

EDUCATION SCRUTINY COMMITTEE – 25 APRIL 2016

IMPLICATIONS OF THE FUTURE ARRANGEMENTS IN EDUCATION

An overview of the practical implications of the future arrangements in education agreed by cabinet on 23 February 2016

Report by the Director for Children, Education and Families

1. Introduction

Predicting the future for local government is not straightforward and its role in education is no exception. However, there are a small number of certainties:

- a. The number of children & young people is increasing;
- b. Levels & complexity of need are increasing; and
- c. The resources available to the Council are decreasing.

In addition to these, it can be added that the scope of the role of the Council in education will continue to diminish. This can be discerned from the growth in the number of academies and national policy statements: "By the end of 2020, all schools will be academies or in the process of becoming academies; by the end of 2022, local authorities will no longer maintain schools." (See Annex 1: White paper: 'Educational Excellence Everywhere')

Also, we now have an explicit statement in a formal public document that "we expect local authorities to step back from running school improvement from the end of the 2016/17 academic year." (Schools national funding formula Government consultation – stage one; published 7th March 2016.)

Proposals set out in the funding consultation include:

- d. A national funding formula paid directly to all schools (ending local funding formulae and the role of Local Authorities in allocating funding to schools); and
- e. A new, fourth block, in the Dedicated Schools Grant known as the 'Central Schools Block' to pay for a number of residual Local Authority functions including school admissions, asset management, education welfare and statutory & regulatory duties. (The three existing blocks are 'Schools', 'Early Years' and 'High Needs'.)

2. Future role of the Council

If the proposals in the consultation are implemented, the role of the Council in relation to education will be reduced to:

- i. Ensuring every child has a school place (and/or early years education and child care place as appropriate);
- ii. Ensuring fair access through admissions and transport arrangements;
- iii. Ensuring the needs of vulnerable pupils are met; and
- iv. Acting as the champion for all parents and families.

In addition, while there are maintained schools in Oxfordshire, the Council has a responsibility for quality in them. As the number of maintained schools reduces the Council's school improvement responsibilities will taper to a minimum between 2016 and 2020). This could be as few as the six nursery schools which under current legislation cannot become academies.

3. New structure

As reported to Cabinet on the 23rd February 2016, the Education & Learning Service is being restructured into three areas which map well against the future role of Local Authorities:

- Education Sufficiency & Access [i. and ii.]
- Education quality [iv. and 'in addition']
- Vulnerable learners [iii.]

The role of Deputy Director (Education & Learning) is not being replaced, with their duties shared out amongst four lead officers as set out in the table below. The efficacy of the arrangements, and their appropriateness for dealing with known and further anticipated changes, will be evaluated in September 2016.

Sufficiency and Access Roy Leach (RL)	Quality Christine Malone (CM) & Sarah Varnom (SV)	Vulnerable Learners 0-25 Janet Johnson (JJ)
Direct Reports (including commissioned activity)		
<ul style="list-style-type: none"> • Reintegration and Exclusion <ul style="list-style-type: none"> • Elective Home Education • Attendance • Exclusions • Pupils Missing Out • Child Performance Licences • Academies • Admissions • Home to School Transport • Place Planning and School Building <ul style="list-style-type: none"> • Health and Safety • Early Years 	<ul style="list-style-type: none"> • Early Years Quality • Education off site visits • Business Development • Governance and Leadership <ul style="list-style-type: none"> • Headteacher appointments • School Quality Assurance <ul style="list-style-type: none"> • SACRE • Schools Causing Concern • Moderation 	<ul style="list-style-type: none"> • School Inclusion • Virtual School for Looked After Children <ul style="list-style-type: none"> • Virtual School • OXSIT • Gypsy Roma Traveller • Educational Psychology • Special Educational Needs Support Services • Casework • Early Years SEN

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Sufficiency		
Meetings/Links (lead person)		
<ul style="list-style-type: none"> • DfE (RL) • RSC (RL) • Cabinet and Informal Cabinet (RL) • Members (RL) • Performance Scrutiny (RL) • Education Scrutiny (RL) • CCMT and Extended CCMT (RL) • DLT and Extended DLT (RL) • Political Party Groups (RL) • Supported Transport (RL) • School Organisation Stakeholder Group (RL) • PMO and Attendance of LAC (RL) • MISPERs (RL) • TJC (RL) • Business Strategy Meetings (RL) • Wider Management Team (RL) • Chairs of Headteacher Associations (RL) • Freedom of Information requests (RL) 	<ul style="list-style-type: none"> • Safeguarding Board (CM/JJ) <ul style="list-style-type: none"> • OSCB Executive (CM) • PAQA (SV) • Education Sub-Group (CM/SV) • CSE Sub-Group (SV) • Ofsted safeguarding queries (CM) • Ofsted (SV/CM) • OTSA (SV/CM) • OPHTA/OSSHTA (CM/SV) • SSP (CM/SV) • Schools Forum (CM/SV) • Headteacher and Chair of Governors Termly meetings (CM/SV) • Chairs of Partnerships (CM/SV) • LAASSI Inspection (CM/SV) • School Information Exchange (CM/ SV) • OGA (SV) • Early Years Strategic Board (CM) • Joint Commissioning Data (AW) • Freedom of Information requests (CM/SV) 	<ul style="list-style-type: none"> • 100% Participation Strategy (JJ) • OASSH (JJ) • Placement Strategy (JJ) • Children's Trust (JJ) • SEND Programme Board (JJ) • SEND Inspection (JJ) • Complex Cases and SCRs (Safeguarding) (JJ) • Links with Adult Social Care (JJ) • Child deaths (JJ) • Freedom of Information requests (JJ) • Corporate parenting Panel (JJ)

4. Glossary

- CCMT County Council Management Team
- CSE Child Sexual Exploitation
- DfE Department for Education
- DLT Directorate Leadership Team
- LAASSI Local Authority Arrangements for School Support Inspection
- LAC Looked After Child(ren)
- MISPERs Missing persons
- OASSH Oxfordshire Association of Special School Headteachers
- OGA Oxfordshire Governors Association
- OPHTA Oxfordshire Primary Head Teacher Association
- OSCB Oxfordshire Safeguarding Children Board
- OSSHTA Oxfordshire Secondary School Head Teacher Association
- OTSA Oxfordshire Teaching Schools Alliance
- OXSIT Oxfordshire School Inclusion Team
- PAQA Performance Audit & Quality Assurance
- PMO Pupils Missing Out (of education)
- RSC Regional Schools Commissioner

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- SACRE Standing Advisory Committee for Religious Education
- SCR Serious Case Review
- SEN(D) Special Educational Needs (& Disabilities)
- SSP Strategic School Partnership
- TJC Teachers Joint Committee

RECOMMENDATION

The Education Scrutiny Committee is RECOMMENDED to note the practical implications of the future arrangements in education agreed by Cabinet on 23 February 2016.

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