Meeting	**EDUCATION COMMITTEE**
Date	**Tuesday 20 March 2001** Time **10.00 am**
Place	**County Hall, Oxford**

A G E N D A

Please address any general enquiries on this agenda to Julian Hehir on Oxford 815673.
Media enquiries should be directed to the Press Office on Oxford 815266.
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1. **Election to Chair** (Liberal Democrat Group)

2. **Apologies for Absence and Temporary Appointments**

3. **Declarations of Pecuniary and Non-Pecuniary Interests**

4. **Minutes**

   Minutes of the meeting held on 1 February 2001 (previously circulated – see February 2001 Council Book).

5. **Matters arising from the Minutes**

6. **Petitions and Public Address**

MAJOR FINANCIAL AND POLICY ITEMS

7. **QUARTERLY FINANCIAL REPORT**

   Report by Chief Education Officer & County Treasurer (ED7).

   This report sets out the position on the budget for this Committee as at the end of December 2000 showing year end variations and carry forwards.

   The Committee are RECOMMENDED to receive this report.

8. **REVISION OF THE FINANCIAL SCHEME FOR OXFORDSHIRE (S.48 SCHEME FOR FINANCING SCHOOLS)**

   The Chief Education Officer reports as follows:-

   The Department for Education & Employment wrote to Local Education Authorities on 18 January 2001 enclosing the revised edition of the Statutory Guidance on Schemes for Financing Schools. The Secretary of State required that certain of the changes embodied in the revised guidance be implemented from April 2001. These are:

(a) a requirement for reporting on income and expenditure normally to be quarterly rather than monthly (2.1.2);

(b) a requirement that schools be permitted to take account of estimated balances in submitting the annual budget plan (2.3);

(c) prevention of interest clawbacks from payments of devolved grant (2.12);

(d) a requirement that schools with newly opened bank accounts receive immediate transfer of the estimated balance for the school of that account (3.5);

(e) revised requirements on bank account signatories (3.5.1);

(f) a requirement that School Standards Grant payments should not be applied automatically to the reduction of an existing licensed deficit (4.9).

These amendments have been incorporated into the Oxfordshire Scheme (ED8 - Annex 1) as appropriate. Where the existing scheme already provides for the intention of the amendment, no change is proposed. All proposed changes to the existing scheme are emboldened.

Whilst the amendments required by the Secretary of State are uncontentious in the main, it was a requirement that schools were consulted. The fact that only 8 schools responded to the consultation may be taken as an indication that schools themselves did not see this as a burning issue, and the limited comments made have no implications for the proposed amendments.

The amendments proposed constitute a partial revision of the scheme and this must be submitted to the Secretary of State by 17 March 2001, to be dealt with by 31 March. A draft of the proposed amendments has been sent to the DfEE in order to meet this deadline. Due to the short timescale involved, it was not possible to do a full revision of the scheme. However, it is planned to consider whether there are further amendments that should be made to the scheme as part of a comprehensive review during the summer with any further consultation with schools in the autumn.

The Committee are RECOMMENDED to agree the changes to the Financial Scheme as detailed in Annex 1.

9. **EDUCATION SERVICE MEDIUM TERM PLAN**

The Chief Education Officer reports as follows:-

In the last few years, the Education Service has been required by Government to prepare a range of statutory plans covering many specific aspects of its work.

Oxfordshire's draft Education Medium Term Plan (MTP) is a first attempt to provide a single overarching plan that covers the whole of the work of the Education Service. The text of the draft Plan is set out in the annex to this report (ED9 – To Follow).

The objectives of the Plan are grouped under 8 key themes:

- Supporting children, families and young people
- Raising the quality of teaching and learning
- Ensuring equal opportunities, access and inclusion
- Developing leadership and high quality management
- Educating for citizenship and the wider world

- Building learning communities
- Monitoring and assuring quality
- Planning strategy and resources

In addition, the Plan includes all the detailed targets which the Education Service is required to meet through the Audit Commission's Best Value Performance Indicators.

If approved, the Draft Plan will form the basis for consultation with schools, learning centres, stakeholders and key partner organisations over the coming months.

The Committee are RECOMMENDED to approve the draft Education Medium Term Plan (2001-2004) as the basis for consultation with the Education Service and beyond in Summer 2001.

10. **KING ALFRED'S SCHOOL, WANTAGE**

Report by Chief Education Officer (ED10).

Further to minute 118/00 members asked that officers report back on the local Wantage area discussions on the future options for King Alfred's School. This report offers a first look at the issues which have given rise to the debate and seeks members approval for some additional research to be undertaken. It is also suggested that a local seminar might be organised and a full briefing for members.

The Committee are RECOMMENDED to:-

(a) receive this report;

(b) authorise officers to invest the appropriate time necessary in the preparation of a more comprehensive issues paper on King Alfred's School for the new Council;

(c) agree the establishment of an informal officer/member/school working group to explore the complex matters raised in the report.

11. **CONSULTATION ON RECONFIGURATION OF PUPIL REFERRAL UNITS**

Report by Chief Education Officer (ED11).

Further to minute 103/00, the report gives the conclusions drawn from the informal consultation on the proposed reconfiguration of Pupil Referral Unit (PRU) provision across the LEA. The informal consultation was agreed by the Education Committee in December 2000. The consultation involved a consultation paper and questionnaire, and meetings with staff, headteacher associations, officers, Trade Unions and officers.

There is considerable support for much of what is proposed in the consultation paper, including reconfiguring PRU provision across the county, the closure of the West Oxfordshire and Orchard PRU's, reintegration for pupils excluded for more than 15 days segregated support for pupils assessed and having high levels of need and the proposed funding arrangements. The results of formal consultation will be brought to the Committee in June 2001.

The Committee are RECOMMENDED to:

(a) **approve formal consultation on the proposals with secondary headteachers, PRU staff, Trades Unions and others;**

(b) **request a report to the Education Committee in December 2001 detailing the results of the formal consultation and seeking approval for changes, if appropriate, to be implemented by September 2002.**

12. **SCHOOL TERM AND HOLIDAY DATES**

Report by Chief Education Officer (ED12).

This report records the outcome of the consultation on the possibility of moving to three terms of an even length and invites the Committee to decide whether or not to proceed with such a change. The Committee are also asked to consider the school term and holiday dates which might otherwise be implemented for the academic year 2002/03. Finally, the report seeks advice about where to place an additional day's holiday in the academic year 2001/02 resulting from the announcement of an additional bank holiday to celebrate the Queen's Golden Jubilee in 2002.

The Committee are RECOMMENDED to:

(a) **consider whether or not to proceed with the option of three terms of an even length;**

(b) **if it is decided to proceed with (a) above whether it is recommended to do so on the basis of the dates provided at Annex 1 but with a summer half term moved to the week beginning 9 June; or**

(c) **if it is decided not to proceed with (a) whether to adopt the school term and holiday dates for 2002/03 as set out in Annex 3; and**

(d) **designate 3 May as an additional school holiday for 2001/02.**

13. **Discretionary Awards 2001/02**

The Chief Education Officer reports as follows:-

The Teaching and Higher Education Act 1998 removed local education authorities' powers to make discretionary awards to new applicants.

However, the School Standards and Framework Act 1998 conferred a revised power on local education authorities to make awards to new students.

Local authorities now have three choices, as follows:

(i) to determine not to take up the power in any circumstances and not make any provision for considering applications;

(ii) to decide to exercise the power only in respect of certain groups or categories of students; or

(iii) to decide to exercise the power generally and consider applications from all students – but still in accordance with its policies and eligibility.

To take up any of these choices for the following financial year, a formal decision must be made each year no later than 31 March.

In 1999/2000 and 2000/2001, the Committee resolved to continue to offer discretionary awards in accordance with (iii) above. However, in both years, there was financial provision of £165,000 in the Education base budget to enable such awards to be funded. In 2001/02 this financial provision will no longer be available.

During the past two years, discretionary awards have only been agreed for one year at a time. This means that there are no ongoing commitments towards students who are continuing their studies from September 2001 onwards.

In the light of the above, the Committee are RECOMMENDED to adopt Option 1 above - to determine not to take up the power to make discretionary awards in any circumstances for the 2001/02 academic year, and not to make any provision for considering applications.

14. **PROVISION OF A SIXTH FORM AT CARTERTON COMMUNITY COLLEGE**

Report by Chief Education Officer (ED14).

Following the request of the Education Committee on 10 October 2000, this report explores the feasibility of the provision of a 6th form at Carterton Community College. There is a clear desire in the community for post 16 provision in Carterton, a matter which was last addressed by the Committee in 1996. Given significant population growth in the area and imminent changes to post 16 funding and management it is now timely to reconsider the matter.

The Committee are RECOMMENDED to:

(a) request the Chief Education Officer to prepare a strategy for the provision of 16+ education in Oxfordshire; such a strategy should offer a framework against which a decision such as this can be made;

(b) decide whether to proceed in principle with exploring the feasibility of 16+ provision at Carterton Community College;

(c) if the decision is to proceed, to commission a full feasibility study.

OPERATIONAL ITEMS

15. **recruitment and retention OF TEACHERS**

Report by Chief Education Officer (ED15).

At their meeting on 10 October, 2000 the Education Committee resolved:

- to ask officers to discuss with schools the range of recruitment measures which they might wish to consider from their delegated resources, and the value of central co-ordination of some of these measures, as part of the review of the Oxfordshire Joint Schools Provision in hand that term and

- to ask officers to draw up a countywide action plan with costings following their discussions with schools and also including more detailed information about (a) the number of teachers, qualified and unqualified, teaching shortage subjects in Oxfordshire's secondary schools (such subjects being Physics, Mathematics, Chemistry, Modern Languages, Religious Education, Design & Technology and Geography and (b) the savings which successful recruitment would make from non-use of supply agencies, advertising and other costs.

The report sets out the Action Plan which is in place, details the outcome of the survey on subject-unqualified teachers and lists other initiatives.

The Committee are RECOMMENDED to receive this report and to request a further report to the December Committee on the impact of current and proposed initiatives.

16. **<u>NEW MODELS FOR DELIVERING LEA SERVICES</u>**

Report by Chief Education Officer (ED16).

In response to an invitation from the Department for Education & Employment to bid for funds to take part in a pilot scheme to look at new ways of delivering services, officers from Oxfordshire, Wokingham and West Berkshire Local Education Authorities in partnership with a private sector company, Capita, submitted a bid in November.

Eleven pilot projects were successful in their bids and the DfEE have granted £350,000 to the new models project to undertake a feasibility study. There were some initial criteria for the pilot schemes. They should:

- offer a new and innovative approach to the delivery of services
- have clear objectives and measurable outcomes
- involve genuine partnership
- officer value for money either to the LEAs or schools
- have a clear evaluation strategy

The report discusses the bid in more detail.

The Committee are RECOMMENDED to receive and endorse the report.

17. **<u>ICT SUPPORT FOR SCHOOLS</u>**

The Chief Education Officer reports as follows:-

The Best Value & Audit Sub-Committee on 13 March were due to consider the outcomes of the Best Value Review of Information & Communications Technology in schools. The outcomes will be reported orally and the report, BV3 and BV4 forms are attached (**ED17**).

18. **<u>UPDATE ON THE NATIONAL GRID FOR LEARNING IN OXFORDSHIRE</u>**

Report by Chief Education Officer (ED18).

At their February meeting, the Council agreed to find matched funding to take up all Standards Fund (SF) grants available in 2001/02, including a total expenditure of just over £3 million on the National Grid for Learning (NGfl). The report outlines progress on the implementation of the Grid locally, including developments over the last year in relation to broadband networks. It also highlights some future budgetary issues for schools and seeks agreement to the establishment of a new post of Network Development Consultant to be established from September 2001 to be funded from external and grant funding for 3 years.

The Committee are RECOMMENDED to:

(a) note the plans for development of a countywide broadband network and initial pilot implementation in Secondary schools;

(b) agree that Oxfordshire will commit to achieving the DfEE's target ratios of pupils per PC by August 2002;

(c) note that this commitment will have budgetary implications for the authority and/or schools and that a further report on this will be brought to the Committee's October 2001 meeting;

(d) agree to the establishment of a new post of Content Development Consultant; to be funded from external and grant funding for three years from September 2001;

(e) note that a further report on ICT staffing will be brought to the Committee's June 2001 meeting.

19. **JOINT ST ANDREW'S SCHOOL/LIBRARY FACILITIES IN HEADINGTON**

Report by Chief Education Officer & Director of Cultural Services (ED19).

The report notes that the present Manor Home of Oxford United may be on the market in the future, and links this site possibility to the future development of both school and library facilities in Headington. The report seeks member approval for a feasibility study to be carried out into the possibility of transferring St Andrew's School and Bury Knowle library to the Manor site.

Cultural Services and Education Committees are RECOMMENDED to consider whether to authorise a feasibility study on the project outlined above.

20. **OXFORD CITY SCHOOLS REORGANISATION – PROGRESS REPORT**

Report by Chief Education Officer (ED20).

Each Education Committee agenda contains a report on the progress of the City Schools' Reorganisation. This report informs members of the up to date position on the various current aspects of the reorganisation; premises related issues, personnel, adjudication on the decisions of the School Organisation Committee of 6 November 2000 and judicial review on the decisions of the SOC on 21 September.

At the request of members, detailed project appraisals for the majority of capital building schemes required to implement the reorganisation project appraisals are attached as follows:-

ED502 – Church Cowley St James First School

ED503 – Cutteslowe First School

ED504 – Larkrise First School

ED506 – New Hinksey CE First School

ED507 – Orchard Meadow First School/Wesley Green Middle School

ED508 – Pegasus First School

ED511 – St Christopher's CE First School

ED512 – St Ebbe's CE Aided First School

ED513 – St Francis CE First School

ED514 – St Michael's CE First School

ED515 – St Nicholas First School

ED516 – Windale First School

ED518 – Wolvercote First School

ED520 – Cheney Upper School

ED521 – Oxford Upper School

ED522 – Peers Upper School

ED523 – Cheney School

The Committee are RECOMMENDED to receive the report, to approve the Detailed Project Appraisals within Annex 1 and to RECOMMEND Strategy & Resources Committee to approve Detailed Project Appraisals ED502, 504, 511, 512, 520, 521, 522 and 523.

21. **chilton primary and harwell nursery schools**

The Assistant Chief Executive & Solicitor to the Council reports as follows:-

On 4 January 2001, the Local Education Authority published proposals to establish a nursery class for 3-5 year olds at Chilton Primary School from September 2002, to discontinue Harwell Nursery School from August 2002 and to establish a new early years unit for reception age 4 year olds at Harwell Primary School from September 2002.

The Education Management Sub-Committee authorised the publication of the relevant notices and the LEA must decide, in the light of objections received, whether it wishes to implement its own published proposals within 4 months of the publication date (ie 4 May). Hence, the proposal has been brought to this meeting.

One objection has been received and will be referred to the School Organisation Committee (SOC) with the Chief Education Officer's observations.

The Education Committee are RECOMMENDED to agree that the proposals published under the School Standards & Framework Act 1998 in respect of Chilton Primary and Harwell Nursery Schools should be implemented with effect from September 2002 subject to the SOC's decisions.

22. **APPOINTMENTS TO COMMITTEES/SUB-COMMITTEES**

Schools Performance and Quality Sub-Committee

Further to minute 106/00 a nomination from the Oxford Racial Equality Council has not yet been received**.** In the meantime **the Committee are RECOMMENDED to amend the composition of the Sub-Committee in order to appoint a nominee from the ORC as a non-voting co-opted**

member.

RECOMMENDATIONS FROM COMMITTEES/SUB-COMMITTEES

23. **DEVELOPING EARLY YEARS PROVISION FOR 3 YEAR OLDS**

The Assistant Chief Executive & Solicitor to the Council reports as follows:-

The Best Value & Audit Sub-Committee on 21 February 2001 resolved that, with the Government's initiative to increase funding for 3 year olds, the Council should take urgent action to ensure places are available for children whose parents want places. The officers are instructed to report urgently to the Education Committee and the Children & Young People's Sub-Committee on whether the County Council can increase provision taking into account sustainable funding streams being available.

The report requested, is attached (ED23).

The Committee are RECOMMENDED to:

(a) request officers to consult as appropriate on the options outlined in paragraphs 17 and 18; and

(b) request officers to bring further specific proposals pertaining to these options to the Education Committee in October, for implementation from 2002/03.

MINUTES Of SUB-COMMITTEES, ETC

24. **CHILDREN'S & YOUNG PEOPLE'S SUB-COMMITTEE***

Unconfirmed minutes of the meeting held on 25 January 2001 (ED24).

The Committee are RECOMMENDED to receive these Minutes.

25. **COMMUNITY EDUCATION (YOUTH & ADULT) SUB-COMMITTEE***

Unconfirmed Minutes of the meeting held on 29 January 2001 (ED25).

The Committee are RECOMMENDED to receive these Minutes.

26. **TEACHERS' JOINT COMMITTEE***

Unconfirmed Minutes of the meeting held on 1 February 2001 (ED26).

Arising from the Teachers Joint Committee Health & Safety minutes, **the Committee are RECOMMENDED to consider the possible addition of a "Health and Safety Implications" paragraph on all committee reports and to RECOMMEND the Operations Sub-Committee accordingly.**

Subject to the above t**he Committee are RECOMMENDED to receive these Minutes.**

27. **<u>EDUCATION URGENCY SUB-COMMITTEE</u>***

Unconfirmed Minutes of the meetings held on 11 December 2000 and 22 January 2001 (ED27).

The Committee are RECOMMENDED to receive these Minutes.

28. **<u>SCHOOLS PERFORMANCE & QUALITY SUB-COMMITTEE</u>***

Unconfirmed Minutes of the meeting held on 14 February 2001 (ED28).

The Committee are RECOMMENDED to receive these Minutes.

29. **<u>EDUCATION MANAGEMENT SUB-COMMITTEE</u>**

Unconfirmed Minutes of the meeting held on 28 February 2001 (ED29).

The Committee are RECOMMENDED to receive these Minutes.

30. **<u>ETHNIC MINORITIES CONSULTATIVE COMMITTEE</u>***

Unconfirmed Minutes of the meeting held on 5 February 2001 (ED30).

The Committee are RECOMMENDED to receive these Minutes.

<u>EXEMPT ITEM</u>

The Sub-Committee will be invited to resolve to exclude the public for the consideration of the following exempt items (marked E) by passing a resolution in relation to the item in the following terms:

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

THE REPORTS RELATING TO THE EXEMPT ITEM HAVE NOT BEEN MADE PUBLIC AND SHOULD BE REGARDED AS STRICTLY PRIVATE TO MEMBERS AND OFFICERS ENTITLED TO RECEIVE THEM.

31.E **<u>EDUCATION URGENCY SUB-COMMITTEE</u>***

Unconfirmed Minutes of the meetings held on 11 December 2000 and 22 January 2001 (**ED31E**).

The Committee are RECOMMENDED to receive these Minutes.

(Information Exempt in that it relates to a particular employee former employee or applicant to become an employee of, or a particular office-holder, former office-holder or applicant to become an office-holder under, the Authority.)

C. J. GRAY
Acting Chief Executive

County Hall
Oxford OX1 1ND

March 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED4

EDUCATION COMMITTEE - 1 FEBRUARY 2001

MINUTES of the meeting commencing at 10.00 am and finishing at 11.20 am

Present:

Voting Members:

Councillors A.D. Crabbe, John Dennis, Dr M. Evans, Neil Fawcett, Margaret Godden (in place of Councillor Siobhan McSorley), Steve Hayward, Brian Hodgson (in place of Councillor Margaret Ferriman), Mrs Humphries, Shereen Karmali, Terry Joslin (in place of Councillor Robert Evans), Mrs Diana Ludlow (in place of Councillor Barry Wood), Norman Matthews, Julie Mayhew-Archer, Janet Morgan, George Sanders, C.H. Shouler, Craig Simmons, D.L.B. Spencer, Olive Stedman, Sylvia Tompkins and David Turner.

Mr S. Terry and Mrs L. Werrell.

Non-Voting Members:

Professor J. Howson, Mr E. Moore, Professor R. Pring, Mrs M. Randolph, Mrs C. Thomson, Ms G. Wheatcroft and Mrs B. Williams.

Ex Officio:

Councillor Keith Mitchell.

Officers:

Whole of meeting: D.N. Bishop and J.T. Hehir (Chief Executive's Office); Chief Education Officer R. Smith and S. Adams; J. Hydari (County Treasurer's Department).

The Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda and reports are attached to the signed Minutes, and in relation thereto determined as follows:-

87/00 ELECTION TO CHAIR

RESOLVED: that Councillor Karmali (Labour) be elected to chair the meeting.

88/00 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence and temporary appointments were reported as follows:-

Apology from	Temporary Appointment
Councillor R. Evans	Councillor Joslin
Councillor Ferriman	Councillor Hodgson
Councillor McSorley	Councillor M. Godden
Councillor Wood	Councillor Mrs Ludlow
Father Armstrong	-
Revd Dr Gay	-
Mr D. Tranter	-

89/00 MINUTES

The Minutes of the meeting of the Committee held on 12 December 2000 were approved and signed.

90/00 MATTERS ARISING FROM THE MINUTES

Minute 106/00 – Ethnic Minorities Consultative Committee – Oxfordshire Community Forum

It was reported that officers had written to the Oxfordshire Racial Equality Council and a response was expected after their Executive Committee had met.

Minute 117/00 – Recruitment and Retention of Teachers and other Education Service Employees

The Chief Education Officer reported that he had written to the Teachers Pay Review Body on these issues, but no response had been received.

91/00 Draft revenue budget 2001/2002
(Agenda Item 7)

(Councillor Turner declared a pecuniary interest in relation to the teachers' pay award. He withdrew from the meeting following the debate until the vote had been taken on resolution (b) below) .

Further to Minute 101/00 (c) the Committee had before them a report on the outcome of the planned consultation with schools on the draft budget proposals for 2001/2002 contained in the report ED8 to the 12 December 2000 meeting, and on the relative priorities for growth funding for 2001/2002. The report also referred to Special Education Needs transport charges and decisions on the Youth Service budget proposals taken by the Community Education (Youth & Adult) Sub-Committee on 29 January 2001 which were reported at the meeting.

Mr Smith introduced the report and drew members' attention to the updated Revenue Budget and Medium Term Plan 2001/02 – 2003/04 enclosed with the agenda. He reported that the Government had finalised Oxfordshire's Standard Spending Assessment allocation which had resulted in an increase of £18,000 allocated to Education, and that the Secretary of State for Education & Employment had recently announced an extra £52 m for Education budgets of which Oxfordshire would receive £100,000.

He said that the pupil count details were now available and that the additional cost of £77,877 for planned places in special schools could be met from within the overall demography calculation. He referred to nursery classes being under-capacity, and the impact of the teachers' pay award which had been estimated at 3.7%. It was proposed that any excess cost of the teachers' pay award above 3% should be met from the SSG payable to schools, or as an alternative approach to achieve the same end, by top-slicing the Individual Schools Budget as part of the Council's contribution to the Standards Fund.

Mr Smith said that the outcome of the consultation with schools on the budget, was a strong majority in favour of all the budget proposals and priorities for allocating growth funding.

RESOLVED: to:

(a) note the responses to the consultation summarised in Annex 1 in determining the Education Budget and the formula for 2001/2002;

(b) defer any recommendation concerning the relative priorities to be given to growth bids and the treatment of the excess costs of the teachers' pay award and charges for post 16 transport with effect from September 2001, and that these matters be referred to the Political Groups for discussion and for the Council's budget negotiations;

(c) agree to amend the Special Needs Index formula factor for 2001/2002 to:

(1) allocate resources (representing 6.75% of the Age Weighted Pupil Unit for statutory aged pupils):

30% in relation to socio-economic deprivation
30% in relation to moderated school assessment of SEN
40% in relation to pupil attainment;

(2) abate the cash gains and losses relative to the allocations schools would have received under the old index as a consequence of introducing the new SEN Index by 50% in 2001/2002 only;

(d) agree to adopt for 2001/2002 the methodology for determining the pupil forecasts for January 2002 in the formula, as proposed in the consultation paper and reproduced in Annex 1 (page 16) to this report;

(e) agree to create a new Band S in the formula for special schools to allocate resources for planned places at Northfield Special School in respect of pupils educated at the Thornbury Secure Unit.

92/00 SPECIAL SCHOOL FUNDING – PLANNED PLACES AND INTEGRATION 2001/02

(Agenda Item 8)

Further to Minute 103/00 and the report ED10 to the 12 December 2000 meeting of the Committee, the Committee had before them a report (ED8) on the results of the consultation authorised with schools and governors on the number of planned places and banding levels for each special school.

RESOLVED: to agree the proposals for special school planned places as set out in Annex 1.

93/00 STUDENT SUPPORT BEST VALUE REVIEW

(Agenda Item 9)

At their meeting on 30 November 2000 the Best Value & Audit Sub-Committee had considered a report on the outcome of the Best Value Review of Student Support and

(a) endorsed the recommendations set out in the BV3 forms;

(b) endorsed the action plans set out in the BV4 forms subject to the reduction in the staff cost per applicant to the national upper quartile target being achieved by 2003/2004, and the issue of contracting out being re-examined not later than 3 years hence; and

(c) recommended the outcomes of the review to the Awards Sub-Committee and Education Committee.

The Awards Sub-Committee on 5 December 2000 had endorsed the decisions at (a) and (b). The officers had advised that in the light of budget implications it would be appropriate for the matter to be on this agenda for consideration. The Minority Report accepted by the Best Value & Audit Sub-Committee, which had inadvertently been omitted from the agenda, was circulated at the meeting and a copy is attached to the signed Minutes.

RESOLVED: to note the decisions of the Best Value & Audit and Awards Sub-Committees.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED7

QUARTERLY FINANCIAL REPORT

Report by the Chief Education Officer and County Treasurer

Introduction

1. This is the fourth Quarterly Financial Report for 2000/2001 and is based on information available at the end of January 2001.

2. This report sets out for the Committee the financial issues which are being addressed throughout the year and shows the projected year end variation (Annex 1 Column 10).

3. Annex 1 shows this Committee's 2000/2001 budget as approved by Council on 8 February 2000. Carry forwards from 1999/2000 (Annex 1 Column 10) are provisional until the accounts are signed off by the District Auditor.

Virements and Supplementary Estimates (Annex 1 Column 5)

4. Details of virements approved to date are set out in Annex 2. There are no new virements this quarter.

Main Issues

5. Pressures identified in 2000/2001, not allowed for in the 2000/2001 budget, are as follows:-

		December 2000 £000	March 2001 £000	Change £000
(a)	SEN Supplementary Allocations	500	440	-60
(b)	Recoupment	446	446	0
(c)	Home to School Transport	32	32	0
(d)	Early Years Grant	70	70	0
(e)	Education Department Staff	180	120	-60
(f)	Education Department Other Costs	150	150	0
(g)	School Meals	-230	-230	0
(h)	PRC	-140	-140	0
(i)	Joint Sports	-100	-100	0
(j)	Standards Fund	-50	-90	-40
(k)	Adult	66	66	0
(l)	Discretionary Awards	-50	-100	-50
		874	664	-210
(m)	Residential Centres	0	120	120
	Plus Recoverable in Future Years			
(n)	Transport Days Carried Forward	223	223	0
(o)	City Review	517	517	0

Projected Over/Underspend in 2000/2001	1,614	1,524	-90

6. The main variations since December are as follows:

(a) The predicted overspend of £500,000 on SEN supplementary allocations has reduced to £440,000 due to management action being taken to contain spending levels.

(e) The Education Department staffing estimated overspend has been reduced by £60,000 by management action taken to freeze vacancies.

(l) Discretionary awards have now been allocated and the estimated underspend has increased to £100,000.

(m) Due to the foot and mouth crisis, the residential centres will be closed to the public for the foreseeable future, resulting in lost income of up to £120,000 in the remainder of this financial year.

Implications for 2001/2002

7. The implications for 2001/2002 have been addressed within the budget plan for next year. However, the financial consequences of the continued closure of the residential centres would be an additional pressure.

Schools Delegated Budget

8. The provisional outturn report in June will give an updated position and analysis on balances carried forward in schools.

Financial Implications

9. These are confirmed within the body of the report.

Staff and Environmental Implications and Implications for People Living in Poverty

10. There are no direct implications arising from this report.

RECOMMENDATIONS

11. **The Committee are RECOMMENDED to receive this report.**

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

Background Papers: None

Contact Officer: Jenny Hydari, Assistant County Treasurer Tel. 01865 815474

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED8

REVISION OF THE FINANCIAL SCHEME FOR OXFORDSHIRE (S.48 SCHEME FOR FINANCING SCHOOLS)

ANNEX 1

Section 1: introduction

1.3 Application of the scheme to the authority and maintained schools

The scheme applies to all county **community, voluntary, special, foundation and foundation special schools maintained by the Council.** A list of the schools to which this scheme applies is given in Annex A to the scheme.

New maintained schools opening after 1 April 1999 will be covered by the scheme by virtue of S.48 of the Act.

1.6 Delegation of powers

The governing body of a school must consider what powers it wishes to delegate for the financial management of the school to the headteacher, who is responsible for the day to day management of the school. Similarly, authority may also be delegated to a committee of the governing body, such as a finance committee, which may meet more frequently than the full governing body and therefore be in a position to respond more quickly to issues which arise in the financial management of the school. The governing body can delegate authority to carry out these and other tasks, but cannot delegate the responsibility. The governing body remains ultimately accountable. Where such delegation is made, it is important that all parties are aware of the extent of their delegated powers, which should be clearly set out and minuted at a meeting of the full governing body. Such decisions by the governing body will be subject to any requirements of regulations to be made under S.38 of the SSAF Act and Schedule 11 of that Act. The level and extent of any delegation must be reviewed regularly (at least annually) and any revisions recorded as part of the minutes of the full governing body. **The first formal budget plan of each financial year must be approved by the governing body, that approval being written into the minutes of the appropriate meeting.**

Section 2: financial requirements AND audit

2.2 Provision of financial information and reports

Schools are required to provide such reports to the Chief Education Officer, as specified in the Council's Financial Manual of Guidance. **Schools are required to submit such reports once every three months, except where those reports are connected with tax or banking reconciliation. This restriction as to report requests will not apply to schools which are**

part on an on-line financial accounting system operated by the LEA, or where the LEA has notified the school in writing that in its view the school's financial position requires more frequent submission, or the school is in its first year of operation.

2.4 **Control of assets**

Schools must maintain an inventory of their moveable non-capital assets, and comply with instructions on the form of this inventory, and the procedures for disposal of assets, set out in the Financial Manual of Guidance. **Schools can determine their own arrangements for keeping a register of assets worth less than £1,000, but they must keep a register in some form.**

2.7 **Submission of budget plans**

Each school must submit a budget plan to the Chief Education Officer by no later than 1 May in each financial year. The format of the plan must be in a form prescribed by the County Treasurer and based on assumptions underpinning the plan, which have been supplied by the County Treasurer. **Schools should include their best estimate of their balances (deficit/surplus) as at the previous 31 March in their budget plan.** Schools may also be required to submit provisional plans prior to 1 May, again, in a form prescribed by the County Treasurer. Revised budget plans must be supplied to the Chief Education Officer where there has been a significant change in the allocation of funds as specified in the Financial Manual of Guidance.

The County Treasurer, Chief Education Officer and other Chief Officers undertake to supply schools with all income and expenditure data which it holds **necessary for effective planning for schools, and supply schools with an annual statement showing when this information will be available at specified times through the year.**

2.14 **Purchasing, tendering and contracting requirements**

Schools are required to abide by the requirements contained in the Financial Manual of Guidance in respect of purchasing, tendering and contracting matters. This should include a requirement to assess in advance, where relevant, the health and safety competence of contractors, taking account of the Council's policies and procedures. Whilst the Financial Manual of Guidance includes advice on Best Financial Practice it does not:

(a) require schools to do anything incompatible with any of the provisions of the scheme, or any statutory provision, or any European Union Procurement Directive;

(N.B. Where an OCC contract has been let in accordance with EU procurement procedures this does not in itself make it possible to bind a school into being part of that contract. For the purposes of the Procurement Directives, schools are viewed as discrete units);

(b) require schools to seek OCC officer countersignature for any contracts for goods or services for a value below **£60,000** in any one year;

(c) require schools to select suppliers from an approved list;

(d) allow schools to seek fewer than three tenders in respect of any contract with a value exceeding **£10,000** in any one year.

OCC may issue lists of approved suppliers and point out the advantages of using these lists. Although, schools will not be compelled to use these lists it is strongly recommended that they do so.

2.15 **Application of contracts to schools**

Schools can opt out of OCC arranged contracts except where they have agreed in writing to the terms and conditions of the contract. In these cases they would be bound into the contract for its length. In some cases a contract might also contain clauses allowing variance of its terms and conditions.

Governing bodies are empowered under Paragraph 3 of Schedule 10 to The Schools Standards and Framework Act 1998 to enter into contracts. In most cases they do so on behalf of the LEA as the maintainer of the schools and the owner of the funds in the budget share.

2.16 **Central funds and earmarking**

OCC may make funds available to schools from central funds, in the form of allocations, which are additional to and separate from the schools budget share (the Standards Fund Regulations will require OCC to do this with many grants). Such allocations will be subject to conditions setting out the purpose or purposes for which funds may be used. These funds must be accounted for separately and show individually the school's accounts and any periodic returns to the Council. Any such earmarked funding from centrally retained funds must be spent only on the purposes for which it is given, or on other budget heads for which earmarked funding is given, and must not be vired into the budget share. Where earmarked funds are not spent in the year for which they were given, **or within the period over which schools are allowed to use the funding if different,** the balance must be returned to the Council. These conditions will not preclude virement (except, of course, where the funding is supported by a specific grant which OCC itself is not permitted to vire). This will not be carried to the point of assimilating the allocations into schools budget share. **The payment of devolved specific or special grant will not be subject to any deduction or clawback in respect of interest costs to the LEA (see paragraph 3.3).**

2.18 **Capital spending from budget shares**

Governing bodies may use their budget share to meet the cost of capital expenditure on the school premises. This includes expenditure by the governing body of a voluntary aided school on work, which is their responsibility under paragraph 3 of Schedule 3 of the SSAF Act 1998. Where the premises are owned by OCC, **or the school has voluntary controlled status,** the governing body must notify **and take into account any advice from the Chief Education Officer as to the merits of the proposed expenditure if it exceeds the figure of £15,000. The governing body shall seek the consent of the LEA to the proposed works, such consent will be withheld only on health or safety grounds.** Detailed procedures are set out in the Financial Manual of Guidance.

Section 3: Instalments of the budget share, banking arrangements

3.1 **Frequency of instalments**

OCC will pay a proportion of the budget share to schools at the beginning of each term. Schools may request payments on a monthly basis, but any requests must be made prior to the start of the relevant financial year. **Where the LEA administers the payroll for a school, the LEA can ask the school to consider whether it actually needs to take up the option, granted under the scheme (see paragraph 3.2 below) of receiving funds gross of salary costs.**

3.2 **Proportion of budget share payable at each instalment**

Under existing arrangements schools receive termly bank advances representing all non pay costs. The termly advances are paid on the first banking day each term:

40%	in April
32.5%	in September
27.5%	in January

These percentages have been calculated by reference to schools' historic spending patterns.

Schools may opt to have a bank account into which the whole of their budget share may be paid. **Secondary schools may opt for instalments of the total budget to be made available to them by payment into a school bank account, although budget shares, net of estimated pay costs, can also be transferred by instalment. Instalments will consist of one initial sum, representing *x%* of the total formula calculated monies available to the school for the financial year, and twelve equal monthly instalment of the balance.**

Note: x% yet to be agreed.

3.3 **Interest clawback**

OCC will deduct from the schools budget share instalment an amount equal to the estimated interest lost by OCC in making available the budget share in advance. The basis for calculating this figure is included in the formula used to calculate instalment payments as follows:

All termly advances will be adjusted for the Council's loss of interest in having to advance monies early. This adjustment is known as "topslice". Each advance will be reduced by a percentage to be notified at the time of advance. The percentage is calculated as follows:

$$\text{Interest deduction} = \frac{n*r}{365}$$

where n = assumed difference in days between the historic LEA payment profile and the proposed advances to schools

and r = prevailing interest rate (base rate).

The payment of devolved specific or special grant will not be subject to any deduction or clawback in respect of interest costs to the LEA (see paragraph 2.16).

3.3.1 The LEA will add interest to the late payment of budget share instalments, where such last payment is the result of LEA error. The interest rate to be used will be as that used for clawback calculations.

3.6 **Restrictions on accounts**

Schools must choose from one of the banks/building societies on the council's approved list.

N. B. This list does not apply to any GM or GM special school and schools formerly in those categories who can nominate as the account for budget share payments the account used to receive payments of AMG by the FAS in 1998/99.

These nominated accounts can be in the name of the school rather than OCC. However, OCC may continue to have arrangements with certain banks whereby the accounts are in the name of OCC but specific to each school, and offer such arrangements to schools. **Where a school has such an account, it is required that the account mandate provides that the LEA is owner of the funds in the account; and that it is entitled to receive statements; and that it can take control of the account if the school's right to a delegated budget is suspended by the LEA.**

Section 4: the treatment of surplus and deficit balances arising in relation to budget shares

4.5 **Planning for deficit budgets**

Schools will normally be expected to plan and submit a balanced budget. However, the Chief Education Officer/County Treasurer will consider approving a deficit budget where the school can demonstrate, in writing, that there are sound educational and/or financial reasons to do so, e.g. that the school has a rising roll and the proposed deficit can be repaid from additional funding anticipated in future years, or the school has need to replace a major item of equipment etc. The school will be required to submit a budget plan, setting out clearly its assumptions as to how the deficit will be repaid and over what period. **Schools are permitted to spend the Schools Standard Grant on purposes other than reducing the approved deficit, unless, in the view of the LEA, the proposed expenditure is unreasonable in the school's financial circumstances.**

In normal circumstances the repayment period will not exceed a maximum of three years, though in cases of repair and maintenance issues, **and in particular circumstances where the LEA deems necessary,** a deficit may be repaid over five years.

The amount of the deficit will not exceed 5% of the school's annual budget share. Deficits covering an element of structural repair and maintenance can have a limit of 10%, but this is subject to the approval of the Chief Education Officer and County Treasurer.

The expectation is that the aggregate amount of authorised school deficit budgets should not exceed 50% of the aggregated surplus balances held by schools at the 31 March preceding the financial year in question.

Where a deficit budget is approved, separate reporting provisions will apply.

Section 5: income

5.1 **Income from lettings**

Governing bodies will be able to approve the occasional use of schools and retain any income charged for this use. However, non-occasional use (lettings) can only be agreed by OCC as Landlord. Schools are allowed to retain income from lettings of the school premises, which would otherwise accrue to OCC, subject to alternative provisions from any joint use or Private Finance Initiative (PFI) agreements. Schools may also cross subsidise lettings for community and voluntary use with income from other lettings, provided that there is no net cost to the budget share.

Income from lettings of school premises should not normally be paid into voluntary or private funds held by the school. Where a school is considering doing this they must first seek approval from the Chief Education Officer. **Schools are required to have regard to directions issued by the LEA as to the use of school premises, as permitted under the Schools Standards and Framework Act 1998 for various categories of schools.** Schools will be liable for any additional costs and responsible for any arrangements associated with external use of their premises, e.g. gaining an entertainment licence if appropriate.

School premises not owned by OCC are not affected by this provision.

5.5 **Administrative procedures for the collection of income**

Schools must follow the prescribed guidance in respect of all income which accrues to the LEA (e.g. for centrally provided meals). Schools must refer to guidance given in OCC's VAT Manual when considering whether to charge VAT on the lettings and on services, which lead, to fees and charges.

Section 6: the charging of school budget shares

6.2 **Circumstances in which charges may be made**

- **Where premature retirement costs have been incurred without the prior written agreement of OCC to bear such costs (the amount chargeable being only the excess of any amount agreed by OCC);**

- other expenditure incurred to secure resignations where the school has not followed OCC advice;

- awards by courts and industrial tribunals against OCC **or out of court settlements** arising from action or inaction by the governing body contrary to OCC's advice;

- expenditure by OCC in carrying out health and safety work or capital expenditure for which

OCC is liable where funds have been delegated to the governing body for such work, but the governing body has failed to carry out required work;

- expenditure by OCC incurred in making good defects in building work funded by capital spending from budget shares, where the premises are owned by OCC **or the school has voluntary controlled status.**

- expenditure incurred by OCC in insuring its own interests in a school where funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would be arranged by OCC;

  N.B. OCC itself needs to consider whether it has an insurable interest in any particular case;

- recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out in the Financial Manual of Guidance, and the result is that monies are owed by the school to OCC;

- recovery of penalties imposed on OCC by the Board of Inland Revenue, the Contributions Agency or H M Customs and Excise, **Teachers' Pensions** or regulatory authorities as a result of school negligence;

- where appropriate, correction of OCC errors in calculating charges to a budget share (e.g. pension deductions);

- additional transport costs incurred by OCC arising from decisions by the governing body on the length of the school day, and failure to notify OCC of non pupil days resulting in unnecessary transport costs;

- legal costs which are incurred by OCC where the governing body did not accept the advice of OCC;

- ~~recovery of amounts of annual maintenance grant (AMG) for a GM or former GM school or GM special school which have been redetermined by the Secretary of State or the Funding Agency for Schools (FAS). Any such provision must require OCC to recover excess AMG on the timescale agreed by the FAS or the Secretary of State; or one which has regard to the stability of education for the school's pupils if no such agreement exists;~~

- costs of necessary health and safety training for staff employed by OCC, where funding for training has been delegated but the necessary training not carried out;

- compensation paid to a lender where the school enters into a contract for borrowing beyond its legal powers, and the contract is of no effect;

- home tuition costs where a pupil has been temporarily excluded by a school;

- recovery of any allocation made to the school in respect of grant earning expenditure where a school has failed to observe the conditions specified in the guidance/instructions accompanying the devolved budget allocation;

- **cost of work done in respect of teacher pension remittance and records for schools**

using non-LEA payroll contractors, the charge to be the minimum needed to meet the cost of the Authority's compliance with its statutory obligations;

- **costs incurred by the LEA in securing provision specified in a statement of SEN where the governing body of a school fails to secure such provision despite the delegation of funds in respect of that statement;**

- **costs incurred by the LEA due to submission by the school of incorrect data;**

- **recovery of amounts spent from specific grants on ineligible purposes;**

- **costs incurred by the LEA as a result of the governing body being in breach of the terms of a contract.**

Section 8: the provision of services and facilities by the authority

8.2 Timescales for the provision of services bought back from the LEA using delegated budgets

The maximum period for any agreement with a school buying services or facilities from OCC starting on or after 1 April 1999 is three years from the inception of the scheme or the date of the agreement whichever is the later. Subsequent agreements relating to the same services shall have a maximum period of five years. **These timescales may be extended to five or seven years respectively for contracts for the supply of catering services.**

Centrally funded premises and liability insurance are specifically excluded from this requirement, because the limitations envisaged may be impracticable for insurance purposes.

Section 11: miscellaneous

11.5 **Health and safety**

In expending the school's budget share governing bodies are required to have due regard to health and safety, and OCC's Health and Safety policies, practice standards and client requirements in the management of the budget share. **Under Section 39(3) of the School Standards and Framework Act 1998, the LEA may issue directions to the governing body and headteacher of a community, community special or voluntary controlled schools on health and safety matters; these directions are enforceable, so far as governing bodies are concerned, under Section 497 of the Education Act 1996, if not complied with.**

11.8 Whistle blowing

Schools are required to abide by the OCC procedure to be followed by persons working at a school or school governors who wish to complain about financial management or financial proprietary at the school and as to how such complaints are to be dealt with.

11.9 Child Protection

Schools are required to release staff to attend child protection case conferences and other related events.

11.10 School Meals

The Authority has not issued to date a policy document on school meals. Should it provide one, then governing bodies will be required to have regard to that document, but are not required to adhere to it, in discharging their duties in relation to school meals where those have been delegated along with funding.

Section 12: GM and GM special schools

12.1 GM and GM special schools' balances

GM schools may spend any surplus balances brought forward on 1 April 1999. Any deficit brought forward from 31 March 1999 must be eliminated in accordance with previous agreements, either with the Funding Agency or OCC. Any surplus or deficit balance brought forward must be split between public and private balances.

Education Committee 20 March 2001

AGENDA ITEM ED9

EDUCATION MEDIUM TERM PLAN (2001 – 2004)

Report by the Chief Education Officer

Introduction

1. In the last few years, the Education Service has been required by government to prepare a range of statutory plans covering many specific aspects of its work.

2. Oxfordshire's draft Education Medium Term Plan (MTP) seeks to provide a single overarching plan that covers the whole of the work of the education service. In so doing it addresses cross cutting issues within the Council and is underpinned by the core ambitions of the service namely:

- **To raise levels of achievement** at all ages and stages;
- To promote a truly inclusive model of education **that does not exclude the most disadvantaged in our society and yet offers a depth of range of experience and learning that can meet the needs of the most demanding;**
- To promote and expand community governance **so that all resources are used for the good of the community as a whole and education is central to community development economically and intrinsically.**

The text of the draft Plan is set out in the annex to this report.

3. The objectives of the Plan are grouped under eight key themes:

- Supporting children, families and young people;
- Raising the quality of teaching and learning;
- Ensuring equal opportunities, access and inclusion;
- Developing leadership and high quality management;
- Educating for citizenship and the wider world;
- Building learning communities;
- Monitoring and assuring quality;
- Planning strategy and resources.

4. In addition, the Plan includes all the detailed targets which the education service is required to meet through the Audit Commission's Best Value Performance Indicators.

5. The draft Plan will form the basis for consultation with schools, learning centres, stakeholders and key partner organisations over the coming months.

Environmental Implications

6. Self evident.

Implications for People Living in Poverty

7. Self evident.

Financial Implications

8. As detailed in supporting plans

RECOMMENDATION

9. **The committee are RECOMMENDED to**

(a) **approve the draft Education Medium Term Plan (2001 – 2004) as the basis for consultation within the Education service and beyond in Summer 2001;**

(b) instruct the CEO to arrange a seminar for members of the new council in the early Autumn that explores in the fullest sense the implications and possibilities of the development of community education.

G.M. Badman
Chief Education Officer

Background papers:

Contact Officers:

March 2001

Education Committee 20 March 2001

AGENDA ITEM ED9

EDUCATION MEDIUM TERM PLAN (2001 – 2004)

ANNEX 1 DRAFT PLAN

1. Purpose of this Plan

This draft plan covers all parts of the public education service in Oxfordshire – family, youth and community centres, primary, secondary and special schools, specialist support teams and the County Council's education department.

The draft plan identifies our main priorities and sets out a programme of specific objectives and detailed targets for the next three years. We want now to consult the public and our key stakeholders on the elements set out in this plan.

The draft plan provides a shared agenda for development, which brings together:

- the needs of individual learners;
- the priorities of families, parents, governors and communities; and
- the statutory responsibilities of the local education authority (LEA).

We will work with our locally managed schools and centres to ensure that the priorities, objectives and targets set out here are reflected in the institutional plans which they prepare.

We will also work with our partners in other Council services, diocesan authorities, the voluntary sector and in further and higher education. Together with them we will use this plan as the basis of joint work to meet the wider learning needs of the various communities in Oxfordshire.

The County Council's Education committee is being asked to give this draft plan its full support as a basis for further consultation.

The message is clear: together we will raise achievement and promote learning throughout life in Oxfordshire.

2. Aims and values of the Education Service in Oxfordshire

Learning and Education are fundamental human activities which bring benefits to individuals, communities and society. Education is a public good, and as such many of its processes are enshrined in law. Significant amounts of national and local resource are invested in it.

The main source of policies and funding for the public education service is Parliament and national government. At national level the service is directed by the Department of Education and Employment (DfEE). As the local Education Authority for Oxfordshire, the County Council is required to implement the policies that are set by government. These are set out in regulations and circulars.

However, as the local authority for Oxfordshire, the County Council is more than just an arm of central government. It has discretion of its own to set policies and priorities for the education service in its area. Above all, the County Council has considerable scope to set the tone for the way in which the education service operates locally. This it does by articulating its own distinctive aims and values for the services which it maintains.

There are a range of values which underpin the Council's work:

- **Public Service**	Focusing on the greater good of the community as a whole and of the individuals within it
- **Democracy**	Representing local people and being responsive and accountable to them
- **Community Development**	Serving as the representative voice of Oxfordshire and its people
- **Delegation**	Giving local people real involvement in and influence over decision making
- **Partnership**	Working with other organisations and agencies to achieve the best outcomes
- **Equality**	Striving to eliminate disadvantage, discrimination and deprivation
- **Quality**	Working for the highest achievable standards in services and facilities
- **Environment**	Promoting conservation and sustainability and minimising pollution
- **Internationalism**	Being outward looking and an active member of the global community
- **Economy**	Being rigorously protective of the public purse

(source: Education Development Plan, 1999-2002)

These values form the basis on which this draft plan has been prepared. In addition the Plan has three core ideas running through it:

- Raising Achievement
- Promoting Inclusion
- Developing Governance

These ideas have in turn helped to shape the specific objectives which are set out in the later pages of this plan.

3. The Education Service in Oxfordshire

The main purpose of the County's education service is to meet the learning needs of the people of Oxfordshire. Currently there are over 600,000 potential learners in the county:

- % aged between birth and five;
- % aged between 5 and 19; and
- % adults over 19.

The County's education service provides a range of <u>direct services</u> to meet the learning needs of Oxfordshire's people.

- Early childhood and family centres and nursery schools
- Primary schools for children up to the age of 11
- Secondary schools for young people over the age of 11
- Special schools for children and young people with significant special educational needs
- Youth and community education centres
- Specialist support services for children and adults with a range of learning needs or who require support with Basic Skills
- A County Music Service for children, young people and adults
- Education Outreach and guidance services for adults and communities
- Outdoor education centres

In addition, the County's Education Service provides a range of "indirect" services to help the learners of Oxfordshire gain access to education. These services include

- Information about schools and other educational services provided locally
- Allocation of school places
- Home to school transport for pupils and students up to the age of 19, including those with special needs
- School meals
- School buildings
- Bursaries to help with fees and assessment for entitlement to student support
- Education social work services for pupils and students up to the age of 19

Finally, the County Council provides a range of "internal" services to schools and other establishments. The purpose of these services is to help schools and other establishments provide a high-quality education to pupils and students. These "internal" services include:

- Curriculum and teaching support and school improvement services
- Staffing and personnel advice
- Financial and legal advice
- Advice about premises and health and safety
- Grounds maintenance

All the above services need to be carefully planned and they have to be financed on a regular basis. From time to time they need to be reorganised or updated in order to comply with new standards or with new legal requirements. The public education service needs effective strategic management both by the LEA centrally and at all levels locally in order to ensure that the services provided to individuals and communities are of good quality.

That is why this draft plan is so important.

4. Key themes for medium term planning

Arising from the core values and ideas set out in Section 2, the County Council's Medium Term Plan for Education is built around eight key themes:

Key Theme 1 – Supporting children, families and young people

The County Council is committed to providing a range of community-based services which can support children, families and young people. These services make it easier for individuals - particularly those who are isolated or socially excluded –to gain access to education, or to support young children so that they may do so.

Key Theme 2 – Raising the quality of teaching and learning

The core task of schools and other educational institutions and services is to provide high-quality learning opportunities for pupils and students. To this end, Oxfordshire is committed to continuous improvement of the educational services it provides. This means investing in the training, support and professional development of educators at all levels.

Key Theme 3 – Ensuring equal opportunities, access and inclusion

Some pupils and students face much greater barriers to learning than others. This may be for reasons of special educational need, race, gender, or culture. With this in mind, Oxfordshire is committed to ensuring that all learners are offered an equal opportunity to participate in learning on the same basis as their peers.

Key theme 4 – Developing leadership and high quality management

Providing high-quality learning opportunities to pupils and students is a highly-skilled task which needs to be effectively organised, managed and led. With this in mind, Oxfordshire is committed to developing the management and leadership skills of staff at all levels within the education service.

Key theme 5 – Educating for citizenship and the wider world

High-quality education must relate meaningfully to the world outside and beyond the institutions in which it takes place. This means bringing a wide range of influences to bear on the curriculum and weaving them skilfully together. This will give pupils and students access to a wide range of learning experiences as part of the education they receive.

Key theme 6 – Building learning communities

Learning belongs to everyone and takes place constantly throughout life. It goes far beyond the institutions in which children and students are educated. With this in mind, Oxfordshire is committed to establishing learning centres in a range of community settings aimed at all people of all ages. In addition, Oxfordshire is determined to promote learning and partnership as important principles of social organisation within the County.

Key theme 7 – Monitoring and assuring quality

In order for learning to be effective, it needs to be constantly monitored and evaluated. Effective approaches to teaching and learning need to be specifically identified and promoted. This should be done systematically within individual institutions and across the whole of the education service. With this in mind, Oxfordshire is committed to making sure that learning activities provided from public funds are actively monitored and that their quality is consistently guaranteed.

Key theme 8 – Planning strategy and resources

As the public body responsible for providing a range of education services for the people of Oxfordshire, the County Council has the task of ensuring that they are maintained and developed effectively. This requires attention both to strategy and to resources. The County Council is committed to performing this planning task responsibly and effectively on behalf of the individuals, institutions and communities it serves.

KEY THEME 1 – SUPPORTING CHILDREN, FAMILIES AND YOUNG PEOPLE

Specific objectives

- Expand childcare provision for pre-school children:
  - On school sites
  - In the workplace
  - In the community
- Create more early childhood and family centres, especially in areas of high social need
- Expand out of school childcare, study support and holiday playschemes for children aged 5-14
- Develop family literacy and family numeracy schemes
- Develop effective home/school links
- Provide effective information services to parents and to young people about the range of services available
- Work with other agencies through the Connexions Programme to provide guidance and advice services to young people aged 13-19
- Promote parent education initiatives and access to lifelong learning

Key theme 2 – raising the quality of teaching and learning

Specific objectives

- Ensure that all staff in early education settings have access to regular training and to advice from a qualified early years teacher
- Raise standards of literacy and numeracy in schools
- Develop the use of Information and Communications Technology (ICT) in schools to improve teaching and learning and to raise achievement
- Support schools and teachers in providing a broad, balanced and stimulating curriculum
- Ensure effective progression of pupils between and within key stages
- Improve the quality and use of assessment in schools and in post-16 settings
- Improve the achievement of students post 16
- Ensure that part-time tutors in all adult and community learning have a relevant qualification in the teaching of adults

KEY THEME 3 – ENSURING EQUAL OPPORTUNITIES, ACCESS AND INCLUSION

Specific objectives

- Provide efficient and cost-effective home to school transport services for children and young people
- Increase inclusion for children with Special Educational Needs (SEN)
- Improve the early identification and support for young children with SEN
- Ensure that all early years settings have a trained SEN co-ordinator and regular access to specialist SEN support from the LEA
- Enhance practical support for children at Stages 1-3 of the SEN Code of Practice
- Improve pupil behaviour and reduce the level of exclusion from school
- Make full-time educational provision for children who are excluded from school on a long-term basis
- Reduce the amount of unauthorised absence
- Develop a multi-agency drugs education programme
- Improve the achievement of looked-after children
- Develop strategies to tackle underachievement in boys
- Raise the achievement of children and young people from ethnic minorities
- Using outreach support, take steps to support adult learners to access lifelong learning opportunities
- Expand adult basic skills provision, particularly for refugees and asylum seekers
- Increase the number of accredited learning opportunities for adults with learning disabilities
- Develop specific provision for older learners who are unable to attend mainstream adult learning provision

KEY THEME 4 – DEVELOPING LEADERSHIP AND HIGH QUALITY MANAGEMENT

Specific objectives

- Improve institutional development planning, monitoring of quality and self-evaluation
- Provide clear data to support schools with self-evaluation and target setting
- Improve resource planning in schools and other institutions and develop effective cost centre management
- Promote continuing professional development for headteachers and institutional managers
- Provide consistent challenge to schools to enable them to set realistic targets for pupil progress and achievement
- Ensure that school governors and management committees provide effective direction and support to the institutions for which they are responsible.
- Ensure that all educational institutions and services reach the Investors in People standard

KEY THEME 5 – EDUCATING FOR CITIZENSHIP AND THE WIDER WORLD

Specific objectives

- Ensure that all school pupils have a broad range of educational experiences beyond the formal curriculum e.g. residential and fieldwork trips, community-based projects, physical and sporting experiences, outdoor education
- Ensure all school students have access to good quality personal, social and health education
- Develop Education Business Partnerships through the new Learning and Skills Council
- Strengthen links between the education service and employers and extend the opportunities for work experience
- Develop awareness of children's and young people's rights
- Develop the work of school and divisional youth councils and encourage young people to engage in democratic structures and processes
- Expand youth arts provision and education through the arts
- Ensure that all students have opportunities to develop international understanding and awareness and to participate in exchanges with students from other countries

KEY THEME 6 – BUIDING LEARNING COMMUNITES

Specific objectives

- Develop the community dimension of the school curriculum
- Help all schools to develop as resources for their local communities
- Develop schools and other educational institutions as local learning centres and as hubs for learning networks in their areas
- Develop schools and other educational institutions as bases for the provision of a whole range of public and community-based services (eg libraries, health centres, crèches, internet access points)
- Develop ICT skills in the community
- Expand the number of local learning centres in a wide range of community and workplace settings
- Develop strong partnership links with other educational providers e.g. Independent schools, Colleges of Further Education, Institutions of Higher Education, museums and libraries
- Contribute to the development of learning communities in towns and villages across the County
- Continue to build close working links with education services and local communities in other parts of the UK and overseas.

KEY THEME 7 – MONITORING AND ASSURING QUALITY

Specific objectives

- Refine and develop the quality monitoring of all early years settings
- Ensure that the time of LEA staff is directed effectively to supporting schools and other educational settings in accordance with a clear analysis of the need of each establishment

- Ensure that support to schools and to other educational settings identified as being in need is rigorously targeted in order to bring about the necessary improvement
- Establish firm criteria for deciding when a school's weaknesses have been satisfactorily addressed and ensure that a clear exit strategy is in place
- Continue to develop quality assurance processes in youth work and adult and community learning

KEY THEME 8 – PLANNING STRATEGY AND RESOURCES

Specific objectives

- Develop a strategy for implementing the Foundation Stage across all early years settings, including the expansion of LEA provision for three and four year olds
- Plan the provision of new school places and the reduction of surplus places in existing schools
- Implement the reorganisation of schools in Oxford City
- Develop "on-line communities" covering students, families, staff and managers
- Develop effective staff recruitment and retention strategies across the whole of the education service, particularly for teachers.
- Develop effective children's services plans integrated with other parts of the County Council's service and with the services provided by key partner organisations
- Prepare plans to ensure that all educational premises comply with the requirements of the Disability Discrimination Act by 2004
- Ensure that broadband ICT capacity is extended to all educational settings in the County
- Promote the development of new patterns of teaching and learning in Oxfordshire schools
- Develop new LEA structures for the management and support of schools
- Explore new models of delivering local education services in partnership with neighbouring LEAs and with the private sector
- Provide high-quality, cost effective services for the public
- Establish an effective research and development function within the LEA

6. Key Performance indicators

Form 4
Annual Survey of Schools
Ofsted inspections
OFTOT
LSC/ALI
District Audit
Best Value

7. Links to other County Council Plans

This draft Medium Term Plan (MTP) for Education links closely with a range of other County Council Plans.

First and foremost, our MTP links to the Strategic and Service priorities which are set out in the Council's ***Best Value Performance Plan***. As far as the strategic priorities of the Best Value Performance Plan are concerned, some of these are reflected in Theme 8 of this draft Medium Term Plan ("Planning Strategy and Resources"). The BVPP's service priorities are reflected particularly in Themes 1,2,3,5, and 6 of this

Medium Term Plan.

Secondly, the draft Education Medium Term Plan has particularly strong connections with the ***Council's Children's Services Plan***. A new version of the Children's Services Plan (CSP) has recently been published. There is a particularly close connection between the Children's Services Plan and with Theme 3 of the Medium Term Plan ("Ensuring equal opportunities and inclusion").

A third key connection is between the County Council's emerging ***Cultural Services Strategy***, particularly with Themes 5 and 6 of this Medium Term Plan.("Educating for Citizenship and the Wider World" and "Building Learning Communities")

Finally, the MTP is built upon a range of statutory and non-statutory education-based plans. Many of the key priorities from these other plans have been included within this Medium Term Plan - which is intended to become the overarching plan for the Education Service in Oxfordshire. The plans upon which this draft MTP is based are the:

Adult Learning Plan (2001-2002)
Asset Management Plan (2001-2004)
Behaviour Support Plan (1998)
Connexions Business Plan (2001-2004)
Education Development Plan (1999-2002)
Early Years Development and Childcare Plan (2001-2004)
Information and Communications Technology (ICT) Plan (1999-2000)
Lifelong Learning Development Plan (2000-2003)
Ofsted Action Plan (2000-2003)
School Organisation Plan (2000-2005)
Special Educational Needs Plan (1999-2002)

The MTP also builds on the individual Service Plans of the six Branches in the Education Department (Advisory and Inspection, Finance, Lifelong Learning. Pupil Services, Resources and Schools).

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED10

KING ALFRED'S SCHOOL, WANTAGE

Report by Chief Education Officer

Introduction

1. Over recent months, King Alfred's School, Wantage, has been the focus of self-generated attention, the Governing Body having raised the question of the future configuration of the school in this light of the need to ensure that standards improve. This report picks up the request from Members at the December meeting of Education Committee, that they should be briefed on the background to the debate. Furthermore, the Committee asked that the possible options for secondary education in the area should be examined, though were mindful of the potential for abortive officer time. Accordingly, this report should be seen as an introductory commentary on the position. More detailed work will follow, if appropriate.

Background

2. Twenty years ago, there were three, small, secondary schools in the Wantage area: the Icknield School, Segesbury School, and Wantage School. They then merged to form one large comprehensive school, with a single unified management, albeit still utilising the three sites. In the mid-1980s, the then Principal and Governing Body of the new school undertook an internal reorganisation, and it is this structure which basically still operates today. The former Icknield/Segesbury school sites became 11 – 16 "halls" of the single King Alfred's School, whilst the town centre site (Portway) looked after all post 16 work, together with 50% of Key Stage 4 teaching. A number of Key Stage 4 subject options are concentrated on the centre site, and students visit the centre site for part of their programmes (normally 50% of their studies).

3. In 1998, the school was inspected by Ofsted, and the inpsectors commented that the three site structure was inefficient from a financial point of view, and had a detrimental effect on curriculum development, and, de facto, standards. Split site schools of a complex nature do, of course, carry inherent inefficiencies where their configuration results in duplication across sites, significant teacher travel (with consequent time loss), pupil travel, departmental fragmentation, and pastoral liaison problems. It may be difficult to get a common ethos for the school across three sites. Further, teachers often find it difficult to follow up issues with children: it may be that the child affected is not on a programme which brings him/her back to the same site for a few days. Fragmented responsibilities can occur: exactly whose responsibility is it to monitor student progress with so many split programmes? Whilst the financial penalties of potentially wasted time inherent in a split site structure are to a degree compensated in the resourcing formula which includes a split site allowance, in effect many of the handicaps of fragmentation cannot be quantified – for example, it is not possible to put a price tag, or compensate realistically, for problems inherent in running a subject-department split across the town.

Trends

4. In looking at future options, it may be helpful to have regard to certain trends. In the current context, the following may be relevant.

(a) In terms of performance, the school has to a degree been on a plateau since the mid 1990s, though there have been improvements in certain curriculum areas. Across the county as a whole, standards have generally risen over the same period of time. Members who have followed the debate over the future organisation of schools within Oxford City will appreciate the difficulties in attempting to draw a direct connection between school organisational structures, and pupil performance. Just as in the City there are strong arguments that a more robust structure should lead to improvements in performance, so also, in Wantage, a hypothesis can be posed, though not proven, that the inherent weaknesses outlined above thwart further attempts to promote high standards. However, it may be noted that the relative under-performance of KS4 students is not reflected in either KS3, or sixth form: in both these cases the students have single site programmes.

(b) The County Structure Plan to 2011 makes provision for 5250 homes in the Vale District (excluding Didcot), of which over 2500 still have to be planned for. The District Council is reviewing its local plan which will allocate sites for many of the required new dwellings. In the Wantage/Grove area, a possibility is the development of approximately 1360 new dwellings, on the former airfield at Grove, though a smaller option of, say, 600 dwellings in the area on a mixture of greenfield and brownfield sites is also under consideration. The additional dwellings would only exacerbate the school's present accommodation difficulties. Structure Plan policy requires new development to fund service infra-structure which arises from it. The forecasts of school population made in 2000 suggest that the pupil numbers in the area served by King Alfred's School (Wantage, Grove, and surrounding villages), are broadly flat: there does not appear to be a plus or minus variation of more than 2% over the coming years. However, were the larger of the options referred to above to be agreed, there could be an increase in secondary aged pupils of c. 250 over the coming years, and, in the longer term, the potential exists for even higher numbers in that some may assume (rightly or wrongly cannot be stated at this time) that once development on the former airfield has begun, it will naturally continue. It is probably fair to note that the Vale of White Horse regard the provision of significant facilities in Grove (including education) as an issue for justifying land release for housing.

(c) The other factor affecting pupil numbers is, of course, parental preference. In the present Year 6 (transfer year group) in the Wantage/Grove primary schools (i.e. Charlton, Grove CE, Millbrook, East Challow, Stockham, Wantage Junior), there are 235 children. Of these, 211 expressed a first preference for transfer to King Alfred's. Of the 24 expressing an alternative first preference, 15 were actually from one school, all expressing a desire to attend Didcot Girls'. Of the schools serving the more remote parishes, there is a trend towards Didcot from schools to the east of Wantage (the schools in the Hendreds, for example). These are, in absolute terms, quite small. Anecdotally, there is evidence of children crossing to the Downs School, in West Berkshire, though numbers are not known at present. Overall there is no evidence of any significant net outflow of children to other areas. Whilst some do seek single sex schooling in Didcot (as do children from the Abingdon area, Wallingford, and Thames Valley villages), numbers are not noteworthy. There is minimal leakage from the King Alfred's catchment area to alternative co-educational schools (such as those in Abingdon).

5. Overall, the outcome of the planning debate will affect many future planning horizons. What is important is that any decisions taken over coming months must be sufficiently robust to take on board pupil number variations for the coming decades. If the larger development outlined above were to take place, then forecasts might suggest the need for a total school size of 2100/2200. However, it is important to retain the operational flexibility for higher numbers to be accommodated, in whatever school structure, in the future, in case more significant housing development takes place, or demographic trends alter.

6. In forming a view of the best way forward, certain principles will require consideration.

(a) The Governors' vision is of a new single site community school. It would appear that one way in which such a school might be achieved would be through significant private sector sponsorship. Hard questions will need to be posed over the likely availability of the level of financial support required, and clarification will be required over subsequent ownership (though it is understood that in cases where sponsorship has provided school buildings, the title rests with the LEA). Is sponsorship an avenue that the Committee are happy should be thoroughly explored over the coming planning period? Similarly, Committee will also need to form a view over the option of pursuing the Pfi funding rate.

(b) The Committee will also need to take a view on the vexed issue of school size. If the single site proposal were to go ahead, the potential exists for 2,200 children, perhaps more, being educated on that one site. Little is actually known through educational research on the effects of school size on children. There is evidence that children have little concept of the total roll of a school: their identification aligns with the class group with which they spend most of their time. It is also probably true to say that a school site which is well planned (physically), and well ordered (pastorally) can successfully nurture 2,000 children with much less feeling of congestion or friction than a poorly designed/operated school of half that number. The initial design considered by governors would certainly keep congestion to a minimum. Whilst there may be little empirical evidence of a downside in a large school concept, the perception, particularly among parents, might well give an opposite view.

(c) Members may wish to take a view over the importance of competition v. single management structures as levers for ensuring standards. Whilst it may, subject to finance, be possible to create a single site school with a responsibility of secondary education in the whole of the area, it may also be possible to create competing schools (see Annex 1). Some towns in the county operate on the competition model: Bicester and Abingdon are examples.

(d) The role of the churches in future developments will need consideration. Lord Dearing has led a review group looking at the future of church secondary places. The group noted that the church presence in English secondary education was very restricted (very much more so than in the primary sector), and there is a recommendation for an expansion of church aided secondary places. This emerged recently in the Government's Green Paper, and is an issue which will need to be considered at the appropriate time if major developments in the Wantage area are to take place.

(e) Hitherto, there has been no comprehensive assessment of local opinion on the wish of the governing body for a new school. The Vale of White Horse District Council, as a part of its Local Plan consultations, invited respondents to express a preference for, and comment on, three listed options. These were:

- Two separate schools (a new 11 – 16 school in Grove and transfer at 16 for the normal range of post 16 courses in Wantage);

- New secondary school premises, 11 – 16, in Grove, linked to the present King Alfred's School with rationalisation of the existing King Alfred's premises [basically Annex 1, paragraph 1(b)];

- A single site new school to serve both communities in a suitable location [Annex 1, paragraph 1(d)].

Of those returning the questionnaire (c. 100), the majority were against the third option. At some point, a systematic consultation procedure would need to be agreed. Local awareness raising has taken place to a degree (e.g. King Alfred's has met with partner school governors).

Financial and Staff Implications

7. These cannot be quantified without significant further research.

Environmental Implications

8. Provision of school accommodation serving Grove either in or close to Grove, has the potential to reduce travel overall. New buildings can and should be environmentally sympathetic in terms of

design, energy efficiency, etc. Planning applications will deal with broader environmental implications if a reorganisation proposal proceeds.

Implications for People Living in Poverty

9. These are broadly neutral.

Recommendations

10. **The Committee are RECOMMENDED to:**

(a) receive this report;

(b) authorise officers to invest the appropriate time necessary in the preparation of a more comprehensive issues paper on King Alfred's School for the new Council;

(c) agree the establishment of an informal member/school working group to explore the complex matters raised in this report.

G.M. Badman
Chief Education Officer

Background papers: Nil

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March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED10

KING ALFRED'S SCHOOL, WANTAGE

ANNEX 1

Property Possibilities and Educational Vision

1. There would appear to be four possible options worthy of examination:

(a) To continue with the present three site structure, but tackle some of the operational handicaps reported by investing in the East and West sites so that each becomes a more self sufficient 11 – 16 hall, with the centre site looking after post 16 and community interests. Under this model, each of the 11 – 16 halls would, in practice, be of five or six f.e, and so pupil movement across sites could be curtailed (or at least significantly reduced). There are some highly successful comprehensive schools of this size, 11 – 16, in the county.

(a) The history of the present organisational pattern was reported in paragraph 2. The present infrastructure goes back to a time when Grove was little more than a village. Today, Grove is a community of comparable size to Wantage itself, though comparatively speaking Grove lacks the range of services and amenities which might be expected in a settlement of such a size. There is a natural desire for Grove to have a school of its own. A configuration, therefore, may be to have two 11 – 16 halls (one in Wantage, one in Grove), with King Alfred's centre site looking after post 16/community interests.

(a) and (b) are, of course, very similar. (a) develops existing building sites, (b) renders some Wantage premises surplus but replaces them in Grove. In both cases, a debate would be required over governance. For example, should there be one 11 – 16 self governing school, linking at age 16 with a split site 11 – 18 school?

(b) Lord Williams's School, Thame, is a comprehensive school of slightly larger size than King Alfred's, and some years ago detailed discussions over its site structure led to a reorganisation of the school with all Key Stage 3 work concentrated on one site, and Key Stage 4/Sixth Form work on the other. Pupil migration is accordingly not required, and staff travel can be timetabled so that interruptions to working days are kept to a minimum. This option may be worthy of exploration in the Wantage area.

(c) The fourth option is to create a single site new school, serving the whole of the Wantage/Grove/surrounding villages. In that there is no available site to take as the core of a new school, the school would be quite literally new in premises terms.

2. Looking rather more deeply at each of the above options, difficulties soon emerge which may have the effect of ruling some out as not practical. One difficulty is that the present West and East sites are both too small to permit the above options to be developed into fuller schemes. Option (a) requires 11 – 16 halls of c. 900 each whereas Option (c) would require a lower school of approximately 1,100 pupils. The theoretical number of pupils who could be accommodated on the present West site is c. 750, whilst the East site is rather smaller: c. 570 pupils. Moreover, the East site is landlocked: there is no adjacent area upon which to expand. The West site, however, is at the edge of the town, adjoining the "Challow gap", and subject to land availability, it might be feasible, in theory, to expand the buildings of the school within the town boundary, with the playing

fields being located in gap area. The acceptability of this is land use planning terms would need to be further examined.

3. Option (b), (to include a Grove 11 – 16 educational facility) has a certain attraction, though the same weakness as Option (a), (i.e. neither of the sites in Wantage itself is sufficiently large for a Wantage 11 – 16 hall).

4. The option of a new school, single site, is, of course, that preferred by the Governing Body. The costs would be high, and not affordable through orthodox funding routes (see below, paragraph 13 - 15).

<u>Future Vision</u>

5. Rooted in the paramount need to raise standards, particularly at KS4, the Governors' vision is based on twin aims:

- to provide secondary education of the highest quality that equips future generations of young people with the skills, attitudes and knowledge they will require to be effective citizens in a rapidly changing world. This will involve incorporating the most up to date thinking about teaching and learning and the application of ICT into the design of the new King Alfred's. The vision is about much more than simply relocating current practice onto a single site. It embodies the development of world class secondary education in rural Oxfordshire offering altogether new ways of working e.g. linking with partner primary schools to provide specialist subject teaching on line and enable children to begin their secondary education when they are ready; on-line communication with parents; provision of minority subjects on line; flexible timetabling; vocational education linked directly to local businesses via commissioned work etc.

- to satisfy the longstanding need for a "community learning centre" serving Wantage, Grove and the surrounding villages. The Governors' decision to incorporate the word "community" into King Alfred's new designation was deliberate. The current and future learning and recreational needs of many individuals and groups in the locality are considerable. A significant minority have deficiencies in basic skills; many people living in small outlying villages have limited access to learning and recreational facilities; numerous small businesses have ongoing re-training needs etc.

6. I is, of course, easy for individuals to react in polarised ways to the vision presented by the governing body of the school. Some will no doubt be bewitched by the seduction of the vision, and its declared goals. Such a reaction may need tempering in the light of what proves to be feasible in the future. Others may well be hostile in their reaction, not least because it has come about by a less orthodox route, but one encouraged by government. They must carefully consider how the school is to advance, if not down this route. The polarised reactions effectively summarise the problem, in practical and administrative terms. At this stage, the single site option appears to be the only one feasible of those listed above, (unless land adjacent to the present West site is available), and so the real choice may lie between the vision of a single site school on the one hand, or taking practical steps to improve within the existing structures. What is clear is that no decisions on either route can be taken on the basis of this short introductory paper.

7. Of the three present school sites, one (the centre site) is part owned by trustees. The view of the trustees on the Governors' proposals is not yet known. Concerning the East site, 4.16 acres is developed (the remainder being playing field), but part of the developed area is subject to a restrictive covenant. A rather larger area is developed on the West site (6.55 acres). Capital receipts potentially available to assist a single site project could vary greatly, depending on how much playing field space was able to be developed, and whether the trustees would be willing to make available any proceeds to the development of the school. Sport England is a statutory consultee on any planning application involving the development of school playing fields and will need to be satisfied that the level of playing field provision is not reduced with reorganisation.

8. There may well a substantial gap between the potential receipts, and costs (not yet quantified). A large gap could not be covered within the normal capital programme of the LEA. The informal

Member/School Working Group suggested in their reports recommendations would be a suitable vehicle for exploring financial options and permutations in the required depth (e.g. sponsorship, Pfi).

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED11

CONSULTATION ON RECONFIGURATION OF PUPIL REFERRAL UNITS

Report by the Chief Education Officer

Background

1 A proposal to consult on the reconfiguration of Pupil Referral Unit Services across the County was considered at Education Committee on 12 December 2000. The paper outlined the reasons for the proposed consultation including changing demands made by the Department for Education & Employment, dissatisfaction expressed by some schools with the current service and the need to make best use of resources to provide a robust and responsive range of provisions to pupils and schools.

2. The Education Committee agreed that a process of informal consultation should take place and that the results would be reported back in March.

Introduction

3. A consultation paper was distributed to over 100 schools, services and individuals with an attached questionnaire. The results were collated both quantitatively and qualitatively and are discussed below. The paper, the questionnaire, and the collated results are attached as Annex 1, Annex 2 and Annex 3. The full set of responses is available in the Members' Resource Centre.

4. In addition to the paper and questionnaire a series of meetings were held with interested parties including Oxfordshire Secondary School Headteachers Association (OSSHTA), local secondary headteacher associations, individual headteachers, the staff of the Orchard PRU, West Oxfordshire PRU, St James PRU, Trades Unions, The Education Psychology Service and others. A list of the formal meetings is attached as Annex 4.

5. Table 1, Annex 3 sets out the number and percentage of responses received to each question aggregating "strongly agree" with "agree" and "strongly disagree" with "disagree".

Results

6. It is clear that there is considerable support for much of what is proposed in the consultation paper. 87% (56 respondents) support the suggestion of reconfiguring PRU provision across the county. Of the 13% (8 respondents) who do not support reconfiguration 7 respondents work in Pupil Referral Units which would be directly affected by the proposals. One school did not support reconfiguration.

7. This pattern of support is broadly repeated across the remaining questions with the proportion supporting the individual proposals ranging from 100% to 65%. However, there is a range of responses to the proposals on the use of any funding released, should the PRUs be reconfigured along the lines suggested. 65% of all respondents and 15 out of the 24 schools that responded to the question supported the methodology.

Overall Reconfiguration of PRU Provision

8. Although 87% of respondents support this proposal, comments included suggestions that reconfiguration of PRU provision should be combined with a review of all provision for pupils with emotional and behavioural difficulties.

Closure of West Oxfordshire and The Orchard PRUs

9. Over 70% of respondents supported the proposals to close these PRUs. No PRU staff supported closure. Most comments attached to these questions focused on the proposed redistribution of funding released by closure and this is reflected in the responses discussed in paragraph (15) on the proposed funding arrangements. Several respondents expressed concern that relatively small amounts of funding redistributed to each school would make little difference to their ability to make better provision for pupils.

10. At a meeting of the Management Committee for The Orchard 4 out of 14 schools served by the PRU were represented. Two schools supported the proposals with reservations, particularly focused around the necessity for alternative provision to be available for a small number of pupils with high level needs. The other two did not support the proposals.

11. The need to continue to make provision for a small number of pupils for whom mainstream education is not appropriate was expressed by several respondents. Five comments focused on how alternative segregated provision would continue to be provided. Doubt was expressed by two respondents on the ability of the proposed retained PRUs to be able to cope with demand.

Full time education beyond 15 days/Reintegration Support

12. A high proportion of respondents supported the proposal that PRUs should provide a full time education for pupils excluded for more than 15 days. 9 PRU staff did not support this proposal. Full time provision for pupils excluded for more than 15 days becomes a statutory requirement from September 2002. Comments added to responses focussed on the need for reintegration of pupils into mainstream to be the result of full assessment of suitability, the criteria to be used and the provision of ongoing support to pupils and receiving schools.

13. 94% (58) repondents supported the proposal that PRUs should have a role in supporting reintegration of excluded pupils. Several respondents commented on the need for such support to link with the Emotional and Behavioural Difficulties (EBD) Outreach Service. This links directly with the suggestions made that this consultation should include all provision for pupils with EBD. There were several comments saying that reintegrating pupils need a period out of mainstream school learning more appropriate responses and strategies before their return. Conversely the suggestion was made that a lengthy period of alternative provision should be avoided.

Segregated support for pupils assessed as having high levels of need

14. 55 out of 60 respondents (92%) supported this proposed role for a reconfigured PRU service. The criteria used for assessment were identified as crucial by several respondents. Concern was expressed that the Code of Practice might be too unresponsive to pupils with EBD to be used as the sole criterion. Preventative and therapeutic work with pupils, and particularly those identified as being currently unsuited to mainstream school through a process of risk assessment was highlighted.

Proposed funding arrangements

15. The proposals made in the paper for the possible method of redistribution of resources received the lowest level of support of all the questions. 35 respondents, (65%), supported the proposals but 19 (35%) did not. Those not supporting the proposals included 9 schools, 1 Education Officer and 9 PRU staff. There is clearly considerable further debate needed on the methodology used to redistribute any funding released.

16. The proposals suggest that a proportion of the funds would be shared across the LEA and this concept caused some concern. Seven comments suggested that distributing potential funds in this way would make little difference to a school's ability to make adequate provision. A number of respondents proposed retention of the money centrally to enhance provision directly to schools but under central management. Schools "losing" a PRU supported the notion of devolving funding to them but agreed that some of the funding would be needed to enhance the centrally retained provision to fulfil a wider LEA role.

Meetings

17. Meetings were held with a variety of groups and individuals and discussion was wide ranging. Apart from the staff at The Orchard and West Oxfordshire PRUs there was general support for the proposals. As noted previously, though only represented by 4 schools, the Management Committee at The Orchard was divided. General concern was expressed that there are pupils whose behaviour in school causes great disruption both to other pupils and to staff. It was felt by many that any changes would need to ensure some form of support to these pupils and staff.

18. Most discussion agreed that the present service was not satisfactory, but there remained a question of whether the proposals would be adequate to cater for those pupils with extreme needs. The Trades Union officials expressed concern over the position of their members who might lose their posts as a result of reorganisation, and the importance of ensuring that changes in nature of provision did not result in increased stress for teachers in schools.

Conclusions

19. Generally the informal consultation strongly supports the proposals for reconfiguration of the PRUs across the County. There is clearly a need for considerable discussion over the methodology to be used for any redistribution of resources.

Next steps

20. It is recommended that as the results of the informal consultation suggest approval for the proposals, there should be further consultation with all concerned. This consultation with schools and others should be on more detailed proposals and include alternative ways of redistributing any released funding. Broadly there are three methods of using the funding, none of which are mutually exclusive.

(a) Retention of the money centrally to enhance in school support directly to pupils, e.g.through the EBD Outreach Service or the provision of Flexible Programmes where older students attend a range of courses and activities tailored to their individual needs.

(b) Retention of the money centrally to finance special packages for children with the highest need.

(c) Devolve the funding to schools to use for school based provision for pupils identified as having the highest levels of need.

21. Firm proposals should include the analysis of need across the county and detailed costings giving potential allocations of funding to schools and other services including the retained Pupil Referral Units under the different options.

Timescale

22. The proposal put before Education Committee in December 2000 suggested that the results of formal consultation would be brought to Education Committee in June 2001. However, the Audit Commission will be reporting the results of its overview of Attendance and Exclusions in Oxfordshire in early summer. The revised LEA Behaviour Support Plan will be published in the Autumn, and a Best Value Review of Attendance and Exclusion is scheduled for the Summer term 2001. In order to ensure that proposed changes are part of the coordinated plan for Behaviour Support across the County, and to use the results of the Audit Commission and Best Value reviews to inform those plans, it is proposed that the final report on plans to reconfigure Pupil Referral Units should be brought back to Education Committee in December 2001.

Financial Implications

23. There are implications for the distribution of the current funding for Pupil Referral Units. If the proposals are formally adopted funding would be transferred from some of the current Pupil Referral Units either to enhanced central services or to schools. In the latter circumstance it would be important to build in ring fencing of this money to ensure it remained focused on pupils with emotional and behavioural needs.

Environmental Implications

24. There would be no direct environmental implications.

Implications for people living in poverty

25. The learning environment for a number of disadvantaged pupils could be enhanced by their retention on the roll of mainstream schools with the support of a reconfigured PRU service.

RECOMMENDATIONS

26. **The Education Committee are RECOMMENDED to:**

(a) approve formal consultation on the proposals with secondary headteachers, PRU staff, Trades Unions and others;

(b) request a report to the Education Committee in December 2001 detailing the results of the formal consultation and seeking approval for changes, if appropriate, to be implemented by September 2002.

G.M. BADMAN
Chief Education Officer

Background Papers: Report to Education Committee (ED11) 12 December 2000

Contact Officer: Tony Scott, Education Officer (EBD) Tel: 01865 815177

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED11

CONSULTATION ON RECONFIGURATION OF PUPIL REFERRAL UNITS

ANNEX 1

Consultation Paper on proposals to reconfigure Pupil Referral Unit Provision in Oxfordshire

Introduction

1. A paper consultation on PRU provision carried out with middle, upper and secondary school headteachers in late summer resulted in 34 returns from heads, officers, advisers and educational psychologists. The results were varied but confirmed the anecdotal evidence that a significant number of schools were dissatisfied with the service available from their linked PRUs. The current geographical distribution of PRUs is more the result of historical growth than distribution according to need. Pressures on the LEA and schools, the developing need of pupils and schools and the general feeling of dissatisfaction with PRU provision strongly suggest that PRUs should be reviewed and reorganised in order to deliver a robust service which is planned, coordinated and needs led.

Evaluation of Current Provision

2. All six PRUs were inspected by Ofsted in 1997/98. The results varied from excellent to very marginal reports and The Orchard PRU was deemed to have Serious Weaknesses in 1998. In the paper consultation, returns for Banbury were generally positive, for St James they were highly supportive, but there was considerable dissatisfaction expressed about the service provided from West Oxfordshire PRU (WOPRU) and The Orchard, Abingdon. Bicester and The Ivanhoe had very few returns.

3. The Ivanhoe PRU serves middle schools and the headteachers of the upper schools which will become secondary schools post reorganisation are clear that they would like one secondary PRU based on St James PRU. The Ivanhoe was scheduled to be inspected by Ofsted in November 2000 but in view of the proposed amalgamation of the two units during this academic year Ofsted have deferred the inspection. This will allow a planned move to one unit without the added pressure of an inspection of a unit about to be amalgamated.

Proposals

4. It is proposed to reconfigure PRU provision to achieve:

- full time education for excluded pupils within 15 days;
- a reintegration service for pupils excluded permanently for a first time;
- a support service for pupils at serious risk of exclusion;
- support to schools in retaining pupils on a mainstream roll and managing their behaviour;
- a reallocation of a proportion of the resources currently invested in PRUs to mainstream secondary schools;
- a reallocation of the remainder of the resources to the PRU service to enable them to expand

their services across the county

5. In order to achieve this The Orchard PRU and West Oxfordshire PRU would be closed and it is intended that a proportion of the funding released would be reallocated to mainstream secondary schools via a similar formula to that use for Pupil Retention Grant to enable them to enhance their provision. Schools would be encouraged to pool their PRG in order to employ members of staff who served a "cluster" of geographically adjacent schools to maximise efficient use of resources. St James and Banbury PRUs would be expanded to provide a range of provisions both in the two areas of greatest need and elsewhere across the LEA.

Services from the two retained PRUs would expand current provision to provide:

- Reintegration support to pupils excluded for a first time (if appropriate), and to the receiving school
    - Full time provision for KS3/4 pupils if the reintegration period extends beyond 15 days
    - Rapid Response to permanent exclusions based on EAZ model
    - Work with schools on consultative basis building on Drayton Partnership Improvement Programme model
    - Pupils excluded for a second time either a programme managed by a PRU or a place in special provision
    - Preventative work with pupils with highest need based on SEN assessment (Referrals through LEA)

Schools would be supported and encouraged to

- Run their own Flexible Education Programmes using Pupil Retention grant via "cluster" based organiser jointly employed by the cluster schools
- Develop their own In School Learning Support Units
- Accept a fair proportion of pupils being reintegrated after a first exclusion when appropriate
- Develop collaborative responses to behaviour issues through locality based support service work

<u>Financial Implications</u>

6. The current cost of The Orchard and West Oxfordshire PRU approaches £300,000 including transport costs. If these funds were released they would be distributed as shown below:

- Each school which nominally "lost " its PRU would receive a £5000 uplift to its PRG
- Approximately £125000 would be used to enhance the provision from the remaining PRUs to all secondary schools as detailed previously
- The balance would be apportioned to all secondary schools on a size/Special Need basis to reflect the needs in the school catchment
- This would result in an uplift in the order of £6000-£7000 for schools "losing" a PRU and £1000-£2000 for the other schools. This would be on top of money received through Standards Fund via PRG (£738,800 2001-02)
- Schools could consider pooling part or all of their PRG to provide locality based resources for pupils with behaviour problems such as a Counsellor, Flexible Programme Coordinator, Behaviour Curriculum teacher.

<u>7.</u> <u>Consultation Process</u>

A paper outlining these proposals was taken to Education Committee in December and an informal consultation with schools, PRUs and Unions was agreed. This paper and the attached questionnaire forms part of this process. Meetings will be held with the staff of all PRUs, PRU Management Committees, Union representatives and OSSHTA in February. The results of the informal consultation will be taken to Education Committee in March, and if they are agreed in principle by those consulted, formal consultation will take place during the summer term. The results of this formal consultation will be taken to Education Committee in June or October for implementation as soon as is practicable thereafter.

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED11

CONSULTATION ON RECONFIGURATION OF PUPIL REFERRAL UNITS

ANNEX 2

PROPOSALS FOR REFOCUSING OF PRU PROVISION IN OXFORDSHIRE

Name

School/Service

Please circle the response which you consider is most appropriate in each case. Please also add comments/suggestions as you see fit, if necessary on another sheet.

1. Do you agree that there should be an overall reconfiguration of LEA PRU provision?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
   Comments:

2. Do you agree that The Orchard PRU should be closed and the funding released should be used along the lines proposed in the consultation paper?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
   Comments:

3. Do you agree that West Oxfordshire PRU should be closed and the funding released should be used along the lines proposed in the consultation paper?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
   Comments:

4. Do you agree that the role of the reconfigured County wide PRU provision should include:

   a) Full time education of pupils excluded twice and for those whose reintegration after a first exclusion took longer than 15 days?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
   Comments:

   b) Reintegration support for those pupils assessed as suitable for a second chance in mainstream following a first permanent exclusion?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree
   Comments:

   c) Segregated support for some pupils who are not permanently excluded but whose needs have been assessed as being at a high level through the SEN Code of Practice?
   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree

Comments:

5. If the PRUs are reorganised along the lines detailed in the paper do you broadly agree with the proposed funding arrangements?

   (a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree

   Comments:

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED11

CONSULTATION ON RECONFIGURATION OF PUPIL REFERRAL UNITS

Annex 4

Meetings held with:

Informal and Formal Teachers Joint Committee
OSSHTA Student Services
Northern Heads group
West Oxfordshire Heads
South Heads
WOPRU staff
The Orchard staff
The Orchard Management Group
EP Service
EBD Monitoring and Advisory Group
Education Committee
SMT (LEA)
Education Spokes persons
Schools Branch Education Officers
Other individuals informally

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED12

SCHOOL TERM AND HOLIDAY DATES

Report by the Chief Education Officer

Background

1. At their meeting on 10 October 2000 the Committee considered a report which explored the benefits and disadvantages of moving to a five or six term year. The Committee accepted such a move was not wise at the present time but resolved, instead, to instruct the Chief Education Officer to consult on the possibility of moving to three terms of an even length. This report notes the outcome of that consultation.

2. Putting aside the possibility of moving to a new structure of school term and holiday dates as outlined above, it is customary, at this time, to report to Committee on the outcome of the 'normal' school term and holiday dates consultation. This consultation is usually considered by the Education Management Sub-Committee but, in the light of Education Committee's need to consider the matters outlined in paragraph 1 it seems sensible to consider the normal consultation exercise at the same time. This report presents the outcome of the consultation on school term and holiday dates for 2002/03.

3. Finally, an extra bank holiday has been declared on 3 June 2002 to celebrate the Queen's Golden Jubilee and the bank holiday to have been held on 27 May 2002 has been moved to 4 June 2002. In order to accommodate the extra holiday, the statutory requirement for there to be 190 teaching days has been reduced to 189 for the 2001/02 academic year. Schools have been consulted on where best to place this extra holiday. The report notes the outcome of this consultation.

Three Terms of an Even Length

4. The following organisations, institutions and individuals were consulted: The Oxfordshire Governors' Association; the Oxfordshire Secondary Schools Headteachers' Association; the Oxfordshire Primary Headteachers' Association; the Oxfordshire Special Schools Headteachers' Association; the Oxfordshire branch of the Association of National Headteachers; the Council of Oxfordshire Teaching Organisation; Headteachers of all schools; chairs of governors of all schools; and the Dioceses of both Oxford and Birmingham.

5. Responses were received from the following: 79 Primary schools; 15 secondary schools; 3 special schools; the Didcot Partnership of Schools (in addition to responses from some individual members of that partnership); The Sensory Support Service; the Northern Resource base for Hearing Support; the Oxfordshire Primary Headteachers' Association; and the Oxfordshire Racial Equality Council. Some schools made more than one response (e.g. from the Head and Governors separately). Although parents' views were not sought directly, 8 parents did submit their observations; 4 were supportive of the principle and 4 were not.

6. The overall picture is as follows: 63 respondents were supportive of the principle of the change while 38 were not. Moving away from the principle to the particular, the detailed example provided with the consultation (see annex 1) was a source of understandable dissatisfaction. The half term hypothetically situated in the week beginning 26 May causes of the summer term to be asymmetrically divided (a fact to which the consultees' attention was drawn). This week was chosen

because of its coincidence with the late bank holiday on 26 May 2003. 88 respondents declared their unhappiness with that solution and 11 were apparently supportive. The actual level of support from correspondents may have been lower; some of the affirmative responses suggest that only the principle and not the particular have been seriously looked at. In any event, it is clear the level of opposition to the particular proposal is too great to let it stand. An obvious alternative would be to use the week beginning 9 June as half term, thus dividing the terms symmetrically. This model would find favour with some of the consultees. The disadvantage of this model is that it introduces another broken week into the summer term (with a bank holiday on 26 May). There would also be the need to determine the additional pupil day which would be lost by moving the half term as suggested.

7. Before coming to a view about whether to proceed with a move to three terms of equal length, the Committee will wish to note the concerns expressed by some consultees about the consequences of a unilateral Oxfordshire decision and the Local Government Association's not yet concluded consultation on a six term year option. If the Committee wish to proceed with a new structure, it is recommended that they do so on the basis of the model shown at annex 1 but with the half term moved as indicated above and a further pupil day identified.

"Normal" Consultation on School Term Holiday Dates for 2002/03

8. The proposed school term holiday dates for 2002/03 which were referred to Oxfordshire Secondary School Headteachers Association (OSSHTA), Oxfordshire Primary School Headteachers Association (OPHTA), Oxfordshire Association of Special School Headteachers (OASSH), National Association of Headteachers (NAHT), Council of Oxfordshire Teachers Organisations (COTO) and a nursery Headteacher on behalf of all nursery Headteachers for information and comment, may be found at Annex 2.

9. It has been County policy for the last six years to set the 190 pupil days and allow the five "teacher available for work" days to be determined locally (and taken outside the agreed pupil days). Concerns have previously been expressed by some schools about the difficulties of setting the five "teacher available for work" days as a result which OSSHTA recommended that 193 days should be set by the LEA, leaving two days to be agreed locally. This is reflected in Annex 2, a proposal which has been accepted as providing schools with the flexibility they need. The proposals in Annex 2 were subsequently amended to bring the half term holidays into line with those of neighbouring authorities (these dates were not previously available), the amended proposals are at Annex 3, and have been made available to the consultees listed in 10 above; no responses have been received at the time of writing.

10. If the Committee is minded not to proceed with the move to three terms of an even length they may wish to adopt the proposals in Annex 3.

Additional School Holiday to Celebrate the Queen's Golden Jubilee 2002

11. The revised school term and holiday dates (to take account of a half term moved to the week beginning 3 June 2002) is at Annex 4. In response to the question of where to place the additional day's holiday, the majority of respondents (12 schools) suggest 3 May; 6 schools suggest 7 May; and one school 19 July. Four schools would be happy with either 3 or 7 May. Three *schools* suggest that the original half term (week beginning 27 May) is retained, this is not an option. Two secondary schools suggest that the extra day should be chosen by schools to facilitate the provision of In Service Education and Training.

12. On the basis of the majority view expressed, 3 May should be chosen.

Financial Implications

13. There are no financial implications arising directly out of this report.

Environmental Implications and Implications for People Living in Poverty

14. There are no implications for the environment or for people living in poverty arising directly out of the report.

15. **RECOMMENDATIONS**

The Committee are RECOMMENDED to:

(e) consider whether or not to proceed with the option of three terms of an even length;

(f) if it is decided to proceed with (a) above whether it is recommended to do so on the basis of the dates provided at Annex 1 but with a summer half term moved to the week beginning 9 June; or

(g) if it is decided not to proceed with (a) whether to adopt the school term holiday dates for 2002/03 as set out in Annex 3; and

(h) designate 3 May as an additional school holiday for 2001/02.

G M BADMAN

Chief Education Officer

Background papers: Nil

Contact Officer: J S Mitchell Tel: (01865) 815619

March 2001

Education Committee - 20 MARCH 2001

AGENDA ITEM ED14

PROVISION OF A SIXTH FORM AT CARTERTON COMMUNITY COLLEGE

Report by the Chief Education Officer

Introduction

1. This report responds to the Committee's request for a report on the provision of a sixth form at Carterton Community College.

Background

2. The report considers the following areas:

(a) Context of the proposal for sixth for provision from the Headteacher and Governors
(b) Changes since the earlier debate in 1996
(c) Implications for choice, diversity and standards
(d) Implications for other post-16 providers
(e) Implications for Adult and Community Education

(a) Context of the proposal for sixth for provision from the Headteacher and Governors

3. The Headteacher and Governors of Carterton Community College, with the strong support of the local County Councillor, the Town Council and the local community, seek approval to provide 16+ education at Carterton Community College. They argue that the town's young people should have access to post 16 education without having to travel elsewhere, as is the case in most other comparable Oxfordshire towns. They seek to extend the range of courses on offer and create opportunities for the full range of ability for pupils post 16.

4. A detailed proposal was considered and rejected in 1996 partly on the grounds that the numbers on roll at the school did not justify it.

5. Approximately 80% of students from Carterton Community College currently continue their education after 16. They currently access post 16 provision at institutions between 4 and 19 miles away at:

- Burford School and Community College
- **Henry Box School, Witney**
- Oxford College of Further Education
- West Oxfordshire College of Further Education, Witney
- Wood Green School, Witney

(b) Changes since the last proposal in 1996

6. The population of Carterton has grown to approximately 14,000. Carterton is larger than some other Oxfordshire communities which have local 16+ provision in their schools. Further growth is planned with a further 980 homes due for completion by 2004. The current number on roll is 678 with a projected number of c. 900 age 11-16 in 2004. This figure is comparable with other schools in West Oxfordshire which have sixth forms, for example in Eynsham and Burford.

7. Examination results at Carterton at age 16 have improved significantly over a period of time, with 53% obtaining 5+ A*-C grades at GCSE in 2000 (29% in 1995, 42% in 1996).

8. Changes to the curriculum in England and Wales were introduced in 2000, and developed as further proposals in the recent Green Paper *Building on Success*. These changes increasingly emphasise the continuity of the 14-19 curriculum. The provision of vocational pathways is likely to become more popular.

9. From April 2002 the new Learning and Skills Council (LSC) will be the funding provider for all post 16 education. This will mean significant changes in the both the funding and inspection arrangements. All maintained school 16+ providers will be funded by the same formula which will include elements for the numbers of students

- participating in education
- completing courses
- succeeding in gaining qualifications.

10. There will be an increasing focus on opportunity across an area (such as West Oxfordshire) and the objective of equal opportunity for all young people wherever they live. The new arrangements for inspection will include area inspections which will look at the quality, breadth and cost-effectiveness of provision at a level beyond that of the individual school.

11. Collaborative arrangements between schools and colleges will be encouraged and are likely to be stronger and more frequent. The present competitive climate is likely to be moderated by the need to collaborate driven by the LSC regime. Discussions are currently underway between Carterton College and Burford School regarding collaboration, including the initial exploration of the possibility of a common timetable grid.

12. The LSC will be more proactive as a planning body than were its predecessors such as the Further Education Funding Council.

(c) Implications for choice, diversity and standards

13. On the basis of present and anticipated pupil numbers, a sixth form at Carterton which replicated provision in other school sixth forms could be difficult to sustain. It may also affect the viability of other sixth forms. Such provision would be unlikely to gain the support of the LSC.

14. New provision should seek to expand the range of opportunities available to young people in the West Oxon travel-to-learn area.

15. The use of new technology to provide innovative teaching methods which could offer courses to students simultaneously in more than one location is something that is already being explored and discussed in other areas of the county. This approach offers possibilities for provision in Carterton if

it collaborated with, for example, Burford School.

16. There are some areas which would benefit in particular from enhancement of provision, not just in the Carterton area:

- vocational courses such as GNVQ (vocational) programmes
- courses at levels 1 and 2, for students whose levels of attainment make A level programmes inappropriate
- courses in ICT

(d) Implications for other post-16 providers

17. There would be implications for other schools in the area with sixth forms since a significant proportion of students go on to sixth forms in Burford and Witney (25-50% of the year group over the last 3 years). Sixth form numbers could be affected, and this could affect the viability of some courses which recruit low numbers, unless there were effective collaborative arrangements with Carterton. There could also be effects on recruitment at 11 as families responded to the provision of 11-18 education in Carterton. Such effects are difficult to quantify at this point.

(e) Implications for Adult and Community Education

18. Adult education is currently provided at Carterton on three nights a week. Burford School also offers such a programme. If 16+ education were available at Carterton, the governors argue that the county's policy of promoting Lifelong Learning could be promoted by encouraging adults to participate. Opportunities for adult members of the community of Carterton could be enhanced by offering access to advanced (level 3) courses. The brief for any detailed feasibility study should specify an examination of this provision and look for ways in which 16+ provision at Carterton could enhance opportunities for lifelong learning in Carterton and beyond.

Financial and Staff implications

19.

Student numbers: The school estimates the following numbers in a future Carterton sixth form:

90 pupils in the first year

180 pupils in the second year

200+ pupils when fully operational

These numbers would need to be interrogated in any full feasibility study.

Staff: There could be a small increase in staffing requirements, but since the proposal primarily involves the relocation of existing student numbers, the overall effect for the service as a whole would be small.

Transport Costs will not be affected except at the margins since the County council does not fund transport for post 16 students.

Funding: The funding arrangements and inspection regime of the LSC to be implemented from April 2002 will benefit large, strong sixth forms which offer high value added for students and good value for money. Collaborative arrangements will be essential, especially for smaller sixth forms. If the Committee decide to commission a full feasibility study, there will be a cost involved, in carrying out the work.

Environmental implications

20. The school calculates that no major capital building project will be required. There is accommodation at the school currently let on a short term lease to an outside group. With adaptations, primarily internal, this would provide appropriate accommodation for post 16 teaching. The school has indicated that it could fund these alterations from its delegated budget. A full feasibility study would need to look in more detail at the appropriateness and availability of accommodation in the light of a planned curriculum. Transport would be reduced since numbers of the young people of Carterton would receive their education in the town instead of travelling to Burford, Witney or Oxford.

Implications for People Living in Poverty

21. The children of families living in poverty in Carterton would be able to access post 16 education in the town. Since the Local Education Authority does not fund transport post 16 it would be financially advantageous to them to be able to attend Carterton Community College.

RECOMMENDATIONS

22. The Committee are **RECOMMENDED** to:

(a) request the Chief Education Officer to prepare a strategy for the provision of 16+ education in Oxfordshire. Such a strategy should offer a framework against which a decision such as this can be made;

(b) decide whether to proceed in principle with exploring the feasibility of 16+ provision at Carterton Community College; and

(c) if the decision is to proceed, to commission a full feasibility study.

G. M. BADMAN
Chief Education Officer

Background Papers: Education Committee Minutes – 10 October 2000

Contact Officer: Pat O'Shea, Education Officer, Schools Branch South,
Tel: 01865 815957

March 2001

EDUCATION COMMITTEE – 20 MARCH, 2001

AGENDA ITEM ED15

RECRUITMENT AND RETENTION OF TEACHERS

Report by the Chief Education Officer

Introduction

1. At their meeting on 10 October, 2000 the Education Committee resolved:

- to ask officers to discuss with schools the range of recruitment measures which they might wish to consider from their delegated resources, and the value of central co-ordination of some of these measures, as part of the review of the Oxfordshire Joint Schools Provision in hand that term and
- to ask officers to draw up a countywide action plan with costings following their discussions with schools and also including more detailed information about (a) the number of teachers, qualified and unqualified, teaching shortage subjects in Oxfordshire's secondary schools (such subjects being Physics, Mathematics, Chemistry, Modern Languages, Religious Education, Design & Technology and Geography and (b) the savings which successful recruitment would make from non-use of supply agencies, advertising and other costs.

Oxfordshire Schools Joint Provision (OSJP)

2. The OSJP package is being reviewed, in consultation with representatives of governing bodies and headteachers and it is already clear that support for recruitment and retention measures would be welcomed by schools. It has not been possible to make changes in the package available to schools this year, although that has not stopped the development of central initiatives.

Survey of Secondary Schools: Subject-Unqualified Teachers

3. After consultation with Secondary Headteacher representatives, a survey was drawn up and distributed to secondary and middle schools at the beginning of this term. At the suggestion of heads, English and ICT were added to the list of subjects for which teachers were felt to be in short supply. More general questions on recruitment difficulties were also added.

4. Of the 45 schools surveyed, 22 have replied – a response rate of 49%. A summary of the outcome is shown as Annex 1..

5. The responses show that the subjects to which it is most difficult to recruit a subject-qualified teacher are ICT (45.5% of those appointed were unqualified in the subject) and R.E. (32.7% of those recruited were subject-unqualified). There were significant problems also in Physics (10.7%), Geography (9.5%) and English (8.3%) However, all of the subjects had resulted in the appointment of some teachers unqualified in that subject.

6. The survey also shows that the number of applications received were particularly low in Maths, Design/Technology, English, Modern Languages, ICT and Chemistry. The quality was felt to be unacceptable by significant numbers of schools in Maths, Design/Technology, and ICT,

7. Seven schools had been forced to reduce the time allocation in one or more of the shortage subjects. Design/Technology was the worst subject in this respect (3 schools) but Maths, R.E., English and ICT had also suffered.

8. Schools were asked if teacher shortages in these subjects had resulted in increasing the contact ratio for teachers. Ten schools answered Yes to this question: Maths, Modern Languages and English had been affected in this way in two schools each; Chemistry, R.E., Design/Technology and Geography in one each.

9. Many schools added general comments. The impression given is that schools feel very strongly indeed about this problem and spend a great deal of time in trying to resolve it. Solutions suggested included subsidised housing, the provision of childcare, and higher starting salaries.

Savings from Successful Recruitment

10. These are estimated as follows:

cost of supply teacher per day including on-costs	£173
<u>less</u> average cost of teacher per day, which is	£122
<u>additional</u> cost of supply teacher	£ 51 per day
number of vacant posts in September (estimated)	90
cost per day if all are filled on a supply basis	£4,950 per day
In addition, each time a post is readvertised the cost is	£450 (average)

Other Initiatives

11. Recruitment Strategy Manager post: Oxfordshire and Buckinghamshire receive funding at present for one Recruitment Strategy Manager (RSM) between them. For 2001/2 we applied for £132,500 in order to fund two RSMs, one for each Authority, plus administrative support. We have been awarded £101,000 which will mean that Oxfordshire can employ a full-time RSM. The Teacher Training Agency, who provide the grant, have decided that the rest of the grant should be spent on the following schemes:

- investigating what data collection is useful and whether our current systems need refining. Put systems in place that will continue to monitor the situation and inform planning appropriately
- work on recruitment to Schools in Serious Weaknesses and Special Measures
- support for schools in recruiting teachers via the Graduate and Registered Teacher Programme
- production of a website in liaison with Oxford Brookes University

12. The County Council has now agreed to the appointment of an additional Education Officer for the Education Personnel Section, with effect from 1 September, 2001, whose main priority will be to take a strategic lead in the development and implementation of Recruitment and Retention initiatives. The new officer will also be able to take forward discussions with schools on their priorities for future support and to evaluate the impact of initiatives so far. A job description for this post is now being drawn up.

Action Plan

13. Annex 2 lists the actions currently in hand or planned in relation to teacher recruitment, retention and supply. It can be seen that many different sections are involved in the action plan. Overall co-ordination will be the responsibility of the new Education Officer (Personnel) (see paragraph 11 above).

Financial Implications

14. The funding which the LEA needs to provide has all been identified and is available either in the budget for 2001/2 or from grants. Any additional costs, such as those for the Supply Agency, would need to be provided from school budgets and will be discussed alongside the OSJP package.

Staff Implications

15. The necessary staff time has been identified, as shown in Annex 2. It is hoped that the measures which are being adopted will improve the supply of teaching staff in schools.

Environmental Implications and Implications for those living in Poverty

15. There are none arising directly from this report

RECOMMENDATION

16. The Committee are RECOMMENDED to receive this report and to request a further report to the December Committee on the impact of current and proposed initiatives.

G.M. BADMAN
Chief Education Officer

Background papers: Nil

Contact Officer: Sue Tanner, Senior Education Officer (Personnel) Tel: 01865 815472

March 2001

EDUCATION COMMITTEE – 20 MARCH, 2001
AGENDA ITEM ED15

RECRUITMENT AND RETENTION OF TEACHERS
Annex 1

Recruitment & Retention Initiatives: Survey of Subject-Unqualified Teachers

	Subject Qualified	Subject Unqualified	% Unqualified (of total)
ICT	36	30	45.5%
R.E.	35	17	32.4%
Physics	50	6	10.7%
Geography	67	7	9.5%
English	111	10	8.3%
Design/Tech	86	5	5.5%
Mathematics	112	6	5.1%
Chemistry	44	2	4.3%
Mod. Languages	102	3	2.9%

Have you received a reasonable number of applicants when posts have been advertised?

Subject	No	Yes
Maths	18	1
D.T.	14	0
English	11	3
ICT	10	1

Modern Languages	10	5
Chemistry	8	3
Physics	7	0
R.E.	7	2
Geography	2	5

Have the applicants been of an acceptable quality?

Subject	No	Yes
Maths	9	10
D.T.	8	5
ICT	6	4
English	5	9
Physics	3	4
R.E.	2	6
Chemistry	3	8
Modern Languages	3	13
Geography	1	7

Have teacher shortages been filled by appointing unqualified staff?

Subject	Yes
English	5
ICT	5
R.E.	4
Maths	4
D.T.	3
Geography	2
Physics	1
Modern Languages	1

Have teacher shortages been filled by reducing time allocation for this subject?

Subject	Yes
D.T.	3
Maths	1
R.E.	1
English	1
ICT	1

Have teacher shortages been filled by increasing the contact ratio for teachers?

Subject	Yes
Maths	2
Modern Languages	2
English	2
Chemistry	1
R.E.	1
D.T.	1
Geography	1

Other Comments:

Need to engage supply teachers very regularly (4 schools)
Most subjects are now shortage subjects (4 schools)
Have taken on teachers from abroad (3 schools)
Shortage particularly bad in Maths and English (2 schools)
Shortages also in P.E., Art, Business Studies
Quality of prospective teachers often poor
Use Senior Managers to cover
Have to draw on 2nd, 3rd or even 4th specialism
Have to appoint too many NQTs
GCSE courses had to be abandoned
Problems caused by housing costs (particularly for middle management)
Have to use every means to recruit, including personal contact
Have to rotate specialists/supply/non-specialists
Have to use unqualified teachers

Possible Solutions Identified:

Higher starting salary;
Subsidised housing;
Provision of childcare
Anticipating vacancies

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED16

NEW MODELS FOR DELIVERING LEA SERVICES

Report by the Chief Education Officer

Introduction

1. In response to an invitation from the Department for Education & Employment to bid for funds to take part in a pilot scheme to look at new ways of delivering services, officers from Oxfordshire, Wokingham and West Berkshire Local Education Authorities in partnership with a private sector company, Capita, submitted a bid in November.

2. Eleven pilot projects were successful in their bids and the DfEE have granted £350,000 to the new models project to undertake a feasibility study. There were some initial criteria for the pilot schemes. They should:

   - offer a new and innovative approach to the delivery of services
   - have clear objectives and measurable outcomes
   - involve genuine partnership
   - officer value for money either to the LEAs or schools
   - have a clear evaluation strategy

The Objectives and expected outcomes of the project

3. Set against the background of Fair Funding, Best Value and the underpinning need to raise standards, the Oxfordshire, Wokingham, West Berkshire and Capita project will explore several aspects of the traditional LEA roles and look particularly at the scope for regional collaboration on service delivery and at the possibiliites of a regional centre for back office support functions.

4. The project will explore a variety of models of delivering services cost effectively and forms of partnership and develop models that can be sustainable. The partnership offers an opportunity for innovation creativity and "blue sky" thinking through cross fertilisation of ideas and benchmarking with other LEAs. The outcome benefits will offer improved services to parents, learners and schools.

5. There are 4 key objectives outlined in the bid attached as Appendix 1, a copy of which is available in the Members' room:

   - Objective 1: To explore the options for future service delivery and the likely cost quality and school improvement changes possible

   - Objective 2: To develop a preferred strategy from those options together with an implementation plan.

   - Objective 3: To develop expertise within each LEA which will inform and encourage innovation and future service planning particularly in the development of a best value culture

- Objective 4: To pilot at least one new service model operationally in order to test feasibility, cost, quality and school improvement

6. The evaluation of the project will be carried out in partnership with the DfEE and is being led by an independent adviser, the Officer for Public Management. The evaluation strategy and activities are outlined in Appendix 2 and a copy is available in the Members room.

Management of the Project

7. A key element of the project is the involvement of Members and stakeholders in overseeing and monitoring progress as well as in contributing ideas through detailed consultation arrangements such as focus groups with governors and school staff. A joint strategic board has been established consisting of up to three elected Members and three officers from each of the partner authorities with representatives from Capita and one Headteacher from each LEA. The board held its inaugural meeting when the project was officially launched at the Henley River and Rowing Museum on February 12th. The Board will meet at regular intervals to receive reports linked to the key milestones in the project's development.

8. A project steering group meets fortnightly to undertake planning and resourcing and the co-ordination across the partner organisations. There is a nominated project manager within each LEA and Capita and an overall project co-ordinator has been appointed by Oxfordshire as the lead authority, for the project finances.

Key Milestones of the Project

9. The timescales for the project are short and will involve a number of key staff within service areas undertaking data collection and a self evaluation process. The framework which will be used is the Excellence Model developed by the European Foundation for Quality Management Training is already underway to support staff in using the model.

10. Four service areas have been agreed as the initial services for work on the project across the three authorities:

- Admissions
- School Improvement Services – advisory services
- Pupil Data
- Personnel

<u>Project Activities</u>

11. A summary of the main project activities and key milestones is as follows:

(i) **Project Initiation** – January – March
Project planning and design of baseline approaches
Scoping of services
Contacts established and other set up arrangements
Joint Strategic Group
Evaluation methodology agreed

(ii) **Baseline Existing Services** – March – April
Data collection and baseline information
EFQM training across all services

Benchmarking undertaken
Stakeholder consultation underway
Staff consultation underway

(iii) **Options generation** – May – June
Report on possible options, costs, quality
Stakeholder consultation

(iv) **Process design** – June – September
Model generation, options testing, risk assessment
Developing a preferred option
ICT requirements

(v) **Developing a Pilot** – by December 2001-03-06

(vi) **Evaluation of Pilot** – By August 2002

<u>Financial and Staff Implications</u>

12. There are none arising directly out of this report.

<u>Implications for the Environment and People Living in Poverty</u>

13. There are no implications for the environment or for people living in poverty arising directly out of the report.

<u>Conclusions</u>

14. The project is innovative and offers an opportunity to look at how services could be delivered in new ways that provide benefits to schools and learners. ICT will play an important part in designing how customers can access services in the future. There are also benefits to staff for example the Excellence model offers a helpful framework within which a culture of continuous improvement could become embedded. Each of the partner organisations will derive benefits and learning both from each other as well as from the other pilots nationally.

<u>RECOMMENDATION</u>

15. **The Committee are RECOMMENDED to receive and endorse the report.**

G M BADMAN
Chief Education Officer

Background Papers: Bid to the DfEE for the New Model Project Evaluation Document (OPM)

Contact Officer: Sandra Bingham

March 2001

EDUCATION Committee – 20 march 2001
AGENDA ITEM ED17

Strategy & Resources Committee

BEST VALUE & AUDIT SUB-COMMITTEE - 13 March 2001

ICT SUPPORT FOR SCHOOLS BEST VALUE REVIEW

Report by the Chief Education Officer

Introduction

1. On 30 August 2000 the Sub-Committee approved a project specification for the Review which is reproduced on the front of the BV3 form attached to this report. Files of the review's work are in the Members' Resource Centre. This report summarises the review and its outcomes. A list of acronyms appearing in these papers is shown on the front of the BV3.

Carrying out the Review

2. The BV2 highlighted 4 areas for investigation:

- benchmarking
- consultation
- technical support; and
- service delivery structure

3. The work of the review included:

- collection of local performance data and work with other authorities in the South West Benchmarking Group to move forward the development of comparative data on ICT;
- contacts with a number of other authorities to learn about their structures, working practices and performance, with a particular focus on authorities whose performance in this service area was judged to be good or better by Ofsted;
- a questionnaire survey to all schools to elicit their views on how well services met their needs;
- focus and other discussion groups with schools to better anticipate and subsequently understand their responses to the survey.

4. ICT is a rapidly changing area and during the course of this review a number of other aspects of ICT – outside the focus of the areas noted in the BV2 - have also demanded attention. Of particular note is the work on developing a broadband network infrastructure within the county, on which a separate report will be available for the Education Committee's meeting on 20 March. This new infrastructure will in turn have implications for the support required by schools which have been taken into account as far as possible in the recommendations in this report.

5. During the review a District Audit study of National Grid for Learning (NGfL) was undertaken and the final report is awaited. Where possible, the expected outcomes of that study have been reflected in this report.

(a) Developing a Regular Benchmarking Approach for the Service (BV3a)

6. Several authorities have been contacted in an attempt to compare costs, staffing and performance. Most could – like Oxfordshire – provide information on the costs of support contracts for administrative ICT support and could not provide similar information on other aspects of their services eg curriculum ICT advice; technical support for classroom networks. This is likely to be due in part to the mix of funding sources and of suppliers for other services, and also the relative lack of development of performance management systems.

7. In Oxfordshire the administrative ICT support is provided by Capita, following a tendering and selection exercise run centrally on behalf of schools in 1998. This service includes support and training for schools' management information systems (SIMS) and for the use of other office software eg word-processing and spreadsheets. There is a telephone help desk and when calls cannot be resolved by telephone the school will receive an on-site visit. Performance of the contract is monitored by a group of school representatives, with the PEO Resources from Education.

8. Capita's basic annual charges appear to be competitive, particularly for Secondary schools, against other authorities' in-house teams. However, the day rate for additional work eg to install a new network is relatively expensive. This information will be shared with Capita and used to inform the contract letting process for this aspect of school support for the period beyond March 2003.

9. A broader performance management framework has been developed from consideration of the local service's objectives and the performance measures starting to be used in some other authorities. Key indicators are proposed in Table 2 of the BV3.

10. The conclusion from this aspect of the review is that the proposed performance management framework needs to be developed to include robust local data over time and some comparative data for other authorities. Oxfordshire's work as part of the South West Benchmarking Group is likely to be the main source of such comparative data.

(b) Developing Consultation and Feedback Mechanisms with Ssers and Other Stakeholders (BV3b)

11. survey of schools' views on current services and future needs was undertaken in January 2001 and provided a clear indication of the service's current strengths and weaknesses. A detailed report on the survey – to which almost two thirds of schools responded – is available in the Members' Resource Centre. The responses, together with a follow-up discussion with school representatives and other meetings with groups of schools during the period of the review, highlighted the following:

12. Services with which at least 75% of schools were fairly or very satisfied:

- the basic ICT skills training for teachers and LSAs mounted as part of the NGfL programme:
- OQSA documentation (schemes of work, policies etc) for ICT in the curriculum
- support and training in relation to administrative computer systems
- support for electronic data transfer between schools and LEA

13. Services with which at least 40% of schools were fairly or very dissatisfied:

- New Opportunities Fund (NOF) training for teachers in the exploitation of ICT
- support for procurement and exploitation of regional broadband networks
- support for NGfL curriculum networks – both service delivery and costs
- support for Secondary curriculum networks – both service delivery and costs

- Capita's charges for support and hardware maintenance

14. Some of the obstacles to success of the NOF funded national teacher training initiative were identified as part of the review and ways in which these can be overcome or minimised will be developed with schools for September 2001 (see improvement option 2 of the BV4).

15. The issues in respect of technical support are covered in the next section. Capita's charges for basic support compare favourably with other authorities' in-house teams as noted above and room for negotiation is limited until the contract is retendered.

16. The success of the survey in providing a high response rate with useful comments in a short timescale indicates that it could be adapted and used annually to monitor service performance and schools' needs effectively.

(c) <u>Identifying what further Technical Support should be Provided or Brokered by the Authority on Schools' Behalf (BV3c)</u>

17. The phrase "technical support" in this context covers the wide range of day to day help needed by schools to keep their curriculum networks running problem free, and also the more specialist support needed occasionally eg to specify and procure major new networks or to maintain the integrity and security of access to a school network.

18. Most non-Secondary schools have little technical expertise available within the school; many Secondary schools find that this expertise is difficult to recruit and retain, and that even with a technician there are still problems which require outside specialist help.

19. After considering the options – including creation of a new in-house team- the review recommends that the authority supports schools' own procurement of most of the day to day technical support services, through a county tendering exercise and through central support for recruiting and training partnership technicians. In addition, the authority will take on a more proactive monitoring role with the current major supplier of support – Research Machines.

20. The increased client and contract monitoring role consequent upon these actions, together with some of the more specialist support for procurement and network security will be considered as part of the refocusing of Education ICT teams outlined in the following section.

(d) <u>Review the Structure of Service Delivery (BV3d)</u>

21. This aspect of the review brings together some of the issues and conclusions arising from the work already outlined above. It highlights the lack of resource and responsibility currently in some key strategic and operational areas which are important if we are to ensure that schools' current and future ICT support needs are met.

22. One additional post has already been secured (provisionally) through a mix of private sponsorship and grant funding for a period of 3 years. It is envisaged that this post – of Content Development Consultant – will assess the potential uses and applications for ICT across the Education service; develop the Education Intranet as a means of delivering some of these applications; and take the lead in developing shared educational content for use with broadband networks.

23. The demands for ICT support services – for schools and others – continue to grow rapidly in both scale and complexity. While success in ICT will necessarily depend upon the contributions of several individuals and external partners with different and complementary skills, there is an argument for an overall Head of ICT in Education –or perhaps more aptly titled Senior Education

Officer (ICT) - to ensure coherence of service delivery within a shared vision. Further consideration will be given to this once the new ICT Adviser is in post after Easter, when negotiations will have been finalised with the sponsors of the content development post and when Education's contribution to the corporate broadband network project will have been clarified. A detailed proposal will be put to the Education Committee in June.

24. The NGfL infrastructure and basic training programme will come to an end during the Autumn term 2001 and offers an opportunity to restructure and refocus staff around current and future priorities identified in this review. Any implications will be incorporated in the June report.

Financial and Staff implications

25. There are no immediate financial consequences of this report. An additional three year post of Content Development Consultant needs to be established from September 2001, with associated costs met from within existing resources. The other staffing implications of implementing the activities shown in improvement options 1 to 4 of BV4 are around 0.8 FTE over the next year, including an ongoing contract monitoring role in respect of technical support. The extent to which these can be met from within existing resources, and any further staffing and financial consequences from the structural review will be included in the proposals to the June Education Committee.

Implications for the Environment and for People Living in Poverty

26. More travel for limited numbers of staff – so that schools benefit from an on-site presence from time to time - may be a consequence of the proposals on technical support. There are no direct implications for people living in poverty.

Recommendations

27. **The Sub-Committee are RECOMMENDED to:**

(a) endorse the preferred options for improvement set out in form BV3;

(b) endorse the action plans set out in form BV4;

(c) RECOMMEND the outcome of the review to the Education Committee.

G. M. Badman
Chief Education Officer

Background papers: Survey results and other working papers placed in the Members Resource Centre

Contact Officer: Sue Rossiter, Principal Education Officer; Tel. 01865 815144

7 March 2001

EDUCATION COMMITTEE - 20 March 2001

AGENDA ITEM ED18

UPDATE ON THE NATIONAL GRID FOR LEARNING IN OXFORDSHIRE

Report by the Chief Education Officer

Introduction

1 At their February meeting, the Council agreed to find matched funding to take up all Standards Fund (SF) grants available in 2001/02, including a total expenditure of just over £3 million on the National Grid for Learning (NGfL). This report outlines progress on the implementation of the Grid locally, particularly developments over the past year in relation to broadband networks, and highlights some future budget issues for the authority and schools.

Broadband network development

2. Funding of £765,000 was available in 2000/01 for the procurement of broadband (ie very fast) network connections and broadband educational content for Secondary schools. A further £600,000 available through the Standards Fund for 2001/02 is intended to complete the Secondary school connections. Authorities were expected to work in regional consortia, with the aim of reducing both communications and content costs through economies of scale.

3. Significant effort has been expended during the year on specifying Oxfordshire's schools' requirements and endeavouring to meet these through the South East Grid for Learning (SEGfL), a consortium of 11 SE authorities. The vision for the county's broadband network is for a whole county network, which can be developed rapidly to serve all schools, libraries, lifelong learning establishments, County Council and other public sector staff locations, and which will therefore support the modernisation and development of services as well as the needs of Secondary and other schools. In November 2000, effectively at the eleventh hour, the only supplier who could have delivered this vision withdrew from the SEGfL contract negotiations and as a result Oxfordshire did not pursue formal membership of that consortium.

4. A neighbouring consortium – East Midlands Broadband Consortium (EMBC) which extends as far as Northamptonshire– was found to share a common vision with Oxfordshire, and was negotiating with the same suppliers who had withdrawn from SEGfL. During December and January intensive discussions and visits suggested that membership of EMBC could be in the County's interests – until the point at which the membership agreement and recently signed contract with the suppliers were made available for our inspection. These indicated a number of significant risks with that consortium's arrangements, confirmed by the external telecommunications consultant who has been working with the Council on its broadband network requirements since last summer.

5. As a result representations were made to the relevant government minister, Michael Wills, to allow Oxfordshire to pursue the procurement of broadband networking for schools within a single authority integrated corporate approach, and also to allow carry forward into 2001/02 unspent Standards Fund money from 2000/01. In early February, Oxfordshire secured DfEE agreement to operate as a Pilot authority for broadband network development and as such is not required to join any of the regional broadband consortia. At the same time, all authorities received authorisation to carry forward unspent funds from 2000/01 into 2001/02 for this initiative.

6. This provides a unique opportunity to use those funds, together with other income streams such as New Opportunities Fund People's Network funds (for Libraries) and county funds, to start to put in place a broadband network to serve the longer term needs of the wider Oxfordshire community as well as the immediate needs of Secondary schools.

7. For learners and schools, such a network will facilitate:

- raising achievement
- curriculum enrichment
- a single infrastructure linking all schools (not just Secondary), lifelong learning centres, libraries etc
- inter-school collaboration (on data, materials, and pupils' activities)
- the offer of minority examination subjects (eg Latin, Law, Psychology)
- master classes (eg in Physics and other subjects where there is a shortage of specialist teachers)
- 24 hour learning communities with links between home, school and other learning centres including libraries
- links to industry, the voluntary sector and other agencies within and beyond the County Council
- links to independent schools
- new thinking on teacher organisation, teacher recruitment, and the physical design of learning spaces

8. In addition to the benefits noted above for learners of all ages, such a network is also essential for delivering joined up electronic government and to support the modernisation of services. The specification, procurement, implementation and support of this broadband network is now a major County project, led by Corporate ICT; the next steps in this project are:

   - to develop a county tender document and agree the procurement method – for implementation in schools from mid Autumn 2001 onwards;
   - to develop a brief for a small pilot broadband network – for implementation in a limited number of Secondary schools (6 to 8) from June 2001 onwards; the aim of this pilot is to test out the impact and benefits of broadband in curriculum delivery and to learn for the wider deployment; the pilot network will be incorporated subsequently into the main contract
   - to build a full business and financial model – to show how the countywide network can be built and sustained, including the exploration of partnership arrangements with other local organisations – eg District Councils and the private sector. A report on this will be prepared for the June meeting of the Strategy and Resources Committee.

9. In response to Secondary schools' request for the authority to take a strategic lead in the development of educational content and applications, an exciting public/private partnership is being finalised to provide a post of Content Development Consultant for a period of three years. This will be funded by a mix of private sponsorship and grant funding and will help to ensure that maximum educational benefit is gained from the broadband infrastructure once it is in place.

NGfL Infrastructure

10. Separately from the broadband element of the Standards Fund, there is Infrastructure funding of over £2 million in 2001/02 to continue the basic programme – which started in 1998/99 - of equipping schools with up to date PCs and networks and linking these to the internet. A review of the extent

to which this programme is helping to achieve the targets set out in EDP Priority 3 will be included in the EDP progress report to the May meeting of the Performance and Quality Sub-Committee.

11. For 2001/02, once funds have been allocated to the remaining Secondary schools and PRUs, some £900,000 remains uncommitted, together with indicative allocations of £1.68 million for each of the next two years. However, in accepting this year's SF allocation, the authority is agreeing – with its schools – to achieve the new baseline ICT facilities set out in this year's SF documents. These are:

By August 2002, at least

- 1 computer to 11 pupils in Primary (as a milestone on the way to the DfEE target of 1:8 by 2004)
- 1 computer to 7 pupils in Secondary (as a milestone on the way to the DfEE target of 1:5 by 2004); also - Special schools to achieve at least this ratio
- One connection to the internet in each school; at least 20% of schools (60+ on Oxfordshire) with broadband connection
- One networked computer with internet access in each school for management and administrative purposes

12. By May 2001 the Authority must confirm that this baseline will be in place and report on individual schools' progress towards it. Existing ratios are estimated at 1:20 in Primary schools and 1:9 in Secondary/Middle schools although these figures are being checked by a comprehensive survey this half term. Oxfordshire's ratios are significantly worse than the average of other authorities (which had reached 1:13 in Primary and 1:8 in Secondary schools by October 2000) and reflect relative under-investment in ICT in schools for a number of years. These estimates equate to a shortfall of:

- 1800 PCs in Primary schools, assuming 44,000 pupils
- 1200 PCs in Secondary and Middle schools, assuming 37,000 pupils; which should be reduced significantly (halved?) by use of SF money in 2001/02.

13. At around £1500-£2000 per networked PC with software (depending in part on whether the cabling is already in place or not) these shortfalls equate to:

- £2.7 to £3.6 million in Primary
- £1.8 to £2.4 million in Secondary – of which £1.2 million is being spent in 2001/02
- £3.3 to £4.8 million in total.

14. Towards this shortfall there is around £2.6 million Standards Fund money over the relevant period, assuming £900,000 this year and £1.68 million in 2002/03. This leaves a funding gap of £0.7 to £2.2 million between now and August 2002.

15. Discussions with the headteacher associations over the allocation of the £900,000 in 2001/02 are continuing, and the strategy will be informed by the results of the detailed audit before Easter. However, it is clear that schools must be encouraged and supported to increase their investment in ICT if government targets are to be met in Oxfordshire. Their ability to do so is no doubt helped by recent significant direct government grants. At the same time, advice must be provided to schools on how they might increase their PC base without incurring accommodation problems eg the extent to which small hand-held devices can count towards the totals and be of educational benefit. A further report on the impact of SF and schools' spending on ICT during 2001/02 in closing the gap will be brought to this committee in October, so that it can inform policy and budget planning for 2002/03 onwards.

Financial and Staff Implications

16. An additional three year post of Content Development Consultant needs to be established from September 2001, with associated costs met from external and grant funding. The staff time needed to support schools in developing their in-school facilities to take advantage of broadband network links, together with the project management of the Education element of the broadband implementation project will be significant. The extent to which this, and other priority demands on staff time, can be met from within existing resources will be considered as part of the staffing review indicated in the separate report on the Best Value review at item 17 on this agenda. A further report on the outcome of this review will be brought to this Committee in June.

Environmental Implications and Implications for People Living in Poverty

17. The successful implementation of a broadband network and consequent modernisation of services and communications could reduce travel by both staff and service users. It will be important to ensure sufficient public and/or low cost access points to the network so that people from less advantaged homes are not excluded from the benefits of these developments.

Recommendations

18. **The Committee are RECOMMENDED to:**

(a) **note the plans for development of a countywide broadband network and initial pilot implementation in Secondary schools;**

(b) **agree that Oxfordshire will commit to achieving the DfEE's target ratios of pupils per PC by August 2002;**

(c) **note that this commitment will have budgetary implications for the authority and/or schools and that a further report on this will be brought to the Committee's October 2001 meeting;**

(d) **agree to the establishment of a new post of Content Development Consultant; to be funded from external and grant funding for three years from September 2001;**

(e) **note that a further report on ICT staffing will be brought to the Committee's June 2001 meeting.**

G. M. Badman
Chief Education Officer

Background papers: Consultant's reports on SEGfL and EMBC

Contact Officer: Sue Rossiter, Principal Education Officer; Tl. 01865 815144

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED19

CULTURAL SERVICES COMMITTEE – 19 MARCH 2001

JOINT ST ANDREW'S SCHOOL/LIBRARY FACILITIES IN HEADINGTON

Report by Director of Cultural Services and Chief Education Officer

Introduction

1. This report seeks guidance on whether to commission feasibility work on proposals which may see the relocation of the present Headington library facilities and St Andrew's School to part of the current Oxford United football ground. The suggestion has been put forward that the opportunity should be taken, if affordable, to replace both those facilities with new provision. The feasibility work will be required to help determine whether the vision can reasonably be delivered in financial, legal, and technical terms.

St Andrew's School

2. This is a voluntary controlled CE school on London Road, Headington. The size of the school site is significantly less than that advised by DfEE regulations for a school of that nature (the present site is 0.62 hectare compared to c.1.00 hectare recommended). The building itself has been well maintained, but there is no scope for further development, facilities are barely adequate, and playing space deficient. To make best use of the site, governors elected to become a 1 form entry (30 children per year group) school, under City reorganisation. That said, it is important to stress that this project is not a part of the City reorganisation of schools project.

Library Facilities

3. Headington Library is currently situated in Bury Knowle House, in Bury Knowle Park. The building is owned by Oxford City Council, from which the County Council rents the library part of the premises. The library is poorly situated, being located at a distance from the shopping facilities in the centre of Headington; moreover, access to the building is gained via steep steps, and unless a ramp or other means of improved access can be installed, the library will not conform to the requirements of the Disability Discrimination Act. The layout of the library, with a separate adult and children's library on either side of a hall which gives access to the whole building, means that staffing costs are high in order to provide adequate service and security levels. The library is significantly below the size recommended for its community, with a public area of 167m2 compared to the standard of c. 543m2. Improvements to the present premises are constrained by the listed status of the building. However, through the high commitment of staff, the library offers a high quality service that is greatly appreciated by its users.

4. Headington Library is not currently included in the firm capital programme for Cultural Services, and indeed in the preparation pool of schemes, Thame Library replacement is the top priority. Because the Headington building is owned by Oxford City Council, there would be no capital receipt available for a replacement. If funds were to be available, the ideal situation for a new library would be in the shopping and business centre of Headington, on the ground floor. The Manor Ground site, though not ideal, would represent a significant improvement on the current premises; a new library would need to be visible, prominent and easily accessible. The ideal size, based on library standards and including circulation space, workroom and storage areas, would be c. 650 square metres. Whilst Headington Library replacement has not been deemed a top priority by Cultural Services Committee

to date in its Review of Premises, nonetheless any solution to the current inadequate provision is only likely to come about through partnerships. Given the recent successful outcome of joint working at Sonning Common between Cultural Services and Education, there are evident service and economic merits in principle for exploring joint provision at Headington further.

Potential Relocation

5. Members will be aware that the Manor football ground may well be marketed in the not too distant future, and indeed significant local publicity has already been given to expressions of interest in the site by potential users, some of whom have sought planning permissions. It has been suggested that the opportunity might be taken for the present St Andrew's School site to be declared surplus, and proceeds resulting from sale of this property to be put together with any available resources from Cultural Services with a view to creating a new facility incorporating both school and library. The present Headington Library (Bury Knowle) would also be surplus.

6. There is clearly an immediate attraction in a development of this nature. As noted above, both school and library are presently accommodated in less than satisfactory premises, and devoid of developmental potential in the future. If Members were minded to explore this proposal in more depth, a feasibility study would be required to help answer a series of questions, examples of which are:

(i) what would be the likely extent of any capital receipts arising from the sale of the present St Andrew's site? (This will involve both valuation work, and work in connection with the trust deeds of the site, particularly in respect of any "reverter" clauses);

(ii) what would be the likely costs of a project of this nature?

(iii) what would be the implications for future property ownership of a joint facility of this nature, given that the norm in voluntary schools is for the buildings area to be subject to trust deeds?

(iv) would it be feasible to have a library on an upper floor and yet retain good access?

(v) would financial support for a project of this nature be a legitimate call on the DfEE New Deal for Schools Modernisation Programme (2002/2003 onwards)? If the school were to be Aided, would alternative funding streams be opened up? and

(vi) is there any mileage in suggesting the relocation of Headington Nursery as a part of the project, and, if so, what would the financial implications of this be?

7. Clearly before any firm decisions can be taken by either Committee, answers to questions such as those listed above, and indeed, others, will be required. At this stage, no clear answers can be offered, hence the request that Committees decide whether to commission feasibility work.

Environmental Implications

8. The development could be environmentally beneficial, and would be subject to normal planning approvals.

Implications for People Living in Poverty

9. Neutral at this stage.

Financial and Staff Implications

10. The feasibility work could be carried out within existing resources.

Recommendation

11. Cultural Services Committee and Education Committee are recommended to consider whether to authorise feasibility work on the project outlined above.

G M Badman
Chief Education Officer

Richard Munro
Director of Cultural Services

Background papers:

Contact Officers: Keith Borien, Education (Tel: 01865 815636)
Charles Pettit, Cultural Services (Tel: 01865 810221)

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED20

OXFORD CITY SCHOOLS REORGANISATION – PROGRESS REPORT

Report by the Chief Education Officer

Introduction

1. This report updates Members of the present position on the following aspects of the reorganisation of the City Schools:

- Progress on premises developments;
- Personnel matters;
- Adjudication on the Church secondary school issue;
- The judicial review.

Premises Related Issues

2. Attached at Annex 1 are detailed project appraisals for the majority of the capital building schemes required to implement the reorganisation. Schemes for which project appraisals are not included as part of this report will be submitted to an Urgency Sub-Committee. These schemes are still being worked up. The intention is that the costs of the work at these schools will come within the total funding for the reorganisation. The headline position on premises is that at the time of the preparation of this report, the programmes were on schedule, and within budget.

3. That said, there are individual schemes which are presenting difficulties. Most important is the new school to replace the existing SS Phillip and James VA School in North Oxford. Here difficulties over access (mainly the wisdom of permitting additional traffic over the Aristotle Lane bridge) have produced delays in the planning process. It is hoped these can be resolved in time to keep the development on programme.

Personnel

4. The work reported to Committee at their December meeting (12 December – ED21) has continued. The identification of staff for the new Littlemore Voluntary Aided School has taken place consistent with Transfer of Undertakings Protection of Employment (TUPE) requirements: all members of staff in the present schools (Lawn Upton Middle School and Speedwell First School) who have sought a post in the new school have been successful, apart from one difficulty to be resolved on the non-teaching side.

5. In parallel with the personnel work involving employment/contractual matters, a group representative of schools, Local Education Authority, unions, and Dioceses have been working on the details of programmes for the next two years for retraining/In Service Education & Training/professional updating of city staff, conscious of the fact that all the schools will change to some degree.

Adjudication

6. The December Education Committee papers reported the outcome of the meeting of the School Organisation Committee held on 6 November 2000, arising from which the reorganisation proposals affecting the Roman Catholic First Schools (4), Cardinal Newman RC Middle School, and St Augustine's Upper School were referred for adjudication. The Adjudicator, in his decision letter (9

February) noted that he had voluminous documentation on all aspects of the proposals presented. His letter goes on "this includes material provided by the SOC as part of the reference to me, but there are additional letters, statements, and explanations provided subsequently, by parents and others, and shared with the parties. It amounts to hundreds of pages...."..."the reader cannot but be struck, not only by the wealth of detail but especially by the strength of feeling on all sides which discussion of issues has engendered".

7. The actual outcome of the adjudication is "no decision". Members may recall that there were, in fact, four statutory proposals at the centre of the debate (the statutory proposals to change the Catholic first schools into primary schools were non-controversial). The four "sensitive" proposals subject to adjudication were as follows:

- A proposal to change Cardinal Newman from an age 9 – 13 middle school to a 11 – 18 secondary school (proposal issued by the governing body of Cardinal Newman School);
- A proposal to create a new Roman Catholic secondary school, based on the premises of St Augustine's/Cardinal Newman (proposal issued by the Archdiocese of Birmingham);
- A proposal to change St Augustine's Joint School (Catholic/Anglican) from age 13 – 18 to 11 – 18, utilising its present site plus the Cricket Road Centre (proposal issued by the governing body of St Augustine's School);
- A proposal to discontinue Cardinal Newman School (proposal issued by LEA).

8. The last mentioned is in effect a "process" proposal in that for the changes to the Catholic first schools/St Augustine's, or the Catholic first schools/new Catholic secondary school to go ahead, it would be necessary to close Cardinal Newman School.

9. In the event, the Adjudicator decided he could take no decision because of perceived irregularities in some of the statutory notices. He considers the proposal by the Archdiocese of Birmingham to create a new school to have a significant omission, that this renders the notice defective, and requires republication to ensure it can be considered. He also, to avoid the risk of challenge, considers it advisable to republish the notice issued by the governing body of Cardinal Newman School to make an alteration to that school's age range. The two other notices are not considered to be invalid by the Adjudicator, although he does ask that the promoters consider republication for the avoidance of doubt.

10. The Adjudicator has offered to meet, at his invitation, interested parties in Oxford, and this meeting is scheduled to take place shortly before Education Committee. An oral report will be offered on any key issues emerging. That said, it is clear that the Adjudicator would like local agreement to be reached if feasible, and in particular he would like to be certain that if asked to make a decision, that decision could be implemented. Essentially, this latter point refers to property, and to a willingness to accept adjudication.

11. Members will appreciate that however termed, legally, the core of adjudication is over denominational status of the Church secondary school in a reorganised city. The Catholic Church would like a Catholic school to be agreed, whereas the Anglican Church, and the LEA, would prefer to see the joint St Augustine's School continue. If the joint school were to "win" through adjudication, to implement the consequent change in St Augustine's would require the Roman Catholic Archdiocese to withdraw its notice to quit (the St Augustine's buildings are owned by the Archdiocese of Birmingham, and the Archdiocese gave formal notice to quit to the governing body some months ago).

12. If a Catholic school were to emerge through adjudication, the Catholic preference would be to buy land adjacent to Cardinal Newman School from the County Council, and use this to expand the premises of Cardinal Newman.

13. The County Council, and Church of England, have stated on a number of occasions that they would abide by the outcome of adjudication, and therefore inherent in this is a need to sell some land adjacent to Cardinal Newman, should implementation of an adjudicated decision so require. The Roman Catholic Church, however, have expressly stated that the notice to quit the St Augustine's premises will not be withdrawn, and therefore, if taken literally, it is difficult to see how a joint school, 11+, could be implemented. The wish of the Roman Catholic Church to withdraw from the present

joint school arrangement is well known, and, essentially, there are many who find it difficult to conceive of a future for a joint school when one of the partners is not willing to participate, and where the premises are stated not to be available.

Judicial Review

14. Members may well have seen reference in the press to judicial review. The claimants are cited as ten named children with the defendants being the School Organisation Committee (not a committee of the County Council), with OCC being listed as an interested party. It is the decisions of SOC on 21 September 2000 which are subject to judicial review. The review claim form was lodged on 22 December (technically out of time).

15. Concerning the case put forward, the following is a summary of the grounds put forward by the claimants:

> The reorganisation plan is legally deficient. The claimants argue that the reorganisation scheme is not financially viable, that the decisions were not made in the time limited by the 1998 Act, that full and sufficient information was not provided, that there was failure to send to the SOC all objections, that the closure of Milham Ford School is a breach of the Sex Discrimination Act, the Race Relations Act, and the Human Rights Act/European Convention on Human Rights, and that there was no rational basis for the need for reorganisation in the first place. The claimants also argue that the denominational schools (see adjudication above) should have been dealt with at the same session.

16. Members will no doubt have their own views on the validity, or otherwise, of the points just made. The judge considering whether to grant leave for judicial review in adjourning for a hearing in open court to take place, noted that "the judge hearing the application for permission will need considerably more help to understand the claimant's case than is now provided....the challenges are unparticularised and hard to follow".

17. At the time of writing this report, the open court leave stage hearing was scheduled for 22 March.

Implications for People Living in Poverty

18. There are none arising directly from this report.

Environmental Implications

19. These are largely dealt with in paragraphs 2-3 and the project appraisals.

Staff Implications

20. These are covered in paragraphs 4-5.

Financial Implications

21. There are none arising directly form this report. The implications for individual schemes are dealt with in the project appraisals.

Recommendation

22. **The Committee are RECOMMENDED to receive this report, to approve the project appraisals within Annex 1 and to RECOMMEND Strategy & Resources Committee to approve the detailed project appraisals ED502, 504, 511, 512, 520, 521, 522 and 523.**

G M Badman
Chief Education Officer

Background papers: Nil

Contact Officer: Robert Capstick, Principal Education Officer (Tel: 01865 815155)

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001

AGENDA ITEM ED20

OXFORD CITY SCHOOLS REORGANISATION – PROGRESS REPORT

ANNEX 1

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED502**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
CHURCH COWLEY ST. JAMES FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1. INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Church Cowley St. James First School to function as a 420 place primary school from September 2002, within the new two tier school system in Oxford City.

The work at this school includes the construction of 4 new classrooms, plus associated storage, cloak spaces and pupil toilets, an extended staffroom and a new ICT facility which will be enhanced to enable it to also function as a junior library. The costs associated with the enhancement to this area are being met from the school's devolved capital formula budget.

Externally, an additional area of hard play will be provided. Discussions are continuing with City Council officers concerning school access to offsite playing fields.

2. JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £621,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED523**

NAME OF SCHEME: CHENEY SCHOOL – NEW SPORTS HALL

COMMITTEE(S): **Education** Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins' initial estimate

3. INTRODUCTION AND DESCRIPTION OF PROJECT

Although this scheme is not part of the City Schools Reorganisation, work needs to be taken forward concurrently with the major building project at Cheney Schools. As the new sports facility will be required from September 2002, building work will need to commence in July/August 2001.

This scheme will provide the school with a four court sports hall, seminar room, changing rooms, toilets, fitness area and storage.

4. JUSTIFICATION AND ASSESSMENT OF NEED

This remains unaltered from the outline project appraisal.

When the building work associated with the changes in the school system is completed in 2003, Cheney School will only have one indoor space (gymnasium) to cater for 1,400 students. The provision of a large indoor facility will therefore be required to enable the school to meet its curricular requirements in physical education. The construction of a sports hall at Cheney School will be in keeping with this committee's capital investment strategy of providing, as resources permit, sports halls at all Oxfordshire's secondary schools.

3. OTHER OPTIONS

The only other option would be to provide the school with a replacement small indoor space (gymnasium). If this option was progressed, the school will continue to have difficulty in providing sufficient indoor space for physical education lessons when half year groups are timetabled for games.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost, inclusive of fees, of the new sports facilities is £1,000,000. The costs will be met from capital receipts accruing from the disposal of education properties.

(ii) Revenue

All maintenance and running costs will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are none arising from this work.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the Council, when environmental and landscaping requirements will be taken into account.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED503**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
CUTTESLOWE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

5. INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Cutteslowe First School to function as a 330 place primary school from September 2002, within the new two tier school system in Oxford City.

The scheme comprises a mix of new buildings (2 new classrooms plus associated storage and cloak spaces, and an ICT room) and the conversion of 2 existing non teaching spaces (staff room and family room) to provide 2 additional classrooms. The staffroom and family room will be reprovided by converting a toilet/cloak area and meeting room respectively.

Externally, additional hard play will be provided as an extension of the existing hard play area.

6. JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £348,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED 506**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION

NEW HINKSEY CE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

7. INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable New Hinksey CE First School to function as a 180 place primary school from September 2002, within the new two tier school system in Oxford City.

The scheme at this school involves the use of the existing nursery space as a classroom, and the construction of a new nursery and associated school and church facilities on church land across the road from the school. The scheme has the full support of the local vicar and the Parochial Church Council, who have been formally consulted on the scheme. A legal agreement is currently being drawn up to safeguard the County Council's, governors' and church's interests in the new nursery facility.

8. JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £381,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED504**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
LARKRISE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

9. INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Larkrise First School to function as a 420 place primary school from September 2002, within the new two tier school system in Oxford City.

The scheme includes the provision of 4 new classrooms plus associated storage, cloak spaces and pupil toilets, an enlarged staffroom, created through internal adaptations, the provision of an office space lost as a result of enlarging the staffroom, and the provision of 2 new small group rooms. (The last of these items is being funded from the school's devolved capital budget.)

An additional area of hard play is also being provided.

10. JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £669,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED507**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION

ORCHARD MEADOW FIRST SCHOOL/WESLEY GREEN MIDDLE SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Orchard Meadow First School to function as a 630 place primary school from September 2002, within the new two tier school system in Oxford City.

This will be achieved by using the school buildings of both Orchard Meadow First School and Wesley Green Middle School. The former will provide accommodation for an extended nursery, two reception classes, three Year 1 classes and three Year 2 classes. The latter will accommodate Years 3, 4, 5 and 6.

The major building work will be limited to the existing nursery class, which will be extended to the provision of a new corridor which will enable staff and pupils to move between the two school buildings without travelling through the hall, and the enhancement of the existing reception/ entrance area of the Orchard Meadow School building as these have been identified as the new entrance/reception for the new primary school.

In the present Wesley Green School buildings, a new IT space will be provided through internal alterations, as will additional pupil toilets, as some will be lost with the creation of the new internal corridor.

Externally, a new hard play area will be provided to the rear of the school to compensate for that lost at the front of the school where there is a need to separate cars from pedestrians.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £215,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED521**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
OXFORD UPPER SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins Estimate based on Agreed Sketch Scheme

1 DESCRIPTION OF PROJECT

The building work detailed below is required to enable Oxford Upper School to function as an eight form entry, 11 – 18 secondary school (1,350 places inclusive of sixth form) from September 2002, within the new two tier school system in Oxford City.

The major works at Oxford School include the construction of a new three storey, 21 class general teaching block, a new single storey drama and music block (4 classrooms) and a replacement sixth form common room, which will have been given up to provide space for a new science laboratory. Two additional science laboratories will be provided through a process of internal adaptations. An extension to the dining area will also be included in the scheme.

The major works set out above require the demolition of the building used by the Music Service. In the short term, the Music Service facilities will be accommodated within other spaces at Oxford School and at Milham Ford School. Discussions are continuing concerning the permanent home for the Music Service.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £3,545,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED522**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
PEERS UPPER SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on Agreed Sketch Scheme

1 DESCRIPTION OF PROJECT

The building work detailed below is required to enable Peers Upper School to function as an eight form entry, 11 – 18 secondary school (1,350 places inclusive of sixth form) from September 2002, within the new two tier school system in Oxford City.

The major work at Peers School includes the construction of a new 13 classroom block, consisting of specialist spaces for technology, 6 general teaching spaces, staff resource area, heat treatment bay and storage. The existing technology spaces will be converted to create 3 science laboratories , prep room, 3 general teaching rooms and a resource area. Additional pupil toilet accommodation will be provided on site. An additional new general teaching room will be created in the existing sixth form area, which will need to be realigned to provide a quiet study area, meeting space and computer study area.

Externally, the school will need to be provided with additional hard play area. This can best be achieved by relocating the car park to an area adjacent to the on site sports centre.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £2,165,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED508**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
PEGASUS FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch plan

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Pegasus First School to function as a 420 place primary school from September 2002, within the new two tier school system in Oxford City.

This scheme comprises the provision of two new classrooms plus associated storage, cloak spaces and pupil toilets, an enlarged staff room and new corridor, which will enable staff and pupils to move between the school's administration areas without travelling through the hall.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £328,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED511**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
ST. CHRISTOPHER'S CE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins Initial Budgetary Assessment

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable St. Christopher's CE First School to function as a 10 class primary school from September 2002, within the new two tier school system in Oxford City.

The work includes the provision of 4 new classrooms plus associated storage, cloak spaces and pupil toilets, and an ICT space. Externally, additional hard play will be provided.

The scheme also includes a nursery class, for which separate funding was approved by the Early Years Sub Committee in September 2000.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £836,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED512**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
ST. EBBE'S CE AIDED FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: Estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable St. Ebbes CE Aided First School to function as a 300 place primary school within the new two tier school system in Oxford City from September 2002.

The work includes the construction of 4 new classrooms, with associated storage, and pupil toilets and cloakrooms. It also involves the conversion of an existing small classroom for use as an ICT space, the enlargement of the staffroom, via internal adaptations, and the provision of additional hard play. The last of these will require a rationalisation of the school's car parking, which may be achieved by school use of the County Council's staff car park which is located across the road from the school.

The opportunity is being taken by the Diocesan Board of Education to provide the school with a new headteacher's room and secretary's office, funded through their own minor works programme.

2 JUSTIFICATION

The justification remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £625,000. The cost of £504,000 will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund. The balance of £121,000 will be met by the School and the Diocese through the VA minor works allocation

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED513**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
ST. FRANCIS CE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable St. Francis First School to function as a 280 place primary school from September 2002, within the new two tier school system in Oxford City.

The building work at St. Francis includes two new classrooms, plus associated storage, cloak spaces and pupil toilets. The new buildings have been designed in such a way to enable future new classrooms to be linked to them within a secure courtyard area. An ICT space and servery will be provided by converting the existing kitchen. An additional hard play area will also be provided at the school.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £288,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED514**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
ST. MICHAEL'S CE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable St. Michael's CE First School to function as a 210 place primary school from September 2002, within the new two tier school system in Oxford City.

The work at St. Michael's First School includes the provision of 2 new classrooms, associated storage, and toilet and cloak spaces. A new ICT space and extended staffroom will be provided from within the school's existing accommodation. An additional 660m2 of hard play is included in the scheme.

A new headteacher's office and secretarial space will also be provided, funded from a combination of devolved formula capital funding and other school funds.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £406,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED516**

NAME OF SCHEME: **OXFORD CITY SCHOOLS REORGANISATION**
WINDALE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Windale First School to function as a 420 place primary school from September 2002 within the new two tier school system in Oxford City.

The work involves the creation of two new classrooms, plus associated storage, pupil toilets and cloakroom provision, an ICT facility and an increased hard play area. A new general purposes room, which is also included in the scheme, is being financed by the school from its devolved formula capital fund.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £409,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED518**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION

WOLVERCOTE FIRST SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

1 INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Wolvercote First School to function as a 270 place primary school from September 2002, within the new two tier school system in Oxford City.

The scheme involves the construction of 2 new classrooms, plus associated storage, cloak spaces and pupil toilets, and a replacement staff room and staff toilets lost through the creation of a new ICT room in the existing staff room. As the scheme requires the demolition of the existing nursery building, the nursery will be relocated into the school's existing hall/kitchen/dining area. Discussions with the City Council regarding the provision of a joint school and community hall are currently taking place. Officers intend bringing a separate project appraisal for the joint hall facility to a future meeting, when the City Council's plans and funding are confirmed.

2 JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £ 453,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

DETAILED PROJECT APPRAISAL **APPRAISAL NO. ED520**

NAME OF SCHEME: OXFORD CITY SCHOOLS REORGANISATION
CHENEY UPPER SCHOOL

COMMITTEE(S): Education Start Year: 2001/2002

BASIS OF ESTIMATE: W.S. Atkins estimate based on agreed sketch scheme

11. INTRODUCTION AND DESCRIPTION OF PROJECT

The building work detailed below is required to enable Cheney Upper School to function as an eight form entry, 11 – 18 secondary school (1,400 places inclusive of sixth form) from September 2002 within the new two tier school system in Oxford City.

The major works at Cheney School include the construction of a new two storey building comprising a mix of specialist and general teaching accommodation (8 technology spaces and 13 general teaching spaces), a new assembly hall, 3 new science laboratories and pre room, staffroom and administrative offices. The scheme also includes the conversion of 3 technology spaces to create 3 additional science laboratories.

Externally there will need to be some improvements to on site car parking.

12. JUSTIFICATION

This remains unaltered from the outline project appraisal.

The work at this school is necessary to enable the LEA to fulfil its legal responsibilities to provide accommodation for children in this area of Oxford given the reorganisation of the school system, and to enable the reorganisation to proceed upon the agreed timetable.

The educational justification for the reorganisation as a whole is included within reports which were presented to Education Committee on 15 July 1999, 2 February 2000 and 6 June 2000. Amongst other things, these reports referred to the current splits both at Key Stage 2 and Key Stage 3, with the resultant poor lines of accountability; the difficulty in teacher recruitment in middle schools and the small number of national teacher training courses aimed at the middle years; concerns over pupil performance in the city; pupil performance dips upon school transfer; savings in revenue as a consequence of the reorganisation; and the ability the reorganisation allows to concentrate specialist teachers and specialist accommodation where the national curriculum demands in Key Stage 3 and above.

3. OTHER OPTIONS

The only other option which would enable the reorganisation proposals to be implemented would be for the expansion at this school to be provided through the use of temporary classrooms.

Officers do not consider this option to be an appropriate response to the requirements of the reorganisation.

4. FINANCIAL IMPLICATIONS

(i) Capital

The estimated total cost of the scheme, inclusive of fees, is £3,983,000. These costs will be met from the budget earmarked for the schools reorganisation, which will include receipts secured through site disposals, government loan sanction provided as part of Oxfordshire's Annual Capital Guideline (ACG) and grant provided through the Government's Standards Fund.

(ii) Revenue

The revenue costs (including day to day and structural repairs) will be met from the school's delegated budget under the Council's Fair Funding arrangements.

5. STAFF IMPLICATIONS

There are no staffing implications arising from this specific appraisal which have not been addressed as part of the personnel arrangements for the reorganisation as a whole.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be specified in the application for the planning consent.

G.M. BADMAN
Chief Education Officer

CHRIS GRAY
County Treasurer

DAVID YOUNG
Director of Environmental Services

Contact Officer: Keith Borien, Senior Education Officer Tel. 01865 815636

March 2001

EDUCATION COMMITTEE – 20 MARCH 2001
AGENDA ITEM ED23

DEVELOPING EARLY YEARS PROVISION FOR 3 YEAR OLDS

Report by the Chief Education Officer

Introduction

1 The Best Value & Audit Sub-Committee on 21 February endorsed the BV3 and BV4 outcome of the BV review for Early Years and Childcare, including an amendment as follows:

> 'With the government's initiative to increase funding for 3-year olds, the Council should take urgent action to ensure places are available for children whose parents want places. The officers are instructed to report urgently to the Education Committee and the EYD&CP on whether the County Council can increase provision taking into account sustainable funding streams being available.'

2. This reports sets out the potential opportunities and constraints for increasing provision, with a recommended timetable for action.

Background

3. In 1998 the previous 'nursery voucher' scheme was replaced by the Early Years Development and Childcare Partnerships and Plans with statutory responsibility for ensuring the provision of funded education for all four year olds, whilst retaining the choice for parents as to the type of setting in which the children are educated. Eligible settings include LEA nursery schools and classes, early years units, and first and primary schools for rising 5s. Eligible private and voluntary settings include voluntary pre-schools, private nursery schools, independent schools and day-care settings. In order to receive funding, the setting must be endorsed by the EYDCP and inspected by Ofsted.

3 year-old Funding

4. Government funding for pre-school education was extended to 3 year olds for the first time in 2000. Funding can only be claimed for **new** places within the maintained sector, but private and voluntary sector settings can claim grant funding for **existing** places which were previously paid for by fees from parents. Funding for new places within the maintained sector can only be reclaimed from the DfEE for the first year, whereas funding for the private and voluntary settings is ongoing. The Local Authority is required to the fund subsequent years for maintained provision from Revenue Support Grant. The calculations which determine the Standard Spending Assessment are affected by the number of 4 year olds attending full and part-time pre-school education, but this does not apply to 3 year olds, so an increase in places will not attract additional funding beyond the first year.

5. The Government has given the following indicative allocations for 3 year old grant funding for Oxfordshire for the next 3 years:

Year	Number of additional funded places (cumulative)	Grant funding (cumulative)	Status
2000/2001	234	£271k	Actual

2001/2002	1977	£2349k	Planned
2002/2003	2756	£3357k	Indicative
2003/2004	3525	4399k	Indicative

6. This funding will be sufficient to fund one term for all 3 year olds (i.e. the term in which they become 4 years old) from April 2001, and 2 terms from September 2002. Additional entitlement will be offered to children from families in receipt of means tested benefits. By 2004 funding will enable a universal entitlement to 3 terms of funded education at age 3. Take up is anticipated to be no higher that 85% of the 3 year old population, because many parents choose to keep their children at home at this age, or to only take up 2 or 3 sessions per week.

7. The County Council and the Early Years Development and Childcare Partnership have a statutory duty to ensure sufficient provision for a funded pre-school education place for all children whose parents want one. Most additional funded places are likely to be existing places, in the private and voluntary sectors, which are currently charged to parents. As there is a high level of participation by 3 year olds in these settings already, new places will only need to be targeted in areas of identified shortfall in order for the County Council to meet its duty to ensure sufficient provision.

Current Participation Rates and Trends – 3 and 4 year olds

8. Participation rates by 3 and 4 year olds in funded pre-school education over the last 3 years indicate a relatively stable picture with a very slight overall rise in percentage of pupils attending LEA sector provision (See Annex A). This is as anticipated under current policy for Early Years development. Citizens Charter indicators place Oxfordshire in the bottom quartile nationally for the percentage of Children under 5 in local authority maintained schools (as percentage of all 3 and 4 year olds).

9. Concerns have been raised about under-occupancy in nursery provision. Detailed analysis of the figures suggests that increased under-occupancy levels in 2001 are created by very localised circumstances in a few settings combined with a dip in population figures. The current global total level of under occupancy in nursery provision is approximately 10%. 88% of these unoccupied places are accounted for in just 15 classes. Local solutions such as marketing and extending services to include full-time wraparound childcare, together with a projected upturn in population figures should improve on this figure in the short and longer term.

Foundation Stage Curriculum

10. The foundation stage curriculum is a new statutory phase of learning for children from the age of 3 to the end of the reception year. As funding comes on stream to enable all children to access this curriculum, it will be important to consider continuity and progression. Currently many children attend 2 or 3 settings during this phase – typically a playgroup, a nursery school or class and then a reception class. Most children spend at least the final part of the foundation stage within a reception class, as they are by then of compulsory school age. Headteachers are grappling with challenges of providing a coherent framework for the delivery of this curriculum, and of meeting the standards of provision in terms of indoor and outdoor learning and teaching environment, staffing qualifications and ratios.

11. Continuity and progression are important factors in providing the best possible learning opportunities for children at this stage. The Early Years Development and Childcare Plan encourages the development of partnership provision – for example between a primary school and a playgroup on the school site, to ensure that the foundation stage curriculum is experienced by the child as a coherent stage, appropriately challenging and as seamless as possible. The County Early Years Unit scheme is being revised in order to promote more formal partnerships of this kind.

Quality of Provision and Special Needs

12. National research indicates that overall, maintained sector provision - particularly in nursery schools - is of higher quality than other sectors. In Oxfordshire comparison of Ofsted data demonstrates that collectively private and voluntary settings in Oxfordshire perform better than the national average. This can be largely attributed to the Oxfordshire Early Years Development and Childcare Partnership's comprehensive strategy for monitoring and raising quality in all settings receiving government funding, which has high profile for good practice nationally. The strategy is managed by the Advisor for Early Years within the LEA, reporting to the Quality Taskgroup of the EYDCP. It includes advice and support to all settings by a qualified Early Years Partnership Worker, monitoring of all settings and comprehensive training packages based on needs identified by the Partnership Workers during their monitoring visits.

13. As funded places for 3 year olds increase, it will be essential to expand the scheme to ensure that all children are receiving high quality provision, whichever setting they attend. Additional support for children with Special Educational Needs will be of particular importance, as staff in these settings need to develop the skills to identify and support children with special needs at a younger age. The Government has set specific targets for the involvement of a qualified teacher in every setting and for area SENCOs and training.

Childcare and Integrated Services

14. Any planned expansion of maintained sector education for 3 and 4 year olds should include plans for developing appropriate childcare and services within the resources available.

> The National Childcare Strategy supports the development of childcare services 0 – 14. Oxfordshire's targets for expansion are set out in the Early Years Development and Childcare Plan, and new developments are supported by Childcare Grant and New Opportunities Funds. Wraparound childcare enables pre-school children to access their entitlement to a half-time funded education place and provision for childcare in one setting. The lack of such opportunities within the maintained sector early years provision is often quoted by parents as being a major obstacle to enabling their children to attend LEA nursery schools and classes. Officers are working with individual schools to pilot the creation of such services where there are sufficient resources in terms of premises and start up costs to do so. School governors are not constituted to manage and charge for childcare services, which therefore need to be managed in partnership with a voluntary committee or private provider. The Government is considering changing governors' powers in this respect in the coming year.

15. There are several new funding sources available for the development of integrated services in areas of disadvantage e.g. Early Excellence, Sure Start and the Neighbourhood Nursery initiative. Oxfordshire's allocations for these types of initiative are relatively small, due to the county's economic profile, however maximum use is being made of those resources available to target provision in areas of high need.

<u>Potential for increasing Participation in LEA Provision</u>

16. The main arguments in favour of continuing to expand LEA provision are as follows:

- LEA nursery schools and classes generally offer a higher quality of early years education than settings in the non-maintained sector
- Admission of a larger number of three year olds would bring some financial benefits to the County for the first year in which any new places are created.
- Early admission into the maintained sector provides greater continuity for most children. There is less need for them to 'chop and change' between settings as they often have to

now

- Early admission would make it easier for schools to organise more coherent and effective provision for the whole of the Foundation Stage of Learning.

17. The main arguments against the LEA expanding provision for three year olds are:

- It may threaten the viability of quite a large number of providers in the voluntary sectors and create resistance in the EYDCP.
- It would require significant additional financial support from the County Council budget, both in terms of capital for new teaching accommodation, and also for revenue support beyond the first year.

Options for Developing Early Years and Childcare Provision in LEA Schools

18. The following options are currently being actively explored and developed:

i) Revision of the current scheme for Early Years Units to actively promote partnership units between a school and voluntary or private pre-school on the school site. These units could cater for 3, 4 and 5 year olds. The first applications for this type of provision will be seeking County Council approval in May 2001.

ii) Changing the point of entry to primary schools in order to allow some four year olds to be admitted to school slightly earlier than at present. For example, the three current points of admission – September, January and April – could be reduced to just two: September for the Autumn-born rising fives, and January for all Spring and Summer-born rising fives. This is the most common pattern of admission nationally.

iii) Changing the point of admission as above, whilst also altering the current policy for part-time admission at rising 5 to full time. This would maximise the Revenue Support Grant allocation for under 5s and enable the changes to become self-financing by the third year after the change was implemented, and thereafter create a new funding stream for the Local Authority to support the development of new early years provision.

iv) Development of the free standing nursery schools and family centres into integrated provision for early education, childcare and family support using models developed by the Early Excellence Centres and Sure Start. These centres to be located in areas of deprivation, and operate all year round, including school holidays. Develop new provision funded through the Neighbourhood Nurseries Initiative and the expansion of the Early Excellence programme.

v) Supporting the development of childcare in schools, including wraparound childcare for children attending early years provision part-time (Supported by New Opportunities Funds)

19. The following further options are also being considered:

vi) Exploring the options of creating a more coherent framework of early years provision by changing early years units and nursery classes to 'foundation stage units' to take children aged 3 to the end of the reception year. Advice is being sought on the definition of this kind of provision with regard to admissions, and the organisational challenges presented in terms of premises, admissions and funding.

vii) A more rapid expansion of the programme of early years development programme. Currently the Early Years Development Budget provides capital for one or two nursery classes per year. The County Council may wish to increase the level of funding and develop a programme of nursery classes/early years units in schools which currently do not have them.

<u>Targets in Early Years and Childcare Planning and Development</u>

- April 2001 – Approval of the Early Years Development and Childcare Plans by the DfEE

- May 2001 – report to Children and Young Peoples Sub-committee on the outcome of the Best Value Review of Early Years and Childcare

- May 2001 – report to Education Management Sub-committee for approval of revised guidance for developing Early Years Units, including proposals for partnership early years units with private and voluntary sector groups.

- June 2001 - begin consultation on proposals to change primary and first school admissions policies (with effect from January 2003)

- October 2001 – further report to education on progress of the options and developments outlined in paragraphs 17 and 18, including any proposals for changes in admission patterns and resource implications for 2002/03

Staff and Financial Implications

20. There are no immediate staffing or financial implications arising from the recommendations of this report.

Implications for People Living in Poverty

21. The strategies referred to in this report and detailed in related documents such as the Best Value Review for Early Years and Childcare and the Early Years Development and Childcare Plan, support equality of access to high quality provision for all children, whilst targeting additional resources at children in families of highest need.

RECOMMENDATION

22. **The Committee are RECOMMENDED to:**

(a) request officers to consult as appropriate on the options outlined in paragraphs 17 and 18; and

(b) request officers to bring further specific proposals pertaining to these options to the Education Committee in October, for implementation from 2002/03.

G M Badman

Chief Education Officer

Background Papers:

- Report to Best Value and Audit Sub-Committee 22/2/1 – Early Years and Childcare Best Value Review
- Early Years Development and Childcare Strategic Plan (2001 – 2004)
- Additional Government Funding for Three Year Olds - Briefing Note for Members, Rick Harmes, PEO, 29 January 2001

Contact Officers: Annie Davy, Education Officer (Tel: 01865 815493)

March 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ED24

Education and Social Services Committees

CHILDREN'S & YOUNG PEOPLE'S SUB-COMMITTEE – 25 JANUARY 2001

MINUTES of the meeting commencing at 10.00 am and finishing at 12.40 pm

Present:

Voting Members:

Councillors Jerry Dempsey, Dr M. Evans, Margaret Ferriman (in place of Councillor Ted Cooper), Neville F. Harris, Brian L. Hook, Mrs Diana Ludlow, MacKenzie, Julie Mayhew-Archer, Sandra Mold, Janet Morgan, Keith Strangwood, David Turner and Harry Wyatt (in place of Councillor Janet Godden).

Susan Matthew (under DfEE Circular 19/99).

Non-Voting Members:

Ms J. Connelly and Dr. I. MacLagan.

Ex Officio:

Councillors Shereen Karmali (in place of Councillor Brian Hodgson) and Keith Mitchell.

Officers:

Whole of meeting: G. Malcolm and J.A. Dean (Chief Executive's Office); Director of Social Services and M. Simm; G. Tee (Education Department); C. Wright (County Treasurer's Department).

Part of meeting: J. Bowley (Education Department).

The Sub-Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, together with supplementary information relating to Agenda Item 12, copies of which agenda, reports and supplementary information are attached to the signed Minutes, and in relation thereto determined as follows:-

1/01 ELECTION TO CHAIR

RESOLVED: that Councillor Mayhew-Archer (Liberal Democrat) be elected to chair the meeting.

2/01 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence, temporary appointments and Group Leader substitutions were reported as follows:-

<u>Apology from</u>	<u>Temporary Appointment/Substitute</u>
Councillor Cooper	Councillor Ferriman
Councillor Janet Godden	Councillor Wyatt
Councillor Hodgson	Councillor Karmali
Father Hartley	-
Dr D. Jones	-
Mrs R. Peacocke	-

3/01 DECLARATIONS OF PECUNIARY AND NON-PECUNIARY INTERESTS

Councillor Strangwood declared an insubstantial, non-pecuniary interest in Agenda Item 11(a).

4/01 MINUTES

The Minutes of the meeting of the Sub-Committee held on 19 October 2000 were approved and signed.

5/01 PETITIONS AND PUBLIC ADDRESS

The following request to address the meeting had been agreed:

<u>Request from</u>	Agenda Item
District Councillor Jim Vine	11(b) – The Britannia Road Family Centre, Banbury.

7/01 ORDER OF BUSINESS

RESOLVED: that Agenda Items 11(b) and 11(a) be taken after item 7.

8/01 Early years development & childcare planS 2001-2004
(Agenda Item 7)

The Sub-Committee considered a report (CYP7) which set out the requirements and key issues relating to the DfEE Planning Guidance for Early Years Development & Childcare Partnerships. Members also had before them a draft three year strategic Early Years Development and Childcare Plan for 2001-2004, together with an Implementation Plan for 2001-2002.

<u>RESOLVED</u>: (on a motion by Councillor Mackenzie seconded by Councillor Mayhew-Archer and carried nem con) to:

(a) note that the officers had commenced consultation with the Early Years Development and Childcare Partnership and the Divisional Liaison Panels on the draft Early Years

Development and Childcare Strategic Plan 2001 – 2004 and the Implementation Plan for 2001 – 2002;

(b) approve the first draft of the Plans in principle, and authorise the Children's and Young People's Urgency Sub-Committee to consider and approve the final plans at a meeting to be held on 23 February 2001 for submission to the DfEE by 1 March 2001; and

(c) request the officers to take a report to the 20 March 2001 Education Committee outlining in more detail the implications of the Early Years Development and Childcare Planning Framework and the Strategic Plan on the expansion of nursery education for 3 and 4 year olds, the implementation of the Foundation Stage Curriculum and the involvement of schools in developing childcare provision.

9/01 FAMILY CENTRES
(Agenda Item 11(a) and (b))

(b) **<u>The Britannia Road Family Centre, Banbury</u>**

This item had been included in the agenda at the request of Councillor Keith Strangwood in accordance with Standing Order 19(4).

Prior to consideration of this item, the Sub-Committee were addressed by District Councillor Jim Vine who described how the Centre was coping with the reductions the Centre had had to make as a consequence of the reductions in funding made by the County Council as part of the 1998 Budget. Councillor Vine also drew members' attention to a petition that was underway in support of the statements made in his address.

Councillor Strangwood then spoke to the item, explaining that the Centre had had its funding reduced to £98,000 per annum from £146,000 since 1998 and had had to suffer the loss of two staff as a consequence. He pointed out that people were assuming incorrectly that there had been no staff cuts because the Centre had been raising £7,000 funding per annum themselves to cover the loss of the kitchen staff.

Mr Simm pointed out that rather than implementing the closure of some Family Centres, the Council had chosen to keep all the County's Family Centres open on a reduced budget. Each were currently in receipt of the same budget. He added that no further cuts had been made to Family Centres funding during the last two years despite major cuts to the Social Services Budget, including £4 million cuts to Children's Services alone. Mr Simm also pointed out that all Family Centres had been encouraged to take advantage of available financial assistance via other sources. At the time the budget cuts were made, the informal Member/Officer Working Group on Family Centres had taken a detailed look at the pattern of usage across the County. He concluded by pointing out that all Family Centres had subscribed to the principles and practices for Family Centres which had been established in 1998.

<u>RESOLVED:</u> (on a motion by Councillor Mackenzie, seconded by Councillor Julie Mayhew-Archer and carried nem con) to request the officers to arrange a visit by all members of the Sub-Committee to the Britannia Family Centre, for which transport, where required, would be arranged by the Director of Social Services, or for which the appropriate members' travel allowance would be payable.

(a) **<u>The Sunshine Centre, Bretch Hill, Banbury</u>**

At the 19 October 2000 meeting Councillor Strangwood, as local member for Banbury (Ruscote) had brought the Sub-Committee's attention to the work undertaken by the Sunshine Centre over the last three years and their hope that the County Council could consider core funding for the Centre. The Project Leader, Mrs Jill Edge and Mrs Margaret Twydell then gave a presentation on the work of the Centre. Members considered that a *further report on existing opportunities for funding which the Centre could access would be useful.*

A Healthy Living Centre bid, led by the Sunshine Centre and supported by the County Council, had been submitted at the end of December 2000.

RESOLVED: (on a motion by Councillor Mayhew-Archer seconded by Councillor Mackenzie and carried nem con) to note and confirm the County Council's support of the Healthy Living Centre bid.

10/01 QUALITY PROTECTS MANAGEMENT ACTION PLAN 2001/2002
(Agenda Item 8)

In 1998 the Government launched the Quality Protects initiative, a three year programme designed to transform services and outcomes for vulnerable children by setting clear objectives for children's Social Services. Each social services authority, in conjunction with other Council departments and Health, had been given the responsibility for producing Management Action Plans for submission to the Department of Health, setting out how it was intended to achieve the Government objectives. A Children's Special Grant, rising annually, had been allocated on the basis of the approved Plan. The three year approved plan programme had been extended to five years and further specific funding, conditional upon the successful submission of a Management Action Plan, had been allocated.

The Sub-Committee considered a report (CYP8) which gave a brief summary of the process for the production and submission of the Management Action Plan 2001/2002 and sought approval to its content.

RESOLVED: to:

(a) approve the Management Action Plan 2001/2002 for submission to the Department of Health;

(b) (on a motion by Mrs Matthew, seconded by Councillor Mayhew-Archer and carried nem con) thank all the officers involved for their work in producing the Management Action Plan in such a limited time scale and similarly to thank those involved in producing the Plans referred to in Agenda Items 7 and 9.

11/01 CHILDREN'S SERVICES PLAN 2001/2004
(Agenda Item 9)

At the 19 October 2000 meeting the Sub-Committee had received a report outlining the form of a new Children's Services planning framework, for which draft guidance had been published in April 2000 for consultation purposes.

The Sub-Committee were circulated with a draft Children's Services Plan which had been substantially updated in the light of the consultation. Also before them was a report (CYP9) which included an indication, where appropriate, of where priorities for additional expenditure should be identified.

RESOLVED: (on a motion by Councillor Hook seconded by Councillor Dempsey and carried by 13 votes to 0) to approve the Children's Services Plan 2001/2004 for publication subject, on page 29, to the 75% target proposed for all schools to have a drugs education and drugs related incidents policy by the end of year 1, 2001, being increased to 100%.

12/01 ACHIEVEMENT OF CHILDREN IN PUBLIC CARE IN OXFORDSHIRE

(Agenda Item 10)

The Sub-Committee considered a report (CYP10) which described progress made in implementing the Service Plan 'Improving the Educational Achievement of Children Looked After'. The report also summarised the educational experiences of children in public care in Oxfordshire in the year 1999/2000 and described new developments.

RESOLVED: (on a motion by Councillor Mayhew-Archer seconded by Councillor MacKenzie and carried nem con) to:

(a) receive the report;

(b) confirm that officers should continue to pursue the strategies and developments outlined within the report; and

(c) (i) request the officers to arrange a seminar, to take place on 5 April 2001, to which all members of the County Council be invited, on the educational achievements of children and young people in public care in Oxfordshire;

(iii) deem the seminar an approved duty for the purpose of members' allowances for all members of Council.

13/01 ATTENDANCE AT MEETINGS OF EARLY YEARS DEVELOPMENT & CHILDCARE PARTNERSHIP – CLAIM FOR MEMBERS ALLOWANCES

(Agenda Item 12)

This item had been included in the agenda at the request of Councillor Dr M. Evans in accordance with Standing Order 19(4).

On 20 November 1997 the Early Years Sub-Committee, when approving the establishment of the countywide Early Years Development & Childcare Partnership and appointing the three Sub-Committee Spokespersons as the County Council's representatives, had resolved that their attendance would not be eligible for allowances at that time. The Sub-Committee reviewed the decision and expressed their appreciation to the Group Spokespersons for their work.

RESOLVED: (on a motion by Councillor MacKenzie seconded by Councillor Dr Evans and carried by 10 votes to 0) that meetings of the Early Years Development and Childcare Partnership and Task Groups be deemed approved duties for the purposes of members' allowances for the Sub-Committee's Group Spokespersons.

14/01 Update on CONSULTATION WITH CHILDREN AND YOUNG PEOPLE IN OXFORDSHIRE

(Agenda Item 13)

At the 13 July 2000 meeting, the Sub Committee had received a report from Dr MacLagan, Oxfordshire's Children's Rights Commissioner (Minute 8/00) which identified why children should be consulted on matters that affected them, and which proposed the development of the Oxfordshire Youth Consultation Network. Members had requested that a further report on the development of the Network be submitted to this meeting. The Sub-Committee considered a report (**CYP13**) which described the current position with regard to the development of the Network and which also gave an overview of other related developments.

RESOLVED:

(a) to continue to support the development of an appropriate forum of the Oxfordshire Youth Consultation Network to work with the Children & Young People's Sub-Committee to consult on policy developments and undertake specific consultation;

(b) that the County Council's consultation with young people could be achieved via an advisory group of the Oxfordshire Youth Consultation Network;

(c) to note the resource requirement to deliver a coherent and co-ordinated consultation strategy as identified in paragraphs 2 and 5 of the report; and

(d) to request the officers to submit a further report on the development of the Network to a future meeting of the Sub-Committee.

15/01 URGENCY SUB-COMMITTEE*

(Agenda Item 14)

RESOLVED: that the unconfirmed Minutes of 14 November 2000 be received.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED25

COMMUNITY EDUCATION (YOUTH & ADULT) SUB-COMMITTEE – 29 JANUARY 2001

MINUTES of the meeting commencing at 2.00 pm and finishing at 3.50 pm

Present:

Voting Members:

Councillors Brenda Churchill, A.D. Crabbe, Margaret Ferriman, Mrs Anda Fitzgerald-O'Connor, Tim Horton, Mrs Diana Ludlow, David Nicholson, C.H. Shouler (in place of Councillor Jerry Dempsey); Craig Simmons, Olive Stedman and Sylvia Tompkins.

Mr A. Gear.

Non-Voting Members:

Ms M. Stiles and Mr M. Watkinson.

Ex Officio:

Councillors Shereen Karmali (in place of Councillor Brian Hodgson) and Janet Morgan (in place of Councillor Margaret Godden).

Officers:

Whole of meeting: J.T. Hehir and D. Mitchell (Chief Executive's Office); R. Ashwell, M. Hanaway and R. Harmes (Education Department).
Part of meeting: Director of Cultural Services, M. Prichard (Education Department).

The Sub-Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting together with supplementary information relating to items 7 and 9, copies of which agenda and reports and supplementary information are attached to the signed Minutes, and in relation thereto determined as follows:-

6/01 ELECTION TO CHAIR

RESOLVED: that Councillor Ferriman (Labour) be elected to chair the meeting.

7/01 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence and temporary appointments were reported as follows:-

Apology from	Temporary Appointment
Councillor Dempsey	Councillor Shouler
Councillor Margaret Godden	Councillor Janet Morgan
Councillor Karmali	Councillor Hodgson
Councillor Mitchell	-
Father John Baggley	
Mrs Brighouse	
Ms Stansfield	

8/01 DECLARATIONS OF PECUNIARY AND NON-PECUNIARY INTERESTS

Councillor Ferriman declared an insubstantial non-pecuniary interest in relation to Agenda Item 9; Councillors Morgan and Fitzgerald O'Connor declared insubstantial non-pecuniary interests in Agenda Item 8.

9/01 MINUTES

The Minutes of the meeting of the Sub-Committee held on 30 October 2000 were approved and signed.

10/01 MATTERS ARISING FROM THE MINUTES

Minute 43/00 – Adult Learning Plan (2001-2002)

Mr Harmes reported that the plan had been submitted to the Department for Education & Employment in December 2000. Officers had been informed that the Learning & Skills Council had recommended the plan for approval. A response was expected in the next few weeks.

11/01 PETITIONS AND PUBLIC ADDRESS

The following request to address the meeting had been agreed:

Request from	Agenda Item
Mr T. Neale, Chair of the Mill Management Committee	9 - The Mill Education and Arts Centre.

Mr Neale addressed the Sub-Committee on behalf of the Mill Management Committee, and asked members to endorse the officers proposals for the two year development phase at the Mill but to refer back the proposal to restructure the staffing at the Mill for further consideration. He considered that the proposal to appoint a Development Manager would pre-empt the development phase at the Mill and disrupt the current management structure.

12/01 ORDER OF BUSINESS

RESOLVED: to vary the order of business as indicated in the Minutes.

13/01 FUTURE DEVELOPMENT OF THE MILL CENTRE, BANBURY

(Agenda Item 9)

The Committee considered a report (CE9) which set out the issues that had been highlighted in the recent review of The Mill, which was completed in October 2000 and was based on discussions with officers, Management Committee members, staff, users and external stakeholders.

The Director of Cultural Services, introducing the report, stressed that The Mill had been very successful, but that a new development director post at the The Mill would help The Mill reach unfulfilled potential. The report was also due to be considered by the Cultural Services Committee in March.

RESOLVED to:

(a) note the main outcomes of the recent review of The Mill;

(b) **endorse the proposed future direction of The Mill as a 'high quality arts centre with learning and participation at its core';**

(c) endorse a two year development phase at The Mill starting in September 2001 and the negotiation of a partnership agreement with Cherwell District Council and with Southern Arts;

(d) note that officers would present further progress reports to the Sub-Committee on a regular basis, including a report within a year's time.

14/01 IMPLEMENTATION OF THE YOUTH SERVICE DEVELOPMENT PLAN

(Agenda Item 7)

The Sub-Committee considered a report (CE7) which outlined the agreed Youth Service Development Plan including the implementation of the plan and highlighted new developments and resource needs for completion of planned work and implementation of new work.

RESOLVED: (on a motion by Councillor Horton, seconded by Councillor Nicholson and carried nem con) to:

(a) receive the report; and

(b) **Recommend the Education Committee at their meeting on 1 February 2001 to consider the financial implications of the report for the Youth Service in their draft budget proposals for 2001/2002;**

(c) refer the report to the Budget Working Groups for their consideration.

15/01 IMPLEMENTING BEST VALUE IN THE YOUTH SERVICE

(Agenda Item 8)

The Sub-Committee considered a report (CE8) which, further to the outcome of the Best Value Review of the Youth Service, outlined the progress made to date and the further action needed for the Youth Service to implement the preferred improvement options of the Review.

During debate, Councillor Tompkins moved and Councillor Ferriman seconded that the Sub-Committee adopt formula 1, with a dampening effect within the first year.

The motion was put to the Sub-Committee and was lost by 8 votes to 2.

Councillor Nicholson moved and Councillor Horton seconded the words recorded in the resolution below, and it was:-

RESOLVED: (by 3 votes to 0) that the Sub-Committee:-

(a) was opposed to the principle of funding one part of the Youth Service by removing funding from other parts;

(b) recognised the need for funding areas of greater deprivation in the County and requested that political groups addressed this matter in current budget negotiations.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED26

TEACHERS JOINT COMMITTEE – 1 FEBRUARY 2001

MINUTES of the meeting commencing at 2.20 pm and finishing at 4.25 pm

Present:

Representing the Council:

Councillors John Dennis, Dr M. Evans, Neil Fawcett, Neville Harris (in place of Councillor Ted Cooper), Steve Hayward, Shereen Karmali, Mrs Diana Ludlow (in place of Councillor Barry Wood), Norman Matthews, Janet Morgan and Sylvia Tompkins.

Representing the Teacher Organisations:

J. Bennett, G. Branner, S. Burgess, J. Chesterton, D. Cuell, G. Edwards, M. Forder, N.C. Hallett, R. Martyn, S. Mountain (in place of J. Griffiths), J. Prendergast and M. Stiles.

Ex Officio:

Councillor Brian Hodgson.

Officers:

Whole of meeting: J.T. Hehir and J.A. Dean (Chief Executive's Office); Chief Education Officer and S. Tanner.

Part of meeting: A. Scott and G. Tee (Education Department).

By Invitation:

Councillor D.L.B. Spencer.

The Joint Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda and reports are attached to the signed Minutes, and in relation thereto determined as follows:-

16/01 APPOINTMENT OF VICE-CHAIR

RESOLVED: to appoint Councillor Morgan as Vice Chair for the duration of the meeting.

17/01 APOLOGIES FOR ABSENCE AND substitutions

Apologies for absence and substitutions were reported as follows:-

Apology from	Substitute
Councillor Cooper	Councillor Harris
Councillor Wood	Councillor Mrs Ludlow
Mr M. Bunney	-
Mr J. Griffiths	Mrs S. Mountain
Mrs A. Magnani	-

18/01 ORDER OF BUSINESS

RESOLVED: to consider Agenda Item 7 after Item 5.

19/01 MINUTES

The Minutes of the meeting of the Committee held on 2 November 2000 were approved and signed subject to the correction that Mr Bunney was substituting for Mr Griffiths and not Ms Stiles.

20/01 MATTERS ARISING FROM THE MINUTES

In relation to Minute 50/00 – **Teacher representation on Education Committee and its Sub-Committees** – the Teacher Organisations reported that COTO were to discuss the matter at their next meeting and would report back to the next meting of the Joint Committee in May.

In relation to Minute 56/00 – **Recruitment and Retention of Teachers** – the Teacher Organisations requested further clarification on what action should be taken in the event of school closure in circumstances where many staff were absent and it had not been possible to get supply cover. They focussed on a recommendation which had culminated from the recent closure of a school due to the petrol crisis, that, in these circumstances, teachers were to report for work to their nearest school. Their grounds for concern were that, from a health and safety point of view, if that teacher was not known to the school, imposters could gain entry.

The Chief Education Officer explained that primary teachers should report to their nearest primary school for work and if not known to the school, to identify themselves by showing their payslip or union membership card. In the case of secondary school teachers it had been decided to leave it to the individual to make their own decision, but to ask them to access school transport where possible. He added that whilst he agreed that the health and welfare of staff was very important, so was the welfare of the children, and that it may be necessary to organise childcare arrangements, contact parents etc. Moreover each situation could only be judged on its own merits and that headteachers should manage the situation according to their own discretion.

The Teacher Organisations expressed their grateful thanks to the County for permission to access the services of a small team of 4 advisers and 3 additional headteachers in Banbury/Abingdon Schools during the recent period of severe teacher shortage, and asked if the Team could be expanded in light of the worsening situation. The Chief Education Officer advised that he had now been given delegated power to extend the Team subject to his ability to demonstrate that the appropriate funding was available. He added that in these circumstances there would be full cost recovery, He undertook to meet with the Teacher Organisations in order to devise a suitable protocol.

In relation to Minute 57/00 – **Headteachers Training** – the Teacher Organisations, whilst welcoming the document, aired their discomfort with the way in which their interest in training was monitored in the consultation on professional development for headteachers. The Chief Education Officer commented that their responses to training in areas such as 'discipline' and 'professional capability' were being monitored in order to ascertain which topics they would most like to see covered.

In relation to Minute 59/00 – **Golden Jubilee Bank Holiday 2002** – the Teacher Organisations thanked the officers for their action in the form of a consultation which was currently taking place.

21/01 DECISIONS OF THE EDUCATION COMMITTEE
(Agenda Item 5)

RESOLVED: to note the decisions of the Education Committee held on 12 December 2000.

22/01 SPECIAL EDUCATIONAL NEEDS INCLUSION
(Agenda Item 7)

The Teacher Organisations raised their concerns about the implications of the Special Needs Inclusion Policy on classroom teachers in mainstream schools and the impact of the proposals on the Pupil Referral Units. They expressed the view that, whilst most teachers supported the philosophy behind special needs inclusion, classroom teachers were experiencing problems associated with the responsibility of dealing with several pupils with different needs within one class. Extra preparation, paperwork and liaison with agencies, and additional management of LSAs added to their workload. Teachers had also asked that the adverse effects caused by children with extra behavioural difficulties on their peers be brought to the attention of members. Moreover, current staff shortages had exacerbated the problems, particularly at a time when there was a focus, both locally and nationally, on efforts to avoid the loss of classroom teachers to other professions. Teachers had also reported that the extra time spent on trying to encourage EBD children to learn, sometimes led to exasperation, then a breakdown of relationship and possible subsequent exclusion. They had added that another adverse effect of inadequate support given to EBD children and the effect on their peers was on individual school and county standards. A further concern was the length of time it took to go through the processes to identify need. Moreover, some teachers were working in situations where the class was proving too difficult to manage and this was causing health breakdown. They concluded by saying that if this Policy was to work, particularly in the smaller schools, then the Council would have to resource it more fully and consider supporting the teacher and not wholly the child.

The Council Side requested that the Teacher Organisations provide a written report to a future meeting on this issue in order to provide a focus for discussion. They expressed the view that recognition of the problems the Policy would cause gave rise to the decision to give a moderate reduction of special needs places, the idea being that any savings resulting from this would be ring-fenced to support inclusion in the classroom.

Ms Tee accepted that the availability of more money to support the Policy would be welcome, but pointed out that the emphasis was on increasing the successful inclusion of children, not inclusion for its own sake. The need to invest resources for the practical support of these children in mainstream schools had been addressed by the Council by an increase in funding from £6.9 million to £7.9 million in the last 2 years and by increases to the establishment within the support service. She added that there had also been a modest reduction in planned places for children with moderate special educational needs. Efforts had also been made to give more practical support to children with learning difficulties. Ms Tee accepted that there was a need to pause in implementing the Policy and to look at the resource implications of these measures.

The Council Side welcomed the opportunity to raise their awareness of the practical issues relating to the implementation of these measures and requested officers to provide a further report on these matters.

With regard to the proposals currently being considered for Pupil Referral Units, the Teacher Organisations asked that consultation take place with the widest cohort, in light of the stress inherent in a situation where jobs were under threat. They expressed concern at the 'inconsistent messages' for staff contained in the formal and informal letters of consultation.

Ms Tanner reported that it was the normal practice, indeed a legal requirement to send a formal letter of consultation when any proposal could result in redundancy.

With regard to the informal consultation, the Teacher Organisations raised their concern that they had not had an early opportunity to input their views on the alternatives to the closure of the Units. It was their view that some of the young people within the care of the Units needed a small, caring environment and a large mainstream school environment would not be in their best interests. Moreover, a range of provision was required for these very needy children.

Ms Tee and Mr Scott responded that officers were still in very early stages of this proposal and gave a brief account of the consultation which had taken place so far.

RESOLVED: to note the concerns of the Teacher Organisations and to request both Sides to report further on the situation as indicated above.

23/01 EDUCATION BUDGET 2001/02

(Agenda Item 6)

The Teacher Organisations expressed their disappointment that only an additional SSA of £500,000 would be available for growth in the Education budget, the Secretary of State having earlier indicated an increase in SSA of £14.6 million for the County Council, and asked the Council Side to explain the pressures on the Education Budget which gave rise to this.

The Chief Education Officer added that members had not yet made a decision on certain key issues raised in the context of their budget. These related to understaffing in Personnel, ICT and within the Youth Service. He also pointed out that each Best Value review completed to date on the Department's services had recommended that additional staff were needed to deal with some of the standard and priority growth proposals. These had been included accordingly. He commented that it was unjust to say that the money was being retained at the centre as there were proposals that staff would like to have seen in the budget which did not appear. He concluded by pointing out that it would be necessary to add £872,000 to meet the costs of the Teachers Pay Award.

RESOLVED: to note the concerns of the Teacher Organisations with regard to the Education Budget 2001/02.

24/01 INFORMATION AND COMPUTER TECHNOLOGY

(Agenda Item 8)

The Teacher Organisations raised their concern about the loss of copyright of their own work if published on the Intranet, adding that this had been raised at the ICT Working Party with no response.

The Chief Education Officer confirmed that a requirement of receiving NGFL grant funding was that anything published to the benefit of a school would be free of copyright. He pointed out that this material was deemed the property of the employer if it had been produced using resources provided by the school. If a teacher chose to publish material from their own website then they could assert copyright. He added that if material was protected by a password and put onto the internet/intranet protector this information was then available for use by other schools. This transfer of information proved to be of benefit to other schools and therefore to the Authority as a whole.

The Chief Education Officer further advised that any money accrued from the sale of a document to other authorities would be returned to the Education budget and would then be translated into resources. However, the question of money accrued for commissioned material completed in an employee's own time and using their own resources would be raised again at the ICT Steering Group. He added that the issue of ICT security had now been addressed and schools security guidelines were now available on the Internet. Hard copies had also been sent to the Teacher Organisations.

The Teacher Organisations asked why the County Council was featuring well below the national average for the provision of computers in schools. They also raised their concern that teachers were having to be trained in their own time because training was paid for by the Standards Fund and supply cover was thus not available.

The Chief Education Officer responded that schools were being encouraged to put more money into computer hardware. The more money schools were putting in, the higher ratio of funding was going to the LEA and thus a higher amount of funding was returning to schools. He reported that 75% of teachers had now undergone training. Unfortunately the DfEE were only contributing £15 per person for teacher attendance on training courses, and, in the light of the shortage of teachers and supply teachers, practical problems had occurred. He reported that consideration was to be given to a cost effective way of training teachers in the light of knowledge that the EAZ was conducting a successful Saturday training programme for which teachers were receiving attendance allowance.

RESOLVED: to note the concerns of the Teacher Organisations and the subsequent advice of the Chief Education Officer.

25/01 WORKING PARTY ON TEACHER STRESS

(Agenda Item 9)

The Teacher Organisations tabled a report which described the achievements of the Working Party on Teacher stress and which recommended the continuation of this body.

RESOLVED: to note the contents of the report and to agree to the continuation of the Working Party

26/01 GENERAL TEACHING COUNCIL

(Agenda Item 10)

The Teacher Organisations reported that an Oxfordshire teacher, Ms Sheila Mountain, had been elected to the GTC. They expressed the view that, during her time of office, she should be entitled to attend appropriate meetings such as this body and requested the Joint Committee to consider amending the Union Facilities Agreement and the Constitution of the Joint Committee in order to make it possible.

Mr Hehir advised the following options:

- substitution for another member on a regular basis;
- Ms Mountain could be invited to the meeting in accordance with paragraph 8 of the current

constitution;

- The Joint Committee could formally change the Constitution. If this option was followed, 2 months notice and approval by the Education Committee would be required.

The Chief Education Officer enquired if the Teachers' Side were asking for an increase in facilities money or would this proposed increase in membership be met from within the existing budget.

RESOLVED: to consider the matter further at the next meeting on 17 May 2001.

27/01 DATE OF NEXT MEETING

(Agenda Item 11)

RESOLVED: to note that the next meeting will be held at County Hall on Thursday 17 May 2001 at 2.00 pm.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED27

EDUCATION URGENCY SUB-C0MMITTEE – 11 DECEMBER 2000

MINUTES of the meeting commencing at 3.30 pm and finishing at 4.00 pm

Present:

Voting Members:

Councillors Shereen Karmali, Janet Morgan and D.L.B. Spencer.

Officers:

Whole of meeting: J.T. Hehir (Chief Executive's Office) and J. Vallis (Education Department).

The Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda reports are attached to the signed Minutes, and in relation thereto determined as follows:-

28/01 ELECTION TO CHAIR

RESOLVED: that Councillor Karmali (Conservative) be elected to chair the meeting.

29/01 MINUTES

The Minutes of the meeting of the Sub-Committee held on 13 September 2000 were approved and signed, subject to the deletion of "on Monday September 2000" in the third line of the minutes.

30/01 MATTERS ARISING FROM THE MINUTES

Minute /00 – Authorisation to Sign the SEGFL Legal Agreement

It was reported that the Council had not entered into the proposed legal agreement to provide electronic communication links for Secondary Schools.

31/01 EXEMPT ITEMS

RESOLVED: that the public be excluded during the consideration of item 7E in the Agenda since it was likely that if they were present during that item there would be a disclosure of "exempt" information as described in Part I of Schedule 12A to the Local Government Act, 1972 and specified below the item in the Agenda, i.e. information relating to a particular employee, former employee or applicant to become an employee of, or a particular office-holder, former office-holder or applicant to become an office-holder under, the Authority.

PROCEEDINGS FOLLOWING THE WITHDRAWAL OF PRESS AND PUBLIC

32/01 EXEMPT MINUTES

The Exempt part of the minutes were approved and signed, subject to the replacement of "Mr B. Share" by "Mrs B. Sharp" in Minute 37/00(a)(i).

in the Chair

Date of signing 2001

BELOW IS A SUMMARY OF THE EXEMPT MINUTES ARISING FROM AGENDA ITEM 9E

The Sub-Committee considered and determined 2 early retirements.

EDUCATION URGENCY SUB-C0MMITTEE – 22 JANUARY 2001
MINUTES of the meeting commencing at 2.30 pm and finishing at 3.05 pm

Present:

Voting Members:

Councillors Brian Hodgson (in place of Councillor Shereen Karmali), Janet Morgan and D.L.B. Spencer.

Officers:

Whole of meeting: J.T. Hehir (Chief Executive's Office) and J. Vallis (Education Department).
Part of meeting: Chief Education Officer; H. Perkins and A. Jones (Chief Executive's Office).

The Sub-Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda and reports are attached to the signed Minutes, and in relation thereto determined as follows:-

33/01 ELECTION TO CHAIR

RESOLVED: that Councillor Hodgson (Labour) be elected to chair the meeting.

34/01 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence and temporary appointments were reported as follows:-

Apology from	Temporary Appointment
Councillor Karmali	Councillor Hodgson

35/01 MINUTES

The Minutes of the meeting of the Sub-Committee held on 11 December 2000 were approved and signed, subject to the substitution of "(Conservative)" in Minute 38/00 by "(Labour)".

36/01 ITEM OF URGENT BUSINESS

Authorisation to Sign the East Midlands Regional Broadband Consortium (EMRBC) Legal Agreement

In accordance with Standing Order 19(3) and the provisions of Section 100 B 4(b) of the Local Government Act 1972, the Chair was asked to add this item to the agenda as a matter of urgent business. The Chair agreed to add the item to the published agenda on the grounds that the preferred suppliers for the EMRBC had now been selected. In order for the Council to order goods and services from these suppliers and to secure Standards Fund grant available for these purposes, a legal agreement had to be signed before the end of January to enable Oxfordshire to order and receive goods within the financial year deadline. He therefore added the item to the agenda.

The Sub-Committee then went on to consider a report on this issue. The Chief Education Officer explained that he had not (with members agreement) signed the legal agreement to enter into the South East Grid for Learning Consortium. He reported on the financial and technical rationale for withdrawing from the agreement and on the advantages to the Authority of entering into the EMRBC consortium.

RESOLVED: to:

(a) approve the participation of the County Council in the East Midlands Regional Broadband Consortium, subject to the Chief Education Officer being satisfied with the details currently being clarified and to the RBC's acceptance of Oxfordshire into the Consortium;

(b) authorise the Chief Education Officer to execute the relevant Agreement and any ancillary documentation to give effect to the proposal;

(c) note that the Standing Orders of Northamptonshire County Council will be used for the procurement process and for any contracts to be entered into by that Council in furtherance of the project;

(d) agree to waive the Council's Standing Orders with respect to contracts for the special circumstances set out in the report in order to implement the terms of the Agreement;

(e) authorise the Chief Education Officer to nominate the person and any alternate to be the Council's representative on the Steering Group;

(f) authorise the Chief Education Officer to approve and agree any other matters in relation to the project by way of implementing the Agreement;

(g) **RECOMMEND** the Strategy & Resources Committee in accordance with their powers under Standing Order 15(3) to delegate such of this Council's functions so far as was necessary to implement the East Midlands Regional Broadband Consortium project to Northamptonshire County Council as Lead Authority under Section 101 of the Local Government Act 1972 for so long as was necessary to enable the Agreement to be carried out.

37/01 EXEMPT ITEMS

RESOLVED: that the public be excluded during the consideration of items 7E-8E in the Agenda since it was likely that if they were present during those items there would be a disclosure of "exempt" information as described in Part I of Schedule 12A to the Local Government Act, 1972 and specified below the items in the Agenda, i.e. information relating to a particular employee, former employee or applicant to become an employee of, or a particular office-holder, former office-holder or applicant to become an office-holder under, the Authority.

PROCEEDINGS FOLLOWING THE WITHDRAWAL OF PRESS AND PUBLIC

38/01 EXEMPT MINUTES

The Exempt part of the minutes were approved and signed, subject to the replacement of "Mrs D. John" by "Mrs D. Johnson" in Minute 43/00(b).

in the Chair

Date of signing 2001

BELOW IS A SUMMARY OF THE EXEMPT MINUTES ARISING FROM AGENDA ITEM 9E

The Sub-Committee considered and determined 5 early retirements.

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED28

SCHOOLS PERFORMANCE & QUALITY Sub-Committee – 14 FEBRUARY 2001

MINUTES of the meeting commencing at 10.00 am and finishing at 12.50 pm

Present:

Voting Members:

Councillors A.D. Crabbe, John Dennis, Dr M. Evans, Neil Fawcett, Mrs Humphries, Terry Joslin, Rodney Rose and Sylvia Tompkins.

Non-Voting Members:

Professor Pring, Ms G. Wheatcroft and Mrs B. Williams.

Ex Officio:

Councillors Janet Morgan (in place of Councillor Margaret Godden), Shereen Karmali (in place of Councillor Brian Hodgson).

Officers:

Whole of meeting: G. Malcolm (Chief Executive's Office); R. Howard and L. Goll (Education Department).
Part of meeting: M. Ginsburg (Chief Executive's Office); G. Jones (Education Department).

By Invitation:

R. Brown, Emanuel Private School	)
P. Harrington, Lawn Upton Middle School	) for Agenda Item 8
A. Parham. St.Peter's C of E (VA) Infants School	)

The Sub-Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda and reports are attached to the signed Minutes, and in relation thereto determined as follows:-

39/01 ELECTION TO CHAIR

RESOLVED: that Councillor Dr Evans (Conservative) be elected to chair the meeting.

40/01 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence, temporary appointments and Group Leader substitutions were reported as follows:-

Apology from	Temporary Appointment/Substitute
Councillor Godden	Councillor Morgan
Councillor Hodgson	Councillor Karmali
Councillor Matthews	-
Professor Howson	
Ms M. Layton	
Mr C Sedgewick	
Mr D Tranter	

41/01 MINUTES

The Minutes of the meeting of the Sub-Committee held on 22 November 2000 were approved and signed.

42/01 MATTERS ARISING FROM THE MINUTES

Minute 43/00: Ofsted Inspection Reports

Pupil numbers had been requested for inclusion in future reports but omitted in error from Agenda Item 13 (Minute 11/01 below). The Chief Education Officer would ensure their inclusion in future reports.

43/01 SCHOOLS OF CONCERN : BEST VALUE REVIEW

(Agenda Item 7)

At their meeting on 5 February 2001 the Best Value & Audit Sub-Committee had considered the outcome of the Best Value Review on Schools of Concern and resolved to:

(a) endorse the recommendations set out in the BV3 forms subject at preferred option 2 to increase to two the pilot projects;

(b) endorse the action plans set out in the BV4 forms; and

(c) recommend the outcomes of the review to this Sub-Committee.

The Sub-Committee considered the report (SPQ7) and forms BV3 and BV4. Mr Jones introduced the outcomes and responded to members' questions and comments relating to the proposed pilots, the provision of support to schools, the achievement of targets, recruitment and retention strategies and benchmarking.

RESOLVED: to:

(a) endorse the recommendations set out in the BV3 forms subject at preferred option 2 to increase to two the pilot projects;

(b) endorse the action plans set out in the BV4 forms.

44/01 presentations CONCERNING breadth and balance in the curriculum
(Agenda Item 7)

At their November 2000 meeting the Sub-Committee had asked Mr Howard to invite to this meeting representative classroom teachers to address the Sub-Committee on how they maintained a balance in the primary curriculum, with examples of how they enriched the learning experiences of the children. The Sub-Committee received two presentations:

Ann Parham, Headteacher, described how St Peter's School was striving for excellence, had achieved the Curriculum Award 2000 and was seeking Investors in People accreditation. She outlined the school's values and ethos and described their curriculum planning and development, and interaction with the local community.

Richard Brown and Paul Harrington gave a joint presentation. They taught children, including those with handicaps, and described with examples how music and the performing arts enriched children's lives, improved their quality of life and academic ability, providing fun as well as therapy.

RESOLVED: to:

(a) receive and note the report;

(b) thank Ms Parham, Mr Brown and Mr Harrington for their work and excellent presentations.

45/01 tackling underachievement in boys
(Agenda Item 9)

At their September 2000 meeting the Sub-Committee had adopted the following motion:

"Boys in Oxfordshire schools perform poorly compared to the level of achievement of girls at GCSE. In the light of this continuing and unacceptable trend, this Council requests the Schools Performance & Quality Sub-Committee to examine this issue as a significant priority with a view to:

(a) identifying factors affecting the performance of boys in Oxfordshire schools; and

(b) making proposals for measures to improve the level of achievement of boys."

The Sub-Committee considered an interim report (SPQ9) which drew on the evidence of data that showed the current gap in attainment between boys and girls. It described the strategies being used by personnel of the education department and schools in vigorously addressing raising the achievement of boys in Oxfordshire schools (EDP 7.2). Whilst the report recognised that this issue had a national context, the intention in Oxfordshire was to demonstrate that boys' achievement could be raised and thereby reverse the national trend. It also summarised the Local Education Authority's strategy.

RESOLVED: to:

(a) note and welcome the interim report;

(b) endorse the LEA's strategy for raising the achievement of boys; and

(c) request officers to ensure that boys' under-achievement continued to be addressed actively throughout the LEA and to report further in the Autumn term 2001.

46/01 <u>THE WORK AND PERFORMANCE OF THE EDUCATIONAL PSYCHOLOGY SERVICE</u> **(Agenda Item 10)**

The Sub-Committee considered a report (SPQ10) which detailed the wide ranging work and the performance of the Educational Psychology Service (EPS) for 1999-2000 in support of raising standards, improving schools, reducing disadvantage and enhancing social inclusion. Key issues related to performance and the future development of the service were highlighted. Members also had before them the Service's Annual Report 1999/2000.

Ms Goll introduced the report and Annual Report and responded to members' questions and comments, including the development of behaviour management strategies, monitoring feedback from head teachers, school visits, the effective use of resources, and strategies relating to recruitment and retention and early intervention.

<u>RESOLVED</u>**:** **to:**

(a) receive the report and confirm that the Educational Psychology Service should continue to pursue the strategies and developments within it;

(b) note the Educational Psychology Service Annual Report 1999-2000; and

(c) thank Ms Goll for her work and wish her well in her future Senior Adviser post.

47/01 Monitoring Quality in the Foundation Stage

(Agenda Item 11)

Recent legislation, in introducing the Foundation Stage for children aged three to the end of the reception year and the associated Early Learning Goals, had implications for this Sub-Committee's work of monitoring, evaluating and reviewing the Education Department and educational institutions in Oxfordshire.

The Sub-Committee considered a report (SPQ11) which dealt with the quality of early years provision and practice in both the maintained and non-maintained sectors for the academic year 1999-2000 and covered some 650 settings.

RESOLVED

(a) to review and note the report; and

(b) in the light of the implications of the Foundation Stage in further developing Early Years and Primary Education, to instruct the Chief Education Officer to make an annual report to the Sub-Committee on the quality of Oxfordshire Early Years Settings.

48/01 **OTITIS MEDIA WITH EFFUSION (GLUE EAR)**
(Agenda Item 12)

During the discussion on Oxfordshire SAT results at the last meeting the Sub-Committee had requested further information on the possible impact of Otitis Media with Effusion (OME), or Glue Ear as it was commonly known (Minute SPQ 41/00), a common childhood condition (probably experienced by 90% of children) involving blockage of the middle ear and temporary, partial hearing loss. A recent study had indicated that as many as 20% of children had OME for more than half of the first three years of their lives. Children under 2 years were likely to have more OME than older children. There was no evidence that the incidence of OME in Oxfordshire was different from that in other areas.

The Sub-Committee considered a report which emphasised the importance of early detection, identified current practice and treatment and issues relating to the short and long term impact on affected children's educational attainment. An exploration by the Sensory Impaired Service and Advisers could provide guidance on a range of related issues including realistic expectations, the appropriateness of use of phonics in teaching, liaison with parents, classroom acoustics and strategies. The Department of Education and Employment are working closely with the Department of Health on some of these issues.

RESOLVED: to

(a) note the issues and that any subsequent actions would need to be determined within the staffing and other resources available but that, in the short term, teachers' attention be drawn to the condition; and

(b) instruct the education officers to report back in one year on developments.

49/01 OFSTED Inspection reports on Oxfordshire Schools

(Agenda Item 13)

At their October 2000 meeting the Sub-Committee instructed the officers to submit to each meeting a statement of Inspection Reports and Governors Action Plans.

RESOLVED: to:

(a) receive the statement; and

(b) ask the Sub-Committee's political Group Spokespersons to write to the Chair of Governors and Head Teacher of Bardwell Special School congratulating the school following their Ofsted Inspection.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED29

EDUCATION MANAGEMENT SUB-COMMITTEE – 28 FEBRUARY 2001

MINUTES of the meeting commencing at 10.00 am and finishing at 11.35 am

Present:

Voting Members:

Councillors A.D. Crabbe, John Dennis, Dr M. Evans, Mrs C. Fulljames, Neville F. Harris, Tim Horton, Shereen Karmali (in place of Councillor Margaret Ferriman), Mrs Diana Ludlow (in place of Councillor Barry Wood), MacKenzie and Mrs Jan Morgan.

Revd K. Reeves.

Non-Voting Members:

Mr E. Moore and Ms G. Wheatcroft.

Ex Officio:

Councillors Margaret Godden and D.L.B. Spencer (in place of Councillor Keith Mitchell).

Officers:

Whole of meeting: J.T. Hehir and D. Mitchell (Chief Executive's Office); M. Mill, R. Smith and S. Tanner (Education Department); N. Monaghan (Environmental Services).
Part of meeting: S. Rodway (Education Department).

The Sub-Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, together with a schedule of addenda tabled by the Acting Chief Executive, copies of which agenda, reports and schedule of addenda are attached to the signed Minutes, and in relation thereto determined as follows:-

50/01 ELECTION TO CHAIR

RESOLVED: that Councillor MacKenzie (Labour) be elected to chair the meeting.

51/01 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

Apologies for absence, temporary appointments and Group Leader substitutions were reported as follows:-

Apology from	Temporary Appointment/Substitute
Councillor Ferriman	Councillor Karmali
Councillor Wood	Councillor Ludlow
Councillor Mitchell	Councillor Spencer
Mr P. Bean	-
Mrs M. Randolph	-

52/01 DECLARATIONS OF PECUNIARY AND NON-PECUNIARY INTERESTS

Councillor Karmali declared and insubstantial non-pecuniary interest in relation to Item 8 and an insubstantial pecuniary interest in relation to Agenda Item 9.

53/01 MINUTES

Councillor Harris requested that it be recorded in the Minutes that the Anti-Poverty, report, requested and agreed to following the last meeting had not appeared on the Agenda for this meeting.

The Minutes of the meeting of the Sub-Committee held on 29 November 2000 were approved and signed.

54/01 MATTERS ARISING FROM THE MINUTES

Minute 66/00 – Matters Arising from the Minutes – Minute 55/00 – Lease by Private Organisations of Education Land and Buildings

Mr Monaghan reported the terms for a new ground lease for 25 years to the Oxford Silver Band.

Minute 72/00 – Post-16 Transport

In relation to paragraph (e) Mrs Tanner reported that a post-16 transport forum had been set up and that discussions with representatives of Henley College regarding grants, would take place at the forum.

In relation to paragraph (h), Mrs Tanner reported that a mechanism by which parents could appeal against the refusal to provide transport would be set up as and when it was needed.

Minute 73/00 – Developing Early Years Provision in Chilton and Harwell

Mr Mill reported that officers were looking at a new brief for an Early Years Unit at Harwell Primary School, and that Chilton Primary School had now received planning permission to include nursery provision at the school. He also undertook to ask officers in Lifelong Learning to check on whether contracts had been made between the Pippins Playgroup and Harwell School.

55/01 CAPITAL PROGRAMME REPORT
(Agenda Item 7)

The Sub-Committee considered a report (EM7) which included details of the Education Committee's Annual Capital Guidelines (ACG) for 2001/02, and set out, in line with decisions of the Strategy & Resources Committee on 23 January the schemes officers proposed to bring forward into the Capital Programme to utilise the capital resources available to it. The report also outlined the implications of announcements by the Government in respect of capital investment in schools as part of its capital strategy and the developing Asset Management Plan process.

RESOLVED: (on a motion by Councillor MacKenzie, seconded by Councillor Dennis and carried nem con) to receive the report and to:

(a) note new funding allocations to Oxfordshire for the period 2001-2004;

(b) approve additions to the firm programme of schemes listed in Annexes 3 and 4;

(c) approve the adjustments to the Preparation Pool in Annex 5; and

(d) agree to officers providing a further report on reviewing the Preparation Pool in the light of the developing Asset Management Plan process.

56/01 PROJECT APPRAISALS
(Agenda Item 8)

(Councillor Karmali withdrew from the meeting until the debate on this item had been concluded and the vote taken).

The Sub-Committee considered Outline Project Submissions and Detailed Project Appraisals prepared by the relevant Chief Officers (EM8).

RESOLVED: to:-

(a) **approve the Outline Project Appraisal ED523;**

(b) **approve Detailed Project Appraisals ED426/1, ED480, ED481/1, ED452/1, ED455/1, ED457/1, ED496/1, ED499, ED499/1;**

(c) **RECOMMEND** the Strategy & Resources Committee to approve Project Appraisals ED452/1, ED455/1, ED457/1, ED495/1 and ED499/1.

57/01 POST-16 TRANSPORT: COMPARISON BETWEEN PROVISION FOR RURAL AND URBAN STUDENTS
(Agenda Item 9)

(Councillor Karmali withdrew from the meeting until the debate on this item had been concluded and the vote taken).

The Sub-Committee considered a report (EM9) which outlined post-16 transport inequalities, caused by current policy, between rural post-16 students and urban post-16 students who used public transport, and described ways in which these anomalies could be partly addressed.

RESOLVED: (on a motion by Councillor MacKenzie, seconded by Councillor Dennis and carried nem con) to amend current policies in accordance with paragraph 13 of the report.

58/01 FUNDING OF NEW LEADERSHIP PAY SCALES FOR TEACHERS
(Agenda Item 10)

The following item had been included in the agenda at the request of Councillor Karmali in accordance with Standing Order 19(4). The requisite 20 days notice having been given, the Sub-Committee had before them a report (EM10) which explained the new pay discretions available to Governing Bodies and the funding arrangements for them. It gave further details of training available to Governors and the current position on the recruitment of governors.

RESOLVED: (on a motion by Councillor Karmali, seconded by Councillor Dennis and carried nem con):

(a) to receive this report; and

(b) that the Chief Education Officer be authorised to respond to the Department for Education and Employment's consultation paper on Governing Bodies by 14 March 2001, subject to prior discussion with and endorsement by the Education Committee and the Education Management Sub-Committee Political Group Spokespersons.

59/01 OUTCOME OF THE BEST VALUE REVIEW ON SPECIAL NEEDS TRANSPORT
(Agenda Item 11)

At their meeting on 5 February 2001 the Best Value & Audit Sub-Committee considered the outcome of the Best Value Review on Special Needs Transport and resolved to:

(c) endorse the recommendations set out in the BV3 forms;

(d) endorse the action plans set out in the BV4 forms; and

(e) RECOMMEND the outcomes of the review to the Social Services Committee and the Education Management Sub-Committee.

The Sub-Committee considered a report (EM11) which outlined the outcome of the Best Value review in relation to Special Needs transport.

RESOLVED: (on a motion by Councillor MacKenzie, seconded by Councillor Ludlow and carried nem con) to:

(a) endorse the recommendations set out in the BV3 forms; and

(b) endorse the action plans set out in the BV4 forms.

60/01 WALLINGFORD SCHOOL
(Agenda Item 12)

The Sub-Committee considered a report (EM12) which set out the procedures needed for the sale of the Biggs Charity land at the Upper School site and recommended a sale of the remaining part of the Upper School's site playing field to the Charity and a part share in the Lower School site.

RESOLVED: (on a motion by Councillor MacKenzie, seconded by Councillor Ludlow and carried nem con) to:

(a) authorise the publication of statutory notices (in accordance with the Education Act 1996 and School Standards and Framework Act 1998) required in connection with the proposal to vest in the Walter Bigg Foundation for Wallingford School a percentage share of the value of the Lower School site by means of a Declaration of Trust, in exchange for the receipt by the Local Education Authority of proceeds raised in the sale of land at the Upper School site which belonged to the Charity;

(b) note that a further report on the outcome of the publication and public consultation procedures, would be presented at the end of the objection period;

(c) **RECOMMEND** the Operations Sub-Committee to **RECOMMEND** the Strategy & Resources Committee to **RECOMMEND** Council to authorise:

(i) a Declaration of Trust to vest in the Walter Bigg Foundation for Wallingford School a percentage share of the beneficial interest in the Lower School site; and

(ii) the sale of that part of the retained playing field (still owned by the County Council) at the Upper School site, to the Walter Bigg Foundation for Wallingford School;

on terms which are acceptable to the Chief Education Officer, Assistant Chief Executive & Solicitor to the Council and Director of Environmental Services;

(i) necessary legal processes to give effect to the sale of the Playing Field and the Declaration of Trust.

61/01 MAINTENANCE OF COUNTY BUILDINGS
(Agenda Item 13)

The Operations Sub-Committee had made proposals for the apportionment between committees of the 2001/2002 Repair and Maintenance budget. The Sub-Committee considered a report (ENV13) which set out the allocation for the Education Committee together with a comparison with Assessed Need.

***RESOLVED**: to:-*

(a) *draw to the attention of the Operations Sub-Committee the need to urgently address and to prepare more details in respect of how the Council would address the backlog and responsibilities in repair and maintenance schemes; and*

(b) *note that £11,500 together with associated professional fees had been transferred to the Education Committee with effect from 1 April 2001 in respect of structural and non-structural repairs to kitchens in ten primary and one special school.*

62/01 St barnabas school
(Agenda Item 14)

The Sub-Committee had before them a report (EM14) which outlined proposals for the Oxford Anglican Diocese, on behalf of St Barnabas CE School, to acquire a City Council owned playground adjoining the school to enable the provision of a separate hard play area, and for a replacement playground site in the locality of the School to be acquired by the City Council, on similar lease terms.

RESOLVED: **to declare the land shown cross-hatched (EM14, Annex 1) surplus to Education requirements for the purposes set out above, and** RECOMMEND **the Operations Sub Committee to agree that a lease be granted to Oxford City Council on the terms agreed.**

63/01 PUBLICATION OF STATUTORY NOTICES

(Agenda Item 15)

The Sub-Committee had before them a report (EM15) which sought approval, in accordance with the School Standards and Framework Act 1998, to establish new primary schools at Hanwell Fields in Banbury, Madley Brook in Witney and to expand Frank Wise School in Banbury and sought support in principal the publication of statutory notices in accordance with the School Standards & Framework Act 1998 to relocate Springfield Special School and extend the age range of Little Milton Church of England (Aided) School.

RESOLVED:

(a) (in light of no objections having been received during local consultation) to agree to the publication of Statutory Notices in accordance with the School Standards & Framework Act 1998 to establish new primary schools at Hanwell Fields in Banbury, Medley Brook in Witney and to expand Frank Wise School in Banbury;

(b) subject to the outcome of local consultations, to support in principle the publication of Statutory Notices in accordance with the School Standards and Framework Act 1998 to the relocation of Springfield Special School (secondary) to Wood Green School, Witney;

(c) subject to the outcome of local consultations, to support in principle the publication of Statutory Notices on behalf of the Oxford Diocesan Board of Education in accordance with Section 29 of the School Standards and Framework Act 1998 to extend the age range of Little Milton Church of England (Aided) School from 5-9 years to 5-11 years.

64/01 the advisory service for the education of travellers

(Agenda Item 16)

At their meeting of 14 November 2000 the Gypsy Sub-Committee considered a report on the Advisory Service for the Education of Travellers and resolved to advise the Education Management Sub-Committee of the financial pressures arising from the Under Five's Mobile Education Unit and the pay review for the Learning Support Assistants.

resolved**: to note the financial pressures arising from the Under Five's Mobile Education Unit and the pay review for the hearing support assistants.**

65/01 EXEMPT ITEM

RESOLVED: that the public be excluded during the consideration of item 17E in the Agenda since it was likely that if they were present during that item there would be a disclosure of "exempt" information as described in Part I of Schedule 12A to the Local Government Act, 1972 and specified below the item in the Agenda, i.e. information relating to the amount of any expenditure proposed to be incurred by the authority under any particular contract for the acquisition of property or the supply of goods or services.

PROCEEDINGS FOLLOWING THE WITHDRAWAL OF PRESS AND PUBLIC

66/01 PROJECT APPRAISALs
(Agenda Item 17E)

The Sub-Committee considered Outline Project Submissions and a Detailed Project Appraisal prepared by the relevant Chief Officers (EM17E).

RESOLVED: to approve the Outline Project Submissions and Detailed Project Appraisal ED500 and ED553.

in the Chair

Date of signing 2001

EDUCATION COMMITTEE - 20 MARCH 2001

AGENDA ITEM ED30

Education and Social Services Committees

ETHNIC MINORITIES CONSULTATIVE COMMITTEE - 5 FEBRUARY 2001

MINUTES of the meeting commencing at 6.30 pm and finishing at 9.15 pm

Present:

Voting Members:

Councillors Dr M. Evans, Margaret Ferriman, Steve Hayward, Bob Johnston (in place of Councillor Janet Godden), Shereen Karmali, Mrs Diana Ludlow, David Nicholson and Sam Segaran.

Representing the Ethnic Community:

F. Ahmed and S.M. Haque (Bangladeshi community); A. Aziz and Mrs S. Dhesi (North/West Oxfordshire); J. Bannerjee (Oxfordshire Community Forum); J. C'apek (Jewish community); H.R. Gupta (Vale/South Oxfordshire); J. Obhiozele (Black Caribbean Community); and Mrs E. Packwood (Chinese Community).

District Council Observers:

Councillor P. Johnston (Vale of White Horse District Council);

Councillor J. Walcot and D. Robson (West Oxfordshire District Council).

Officers:

Whole of meeting: D. Bishop and G. Malcolm (Chief Executive's Office).

Part of meeting: Director of Cultural Services and L. Gilmour; J. Carr and U. Masih (Social Services Department); H. Simpson (Chief Executive's Office); and G. Tee (Education Department).

By Invitation:

J. Lennon, Secretary, Oxfordshire Ethnic Minority Business Centre (for Agenda Item 9);

J. Bidston, Census Area Manager (for Agenda Item 10).

Also in Attendance:

A. Harper-Smith, Director, Oxfordshire Racial Equality Council

The Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, copies of which agenda and reports are attached to the signed Minutes, and in relation thereto determined as follows:-

67/01 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Apologies for absence and substitutions were reported as follows:-

Apology from	Temporary Appointment/Substitute
Councillor Janet Godden	Councillor Johnston
S.H. Mirza	-

68/01 MINUTES

The Minutes of the meeting of the Committee held on 16 October 2000 were approved and signed subject at Minute 26/00 to the final sentence being amended by the deletion of the word 'welcome' and substituted by 'would welcome'; and the date at Minute 27/00(ii) being amended to 2001.

69/01 MATTERS ARISING FROM THE MINUTES

Minute 27/00 : Membership, Oxford Tamils' Association

Mr Aziz raised a question concerning the issue of whether Councillor Segaran had declared an interest in the item at the time it was debated, as he was known to be a supporter of this organisation and had moved membership of the body on the committee. Mr Bishop gave a comprehensive summary of the National Code of Local Government Conduct which provided, by way of guidance, recommended standards of conduct as they related to members' declaration of interests. It was for the individual member to consider whether and, if appropriate, to declare any pecuniary or non-pecuniary interests they had in any item on the Agenda.

70/01 LOCAL CULTURAL STRATEGY

(Agenda Item 5)

At their November 2000 meeting the Cultural Services Committee had considered progress on the creation of the County's first Local Cultural Strategy which aimed to ensure that cultural activity was recognised as central to the quality of life of Oxfordshire communities, and to set an agenda for cultural provision and development over the next five years. Its adoption was a Best Value Performance Indicator. The target date for publication of Oxfordshire's Strategy was July 2001. The Committee had resolved to refer the draft of the consultation document (ETHCC5) to the Consultative Committee for comment, and authorised the Director of Cultural Services, having finalised the consultation document with the Committee's political Group Spokespersons, to proceed with the consultation proposed.

The Director of Cultural Services introduced the Plan and outlined the key issues for cultural provision in the county and responded to questions and comments. He highlighted the importance of community engagement in the process and outlined the ways in which the Plan was being developed through and with local groups and organisations, libraries, schools, museums and with other councils. Members were invited to discuss the Plan within their communities and contact the Director as soon as possible.

RESOLVED: to receive and welcome the report and thank the Director of Cultural Services.

71/01 CULTURE AND MINORITIES

(Agenda Item 6)

Lauren Gilmour, Oxfordshire Museums Service, gave a presentation on Cultural Services' project: 'Culture and Minorities', a European-funded IT project (1998/2000) which aimed to increase understanding of the contribution of minority and transient groups to Oxfordshire's cultures from the 17th to 20th centuries. A second, closely related initiative with local communities, the Chairman's Millennium Project, had also resulted in ongoing projects and partnerships with minority communities. Ms Gilmour outlined the range and cultural context of objects included in the collections which aimed to reflect changes, achievements and audiences in Oxfordshire and gave examples of particular projects which were underway with ethnic groups.

The County Council was working with the Ethnic Minorities Business Service with two work placements currently in the Oxfordshire Archives, and would continue to work with community groups.

RESOLVED: to receive and welcome the excellent presentation and report and thank Ms Gilmour.

72/01 COMMISSION FOR RACIAL EQUALITY (CRE) STANDARD

(Agenda Item 7)

Dr Simpson introduced the Annual Report (ETHCC7) which set out details of the County Council's performance against the CRE standard. The County Council was in the top 25% of counties for achievement. She outlined the resources required to build upon this achievement, and highlighted related initiatives including the County Council's Translation and Interpretation Service, the role of consultation, the development of an equalities officer post, chief officer commitment and monitoring. She responded to members' questions and comments and confirmed, subject to resources being available, the County Council's commitment towards achieving levels 4 and 5 in the CRE Standard.

RESOLVED: to receive the report and thank Dr Simpson.

73/01 REGISTRATION SERVICE

(Agenda Item 8)

In the light of recent media interest in delays in Muslim burials, particularly at weekends and bank holidays, Mr Bishop outlined the arrangements which had been put in place in Oxfordshire, following consultation with the Oxfordshire Racial Equality Council some years ago, for the Coroners Service and Registration Service out of office hours. (Burials were the responsibility of parish, town and district councils). Mr C'apek reported that the system was working well in the Jewish community, but Mr Aziz reported some problems for Muslims. Mr Bishop offered to discuss with members any difficulties following the conclusion of the meeting.

RESOLVED: to note the arrangements which were in place for dealing with the requests for burials to take place in so far as they were the responsibility of the County Council.

74/01 ETHNIC MINORITIES BUSINESS SERVICE

(Agenda Item 9)

Mr Lennon gave a presentation on the Ethnic Minorities Business Service (EBMS) Annual Report 1999-2000, copies of which had been reproduced for members. He drew attention to the aims, objectives and key achievements of the service, and the development of a Small Business Service to provide support to ethnic minority owned businesses in Oxfordshire. He shared the many activities which EBMS provided, sometimes in partnership with others, to enhance business, ICT and other skills through training. He thanked the County Council for their initial and continuing support.

RESOLVED: to receive and note the EBMS Annual Report 1999-2000 and thank Mr Lennon.

75/01 "COUNT ME IN" CENSUS 2000

(Agenda Item 10)

Mr Bidston gave a comprehensive report on the arrangements which were underway for Census Day, 29 April 2001. He described how the information would be gathered and its importance, for example, for future planning including housing, schools and hospitals.

He urged members to discuss and highlight the importance of the Census within their communities and asked community groups to encourage their members to participate in the process and consider becoming enumerators and interpreters for the purposes of the Census. At members' suggestion he undertook to supply information about the census to the Oxfordshire & Banbury Racial Equality Councils.

RESOLVED: to receive the report and thank Mr Bidston.

76/01 "A CHOICE BY RIGHT" : HOME OFFICE PUBLICATION

(Agenda Item 11)

In August 1999 Mike O'Brien MP, Home Office Minister for Community Relations had established a Working Group to investigate the problem of forced marriage in England and Wales and made proposals for tackling it effectively. Since August last year the Working Group had undertaken a wide-ranging consultation exercise engaging all key service delivery organisations and a broad range of community and voluntary organisations, particularly women's groups, and had listened to the victims of forced marriage, their families and friends.

At their last meeting the Committee had had before them a summary of the Working Group's report, and the full report had been circulated to the members attending that meeting and subsequently to the others. Consideration of the report was deferred to this meeting.

The Committee considered the report (ETHCC11) which outlined the issues raised by the report of the Working Party: 'A Choice by Right'. It outlined actions underway in Oxfordshire to address the report's key recommendations. Jean Carr, Assistant Director of Social Services and Usha Masih, Social Worker for the Asian Community introduced the report on this sensitive matter and highlighted key issues and the measures which were being put in place, including the development of support mechanisms, training and community contact. In response to members' questions and comments, officers confirmed that the terms 'arranged marriage' and 'forced marriage' were clearly defined in the Home Office document.

RESOLVED: (on a motion by Councillor Hayward seconded by Councillor Johnston and carried nem con) to:-

(a) note the report; and

(b) support the setting up of a multi-agency working group to look into effective response to this issue, including the setting up of guidelines and community partnership.

77/01 ETHNIC MINORITIES CONSULTATIVE COMMITTEE

As this was the last scheduled meeting of the Committee in its present membership before the County Council elections in May 2001, Councillor Ferriman thanked community representatives, members, officers and other groups for their participation and the Committee for electing her to chair the meeting during the last year.

in the Chair

Date of signing 2001