

About the County Council

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

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

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

About Scrutiny

Scrutiny is about:

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

Scrutiny is NOT about:

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

What does this Committee do?

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

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

A hearing loop is available at County Hall.

AGENDA

1. **Introduction and Welcome**
2. **Apologies for Absence and Temporary Appointments**
3. **Declarations of Interest - see guidance note of the back page**
4. **Minutes (Pages 1 - 6)**

To approve the minutes of the meeting held on 19 July 2017 (**ESC4**) and to receive information arising from them.

5. **Petitions and Public Address**
6. **Educational Attainment (Primary Phase - Provisional Results) (Pages 7 - 16)**

14:15

Roy Leach, Strategic Lead for Educational Sufficiency will present an early overview of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2016-17.

The report provides an overview of attainment across school partnership and type of school, as well as highlighting the number of schools of concern.

As a means of scrutinising educational attainment in more depth, the Committee is RECOMMENDED to consider the merits of a deep dive following the availability of validated attainment data, and visits to low and high performing schools.

7. **Education Exclusions (Pages 17 - 22)**

15:30

Rachael Etheridge, Education Inclusion Manager will present data on permanent and fixed term exclusions that have taken place in 2016/17.

The report highlights trends in exclusion rates and the schools that have excluded. Further analysis of the data will follow for the committee to interrogate the causes of exclusions and the reasons behind their increased use.

As a means of scrutinising education exclusions in more detail, the Committee is RECOMMENDED to consider the merits of a deep dive and visits to schools.

8. Forward Plan and Committee Business (Pages 23 - 24)

16:45

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

Declarations of Interest

The duty to declare.....

Under the Localism Act 2011 it is a criminal offence to

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

Whose Interests must be included?

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

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

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

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

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

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

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

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

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

List of Disclosable Pecuniary Interests:

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

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

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EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Wednesday, 19 July 2017 commencing at 2.00 pm and finishing at 4.15 pm

Present:

Voting Members: Councillor Michael Waine – in the Chair

Councillor Sobia Afridi
Councillor S.E. Bartington
Councillor Jeannette Matelot
Councillor Gill Sanders
Councillor Alan Thompson
Councillor Mike Fox-Davies (In place of Councillor Mrs Anda Fitzgerald-O'Connor)
Councillor Dr Kirsten Johnson (In place of Councillor John Howson)

Other Members in Attendance: Councillor Hilary Hibbert-Biles

By Invitation: Mrs Carole Thomson
Mr Ian Jones

Officers:

Whole of meeting Director for Children's Services, Janet Johnson, Chris Malone and Roy Leach; Nina Bhakri and Deborah Miller (Resources Directorate).

Part of meeting Ruth Ashwell (Children's Services) for Agenda Item 7

Agenda Item Officer Attending

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

59/17 INTRODUCTION AND WELCOME

(Agenda No. 1)

The Chairman welcomed everyone to the meeting and in particular the new members of the Committee.

60/17 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS

(Agenda No. 2)

Apologies for absence were received from Councillor Anda Fitzgerald O'Connor (Councillor Mike Fox-Davies substituting) and Councillor John Howson (Councillor Kirsten Johnson substituting) and from Richard Brown.

61/17 MINUTES

(Agenda No. 4)

The Minutes of the Meeting held on 13 March 2017 were approved and signed subject to the following amendments:

Minute 52/17, 9th paragraph, substitute 'alga rhythm' with 'algorithm';
Minute 53/7 2nd paragraph, substitute 'Learners' with 'Leaners', 16th paragraph substitute '1 language to 3' with '3 languages to 1'.

Matters Arising on the Minutes:

In response to a question from Councillor Gill Sanders regarding the local Authority MAT, the Chairman reported that all schools had been written to over the summer and that the analysis of that work would be coming to members in due course.

62/17 FACING OUR CHALLENGES TOGETHER AND A PROFILE OF OXFORDSHIRE SCHOOLS

(Agenda No. 6)

(In the event Agenda Items 6-9 were all discussed as one item)

It had been recognised that the new Council presented an ideal opportunity for the Education Scrutiny Committee to examine how the role of Education Scrutiny could be enhanced to tackle the changing education landscape and new ways of working to make scrutiny more effective.

Accordingly, the Director for Children's Services and relevant staff had been invited to give a presentation to the Committee examining the current education landscape, the current and future challenges and opportunities and their impact on shaping the Council's role in education and key priorities for the Committee based on actual Responsibilities.

The Director for Children's Services, together with Ruth Ashwell, Education, employment & Training Manager, Roy Leach, Strategic lead, Education Sufficiency & Access, Janet Johnson, Strategic Lead for Vulnerable Learners and Christine Malone, Strategic Lead for Education Quality gave a presentation (a copy of which is attached to the signed copy of the Minutes) detailing the current challenges Education was facing and the Directorate's focus for the future.

During the presentation, officers highlighted the following points:

The current challenges for Education were as follows:

- The rise of child protection issues and increasing concerns for welfare;
- The Gap for vulnerable learners and attainment for all children in Oxfordshire;
- Exclusion and attendance rates;
- Recruitment of head teachers and teachers;
- Academy vs the improvement agenda;
- the uncertain future based on environment and money;
- the narrow curriculum vs what employers want;
- systems with systems AMT's, RSC, Ofsted inspections;
- funding
- testing

The four main area's (obsessions) for children and families were: Increasing school attendance – leading to improved attainment; Helping early – most effective, least intrusive, solutions to problems; Safely reducing the number of looked after children - providing support to enable families to care and Improving the confidence and capability of the whole workforce - to work effectively with families experiencing domestic abuse, parental mental health and drugs and alcohol issues.

The success would be measured by Ofsted confirmation that the Council was providing a good service; by delivering financial sustainability; by reducing family breakdown and improving attainment and aspirations.

Nationally, councils could not keep delivering services in the way that it had been doing or were doing today. The model was breaking and was not sustainable, costs were rising, but budgets continued to fall.

The significant rises in demand locally though were not sustainable in the longer term. There needed to be a re-focus on earlier intervention wherever possible to better manage demand and improve outcomes for children and families. Social Care was rising and some of it was unnecessary and was unsustainable and therefore a systems shift was needed.

Officers then went on to outline issues and challenges faced in Education sufficiency and Access, Education Quality and Vulnerable Learners and the Skills Agenda.

- Role ever changing to adapt to new world
- Still waiting on review by Government
- Autonomous school system
- Self-improving – sector led school system
- LA key role in shaping place – includes big ticket items of Education, Skills, Health & Wellbeing
- Members integral – lobbying, championing
- LA can give 'whole picture' to fragmented system
- Partnership with Oxfordshire schools and settings improving the quality of teaching & learning
- Building capacity for a sector led model of improvement
- Champion the needs of vulnerable children & young people
- Ensure sufficient places for schools, early years, childcare & local SEN provision

- Strategic role with schools and settings to shape the education system for Oxfordshire children
- Complex system – Regional Schools Commissioner, Education & Skills Funding Agency, Ofsted : LA overall relationship with ALL schools for ALL Oxfordshire children
- Partnership with school leaders to work collaboratively on what matters
- Education Scrutiny Committee
- We work in partnership as an Oxfordshire system to meet the many challenges we are facing today.
- We all work together to ensure that our children get the best education possible, that we hold high aspirations for ALL of our children and that we seek solutions together for any blocks to realising that goal.

Following the presentation the Committee was asked by the Chairman to give consideration and propose any immediate areas of scrutiny it would wish to undertake. Following a lengthy debate the Committee identified the following 3 priorities to be scoped by the Chairman and relevant officers:

<p>Exclusions and secondary school attendance and absence rates</p>	<p>in depth analysis of data relating to absence and exclusion rates showing rates of exclusion by:</p> <ul style="list-style-type: none"> • GIS- Geographical profile (which schools and where these schools are located) • Pupil profile (age, gender, ethnicity, where they live) • Reason for exclusion • Trend analysis (how have rates changed over the past five years)
<p>Closing the attainment gap for vulnerable learners</p>	<p>Who do we define as vulnerable learners?</p> <p>What are the pathways to success in raising the attainment of vulnerable pupils (what works / best practice)?</p> <p>What do we provide currently to support vulnerable learners and schools?</p> <p>A profile of vulnerable learners in Oxfordshire: (deprivation and free school meals, communities where there are higher rates of vulnerable learners, NEET groups and vulnerable learners, exclusions and vulnerable learners, children looked after.</p>

	A vulnerable learner's data set to include indicators of impact alongside attainment gap data. This data to be used to review and evaluate the impact of resources that are used to support vulnerable learners in schools.
Elective Home Education	Understanding the local authority legal responsibilities challenges and opportunities
Bullying	To include cyber-bullying
School Funding formula	
LA's New Relationship with Schools	Academies
Sufficiency of School Places	SEN, Forecasts

63/17 THE ROLE AND FUNCTION OF EDUCATION SCRUTINY

(Agenda No. 7)

(Taken under Agenda Item 6)

64/17 TERMS OF REFERENCE

(Agenda No. 8)

(Taken under Agenda Item 6)

65/17 ANNUAL WORK PROGRAMME 2017/18

(Agenda No. 9)

(Taken under Agenda Item 6)

..... in the Chair

Date of signing

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Division(s): N/A

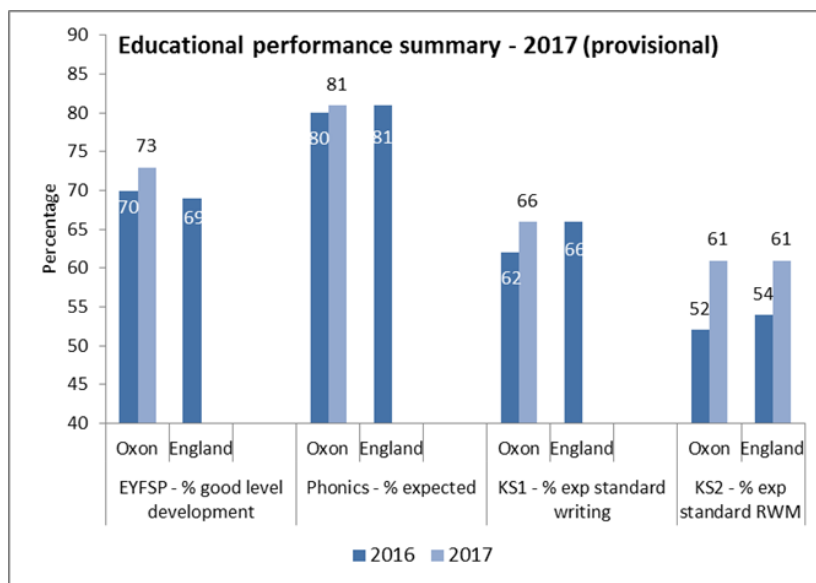
EDUCATION SCRUTINY COMMITTEE – 27 SEPTEMBER 2017

EDUCATIONAL ATTAINMENT 2016/17 OVERVIEW (PRIMARY SCHOOLS)

Report by Director for Children’s Services

1. This report presents an early overview of the provisional educational outcomes of children and young people in Oxfordshire primary schools for the academic year 2016-17.

Overview of educational performance



2. 2017 provisional data shows that educational performance in Oxfordshire has increased in all four of the key assessment stages.
3. 3 year trend data is available for Early Years and Phonics screening. Due to the changing curriculum and assessments, two years of data is available for key stages 1 and 2. This can be found in appendix A.
4. Increases in performance generally reflect a similar increase to provisional national figures.
5. Performance at Early Years Foundation Stage (EYFS) has risen from 60% of children with a good level of development in 2014 to 73% in 2017. In 2016 the Oxfordshire figure rose above the national average for the first time since the new assessment started. This trend looks like it is continuing this year. Validated figures and national comparisons will be published by the DfE in October.
6. In 2016 the proportion of Oxfordshire children reaching the expected standard in writing at key stage 1 was amongst the lowest nationally (62% compared with 66%). This proportion has increased to 66% this year. Early indications are that although

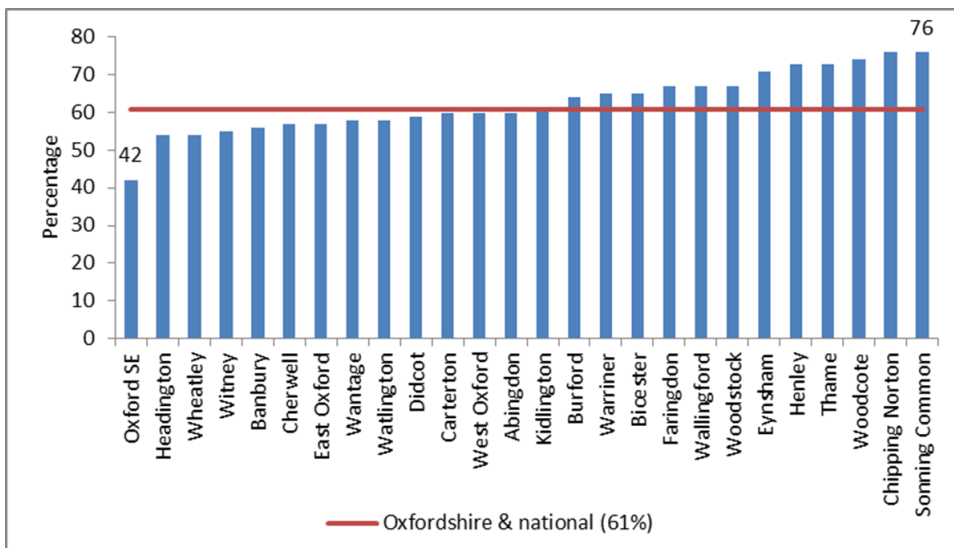
this figure is likely to remain below the national average, the gap will have decreased.

7. Key stage 1 and phonics validated data and national comparisons are due to be published by the DfE at the end of September.
8. Key stage 2 comparisons have already been published by the DfE. In Oxfordshire the proportion of children reaching the expected standard in reading, writing and maths has increased from 52% to 61%. Oxfordshire now performs in line with the national average for this measure.
9. For individual subject areas at key stage 2, Oxfordshire performs above the national average in reading (74% compared with 71%), in line with the national average in maths (75%) and below the national average in writing (73% compared with 76%).

Attainment by school partnership

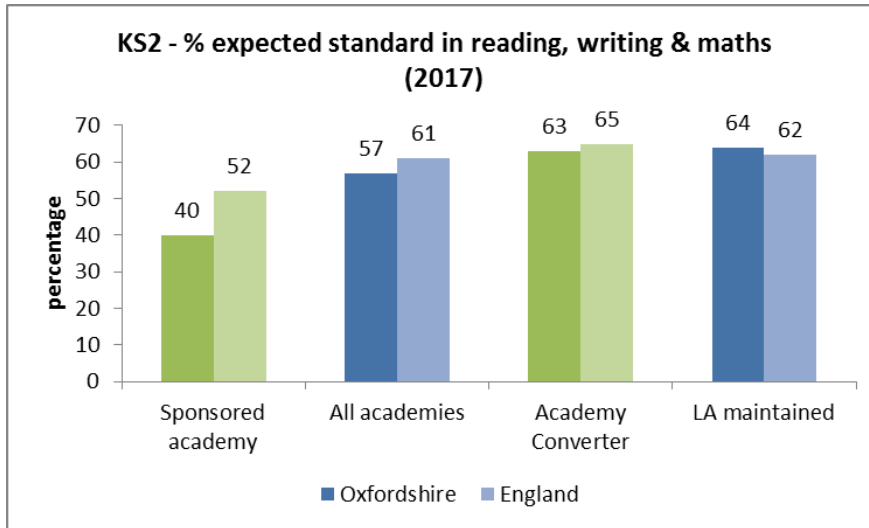
10. There continues to be a degree of variation in performance between school partnerships.
11. At key stage 2 the proportion of children reaching the expected standard in reading, writing and maths varies from 42% across the Oxford South East partnership to 76% across the Sonning Common partnership.
12. It should be noted that there is also a difference in cohort sizes – there were 260 children at the end of this key stage in the Oxford South East partnership but 100 in the Sonning Common partnership. This will affect the statistical significance of the results.
13. In order for Oxford South East partnership to perform in line with the national and Oxfordshire average (61%) then an additional 50 children would need to have met the expected standard in all 3 subjects. In order for the partnership to be in line with the highest performing partnership then a further 39 children would need to meet the standard.

KS2 - % expected level in reading, writing & maths by school partnership



14. Similar performance is seen in the other key stages.

Performance by school type



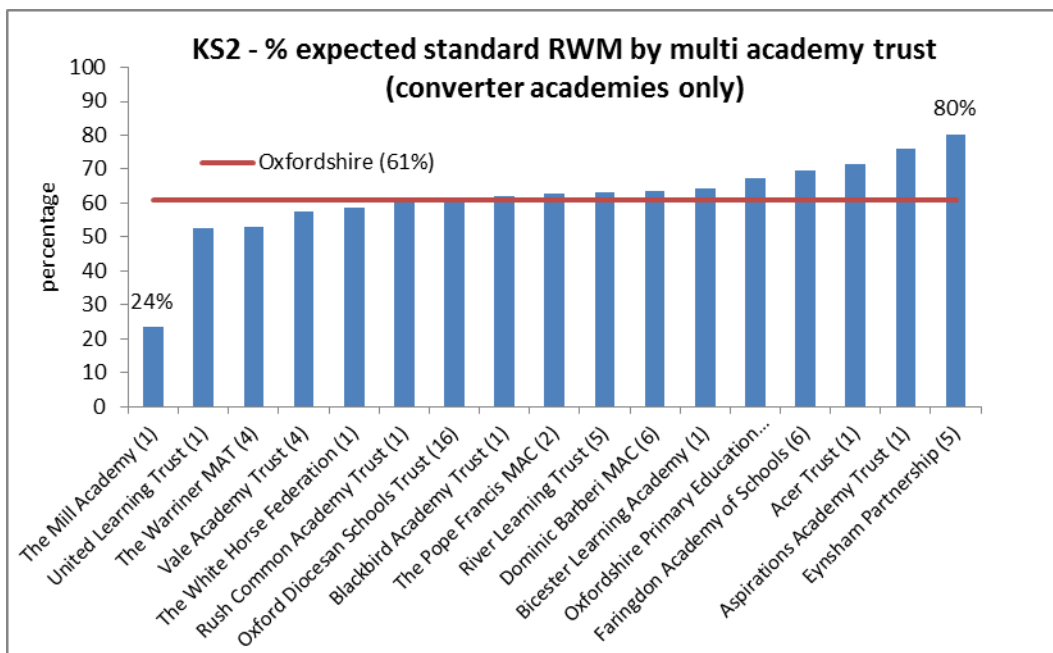
15. At key stage 2, a slightly greater proportion of pupils attending LA maintained mainstream primary schools in Oxfordshire (64%) reach the expected level compared with those in academies (62%). This is a different pattern to that nationally where academies slightly outperform LA maintained schools.
16. Within Oxfordshire both converter and sponsored academies have lower performance than those nationally. The smaller number of schools and hence pupils within these groups means that a small change in the performance of pupils can have a comparatively larger impact on the overall average.
17. There is a similar pattern at other key stages.

Key stage 2 attainment of sponsored academies by length of time open.

18. The attainment of sponsored academies in Oxfordshire show more variation than those nationally.
19. The majority of time open bands in the table below show an increase in KS2 performance between 2016 and 2017, reflecting the increase in performance nationally during this time.
20. The exception being those schools opened for 2 academic years where the average performance dipped slightly.
21. The group of sponsored academies that have been open for 4 academic years also show lower average attainment than other schools.

Length of time open as a sponsored academy	Number of schools	% expected standard reading, writing & maths			
		Oxfordshire		England	
		2016	2017	2016	2017
< 1 academic year	2	32	42	Na	Na
1 academic year	1	4	33	37	49
2 academic years	2	45	36	44	53
3 academic years	3	35	45	44	52
4 academic years	4	28	31	43	53
5 academic years	2	37	48	48	50
All schools		52	54	61	61

Key stage 2 results by multi academy trust (MAT) (converter academies only)



Numbers in brackets refer to the number of converter academies in the MAT. The MAT may also contain sponsored academies and secondary schools as well as schools in other local authorities.

- 22. There are 62 converter academies within 17 multi academy trusts (MATs) in Oxfordshire.
- 23. The performance of these MATs at key stage 2 shows a degree of variation, with 24% of pupils at schools in The Mill Academy Trust achieving the expected level in reading, writing and maths to 80% of pupils in the Eynsham Partnership.

Maintained schools supported during 2016/17 academic year

- 24. During 2016/17 academic year, school improvement support to primary schools in Oxfordshire was provided based on the tier of support the school was placed in. These tiers were primarily based on Ofsted judgements, school attainment and progress as well as any other factors which could potentially lead to the school not being Good at a future inspection. School improvement activities were managed by

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partners through the Operational Group and provided by School Improvement Leader (SIL) visits. SILs are national leaders of education, local leaders of education or Ofsted inspectors.

25. Tier 4 schools were LA maintained schools causing concern and hence received the maximum level of support.
26. At the start of the 2016/17 academic year 13 maintained schools fell in this category.
27. 11 of these 13 schools have shown increased performance at KS2 between 2015/16 and 2016/2017 – with 7 schools showing increases of over 10% points.
28. 7 of these tier 4 schools were inspected by Ofsted during the academic year and all moved from requiring improvement to good (and hence no longer a tier 4 school of concern).
29. Four of these schools subsequently became academies (two sponsored academies due to being previously being judged as inadequate by Ofsted and 2 converter academies).
30. 5 further maintained schools were moved into tier 4 during the academic year following Ofsted judgement of requiring improvement. Key stage 2 performance is mixed for this group of schools, with 3 showing a decline in performance (against a county and national increase in performance). These schools will continue to be supported during the 2017/18 academic year.

Other schools of concern during 2016/17 academic year

Schools falling below the DfE Floor Standard in 2016

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

31. 17 Oxfordshire primary schools met these criteria in 2016. Early analysis of the data meant that all of these schools were written to by the Strategic Lead for Education Quality at the start of the 2016/17 academic year, alerting them to the possibility that they would fall in this category. Follow up and appropriate support was provided as necessary.
32. 5 were academies (3 sponsored academies and 2 converter academies).
33. Responsibility for school improvement within academies is within the remit of the Regional School Commissioner.
34. 12 were LA maintained schools, with 2 of the schools subsequently becoming academies (one a sponsored academy and the other a converter academy). These schools were Tier 3 schools for the purposes of allocating support (good/outstanding schools at risk of not being good following any inspection) and as such had a set number of visits arranged through the Operational Group.

35. 6 of these 12 schools are also part of the Oxford Diocese.
36. Early indications are that 5 of these 17 schools will remain below the 2017 floor standard (2 academies and 3 LA maintained schools) and appropriate support will continue to be provided through the Operational Group as necessary.

Coasting schools

The Education and Adoption Act 2016 allows the Department to identify, support and take action in coasting schools for the first time. These are schools where, over time, pupils do not fulfil their potential. The coasting definition is based on a three years of data, using the same performance measures that underpin the floor standards.

37. In 2016 three Oxfordshire primary schools (1%) met the coasting school definition, which was below the national average of 3% of primary schools defined as coasting.
38. All three schools were academies.
39. Again early analysis of the data allowed these schools to be identified at the start of the academic year. This was followed by written communication from the Strategic Lead for Education Quality and appropriate support was provided as necessary.

Potential schools of concern following 2017 results

40. Early indications are that 19 primary schools in Oxfordshire will fall below the DfE floor standard definition this year. 10 of these schools are currently LA maintained and 9 are academies (2 sponsored academies and 7 converter academies).
41. 5 of these 19 schools were also below floor standard in 2016.
42. The majority of these schools are below floor due to significantly low progress in maths (13 out of the 19 schools).
43. These schools will only be confirmed by the DfE in December.
44. The thresholds for the coasting school definition have yet to be published by the DfE. If they remain unchanged from 2016 then three Oxfordshire primary schools are likely to meet this definition. All three of these schools also meet the below floor standard definition. Two are academies and one LA maintained school.
45. Coasting schools will be confirmed by the DfE in December.
46. During 2017/18 the School Improvement Guarantee sets out the arrangements for support to schools based on the vision that *'We want every Oxfordshire child to attend a school or setting that is at least good'*.
47. There are currently only 6 LA maintained schools that are judged as Requiring Improvement, with just one that is likely to have an inspection during the 2017/18 academic year. These schools will receive bespoke support brokered through the

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Operational Group so that the school is judged good at the next inspection. A School Quality Assurance (SQA) meeting, chaired by a local authority officer, may be used to check that support for the school is robust and making a difference.

48. One inadequate primary school which will continue to access bespoke support as necessary until the date of academisation.
49. There will continue to be targeted work with good and outstanding maintained schools at risk of being judged less than good. These schools are identified through attainment and progress data, accuracy of judgements at moderation at all key stages or through school leadership, including governance, judged as less than good (e.g. in school review). A series of three half day visits will be provided by a Partnership System Leader (previously called 'SIL'). These visits will be prioritised in autumn term, and by inspection due date.

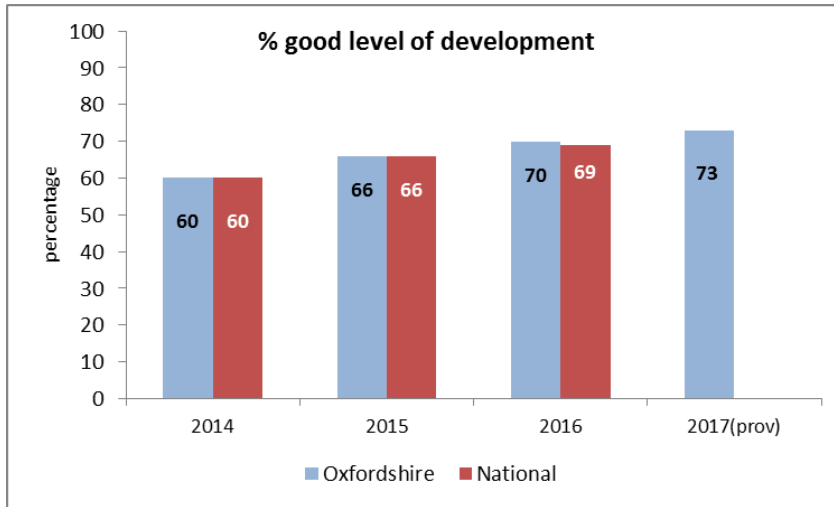
LUCY BUTLER

Director for Children's Services

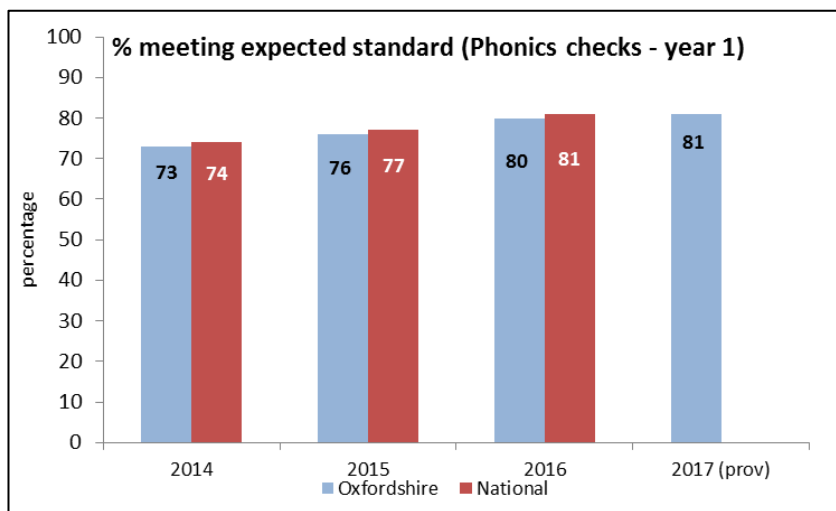
Contact officer: Alison Wallis, Performance & Information Team

14 September 2017

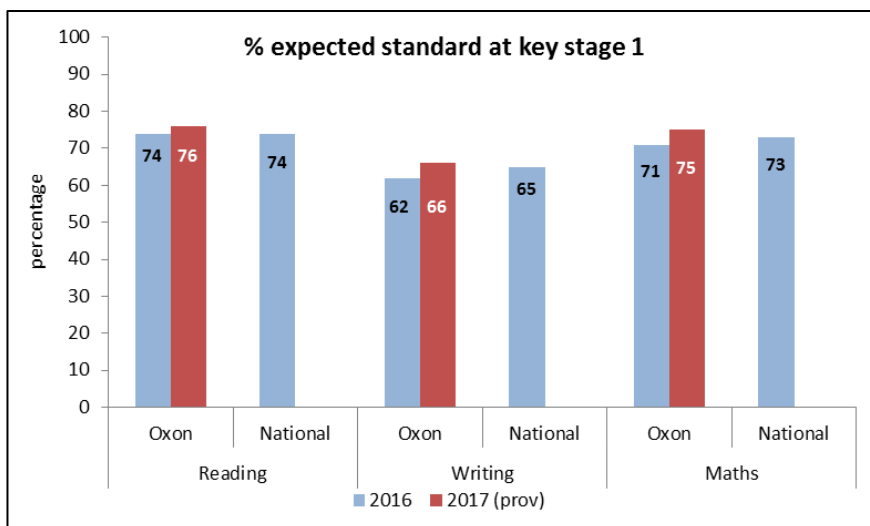
1. Early Years Foundation Stage – 4 year trend (provisional data)



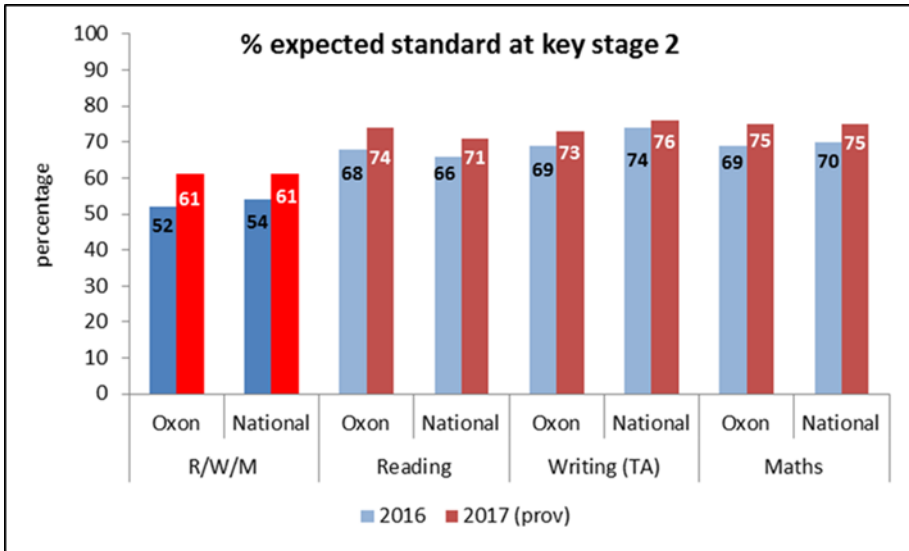
2. Phonics Screening (Year 1)



3. Key stage 1



4. Key stage 2



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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 27 SEPTEMBER 2017

EDUCATION EXCLUSIONS

Report by Director for Children's Services

Introduction

1. The aim of this report is to provide data to assist scrutiny of the causes of a rise in fixed term and permanent exclusions.
2. There has been a 28% increase in exclusions overall since last year and a 62% increase in exclusions overall since 2014/15 (see Appendix 1).
3. During the academic year 2016/17 there were 82 permanent exclusions of Oxfordshire pupils from Oxfordshire schools, 21 from primary schools and 61 from secondary schools. Five attended Oxfordshire schools but did not live in Oxfordshire. Two attended non-Oxfordshire school, but were Oxfordshire pupils. Therefore, the County Council was liable to provide provision for 84 pupils.
4. There is an understanding within Oxfordshire that children who are looked after (LAC) are not permanently excluded and alternative support is put in place in liaison with the Virtual School.
5. The fixed term exclusion rate from Oxfordshire schools has been lower than the national average, but shows a steep increase during 2016/17.

Permanent exclusions

Secondary schools

6. There has been an increase of 42% on last year with 39 schools permanently excluding 62 children. These were the highest:

St Gregory the Great	8
Lord Williams's	6
Wheatley Park	4
Oxford Spires	4
North Oxfordshire Academy	3
South	24
City	21
North	17
7. There were 5 times as many boys as girls overall.
8. It is worth noting that 4 schools – The Oxford Academy, The Marlborough, Cheney and Banbury Academy - have reduced their numbers of permanently excluded children.

9. 32 children were receiving some level of Special Educational Needs (SEN) support at the time of exclusion, 2 of which already had an Education Health & Care Plan (EHCP).
10. Four additional children either received support or have moved to an EHCP since being excluded. Therefore, 40% of secondary school excluded children had SEN.

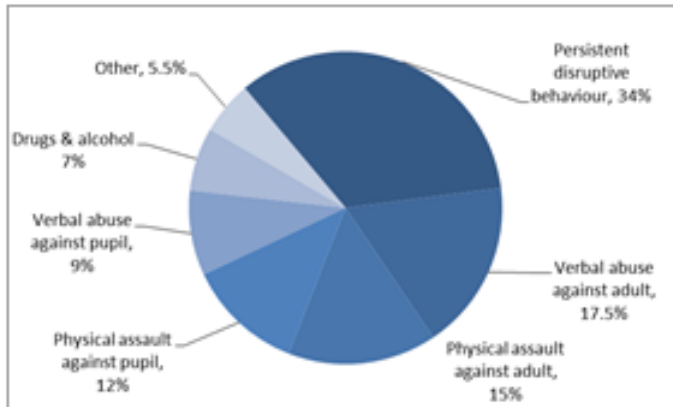
Primary schools

11. There has been an increase of 57% on last year with 19 schools permanently excluding 22 pupils. These were the highest:

John Henry Newman	3
St Joseph's	2
Carterton	2
All others excluded 1 pupil	
South	5
City	8
North	9

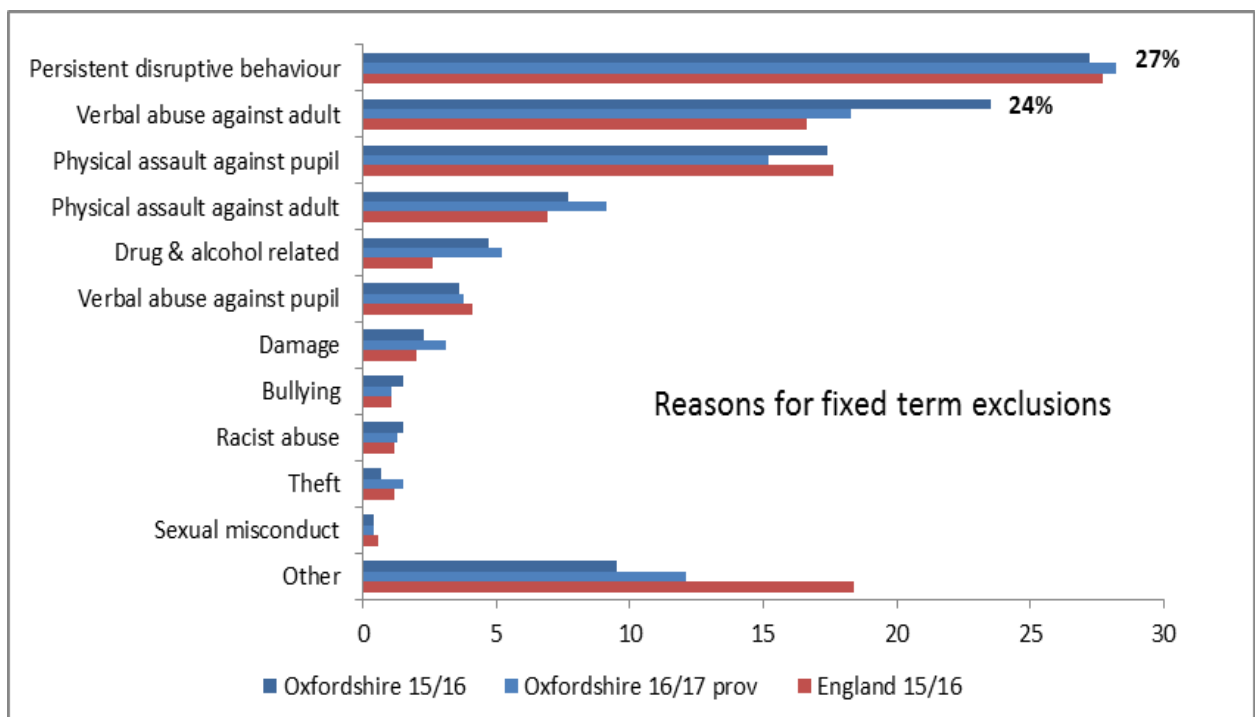
12. Again, there were 5 times as many boys as girls overall.
13. At the time of exclusion, all children were receiving some SEN support, with 4 already with an EHCP. Since being excluded, the number of children with an EHCP increased to 6. Therefore, 100% of primary school age excluded children were receiving some form of SEN support.
14. During the past year, 15 cases have been rescinded. This suggests that the guidance and protocol for permanent exclusions may not be being followed accurately by schools. The Local Authority's role, when requested, is to advise head teachers and governors at the disciplinary committee to ensure they are fulfilling their obligations and that the guidance has been followed and used appropriately. Heads need to be encouraged to share this information so that good practice can be disseminated.
15. The growth in the number of permanent exclusions is most noticeable in year groups 7, 9 and 10. This goes hand in hand with the drop in attendance from year 6 to year 7 suggesting a poor transition period.
16. Nationally published data are lower than internal data. This indicates that increasing numbers of schools are not reporting their permanent exclusions to the DfE through the schools census. This is a statutory requirement.
17. In managing and preventing exclusions, more and more schools are using reduced timetables. Whilst there is a place for them to assist in the re-integration to full-time education, they require close monitoring and review to ensure the child is receiving their allocation.
18. A survey was issued to schools earlier this year requesting the numbers of children on reduced time-tables. There was a response of only 33%. Next year, this information will be collected as part of the Safeguarding Audit by the Oxfordshire Safeguarding Children Board.

19. One third of all permanent exclusions from Oxfordshire schools in 2016/17 were for persistent disruptive behaviour. However, at primary schools, physical assault against an adult is the most frequently given reason for permanent exclusion (41%), followed by persistent disruptive behaviour (32%).



Fixed term exclusions

20. The fixed term exclusion rate from Oxfordshire schools has been lower than the national average, but there has been a steep increase during 2016/17.
21. The exclusion rates from primary schools have been lower than the South East and national figures, but 2016/17 saw a sharp increase from 0.9% to 1.5%.
22. Fixed term exclusion rates from secondary schools are generally in line with the South East average, but lower than the national figure.
23. Persistent disruptive behaviour is the most common reason for fixed term exclusion both in Oxfordshire and nationally.



24. 1,388 days were lost from Oxfordshire primary schools, with 11 pupils having at least 10 exclusions during the year.

25. 6,361 days were lost from secondary schools, with 17 pupils having at least 10 exclusions.

Further analysis of school exclusion data will be made available to the Education Scrutiny Committee at the meeting, particularly to illustrate any further trends over the previous three years.

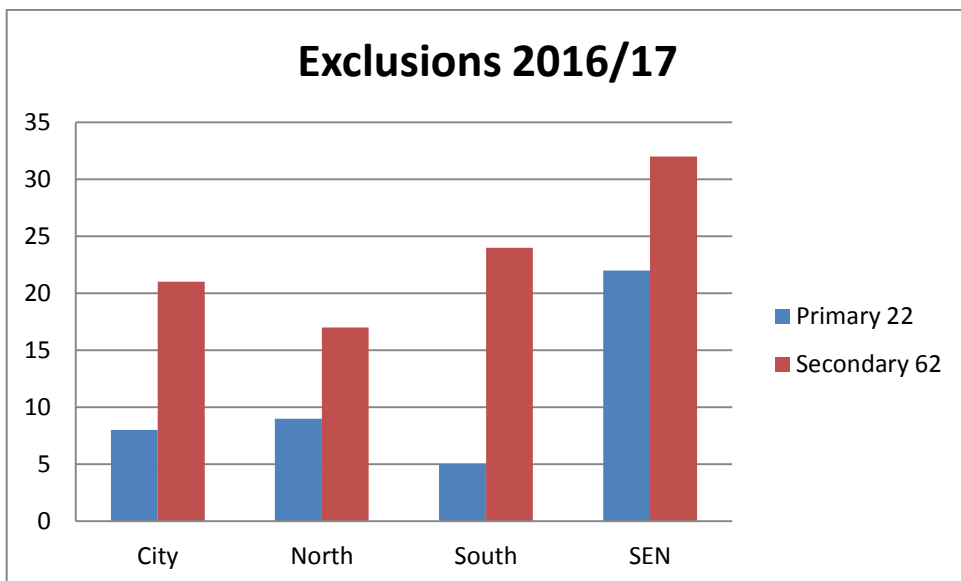
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Director for Children's Services

Contact Officer: Rachael Etheridge, Rachael.Etheridge@oxfordshire.gov.uk

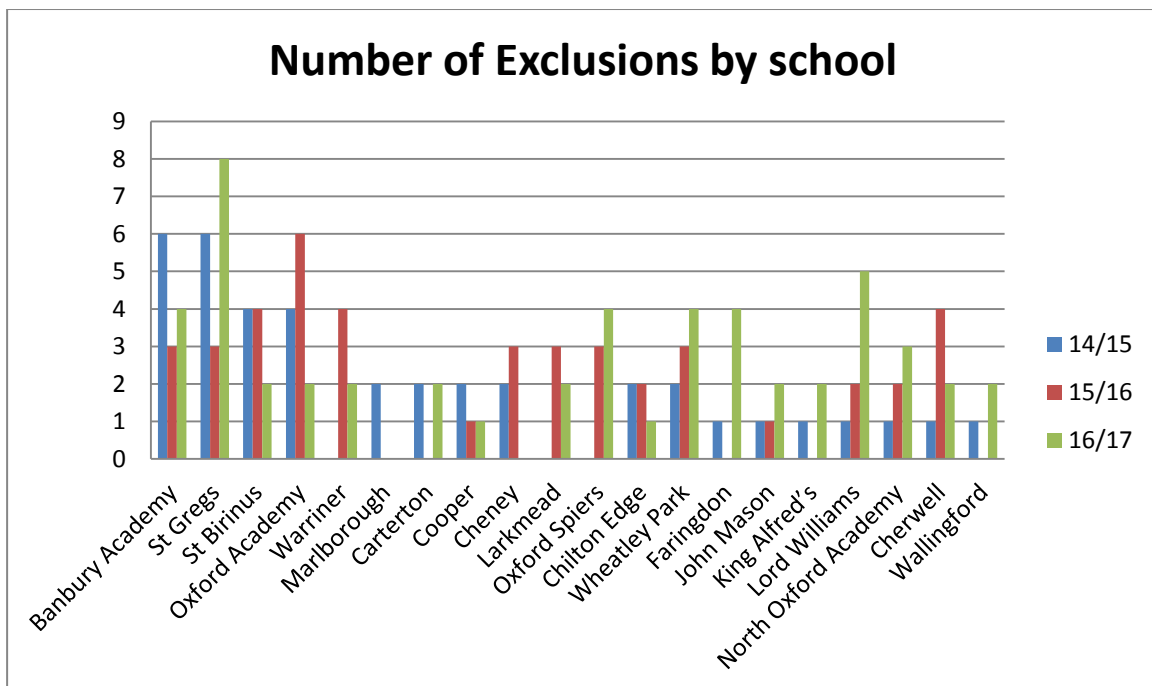
September 2017

Appendix 1 - Trends in school exclusions



Number of permanent exclusions by school - excluding those between 0 - 1

	2014/2015	2015/2016	2016/2017
Banbury Academy	6	3	4
St Gregs	6	3	8
St Birinus	4	4	2
Oxford Academy	4	6	2
Warriner	0	4	2
Marlborough	2	0	0
Carterton	2	0	2
Cooper	2	1	1
Cheney	2	3	0
Larkmead	0	3	2
Oxford Spiers	0	3	4
Chilton Edge	2	2	1
Wheatley Park	2	3	4
Faringdon	1	0	4
John Mason	1	1	2
King Alfred's	1	0	2
Lord Williams	1	2	5
North Oxford Academy	1	2	3
Cherwell	1	4	2
Wallingford	1	0	2



Education Scrutiny Committee Work programme (2017 -18)

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

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

Agenda Item	Reasons and objective for item	Lead Member / Officer
13 December 2017		
Elective Home Education	Understanding the local authority legal responsibilities challenges and opportunities. Review annual analysis and trends relating to Elective Home Education in Oxfordshire	
Bullying	Review of the prevalence of prejudice-related bullying in schools and online, particularly the impact on vulnerable groups.	
(Provisional) Educational attainment Secondary Phase performance (including vulnerable groups)	To review analysis of Oxfordshire secondary school phase educational attainment annual performance tables (including those relating to vulnerable groups).	Strategic Lead for Education Quality
14 March 2018		
Annual Report for 2017-18	To receive a draft of the annual report prior to publishing on line	Lucy Butler, Director Children’s Services
Academies in Oxfordshire Annual Report	To review the annual performance of Academies in Oxfordshire	
Ofsted Regional Director	A question and answer session with the Regional Schools Commissioner	Cllr Michael Waive

ESC8

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