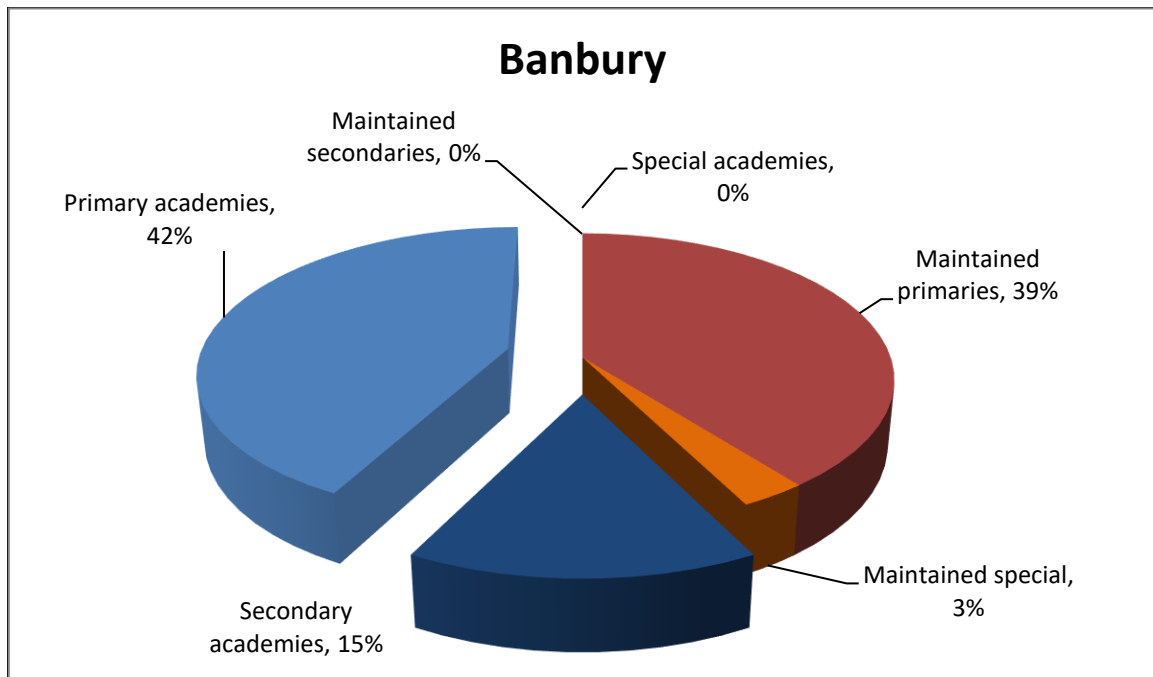
Didcot, Wallingford, Henley and Goring

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	32	20	12(9)
Secondary	8	0	8(7)
Special	1	1	0 (0)
Total	41	21	20(16)



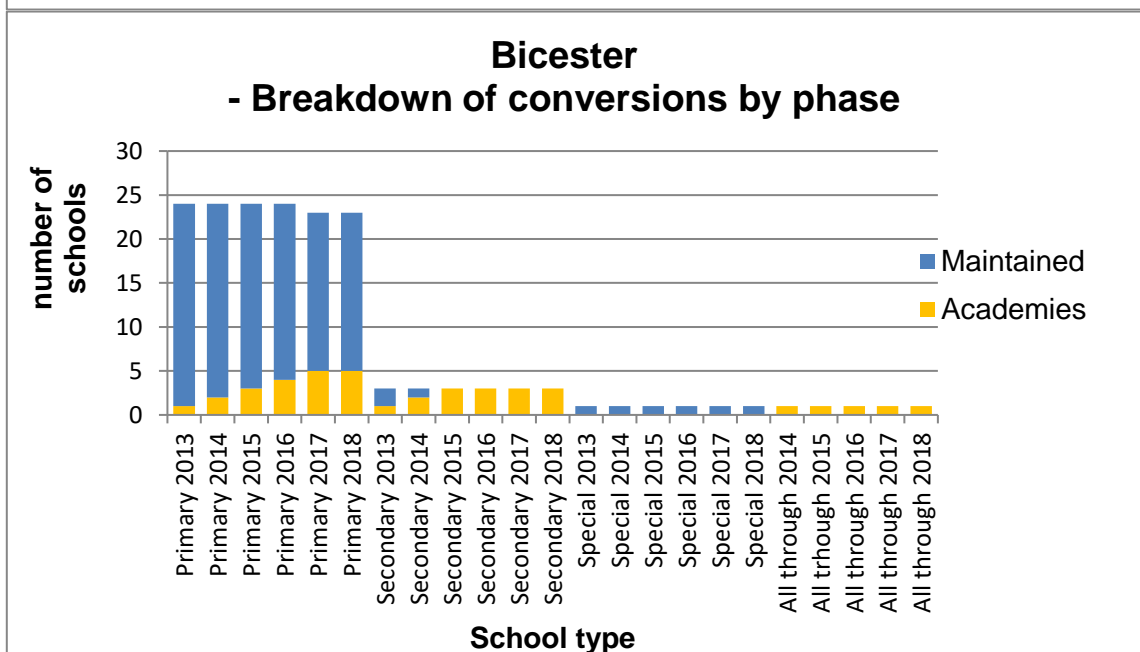
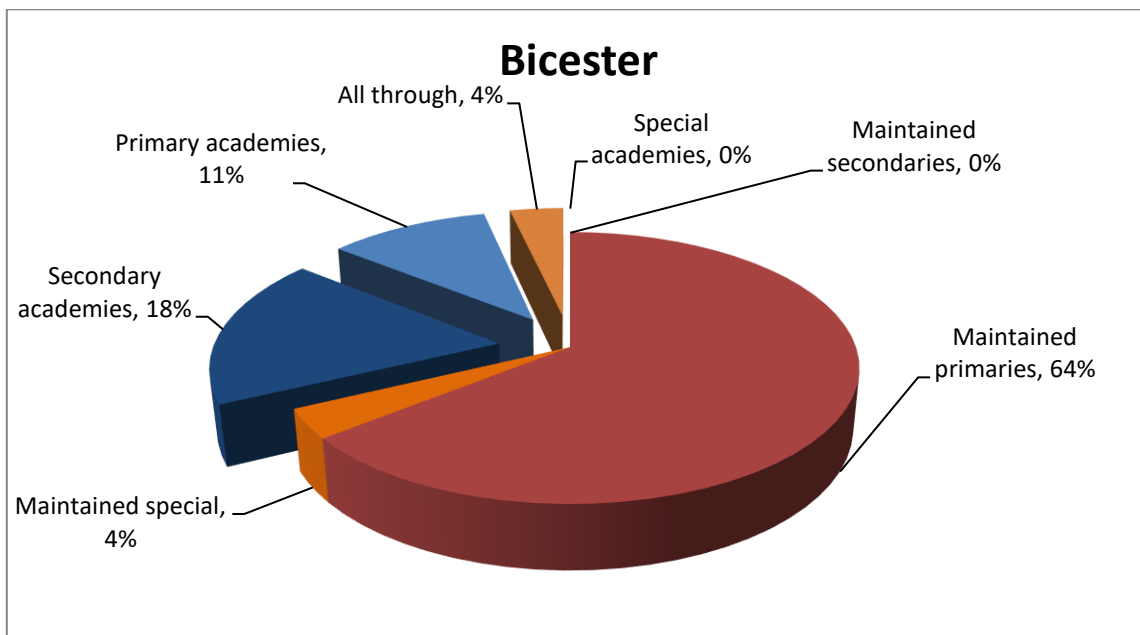
Banbury (Inc. Warriner)

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	27	13	14 (14)
Secondary	5	0	5 (5)
Special	1	1	0 (0)
Total	33	14	19 (19)



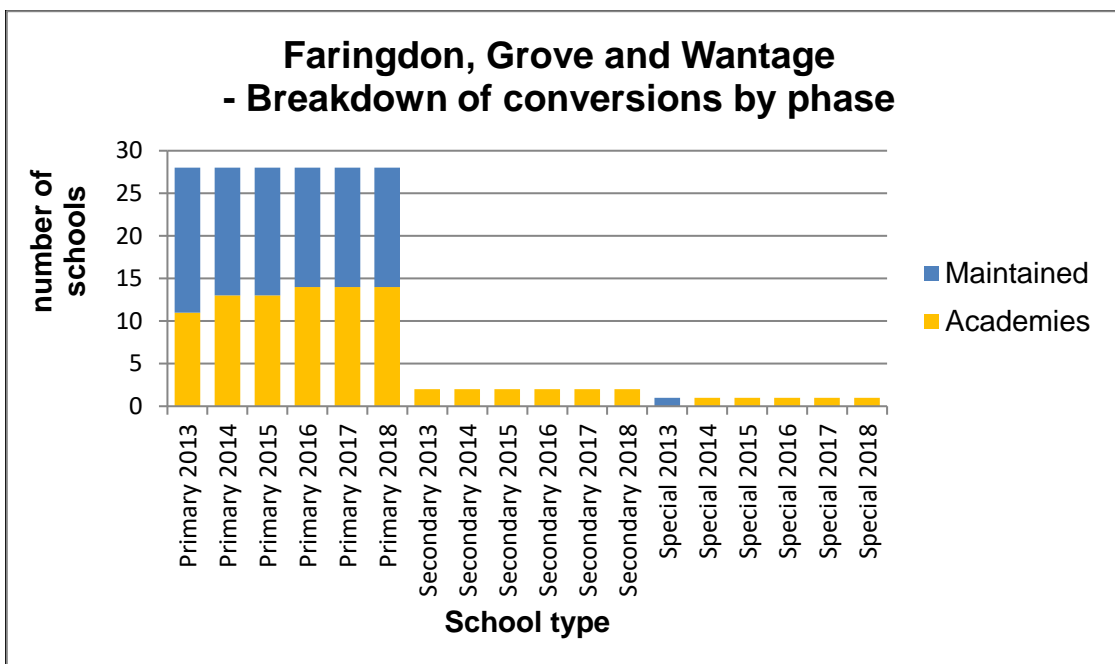
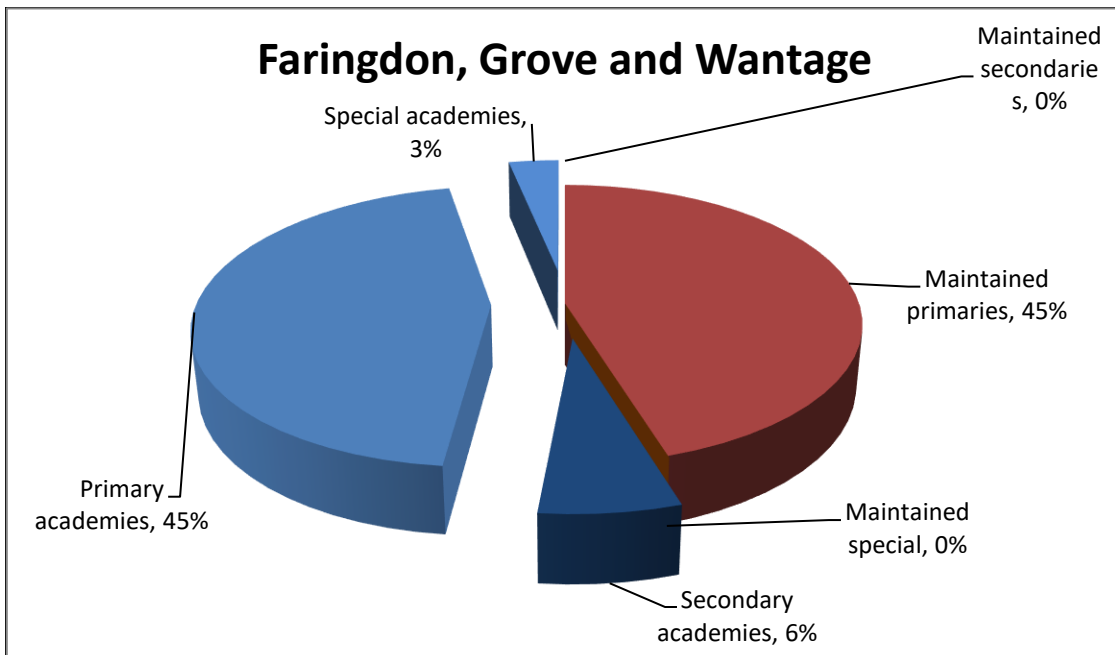
Bicester

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	23	18	5 (5)
Secondary	3	0	3 (3)
Special	1	1	0 (0)
All through	1	0	1 (1)
Total	28	19	9 (9)



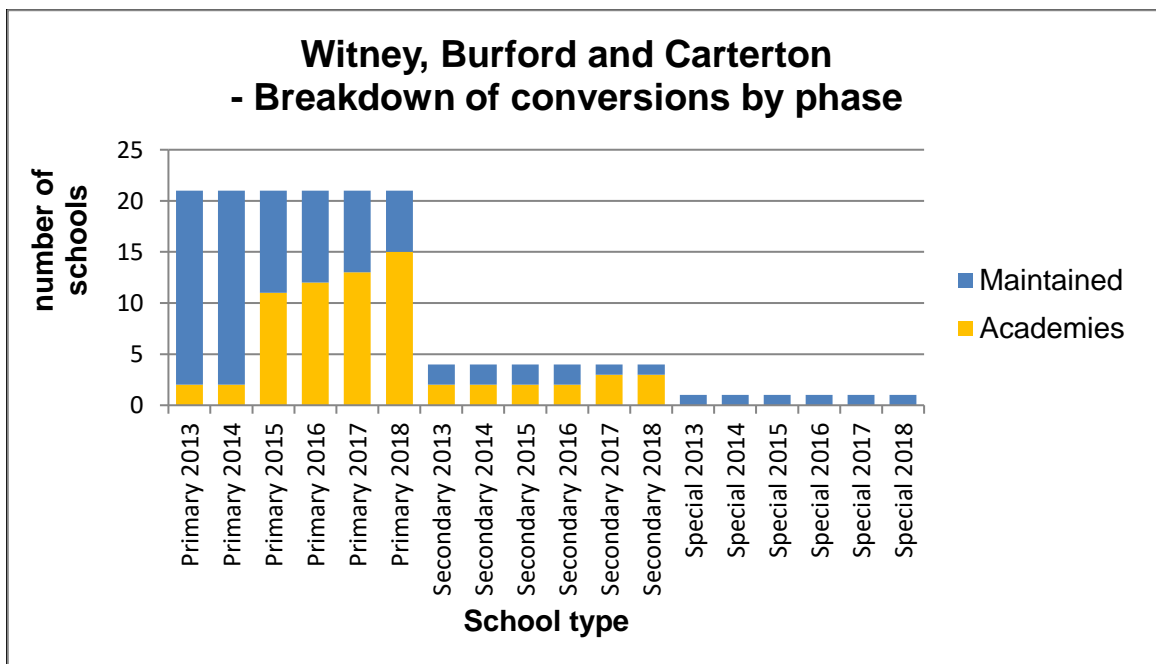
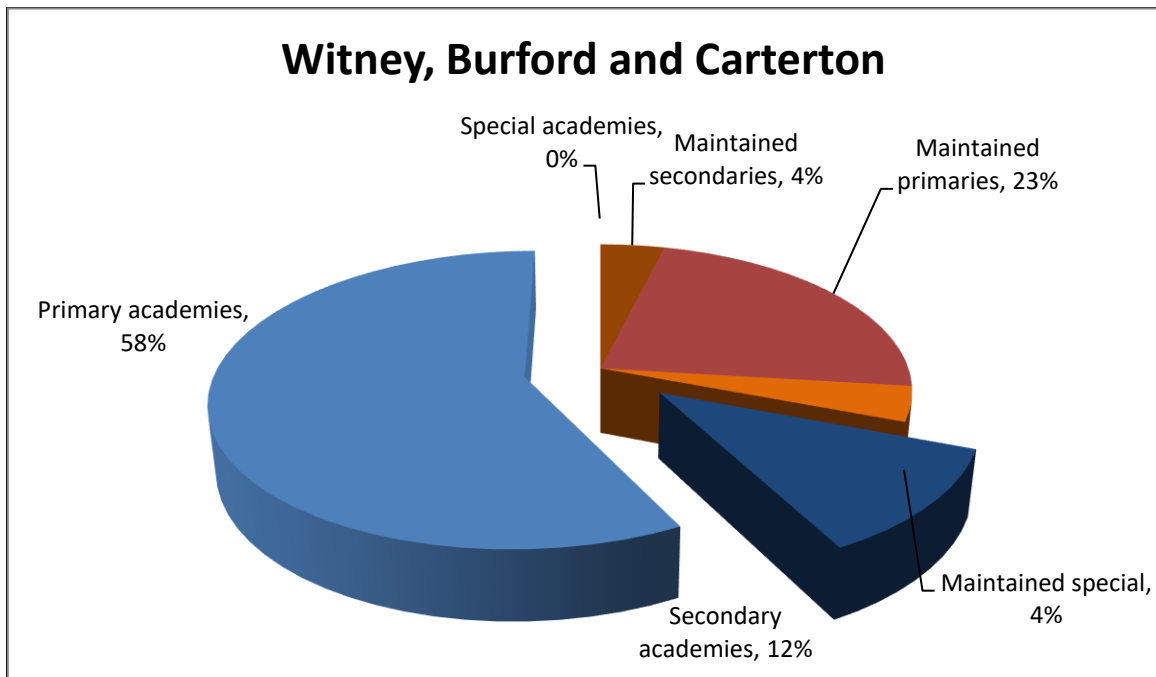
Faringdon, Grove and Wantage

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	28	14	14 (14)
Secondary	2	0	2 (2)
Special	1	0	1 (1)
Total	31	14	17 (17)



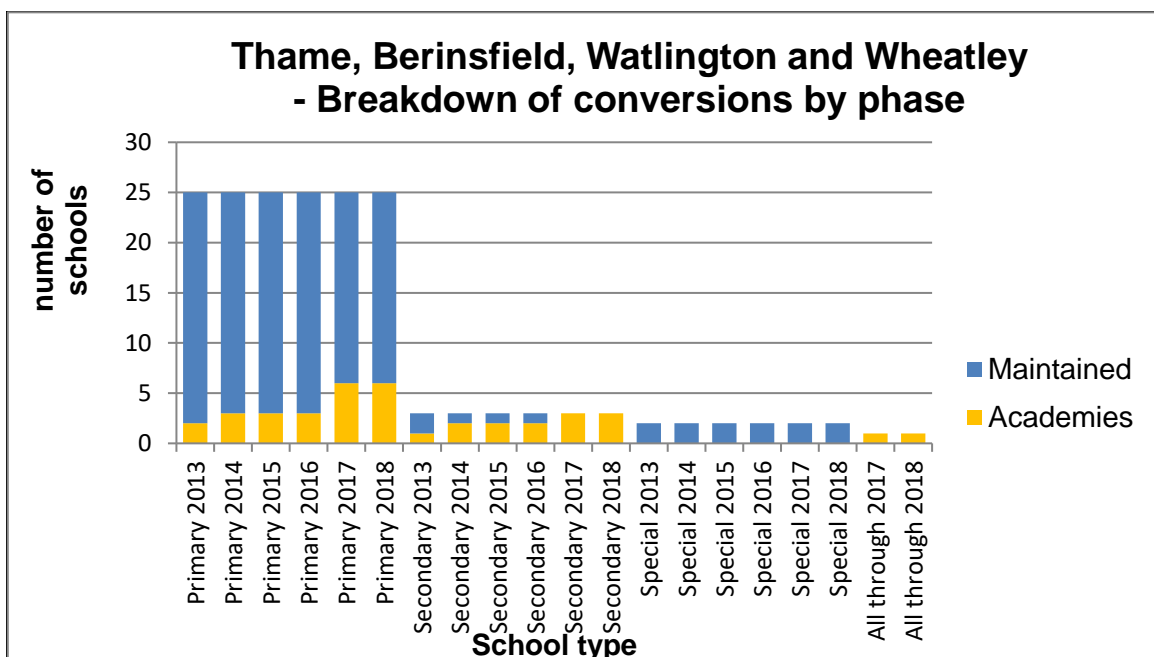
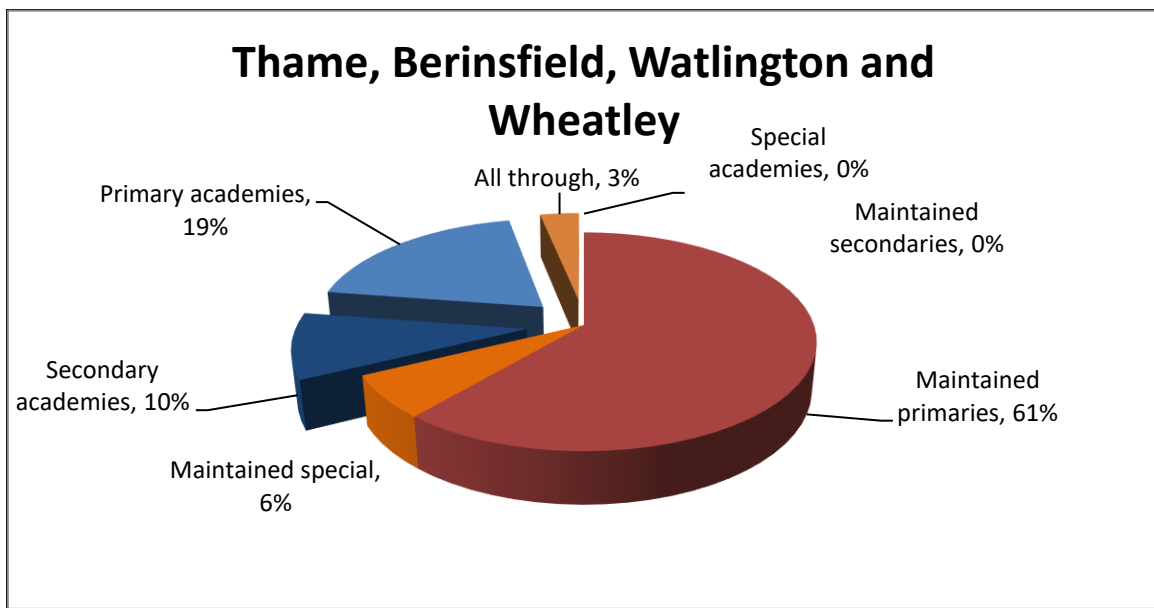
Witney, Burford and Carterton

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	21	6	15 (13)
Secondary	4	1	3 (2)
Special	1	1	0 (0)
Total	26	8	18 (16)



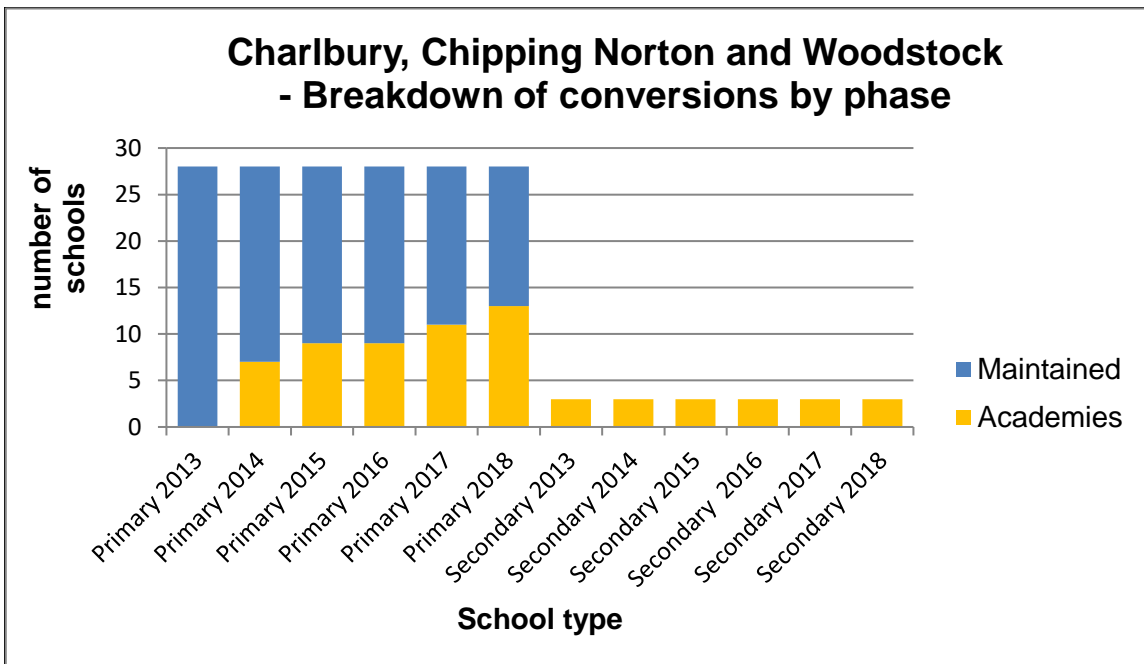
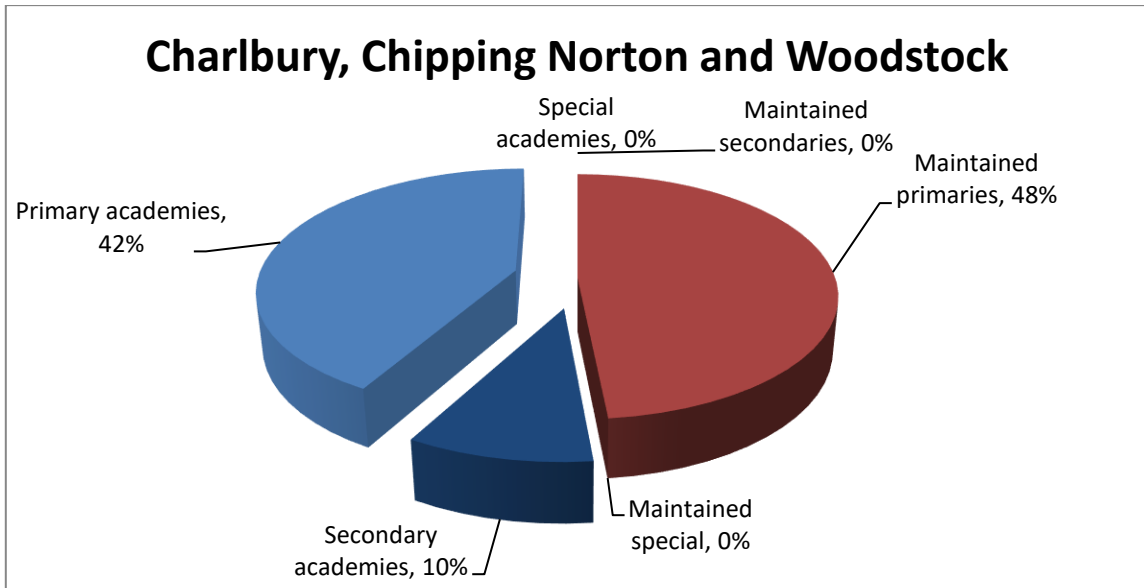
Thame, Berinsfield, Watlington and Wheatley

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	25	19 (excl. 1 nursery)	6 (6)
Secondary	3	0	3 (3)
Special	2	2	0 (0)
All through	1	0	1
Total	31	21	10 (10)



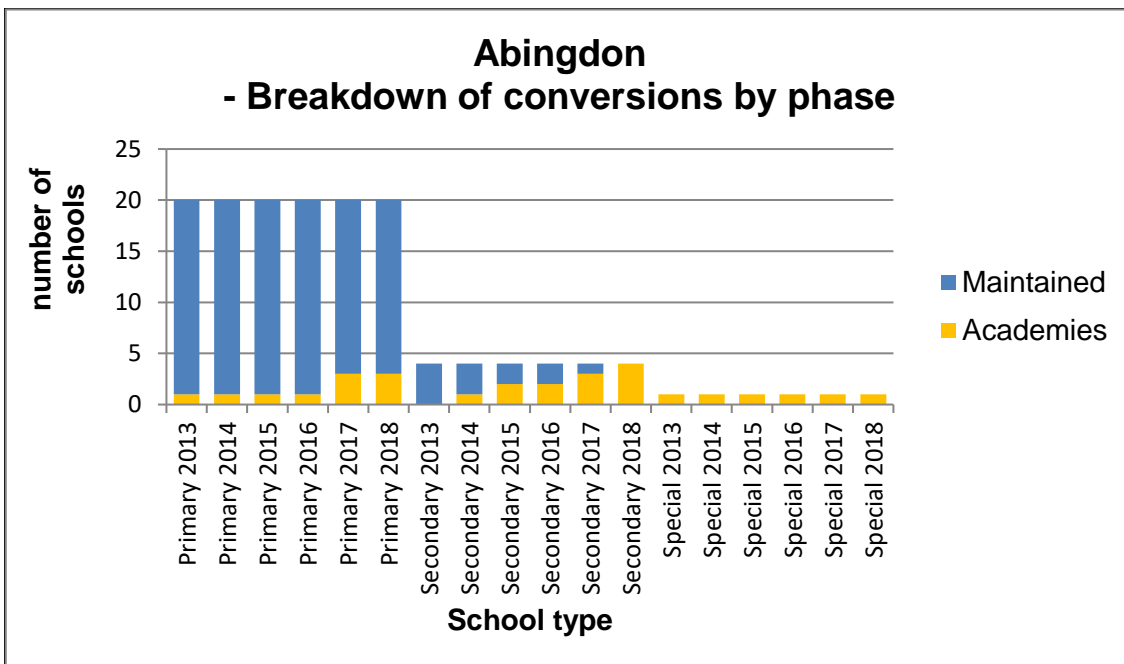
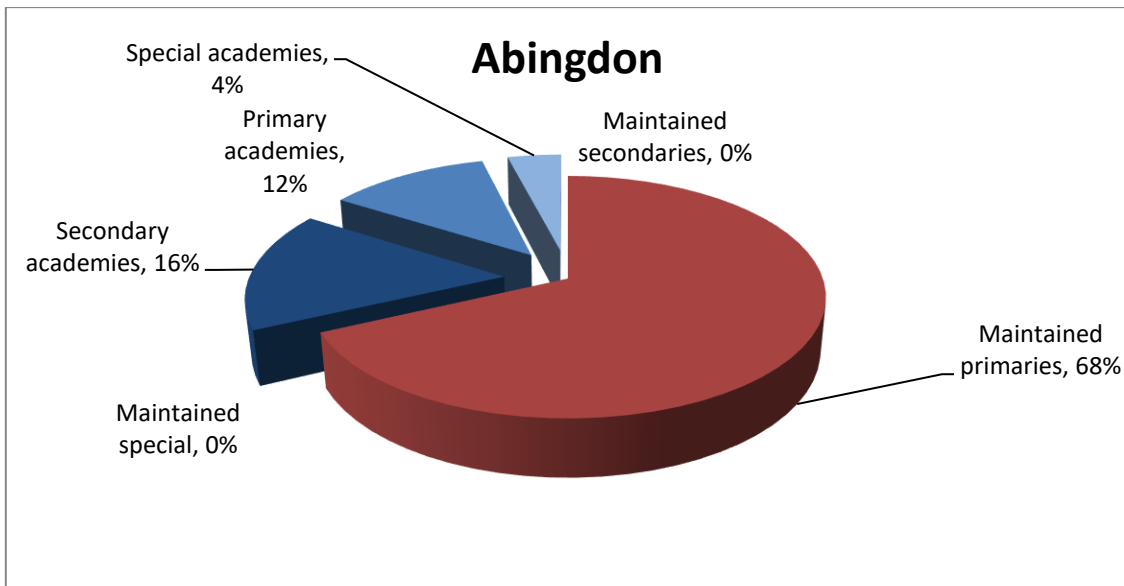
Charlbury, Chipping Norton and Woodstock

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	28	15 (excl. 1 nursery)	13 (11)
Secondary	3	0	3 (3)
Special	0	0	0 (0)
Total	31	17	16 (14)



Abingdon

	Total schools	Maintained schools	Academies (2017 bracketed)
Phase	Number	Number	Number
Primary	20	17	3(1)
Secondary	4	0	4(3)
Special	1	0	1 (1)
Total	25	17	8 (7)



Appendix 3 - individual schools that have or are considering conversion to academy status at December 2018.

For the latest version of the conversions update, please see: <http://schools.oxfordshire.gov.uk/cms/node/112>

Name of converted establishment	Previous name	Phase	Age range	Company number	DfE code	Old DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Fitzharrys School		Sec	11-18	07931886	4127		01/11/2018	Voluntary Converter	MAT	Abingdon Learning Trust (ALT)
Wootton-by-Woodstock CE (Aided) Primary		Pri	4-11	08143249	3657		01/10/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Sandhills Primary		Pri	3-11	07966500	2022	2401	01/09/2018	Sponsored converter brokered by	MAT	River Learning Trust
Middle Barton Primary		Pri	4-11	07966500	2151		01/09/2018	Voluntary Converter	MAT	River Learning Trust
Rose Hill Primary		Pri	3-11	07966500	2023	2531	01/09/2018	Sponsored Academy brokered by	MAT	River Learning Trust
Maiden Erlegh Chiltern Edge	Chiltern Edge Community	Sec	11-16	07548754	4013	4092	01/08/2018	Sponsored Academy brokered by	MAT	Maiden Erlegh Trust
Fir Tree Jun School		Jun	7-11	08143249	2578		01/04/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Nicholas' CE Inf School & Foundation Stage unit (Wallingford)		Inf	3-6	08143249	3244		01/04/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Witney Community Primary		Pri	4-11	07966500	2302		01/04/2018	Voluntary Converter	MAT	River Learning Trust
Madley Brook Community Primary		Pri	3-11	07966500	2002		01/04/2018	Voluntary Converter	MAT	River Learning Trust
Northbourne CofE Primary		Pri	3-11	08143249	3852		01/01/2018	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Mary's CE (VC) Primary (Banbury)		Pri	3-11	08143249	3022		01/11/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Hill View Primary		Pri	3-11	04439859	2056		01/10/2017	Voluntary Converter	MAT	United Learning Trust (ULT)
North Hinksey CofE Primary		Pri	3-11	08143249	3237		01/10/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Brightwell-Cum-Sotwell CofE (C) School		Pri	3-11	07727786	3221		01/09/2017	Voluntary Converter	MAT	The Merchant Taylors Oxfordshire Academy Trust Ltd
Thameside Primary		Pri	3-11	07674473	2598		01/08/2017	Voluntary Converter	MAT	Vale Academy Trust
Kidmore End CE (Aided) Primary		Pri	3-11	08143249	3807		01/08/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Deddington CofE Primary		Pri	4-11	08143249	3452		01/07/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Bishop Loveday CofE Primary		Pri	4-11	9696059	3351		01/06/2017	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Dr Radcliffe's CofE School		Pri	4-11	08143249	3828		01/06/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
South Moreton School		Pri	4-11	08143249	2566		01/06/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Horspath CofE Primary		Pri	4-11	07966500	3161		01/05/2017	Voluntary Converter	MAT	River Learning Trust
Garsington CE Primary		Pri	3-11	07966500	3167		01/05/2017	Voluntary Converter	MAT	River Learning Trust
West Kidlington Primary		Pri	4-11	08075785	2021	2110	01/05/2017	Sponsored Academy brokered by	MAT	The White Horse Federation
Wroxton CE Primary School		Pri	3-11	08143249	3004		01/04/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Edith Moorhouse Primary		Pri	4-11	07966500	2255		01/04/2017	Voluntary Converter	MAT	River Learning Trust
Chalgrove Community Primary		Pri	4-11	09591931	2452		01/03/2017	Voluntary Converter	MAT	Acer Trust
New Marston Primary		Pri	4-11	07966500	2020	2529	01/02/2017	Sponsored Academy brokered by	MAT	River Learning Trust
Leaffield CofE Controlled Primary		Pri	4-11	08143249	3124		01/02/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Wood Green School		Sec	4-11	09591931	4052		01/02/2017	Voluntary Converter	MAT	Acer Trust
Icknield Community College		Sec	3-11	09591931	4082		01/02/2017	Voluntary Converter	MAT	Acer Trust
Tackley CofE Primary		Pri	4-11	08143249	3144		01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Larkmead School		Sec	3-11	07674473	4125		01/01/2017	Voluntary Converter	MAT	Vale Academy Trust
Dr South's CE VA Primary		Pri	3-11	08143249	3655		01/01/2017	Voluntary Converter	MAT	Oxford Diocesan Schools Trust

Name of converted establishment	Previous name	Phase	Age range	Company number	DfE code	Old DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
Southwold Primary School		Pri	4-11	08075785	2607		01/04/2016	Voluntary converter	MAT	The White Horse Federation
Brize Norton Primary School		Pri	4-11	08143249	2250		01/03/2016	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St James, East Hanney		Pri	4-11	07674473	3225		01/03/2016	Voluntary Converter	MAT	Vale Academy Trust
William Morris Primary School		Pri	3-11	07551959	2019	2059	01/02/2016	Sponsored Academy brokered by	MAT	GLF Schools
St Mary's Infants, Witney		Inf	4-11	08143249	3207		01/12/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Tower Hill Primary		Pri	3-11	07966500	2303		01/11/2015	Voluntary Converter	MAT	River Learning Trust
Wolvercote Primary		Pri	3-11	07966500	2534		01/11/2015	Voluntary Converter	MAT	River Learning Trust
Burford Primary School		Pri	3-11	08143249	2251		01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Finstock Church of England Primary School		Pri	3-11	8060721	3040		01/10/2015	Voluntary Converter	MAT	The Mill Academy
Queen Emma's Primary School	Queen's Dyke	Pri	4-11	8060721	2304		01/10/2015	Voluntary Converter	MAT	The Mill Academy
The Batt CE Primary School		Pri	4-11	08143249	3605		01/10/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Bishop Carpenter CoFE (VA)		Pri	4-11	9696059	3302		01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Hornton Primary School		Pri	2-11	9696059	2001		01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Sibford Gower Endowed Primary School		Pri	4-11	9696059	3005		01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Matthew Arnold School		Sec	11-18	09591931	4128		01/08/2015	Voluntary Converter	MAT	Acer Trust
The Bicester School	Bicester Community	Sec	11-18	0807909	4011	4030	01/08/2015	Sponsored Academy brokered by	MAT	Activate Learning Education Trust
The Warriner School		Sec	11-18	9696059	4007		01/08/2015	Voluntary Converter	MAT	The Warriner Multi Academy Trust
Bampton CE Primary School		Pri	2-11	08143249	3131		01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
North Leigh CE Primary		Pri	4-11	08143249	3128		01/07/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Christopher's CoFE Primary School, Langford		Pri	4-11	08143249	3555		01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
St Peter's CE School, Alvescot		Pri	4-6	08143249	3550		01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
The Blake CE Primary School		Pri	4-11	08143249	3600		01/03/2015	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Meadowbrook College (PRU)		Spec	2-19	09334026	1106		01/02/2015	Voluntary Converter	MAT	Radcliffe Academy Trust
Millbrook Primary School		Pri	3-11	07674473	2016	2603	01/12/2014	Sponsored Academy brokered by	MAT	Vale Academy Trust
Bayards Hill Primary School		Pri	3-11	8319810	2015	2521	01/10/2014	Sponsored Academy brokered by	MAT	Community Schools Alliance Trust
St Nicholas CE Primary School, East Challow		Pri	4-11	07674473	3224		01/10/2014	Voluntary Converter	MAT	Vale Academy Trust
Blessed George Napier Catholic Secondary School		Sec	11-18	09113542	4600		01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
Holy Trinity Catholic Primary School		Pri	4-11	09113542	3420		01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
St Joseph's Catholic Primary School, Banbury		Pri	3-11	09113542	3825		01/08/2014	Voluntary Converter	MAC	The Pope Francis MAC
Glory Farm Primary School		Pri	3-11	09053713	2211		01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Hanborough Manor C of E Primary School		Pri	4-11	07939655	3147		01/07/2014	Voluntary Converter	MAT	Eynsham Partnership
The Cooper School		Sec	11-18	09053713	4032		01/07/2014	Voluntary Converter	MAT	Bicester Learning Academy
Freeland C of E Primary School		Pri	4-11	07939655	3208		01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
St Peter's C of E Primary School, Cassington		Pri	3-11	07939655	3651		01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Standlake C of E Primary School		Pri	3-11	07939655	3127		01/06/2014	Voluntary Converter	MAT	Eynsham Partnership
Eynsham Primary School		Pri	3-11	07939655	2013	2209	01/05/2014	Sponsored Academy brokered by	MAT	Eynsham Partnership
Stanton Harcourt C of E Primary School		Pri	3-11	07939655	3130		01/05/2014	Voluntary Converter	MAT	Eynsham Partnership
Wheatley Park School		Sec	11-18	07966500	4077		01/05/2014	Voluntary Converter	MAT	River Learning Trust
Wheatley CE Primary School		Pri	4-11	08143249	2009	3165	01/03/2014	Sponsored Academy brokered by	MAT	Oxford Diocesan Schools Trust
St Christopher's CE Primary School, Cowley		Pri	3-11	08143249	2010	3252	01/02/2014	Voluntary Converter	MAT	Oxford Diocesan Schools Trust

Name of converted establishment	Previous name	Phase	Age range	Company number	DfE code	Old DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
John Mason Secondary School		Sec	11-18	07937886	4126		01/02/2014	Voluntary Converter	MAT	Abingdon Learning Trust (ALT)
Grove CE Primary School		Pri	4-11	08143249	3228		01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
The Hendreds CE Primary School, Wantage		Pri	4-11	08143249	3250		01/12/2013	Voluntary Converter	MAT	Oxford Diocesan Schools Trust
Buckland C of E Primary School		Pri	3-11	07977368	3222		01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Cholsey Primary School		Pri	4-11	08722647	2596		01/11/2013	Voluntary Converter	Umbrella	Oxfordshire Primary Education Network (OPEN)
John Blandy VC Primary School		Pri	4-11	07977368	3230		01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Longcot & Fernham C of E Primary School		Pri	4-11	07977368	3232		01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Shrivenham C of E Primary School		Pri	4-11	07977368	3239		01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Watchfield Primary School		Pri	3-11	07977368	2572		01/11/2013	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Charlton Primary School		Pri	4-11	07674473	2573		01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Wantage C of E Primary School		Pri	3-11	07674473	3246		01/10/2013	Voluntary Converter	MAT	Vale Academy Trust
Abbey Woods Academy	Berinsfield Community Primary School	Pri	3-11	07468210	2007	2461	01/09/2013	Sponsored Academy brokered by DfE	MAT	CfBT Schools Trust
Orchard Meadow Primary School		Pri	3-11	04439859	2006	2539	01/08/2013	Sponsored Academy brokered by DfE	MAT	United Learning Trust (ULT)
Pegasus Primary School		Pri	3-11	04439859	2593		01/08/2013	Voluntary Converter	MAT	United Learning Trust (ULT)
Windale Community Primary School		Pri	2-11	04439859	2005	2606	01/08/2013	Sponsored Academy brokered by DfE	MAT	United Learning Trust (ULT)
Ladygrove Park Primary School		Pri	3-11	08517429	2609		01/06/2013	Voluntary Converter	Umbrella	Oxfordshire Primary Education Network (OPEN)
Manor School, Didcot		Pri	4-11	08516551	2597		01/06/2013	Voluntary Converter	Umbrella	Oxfordshire Primary Education Network (OPEN)
St Johns Primary School, Wallingford		Pri	4-11	008517255	2567		01/06/2013	Voluntary Converter	Umbrella	Oxfordshire Primary Education Network (OPEN)
Willowcroft Community Primary School		Pri	3-11	08516562	3912		01/06/2013	Voluntary Converter	Umbrella	Oxfordshire Primary Education Network (OPEN)
Cuttleslowe Primary School		Pri	3-11	07966500	2004	2522	01/04/2013	Sponsored Academy brokered by DfE	MAT	River Learning Trust
Our Lady of Lourdes RC Primary, Witney		Pri	4-11	8453966	3822		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Our Lady's RC Primary School, Cowley		Pri	4-11	8453966	3836		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St John Fisher RC Primary School, Littlemore		Pri	3-11	8453966	3839		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Carterton		Pri	3-11	8453966	3556		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Joseph's RC Primary School, Thame		Pri	4-11	8453966	3826		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Thomas More Catholic Primary School, Kidlington		Pri	3-11	8453966	3823		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
St Gregory The Great RC Secondary School		All throu	3-18	8453966	4145		01/04/2013	Voluntary Converter	MAC	Dominic Barberi MAC
Fitzwaryn Special School		Spec	2-19	8340120	7027		01/02/2013	Voluntary Converter	MAT	Propeller Academy Trust
Harriers Banbury Academy	Harriers Ground Community Primary Sch	Pri	3-11	7867577	2053		01/02/2013	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Iffley Academy	Iffley Mead Special School, Isis Academy	Spec	2-19	8334718	7018		01/02/2013	Voluntary Converter	MAT	The Gallery Trust
Kingfisher Special School		Spec	2-19	8340120	7000	7032	01/02/2013	Sponsored Academy brokered by DfE	MAT	Propeller Academy Trust
Cheney Community College		Sec	11-18	8319810	4120		01/01/2013	Voluntary Converter	MAT	Community Schools Alliance Trust
Gosford Hill School		Sec	11-18	08237106	4060		01/11/2012	Voluntary Converter	Single conv	Gosford Hill School
The Marlborough C of E School		Sec	11-18	8194349	4560		01/10/2012	Voluntary Converter	Single conv	The Marlborough Church of England School
Northern House Special School		Spec	2-19	8140768	7016		01/09/2012	Voluntary Converter	MAT	Northern House School Academy Trust
The John Henry Newman CE School		Pri	3-11	08143249	2000	2612	01/09/2012	Sponsored Academy brokered by	MAT	Oxford Diocesan Schools Trust
Lord Williams's School		Sec	11-18	8154932	4580		01/09/2012	Voluntary Converter	MAT	Thame Partnership Academy Trust

Name of converted establishment	Previous name	Phase	Age range	Company number	DfE code	Old DfE code	Completion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details
St Birinus School, Didcot		Sec	11-18	8104201	4129		01/09/2012	Voluntary Converter	MAT	Ridgeway Education Trust
Wykham Park Academy	Banbury School then Banbury Academy	Sec	11-18	7867577	4000	4021	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Didcot Girls' School		Sec	11-18	8104201	4139		01/08/2012	Voluntary Converter	MAT	Ridgeway Education Trust
Dashwood Banbury Academy	Dashwood Primary School	Pri	3-11	7867577	2003	2592	01/08/2012	Voluntary Converter	MAT	Aspirations Academy Trust (AAT)
Burford Secondary School		Sec	11-18	8082185	4040		01/07/2012	Voluntary Converter	Single conv	Burford School
The Henry Box School		Sec	11-18	8060721	4050		01/06/2012	Voluntary Converter	MAT	The Mill Academy
Faringdon Community College		Sec	11-18	7977368	4141		01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Langtree School		Sec	11-16	07980335	4094		01/04/2012	Voluntary Converter	Single conv	The Langtree School Academy Trust
Faringdon Infant School		Inf	3-6	7977368	2561		01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
Faringdon Junior School		Jun	7-11	7977368	2562		01/04/2012	Voluntary Converter	MAT	Faringdon Academy of Schools (FAoS)
The Cherwell School		Sec	11-18	07966500	4116		01/04/2012	Voluntary Converter	MAT	River Learning Trust
Bartholomew School		Sec	11-18	07939655	4054		01/03/2012	Voluntary Converter	MAT	Eynsham Partnership
Chipping Norton School		Sec	11-18	07966500	4010		01/03/2012	Voluntary Converter	MAT	River Learning Trust
Gillotts School		Sec	11-16	07954417	4055		01/03/2012	Voluntary Converter	Single conv	Gillotts School
Hanwell Fields Community School		Pri	3-11	04439859	3837		01/03/2012	Voluntary Converter	MAT	United Learning Trust (ULT)
Rush Common School		Pri	4-11	07931886	2574		01/03/2012	Voluntary Converter	MAT	Abingdon Learning Trust (ALT)
Wallingford School		Sec	11-18	07727786	4140		01/09/2011	Voluntary Converter	MAT	The Merchant Taylors Oxfordshire Academy Trust Ltd
King Alfred's Academy	King Alfred's Community & Sports College	Sec	11-18	07674473	4142		01/08/2011	Voluntary Converter	MAT	Vale Academy Trust
Oxford Spires Academy	Oxford School	Sec	11-18	07468210	6907		01/01/2011	Sponsored Academy brokered by	MAT	CfBT Schools Trust
The Oxford Academy		Sec	11-18	06621108	6906		01/09/2008	Sponsored Academy brokered by	Single	The Oxford Academy Trust
North Oxfordshire Academy		Sec	11-18	04439859	6905		01/09/2007	Sponsored Academy brokered by	MAT	United Learning Trust (ULT)

Establishments in the process of conversion:

Name of converting establishment	Phase	Age Range	DfE code	Type of School	Programmed Conversion Date	Type of Conversion - Voluntary or Sponsored	Type of Trust	Trust / sponsor details	Additional Comments
Oxfordshire Hospital School	Spec	2-19	7017	LEA	No Date	Voluntary Converter	MAT	The Skylark Partnership	Delayed. Future date to be confirmed.
St John's Catholic Primary	Pri	4-11	3350	VA	No Date	Voluntary Converter	MAC	The Pope Francis MAC	Delayed. Future date to be confirmed.
Larkrise Primary School	Pri	3-11	2543	LEA	01/02/2019	Sponsored Academy brokered by DfE	MAT	River Learning Trust	
Stadhampton Primary	Pri	4-11	2455	LEA	01/02/2019	Voluntary Converter	MAT	Acer Trust	
Hardwick CP School	Pri	4-11	2060	LEA	01/02/2019	Voluntary Converter	MAT	GLF	
Beckley CofE Primary	Pri	4-11	3256	VC	01/04/2019	Voluntary Converter	MAT	River Learning Trust	
Sutton Courtenay CofE Primary	Pri	3-11	3243	VC	01/04/2019	Voluntary Converter	MAT	Ridgeway Education Trust	Previously Didcot Academy of Schools.
Springfield School	Spec	2-19	7012	SP	TBC	Voluntary Converter	MAT	The Gallery Trust	Previously The Iffley Academy Trust
Bardwell School	Spec	11-19	7029	SP	TBC	Voluntary Converter	MAT	The Gallery Trust	Previously The Iffley Academy Trust

New schools since 2013:

New open academies	Trust name / sponsor	DfE	No. of places	Type of Academy	Planned opening date	Opened	Age range	Phase	Additional information	Additional Comments
Tyndale Community Primary Free School	Chapel Street Community School	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 (AA)	4006	300	Studio School	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 School	Sep-16	05/09/2016	14-19	Studio		
GEMS Didcot Primary Academy (Great Western Park)	GEMS Learning Trust	2012	420	Primary school academy	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 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)
Gagle Brook Primary School (NW Bicester ecotown)	The White Horse Federation		210	Primary school academy	Sep-18	01/09/2018	3-11	Pri	26fte nursery for 3-year-olds; EY accommodation may also provide option for 2-year-old places until school reaches full operating size. 8 places for specialist resourced provision - communication and interaction needs, physical or sensory needs.	To meet demand from new housing development.
Aureus Primary School, Great Western Park, Didcot (Formally Chalkhill)	GLF Schools	2011	420	Primary school academy	Sep-18	03/09/2018	3-11	Pri	26fte nursery for 3-year-olds	To meet demand from new housing development in Great Western Park. A private day nursery will be opened close to the first primary school - planned for 2018

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 17 JUNE 2019

An overview of 16-18 attainment in Oxfordshire and destinations of pupils following key stage 5

Report by Director for Children’s Services

RECOMMENDATION

The Committee is RECOMMENDED to note the report.

Executive Summary

This report covers three main areas:

- 16-18 attainment – for schools and colleges (A level, Applied General and Tech Level qualifications) – 2017/18
- Achievement rates for Further Education settings (2017/18):
 - Apprenticeships
 - Education and training
- Destinations of students following key stage 5 (2016/17).

16-18 attainment for schools and colleges

1. In 2018 there were 3562 students who completed their 16-18 studies and entered at least one level 3 qualification (eligible for performance tables) in Oxfordshire. 16-18 attainment covers all level 3 qualifications, this includes A levels, applied general, and tech levels.
2. The headline attainment measure is the average point score (APS) per entry
The APS per entry measure is reported separately for cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, technical certificate and level 2 vocational qualifications.

A-level qualifications

Figure 1: A level attainment 2016-2018

	All A level students ¹				Students ² entered for one or more A level or applied A level			
		Number Students	APS per entry (grade)	Achieving at least 2 A levels (%)	Number students	APS per entry – best 3 A levels	3+ A*-A grades or better (%)	Grades AAB or better (%)
2016	Oxon	3714	30.21 (C)	Na	2723	33.24 (C+)	10.1	17.3
	England		30.44 (C)	NA		33.79 (C+)	10.5	18.5

ESC10

2017	Oxon	3598	30.93 (C)	76.2	2643	33.60 (C+)	11.0	18.6
	England		31.13 (C)	75.4		34.09 (C+)	11.1	19.3
2018	Oxon	3317	30.93 (C)	78.9	2626	31.77 (C+)	10.7	18.2
	England		32.12 (C+)	76.9		32.49 (C+)	9.2	16.1

Comparison is all state funded schools and colleges

¹Covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study.

2. Covers students at the end of advanced level study who were entered for at least one A level, applied single A level, applied double A level or combined A/AS level during 16-18 study, excluding critical thinking and general studies. This measure only includes A level students who have entered less than a total of size 1 in other academic, applied general and tech level qualifications.

3. The overall number of A level students in Oxfordshire fell by 8% to 3317 in 2018. Nationally the decrease was 5%. This cohort includes students who only took AS levels, and this cohort has decreased since the introduction of A level reforms in September 2015.
4. The average point score (APS) per entry for A levels in Oxfordshire remained the same as in 2017 (30.93 – grade C), whereas the national APS per entry increased to 32.12, grade C+.
5. The proportion of students who achieved 3 A*-A or AAB or better in Oxfordshire fell slightly in 2018 (10.7% and 18.2% respectively) but remain above the national averages.
6. Overall female students in Oxfordshire achieved a higher APS per entry in A levels (31.87) compared to male students (29.74). A higher proportion of male students achieved A*-A grades (12.4% compared to 9.9%). This reflects the national picture.

Individual subject results are provided in Appendix A.

7. The subjects with the greatest number of entries in 2018 in Oxfordshire were:
 - Maths 906
 - English 972
 - Psychology 706
 - Biological Sciences 695
 - Chemistry 518
 - History 505
8. The number of entries for both biological sciences and chemistry increased from 2017, whereas the number of entries for maths, English and history decreased.

9. Over 97% of all entries in Oxfordshire achieved at least an E grade. For individual subjects this ranges from 100% (French, Spanish, German, Music and Media) to 92.1% in Design & Technology and 93.6% in Physics.
10. The proportion of Oxfordshire pupils achieving A*-A in most subjects is slightly lower than the national averages. The exceptions being Geography and PE (above the national average) and English and History (broadly in line with the national averages).
11. The greatest proportion of pupils achieving A*-A is in further maths (52.8%), though this is still below the national figure of 55.6%.

Applied general and tech level students

12. The number of applied general students and tech level students dropped by 81% and 79% respectively compared to 2017. This mirrors the national pattern. This drop is due to the substantial change in the list of tech level and applied general qualifications that are eligible for reporting in the performance tables following Professor Alison Wolf's Review of Vocational Education.

Figure 2: Applied general and tech level attainment 2016-2018

		2015/16		2016/17		2017/18	
		Number students	APS per entry	Number students	APS per entry	Number students	APS per entry
Applied General	Oxon	1565	32.54	1783	32.97	336	26.97
	England		34.66		35.69		28.43
Tech Level	Oxon	851	28.29	668	33.10	142	25.68
	England		30.76		32.25		28.11

13. The average point score (APS) per entry for both Applied General and Tech Level qualifications fell nationally between 2017 and 2018. This was also seen in Oxfordshire where the average point score for both qualification types is below the national averages.

Appendix B: Key stage 5 performance by school/ college

National achievement rates summary for young people aged 16-18 in Oxfordshire 2017/18

14. The Skills Funding Agency publishes the national achievement rates for FE institutions annually. School sixth forms are not included.
15. There are two sets of data; one for Apprenticeships and one for Education and Training (all other non-Apprenticeship qualifications taken at FE institutions from entry level to level 5). In both sets of data an achievement rate (formerly known as the success rate) considers whether a student is retained on programme and achieves their learning aim. In the education and training data set there is additional information on retention and pass rates. The pass rate is

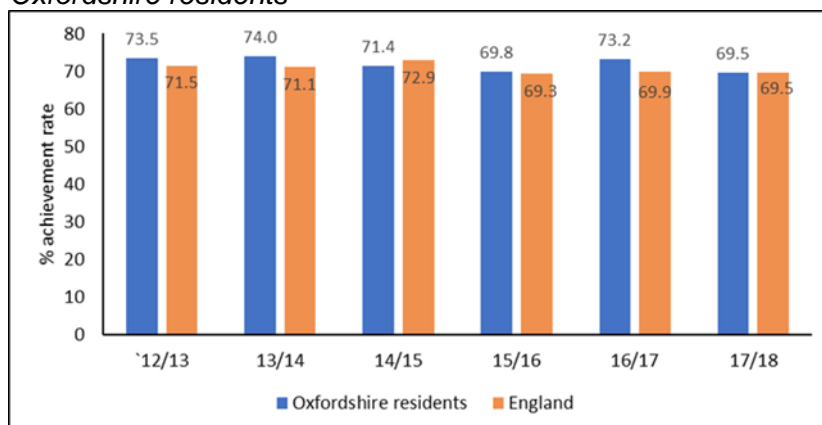
the percentage who achieved the qualification out of those who completed the programme.

16. The analysis is based on Oxfordshire residents meaning the data will include achievements from students studying at providers based outside the county.
17. The FE institutions are classified into the following types;
 - General FE and Tertiary Colleges
 - Private sector public funded institutions
 - Sixth Form Colleges
 - Specialist Colleges – this includes agriculture and horticulture colleges and art, design and performing arts colleges
 - Other publicly funded institution – this category includes County Councils, Ministry of Defence, the RAF and Navy etc.

Apprenticeship Achievement Rates

18. This analysis is based on a cohort of 16-18 year olds that completed or were expected to complete their Apprenticeship programme in the academic year stated. The cohort size had been steadily increasing year on year from 890 to 1,120 (25.8%) between 2012/13 and 2016/17. In 2017/18 the cohort size fell to 1080.
19. Apprenticeship overall achievement rates in Oxfordshire have fluctuated since 2012/13. After a notable increase in achievement rates in Oxfordshire in 2016/17 (73.2% compared with 69.9% nationally), achievement rates have fallen to 69.5% in 2017/18. This resulted in Oxfordshire now being in line with the England rate. See figure 1 below.

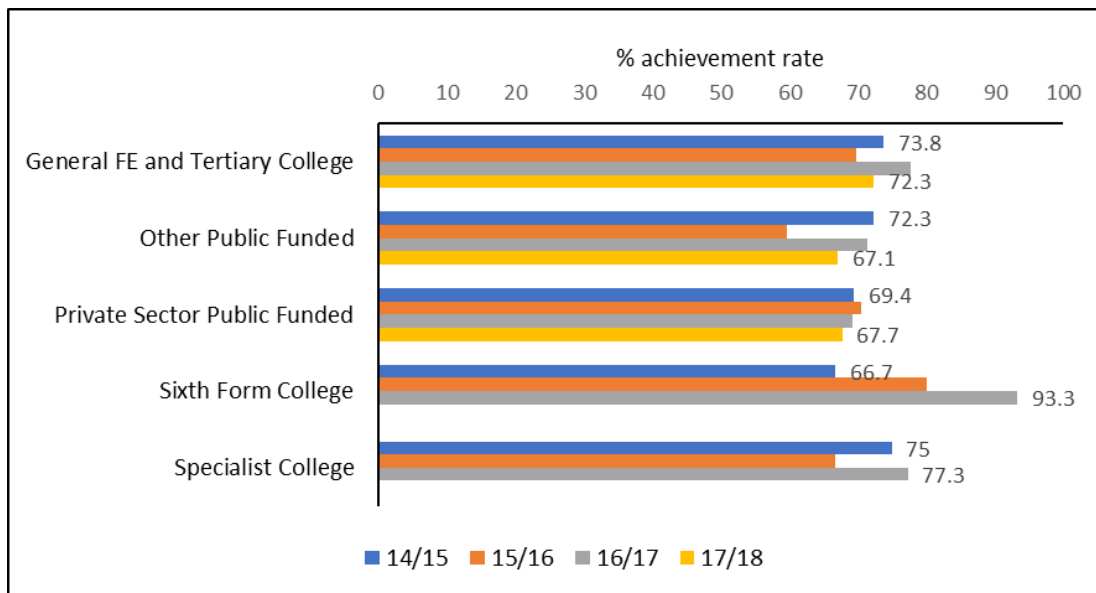
Figure 3 – Apprenticeships 16-18 achievement rate
Oxfordshire residents



20. The rates by institution type (figure 4) show that all types of institutions showed fluctuating achievement rates since 2014/15 with a decrease in the most recent 2017/18 data.

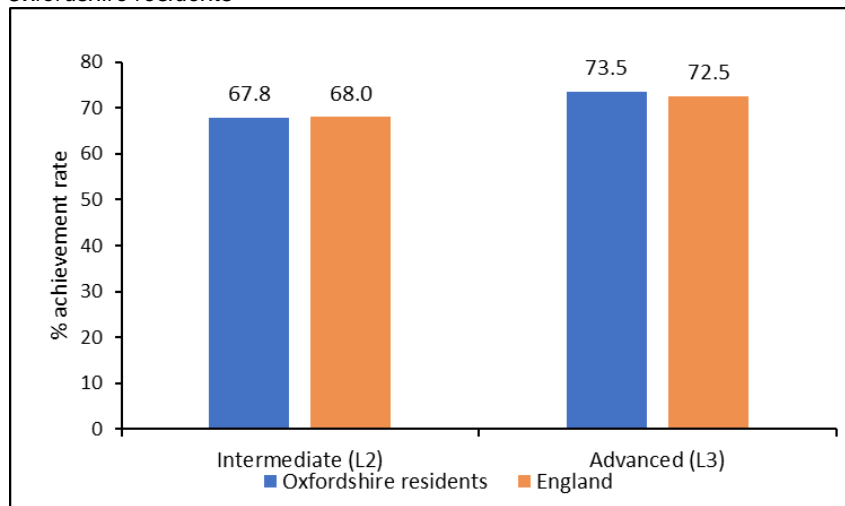
21. In 2017/18, achievement rates for The General FE and Tertiary Colleges (72.3%) was above the national average (69.1%). However, achievement rates for Private Sector Public Funded (67.7%) and Other Public Funded (67.1%) were below the national averages (69.5% and 70.9% respectively).
22. It is worth noting that the Sixth Form Colleges and Specialist Colleges have small numbers of Apprentices (less than 30). In 2017/18 the achievement rates for these institutions have been suppressed due to small numbers.

Figure 4 – Apprenticeships 16-18 achievement rates by institution type
Oxfordshire residents



23. If the rates are looked at by level (figure 5), the achievement rate for level 2 (Intermediate) apprenticeships is slightly below the England average (67.8% compared with 68.0%). The achievement rate for level 3 (Advanced) apprenticeships is above the overall England achievement rate by 1.0 %point.

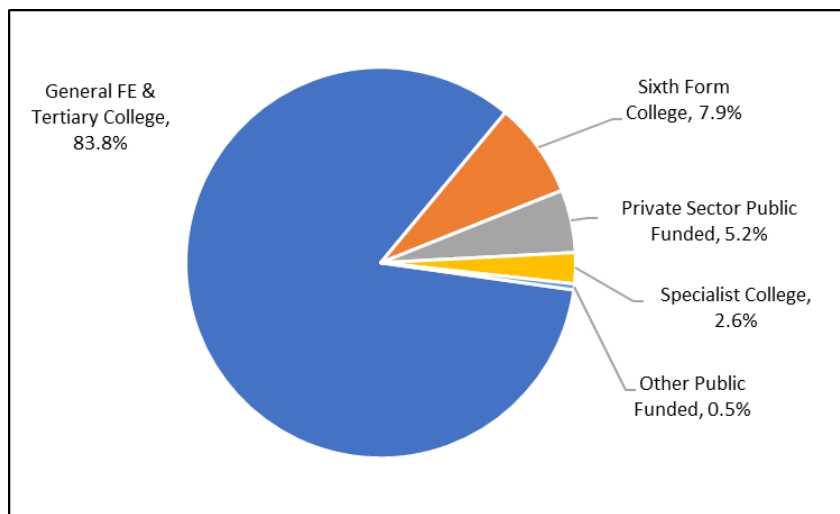
Figure 5 – Apprenticeships 16-18 achievement rates by level 2017/18
Oxfordshire residents



Education and Training Achievement Rates

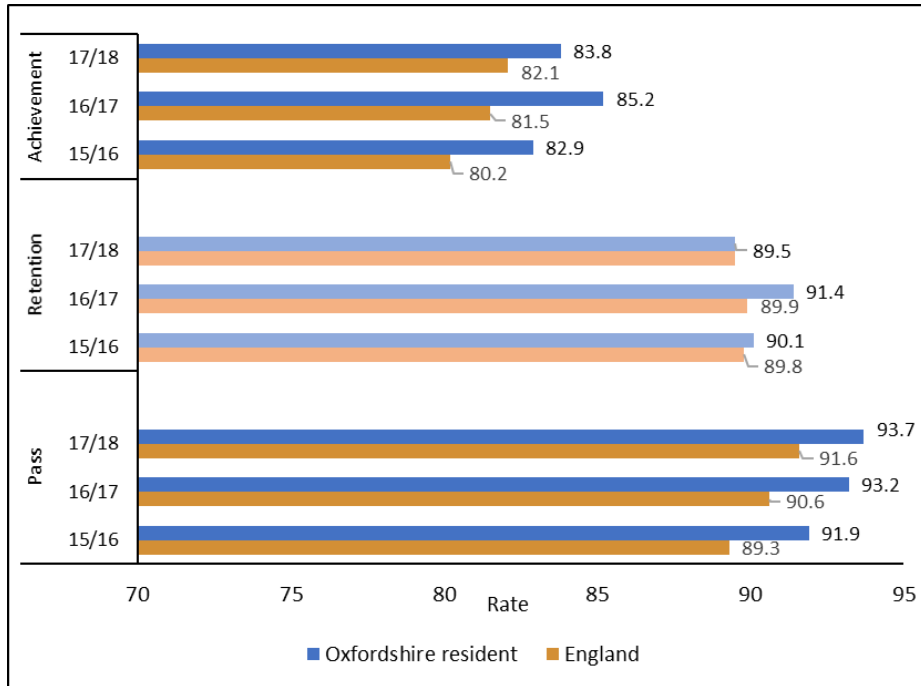
24. This analysis is based on a cohort of 16-18 year olds that completed or were expected to complete their learning aim(s) in the academic year stated. The cohort size increased from 13,650 to 14,460 (5.9%) between 2013/14 and 2014/15. In 2017/18 the cohort of 16-18 year olds was 12,11. The greatest proportion of these (83.8%) are in General FE & Tertiary Colleges followed by 7.8% in Sixth Form Colleges.

Figure 6 – Education and Training 16-18 achievement, retention and pass rates
Oxfordshire residents



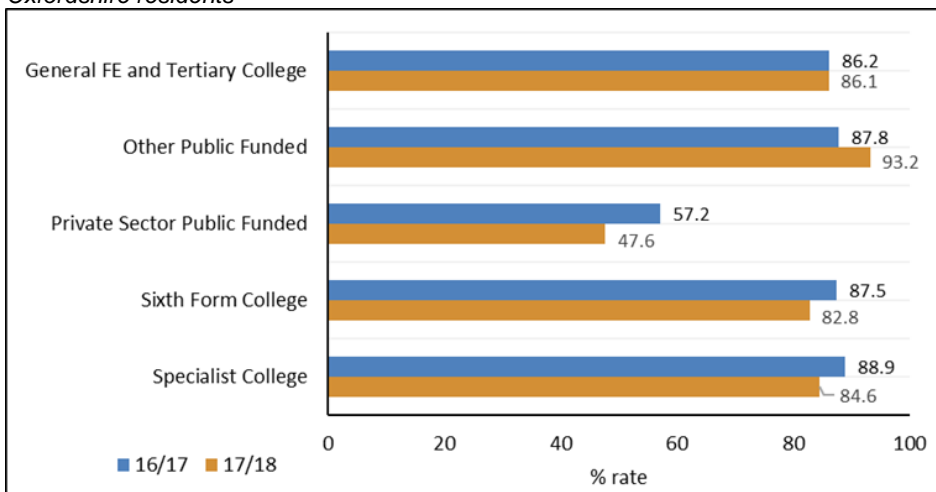
25. The overall achievement rate for education and training qualifications in Oxfordshire has been above the England rate for several years, however 2017/18 saw a decrease by 1.4 percentage points to 83.8%.

Figure 7 – Education and Training 16-18 achievement, retention and pass rates
Oxfordshire residents



26. Looking at the different types of institution (figure 8) in Oxfordshire the Private Sector Public Funded providers have the lowest achievement rates, however these increased this year. These providers do tend to aim their programmes at the most disadvantaged and vulnerable young people which may have a bearing on their results.

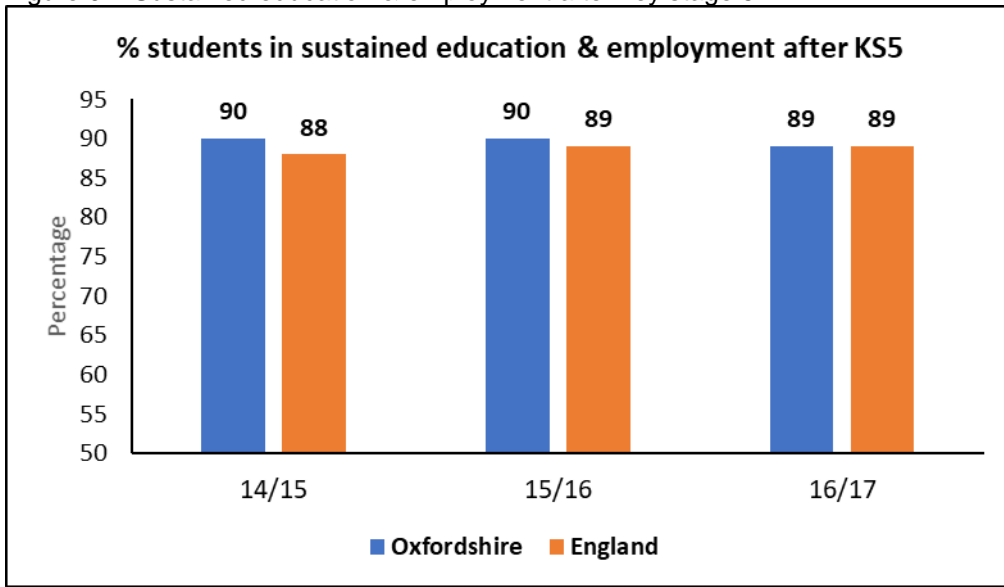
Figure 8 - Education and Training 16-18 achievement rates by institution type
Oxfordshire residents



Destinations of key stage 5 pupils

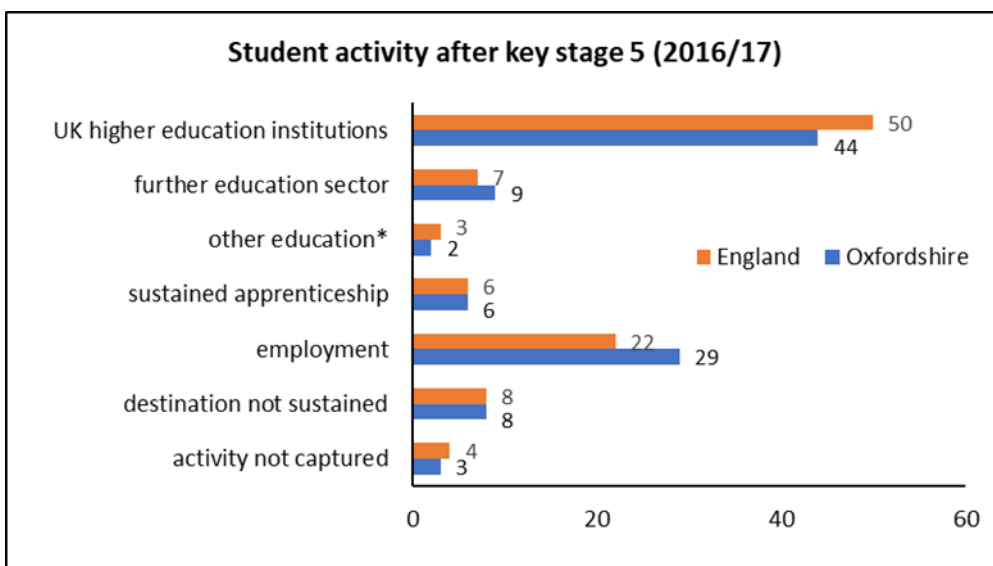
27. Key stage 5 destinations follow students who had entered A levels or other level 3 qualifications at the end of their 16 to 18 study. In the destination year, 2016/17, these students are mostly aged 18 or 19 and entering higher or further education as adults or entering full time employment.
28. For the 2016/17 statistics this relates to 2,775 students in Oxfordshire.

Figure 9 – Sustained education & employment after key stage 5



29. Overall, 89% of Oxfordshire students were in sustained education, employment or apprenticeship destinations after key stage 5, a 1 percentage point decrease from 2015/16.
30. This is in line with the national average and the lowest of the statistical neighbour group (the highest proportion being Buckinghamshire with 92%).

Figure 10 – Student activity after key stage 5



**other education destinations include school sixth forms, sixth-form colleges, independent schools, specialist post-16 institutions, special schools and education combination destinations*

31. Oxfordshire shows a different profile to the national data (see table 10), with a higher percentage of Oxfordshire pupils in sustained employment (29% compared with 22%) than that nationally. Hence there is a lower proportion of Oxfordshire pupils in higher education (44%) than that nationally (50%).
32. 44% of young people who completed key stage 5 went on to sustained higher education (study at level 4 and above), this is an increase from 40% the previous year. Nationally there has been a slight decrease from a peak of 51% in 2015/16 to 50% in 2016/17.
33. The proportion of Oxfordshire students going into the top third most selective higher education institutions increased by 1 percentage point this year to 16%. Nationally this figure dropped slightly to 17%.
34. 6% of Oxfordshire students started and stayed in an apprenticeship for six months, in line with the figure nationally.

Student destinations after key stage 5 by student characteristics

35. The gap between female and male sustained destinations is identical to the national average. In 2016/17, 91% of female students stayed in education, apprenticeships or employment for at least two terms after 16 to 18 study. The corresponding figure for male students is 87%.
36. Higher education was the most common destination for both female (46%) and male (41%) students. In both cases this proportion was lower than the national averages (53% and 48% respectively).
37. Male students were more likely to stay in an apprenticeship for at least 6 months (8% compared to 4% for females) but less likely to go into employment (31% females compared to 28% for males). This pattern is similar to the national one.
38. Of the Oxfordshire students who finished 16 to 18 study in 2015/16, 11% were eligible for pupil premium in year 11, this is below the 18% figure nationally.
39. Destination data for disadvantaged students is published at district level rather than local authority level, rounded to the nearest 5. Numbers of disadvantaged students in some districts are small and so should be treated with caution. See figure 11.
40. Nationally, disadvantaged students were less likely to have a sustained destination after key stage 5 than all other students. However, in Oxfordshire this is only true in Oxford City and Vale of White Horse.

41. In Cherwell disadvantaged students are more likely (98%) to have a sustained destination than other students (93%) – this is due to higher proportions in both apprenticeships and employment.

Figure 11 – Sustained education and employment for disadvantaged pupils (2016/17)

District	Pupil group	Cohort	% cohort					
			Sustained Education/ Employment	Education	Apprenticeships	Employment	Not sustained	Not captured
Cherwell	Disadv	45	98	59	9	30	X	0
	Other	410	93	63	5	26	5	2
Oxford	Disadv	315	84	47	5	31	12	4
	Other	1615	87	49	7	31	9	4
South Oxon	Disadv	80	91	60	5	26	8	X
	Other	1060	91	55	5	30	7	2
Vale of WH	Disadv	80	87	49	X	35	9	4
	Other	760	93	57	6	30	5	X
West Oxon	Disadv	35	88	42	9	36	12	0
	Other	520	88	62	6	20	8	4
England	Disadv		85	60	6	20	11	4
	Other		90	61	7	22	7	4

Destinations of pupils with special educational needs (SEND)

Figure 12. State funded mainstream schools (16/17 destinations for 15/16 cohort) by SEND

	Pupil group	Cohort	% cohort					
			Sustained Education/ Employment	Education	Apprenticeships	Employment	Not sustained	Not captured
Oxfordshire	SEND	65	89	60	X	27	6	5
	No SEND	2715	88	59	5	25	8	3
England	SEND		86	64	6	17	9	4
	No SEND		91	67	6	18	6	3

42. The SEND cohort leaving Oxfordshire schools in 2015/16 is small, just 65 pupils (2% of the cohort).
43. The Oxfordshire SEND cohort is slightly more likely (89%) to be in a sustained education or employment destination than other pupils (88%). This cohort is also more likely to be in employment (27%) than the non SEND cohort (25%).

Figure 13. State funded colleges (16/17 destinations for 15/16 cohort) by SEND

	Pupil group	Cohort	% cohort					
			Sustained Education/ Employment	Education	Apprenticeships	Employment	Not sustained	Not captured
Oxfordshire	SEND	545	90	50	7	32	7	3
	No SEND	1595	91	48	7	36	7	3
England	SEND		85	55	7	24	11	4
	No SEND		88	55	7	25	8	4

44. A greater number of pupils with SEND are in state funded colleges (545 in Oxfordshire).
45. 90% of SEND pupils in Oxfordshire are in sustained education or employment after leaving key stage 5 college. This is above the national figure of 85%. This is due to a greater proportion being in sustained employment in Oxfordshire (32% compared to 24% nationally).

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Appendix A: A level subject comparisons

Subjects		Number of entries		Number		Percentage	
		2017	2018	A*-A	A*-E	A*-A	A*-E
Biological sciences	Oxon	642	695	129	671	18.6	96.5
	England					23.6	96.4
Chemistry	Oxon	470	518	113	492	21.8	95
	England					27.5	96.3
Physics	Oxon	431	423	97	396	22.9	93.6
	England					26.6	95.4
All Maths	Oxon	956	906	342	881	37.7	97.2
	England					39.4	98
Further Maths	Oxon	174	159	84	155	52.8	97.5
	England					55.6	99
English	Oxon	872	756	131	751	17.3	99.3
	England					17.5	99.1
Design and Technology	Oxon	133	151	21	139	13.9	92.1
	England					15	97
Computer Science	Oxon	68	87	9	82	10.3	94.3
	England					17.2	94.5
ICT	Oxon	38	42	5	40	11.9	95.2
	England					8.4	96.9
Business studies	Oxon	342	326	43	319	13.2	97.9
	England					14.3	97.8
Economics	Oxon	278	258	50	249	19.4	96.5
	England					26.2	98.1
Geography	Oxon	457	404	95	397	23.5	98.3
	England					22.3	98.6
Government and politics	Oxon	161	137	29	135	21.2	98.5
	England					23.9	98.3
History	Oxon	544	505	107	499	21.2	98.8
	England					21.1	98.9
Law	Oxon	82	87	14	86	16.1	98.9
	England					18.1	97.3
Psychology	Oxon	702	706	95	683	13.5	96.7
	England					17.1	96.9
Sociology	Oxon	390	403	68	391	16.9	97
	England					18.7	97.8
Art and design	Oxon	358	401	100	399	24.9	99.5
	England					25.6	98.6
Drama	Oxon	140	160	6	157	3.8	98.1
	England					14.4	99.1
Media film TV	Oxon	219	243	10	243	4.1	100
	England					11	99.3
French	Oxon	105	101	34	101	33.7	100
	England					35.7	98.7
German	Oxon	35	49	13	49	26.5	100
	England					34	99.1
Spanish	Oxon	62	73	23	73	31.5	100
	England					32.6	98.9
Other modern languages	Oxon	38	50	26	50	52	100
	England					47.7	98.2
Classical Studies	Oxon	61	53	8	52	15.1	98.1
	England					25.4	98.9
Religious Studies	Oxon	264	247	39	238	15.8	96.4
	England					19.6	97.7
Music	Oxon	55	61	6	61	9.8	100
	England					15.5	98.4
Physical Education	Oxon	165	172	36	169	17.4	98.3
	England					15.5	96.7

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Appendix B: A level and other level 3 qualifications per institution 2017/18 (revised)

School/college name	Number of 16-18 year old students in sixth form	Number students aged 16-18 at end of 16-18 study	A levels						Applied general qualification			Tech level		
			Number students at end of 16-18 study entered for 1+ AS or A level	APS per A level entry	APS per A level entry as a grade	Number students in the best 3 A levels measure	APS in best 3 A level entries	APS in best 3 A level entries as a grade	Number students at end of 16-18 study entered for 1+ applied general qualification	APS per applied general entry	APS per applied general entry as a grade	Number at end of 16-18 study who entered for 1+ tech level qualification	APS per tech level entry	APS per tech level entry as a grade
16-19 Abingdon	283	142	138	31.92	C+	117	33.62	C+	NE	NE	NE	NE	NE	NE
Abingdon and Witney College	1634	931	3	SUPP	SUPP	NE	NE	NE	74	27.60	Merit+	65	26.63	Merit
Activate Learning	5515	2720	131	25.23	C-	71	27.14	C-	18	16.75	Pass+	34	21.68	Merit-
Bartholomew School	242	119	114	32.28	C+	88	33.52	C+	12	32.78	Dist-	3	SUPP	SUPP
Bicester Technology Studio	40	29	15	4.84	U	7	3.33	U	17	22.69	Merit-	4	SUPP	SUPP
Blessed George Napier Catholic School	165	86	74	31.36	C	69	29.32	C	2	SUPP	SUPP	NE	NE	NE
Burford School	232	109	108	31.69	C+	83	34.78	C+	6	32.50	Dist-	10	24.00	Merit
Carterton Community College	56	35	27	19.55	D	16	18.13	D-	6	18.33	Pass+	NE	NE	NE
Cheney School	238	125	107	31.33	C	76	31.84	C+	16	20.11	Merit-	NE	NE	NE
Chipping Norton School	155	89	87	30.08	C	62	34.14	C+	3	SUPP	SUPP	NE	NE	NE
Didcot Girls' School	157	97	93	33.11	C+	75	32.62	C+	NE	NE	NE	NE	NE	NE
Didcot Sixth Form College	251	153	145	33.74	C+	122	32.81	C+	NE	NE	NE	NE	NE	NE
Europa School UK	72	1	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
Faringdon Community College	163	82	81	31.37	C	72	33.10	C+	NE	NE	NE	NE	NE	NE
Fitzharrys School	59	39	36	29.68	C	28	32.50	C+	NE	NE	NE	NE	NE	NE
Gosford Hill School	120	73	71	28.62	C	50	28.60	C	7	38.85	Dist+	10	33.50	Dist
John Mason School	123	55	54	36.62	B-	51	36.54	B-	NE	NE	NE	NE	NE	NE
King Alfred's	292	151	117	35.21	B-	100	33.47	C+	NE	NE	NE	NE	NE	NE
Larkmead School	101	48	48	28.00	C-	38	30.53	C	NE	NE	NE	NE	NE	NE
Lord Williams's School	491	280	265	30.88	C	234	32.46	C+	9	29.44	Merit+	NE	NE	NE
Matthew Arnold School	198	103	99	31.26	C	86	31.24	C	4	SUPP	SUPP	NE	NE	NE
North Oxfordshire Academy	121	62	43	24.63	D+	28	22.38	D+	16	23.85	Merit	4	SUPP	SUPP
Oxford Spires Academy	171	81	49	26.68	C-	29	28.97	C	7	28.33	Merit+	1	SUPP	SUPP
Space Studio Banbury	40	21	17	29.08	C	11	30.91	C	NE	NE	NE	NE	NE	NE
St Birinus School	94	56	52	34.81	C+	47	33.12	C+	NE	NE	NE	NE	NE	NE
St Gregory the Great Catholic School	145	95	69	22.86	D+	31	26.45	C-	29	28.77	Merit+	NE	NE	NE
The Bicester School	126	89	73	20.70	D	44	22.88	D+	22	20.94	Merit-	NE	NE	NE
The Cherwell School	548	270	258	36.82	B-	239	36.78	B-	NE	NE	NE	NE	NE	NE
The Cooper School	196	104	103	26.93	C-	87	28.43	C	NE	NE	NE	NE	NE	NE
The Henley College	1984	997	528	30.47	C	438	30.22	C	23	28.07	Merit+	11	25.45	Merit
The Henry Box School	172	103	102	33.60	C+	85	36.82	B-	NE	NE	NE	NE	NE	NE
The Marlborough CofE School	177	90	85	31.98	C+	49	35.65	B-	30	28.33	Merit+	NE	NE	NE
The Oxford Academy	168	533	31	16.63	D-	17	14.71	E+	NE	NE	NE	NE	NE	NE
The Warriner School	172	101	91	32.35	C+	84	29.96	C	NE	NE	NE	NE	NE	NE
UTC Oxfordshire	93	29	21	25.89	C-	15	21.11	D	NE	NE	NE	NE	NE	NE
Wallingford School	252	127	120	34.65	C+	85	35.41	B-	23	28.33	Merit+	NE	NE	NE
Wheatley Park School	151	92	89	30.29	C	60	35.44	B-	9	36.21	Dist	NE	NE	NE
Wood Green School	144	73	71	30.34	C	58	32.13	C+	NE	NE	NE	NE	NE	NE
Wykham Park Academy	69	24	21	27.19	C-	9	31.11	C	3	SUPP	SUPP	NE	NE	NE
Oxfordshire (state funded school/college)		7782	3317	30.93	C	2626	31.77	C+	336	26.97	Merit+	142	25.68	Merit
England (state funded schools/ college)		558568		32.12	C+		32.49	C+		28.43	Merit+		28.11	Merit+

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Appendix C: Student destinations after key stage 5 (state funded mainstream schools and colleges) 2016/17 destinations for the 2015/16 cohort

Institution	Number of students at the end of key stage 5 in 2015/16	Percentage of students with activity recorded in 2016/17 as:					
		Destinations sustained for at least two terms					
		Any sustained education or employment destination	Any sustained education destination	Sustained apprenticeships	Sustained employment destination	Destination not sustained	Activity not captured in the data
16-19 Abingdon	150	95	68	6	21	x	x
Abingdon and Witney College	377	93	48	8	36	5	2
Activate Learning	1,163	90	47	8	34	7	3
Banbury Academy	77	94	70	x	x	6	x
Bartholomew School	82	89	67	5	17	x	x
Blessed George Napier Catholic School and Sports	63	94	65	x	x	x	x
Burford School	115	90	73	3	15	5	4
Carterton Community College	5	x	x	x	x	x	x
Cheney School	97	91	53	x	x	x	x
Chipping Norton School	74	82	46	x	x	14	4
Didcot Girls' School	78	88	68	5	15	x	x
Didcot Sixth Form College	139	91	65	9	18	6	2
Faringdon Community College	68	93	74	x	x	7	x
Fitzharrys School	43	98	56	9	33	x	x
Gosford Hill School	48	100	63	8	29	x	x
John Mason School	46	89	76	x	13	11	x
King Alfred's	151	88	52	4	32	10	2
Larkmead School	61	98	70	8	20	x	x
Lord Williams's School	219	93	61	6	26	5	2
Matthew Arnold School	95	96	67	x	x	x	x
North Oxfordshire Academy	57	86	49	11	26	x	x
Oxford Spires Academy	79	87	71	x	x	4	9
Space Studio Banbury	15	87	73	x	x	x	x
St Birinus School	61	95	61	13	21	x	x
St Gregory the Great Catholic School	80	91	71	x	x	4	5
The Bicester School	48	92	50	x	x	x	x
The Cherwell School	255	80	55	x	x	15	4
The Cooper School	96	95	66	5	24	x	x
The Henley College	600	90	51	5	35	8	2
The Henry Box School	91	92	69	9	14	4	3
The Marlborough Church of England School	85	85	53	6	26	9	6
The Oxford Academy	257	75	33	11	32	18	7
The Warriner School	48	94	58	6	29	x	x
Wallingford School	94	84	51	4	29	11	5
Wheatley Park School	88	93	69	3	20	x	x
Wood Green School	101	89	54	13	22	x	x
State-funded mainstream schools & college	372,255	89	61	6	22	7	4

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 17 JUNE 2019

Report by Deborah Bell Head of Learner Engagement Services

RECOMMENDATION

The Education Scrutiny Committee is **RECOMMENDED** to

- (a) Continue to support the implementation of the revised In Year Fair Access Protocol.**
- (b) Support the development of the Alternative Provision Commissioning Strategy with a view to developing effective alternative provision for all age groups in the county**
- (c) Continue to support the offer for schools regarding developing inclusive practice and multi-agency intervention including early help.**
- (d) Ask officers to highlight the important role that governors have in constructively challenging schools around exclusion figures to continue to drive improvement through the governor service team.**
- (e) Ask for an update on placements through the In Year Fair Access protocol in March 2020 including timeliness of alternative provision and timeliness of placement.**

Executive Summary

- 2. The purpose of Fair Access Protocols is to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a school place quickly, so that the amount of time any child is out of school is kept to the minimum. Oxfordshire County Council policy states that all children must be placed on school rolls within 15 days. This is why Oxfordshire and every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools.
- 3. Following a Members deep dive into exclusions in 2018 the In Year Fair Access Protocol was reviewed by OCC officers and secondary school Headteachers and inclusion leaders from across the county in a task and finish group convened for this purpose. Working with the Oxfordshire Secondary Headteachers Association, Headteachers were consulted about changes during the review process. This raised awareness of the reasons for placing children in a timely fashion and schools' responsibilities in this. The reviewed document was put out to consultation for all schools (including primary schools) and published for implementation from 1st April 2019.

Introduction

- 4. School leaders and LA officers need to work together to ensure places are offered in a fair manner in accordance to the Admissions Code 2014. The Code gives local authorities and schools, including Academies, the freedom to

develop and agree Protocols which best serve the needs of children in their area. It is for participating schools to ensure that the local Protocol works for them and is reviewed as required with the LA. Participation is mandatory for all state funded mainstream schools.

5. Reducing exclusion of children from school remains a focus for all stakeholders in the area. This includes the number of children needing school places following permanent exclusion through In Year Fair Access processes.
6. Inclusion processes have also been reviewed with key stakeholders alongside the In Year Fair Access Protocol. This has resulted in new terms of reference for the meetings, new processes that support schools to work together across the county to cultivate inclusive practices and challenge exclusive practices involving key partners from Policy, Health and Social Care.

Fair Access placements between 01/04/18 and 31/03/2019 under previous Protocol

Primary	12 (7 to community and 5 own admission authority schools)
Secondary	52
Total	64

7. There have been 5 meetings in all four areas under the new protocol. Ways of working have been revised and the first primary IYFAP has been held with a school identified who has agreed to take the pupil.

Fair Access placements between 01/04/19 and 20/05/19 under current Protocol subject to Members' scrutiny

Primary	1
Secondary	5
Total	6

8. New processes will be reviewed with school leaders in July 2019.
9. As the current In Year Fair Access Protocol will have been operational for 8 school weeks at the time of Education Scrutiny Committee meeting, Members are invited to note the contents of this report and require further update in 6 months' time when a fuller picture of progress and challenges will have emerged.

Financial and Staff Implications

10. Admissions Team and the Exclusion Reintegration Team need to work very closely together to place vulnerable pupils in schools using In Year Fair Access Protocol as a vehicle for this. A review of this interface to ensure timescales are legally compliant is planned for September 2019.

Deborah Bell
Head of Learner Engagement Services
21th May 2019

Background papers:

Contact Officer: Deborah Bell, Head of Learner Engagement Services

June 2019

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DETERMINED
Fair Access Protocol
Oxfordshire
2019
onwards

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Introduction

1. The School Admissions Code requires every local authority to have in place a Fair Access Protocol. The Fair Access Protocol for Oxfordshire applies to all state funded mainstream schools¹ in Oxfordshire and is consistent with the requirements set out in paragraphs 3.9 to 3.15 of the Schools Admissions Code 2014, the non-statutory guidance published by the Department of Education in November 2012, the Education (Pupil Registration) (England) Regulations 2006 (as amended in 2016) and the School Standards and Framework Act 1998.
2. The Schools Admissions Code 2014 requires all admission authorities of state funded mainstream schools to participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.
3. The purpose of the Fair Access Protocol is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum.
4. The published guidance from the Department of Education sets out a clear expectation from the Secretary of State that all state funded mainstream schools and local authorities should work together to identify a school place for those children who have had difficulty finding one. This guidance also states that all schools are expected to respond to requests by local authorities to admit a child under fair access protocols within seven calendar days.
5. When reviewing a request to direct admission to an academy the Education Skills and Funding Agency will act on behalf of the Secretary of State to consider whether due process has been followed in applying the provisions of the Fair Access Protocol.

¹ Academies, free schools, studio schools, voluntary aided schools, trust schools, voluntary controlled schools and community schools

Principles

6. The Fair Access Protocol is binding on all state funded mainstream schools in Oxfordshire.
7. The arrangements regarding the admission of students above the published admission number only apply to mainstream state funded schools and not to establishments providing alternative provision or to special schools.
8. When making placements the Fair Access Panels will take into account any special circumstances, including possible transport costs.
9. There is no duty to comply with parental preference when allocating places through the Protocol but it is expected that the wishes of a child's parents will be considered.
10. When seeking to place a child under the Protocol, all schools will be treated in a fair, equitable and consistent manner.
11. The Fair Access Protocol will not be used to circumvent the normal in-year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal if a place cannot be made available.
12. An application to the Secretary of State to direct a child's admission to a specific school will only be requested as a last resort.
13. While a child is on roll at a school the school concerned is responsible for the child's educational provision.
14. Any child without a school place is the responsibility of the Local Authority up until the point at which they are taken on roll at a school.
15. There will be an annual review of the Protocol (see Publication and Review).
16. The number of children admitted under the Protocol to each state funded school in Oxfordshire will be published on the Oxfordshire public website. This data will be updated at the beginning of each term.
17. The Fair Access Protocol is not applicable to admissions made through the normal admissions round for primary, junior or secondary schools and cannot be used where this would involve contravening the regulations on the size of infant classes.
18. The Fair Access Protocol will not be used to require a school to automatically admit another child with challenging behaviour in the place of a child excluded from that school.

Children covered by the Protocol

19. The Fair Access Protocol may be used for the placement of children who fall within the following categories:
- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
 - b) children who have been out of education for two months or more;
 - c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
 - d) children who are homeless;
 - e) children with unsupportive family backgrounds for whom a place has not been sought;
 - f) children who are carers;
 - g) children with special educational needs, disabilities or medical conditions (but without a statement);
 - h) permanently excluded children;
 - i) children who have been permanently excluded and an independent review panel has directed a governing body to reconsider the exclusion but the governing body decides not to reinstate the pupil;
 - j) children who are at serious risk of permanent exclusion;
 - k) those children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
 - l) those children who have been refused a place at a school because they are believed by the school concerned to be challenging.

Monitoring of the Protocol

20. The Admissions and Transport Services Manager, assisted by the Exclusion & Reintegration Team, will monitor placements under the Protocol and the operation of the Fair Access Panels.
21. Each Fair Access Panel will receive a report on in year admissions for the academic year. This report will be prepared by the Admissions Team and will normally be presented by the Admissions and Transport Services Manager. It will include the number of admissions under the Fair Access Protocol. The report will not include the names of children and will be a public document.
22. Once issues have been identified the Admissions and Transport Services Manager will seek to resolve them through contact and negotiation with the relevant school, service or panel. Problems regarding the Protocol will be identified in the annual report to the Schools Adjudicator.

Publication and Review

23. The Fair Access Protocol will be published on the admissions page of the Oxfordshire public website and will form part of the admission arrangements for all state funded schools in Oxfordshire.
24. The Protocol will be reviewed annually and the review will involve all schools. The Admissions and Transport Services Manager will be responsible for undertaking the review, reporting the outcome to schools and councillors and

submitting the Protocol for approval to the Director of Children's Services. The next annual review of the Protocol will take place for at least 6 weeks between 1 October 2018 and 31 January of 2019 and the Protocol will then be officially determined by Oxfordshire County Council by no later than 28 February 2019.

Looked after children, previously looked after children and children with an Education Health and Care Plan naming a school

25. Requests for places for looked after children, previously looked after children and children with an Education Health and Care Plan will not be referred to the Fair Access Panels.
26. In accordance with legal requirements children who have an Education Health and Care Plan² that names the school will be admitted to that school.
27. A local authority may direct own admission authority schools, including academies, to admit a child if that school is named in the Education Health and Care Plan. This is the case even if the school concerned is in the administrative area of a different local authority.
28. Similarly children who are looked after³ by a local authority within the meaning of section 22 of the Children Act 1989 at the time of their application and previously looked after children will always be admitted.⁴ The term "previously looked after children" refers only to children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order⁵ or special guardianship order⁶).
29. Proposals to place children with an Education Health and Care Plan at a school outside the normal admissions round will be the subject of a formal consultation with the relevant school. Following the consultation if the responsible local authority decides a place is still required it will be made available by the school concerned.
30. Looked after children and previously looked after children will normally be placed promptly through the in-year admission arrangements for the school concerned. If this is not possible, or when a school placement needs to be arranged as an emergency measure, a formal consultation will take place with the school concerned.
31. In the case of looked after children for whom Oxfordshire is responsible the Virtual School will approach the Admissions Team to check the availability of

² An Education, Health and Care plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education provision required for that child.

³ A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

⁴ This group includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders).

⁵ Under the provisions of s.14 of the Children and Families Act 2014, which amend section 8 of the Children Act 1989, residence orders have now been replaced by child arrangements orders.

⁶ Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

school places and to establish the distance from the child's placement to local schools. The social worker will then contact the Virtual School for advice on the provision available at the schools being considered. After considering the advice received the social worker will complete an application form for a school place and submit the form to the Admissions Team. The Admissions Team will then write to the school to request a place. The school will then respond within 7 days.

32. Once a place has been offered to a looked after child, or previously looked after child, and the place has been formally accepted (or the child is already on roll) it is open to the school concerned to raise issues such as requests for additional funding at the next available Fair Access Panel. Fair Access Panels are not able to determine alternative school placements for these children.
33. If a looked after child, or previously looked after child, is refused a place by an own admission authority school as part of the normal in-year admission process the Local Authority will consider the reasons given by the school. If a place is still needed the Admissions and Transport Services Manager will carry out a formal consultation on the proposed admission. The formal consultation will last for 7 calendar days from the date of the letter opening the consultation. The Local Authority will then consider the response. If the relevant school is unwilling to offer a place the Local Authority may direct admission to an own admission authority maintained school, or in the case of academies and free schools, it may be request a direction from the Education Skills and Funding Agency (which in these matters acts on behalf of the Secretary of State).
34. The Local Authority is the admission authority for community and voluntary controlled schools. Therefore, places would normally be made available for looked after or previously looked after children through the in-year admissions process. Where difficulties arise the Local Authority will formally consult with the school for a period of 7 calendar days. At the end of this period the Local Authority will then decide whether to place the child on the roll of the school.

Fair Access Panels

Membership

35. For secondary schools the Fair Access Protocol will be applied through Fair Access Panels. If any area panel ceases to operate its functions will be taken over by the Admissions and Transport Services Manager and one of the Exclusions and Reintegration Officers.
36. All state funded secondary schools will have a representative on the Fair Access Panel that serves the relevant secondary school's area. In addition, each Panel will include the Admissions and Transport Services Manager (or his representative) and one Exclusion & Reintegration Officer. All these members are voting members.
37. A representative of Meadowbrook College (the Pupil Referral Unit) will be a non-voting member of each Fair Access Panel.

38. The Chair of each Fair Access Panel will be the Exclusion & Reintegration Officer.
39. If the Chair is unable to attend a Fair Access Panel a temporary Chair will be elected for that meeting by the voting members of the Panel.
40. The following schools are represented on the North Fair Access Panel:
- a) Banbury Academy;
 - b) Bicester Community College;
 - c) Blessed George Napier School;
 - d) The Cooper School;
 - e) Heyford Park Free School;
 - f) North Oxfordshire Academy;
 - g) The Warriner School;
 - h) Space Studio Banbury;
 - i) Studio School, Bicester.
41. The following schools are represented on the West Fair Access Panel:
- a) Bartholomew School;
 - b) Burford School;
 - c) Carterton Community College;
 - d) Chipping Norton School;
 - e) Henry Box School;
 - f) The Marlborough School;
 - g) Wood Green School.
42. The following schools are represented on the Central Fair Access Panel:
- a) Cheney School;
 - b) Gosford Hill School;
 - c) Matthew Arnold School;
 - d) Oxford Spires Academy;
 - e) The Cherwell School;
 - f) The Oxford Academy;
 - g) St Gregory the Great VA Catholic Secondary School;
 - h) Wheatley Park School.
43. The following schools are represented on the South Fair Access Panel:
- a) Didcot Girls' School;
 - b) Chiltern Edge School;
 - c) Faringdon Community College;
 - d) Fitzharrys School;
 - e) Gillotts School;
 - f) Icknield Community College;
 - g) John Mason School;
 - h) King Alfred's School;
 - i) Langtree School;
 - j) Larkmead School;
 - k) Lord Williams' School;

- l) Wallingford School;
- m) St Birinus (Boys) School;
- n) University Technical College, Didcot;
- o) Aureus School (opening September 2017)
- p) Europa School UK

44. All school representatives will be empowered to make decisions at the Panel meetings and be able offer places.

Fair Access arrangements for primary schools currently not covered by a Fair Access Panel

45. In any area not covered by a Fair Access Panel (currently all primary schools) the functions of the Fair Access Panel will be undertaken by the Primary Fair Access Panel. This will be composed of the Admissions and Transport Services Manager, one Exclusion & Reintegration Officer, a representative from the Educational Psychology Team and two representative head teachers from primary schools.
46. If the placement of a Year 6 child is being considered a representative from a secondary school will also be invited to the Primary Fair Access Panel. All those present at the Primary Fair Access Panel will have the right to discuss each case and, if necessary, vote on a suitable placement. The Chair will be the Admissions and Transport Services Manager who will have the casting vote in the event of a tied decision.
47. The Panel will be quorate if the Admissions and Transport Services Manager and one Exclusion & Reintegration Officer are present.

Establishing a Fair Access Panel covering a primary partnership

48. Where a primary partnership/group of primary schools would like to set up a Fair Access Panel to cover the primary schools in its area the Chair of the group should apply in writing to the Admissions and Transport Services Manager.
49. Any primary partnership/group of primary schools that establishes a Fair Access Panel will need to follow this Protocol.
50. As a minimum, the Local Authority's Admissions and Transport Services Manager, or his representative, will be a voting member of any Fair Access Panel established by a primary partnership.
51. Servicing a Fair Access Panel established by a primary partnership will be the responsibility of that partnership rather than the Local Authority.

Referrals to Fair Access Panels

52. Referrals for consideration under the Protocol can be made by any state funded schools in Oxfordshire or by the Admissions Team.
53. No referrals can be made by parents.

54. In any academic year, normally no more than 1 child per year group will be admitted above the Published Admission Number of a primary, infant, or junior school through the Protocol.
55. Regarding to secondary schools in any academic year those schools with fewer than 900 pupils on roll would not normally be expected to admit more than 2 above the Published Admission Number in each year group through the Protocol. Those secondary schools with 900 or more pupils on roll may be expected to admit, in any academic year, up to 3 above the Published Admission Number in each year group through the Protocol. These figures are meant to be a guide to good practice and are not meant to be slavishly followed irrespective of circumstance.
56. The following secondary schools are expected to have less than 900 pupils on roll in the period covered by the Protocol:
- Heyford Park
 - University Technical College
 - Bicester Technology Studio
 - Space Studio
 - Carterton Community College
 - Chiltern Edge School
 - Langtree School
 - Aureus School (new school)
 - Icknield Community College
 - Europa School UK
57. The flow chart at Appendix 1 shows the referral process.

Dates of Meetings

58. Fair Access Panel meetings will be agreed by each Panel at the beginning of the academic year and they will be circulated by the Exclusion & Reintegration Team.
59. If dates are changed during the year, the published programme will be amended and reissued.

Information to be provided prior to a meeting of the Fair Access Panel

60. Fair Access Panel referral forms should be sent to the Exclusion & Reintegration Officer following meetings/conversations within schools.
61. There is no requirement to complete a referral form for those children who are without a school place unless no admission application form has been received.
62. All members of the Panel will be sent case details and an agenda prior to the meeting of the Fair Access Panel.
63. Prior to the Fair Access Panel meeting any school recommending a planned

transfer (suitable for a child at the point of permanent exclusion) will ask the parent to specify alternative school preferences (these will be treated as advisory and will not be binding on the Panel).

64. Any referral from the Admissions Team or from the Exclusion & Reintegration Officer should normally be made with information on the parent's expressed preference of school/schools.

Transport Costs

65. Possible placements that depend upon the provision of free transport will need to be cleared with the Admissions and Transport Services Manager prior to a referral being considered at the relevant Fair Access Panel.
66. Where there has been no prior agreement to transport cost, these costs may, at the discretion of the Admissions and Transport Services Manager, be charged to the Fair Access Panel.
67. No additional expenditure on taxi transport will be accepted without prior agreement by the Admissions and Transport Services Manager.

Considering cases

68. The Fair Access Panel will consider previous admissions, group dynamics and transport implications before deciding a placement.
69. Fair Access Panels may consider whether additional support can be made available from the Panel's resources for pupils who are not transferring schools.
70. Fair Access Panels should ensure that where a child is without a school place, or there is an agreed need to transfer a child to another school, that a placement is agreed at the meeting at which the case is considered.
71. If a Panel is unable to decide on the most suitable placement for a child and that child is who is without a school place the Admissions and Transport Services Manager will name a school after taking into account the recorded comments of the Panel, any expressed preferences of the parent concerned, the available data on admissions over the academic year and the number of children admitted to each school under the Protocol.
72. Non-attendance at one or more meetings of the relevant Fair Access Panel will not preclude the school/schools concerned from being required to admit a pupil who needs to be placed under the Protocol.

Recording

73. The Exclusion & Reintegration Team is responsible for ensuring accurate minutes are taken at the four secondary Fair Access Panel meetings. The Admissions Team is responsible for recording the decisions of the Primary Fair Access Panel.
74. The Exclusion & Reintegration Team will keep a register of those considered

for a move (whether the move is agreed or not) and of those admitted and leaving schools under the Fair Access Protocol in the area covered by each Fair Access Panel. All the Exclusion & Reintegration Officers will provide this data to the Admissions and Transport Services Manager for inclusion in the Local Authority Report to the Schools Adjudicator and for publication on the Oxfordshire County Council public website.

75. The numbers admitted to each school under the Protocol will be published on the Admissions Page of the Oxfordshire County Council public website. This data will be updated every term.

Offers

76. After each meeting the Admissions Team will write to the relevant school/schools to confirm the agreement to offer a place under the Fair Access Protocol.
77. Schools will respond within 7 calendar days to confirm agreement to offering a place through the Protocol.
78. The offer of a place will then be sent out by the Admissions Team. The letter offering a place will specify a start date. This start date will generally be 15 working days from the date the letter is sent out.
79. Parents will be asked to confirm or reject acceptance of the place by responding to the Admissions Team rather than directly to the offered school.
80. Parents will have 7 calendar days to respond to the offer of a place.
81. A school may agree an earlier start date with the parents once the parent has responded to the Admissions Team (if the placement has been accepted).

Arrangements for being taken on roll

82. Children referred by schools, for whom there is no admissions application form and who have an existing school place will receive a letter from the Admissions Team offering a place or, in the case of own admission authority schools, offering a place on behalf of the Governors/Directors. The letter will specify a start date. This date will normally be 15 working days from the date of the letter. The child will not be taken on roll until the parent has confirmed to the Admissions Team that the place has been accepted. The parent will have 7 calendar days to respond. The offer will lapse if no response has been received after those 7 days.
83. Those children who do not currently have a school place will be taken on roll from the date specified in the letter from the Admission Team offering a place or, in the case of own admission authority schools, offering a place on behalf of the Governors/Directors.
84. When a child is added to the school roll, they will automatically be added to the attendance register.

85. On the day the pupil is expected to arrive at school, the Attendance Register should be marked in the normal way. If a pupil fails to appear and no explanation is provided, then an "N" should be used. This is only a temporary code and therefore should only be used until the reason for absence is confirmed by the parent. If no reason is given by the child's parent the code should be changed to an unauthorised absence.

Refusal to admit a challenging pupil

86. Challenging behaviour will normally be defined as:
- a) serious criminal behaviour resulting in a conviction or a police caution within the previous two years preceding the request for a school place; and/or,
 - b) behaviour resulting in a significant number of fixed term exclusions from which it is clear that the child is at serious risk of permanent exclusion within a period of at least one year preceding the request for a school place; and/or,
 - c) behaviour resulting in a permanent exclusion within the last two years preceding the request for a school place
87. Children with attendance problems, or those for whom English is an additional language, will not, as a result of these problems, be considered "challenging" under the Fair Access Protocol.
88. No child will be refused admission because that child has special educational needs.
89. In exceptional circumstances when a governing body receives a request for a place outside the normal admissions round and does not wish to admit the child with challenging behaviour, the case must be referred to the Admissions Team for action under the Fair Access Protocol. However, this will normally only be appropriate where the school can provide evidence that it has a particularly high proportion of children with challenging behaviour or previously excluded children.
90. In the case of secondary schools, the UTC and studio schools the evidence presented must be accepted by a majority of voting members at a meeting of the Fair Access Panel. Where the Fair Access Panel accepts that the child should not be admitted to a school under this provision it will arrange an alternative placement which will normally be in another mainstream school. However, no other school will be offered through the Protocol if the child concerned does not live within Oxfordshire.
91. In the case of primary schools, unless they are part of a Primary Fair Access Panel, the role of such a panel will be undertaken by the Admissions and Transport Services Manager assisted by one of the Exclusion and Reintegration Officers.
92. If any of the Fair Access Panels cease to meet, until this is resolved, the functions of the Panel will be undertaken by the Admissions and Transport

Services Manager assisted by an Exclusion and Reintegration Officer.

93. If a place has been refused on grounds of the child's challenging behaviour the parent will have a right of appeal to an independent admission appeal panel. The appeal process will take place within the timescales set out in the School Admissions Appeal Code.
94. Paragraph 3.12 of the School Admissions Code 2014 makes it clear that governing bodies cannot refuse to admit looked after children, previously looked after children and children with an Educational, Health and Care Plan/ Statement of Special Educational Needs naming the relevant school and refer their cases for consideration under the Fair Access Protocol. Children falling within these groups must be admitted. The relevant text from the Code is shown below:

“Where a governing body does not wish to admit a child with challenging behaviour outside the normal admission, even though places are available, it must refer the case to the local authority for action under the Fair Access Protocol.....This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs or Education, Health and Care Plan naming the school in question, as these children must be admitted.”

Alternative provision

95. In Key Stage 3 short term places are available on courses operated by Meadowbrook College.
96. In Key Stage 4 long term, usually part time, provision may be made available at Meadowbrook College.

Directions

The process for requesting that the Secretary of State direct an Academy to admit a child

97. Requesting the Secretary of State to direct an academy to admit a child will only occur when a local resolution cannot be found.
98. If the Secretary of State is asked to direct an academy to admit a child the request will be made by the Admissions and Transport Services Manager on behalf of the Local Authority.
99. The Education Funding Agency will act on behalf of the Secretary of State in considering whether due process has been followed in applying the provisions of the Fair Access Protocol.
100. In requesting a direction from the Secretary of State, the Local Authority will need to provide evidence that the provisions of the Fair Access Protocol have been applied in a fair and appropriate manner. The Local Authority must also set out the relevant academy's reasons for refusal (assuming that these have

been given) and the Local Authority's response.

101. When seeking a direction from the Secretary of State the Local Authority will use the template provided by the Education Skills and Funding Agency.
102. On receipt of a request to direct, the Education Skills and Funding Agency will inform the relevant Academy that it has received a request for a direction and ask the relevant Academy for any evidence that has been supplied that shows the process has not been properly applied. The Education Funding Agency can be expected to give Academy 7 calendar days to respond.
103. When the Secretary of State is asked to consider a direction, the non-statutory guidance makes it clear that she can be expected to make a decision on the basis of the papers provided, taking into account:
 - whether the local Fair Access Protocol has been applied appropriately;
 - the arguments advanced by the relevant academy and the Local Authority;
 - whether the Local Authority has considered the arguments for refusal;
 - the Local Authority's reasons for still considering the placement to be the appropriate;
 - whether the establishment has been asked to accept a disproportionate number of children under the Fair Access Protocol compared to other local schools.

The process for directing a maintained school for which the Local Authority is not the admission authority when the school concerned refuses to accept a child

104. Directing a maintained school to admit a child following a decision made under the Protocol will only occur where a local resolution cannot be found.
105. Initially a letter will be sent from the Admissions Team stating that a place needs to be made available following a decision under the Protocol. Any maintained school approached in this way must respond to the Local Authority within 7 calendar days.
106. If the child concerned has been refused entry to, or permanently excluded from, every appropriate school within a suitable distance the Admissions and Transport Services Manager will then write to the school to inform the Governors and Head of the intention to direct admission.
107. The Governing body may appeal by referring the case to the Schools Adjudicator. The Governors have 15 calendar days within which to refer the case
108. If the Schools Adjudicator does not uphold the direction the Adjudicator may direct admission to an alternative school.

109. If the Schools Adjudicator upholds the direction the child must be admitted to the school. The school will then need to agree a start date with the child's parents.

Queries

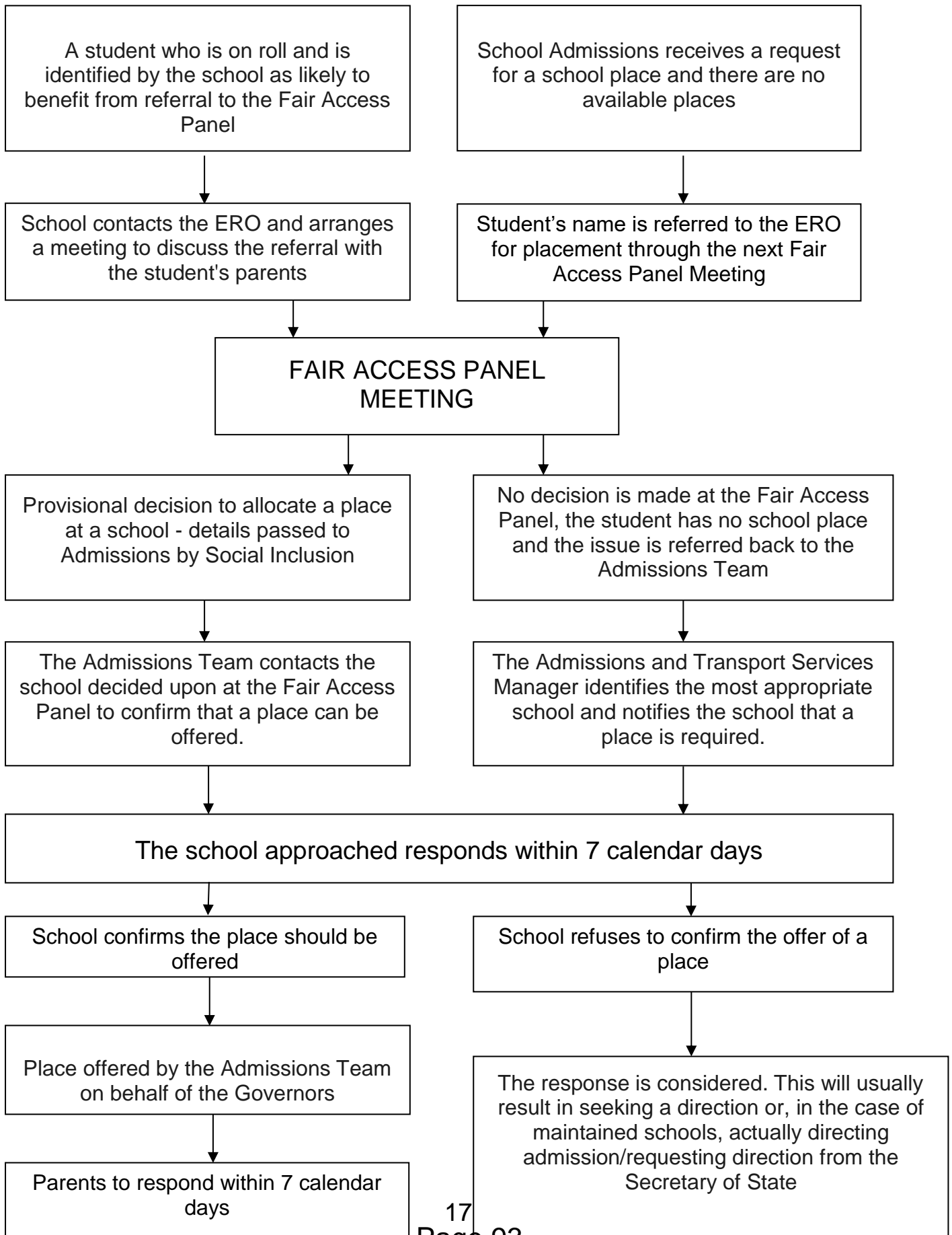
110. Queries regarding the operation of the Protocol should be directed to the Admissions and Transport Services Manager at:

Admissions and Transport Services Manager
School Organisation and Planning
County Hall
New Road
Oxford OX1 1ND
Email: neil.darlington@oxfordshire.gov.uk

111. The non-statutory guidance on Fair Access Protocols can be obtained at:
<http://dfe.gov.uk/aboutdfe/advice/f00217650/fair-access-protocols-advice>

APPENDIX 1

Placement at a school via the Fair Access Panel



**Special Educational Needs and Disability
(SEND) Services for Children and Young
People (0-25) in Oxfordshire**

SEND Strategy

2019 – 2022

DRAFT



SEND Vision

Investing in and developing good quality local provision which meets the needs of children and young people with SEND within Oxfordshire – the right pupils in the right provision at the right place.

Oxfordshire County Council has a whole-hearted commitment to investing in and developing schools' SEND provision for the children of Oxfordshire. Our 'local first' approach will ensure that children and young people's needs are at the core of our service planning.

In Oxfordshire we are proud of the SEND education provision we currently deliver which enables more children and young people with SEND to access local provision. Our future programme and creative approaches are enabling this work to expand and deliver even better outcomes.

Introduction

The purpose of the strategy is to set out how Oxfordshire County Council, along with the Clinical Commissioning Group (CCG) and partners (including education and health providers) will work together to provide services and support for children and young people aged 0-25 with Special Educational Needs and/or Disabilities and their families.

The commitment of stakeholders is to improve outcomes for children and young people with SEND and their families will demonstrate strong partnership across agencies. By further developing these existing partnerships, joint planning and delivery of services that are co-produced with children, young people and their families, we are confident that Oxfordshire is a place where children and young people with SEND will have every opportunity to:

- Learn and achieve with the right support from the early years through to further education/training.
- Be educated in their local school
- Live independently in their own community
- Secure employment that meets their individual aspirations and skills
- Feel safe in their community
- Access health services

We will do this by:

- Ensure that all early year's providers and mainstream schools support an inclusive approach to education.
- Strengthen co-production arrangements
- Identify children with additional needs at the earliest opportunity
- Improve the experiences for families in assessment and support planning
- Improve transition planning for all young people moving in to Adulthood
- Developing joint commissioning to support service delivery

Context

On the 1st September 2014 the Children and Families Act came into effect. Part 3 of the Act introduced significant reforms. These reforms placed new duties on Local Authorities (LAs), Clinical Commissioning Groups (CCGs) and their partners, for how services and support are developed and delivered for children and young people with Special Educational Needs and/or Disabilities (SEND).

The overarching objective is to secure the best outcomes for children and young people with SEND to support them to achieve well in their early years, at school and at college and lead happy and fulfilled lives.

The key principles that underpin these reforms include the requirement of LAs and their partners to have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes and effectively preparing them for adulthood

To ensure reforms are being effectively implemented a SEND inspection programme has been introduced. Ofsted and the Care Quality Commission (CQC) are tasked with jointly providing an independent external evaluation of how well a local area effectively carries out and meets its statutory responsibilities.

As you will be aware Oxfordshire was inspected in September 17 and was given a Written Statement of Action. The LA will shortly be revisited to check on our progress against the areas identified in the inspection letter.

Oxfordshire has highlighted the following priorities:

Priority 1: Ensure that all early year's providers and mainstream schools support an inclusive approach to education.

and

Priority 2: Identify children with additional needs at the earliest opportunity

Since the introduction of the Children & Families Act in 2014, Oxfordshire has seen an increase in the number of Education, Health & Care (EHC) Assessments, which have resulted in a significant increase in the number of EHC plans maintained by the Local Authority. Some of the increase has been caused by the age range being extended from 2-19 years to 0-25 years, but not all is due to this age range increase. The increase in requests for assessment since 2014 has been over 77% higher than before the Children's & Families Act was introduced.

The increase in demand is both a national and local challenge and given the current financial limitations, all organisations are struggling to meet the additional requests coming into the system.

It is Oxfordshire's vision that all children should be educated in their local school, receiving the support they need at the earliest stage. All providers will be encouraged to follow an Inclusive approach to all children, but particularly those identified with special educational needs and disabilities (SEND).

To ensure that support is available for all children the following will be addressed by:

- Provide advice and guidance to schools to ensure they are confident in delivering Early Intervention strategies and where it is considered appropriate, they can request support from professionals at the earliest opportunity.
- Review the high needs block funding (HNBF) allocations to all providers to ensure the funding model is appropriate and supports the schools/settings/colleges to support the child to achieve to their full potential.
- Ensure that any funding allocated to a child will follow them through their school journey, ensuring that the funding will always be available at the school or setting that the child attends.
- Review of the Special Educational Needs Support Service (SENSS) to ensure that specialist teachers can support schools/settings to offer advice and guidance to staff so that they can meet the children's needs at the earliest opportunity. This support needs to be available before the school/setting feels the need to apply for an Education, Health and Care plan.
- There is a wealth of specialist expertise in schools/settings across Oxfordshire. Much of this support is used in its own sector and not spread across to support other schools who might be struggling to meet children's needs. The Local Authority needs to be able to utilise this support to upskill staff across all schools to ensure that the inclusive environment that many schools offer is available to all, with staff having the expertise to deal with children with more complex needs.

- Offer outreach/in-reach support across the early years/mainstream sector. Using the expertise that is available in our alternative provision and special school sectors.
- School to school peer support to upskill staff who do not feel confident that they are able to meet all children’s needs.
- Ensure the alternative provision available across Oxfordshire will meet the needs of children in the primary and secondary sector have their needs met if they are permanently excluded without any delays (by the 6th day).
- Ensure that a robust commissioning approach is in place across Children’s Services to ensure that any provision required to be commissioned is appropriate, cost effective and contracted appropriately.

Actions:	Timeline	Lead Officer
Develop a Training plan for SENCO’s	January 2020	QA Lead SEND DCO OXSIT Team Leader School Improvement Rep
Review HNBF to all settings to ensure an appropriate and consistent funding model is in place across the County (including AP provision)	September 2019	HoS SEND HoS Learner Engagement Finance Schools Forum
Ensure that funding allocated to a child – follows the child	September 19	HoS SEND Finance Schools forum
Review of the SENSS service	Phase 2 development of the service Review TBC on timeline	HoS SEND QA Lead SEND Project Officer Finance Team Parent/Carer Forum
Encourage the early years/school/special school community to work together to upskill the work force across Oxfordshire.	Communication to start with schools in September 19	HoS SEND HoS Learner Engagement HoS School Improvement OXSIT Team Lead DCO
Review of the Alternative provision available across the county	Review has started	HoS Learner Engagement HoS SEND Finance Team
Robust commissioning approach to be instigated across all services		Head of children’s commissioning All HoS across Education DCO Finance Parent carer Forum

Priority 3: Improve the experiences for families in assessment and support planning

The Children and Families Act which came into effect in 2014 introduced significant reforms. It was introduced to encourage Local Authorities, Clinical Commissioning Groups and other partners to work together to support children/young people and their families with Special Educational Needs and Disabilities (SEND)

The overarching objective is to secure the best outcomes for children and young people with SEND to support them to achieve well in their early years, at school and at college and lead happy and fulfilled lives.

The key principles that underpin these reforms include the requirement of LA's and their partners to have regard to:

- The views, wishes and feelings of the child or young person and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decision, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible educational and other outcome and effectively prepare them for adulthood.

How will we do this:

- Ensure effective early identification of SEND to secure appropriate support at the earliest opportunity.
- Ensure that children, young people and their families are actively involved in the Education Health and Care (EHC) Assessment process
- Ensure that families are kept informed at every stage of the EHC assessment process and are clear of the timelines from the beginning of the process.
- Ensure that all agencies involved with the child and family are invited to meetings to aid a swift resolution of issues.
- Remove any barriers to ensure that support is available for young people and families when considering preparation for adulthood, which would include independent living, employment, participating in society and contributing to the community.

Actions:	Timeline	Lead Officer
Ensure a quality, highly trained workforce is in place to ensure staff can identify children's needs at the earliest stage.		
Additional support/funding streams are known to all school/settings		
Ensure that parents/carers/young people are fully informed and encouraged to take part in coproduction during the EHC needs assessment process		
Ensure that the school/parents/carers/ young people know who the professionals are working with their children and they are invited to Annual Review meetings. Where possible meetings to be combined (AR,LAC review etc)		

DRAFT

Priority 4: Strengthen co-production arrangements

and

Priority 5: Develop joint commissioning to support service delivery

Oxfordshire County Council and the Clinical Commissioning Group already have a strong working relationship and jointly commission many contracts. However there has not always been a consistent approach to involving other stakeholders in developing a service specification prior to tendering out a contract.

To improve this for the children and families in Oxfordshire a commitment will be made to:

- Ensure that all key stakeholders, including children and young people with SEND and their families are involved in strategic decision making and service developments to ensure provision is coproduced to provide best value to meet the needs of families locally.
- Further strengthen the joint commissioning arrangements between the local authority to ensure provision is available locally for young people as they reach the age of being able to live independently.

Actions:	Timeline	Lead Officer
All future joint commissioning commitments will have parent/carer/young people involvement throughout the process.		Joint Commissioning Lead HoS across Education Parent Carer Forum
To encourage parents to participate and be involved in coproduction		
To develop a children's joint commissioning strategy		HoS for joint commissioning Parent/carer forum

Priority 6: Improve transition planning for young people moving in to Adulthood.

A good transition program is important for all children and young people, but particularly those with SEND. Moving from one school to another can feel quite scary but moving into Adulthood, which may involve attending college, getting a job and then moving on to living independently must be even more challenging for those young people who have significant difficulties with managing change.

Therefore, for any transition to be a success planning and preparation is the key.

To ensure that this difficult process is managed carefully, and families are kept informed at each stage, we will:

- Start to plan for an effective transition between education, health and social care from year 9 into adulthood, ensuring that information and strategies to support children and young people are communicated effectively to professionals involved.
- Further develop close working relationships between Education, Children's and Adults social care team to ensure that planning for the future can be managed effectively, whilst ensuring that families are kept informed at every stage.
- Continue to improve the education offer available locally for young people moving into Post 16 education.
- To work with Adult services to develop where possible more local housing opportunities locally to enable young people to live, be educated and work in their local area.

Actions	Timeline	Lead Officer
Ensure that Preparation for Adulthood is included in each Annual review from Yr 9.		PfA Lead CSC lead ASC lead Parent/carer forum Rep
Increase awareness to schools/parents/careers young people for the need to start considering post 16 education options at the earliest opportunity		
To work with local FE colleges to ensure the offer for young people across the County is varied and appropriate to meet the needs for most young people across Oxfordshire.		
To work closely with the Adult services Transitions team (Moving on into Adulthood) to ensure a joint approach to placements		
To identify local options for young people in relation to housing and employment opportunities.		

Education Scrutiny Committee Work programme (2019)

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
17 June 2019 (previously 19 June)		
Regional Schools Commissioner	A question and answer session with the Regional Schools Commissioner Chairman	Chairman (Cllr Michael Waive)
New Schools Building Programme	To receive an update on the progress of the Programme and discuss emerging issues of delay.	Head of Access to Learning (Allyson Milward) / Cllr Lindsay-Gale
Special Educational Needs and Disabilities (SEND) Strategy	To receive a report about the implementation of Council’s SEND strategy	Head of SEND (Jayne Howarth)
Annual Academies in Oxfordshire Report	An update on academies’ status, issues and trends across Oxfordshire	Paper only. From Head of Access to Learning (Allyson Milward)
Post-16 results and EET data	A comprehensive report on post-16 results and destinations in Education Employment and Training	Head of School Improvement & Learning (Kim James)
Update on Northfield School post-Ofsted inspection work and progress	To receive an update on progress at Northfield School following its Ofsted inspection rating of Inadequate	Head of SEND (Jayne Howarth)
Fair Access Protocol	To support the direction of and to receive a report on the implementation of the revised Fair Access Protocol in advance of the next academic year. Recommendation from the Deep Dive on attendance.	Head of Learner Engagement (Deborah Bell)

4 September 2019		
Post-Carillion Update on Schools Repair & Maintenance	A 6-month update following the one made in March 2019 to the Committee on prioritisation and delivery of repair and maintenance in schools following the collapse of Carillion.	Assistant Director Community Facilities Management (George Eleftheriou)
Reintegration Timetabling	To receive a report about the number of reintegration timetables being used at schools across Oxfordshire and any evidence in them being used as an alternative to exclusions. (Recommendation from the Performance Scrutiny Committee).	Head of Learner Engagement (Deborah Bell)
New academic year update on New Schools	To receive an update report on proposed and planned new schools in Oxfordshire.	Head of Access to Learning (Allyson Milward)
Alternative Provision Commissioning Strategy	To receive a brief on the development of the strategy and for Committee Members to have input prior to its implementation in November 2019.	Head of Learner Engagement (Deborah Bell)
To be scheduled		
Home to School Transport Policy	Discussion around forming a working group to input into the formulation of the policy for mainstream schools.	Cllr John Howson
Educational Attainment	Recommendations from the committee working group on improving educational performance	John Howson / Head of School Improvement and Learning (Kim James)
Disparity in educational outcomes across Localities and closing the gap (vulnerable learners)	Profile of educational outcomes across Oxfordshire – sharing learning across the county and forming pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners.	
Demographic trends	Planning for school places and supporting families with English as an additional language	

ESC14

Schools funding formula	Potentially a task group reporting back to ESC	
Children and Family Centres and Locality Community Support Services	To present the findings of the monitoring investigations undertaken by members of the Committee following on from the presentation in July 2018	Cllr Michael Waine/Area Social Care Manager
Update on the impact of work on reducing exclusions	To present the impact / results of implementing the recommendations on exclusions from the committee working group.	Assistant Director for Education (David Clarke) / Head of Learner Engagement (Deborah Bell)
Learner Engagement Strategy	To present to the committee the new OCC strategy for learner engagement.	Assistant Director for Education (David Clarke) / Head of Learner Engagement (Deborah Bell)
Post 16 Home to School Transport (mainstream)	To discuss how the Committee might add value in looking into the issue of cost of post-16 transport to school.	Chairman

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