OXFORDSHIRE
COUNTY COUNCIL

Notice of a Meeting

Education Scrutiny Committee
Wednesday, 6 February 2019 at 1.00 pm
Meeting Room 2, County Hall

Membership

Chairman Councillor Michael Waine
Deputy Chairman - Councillor John Howson

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

Co-optees:

By Invitation:	Ian Jones	Carole Thomson

Notes: *Date of next meeting: 3 April 2019*

What does this Committee review or scrutinise?
- a focus on the following key areas:
  - work in relation to the education strategy, and including review of an annual report on progress;
  - constructive challenge on performance issues highlighting issues where the Committee can support the improvement dialogue;
  - reviewing the Council's education functions including early years, Special Education Needs and school place planning;
  - reviewing the progress of, and any issues emanating from, the School Organisation Stakeholder Group with regard to admissions patterns and arrangements;
  - reviewing issues raised by the Schools Forum.
- assists the Council in its role of championing good educational outcomes for Oxfordshire's children and young people;
- provides a challenge to schools and academies and to hold them to account for their academic performance;
- promotes jointed up working across organisations in the education sector within Oxfordshire.

How can I have my say?
We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

For more information about this Committee please contact:

Chairman	-	*Councillor Michael Waine*
		Email: michael.waine@oxfordshire.gov.uk
Senior Policy Officer	-	*Sarah Jelley, Tel: (01865) 896450*
		Email: sarah.jelley@oxfordshire.gov.uk
Policy & Partnership Officer	-	*Diane Cameron, Tel: 07795 301254*
		Email: diane.cameron@oxfordshire.gov.uk
Committee Officer	-	*Deborah Miller, Tel: 07920 084239*
		deborah.miller@oxfordshire.gov.uk

Yvonne Rees
Chief Executive

January 2019

About the County Council

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

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

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

About Scrutiny

Scrutiny is about:

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

Scrutiny is NOT about:

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

What does this Committee do?

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

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

A hearing loop is available at County Hall.

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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 - 8)

   To approve the minutes of the meeting held on 28 November 2018 (**ESC4**) and to receive information arising from them.

5. **Petitions and Public Address**

6. **Educational Performance Key Outcomes 2017/18** (Pages 9 - 38)

   1.10 pm

   Report by Head of School Improvement and Learning (**ESC6**).

   This Annual Education Performance Report 2017-2018 gives a summary and overall analysis of key outcomes and progress measures as well as analysis by key cohorts.

   The Education Scrutiny Committee is RECOMMENDED to note the report for discussion.

7. **School Exclusions Deep Dive 6 Month Update** (Pages 39 - 48)

   1.30 pm

   The report presents a 6 month update on progress made on the implementation of recommendations from the Education Scrutiny Committee's deep dive into school exclusions.

   The Education Scrutiny is RECOMMENDED to note the report for discussion.

8. **Evolving Relationships with Schools and Colleges** (Pages 49 - 60)

   1.50 pm

   Report by Deputy Director Education (**ESC8**).

   The report considers the evolving relationship with schools and colleges, particularly in light of local and national contexts. The report includes a breakdown of the staffing and roles of the four service areas.

The Education Scrutiny is RECOMMENDED to note the report for discussion.

9. **Northfield School**

2.20 pm

The Committee will receive a verbal update from the Deputy Director for Education relating to Cabinet's approval for rebuilding the school on the existing site. The school has been put into Special Measures by Ofsted.

10. **Forward Plan and Committee Business** (Pages 61 - 64)

2.30 pm

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

Close of meeting

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, 28 November 2018 commencing at 1.00 pm and finishing at 2.40 pm.

Present:

Voting Members:	Councillor Michael Waine – in the Chair
	Councillor John Howson (Deputy Chairman) Councillor Ted Fenton Councillor Mrs Anda Fitzgerald-O'Connor Councillor Jeanette Matelot Councillor Gill Sanders Councillor Emma Turnbull
Other Members in Attendance:	Councillor Lorraine Lindsay-Gale, Cabinet Member for Education & Cultural Services.
By Invitation:	Ian Jones and Donald Mcewan, Council of Oxfordshire Teachers' Organisations (COTO)).
Officers:	
Whole of meeting	David Clarke, Deputy Director for Education; Diane Cameron, Deborah Miller and Lauren Rushen (Resources).
Part of meeting	Barbara Chillman and Kim James (Education).

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

115/18 INTRODUCTION AND WELCOME
(Agenda No. 1)

The Chairman welcomed everyone to the Meeting and in particular new Committee Member Councillor Ted Fenton. He welcomed Mr Donald Mcewan, Council of Oxfordshire Teachers' Organisations who had attended with Mr Ian Jones to observe the meeting.

116/18 APOLOGIES FOR ABSENCE AND TEMPORARY APPOINTMENTS
(Agenda No. 2)

An apology for absence was received from Mrs Carole Thomson.

117/18 MINUTES

(Agenda No. 4)

The Minutes of the Meeting held on 19 September 2018 were approved and signed as an accurate record subject to the following change to Minute 112/18 as shown in bold italics/stikethrough below:

The Chairman indicated that the Committee had identified the lack of data sharing from schools to be an ongoing issue and with the agreement of the Deputy Director for Children's Services, undertook to write to schools to encourage them to submit their examination data to the authority and to encourage them to sign up to the data sharing protocol that was being developed by the Deputy Director for Education. ~~and if schools still did not share their data, to escalate it where necessary to the Trustees.~~ *The Deputy Director also undertook to all he could to encourage schools.*

Matters Arising

Minute 110/18 – The Chairman reported that the Committee would be recieiving an update report at the next meeting.

Minute 118/18 – In relation to the resolution, the Chairman reported that a letter had now been prepared jointly from the Education Scrutiny Committee, The Schools Forum Chair and The Director of Children's Services and would be sent next week.

Minute 113/19 – the Committee raised concern over pupils who could be disadvantaged as a result of the parallel admission arrangements for the Swan School and requested that officers try and find a way of flagging pupils who may potentially suffer due to the situation and to do everything they could to mitigate the situation which was not of the Authorities making.

118/18 SCHOOL ATTAINMENT

(Agenda No. 6)

The Committee had previously agreed to undertake a review of educational attainment. The Committee now had before it a report which, following an officer presentation to the Committee in March, outlined the scope of the review and sought nominations to form the sub-group who would carry out the deep dive.

The Committee had at its previous meeting noted that although the overall picture appeared to be positive, there were areas where the county was performing below the national average:

(a)   Writing outcomes at KS1 and KS2 were below the national average, though improvements were being made.
(b)   Attainment for disadvantaged pupils and SEN learners remained below those of non-disadvantaged pupils, although there were areas of improvement.
(c)   The curriculum offer under Attainment 8 consisted of 5 precise subjects and 3 open element subjects. The KS4 offer could vary across schools and the

Committee felt that it would be beneficial to investigate how this impacted on the Attainment and Progress 8 scores across the county.

The Committee agreed that the overall aim of the deep dive would therefore be to gain a greater understanding of the drivers behind trends associated with improved educational attainment, particularly for vulnerable learners, including:

(a) gaining a greater understanding of the Pupil Premium monies received by schools, and how the income was streamed to other similar schools outside of Oxfordshire;
(b) identifying how the money was used in schools to facilitate the educational attainment of pupils in receipt of Pupil Premium and in particular children in care;
(c) to investigate the work being undertaken by the Council, schools and colleges in the county to promote school inclusion and how this linked to educational attainment;
(d) to investigate the work undertaken to ease the transition between primary and secondary school, and for those that moved into 14-18 schools, particularly vulnerable learners;
(e) to consider the Key Stage 4 offer at schools across Oxfordshire and the opportunities and challenges that existed in relation to Progress 8 and Attainment 8 figures for all learners;
(f) to understand the educational attainment levels of gypsy and traveller communities in Oxfordshire compared to the national average.

The Deputy Director, David Clarke whilst welcoming the investigation, cautioned that due to the size of this piece of work, greater clarity would be needed around whether around the scope of the review and whether this was focused around attainment 8 or progress 8. In response Councillor Howson indicated that it was the intention was to be secondary school focused, concentrating on the following vulnerable groups:

Pupil Premium;
SEND in Mainstream Schools;
ROMA and travelling Children;
Looked After Children – out of County – Implications of how long it was taking to get them into school;
Links with Progress 8;
Children who arrive Mid-Year – transfer/mobility Issues.

Following debate, the Committee **RESOLVED** to:

(a) agree the scope of the deep dive;
(b) co-opt Councillor Ted Fenton and Councillor Michael Waine to the sub-group;
(c) ask Councillor Jeanette Matelot and Mrs Carole Thomson whether they are able to be the fourth member of the group.

119/18 OFSTED UPDATE
(Agenda No. 7)

The Committee had before them a report which provided information to assist the Committee in developing questions to ask Ofsted representatives at the next Committee meeting, including a summary of Ofsted outcomes as of 1st October 2018; examples of key themes Ofsted had reviewed in recent inspection reports; together with examples of the support that the local authority were giving to Headteachers and Governing bodies.

Following debate, the Committee **AGREED** that the Chairman, Deputy Chairman and Opposition Spokesperson use the report and consultation on the new framework due to be published in January as a tool kit for preparing strategic questions for Chris Russel, Ofsted Regional Director and to note that questions should be focused around the following areas:

• **Exclusions** – off rolling – what Ofsted were doing to tackle the situation;
• Safeguarding;
• The Wider Curriculum;
• Headship & Governance;
• Parts of requirements clashing;
• Data requirements.

120/18 PUPIL PLACE PLANNING 2018-2024
(Agenda No. 8)

The Committee had before them a report which presented the 2018 Pupil Place Plan, including present and predicted future pupil numbers on roll; information about birth rates; school capacity; and new housing. The Plan set out proposed changes in the number of school places available over the next year and suggested where other changes may be necessary in the future. The Plan also set out policies on school organisation and the statutory framework for making changes such as opening, closing or enlarging schools.

In introducing the report, Mrs Chillman explained that the Plan did not itself propose service changes, but collated proposals which had been made, or were expected. The fall in birth rate meant that primary schools were seeing their numbers come down. The focus now was on growing capacity from Year 7 upwards where the demand for school places continued to rise as he higher birth rate last decade began to start effecting secondary schools.

In relation to areas of pressure for 2019, she reported that plans were in place to deal with the findings of the 'applications data' which showed pressure in Bicester and Oxford City, including 3 new schools, the Swan School due to open in September 2019, Whitelands Academy planned to open in SW Bicester in 2020 and an all-through free school at grove Airfield planned to open in 2022.

11 Existing secondary schools would be expanded or increase their admission numbers to meet population growth.

The Swan School was due to open in temporary accommodation in 2019, subject to the Secretary of State signing a funding agreement with the River Learning Trust. This funding agreement would not be signed in time to offer places on National Offer Day, and therefore all pupils offered a place at the Swan School would also need to be offered a place at an existing school, to protect them against any potential delay in the Swan School opening. This would require existing schools to agree "bulge" classes to enable all applicants to be offered a place, but those bulge classes might not then be required if the Swan School does open as planned. This would clearly be a stressful time for all involved.

The Committee expressed concern over the low sixth form figures particularly in relation to Carterton. Mrs Chillman explained that this was often due to tightly defined catchment areas and that officers had now asked the Department for Education to break down planning areas which would lead to much more broken up areas.

The Committee confirmed that they reasonably confident that everything that could be done was being done and that all was on track. The Committee thanked Mrs Chillman for the report.

121/18 FORWARD PLAN AND COMMITTEE BUSINESS
(Agenda No. 9)

Members considered the forward programme of items and agreed items for February and March meetings as shown below (changes shown in bold italics and strikethrough).

6 February 2019		
Educational Attainment Report 2018	To receive a report on the validated education attainment results across all Key Stages to include positive issues to highlight and areas to be addressed moving forward	Head of Learning and School Improvement/Performance Information Manager
School absence and attendance	Recommendations from the committee working group on improving school attendance	Cllr Michael Waine
School Exclusions Deep Dive – 6-month update	To receive a progress report on the implementation of recommendations from the Scrutiny Committee's deep dive into school exclusions	Director for Education/Cabinet Member for Education and Cultural Services
LA's new relationship with schools	To help shape an evolving relationship with schools and colleges. This presentation is intended to act as a planning session for the Committee for the forthcoming Council Year.	Director for Education
Studio Schools UTC	*To investigate why there appears to be leakage at age*	

	16	
**New Date** 25 March 2019 (previously 3 April 2019)
Ofsted Regional Director	A question and answer session with the Ofsted Regional Director and/or representatives from Ofsted	Chairman
Special Educational Needs and Disabilities (SEND) Strategy	To receive a report about the implementation of Council's SEND strategy.	Director for Education
Project Athens Update: School Building Maintenance	To receive an update report about how school building maintenance work is being prioritised and scheduled in maintained schools and academies who contract the Council following the liquidation of Carillion	Assistant Director for Major Infrastructure and Construction/Director for Capital Investment and Delivery
**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	
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 an additional 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	
Children and Family Centres and Locality Community Support Services	To present the findings of the monitoring investigations undertaken by members of the Committee following on from the presentation in July 2018	Cllr Michael Waine/Area Social Care Manager
Regional Schools Commissioner	To undertake a question and answer session with the Regional Schools Commissioner	Chairman
Educational Attainment	Recommendations from the committee working group on improving educational performance	Cllr John Howson

.... in the Chair

Date of signing   ....

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2019

EDUCATIONAL PERFORMANCE KEY OUTCOMES 2017/18

Report by Head of School Improvement and Learning

RECOMMENDATION

1. **The Education Scrutiny Committee is RECOMMENDED to note the report for discussion.**

Executive Summary

1. This Annual Education Performance Report gives a summary and overall analysis of key outcomes and progress measures as well as analysis by key cohorts.

Overall messages:

1. Early Years Foundation Stage outcomes continue to increase and remain above the national average.
2. Phonics screening outcomes continue to increase and remain in line with the national average.
3. Key stage 1 outcomes remain above national in both reading and mathematics.
4. Writing has increased at a greater rate than that nationally and in 2018 is just below the national average.
5. Key stage 2 performance in Oxfordshire in 2017 was at national, in 2018 Oxfordshire attainment rose by 1% but the national performance rose by 2% thus we are now 1% below the national average.
6. GCSE average Attainment 8-point score is slightly above the national average.
7. The performance of pupils known to be eligible for free school meals (FSM) / disadvantaged continues to be an area of focus, remaining in the lowest quartiles for all key stage performance measures.
8. The performance of pupils with SEND support increased at both key stage 1 and 2. Performance decreased for this group of pupils in the Early Years Foundation Stage profile and phonics screening.

Early Years Foundation Stage outcomes 2018

Key Messages:
- 74% of children in Oxfordshire achieved a good level of development at the end of the early years foundation stage. This remains above the national average of 72%.
- The FSM gap in Oxfordshire increased this year from 20%points to 23%pts. Nationally the gap remained at 17%pts.
- The proportion of Oxfordshire pupils with SEND support who achieved a good level of development dipped from 22% in 2017 to 19% in 2018. Nationally the proportion has continued to increase.
  Oxfordshire is one of the lowest 12 local authorities for this measure and is the lowest of the statistical neighbour group.
- West and South Oxfordshire districts remain in the top quartile for the proportion of pupils achieving a good level of development in 2018. Performance across Oxford City has increased this year, moving the district into the 3rd quartile.

The early years foundation stage profile (EYFSP) is a teacher assessment of children's development at the end of the early years foundation stage (the end of the academic year in which the child turns five).

All providers of state-funded early years education, including: academies, free schools, and private, voluntary and independent (PVI) providers in England are within the scope of the EYFSP teacher assessments.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy and mathematics.
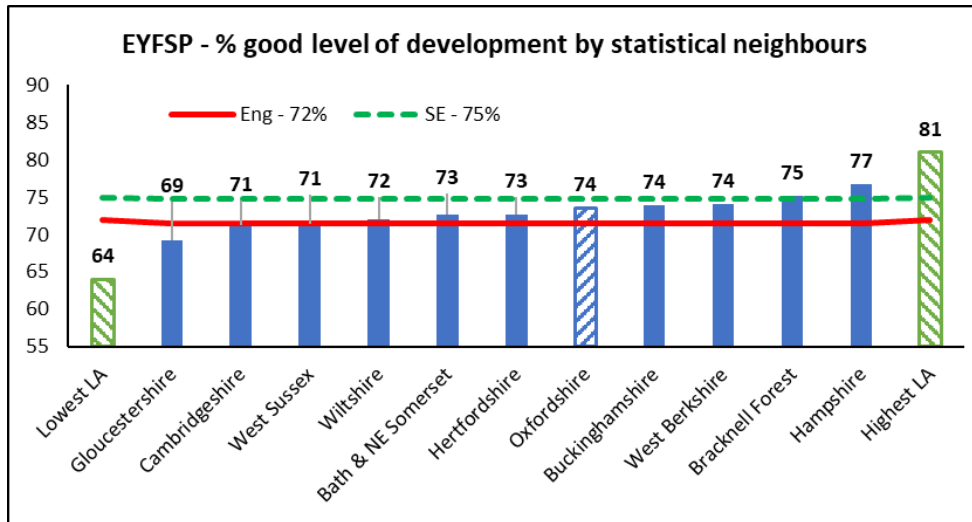
Overall performance – Pupils making a good level of development:
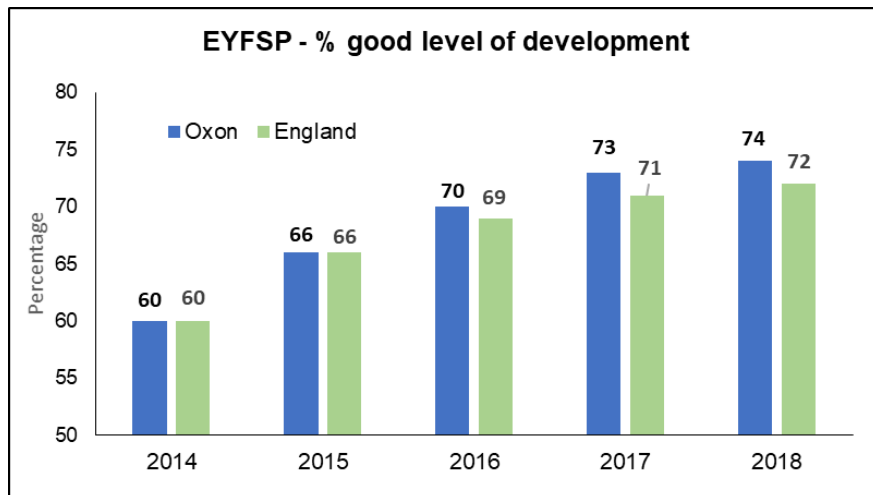
- The percentage of children making a good level of development has increased year on year since 2013 both nationally and in Oxfordshire.
- In 2018, 74% of Oxfordshire children made a good level of development; 2% above the national average of 72%
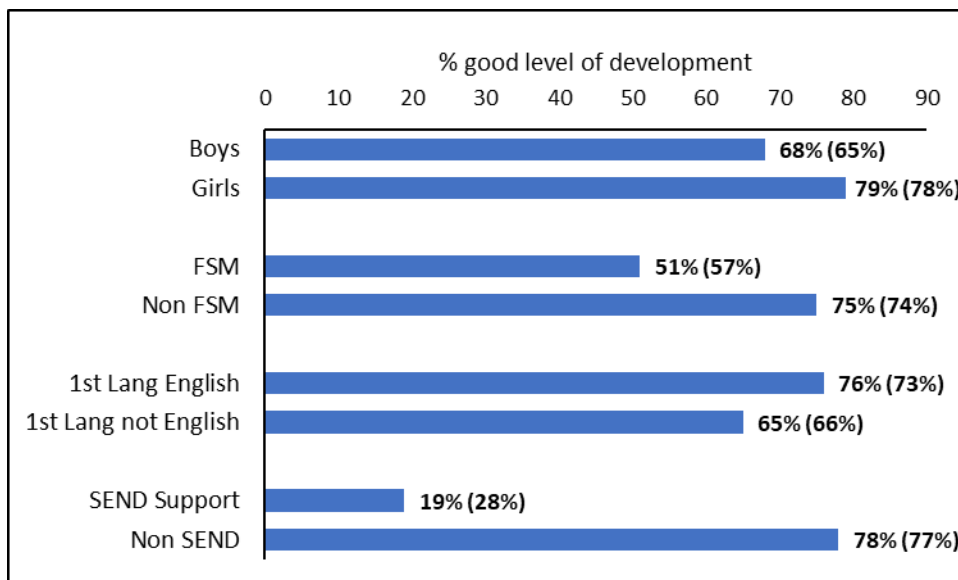
	Cohort	EYFSP - % good level of development		
		2016	2017	2018
Oxfordshire	7655	70	73	74
England		69	71	72

- Oxfordshire is ranked towards the middle of the statistical neighbour group but 1% below the South East average (75%).

EYFSP - % good level of development by statistical neighbours

Eng - 72%   SE - 75%

Lowest LA	Gloucestershire	Cambridgeshire	West Sussex	Wiltshire	Bath & NE Somerset	Hertfordshire	Oxfordshire	Buckinghamshire	West Berkshire	Bracknell Forest	Hampshire	Highest LA
64	69	71	71	72	73	73	74	74	74	75	77	81

(Lowest performing LA – Oldham, Highest performing LA – City of London & Richmond upon Thames).

Performance by pupil groups:

% good level of development

Group	% (National)
Boys	68% (65%)
Girls	79% (78%)
FSM	51% (57%)
Non FSM	75% (74%)
1st Lang English	76% (73%)
1st Lang not English	65% (66%)
SEND Support	19% (28%)
Non SEND	78% (77%)

(National figures are in brackets)

- Girls continue to perform better than boys both locally and nationally at this key indicator.
  However, in 2018, 68% of boys in Oxfordshire achieved a good level of development, 3%points above the national figure.
- Although the performance of all pupils in Oxfordshire is above the national average, the performance of pupil groups that are known to be vulnerable to underachievement falls below the same groups nationally.
- This is most noticeable for those eligible for free school meals and those at SEND support.

**Achievement of pupils known to be eligible for free school meals (FSM):**

	Cohort	% at least good level of development					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	**7655**	**70**	**73**	**74**	**69**	**71**	**72**
FSM eligible	672	51	53	51	54	56	57
Non FSM eligible	6993	72	74	75	72	73	74
FSM Gap (%pts)		-21	-20	-23	-18	-17	-17

- In 2018, 51% of pupils known to be eligible for free school meals (FSM) in Oxfordshire achieved a good level of development. This is a decline from 53% in 2017.
- Nationally the performance of FSM pupils has continued to increase from 56% to 57%
- Oxfordshire is ranked in the lowest 20% (quartile) nationally for FSM performance.
- This means that the FSM gap in Oxfordshire increased this year from 20% points to 23% points. Nationally the gap remained at 17%pts.
- An additional 15 FSM pupils would need to achieve a good level of development in order for Oxfordshire's performance to be in line with that nationally.
- 44% of FSM boys in Oxfordshire and 58% of FSM girls in Oxfordshire achieved a good level of development, lower than the performance of the same groups nationally (49% and 65% respectively).

Pupils with Special Educational Needs (SEND)

	Cohort	% good level of development					
		Oxfordshire			England		
		2016	2017	2018	2016	2017	2018
All pupils	**7655**	**70**	**73**	**74**	**69**	**71**	**72**
SEND support	444	20	22	19	26	27	28
No SEND	6955	75	77	78	75	76	77

- The proportion of Oxfordshire pupils with SEND support who achieved a good level of development from 22% in 2017 to 19% in 2018. Nationally the proportion has continued to increase.
- Oxfordshire falls in the lowest 12 local authorities for this measure and is the lowest of the statistical neighbour group.

EYFSP - % good level development for SEND support by statistical neighbour group
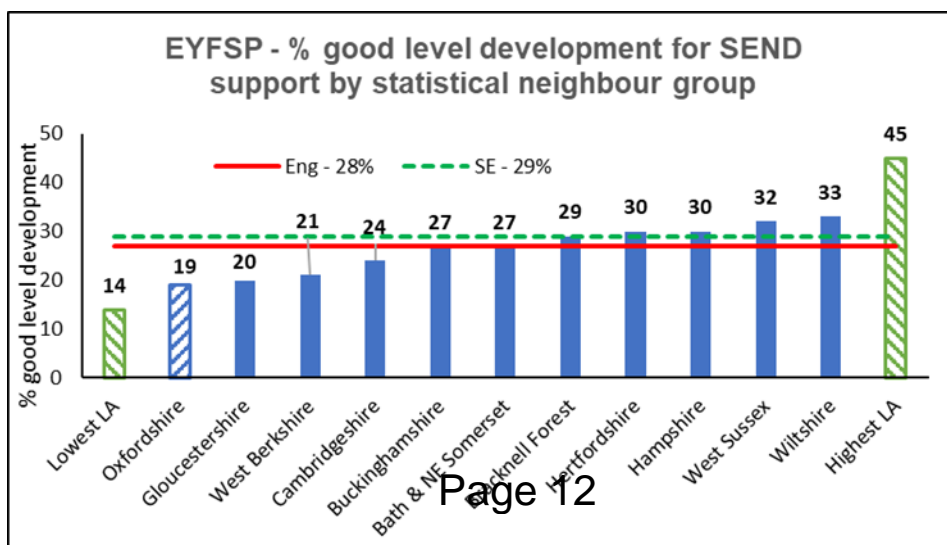
(Lowest performing LA nationally – Hartlepool, highest performing – Waltham Forest)

- An additional 38 pupils with SEND support would need to achieve a good level of development in order to be in line with the national average.
- The number of pupils with an ECHP who achieved a good level of development is low and hence supressed.

Year 1 Phonics screening outcomes- 2018

Key Messages:

- More than 8 in 10 Oxfordshire pupils (82%) met the expected standard in the phonics screening check in year 1, a 1 percentage point increase from 2017. This is in line with the national average.
- By the end of year 2, more than 9 in 10 Oxfordshire pupils (93%) met the standard, the same proportion as in 2017, above the national average of 92%.

- The **FSM gap** in Oxfordshire (20 %points) is amongst the widest nationally – with only 9 local authorities having wider FSM gaps.

- The FSM gap is even more marked when broken down by gender, the FSM gap for **boys** in Oxfordshire is 26%pts which is 10%pts wider than that nationally. This is also the 4th widest in the country.

- the % of **SEND support** pupils in Oxfordshire who meet the expected standard in phonics has dropped this year from 44% to 42%. Nationally the trend has continued to increase to 48%.
- Oxfordshire ranks in the lowest quartile nationally for this measure.

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check.
Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2018, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32.

**Phonics screening checks – overall performance:**

Phonics - % meeting required standard
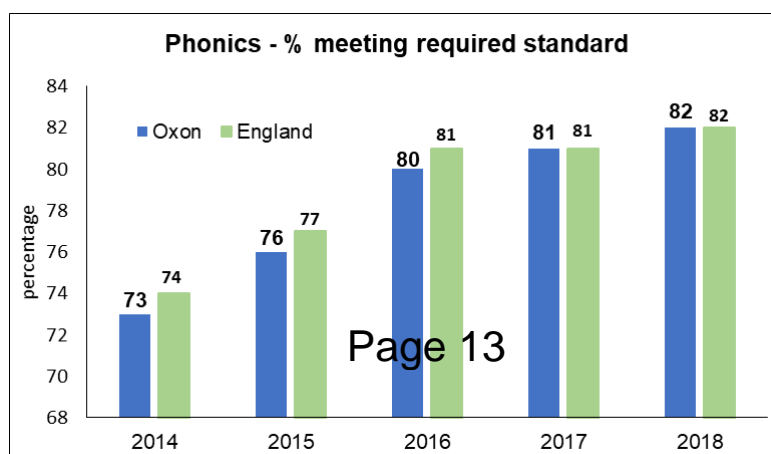
- The proportion of Oxfordshire pupils meeting the required standard in the Phonics screening check at the end of Year 1 increased this year and remains in line with the national average (82%).
- Nationally results vary from 76% (Peterborough) to 88% (4 London Boroughs).

	Cohort	Phonics Yr1 - % meeting required standard				
		2014	2015	2016	2017	2018
Oxfordshire	7771	73	76	80	81	82
England		74	77	81	81	82
SN average		74	77	80	81	83

- Oxfordshire performs slightly below the statistical neighbour average (83%) and South-East average (83%).
- It would take an additional 75 children to meet the required standard in order to be in line with the South East and statistical neighbour average (83%).
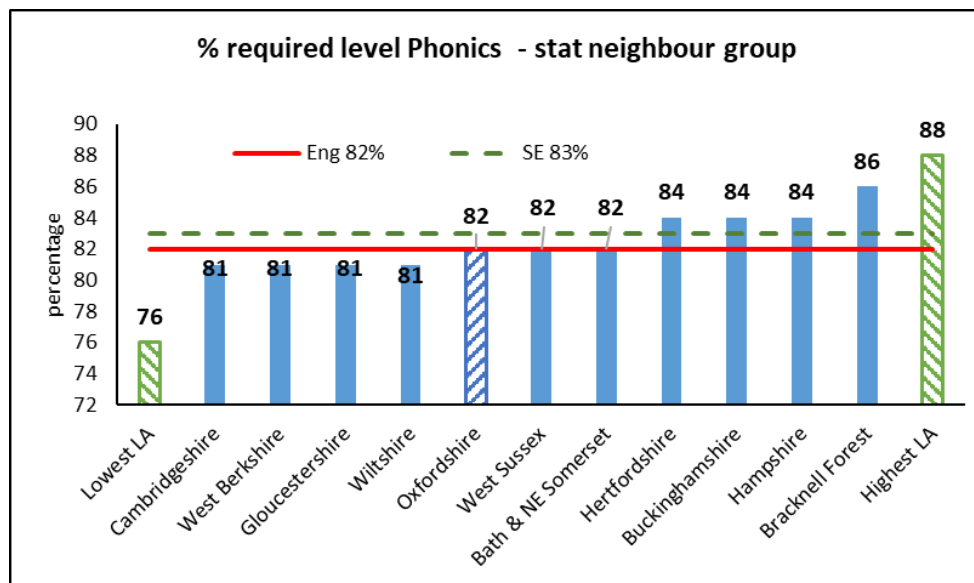
(Lowest performing LA nationally – Peterborough, highest LA – 4 London boroughs)

2. Performance of pupil groups:
% required standard in phonics in year 1 by pupil characteristics:
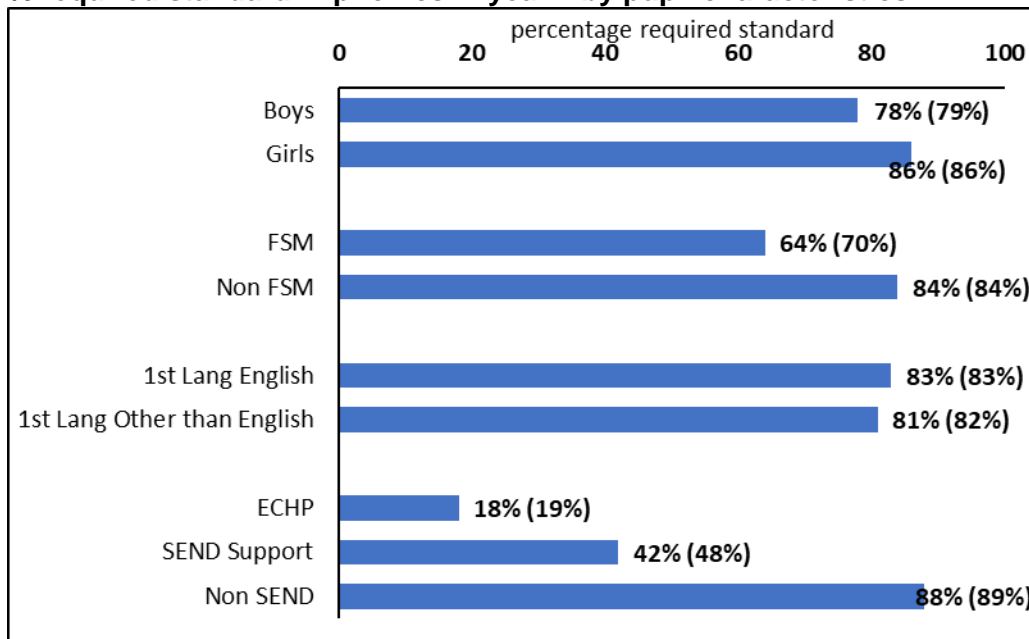
(National comparisons are in brackets)

- A greater proportion of girls continue to meet the phonics standard, with 86% of girls and 78% of boys meeting the standard in year 1 in 2018. In Oxfordshire the performance of boys has dipped slightly below the national average.
- Pupils known to be eligible for free school meals and pupils with SEND support where the performance in Oxfordshire falls below that of the same groups of pupils nationally.

a. Free School Meals (FSM)

| | Cohort | | % at least expected standard | | | | | |
| | | | Oxfordshire | | | England | | |
			2016	2017	2018	2016	2017	2018
All pupils	**7771**		**80**	**81**	**82**	**77**	**78**	**82**
FSM eligible	672		63	62	64	69	68	70
Non FSM eligible	6993		82	83	84	83	83	84
FSM Gap (%pts)			-20	-21	-20	-14	-15	-14

- In 2018, 64% of pupils eligible for free school meals (FSM) in Oxfordshire met the expected standard in phonics, compared to 84% of all other pupils. This is an increase of 2% points from 2017 and a similar increase can be seen for the same group of pupils nationally.
- This FSM gap has fluctuated around 20%pts over the last 3 years and remains 6% wider than that nationally (in 2018 the national FSM gap is 14 percentage points).
- The FSM gap is amongst the widest nationally – with only 9 Local authorities having wider FSM gaps (4 of these 9 our Oxfordshire's statistical neighbours).
- All of Oxfordshire's statistical neighbours have a FSM gap which is wider than the national gap.
- In order for the FSM gap to be in line with that nationally (14%pts) an additional 40 FSM pupils would need to meet the required standard.

> Free school meal gap is defined as the difference between the attainment of children known to be eligible for FSM in Oxfordshire and non FSM children nationally.


Phonics - FSM gap by statistical neighbour group (2018)
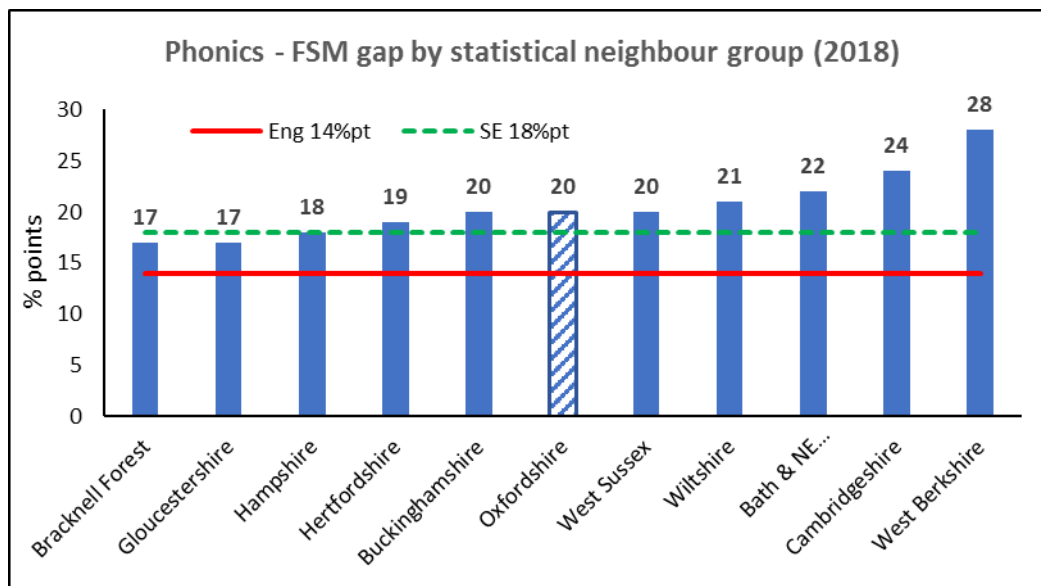
- The FSM gap for phonics screening becomes more marked when looked at by gender.

| | % required standard – Phonics screening checks | | | | | |
| | Boys | | | Girls | | |
	Oxon	England		Oxon	England
FSM	55	65		72	75
Non FSM	80	81		88	88
FSM gap	**26%pts**	**16%pts**		**16%pts**	**13%pts**
National ranking (/150)	145			108	

- The FSM gap for **girls** in Oxfordshire is 16%pts which is only 3%pts wider than the national gap.
- The FSM gap for **boys** in Oxfordshire is 26%pts which is 10%pts wider than that nationally.
- The FSM gap for boys is the 4th widest in the country with only 3 local authorities having wider gaps (Cambridgeshire, West Berkshire and Bracknell Forest) – these are all statistical neighbours of Oxfordshire.
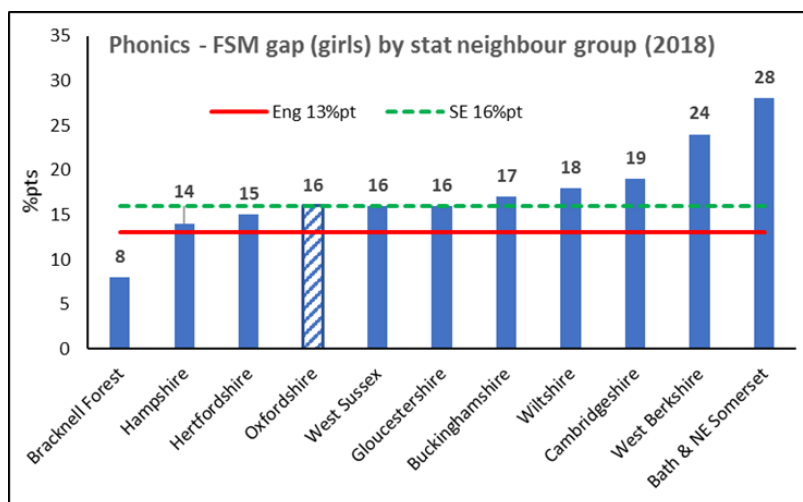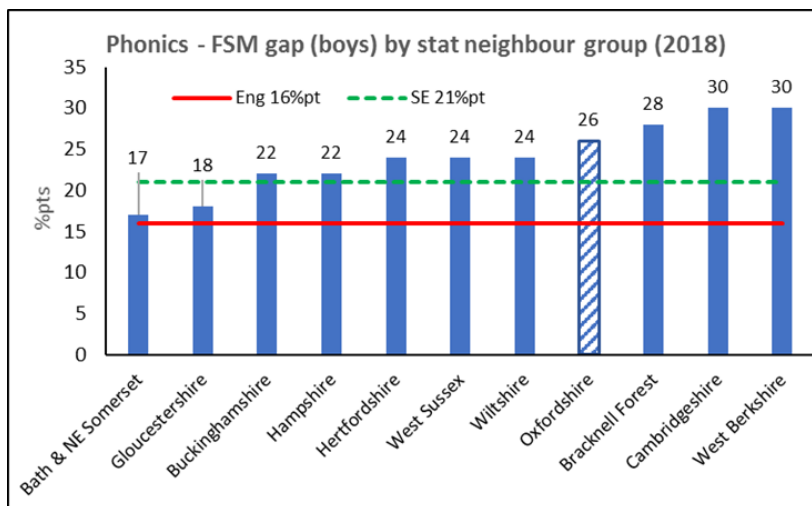
- In order for the FSM gap (boys) to be in line with that of FSM boys nationally (16%pts) – and additional 33 boys would need to meet the required standard.

- In order for the attainment of FSM boys to be in line with **all pupils** nationally (82%), an additional 93 FSM boys would need to meet the required standard.
- This difference between genders is not so pronounced when looked at all pupils (as opposed to FSM cohort) where boys and girls attain in line with the national averages.

2b. Pupils with Special Educational Needs:

	Cohort		% meeting expected standard					
			Oxfordshire			England		
			2016	2017	2018	2016	2017	2018
All pupils	**7771**		**80**	**81**	**82**	**77**	**78**	**82**
SEND support	774		41	44	42	46	47	48
SEND statement/ EHCP	97		16	15	18	18	18	19
No SEN	6794		85	86	88	86	87	89

- the % of SEND support pupils in Oxfordshire who meet the expected standard in phonics has dropped this year from 44% to 42%. Nationally the trend has continued to increase so that almost half of the cohort meet the expected standard (48%).
- Hence this group of pupils in Oxfordshire are further below the national average.
- Oxfordshire ranks in the lowest quartile nationally for this measure
- An additional 45 pupils would need to be working at the expected standard in order for the performance of this group of pupils to be in line with that nationally.
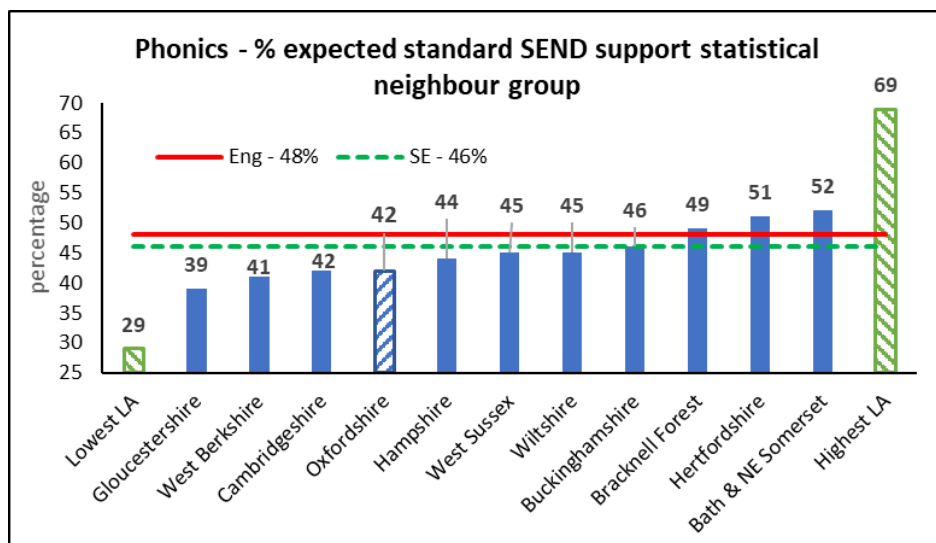
(Lowest LA – NE Lincolnshire, Highest LA – Herefordshire)

3. Year 2 Phonic Screening

Those pupils who did not meet the standard in year 1 are re-checked at the end of year 2.

	% expected standard – Year 2		
	2016	2017	2018
Oxfordshire	**92**	**93**	**93**
England	91	92	92

- 93% of pupils in Oxfordshire achieved the threshold mark by the end of year 2. This is above the national average of 92%.

Key Stage 1 Outcomes

Key Messages:
- Compared to the national picture, Oxfordshire performs above the national average in both reading and mathematics at key stage 1.
- Attainment in writing has increased at a greater rate than that nationally and in 2018 falls just below the national average.
- The Free School Meal (FSM) gap remains much wider in Oxfordshire than that nationally. In both reading and writing the gap in Oxfordshire remains amongst the widest 10% of local authorities.
- The FSM gap in reading widened this year from 22%pts in 2017 to 26%pts.
- The performance of SEND support pupils in Oxfordshire at key stage 1 has continued to increase in all areas since 2016.
  Since 2017 the most noticeable increases are in writing (from 17% to 21%) and in maths (from 32% to 36%).
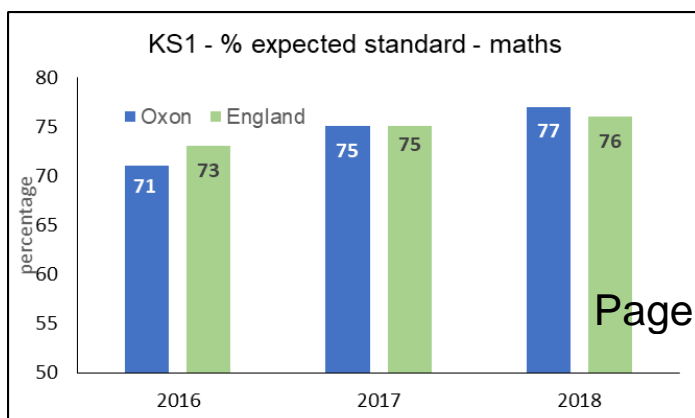
** RMW data from locally held sources

1. Summary

a) % reaching at least expected standard
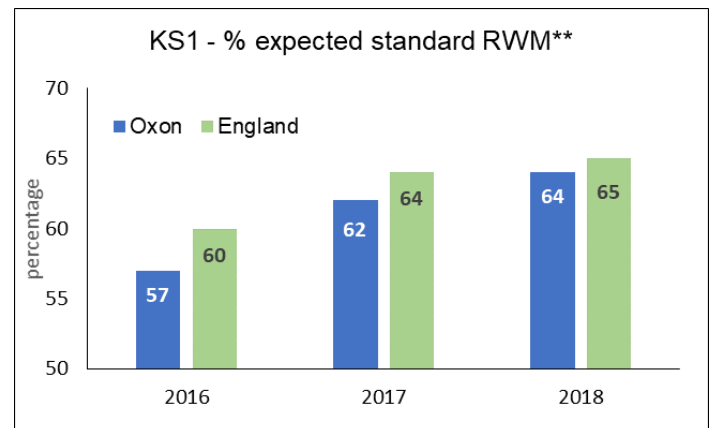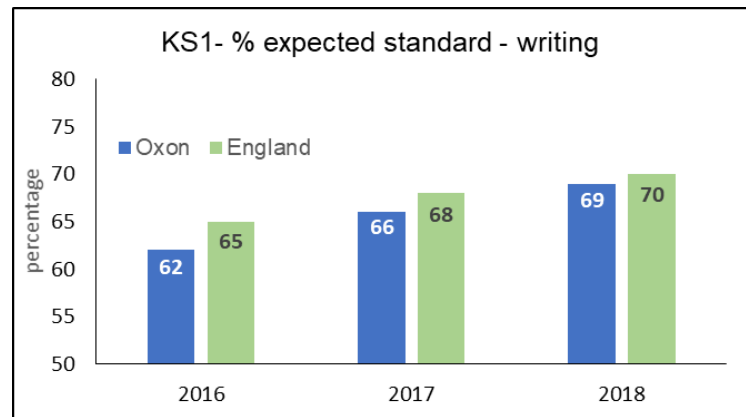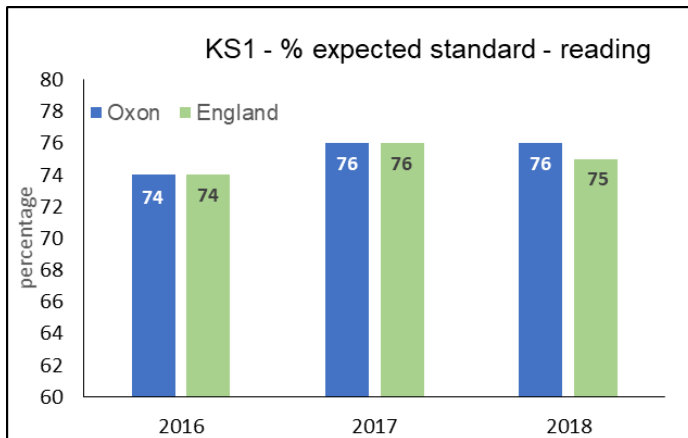
- At the end of key stage 1, Oxfordshire performs slightly above the national

average in both reading (76% compared with 75%) and in mathematics (77% compared with 76%)

- In writing, attainment has steadily increased by more than that nationally since 2016, Oxfordshire increasing by 7%pts during this time and nationally by 5%pts. Oxfordshire is hence just below the national average in 2018 (69% reaching the expected standard compared with 70% nationally).
- Oxfordshire remains in line with the statistical neighbour average for mathematics but slightly below for both reading and writing.
- 64% of pupils in Oxfordshire reach in expected standard in all of reading, writing and maths. This is slightly below the national average of 65%.

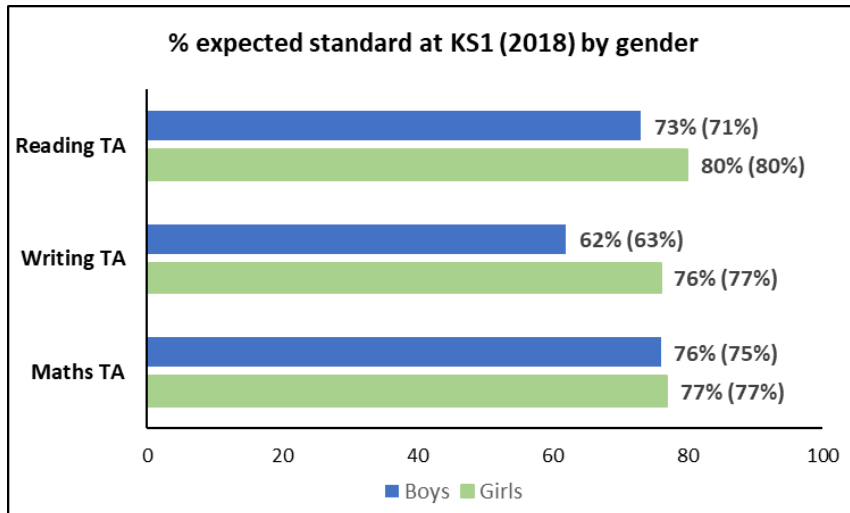|			% at least the expected standard		
		Cohort	2016	2017	2018
Reading	**Oxon**	**7987**	**74**	**76**	**76**
	England		74	76	75
	SN average		75	76	77
Writing	**Oxon**	**7987**	**62**	**66**	**69**
	England		65	68	70
	SN average		64	67	71
Maths	**Oxon**	**7987**	**71**	**75**	**77**
	England		73	75	76
	SN average		72	75	77
Reading/ writing & maths **	**Oxon**	**7987**	**57**	**62**	**64**
	England		60	64	65

** locally held data. SN comparisons not available.

b) Working at greater depth

- The proportion of pupils working at a greater depth in maths has increased this year to 22%, in line with that nationally.
- The proportion of pupils working at a greater depth in both writing and in reading has decreased slightly this year.
- 11% of Oxfordshire pupils (approximately 880) are working at greater depth in each of reading, writing and maths.

	Cohort	KS1 % greater depth											
		Reading			Writing			Maths			RWM*		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Oxfordshire	7987	26	28	27	14	16	15	19	20	22	9	11	11
England		23	26	26	13	16	16	18	21	22	9	11	12

2. Key stage 1 by pupil groups:

% expected standard at KS1 (2018) by gender

- A greater proportion of girls reached the expected standard than boys in all key stage1 subjects.
- **Writing** has the largest difference in attainment by gender, with a gap of 14 percentage points between girls (76%) and boys (62%). This gap is identical to that nationally for writing.
- **Reading** – gender gap in Oxfordshire is 7%pts compared with 9% nationally. This is due to a greater proportion of Oxfordshire boys reaching the expected standard in reading (73%) compared with nationally (71%).
- **Maths** – gender gap is just 1%pt in Oxfordshire compared with 2%pts nationally. Again due to a slightly higher proportion of boys in Oxfordshire reaching the expected standard (76%) than those nationally (75%). Girls perform in line with the national average.
- These gaps all remained the same in 2018 compared to 2017.

2b. KS1 by Free School Meal (FSM) eligibility

The free school meal (FSM) gap is the difference in attainment between those pupils known to be eligible for free school meals and the national performance of non FSM pupils.

- The performance of pupils eligible for FSM in Oxfordshire remains lower than that of FSM pupils elsewhere in the county with the FSM gap being amongst the widest in the country in all 3 subjects.

| | | % Expected standard KS1 | | |
		Oxon	**England**	**SN average**
Reading	FSM eligible	53	60	55
	Non FSM eligible	79	78	79
	FSM Gap	**-25**	**-18**	**-23**
Writing	FSM eligible	44	53	46
	Non FSM eligible	71	73	73
	FSM Gap	**-29**	**-20**	**-27**
Maths	FSM eligible	55	61	54
	Non FSM eligible	79	79	79
	FSM Gap	**-24**	**-18**	**-25**

Reading
- 53% of pupils eligible for Free School Meals in Oxfordshire reached the expected standard in reading, compared with 60% nationally.
- This places Oxfordshire amongst the lowest attaining 10% of local authorities for this measure. (ranked 136/150).
- The FSM gap for reading in Oxfordshire is -25%pts. This is the 12th widest in the country.

Writing:
- 44% of pupils eligible for FSM in Oxfordshire reach the expected standard in writing, compared with 53% nationally.
- Oxfordshire ranks amongst the lowest 10 local authorities for this measure. (ranked 140/150).
- The FSM gap for writing in Oxfordshire is -29%pts, compared with 20%pts nationally. This is the 10th widest in the country.

Maths:
- 55% of pupils eligible for FSM in Oxfordshire reach the expected standard in maths, compared with 61% nationally.
- Oxfordshire ranks 122/150 local authorities for this measure.
- The FSM gap for maths in Oxfordshire is -24%pts, compared with 18%pts nationally

Free school meal (FSM) gap time series:

		FSM attainment gap (%pts)		
		2016	2017	2018
Reading	Oxfordshire	-25	-22	-26
	England	-17	-17	-18
Writing	Oxfordshire	-31	-28	-27
	England	-18	-19	-20
Maths	Oxfordshire	-27	-24	-24
	England	-18	-18	-18

- The KS1 FSM attainment gap in reading widened noticeably this year – from 22%pts to 26%pts. Nationally there was a slight increase of 1%pts.
- The FSM attainment gap in writing narrowed very slightly (28%pts to 27%pts) and the gap in maths remained the same (18%pts).
- In all cases the FSM gap at key stage 1 in Oxfordshire remains much wider than that nationally.

- There is a marked difference in attainment of FSM pupils by gender but it is not consistent across the 3 subjects.
- At KS1 reading it is **FSM girls** where performance is the furthest below national.
  - FSM girls reading – 57% compared with 66% nationally. Oxfordshire ranks 139th/ 150 local authorities.
  - FSM boys reading – 50% meet the expected standard in Oxfordshire compared with 55% nationally. Oxfordshire ranks just inside the 3rd quartile for this measure.
- At KS1 writing it is **FSM boys** where performance is the furthest below national.
  - FSM girls writing – 54% compared with 61% nationally. Oxfordshire ranks 130th/ 150 local authorities.

- o FSM boys writing – 34% meet the expected standard in Oxfordshire compared with 45% nationally. Oxfordshire is the 5th lowest local authority for this measure (ranking 146/150).
- At KS1 maths it is FSM girls where performance is the furthest below national.
  - o FSM girls maths – 53% compared with 63% nationally. Oxfordshire ranks 137th/ 150 local authorities.
  - o FSM boys writing – 56% meet the expected standard in Oxfordshire compared with 59% nationally. Oxfordshire ranks 99th/150.

2c. Attainment of SEND pupils

SEND Support
- This has been an area of concern at all key stages for a number of years.
- The SEND support cohort at KS1 has grown by 22% (from 859 to 1047) since 2016.
- At KS1 the performance of this cohort of pupils has increased year on year from 2016.

		Cohort	% expected standard SEND - Support			
			Reading	Writing	Maths	RWM*
Oxon	2016	859	28	13	28	11
	2017	904	31	17	32	14
	2018	1047	32	21	36	21
England	2016		32	21	33	17
	2017		33	23	35	14
	2018		33	25	36	21

- The performance of SEND support pupils in Oxfordshire at key stage 1 has continued to increase in all areas since 2016.
  Since 2017 the most noticeable increases are in writing (from 17% to 21%) and in maths (from 32% to 36%).
- In 2018 the % of SEND support pupils reaching the expected standard in Oxfordshire is in line with national average in maths and slightly below in reading.
- In writing – in 2016 the attainment of this cohort of pupils in Oxfordshire was the lowest in the country. Although this remains below the national average in 2018, performance has increased and the county ranks in the 3rd quartile nationally (106th out of 150 local authorities).

Key Stage 2 Outcomes

Key messages:
- The proportion of pupils in Oxfordshire achieving the expected standard at key stage 2 in reading, writing and maths has fallen below the national average
- The % of disadvantaged pupils in Oxfordshire reaching the expected standard in reading, writing & maths has decreased slightly this year to 41%. Nationally the performance of this group of pupils has continued to rise to 51%.
- Oxfordshire ranks as the joint 5th lowest local authority (out of 152) for this measure.
- The % of pupils with SEND support achieving the expected standard in reading, writing and maths increased by 3%pts between 2017 and 2018, both nationally and across Oxfordshire.

Overall attainment

- 63% of Oxfordshire pupils achieving the expected standard at KS2 in reading, writing and maths compared with 64% nationally
- This places Oxfordshire in the 3rd quartile nationally for this combined measure.
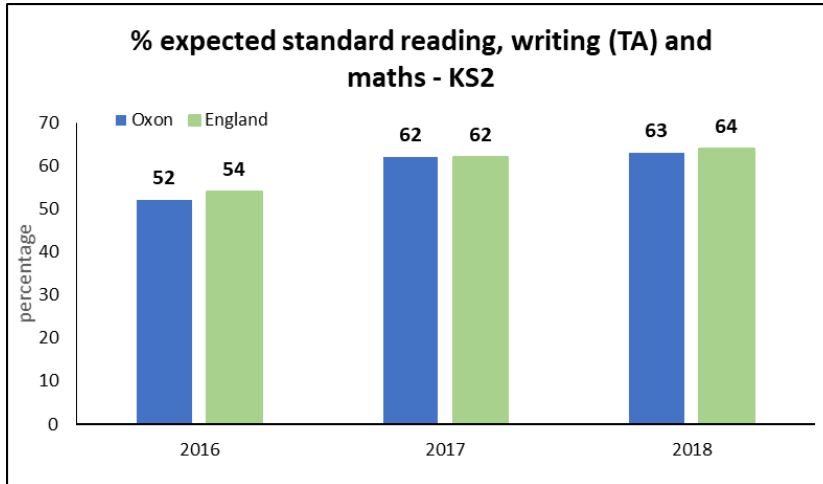
- For the individual subject areas:
  - Reading – 76% of Oxfordshire pupils reach the expected standard in reading compared with 75% nationally. This is an increase from 74% in 2017. Oxfordshire falls within the 3rd quartile nationally for this measure.
  - Writing – attainment has increased from 74% to 77% reaching the expected standard in 2018 but this remains below the national average of 78%. Oxfordshire is ranked on the border of the 3rd/bottom quartile.
  - Maths – in 2018 attainment fell from 76% to 74%. This is below the national average of 76% and ranks in the lowest quartile nationally.

|	Cohort	% expected standard in reading, writing and maths		
		2016	**2017**	**2018**
Oxfordshire	7062	52	61	63
England		53	61	64
Stat neighbour average		54	61	64

- Compared to the statistical neighbour group, Oxfordshire now is ranked joint 3rd lowest.
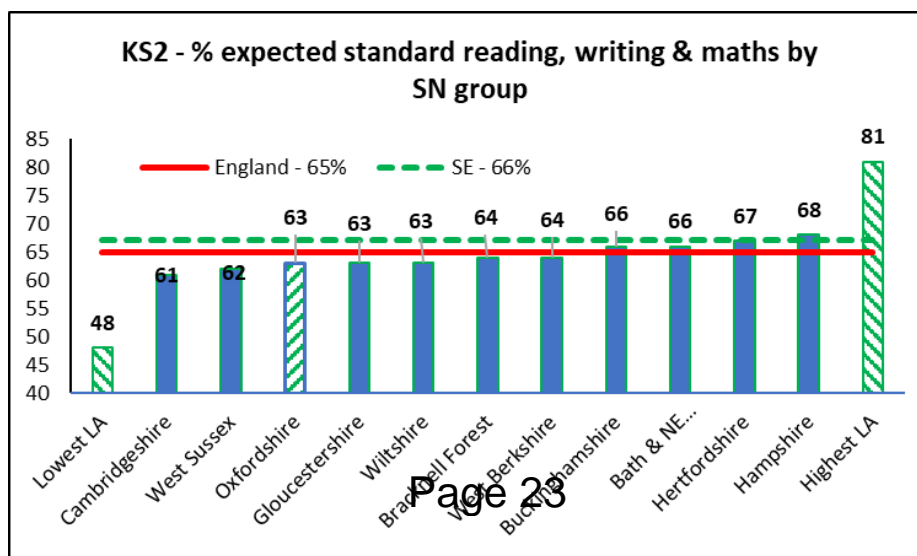
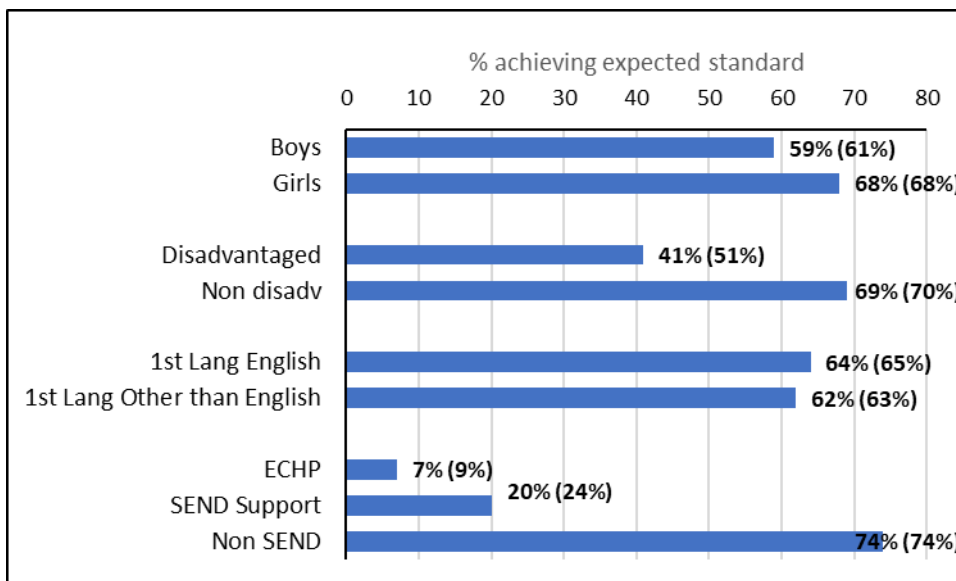(Lowest LA nationally Bedford, highest LA – Richmond upon Thames)

Key stage 1-2 progress data:

Key stage 1-2 progress scores in Oxfordshire (2018)
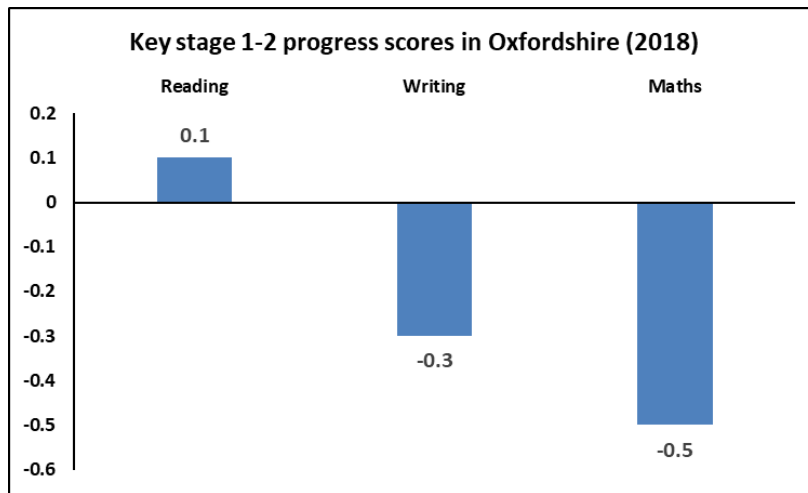
- Pupils in Oxfordshire make slightly more progress (0.1) in reading than other pupils with the same starting point.
- Pupils in Oxfordshire make less progress in both writing (-0.3) and maths (-0.5) than other pupils with the same starting point. In both of these cases progress is statistically significantly lower than that nationally.

Attainment and progress by pupil characteristics:

% reaching the expected standard in reading, writing and maths for different characteristic groups:

% achieving expected standard

Group	% (National)
Boys	59% (61%)
Girls	68% (68%)
Disadvantaged	41% (51%)
Non disadv	69% (70%)
1st Lang English	64% (65%)
1st Lang Other than English	62% (63%)
ECHP	7% (9%)
SEND Support	20% (24%)
Non SEND	74% (74%)

(National figures in brackets)

- Girls continue to outperform boys both locally and nationally. In Oxfordshire the performance of boys drops slightly below the national average.
- Performance of disadvantaged pupils and those with special educational needs in Oxfordshire is lower than the same groups nationally.
- Progress scores showed a similar pattern with girls progressing more in reading and writing (equivalent to 0.7 scaled score points). Boys made more progress in maths.
- Pupils with a first language other than English make the most progress (compared to other pupils with the same starting points) in both writing and maths. In both cases progress in Oxfordshire is statistically significant.
- Girls make more progress in reading and writing than boys. Boys make the most progress in maths.
- Disadvantaged pupils and those with special educational needs are the groups that make the least progress (compared to others with the same starting point).
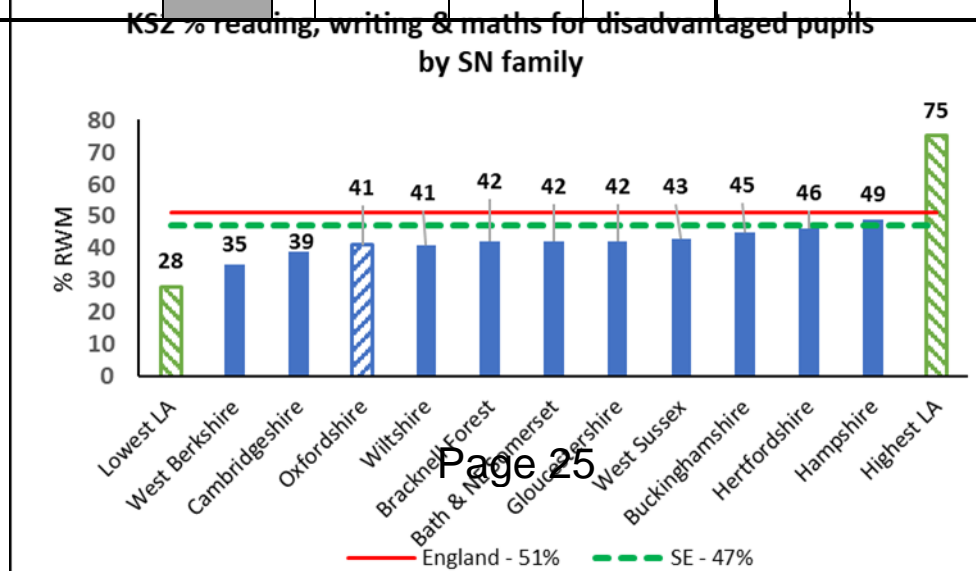
Disadvantaged pupils

Disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order.

a. Attainment of disadvantaged pupils

- 25% of Oxfordshire pupils at the end of key stage 2 were classed as disadvantaged in 2018 compared with 31% nationally.
- In 2018, 41% of disadvantaged pupils in Oxfordshire reached the expected standard in reading, writing & maths. This is a slight decrease from 42% in 2017.
  Nationally the % of disadvantaged pupils reaching the expected standard has risen from 48% to 51% during the same time period.
- Only 5 local authorities (out of 152) have lower disadvantaged attainment at key stage 2 than Oxfordshire.
- The disadvantaged gap at key stage 2 has widened again to 30%points. Nationally the gap has remained at 20%points.

	Cohort		% expected standard in reading, writing and maths (KS2)					
			Oxfordshire			England		
			2016	2017	2018	2016	2017	2018
All pupils	**7062**		**52**	**62**	**63**	**54**	**62**	**64**
Disadvantaged	1421		29	41	41	39	48	51
Non-disadvantaged	5641		58	67	69	61	68	71
Disadvantage Gap (%pts)			-32	-27	-30	-22	-20	-20

KS2 % reading, writing & maths for disadvantaged pupils by SN family

(Lowest LA – Bedford, Highest performing LA – City of London)

- Oxfordshire ranks as the joint 5th lowest local authority (out of 152) for the attainment of disadvantaged pupils at KS2 – alongside a statistical neighbour Wiltshire.
  Two other statistical neighbours (Cambridgeshire – 39% and West Berkshire – 35%) have lower disadvantaged attainment.

- For the gap to be the same as that nationally – an additional 140 disadvantaged pupils in Oxfordshire would needed to achieve the expected standard

b. Progress of disadvantaged pupils

- Disadvantaged pupils make less progress that other pupils with the same starting points. In Oxfordshire disadvantaged pupils also make less progress than other disadvantaged pupils nationally
- The difference in progress between disadvantaged and non-disadvantaged pupils in Oxfordshire is 1.2 scale point (in maths), 1.2 scale point in writing and 1.5 scale points in reading.
- Nationally the difference is less than one scale point in each subject.

2. Special Educational Needs

Of all reported characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified special educational needs

		% expected standard reading, writing & maths		
		No SEND	SEND Support	ECHP
Oxfordshire	Cohort	5761	1062	230
	%	74	20	7
England		74	24	9

- For pupils with no SEND, Oxfordshire performs in line with the national average
- Attainment for pupils at SEND support and those with ECH plans falls below the national average.
- The proportion of pupils with SEND support achieving the expected standard in reading, writing and maths increased by 3%pts between 2017 and 2018, both nationally and across Oxfordshire.

		% expected standard reading, writing & maths – SEND support		
		2016	2017	2018
Oxfordshire	Cohort		1108	1062
	%	9	17	20
England		16	21	24

- Oxfordshire ranks towards the middle of the statistical neighbour family for this measure.
- In order to be in line with the national figure (24%), an additional 42 children with SEND support would need to reach the expected standard in reading, writing and maths.

- Pupils with any special educational need make less progress than other pupils, both nationally as well as in Oxfordshire.
- In **writing and maths** progress of SEND support pupils in Oxfordshire falls below that of the same group nationally.
- Progress of SEND support pupils in Oxfordshire is towards the top of the statistical neighbour group.
- In both subjects SEND support pupils in Oxfordshire make 0.6 of a scaled point less progress than SEND support pupils nationally.

Key stage 2 attainment by school partnership

Below floor standard

- In 2018 there are 7 primary schools in Oxfordshire that fall below the KS2 floor standards. This equates to 3% of schools and hence is in line with the national average.
- The proportion of schools below floor standard in Oxfordshire has fallen from 8% (17 primary schools) in 2016 to 3% in 2018.

	Schools below KS2 floor standards		
	2016	2017	2018
Oxfordshire	17 8%	16 8%	7 3%
England	5%	4%	3%

Coasting schools

- In 2018 there are 10 primary schools in Oxfordshire that fall within the Coasting School definition – equating to 5%. This is in line with the national average.

## Key Stage 4 Outcomes

Headline measures:

1. Attainment 8 by element:

Attainment 8 is made up of eight slots – with a maximum score of 90.
- **English element** (double weighted if the combined English qualification, or both language and literature if taken). Maximum point score for element - 18
- **Maths element** (double weighted). Maximum point score for element - 18
- **EBacc element**: three further qualifications which count towards the English Baccalaureate (sciences, language). Maximum point score for element - 27
- **Open element** – three further qualifications that can be GCSE qualification (including EBacc subjects if not counted in EBacc element) or any other non-GCSE qualifications from the DfE approved list. Maximum point score for element - 27

- Nationally the trend in Attainment 8 score (for state funded schools) increased slightly to 46.6. The average Attainment 8 score nationally for all schools (including independent schools) is 44.5.
- Oxfordshire remains slightly above the national average and remains in the 2nd quartile nationally.
- The average Attainment 8 score per pupil across Oxfordshire dipped by 0.8 points to 46.8 in 2018.

Average Attainment8 score - trend
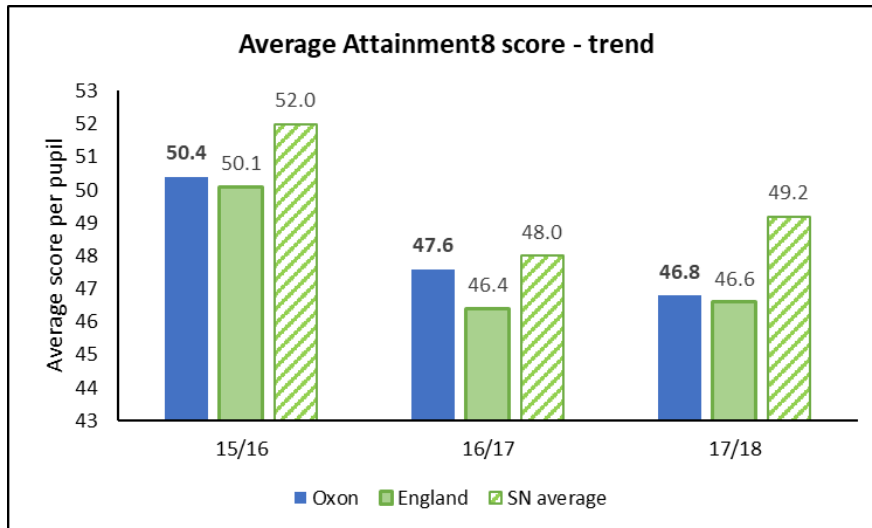
	Average Attainment 8 point score per pupil		
	2015/16	2016/17	2017/18
Oxfordshire	50.4	47.6	46.8
England (state funded)	50.1	46.4	46.6
Stat neighbour average	52.0	48.0	49.2

- In 2017/18 Oxfordshire now has the second lowest Attainment 8 score out of its statistical neighbour group.

Average Attainment 8 score (2018) - stat neighbour group
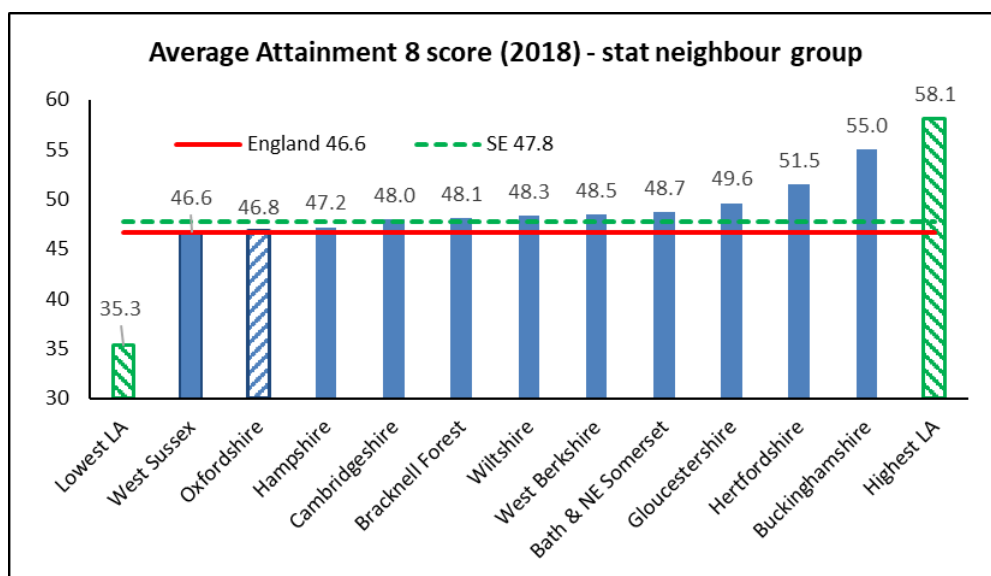
Attainment 8 by element

	Average Attainment 8 score per pupil	Average point score in each element				Av score per pupil in Open element	
		English	Maths	EBacc	Open	GCSE	Non-GCSE
Oxfordshire	46.8	10.1	9.2	13.7	13.8	12.4	1.4
England	46.6	9.9	9.1	13.4	14.2	12.1	2.2
Range	35.3 (Knowsley)	7.9 (Knowsley)	6.8 (Knowsley)	9.7 (Knowsley)	10.9 (Knowsley)	8.3 (Hull)	0.5 (Slough)
	58.1 (Sutton)	12.0 (Sutton)	11.6 (Sutton)	17.1 (Sutton)	17.5 (Sutton)	16.8 (Kingston	5.6 (Halton)

- Oxfordshire has a higher average point score than national for the English, maths and EBacc elements of the Attainment 8.
- However, the point scores for both English and maths decreased slightly this year and relative rankings fell from being in the top quartile to the second quartile for both these elements.
- The average point score for the **Ebacc element** increased both in Oxfordshire (from 13.0 to 13.7) and nationally – this would be expected due to the change in reformed GCSEs in this element (in 2017 the maximum score a pupil could achieve was 27, in 2018 it is 30).
- The average point score for the **open element** in Oxfordshire fell noticeably this year from 14.6 in 2016/17 to 13.8 in 2017/18. This has fallen further behind the national figure (which fell from 14.8 to 14.2) and Oxfordshire ranks 96th out of 150 local authorities for this measure.
- The open element comprises of GCSE and non- GCSE components. Oxfordshire continues to have a higher GCSE point score (12.4 compared with 12.1 nationally – placing the county in the 2nd quartile) but a much lower non-GCSE component (1.4 compared with 2.2 – falling in the 3rd quartile) nationally.

The maximum Attainment 8 score for a pupil taking only GCSE qualifications was 90 in 2018 (87 in 2017). A pupil who achieved two grade 9s in the English and maths slots and six grade 9s across the EBacc and open slots in qualifying subjects, would have a point score of 90. Any changes in the average score per pupil in the EBacc and open slots, may reflect changes in the maximum available point scores for the reformed GCSEs which count in these slots, as well as any changes in pupil attainment.

Progress 8 was introduced in 2016 as the headline indicator of school performance determining the floor standard. It aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment. Every increase in every grade a pupil achieves will attract additional credit in the performance tables.

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

- In 2018 the overall Progress 8 score per pupil in Oxfordshire is -0.01, which indicates that pupils in Oxfordshire make broadly the same progress between key stages 2 and 4 than those with the same starting points nationally.
- Nationally Progress 8 scores vary between -0.82 in Knowsley and 0.57 in Barnet.

	Overall Progress 8 point score per pupil		
	2015/16	2016/17	2017/18
Oxfordshire	0.01	0	-0.01
England (state funded)	-0.03	-0.03	-0.03
Stat neighbour average	0.04	-0.03	0.06

- The Progress 8 score for Oxfordshire is the 3rd lowest out of the statistical neighbour group.
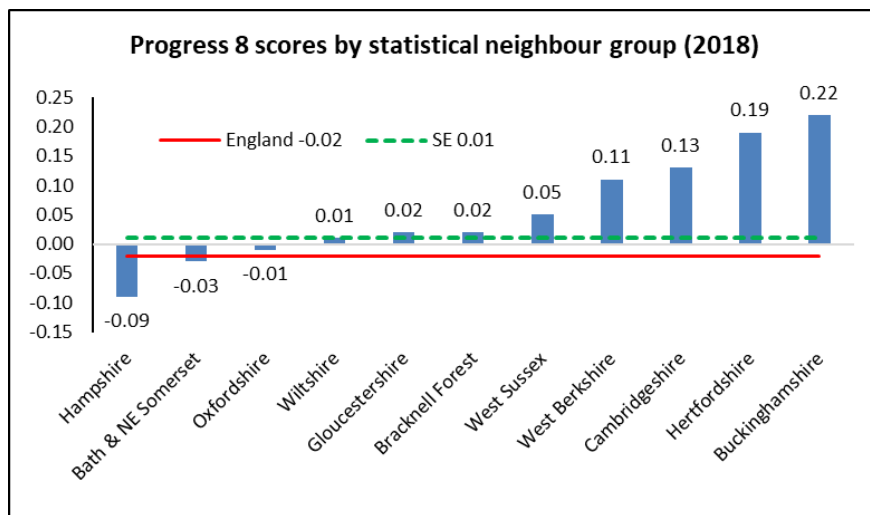
Progress 8 scores by element

	Progress 8 score				
	Overall	**English**	**Maths**	**EBacc**	**Open**
Oxfordshire	-0.01	**0.05**	**0.06**	**0.05**	**-0.17**
England	-0.02	-0.04	-0.02	-0.03	-0.04
Range	-0.82 Knowsley	-0.78 Blackpool	-0.75 Knowsley	-0.88 Knowsley	-0.88 Knowsley
	0.57 Barnet	0.60 Brent	0.60 Brent	0.71 Ealing	0.52 Kingston - Thames

- In the English, maths and Ebacc elements of Progress 8, Oxfordshire is statistically significantly above the national averages. This means that Oxfordshire pupils make more progress in these elements than pupils of similar starting points nationally.
- However, progress in the Open element in Oxfordshire (-0.17) remains significantly below the national average (-0.04).

3. English and maths

In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9 to 1 scale.

In March 2017, the department announced that the 'strong' pass would be used in headline attainment accountability measures. The headline English and maths measure is, therefore, the **percentage of pupils achieving a grade 5 or above in English and maths.** There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables.

	% pupils achieving English & maths			
	Grade 9-5 pass		Grade 9-4 pass	
	2017	**2018**	2017	**2018**
Oxfordshire	48.1	**46.3**	68.2	**66.7**
England	42.9	**43.2**	64.2	**64.4**
SN average	45.8	**48.3**	67.5	**69.3**

- In 2017 Oxfordshire ranked in the top quartile for both these measures.
- In 2018 46.6% of pupils in Oxfordshire achieved **grades 5-9 in both English and maths**. This remains above the national average for state schools (43.2%) but is a decrease from 48.1% of pupils in 2017.
- Nationally the proportion achieving this measure has increased, hence Oxfordshire has slipped down the national rankings slightly to be in the second quartile.
- Oxfordshire has also fallen within the statistical neighbour group from 3rd to 7th.
- A similar pattern is seen for pupils achieving grades 4-9 in both English and maths. In Oxfordshire this proportion of decreased from 68.2% in 2017 to 66.7% in 2018, although the national picture for state schools has shown a slight increase to 64.4%.
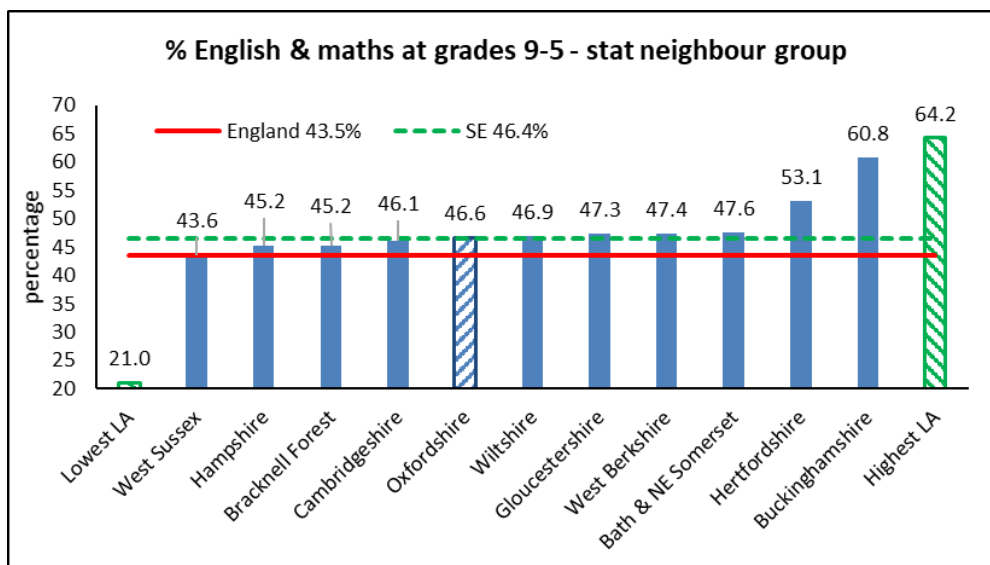
(Lowest LA nationally Knowsley, Highest LA Kingston upon Thames)

4. English Baccalaureate

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
This is calculated by allocating points to a pupil's best grades in EBacc subjects, as follows:

- the better grade of either English language or English literature (**both subjects must be taken**);
- the grade for maths;
- the best two grades from exams taken in science or combined science
- the better grade of either geography or history; and
- the best grade in a language.

- Just over one third of pupils in Oxfordshire (34.0%) are entered for a combination of subjects that allow them to qualify for the English Baccalaureate. This is lower than the national figure of 38.5%.
  This is also a decrease from 2017 when 36% of Oxfordshire pupils were entered for the EBacc.

EBacc average point score:

|	Average point score for EBacc components					
	Overall	English	Maths	Sciences	History or Geography	Languages
Oxfordshire	4.10	5.04	4.62	4.65	3.56	2.05
England	4.05	4.95	4.53	4.51	3.56	2.26

The maximum EBacc average point score is 10.75. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero.

- Oxfordshire has a slightly higher average point score (4.10) for overall EBacc compared with national (4.05). However it is ranked 2nd lowest of the statistical neighbour group for this measure.

EBacc average point score by stat neighbour group
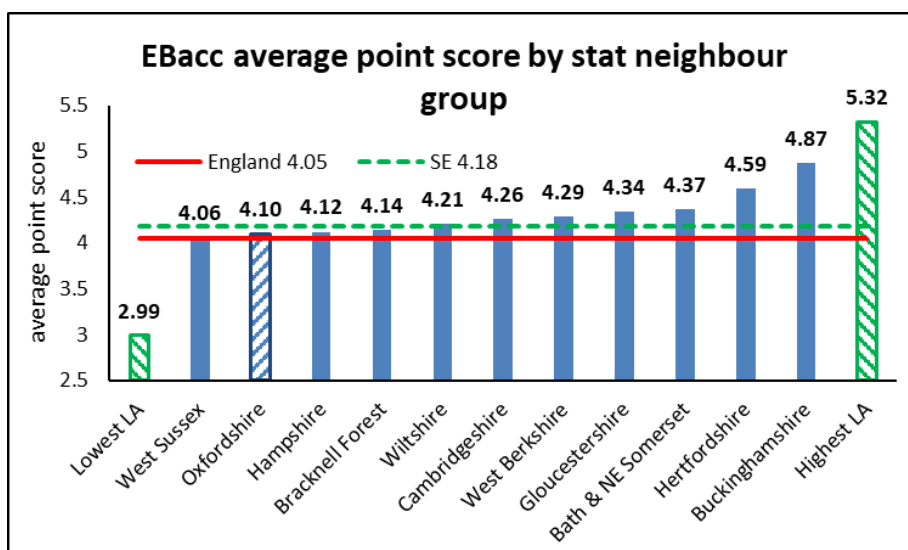
Key stage 4 performance by pupil characteristics:

Average Attainment 8 score by pupil characteristics
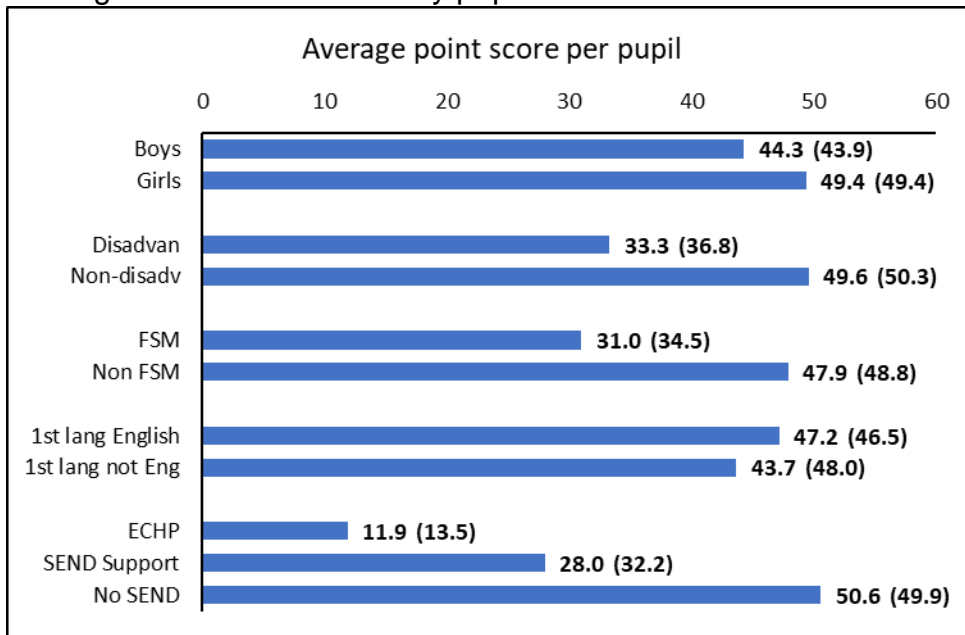
(National figures are in brackets)

- In 2018 the general pattern of attainment gaps for Attainment 8 remained the same as in 2017 both locally and nationally.
  The gaps between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest gap remained between pupils with SEN and those with no identified needs.
- Oxfordshire pupils with a first language other than English have a lower Attainment 8 score (43.7) than those nationally (48.0).
- Nationally those with a first language other than English have higher Attainment 8 scores than those with English as a first language. In Oxfordshire the opposite is true.
- As with other key stages, the performance of disadvantaged pupils, those known to be eligible for free school meals and those with SEND in Oxfordshire falls below those of the same groups nationally.
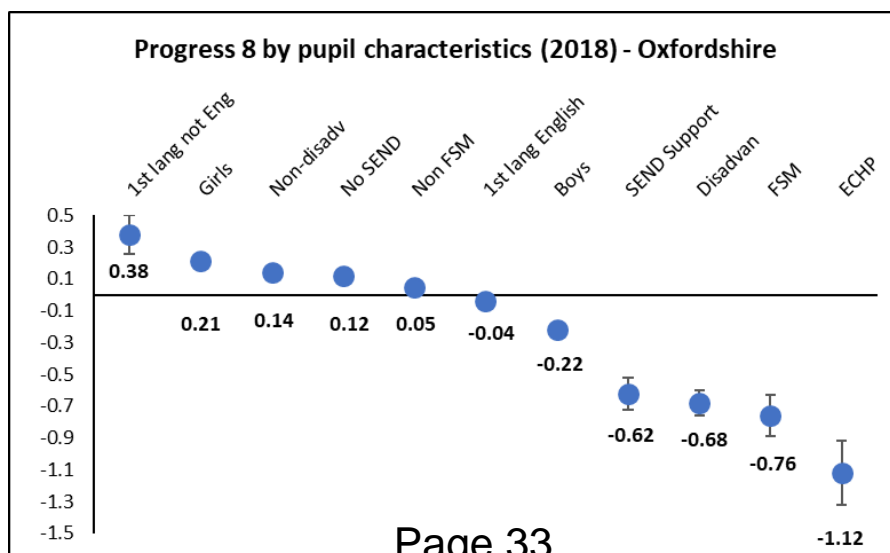
- Pupils with a first language other than English make the most progress (0.38) compared to other pupils with the same starting point. A similar pattern is seen nationally where these pupils have a progress 8 score of 0.49.
- Girls make more progress (0.21) between key stages 2 and 4 than boys do (-0.22). Again this reflects the national picture.
- As at key stage 2, pupils known to be eligible for free school meals, disadvantaged pupils and those at SEND support make less progress than other pupils with the same starting points. Oxfordshire pupils in these groups make less progress than the same cohorts nationally.

Attainment and progress of disadvantaged pupils:

	Cohort	Average attainment 8 score per disadvantaged pupil		
		2016	2017	2018
Oxfordshire	995	38.7	35.0	33.0
England		41.2	37.1	36.8
Statistical Neighbour average		39.8	34.7	35.4

- The attainment 8 score for disadvantaged pupils in Oxfordshire decreased by 2.0 points to 33.0 in 2018. Nationally the score decreased slightly to 36.8.
- Oxfordshire is ranked in the lowest quartile nationally for this measure and the lowest of the statistical neighbour group.
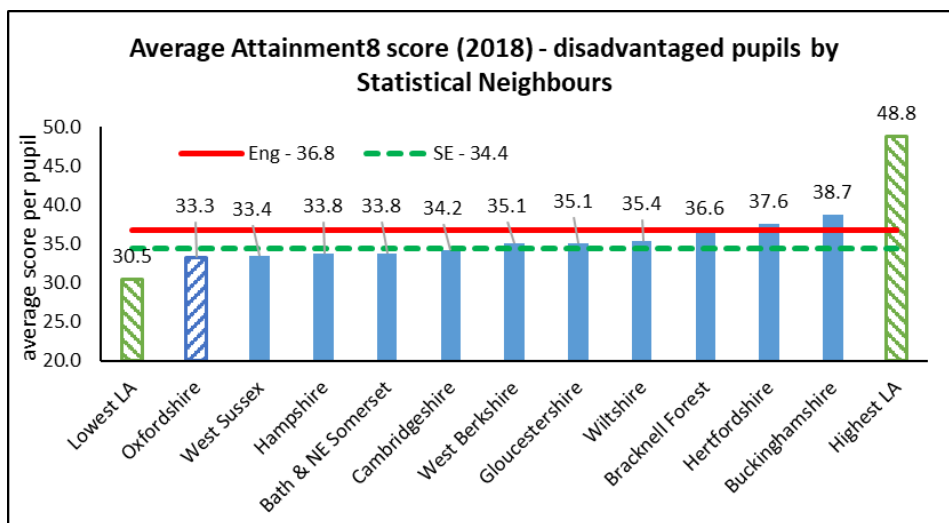

- Progress 8 score (-0.68) for disadvantaged pupils in Oxfordshire falls in the lowest quartile nationally. Again, it is the lowest of the statistical neighbour group.

Attainment and progress of pupils with Special Educational Needs (SEND)

	Cohort	Average attainment 8 score per disadvantaged pupil						
		Oxfordshire				England		
		2016	2017	2018		2016	2017	2018
ECHP	168	15.2	12.3	11.9		17.0	13.9	13.5
SEND support	697	32.8	28.5	28.0		36.2	31.9	32.3
No SEND	5021	54.2	51.3	50.6		53.3	49.7	49.9

- The attainment of pupils with any Special Educational Need (SEND) is lower than that of pupils with no SEND.
- The Attainment 8 score for pupils with no SEND in Oxfordshire (50.6) is higher than for the same group nationally (49.9).
- The Attainment 8 score for pupils with a statement of SEND or an education health and care plan (ECHP) in Oxfordshire is lower than for the same groups nationally, indicating a wider SEND gap within Oxfordshire.
- The Attainment 8 score for SEND support pupils in Oxfordshire decreased this year to 28.0. Nationally the figure increased to 32.3.
- Oxfordshire is ranked in the lowest 20 local authorities nationally for the attainment of SEND support pupils and is the lowest of the statistical neighbour group.

Average Attainment8 score - SEND support (2018) by statistical neighbour group
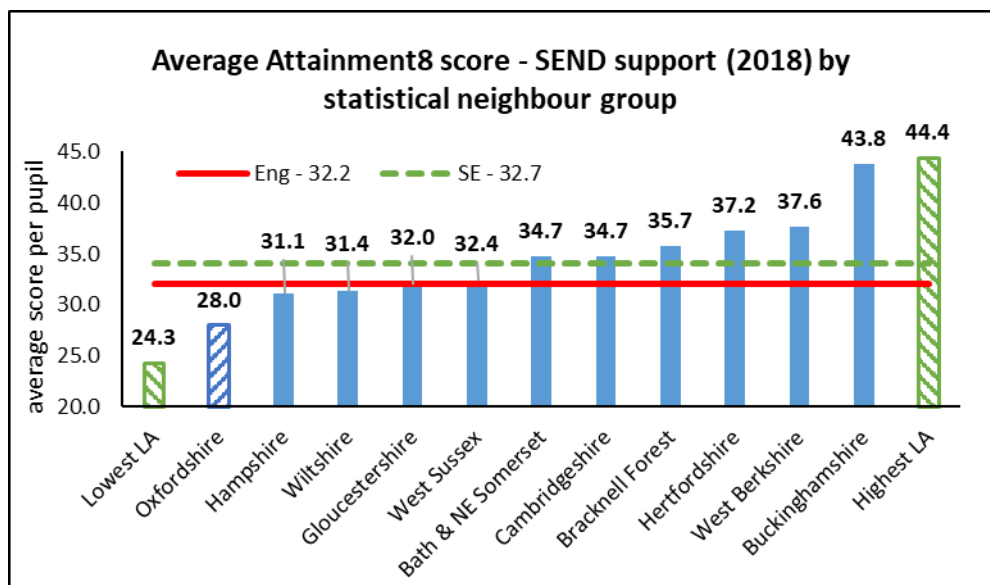
(Lowest LA – Knowsley, Highest LA – Wandsworth)

Schools below key stage 4 floor standards and coasting schools

The 2018 floor standard is the same as in 2017. A school is below the floor if:
1. its Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero.

- In 2018, 3 Oxfordshire schools (8.8%) fell below the floor standard definition. Nationally the proportion is 11.6%

A school will fall within the coasting definition if data shows that over time, it has not supported its pupils to fulfil their potential. A secondary school will meet the coasting definition if:
In 2016, 2017 and 2018 the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

- In 2018, 1 Oxfordshire secondary school (3.0%) falls within the coasting definition. This is much lower than the national average of 9.2%.

A-level and other 16-18 results

16-18 attainment

This covers attainment for A level, applied general, and tech level students who finished 16-18 study in 2017/18. The attainment measures show the results that students achieved by the end of 16-18 study. They take into account results achieved in all qualifications recognised in the 2018 performance tables and during all years of 16-18 study.

Data below is for schools only and the national comparison is for state-funded schools.

Headline measures

The headline attainment measure is the average point score (APS) per entry
The APS per entry measure is reported separately for cohorts of students depending on the types of qualifications taken: A level, academic, applied general, tech level, technical certificate and level 2 vocational qualifications.

		Average point score per entry								
		A - levels			Applied general			Tech level		
		16	17	18	16	17	18	16	17	18
Oxon	Cohort	2980	2915	2691	639	778	221	46	81	32
	APS	30.92	31.47	31.18	32.10	32.01	27.43	35.29	41.31	26.62
Eng	APS	30.84	31.45	32.35	37.99	39.60	29.09	36.89	38.47	31.49

- In 2018, the APS per entry for A levels, expressed as a grade, remained stable (C) compared to 2017. The underlying point score in Oxfordshire is 31.18 a slight decrease from 31.47 in 2017.
- This is lower than the national (for all state funded schools) APS per entry of 32.35 – equivalent to a grade C+.
- The number of A-level students in state funded schools in Oxfordshire fell by 7% compared to 2017, nationally the fall was 5%. The drop in A level students is explained nationally by the decrease in AS level entries as result of A level reforms since September 2015. This is because students entering AS levels only are included in the A level cohort.

APS per entry - A levels (2018) statistical neighbour group
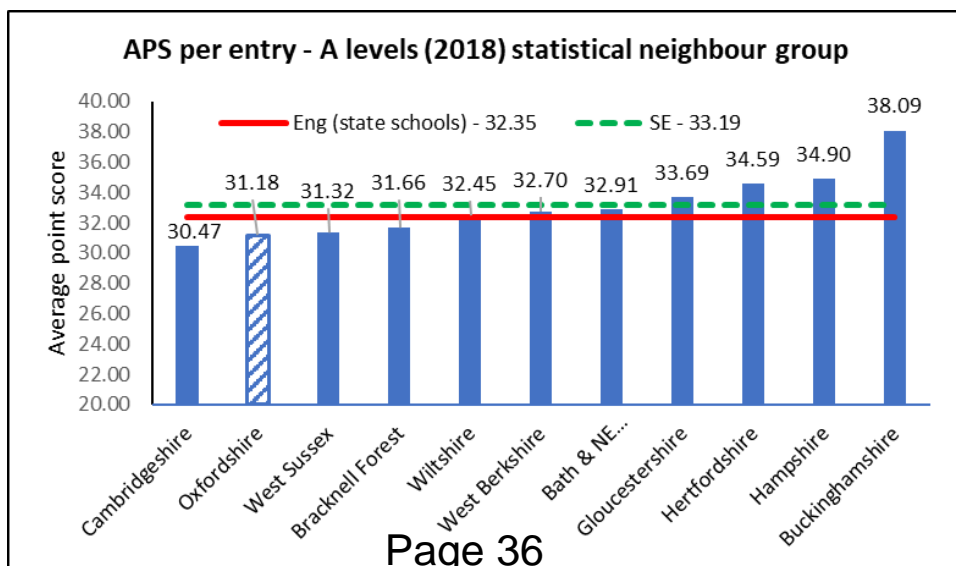
- In 2018, the number of students who took applied general and tech level qualifications by the end of 16-18 study dropped compared to 2017, both in Oxfordshire and nationally. This is as a result of the changes to the accountability regime for vocational qualifications, as a result of recommendations from Professor Alison Wolf's Review of Vocational Education. This significantly raised the quality threshold for qualifications to be included in the 16-18 performance measures.

- The APS per entry for applied general and tech level students also fell, to 27.43 and 26.62 respectively. In both of these measures Oxfordshire falls below the national average.

A level students:

There are 3 further performance measures for A level students:

1. APS per entry – best 3 A levels

	Average point score – best 3 A levels		
	2016	2017	2018
Oxfordshire	33.94	34.17	32.29
England	34.42	34.71	33.46

- The average point score per entry in the best 3 A levels (32.29) dropped compared to 2017 (34.17).
- This decrease is also seen nationally and Oxfordshire performs below the national average for this measure (33.46)
- The proportion of students who achieved 3 A*-A or better and AAB or better also fell, to 10.2% and 17.6% respectively. This decrease is more pronounced in Oxfordshire than nationally.

2. % students achieving 3 A*-A grades

	A-level - % achieving 3 A*or As		
	2016	2017	2018
Oxfordshire	11.2	12.6	10.2
England	11.5	12.0	11.8

2b. % achieving grades AAB or better

	A-level - % attaining AAB		
	2016	2017	2018
Oxfordshire	19.0	21.0	17.6
England	19.9	20.7	19.7

2018 16 to 18 minimum standards

A 16 to 18 provider is seen as underperforming and below the minimum standard if:
1. Its value-added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. it has a value-added score below the threshold set by the Department for Education. For 2018, the thresholds are -0.56 and -0.58 for academic and applied general qualifications respectively.

- 5.7% of Oxfordshire providers (2 providers) fall below the level 3 academic minimum standards. Nationally the figure is 5.0%
- 27.3% of the 11 Oxfordshire providers assessed against the level 3 applied general minimum standards fall below the minimum standard. Nationally the figure is 5.6%.

A level: A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

Academic qualifications: include qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

Applied general: Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

Tech level qualifications: Tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 and over that want to specialise in a specific industry or prepare for a particular job.

Kim James
Head of School Improvement and Learning

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2019

SCHOOL EXCLUSIONS DEEP DIVE 6 MONTH UPDATE

Report by Deputy Director Education

RECOMMENDATION

The Education Scrutiny is RECOMMENDED to note the report for discussion.

Executive summary

1. This a 6-month update progress report on the implementation of recommendations from the Education Scrutiny Committee's deep dive into school exclusions.

2. A new Learner Engagement team was created as of 1 October 2018 in the Education service and a Head of Service, Deborah Bell, started at this time. The purpose of this new team is to focus exclusively on children missing education and exclusions is a significant aspect of the team's interface with schools and partners.

3. Actions to meet the recommendations from the deep dive in relation to exclusions had started following its acceptance in July 2018 but it has had a more specific focus with the creation of the new team.

4. The report sets out against each of the 8 recommendations actions that have been implemented with completion dates.

5. Significant strides have been made in working in close collaboration with schools and partners across Oxfordshire to collectively reduce exclusions both permanent and fixed term.

6. There remains much work to be done in being able to meet these recommendations and the team is clearly focussed to securing all children having access to full time education.

DAVID CLARKE
Deputy Director Education

Contact Officer: Deborah Bell, Head of Learner Engagement
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January 2019

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Recommendation	Action Required	Actions to Date (January 2019)	Completion Date	Lead Officer
1. **The Council should ensure training for school governors is fit for purpose and emphasises their role in monitoring school exclusions and challenging headteachers on their strategies for reducing exclusion**	Continue meeting Headteachers regularly to share information, celebrate best practice and challenge exclusion. Include inclusive measures in the annual risk assessments of schools. celebrate best practice. Ensure training opportunities for schools and governors focus on inclusive practice and are aligned to the Inclusion Strategy Catered for in the school readiness project. Increased demand on governor training provision and sourcing more alternative provision may have staffing and finance implications for CEF services. This will be addressed in a subsequent report to Cabinet in the autumn.	Plans in train for Head of Learner Engagement to deliver Governor training through Oxfordshire Governor Services. OGA represented on Learner Engagement Strategic Board and informed the creation of the Learner Engagement Strategy and Terms of Reference. Head of Learner Engagement offer to train Social Workers on education participation expectations of children on CIN and CP plans School Readiness Conference held November 2018 Programme of Breakfast Briefings and Heads and Chairs (of Governing Bodies) in the calendar for the academic year. Plans for Oxfordshire Schools Inclusion Team conference in train for summer term 2019.	Termly meetings September 2018 onwards Ongoing November 2018 Ongoing July 2018	Head of Learner Engagement
2. **The Council should develop effective mechanisms for sharing good practice and expertise around inclusion and rewarding schools that successfully manage challenging pupils**	Publish and share regular progress towards targets for the reduction of exclusions and examples of best practice via HT briefings and Schools News. Publish Inclusion Strategy and quality mark /self-assessment tool.	Data is regularly (monthly) produced and analysed for CEF CMT and OSCB. 10 schools' data not currently shared and they have been formally requested from individual Head Teachers. Learner Engagement Strategy produced and signed off by Learner Engagement Board which incorporates Governor,	Monthly and termly March 2019	Head of Learner Engagement

without resorting to exclusion.		Secondary and Primary Head representatives. All Heads offered the opportunity to inform this work through Breakfast Briefings and Heads and Chairs briefings during Autumn term 2018. Strategy will be shared with all schools coupled with consequential Work Plan when this is signed off by the Board on 5th March 2019.		
		Schools Attendance Audit produced and adopted for use from January 2019 through Attendance Liaison Officers available to all schools annually. Priority schools in the first tranche. This describes best practice in terms of attendance processes within schools.	January 2019	
		A model Attendance Policy has been produced for adoption by schools in Oxfordshire.	December 2018	
		The revised In Year Fair Access protocol (designed to fairly distribute vulnerable children without a school place across schools and designed to 'manage move' pupils at risk of exclusion) is out for full schools' consultation. This is a vehicle now designed to shift culture to use High Needs funding to support pupils at risk of exclusion by school leaders collaborating strategically to explore alternatives to exclusion that are effective and sustainable together. An example is the intention in the north of the county for	February 2019	

		schools to pool resources to develop a unit at the farm on Warriner site. OCC has now joined the regional Attendance Leads group, next meeting in Newbury in early March. This will afford a best practice sharing opportunity. The new Learner Engagement head of service's membership of the national AEWM also affords newly acquired best practice sharing opportunities. OSSHTA has invited the Learner Engagement head of service to their executive meeting in February to share best practice opportunities. Head of Learner Engagement joined the Children and Young Person Partnership Board to collaborate with partners to share and communicate best practice		
3. **The Council should take steps to improve the timeliness of Education, Health and Care Plan assessments to reduce the risk of pupils with SEN and disabilities being excluded, including revising the funding mechanism to secondary schools**	Deliver the SEND Post Ofsted Action Plan	Quarterly 4 monitoring report (Nov 2018) stated: - The Local Area continues to respond positively to the outcome of the Ofsted/CQC SEND inspection. Implementation of the WSoA is in line with the planned timescales for specific actions. SEND leads across all agencies have brought energy and urgency to the task of implementing the WSoA and strand leads appear empowered to take improvements forward.	July 2019	Head of Service SEND

		Evidence provided by the Local Area: • **Clear and effective lines of accountability** – nearly all actions have been completed. Real progress is evident in securing regular feedback from parents across Oxfordshire. • **Quality of self-evaluation driving improvements** – expected progress. An increasingly sophisticated dashboard and thorough analysis by the SEND Programme Board is gradually having a positive impact on operational performance. • **Quality of EHCPs** – evidence of progress. A new template has been adopted. Recent sample of EHCPs confirms the need for ongoing training/supervision of staff across all agencies. • **Timeliness completing EHCPs** – recent improvement is encouraging but yet to be consolidated. • **Fixed term exclusion of CYP with SEND and SEMH** – good progress evident with schools and the Local Authority remaining confident of even better performance in near future.		
4. The Council should facilitate the development of more alternative provision for primary-aged pupils, informed by a review of the needs of primary aged pupils	Review current arrangements for A.P. and increase provision by brokering on behalf of schools.	Alternative Provision strategy project commenced with Head of Learner Engagement and Commissioners. PID due for sign off by Easter 2019 with AP Strategy produced by November 2019 to inform necessary place planning within DfE timetable. An Education Endowment Fund bid has	September 2019 November	Head of Service Learner Engagement

who have been permanently excluded.		been submitted. If successful it will lead to the development of third sector led small and local provision specifically for Key Stage 2 pupils at risk of exclusion. Additionally, Pearson Learning has been invited to share their new on-line learning opportunity and be available to schools and the county council.	2019	
		The Oxfordshire Alternative Provision menu of options available for all schools to commission is overdue for review and quality assurance. This is timetabled for completion by July 2019.	July 2019	
		A commissioner for securing places has been seconded to work with the service to facilitate the development of alternative provision places across all phases but with a focus on Key Stage 2.	July 2019	
5. **The Council is asked to develop a behaviour strategy that promotes inclusion, and encourages schools to strive for the Inclusion Quality Mark and share best practice**.	Complete the Fit for the Future Learner Engagement Project and all the identified actions for improvement to reduce exclusion. Complete and launch an Inclusion Strategy with schools and partners. Complete the pilot with secondary Headteacher to find alternatives to exclusion, share the findings and incorporate the learning into a new County-wide approach.	Learner Engagement transformation project ongoing, with objectives met to date. Learner Engagement Strategy produced, consulted on, agreed and signed off as above. Pilot work, using Project 8 framework, has moved into Year 2. Permanent exclusions reduced by 24% from 2016-17 to 2017-18. Further work on finding alternatives to exclusion and sharing the findings wrapped into Learner Engagement work	April 2019 December 2018 September 2019	Head of Service Learner Engagement

		plan.		
		The development of a Behaviour Pathway, calling on examples of effective practice from throughout England (i.e. Lincolnshire behaviour pathway and Lancashire behaviour quality mark for schools) features in the Learner Engagement work plan.		
		The creation of a Duty Line for school staff to call when faced with behavioural challenges, and seeking immediate advice and consultancy, is being designed for launch from Summer term 2019.		
		The Anti-Bullying Quality Mark UK is being considered for promotion throughout schools in Oxfordshire. A change of personnel within OCC will facilitate this opportunity.		
6. **The Council, and schools, should give specific attention to developing the personal resilience of vulnerable pupils and driving up their educational outcomes at Key Stage 2 to support a smoother transition to secondary school.**	Support the development of the CAMHS strategy for mental health and wellbeing in education settings.	Using CAMHS Green Paper funding, 2 additional Mental Health worker teams will pilot enriched offer to Oxford City Schools from Easter 2019. Based on impact, this is intended to be rolled out across the county when Department for Health funds permit. The additional provision is intended for all schools, primary and secondary.	Complete awareness raising with Heads by August 2018. Further dates to be agreed.	Head of Service Learner Engagement
7. **The Council should**	Continue to present High Needs	Review of In Year Fair Access Protocol	Termly	Head of

work with the Schools Forum as a sounding board, to ensure Local Authority funded support services are fit for purpose, promoted and well used.	Block Review items at Schools Forum and encourage challenge to value for money in inclusion work.	has been delivered. Spend of High Needs Block to drive down exclusions has also been reviewed as part of this Task and Finish group, resulting in schools scrutinising impact and considering more partnership and sustainable use moving forward.		Service SEND
8. **The Council should more robustly challenge schools over their use of reduced timetables to manage pupils with additional needs or challenging behaviour, so that a more consistent and appropriate approach is adopted across all schools.**	Deliver the Learner Engagement project on reduction of part-time timetables. Improve the IT system for the weekly collection of data from schools.	Reintegration timetables wrapped into Learner Engagement strategy and work plan. Children Missing Education policy, Elective Home Education policy and revised Attendance Penalty Notice code of practice produced for CEF DLT sign off on 14th February 2019.	April 2019 February 2019	Project lead Fit for the Future Learner Engagement Project Head of Service Learner Engagement

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Division(s): N/A

EDUCATION SCRUTINY COMMITTEE – 6 FEBRUARY 2019

EVOLVING RELATIONSHIP WITH SCHOOLS AND COLLEGES

Report by Deputy Director Education

RECOMMENDATION

The Education Scrutiny is RECOMMENDED to note the report for discussion.

Executive Summary

1. Education has undergone significant change both nationally and locally in recent times and this has meant that the Council's relationship with schools and colleges has had to evolve from being predominantly the sole provider for schools and colleges to one where it works in collaboration with a range of partners.

2. To meet these changing needs and structures Oxfordshire County Council is realigning its ways of working with schools and colleges to reflect this complex educational landscape, whilst remaining true to its moral purpose of driving school improvement to ensure that children and young people and their families all have access to excellent schools.

3. The County Council, like schools, has undergone budget cuts which has meant that it has had to evolve its relationships with schools to be a:
    (a) champion for all children and young people and their families by utilising its democratic mandate to ensure good outcomes for all, particularly those from vulnerable groups, and lead on educational transformation,
    (b) convener within the Oxfordshire education system to bring leaders together, connecting best practice and facilitate partnerships,
    (c) commissioner for all schools, to bring the strategic picture to reality, utilise its unique position in relation to local knowledge, intelligence and countywide data and facilitate school improvement support and development.

4. However, whilst the ways of working with schools and resulting budget cuts has significantly changed the statutory duties in relation to the Local Authority have remained. These centre around:
    (a) Ensuring a sufficient supply of school places, including SEND.
    (b) Challenging underperformance in schools and ensuring high standards.
    (c) Supporting vulnerable children.

5.   Local strategic feedback has resulted in shifting the vision of the Council's Education service to supporting vulnerable families, as it is uniquely placed to liaise and collaborate with all partners to support schools and colleges to meet the challenges and demands they face in providing high quality education for all.

6.   Schools are looking to the Council to facilitate and lead on vision that will bring all schools and colleges into a 'One Oxfordshire' educational landscape.

7.   This is an exciting time for education and with a new structure and new staff, we are well placed to build on the existing relationships with schools to enhance the quality of education in Oxfordshire.

DAVID CLARKE
Deputy Director Education

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January 2019

Evolving ways of working

Roles of a local authority

1. Champion
   - Moral purpose and democratic mandate for good outcomes; establish compelling vision; educational transformation

2. Convener
   - Bring leaders together, connecting best practice and sharing good practice within, between and beyond the system; facilitate partnerships

3. Commissioner
   - Working collaboratively to bring the strategic picture to reality, data, enabling and commissioning the system

Working in collaboration and partnership is key to the success for our schools and colleges

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Key School/College Partnerships

- Local Associations
  - Oxfordshire Secondary Schools Headteacher Association (OSSHTA); Oxfordshire Association of Special School Headteachers (OASSH); Oxfordshire Governors Association (OGA)
  - Currently there is no Oxfordshire Primary Headteacher Association. Plans are in process to restart this group
- Oxfordshire Strategic School Partnership (OSSP)
  - The board brings partners together to promote the development of sustainable school to school support and identify key priorities to benefit all schools in the county
- Teaching Schools
  - Oxfordshire Teaching School Alliance (OTSA); Special School Teaching Schools

Local Strategic Positioning

- OSCB/CTB/Education Scrutiny
  - Children and Young People's Plan
  - Children Missing Education
- Learner Engagement
  - Inclusion
  - SEMH
  - Early Help
- SEND
  - Written Statement of Action
  - Local First Approach
- Feedback
  - Schools
  - Forums

- All of which led to a........

Be successful: Increasing school attendance

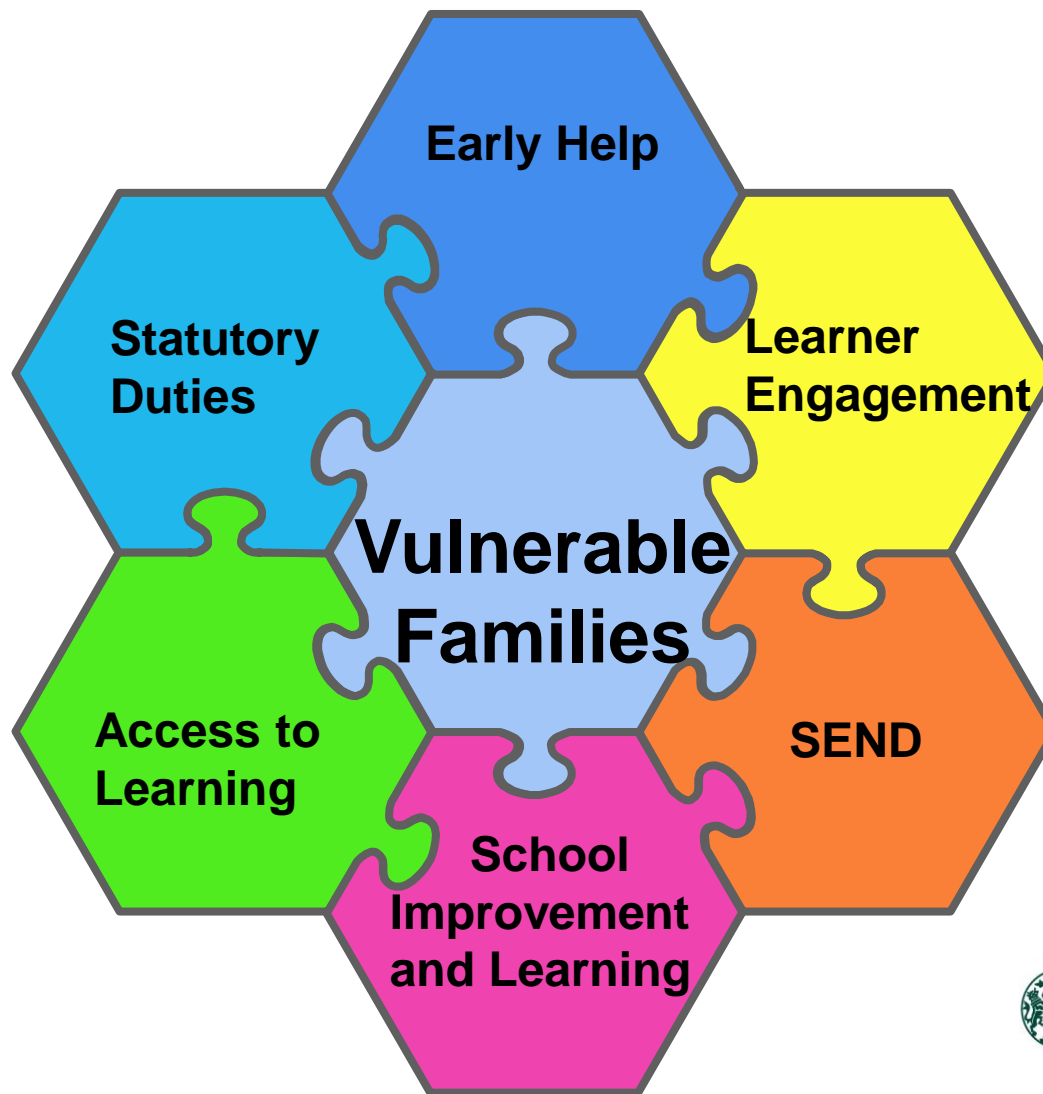**Be healthy:** Helping early, supporting prevention

Be safe: Safely reducing the number of looked after children and managing demand

Be supported: Improving the confidence and capability of the whole workforce

OXFORDSHIRE COUNTY COUNCIL

Local vision on vulnerable families

Education Teams

- Access to learning

- Learner Engagement

- SEND

- School Improvement and Learning

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Access to Learning

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Allyson Milward
Head of Access to Learning
07733 003540

Neil Darlington
School Admissions and Transport
07393 001242

Barbara Chillman
School Place Planning
07554 103418

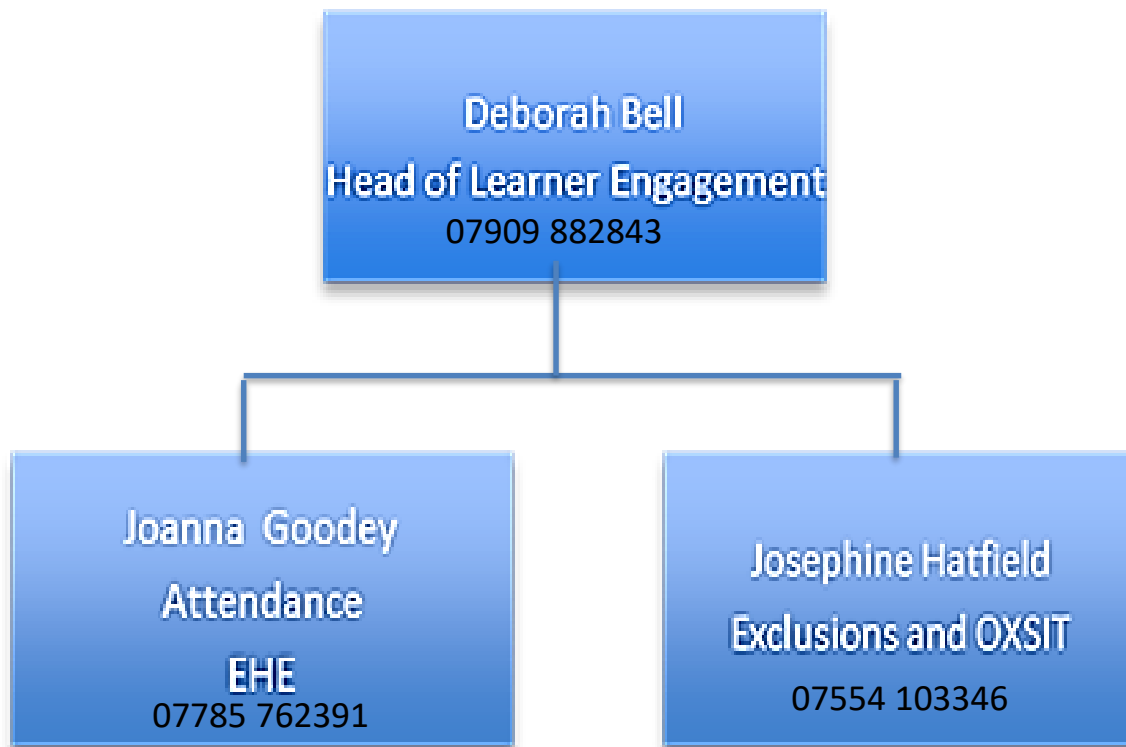Kevin Griffin
School Organisation and Planning
07733 003550

Deborah Rouget
Early Years and Access
07554 437472

Vacant
Academies Manager

Learner Engagement

Deborah Bell
Head of Learner Engagement
07909 882843

Joanna Goodey
Attendance
EHE
07785 762391

Josephine Hatfield
Exclusions and OXSIT
07554 103346

SEND

School Improvement and Learning

Education Scrutiny Committee Work programme (2019)

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

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

Agenda Item	Reasons and objective for item	Lead Member / Officer
6 February 2019		
Educational Attainment Report 2018	A report on the validated education attainment results across all Key Stages highlighting positive outcomes and areas of concern	Head of Learning and School Improvement/Performance Information Manager
Northfield School	A verbal update relating to Cabinet's approval for rebuilding the school on existing its site. The school has been put into Special Measures by Ofsted.	Deputy Director for Education
School Exclusions Deep Dive – 6-month update	A progress report on the implementation of recommendations from the Education Scrutiny Committee's deep dive into school exclusions.	Deputy Director for Education/Cabinet Member for Education and Cultural Services
Post 16 Destination Management	A report about the destinations for post-16 pupils with a focus on studio schools and UTCs and the possible reasons for decreasing pupil numbers at these establishments.	Strategic Lead for Education Sufficiency
The County Council's Education Role and Relationships with Schools and Colleges	A report setting out the county council's evolving relationship with schools and colleges, to include a breakdown of staffing and roles in the Education team. This report is intended as the basis for planning the Committee's work going forward.	Deputy Director for Education
New Date 25 March 2019 (previously 3 April 2019)		
Ofsted Regional Director	A question and answer session with the Ofsted Regional Director and/or representatives from	Chairman

	Ofsted	
School Absence and Attendance	Recommendations from the committee working group on improving school attendance	Cllr Michael Waine
Special Educational Needs and Disabilities (SEND) Strategy	To receive a report about the implementation of Council's SEND strategy.	Director for Education
Project Athens (Carillion) Update: School Building Maintenance	To receive an update report about how school building maintenance work is being prioritised and scheduled in maintained schools and academies who contract the Council following the liquidation of Carillion	Assistant Director for Major Infrastructure and Construction/Director for Capital Investment and Delivery
19 June 2019		
Regional Schools Commissioner	A question and answer session with the Regional Schools Commissioner Chairman	Chairman
Educational Attainment	Recommendations from the committee working group on improving educational performance	Vice Chairman Cllr John Howson
Annual Academies in Oxfordshire Report	An update on academies' status, issues and trends across Oxfordshire	Strategic Lead for Education Sufficiency
4 September 2019		
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	
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 an additional 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	

Children and Family Centres and Locality Community Support Services	To present the findings of the monitoring investigations undertaken by members of the Committee following on from the presentation in July 2018	Cllr Michael Waine/Area Social Care Manager

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