



Notice of a Meeting

Education Scrutiny Committee Wednesday, 4 September 2019 at 1.00 pm County Hall

Membership

Chairman Councillor Michael Waine
Deputy Chairman - Councillor John Howson

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

Co-optees:

By Invitation: Donald McEwan Carole Thomson

Notes: *Date of next meeting: 20 November 2019*

What does this Committee review or scrutinise?

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

How can I have my say?

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

For more information about this Committee please contact:

Chairman	-	<i>Councillor Michael Waine Email: michael.waine@oxfordshire.gov.uk</i>
Senior Policy Officer	-	<i>Diane Cameron, Tel: (01865) 896450 Email: diane.cameron@oxfordshire.gov.uk</i>
Policy & Partnership Officer	-	<i>Diane Cameron, Tel: 07584 481243 Email: diane.cameron@oxfordshire.gov.uk</i>
Committee Officer	-	<i>Deborah Miller, Tel: 07920 084239 deborah.miller@oxfordshire.gov.uk</i>

Yvonne Rees
Chief Executive

August 2019

About the County Council

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

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

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

About Scrutiny

Scrutiny is about:

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

Scrutiny is NOT about:

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

What does this Committee do?

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

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

A hearing loop is available at County Hall.

AGENDA

1. **Apologies for Absence and Temporary Appointments**
2. **Declarations of Interest - see guidance note of the back page**
3. **Minutes (Pages 1 - 18)**

To approve the minutes of the meeting held on 17 June 2019 (**ESC4**) and to receive information arising from them.

4. **Petitions and Public Address**
5. **Reintegration Timetabling (Pages 19 - 30)**

1:10

Education Scrutiny Committee has identified the use of Reintegration timetables for pupils by schools in Oxfordshire as a practice worthy of focused attention.

The Department for Education non-statutory guidance 'School attendance Guidance for maintained schools, academies, independent schools and local authorities July 2019 is clear in the section Frequently Asked Questions "Can a school place a pupil on a part-time timetable?"

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence."

The use of Reintegration timetables by schools in Oxfordshire has been identified as a cause for concern by The Children's Trust, Oxfordshire Safeguarding Children's Board and consequently features in the Oxfordshire Learner Engagement Strategy.

When a pupil is on a Reintegration timetable, that pupil is not in receipt of additional tutoring or other alternative provision. Equally, the pupil is not under the supervision of professional staff.

Oxfordshire County Attendance Team requires all schools in Oxfordshire to report each pupil on a Re-integration timetable. The County Attendance Team (since January 2019 only) then logs each report and follows up with the school each half term that the pupil has been returned to a full-time timetable or, if not, what the future plan for the child's ongoing education is.

All Reintegration timetables should be short term, designed to return the pupil to their full-time entitlement as soon as possible and fully and explicitly consented to by parents.

The Education Scrutiny Committee is RECOMMENDED to consider and note this report.

6. Alternative Provision Commissioning Strategy (Pages 31 - 56)

1:40

Education Scrutiny Committee has requested a briefing on progress to date with commissioning arrangements for Alternative Provision (AP) for Oxfordshire's children. The existing arrangements, whereby Meadowbrook College provides AP for OCC and schools in Oxfordshire will be reviewed and then re-commissioned in line with best practice nationally.

Notice has been given to Meadowbrook College on the implied contract with OCC with the termination date under the current arrangements being 2021. It is expected that Meadowbrook, as the main current provider of AP, will bid for the new service along with any other new market providers. The aim is to ensure that alternative provision is able to meet the needs of all Oxfordshire children who need it by offering both preventative provision and statutory provision for permanently excluded children.

The governance for this action sits within the overall Learner Engagement Strategy. The work will be delivered through the Alternative Provision Project Board.

The Education Scrutiny Committee is RECOMMENDED to consider and note this report.

7. Sufficiency of School Places Update

2:25

The committee will receive a presentation on sufficiency of school places for information and to inform future discussion.

Members of Scrutiny Committee have requested an update on population trends affecting the provision of education services for children and young people in the county. These trends are expected to inform a strategy to meet demand to be presented later in the year.

The Education Scrutiny Committee is RECOMMENDED to note the presentation given and receive a further report on actions to meet the provision of Education services later in the year.

8. Update on Oxfordshire Schools Repair & Maintenance, Rebuilds and New Builds (Pages 57 - 64)

3:10

A 6-month update following that made in March 2019, to bring together all capital works issues and updates on schools in Oxfordshire. (For Information Only).

The Committee is asked to note the update.

9. Forward Plan and Committee Business (Pages 65 - 66)

3:30

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.

EDUCATION SCRUTINY COMMITTEE

MINUTES of the meeting held on Monday, 17 June 2019 commencing at 1.00 pm and finishing at 3.45 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 Jeannette Matelot
Councillor Gill Sanders
Councillor Emma Turnbull

Other Members in Attendance: Councillor Lorraine Lindsay-Gale

By Invitation: Mr Donald McEwan, Council of Oxfordshire Teachers' Association (COTO) and Mrs Carole Thomson (Oxfordshire Governors' Association).

Officers:

Whole of meeting Diane Cameron and Deborah Miller (Resources) and Kim James (Children's Services).

Part of meeting Deborah Bell and Allyson Milward (Children's Services).

The Scrutiny Committee considered the matters, reports and recommendations contained or referred to in the agenda for the meeting, together with a document containing questions for the RSC tabled at the meeting and agreed as set out below. Copies of the agenda and report/additional documents are attached to the signed Minutes.

137/19 ELECTION OF CHAIRMAN FOR THE 2019/20 COUNCIL YEAR (Agenda No. 1)

Councillor Mrs Anda Fitzgerald O'Connor moved and Councillor Ted Fenton seconded that Councillor Michael Waine be elected Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

There being no further nominations or dissent, Councillor Waine was duly elected Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

RESOLVED: accordingly.

137/19 ELECTION OF CHAIRMAN FOR THE 2019/20 COUNCIL YEAR

(Agenda No. 1)

Councillor Mrs Anda Fitzgerald O'Connor moved and Councillor Ted Fenton seconded that Councillor Michael Waine be elected Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

There being no further nominations or dissent, Councillor Waine was duly elected Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

RESOLVED: accordingly.

138/19 ELECTION OF DEPUTY CHAIRMAN FOR THE 2019/20 COUNCIL YEAR

(Agenda No. 2)

Councillor Gill Sanders moved and Councillor Jeannette Matelot seconded that Councillor John Howson be elected Deputy Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

There being no further nominations or dissent, Councillor Howson was duly elected Deputy Chairman of the Education Scrutiny Committee for the 2019/20 Council Year.

RESOLVED: accordingly.

139/19 MINUTES

(Agenda No. 5)

The Minutes of the Meeting held on 25 March 2019 were approved and signed as an accurate record of the Meeting subject to substituting 'right' to 'write' in Minute 131/19.

Matters Arising:

Minute 132/19 – The Chairman indicated that he would be arranging to meet with Deborah Bell for an initial discussion on this issue and then discuss it further under the forward plan item at the next meeting in September.

Minute 133/19 – The Committee asked officers to provide the update in relation to St. Andrews School Chinnor (recommendation b) as soon as possible.

140/19 REGIONAL SCHOOLS COMMISSIONER

(Agenda No. 7)

The Committee welcomed the Interim Regional Schools Commissioner (RSC) for North London and the South-East Region, Dame Kate Dethridge and the Regional Lead, Mr Tom Gregory to the Meeting for a question and answer session regarding the role of the RSC, its relationship with other statutory bodies and how the RSC approached support to academies in areas such as attainment and finance.

By way of introduction the Interim Director gave a brief overview of the work carried out by her office. The Regional Schools Commissioner (RSC) covered North West London and South Central which covered 27 local authority areas from North London to Northampton. The RSC supported schools in difficulty in finding supporting sponsors; supported Multi Academy Trust development, school improvement and school grants. In terms of powers, their main focus was on the schools which were judged inadequate, at the point the RSC became involved to find that school a suitable Trust. The RSC established, developed and maintained relationships and believed in working in collaboration to achieve a best solution for schools and children. In relation to Oxfordshire's current challenges remained around Recruitment and retention. The Secretary of State was committed support it and a number of different strategies encouraging schools to look at how they got staff into the school and then to retain and advance them, including a new free website for schools to use.

During questions and discussion, the following points were made:

One of the continuing areas of interest to us is you see your relationship with Ofsted and other bodies evolving with your office, is it one of partnership or is it one of operating in different areas?

The relationship we have with the EFSA and Ofsted is very much collaboration and partnership and we work very hard to achieve it. We work very closely with the EFSA, who have responsibility around funding and to some degree safeguarding. We work together sharing information, best practice and guidance, working together to support our trusts and stand alones.

Ofsted are an independent group and have to be, so we ensure there is 'clear blue water' between what we do and Ofsted do, our involvement comes after Ofsted have been in to schools and we make sure there is no confusion around that. We do hold many conversations with Ofsted, particularly around the roles which may be coming out of the new expected framework.

There seems to be a lot of 'mist and fog' about the expectation on local authorities from Government, and it does seem to be that when there is blame to be laid it is on local authorities and when there is accolade to be given it tends to be others, we seem to pick up more difficult areas when it is politic to do so, do you think there is a need nationally to give greater definitions to expectations and responsibilities?

I can only talk about my relationships with Oxfordshire, and I hope that my colleagues would confirm that we have a very positive and open dialogue. We meet formally 3 or four times a year to discuss what's happening around maintained schools and trusts and academies and education more broadly. Ofsted also invite us to meetings to discuss issues. I certainly don't recognise any incidents where we have wanted to attribute blame and I have noticed over the past three years is that we have very honest, open and frank discussions and we all have the best interest of Oxfordshire's children at heart.

Ofsted is separate and has a random way of selecting which schools to inspect, particularly outstanding schools, but who between yourself and the

EFSA, takes the lead in encouraging support and ensuring that attainment is continuously being driven upwards in academies?

It may appear that Ofsted system of inspection is random, but they have a very careful way of deciding who is to be inspected, except from outstanding schools who under the current rules might be inspected but not necessarily. EFSA, broadly have responsibility for finances and ensuring that schools are as they should be and some responsibility around safeguarding. In terms of performance, the responsibility lies with the Trust, but the role of the RSC is to meet regularly with trusts or stand-alone schools whose pupil performance either around progress or attainment is a cause for concern.

Do you have a responsibility to inform Ofsted if say a successful school in progress 8 for vulnerable learners is going backwards for the last two to three years or is that the responsibility of trust or stand-alone school?

Ofsted receive the data of pupil performance so they will be well aware of under-performance in a school or trust, but if when we had a meeting with Ofsted we might discuss when there is cause of concern around a three-year trend. We might however report a safeguarding issue to Ofsted.

Where does recruitment and retention fit into this, as we know for instance that school direct salaries have been going down in Secondary schools in the last two to three years. What influence or effective controls do either you or EFSA have, to do anything about recruitment and retention?

The Department for Education more widely, outside of the RSC office and the EFSA are looking at recruitment and retention as a Secretary of State priority, developing strategies and tools to improve the situation. In terms of the powers that the RSC and EFSA have over recruitment and retention, we have limited control over that. What we can do, through our conversations with trusts and schools, is to share best practice. Some trusts have very structured frameworks to see staff advance right from NQT.

We also recognise that when you talk to people who are leaving or thinking of leaving the profession, that work load pays a significant part of the reasons why people are leaving. So, we are really mindful of what we ask for from schools and trusts. When we have our meetings with schools and trusts we always say, please don't prepare anything additional.

There will be a number of new schools in Oxfordshire over the next few years. Planning teacher supply numbers - how do you ensure that we have good operating practices in Oxfordshire and that we do not have significant gaps in training on certain subjects or primary school teacher training. What role does the RSC play?

The RSC have little or no role in this area, this falls to the DfE more widely. We could report the local authorities concerns around teacher training to the DfE.

In July 2018 the Headteachers Board agreed the merger of the 2 Catholic MACs in Oxfordshire - what is the current situation with this?

That is moving forward, there is a lot of detail and it has to be done very sensitively, but I can you that we are on track to be completed by the 1 September and I can reassure you that there is School Improvement Support in place.

There was an expectation at the other County Council that Catholic Aided Schools would be subsumed by the new MAC is that part of the timescale that you have indicated?

We would want to work closely with the MAC to ensure anything that they do would be sustainable in the long term and that that the way it is being done is best for the schools involved.

How far are you aware of schools struggling financially, and what are the plans to support them? Such as reducing their working week or asking donations from parents.

When we look at our schools and trusts we see a mixed picture, some schools and some trusts are manging reasonably well and some are finding it more challenging. We need to do all we can to support trusts and schools to make sure that they are in the position to give the best service to their children. For instance, the EFSA have put a lot of support in place. There is the schools resource management programme that brings together a range of different tools to support schools and trusts, there is the financial benchmarking service, so that schools can see their spend and compare it to other schools and trusts all of which are free to use. We have the list of agencies that offer recommended deals for efficiencies in purchasing, and there is a teacher vacancy list which schools can use for free and save money on recruitment.

We have School Management Resource Advisors that can come into schools to spend time alongside staff seeing if there are areas where savings or efficiencies could be made and evidence is that schools using that service have found it extremely useful.

Schools closing early - we would be uncomfortable with schools doing anything that may see children or families disadvantaged and so we would want to have conversations with schools suggesting something like that to understand it.

Do you think that the RSC should work with the EFSA to look at three-year balanced budgets as our understanding is that schools do ok in year one, but by year three the school is unrecognisable due to the level of cuts. Are you aware of trends within schools of moving revenue into capital to do sizable works within schools taking away from children's everyday 'bread and butter money'?

We certainly look at their budget planning and have conversations to see if there is any kind of deficit that they see coming or is in place and part of the reason we look at 3 years is so that we can be in position to support the school or trust as soon as

possible. The EFSA come to the trust business meetings so that they are also in place to have the conversations with the trusts.

If trusts are putting in information that suggests they are struggling moving forward that is when we would meet with them.

Transferred revenue to capital – How much of a problem is it of schools transferring money that comes in for revenue to a reserved capital for future projects?

I am not in a position to comment on that at this stage, but I am happy to take your question back to the EFSA and get you an answer.

With schools struggling to find the 1% for the increased salary award, what's the likelihood for increased funding for the higher employer contribution to the teachers' pension scheme?

Unfortunately, this is something that sits outside of the RSC remit, what we are more than willing to do is to raise your concern with the appropriate department.

Given the rules about closing rural schools, what's the thinking within RSC about deficit budgets in small rural primary schools and the way forward?

We can't comment on maintained schools that's a policy issue for local authorities, but if it was an academy we would be working very closely with the trust if they had indicated there was any deficit.

There is clearly a policy issue here for an authority like Oxfordshire, there is a very large number of community based rural primary schools in a time when the birth rate is beginning to decline and the housing rate is going through very unusual patterns. The fact that some of these are academies, but the majority are maintained schools, causes a problem, unless somebody can take the lead to ensure that schools in the primary sector are represented going forward in their communities. Can you comment on how that policy should be developed in a mixed economy?

You do have many rural areas with very small primary schools, often with mix year teaching. What is really important here is to ask the question "is this a going concern; is it viable; can it work on the money you are receiving in terms of: can you afford to pay all the staff you need to support the school; can you work with the income that you have and if the answer is no, then I think there are some potentially very difficult decisions that need to be made about whether or not a local authority or academy trust can support a small school. These are very difficult decisions, but ones that need to be made if the money just isn't there.

We recognise that small rural primary schools are not there just to educate children, they're often the heart of the community such as shops or cinemas, we absolutely recognise their position in the community.

The DfE has a policy and a long list of schools with presumption against closure, many of which are in Oxfordshire. How does the RSC advise the academy to do deal with that? Many of our small rural schools are facing with financial unviability.

In trusts what we are particularly looking at, we are not just looking at one small school, we are often looking at a collection of 20 to 30 small schools in any trust or across 4 or 5 trusts, what we are looking at is how the trusts ensure that the schools remain viable.

There are loads of innovative measures that the trusts are using such as Executive Headships to cut costs of providing a head teacher at every school. I recognise that parents like to see a head at a school, but if that is not viable schools need to look at ways of sharing staff across schools, to using collective bargaining powers with external providers to drive down cost. This is where our SRMA are incredibly useful in going into trusts.

It seems to me we are in a position where the RSC and the local authority have an area of mutual interest and concern and do you think coming together on this to have a very real debate on how this can be addressed with a view to maintaining these schools in their communities would be a good idea, would you make a commitment to that?

I would certainly make a commitment to continuing the dialogue and perhaps talking to some people in the department who know more about this than we do about small rural school policy. We certainly, in this local authority have examples of trusts that take in small rural schools and do it very well and are finally efficient. We are very happy to collaborate and share those examples with you.

MATs - enhanced funding/staffing helps schools out of Special Measures, but when this is done, staff are often lost due to lower funding. What is the RSC thinking on this issue?

What a MAT will receive, when taking on an inadequate school, is a sponsor grant to enable them to support the school, I don't recognise what you are saying as an issue. How the trust uses the grant is up to them, if they were using that for recruitment they would sustain that over the long term.

Typically, the money is offered to support the staff that are already in the school to improve as opposed to putting more teachers in and the removing them.

Maths KS2 progress data is a limiting factor in Oxfordshire schools; how could the RSC support us / work with us to improve this?

That trend in data is something we would pick up with schools and trusts when we meet them, if we saw any kind of underperformance in any subject we would discuss with them what they do; what kind of strategies they had in place and how they collaborated with other people to find best practice.

Do you have any examples of good practice?

We worked with Northamptonshire, and in particular their teaching schools to develop a day for teachers from academies and maintained schools to come together to look at best practice and what could be done. What we expect from our trusts is that they are constantly restless, thinking about what could be done better and a great place to start is the Education Down Foundation which is a free website, with a section called 'what works well' where there is lots of information and research to do with primary and secondary education.

The teaching school association work collaboratively and that is the kind of thing they would look at.

Had you notice our maths was not good?

We look at the data alongside the local authority.

Regulations mean that the county council has responsibility for pupil place planning, but no powers, which has lately resulted in a delayed new school funding agreement and unnecessary worry for parents, and work for officers. Oxfordshire has 5 new schools due to open in 2020; how can you support Authorities in ensuring the process moves forward in time?

That comes back again to working very collaboratively, and if appeared that on either side there was a problem, we would do whatever we could do to ensure that parents were not upset and that new provision opened smoothly and on time, drawing on past experience.

We can't be alone in authorities that fall within your Region, and what I would ask you to do is join with us in telling government that the Regulations within this area need to be looked at seriously and immediately, so that new schools' plans can be put in place, rather than being side lined by the regulations. It has happened with the Swan School and we are fearful of it happening again in the future.

If you send us a note, we can definitely action that.

Will the RSC suggest to SofS to set up a direct whistleblowing line so staff can report financial and other maladministration within all academies and MATs including stand-alones?

We currently have a system, where the EFSA can be and are contacted on such things, our concern is that it is not known about or used widely enough. We also at the RSC office have a mailbox that can be used for concerns such as that, but I am happy to take it back, but we do already have that function in place, but if it is not widely enough known about, we will raise that with the EFSA.

How would you see that being made known?

For academies and stand alone we have a newsletter to all our trusts and schools, so it could be included in that, but I will raise it with the EFSA and give some thought to how we could make more people aware.

How does the RSC support inclusion and tackle high exclusions?

Inclusion is very important to us and is high up on our Agenda. If there are any examples of where we have it reported to us, that any trust or school is not as inclusive as it ought to be, or indeed there are high exclusions, that is something we would raise with the school or trust.

In terms of the meetings we have with the trusts and schools, we always do look at things such as exclusion rates, and if they seem high, it might be that there is good reason for that, but we would certainly want to know and we would raise it with them.

When we meet with local authorities, 3 times a year, if they have any anecdotal evidence of schools or trusts not behaving as they should, then they always raise it with us and then we take that forward.

Where do you think Oxfordshire ranks with other county authorities within the Region on exclusions, particularly in the secondary sector?

I would not be able to give you that information off the top of my head now, but I am happy to provide you with a written answer.

Have you noticed any particular causes for high exclusions in the schools you have been working with, we are concerned here about child exploitation?

We haven't looked in detail at that, but that is certainly something that I would want to find out more about, so we will add it to the Agenda for our next local authority meeting.

Following the question and answer session, the Chairman thanked Dame Kate Ethridge and Mr Gregory for their attendance and openness and stressed that the Committee was keen to maintain the good working relationship established between the County Council and the Regional Commissioner's Office.

141/19 NEW SCHOOLS BUILDING PROGRAMME

(Agenda No. 8)

At its last Meeting, the Committee had requested an update on the new schools building programme in the County. The Committee had before it a report (ESC8) which set out the up to date position of the capital building programme for new schools in Oxfordshire to 2023.

Mrs Milward reported that plans were advanced for all the September 2020 Schools and that the delivery of the other schools would be subject to occupation of houses in the new developments. The Council did not control the delivery of ESFA led projects but worked with its partners to secure and meet this demand.

In relation to the swan school, members expressed concern that the transport action plan for the site to ensure that there were no issues in terms of vehicle movements had not been produced, although it had been required at planning application stage and should have been submitted prior to any work starting.

The Committee noted that the late opening of the Swan school had meant that many families had not known where their children were attending school until the last minute and that there were lessons to be learnt around communication with parents in the future.

Mrs Milward indicated that officers were aware of the situation and were in discussions with the EFSA to try to rectify the situation.

RESOLVED: The Committee noted that at present no delay was expected on the delivery of any of the projects.

142/19 ANNUAL ACADEMIES IN OXFORDSHIRE REPORT

(Agenda No. 9)

The Committee had before it a report (ESC9) which identified and analysed trends in the Academies Programme during 2018, and indicated changes from those noted in 2017. Mrs Milward introduced the report and drew the Committee's attention to the following highlights from the data:

Following the dramatic rise in conversion in 2017 (23 academy conversions), 2018 saw an average number of conversions over the last ten years, with 11 completed during the year. 82% (9) of the conversions in 2018 were primary schools, 18% (2) of the conversions were secondary schools.

There were 144 academies including new Free Schools and Studio Schools in Oxfordshire at 31 December 2018. 13 more than in 2017 (11 conversions and two new schools).

As of December 2018, there were 155 maintained schools, including seven LA Maintained Nursery Schools and nine special schools. 85 had a religious designation (either Church of England, Archdiocese of Birmingham (RC) or Diocese of Portsmouth (RC)). The average size of LA Maintained schools was 210, with 44 schools (28%) having less than 100 pupils on roll.

Approximately 62% of the total Oxfordshire pupil population were now educated in academies, with 97% of secondary pupils attending an academy.

There remained marked differences in volume of academy conversions between locality areas.

Conversions to academy status were at average rate of approximately 1 per month in 2018 down from 2 per month in 2017.

There were no new MATS established in 2018 in Oxfordshire, all schools converting in 2018 joined an established MAT.

Multi-Academy Trusts were maturing and, in some cases, merging with others to become more sustainable units in terms of both school improvement and financial security.

Church of England schools have a number of options for joining a MAT in the county. Catholic schools in Oxfordshire may still only convert to academy status with other catholic schools.

In 2018 four primary schools, judged by Ofsted to have serious standards issues, were issued Directed Academy Orders. Three converted to sponsored academy status with an established Oxfordshire based MAT, and one from Reading.

The pool of sponsors available to support under performing schools in Oxfordshire remained the same in 2018. The need to identify more sponsors was a challenge nationally. However, the supply of sponsors in Oxfordshire remained good and officers have intimated to the RSC that there is potential from within trusts operating in the county to meet the need to support schools with standards issues.

A managed system continued to ensure schools convert with all business issues relating to the Council set out in transfer documentation. The cost per conversion to the Council remained approximately £12,000.

As part of the programme to meet savings required across Council services, a one-off contribution to the costs of the Council per conversion has been levied on converting schools since 1 April 2016. This was set at £6,000 per school and was met from the DfE grant to them to meet costs of the conversion process.

Following discussion with Schools Forum and all schools and academies the local authority adopted the national funding formula criteria for allocating funding to its schools and academies from 1 April 2018.

The authority must provide revenue funding to new academies in the preopening stage and during the time it took for the school to be open in all year groups. This will be a significant amount as new academies open. A Growth Fund to meet this expenditure was created and funded one school in 2016 and two in 2017, and a further two in 2018. There will be more schools opening in 2020 and 2021.

The Council would always be consulted on any proposal from an external bidder to set up a new academy in Oxfordshire as the responsible body for strategic pupil place planning. It may choose to work actively with proposers if the places were required and offer a cost-effective approach to meeting basic need and increased diversity of choice in the area.

All new provision schools were now designated as Free schools and may be provided either through the Local Authority led 'Presumption' process or through a 'central' (DfE-led) process whereby sponsors can make direct bids to open new schools to Secretary of State.

Following debate, the Committee made the following points:

The Chairman indicated that the Committee would wish to pursue the Regional School Commissioner offer to look at the future of Oxfordshire's small rural schools to see what could be done to keep them open.

Ms Milward reported that officers had been undertaking some analysis on this issue, including talking to Headteachers and Governors to look at ways of saving money such as joint head teachers or Governance. Barbara Chillman, Pupil Place Manager would be visiting all the schools and putting plans in place to sustain them.

The Committee requested that it be kept informed regarding Oxfordshire's involvement in the DfE's DSG funding unit task group which had been set up to meet the authorities' responsibility to provide revenue support funding to new academies, both in pre-opening stage and during the time it takes for the school to be open to all year groups. Mrs Milward reported that officers were currently in discussion with the DfE on this issue and would report back to the Committee or to the Schools Forum Committee in the Autumn.

The Committee noted that four schools had been judged by Ofsted to have serious standards issues and therefore had been issued with Directed Academy Orders. The Committee queried whether officers had spotted any patterns or had any reflections on whether there were any lessons to be learnt.

Kim James, Head of Learning and School improvement confirmed that officers had noted a pattern around safeguarding and that action was being taken to address the issues, including briefing all schools.

RESOLVED: The Committee noted the findings of the report.

143/19 POST 16 RESULTS AND EDUCATION, EMPLOYMENT AND TRAINING DATA

(Agenda No. 10)

At a previous meeting, the Committee had identified a concern around post 16 Education, particularly around Studio Schools and UTC's and pupils appearing "to go missing" in Year 13. The Committee had before it a report (ESC10) which gave an overview of 16-18 attainment in Oxfordshire, together with destinations of pupils following Key Stage 5.

During debate, the Committee made the following observations:

The Committee welcomed the fact that the 16-18 Apprentice rate and Pupils in Education, Employment and Training was above the national average.

The number of pupils taking modern languages was very low, although in line with national average. The Committee noted that the Ofsted focus on the wider curriculum may improve the numbers.

The Committee noted that there would be greater scrutiny from Ofsted of A 'Level and apprentice pupils going forward.

The Committee noted the importance of Oxfordshire encouraging all entry criteria after GCSE.

The Committee noted that the percentage of pupils claiming pupil premium remained a concern with only 8% claiming in Early Years.

RESOLVED: The Committee thanked the Head of Learning and School improvement for the update and requested the data on sustained education and employment for disadvantaged pupils for the last 3 years.

144/19 UPDATE ON NORTHFIELD SCHOOL POST-OFSTED INSPECTION WORK AND PROGRESS

(Agenda No. 11)

The Committee received a brief verbal update on Northfield School. Kim James, Head of Learning and Improvement reported that following the inadequate outcome of the inspection by Ofsted in November which found the Local Authority plan fit for purpose, but the school plan not fit for purpose, the Authority were now expecting Ofsted to inspect in September. Officers were also awaiting decision from the Headteachers' Trust as to which Multi Academy Trust Northfield would join.

145/19 FAIR ACCESS PROTOCOL

(Agenda No. 12)

At its last Meeting, the Committee had requested an update following the revision of Oxfordshire's In Year Fair Access Protocol. The Committee had before them a report (ESC12) which set out the revised protocol, together with plans for the development of an Alternative Provision Commissioning Strategy.

Deborah Bell, Head of Learner Engagement reported that the purpose of Fair Access Protocols was to ensure that - outside the normal admissions round - unplaced children, especially the most vulnerable, were found and offered a school place quickly, so that the amount of time any child was out of school was kept to the minimum. Oxfordshire County Council policy stated that all children must be placed on school rolls within 15 days. This was why Oxfordshire and every local authority was required to have in place a Fair Access Protocol, developed in partnership with local schools.

Following the Members deep dive into exclusions in 2018, the In Year Fair Access Protocol was reviewed by OCC officers and secondary school Headteachers and inclusion leaders from across the county in a task and finish group convened for this purpose. Working with the Oxfordshire Secondary Headteachers Association, Headteachers were consulted about changes during the review process. This raised awareness of the reasons for placing children in a timely fashion and schools' responsibilities in this. The reviewed document was put out to consultation for all

schools (including primary schools) and published for implementation from 1 April 2019.

School leaders and LA officers needed to work together to ensure places were offered in a fair manner in accordance to the Admissions Code 2014. The Code gave local authorities and schools, including Academies, the freedom to develop and agree Protocols which best serve the needs of children in their area. It was for participating schools to ensure that the local Protocol worked for them and was reviewed as required with the LA. Participation was mandatory for all state funded mainstream schools.

Reducing exclusion of children from school remained a focus for all stakeholders in the area. This included the number of children needing school places following permanent exclusion through In Year Fair Access processes.

Inclusion processes had also been reviewed with key stakeholders alongside the In Year Fair Access Protocol. This has resulted in new terms of reference for the meetings, new processes that support schools to work together across the county to cultivate inclusive practices and challenge exclusive practices involving key partners from Policy, Health and Social Care.

Since Easter 6 Children had been place in the Fair Access Protocol. All six had been placed.

The Committee welcomed the content of the protocol and made the following points during discussion:

In relation to Fair Access Panels, the Committee questioned whether there was any opportunity for a split between North and West Oxfordshire as West Oxfordshire seemed to participate to a much greater extent.

The Committee questioned what work was being carried out to address more localised provision.

In response, officers reported that a large piece of work was being carried out including an audit to understand what the provision was currently and to check for quality assurance; how many children there were currently and how many were coming in, with a view to commissioning an in-house alternative provision. A further update would be available in November, once the audit had been undertaken.

The Committee noted that the Fair Access Panel held a small budget out of the High Needs Block to enable them to place a child that had not been able to be placed due to Finance.

The Committee thanked Deborah Bell for all the work undertaken thus far, and requested a further update in six months' time.

The Committee had before them a report (ESC13) which set out the draft SEND Strategy. The Strategy had been shared with school colleagues at the Heads & Chairs briefings which were held before the Easter break and the SEND Performance Board, including the Parent Carer Forum and the Oxfordshire Association of Special School Heads.

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

The SEND Strategy would become part of the wider Education Strategy which would be shared with colleagues across education, to include Education Scrutiny.

The following points were raised during discussion:

The Committee wished 'at the right time' to be added to the SEND vision statement.

The Committee noted the new post by the Clinical Commissioning Group to improve early intervention, working closely with Health Visitors to enable issues to be picked up before the end of year six and requested that the person who took the new post attend a future meeting of the Scrutiny Committee.

The Committee further noted that problems often arose after the two-year check and that G. P's were a very important part of the process.

The Committee noted that a review of Special Needs Support Services was being undertaken to look at what support was being offered at this time in this area, and requested that it be notified of the outcome of that review.

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

147/19 FORWARD PLAN AND COMMITTEE BUSINESS

(Agenda No. 14)

Members considered the forward Programme of items and agreed items for the September and November Meetings as shown below (Changes shown in bold italics).

Agenda Item	Reasons and objective for item	Lead Member / Officer
17 June 2019 (previously 19 June)		
Regional Schools Commissioner	A question and answer session with the Regional Schools Commissioner Chairman	Chairman (Cllr Michael Waine)
New Schools Building	To receive an update on the progress of the Programme and	Head of Access to Learning (Allyson)

Programme	discuss emerging issues of delay.	Milward) / Cllr Lindsay-Gale
Special Educational Needs and Disabilities (SEND) Strategy	To receive a report about the implementation of Council's SEND strategy	Head of SEND (Jayne Howarth)
Annual Academies in Oxfordshire Report	An update on academies' status, issues and trends across Oxfordshire	Paper only. From Head of Access to Learning (Allyson Milward)
Post-16 results and EET data	A comprehensive report on post-16 results and destinations in Education Employment and Training	Head of School Improvement & Learning (Kim James)
Update on Northfield School post-Ofsted inspection work and progress	To receive an update on progress at Northfield School following its Ofsted inspection rating of Inadequate	Head of SEND (Jayne Howarth)
Fair Access Protocol	To support the direction of and to receive a report on the implementation of the revised Fair Access Protocol in advance of the next academic year. Recommendation from the Deep Dive on attendance.	Head of Learner Engagement (Deborah Bell)
4 September 2019		
Post-Carillion Update on Schools Repair & Maintenance	A 6-month update following the one made in March 2019 to the Committee on prioritisation and delivery of repair and maintenance in schools following the collapse of Carillion.	Assistant Community Management (George Eleftheriou) Director Facilities (George Eleftheriou)
Reintegration Timetabling	To receive a report about the number of reintegration timetables being used at schools across Oxfordshire and any evidence in them being used as an alternative to exclusions. (Recommendation from the Performance Scrutiny Committee).	Head of Learner Engagement (Deborah Bell)
New academic year update on New Schools	To receive an update report on proposed and planned new schools in Oxfordshire.	Head of Access to Learning (Allyson Milward)

Alternative Provision Commissioning Strategy	To receive a brief on the development of the strategy and for Committee Members to have input prior to its implementation in November 2019.	Head of Learner Engagement (Deborah Bell)
To be scheduled		
Home to School Transport Policy	Discussion around forming a working group to input into the formulation of the policy for mainstream schools.	Cllr John Howson
Educational Attainment	Recommendations from the committee working group on improving educational performance	John Howson / Head of School Improvement and Learning (Kim James)
Disparity in educational outcomes across Localities and closing the gap (vulnerable learners)	Profile of educational outcomes across Oxfordshire – sharing learning across the county and forming pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners.	To be scheduled for September or November Meeting
Demographic trends	Planning for school places and supporting families with English as an additional language	
Schools funding formula	Potentially a task group reporting back to ESC	November Meeting
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. September Meeting if room.
Update on the impact of work on reducing exclusions	To present the impact / results of implementing the recommendations on exclusions from the committee working group.	Assistant Director for Education (David Clarke) / Head of Learner Engagement (Deborah Bell)
Learner Engagement	To present to the committee the new OCC strategy for learner	Assistant Director for Education (David Clarke)

Strategy	engagement.	/ Head of Learner Engagement (Deborah Bell)
Post 16 Home to School Transport (mainstream)	To discuss how the Committee might add value in looking into the issue of cost of post-16 transport to school.	Chairman

..... in the Chair

Date of signing

Division(s): N/A

EDUCATION SCRUTINY COMMITTEE - THE USE OF RE-INTEGRATION TIMETABLES BY SCHOOLS IN OXFORDSHIRE

Report by Deborah Bell – Head of Service Learner Engagement

RECOMMENDATION

The Education Scrutiny Committee is RECOMMENDED to consider and note this report.

EXECUTIVE SUMMARY

1. Members are invited to receive, accept and endorse this report. Members are also invited to consider the following recommendations for future action:-
 - To promote the new OCC guidance to schools on Reintegration Timetables.
 - To challenge the use of Reintegration timetables by schools disproportionately for pupils with SEND, even as an alternative to exclusion, as part of the drive for inclusive practice in all schools for all children.
 - To present this new Reintegration timetable data to Headteachers, SENCos and Chairs of Governors during Autumn term 2019.
 - To consider the availability of appropriate alternative provision, as informed by development work that Members will be aware of.

Introduction

2. In principle, the Department for Education non-statutory guidance pertaining to school attendance legislation does not allow for pupils on roll at publicly funded schools, academies and free schools to have their full-time educational entitlement compromised. However, exceptions are permitted based on the needs of the pupil (not the school), for a short period of time (recommended maximum 6 weeks) and with explicit parental consent.
3. The use of reintegration timetables appears to be more widespread in Oxfordshire than elsewhere, hence Members request for further information to scrutinise.
4. Oxfordshire County Council expects all schools in the county to report each Reintegration timetable on commencing and ending. Whether all Reintegration timetables are reported cannot be stated with security.

Reported Reintegration Timetable numbers 2017-18 and 2018-19

	Number of reintegration timetables opened			
	2017/18		2018/19	
Number of students with reintegration timetable	432		490	
Primary	115	27%	127	26%
Secondary	230	53%	324	66%
Special	52	12%	20	4%
All through	28	6%	14	3%
Other	7	2%	5	1%

Academy - all phases	316	73%	432	88%
LA maintained - all phases	116	27%	67	22%
Primary - academy	58	50%	83	65%
Primary - LA maintained	57	50%	44	35%
Secondary - academy	219	95%	317	98%
Secondary - LA maintained	11	5%	7	2%
Special - academy	4	8%	4	20%
Special - LA maintained	48	92%	16	80%

	Reintegration timetable opened in			
	2017/18		2018/19	
SEND Support	154	36%	243	50%
EHCP	178	41%	103	21%
Any SEND	332	77%	346	71%
Child in need plan	22	5%	30	6%
Child protection plan	35	8%	19	4%
Looked after child	6	1%	13	3%
TAF	140	32%	110	22%

	Reintegration timetable opened in			
	2017/18		2018/19	
Permanent exclusion 17/18	16	4%	6	1%
Permanent exclusion 18/19	14	4%	19	4%
Fixed term exclusion 17/18	197	46%	142	29%
Fixed term exclusion 18/19	112	30%	216	44%

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5. When a pupil is on a Reintegration timetable, the parent or carer is responsible for the child when they are not in school.
6. This consequentially must be considered from a safeguarding perspective as well as from an achievement and attainment perspective.
7. Oxfordshire County Council has issued new reintegration timetable guidance for schools and shared on Schools News. The guidance is also available on the Learner Engagement web pages.
8. To support pupils and parents' safety and access to full time educational entitlement, the County Attendance Team follows up on each reported Reintegration timetable when it reaches 6 weeks in duration to enquire of school about plans for the pupil's full-time return. Lack of plans results in local authority challenge.
9. Best practice settings have a lead Governor for Inclusion who receives a termly report breaking down all pupils not receiving their full-time entitlement (as well as those removed from roll with reasons and destinations). This allows for strategic challenge of operational practice. Headteachers report to Governors examples of best practice and share headlines on this cohort.
10. Schools continue to receive full time funding when the pupil is attending part time. The practice is most frequently reported by schools as being used to prevent exclusion, most frequently with pupils with special educational needs particularly social, emotional and mental health needs.
11. Alternatives to Reintegration timetables are commissioned alternative provision, internal exclusion or external exclusion. Alternative provision (options available in Oxfordshire are updated and available for schools' attention on the OCC web pages from September 2019) require budgetary commitments. Exclusion is the least desirable outcome for schools and families. Internal exclusion also comes with budgetary commitment and is not identifiable from data available to the local authority.
12. The Children's Trust and Oxfordshire Safeguarding Children's Board are concerned about the use of Reintegration timetables and receive regularly reports on reported numbers.
13. The September 2019 Ofsted inspection framework may render greater inspectorate scrutiny of this practice as 'off-rolling' is a new feature of the framework. The reality of this will emerge over the forthcoming months.
14. Members are invited to receive, accept and endorse this report. Members are also invited to consider the following recommendations for future action:-
 - To promote the new OCC guidance to schools on Reintegration Timetables.

ESC5

- To challenge the use of Reintegration timetables by schools disproportionately for pupils with SEND, even as an alternative to exclusion, as part of the drive for inclusive practice in all schools for all children.
- To present this new Reintegration timetable data to Headteachers, SENCos and Chairs of Governors during Autumn term 2019.
- To consider the availability of appropriate alternative provision, as informed by development work that Members will be aware of.

Equalities Implications

15. Disproportionate use of Reintegration timetables with pupils with any SEND.

DEBORAH BELL

Head of Learner Engagement

Background papers: School attendance - Guidance for maintained schools, academies, independent schools and local authorities July 2019.

Contact Officer: Deborah Bell

August 2019

Oxfordshire County Council

Reintegration Timetable Guidance

Reintegration Timetables (RTT)

It is important to emphasise that there is no statutory basis upon which to establish a reintegration timetable.

With the agreement of parents and carers, however, in exceptional circumstances, where a short-fixed term period of part time education may in very rare circumstances be judged to be in the interests of young people who are finding full time education very challenging. This must, however, be for a short, agreed period that has a planned progression back to full-time within maximum of six weeks.

Oxfordshire County Council remains committed to all children's entitlement to a full-time education offer and makes clear the requirement that a reintegration timetable cannot be implemented without written agreement from parent/carer (and where appropriate the Virtual School where a child is 'Looked After', Youth Offending worker when the child is on a Court Order, Social Worker where a Child Protection, Team Around the Family or Child in Need Plan is in place or SEN Team at the Local Authority where appropriate).

In circumstances where the school consider that a reintegration timetable for a pupil is needed, the school must:

Notify the County Attendance Team on childrenmissingeducation@oxfordshire.gov.uk

Convene a meeting to discuss the proposals for a reintegration timetable. This must include the parent/carer of the pupil. This meeting must also include the Local Authority where the pupil is a looked after child (the Virtual School), subject of a Court Order (YOS worker), the pupil is subject of a Child Protection, Child in Need Plan or Team Around the Family plan (Social Worker or Early Help worker) or has a statement of SEN/Education Health and Care Plan (a member of the SEN Team).

Establish a plan (Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc.) for the reintegration timetable which details:

- o the proposed timetable to get back to full-time within 6 weeks
- o details of the review schedule
- o the supportive interventions that will accompany this reduction in time at school
- o school including the environment system changes within school and the
- o new skills that will be taught.
- o outcome and exit strategies. How will all parties know that is successful?
- o the named person responsible for the plan within the school
- o the consideration of safeguarding measures for the duration. The school must carry out a risk assessment (including CSE and CDE) before implementation, of the child spending more time out of the school and this should be recorded formally in the plan
- o consideration should be given in many cases to external behaviour
- o support and/or targeted early help family support
- o consideration should be given to whether alternative provision should be considered to meet need.

- **Send the Local Authority a copy of the hours agreed and the plan upon which it was agreed within 2 days to childrenmissingeducation@oxfordshire.gov.uk**

The plan and the teaching hours must be signed by the parent and without parental agreement this strategy of a reduction in hours cannot be implemented

- Consider the need to carry out an Early Help Assessment (EHA) to establish if there are wider needs and support is required from external agencies. If support is required with Early Help Assessments/Team Around the Family and where Early Help Casework might be required please contact LCSS – details can be found following this link: <https://www.oscb.org.uk/professionals/early-help-locality-community-support-service/>

The names of pupils on a Reintegration Timetable are passed from Education to Social Care, the Youth Justice Team Operational Group and the Early Help and Prevention Team once per half term. The fact that they are on a reintegration timetable and a copy of the school's individual pupil plan is shared at that point with the social worker and their team leaders.

Where professionals note that any of the above has not taken place as laid out please inform the County Attendance Team at attendance@oxfordshire.gov.uk

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Notification of a Temporary Reintegrated Timetable

Pupil Name		NCY	
School Name		DOB	01/01/18
SEN Status	E / K / N	Looked After Child	Yes/No
Date of Early Help Assessment	01/01/18	Child Protection	Yes/No
Risk Assessment Completion Date	01/01/18	Child in Need	Yes/No

Plan under which Reintegrated the timetable is monitored/reviewed (attach plan)	e.g.PEP/ PSP/ IBP/IEP		
Describe where education taking place	e.g.School/ off-site/ alternative provider		
Reason for temporary Reintegrated timetable (please tick all that apply)			
Medical Physical Health (supported by medical professionals)	<input type="checkbox"/>	Reintegration plan	<input type="checkbox"/>
Medical Mental Health (supported by medical professionals)	<input type="checkbox"/>	Emotional or social needs	<input type="checkbox"/>
Other (please describe below)	<input type="checkbox"/>		<input type="checkbox"/>

Total hours per week in school or off-site supervised education activity	e.g. 15 hours
Planned start date of Reintegrated timetable	01/01/18
Planned review date (within 2 weeks of the start date)	01/01/18
Planned end date when the pupil will return to full-time provision (within 6 weeks of start) Please note this is not a formal confirmation of closure of the Reintegrated timetable. The attached closure form MUST be completed and returned to: childrenmissingeducation@oxfordshire.gov.uk	01/01/18

A Reintegrated timetable can only proceed with parents' signed consent to the plan and cannot be enforced by a school or insisted upon under threat of exclusion.

Parent/carer agreement to this plan (Original must be signed)		Date (01/01/18)
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By submitting this form the school is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration. A copy of the formal agreement made with parent/carer's signature must be kept at school

Head teacher's signature		Date (01/01/18)
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Please scan a signed copy of this pro forma and the plan and send to us via secure Egress Switch email with 'name of school and part time timetable' in the subject line to childrenmissingeducation@oxfordshire.gov.uk

Please do not send originals. It is important you retain the original signed copy for your records.

REINTEGRATED TIMETABLE CLOSURE FORM

(Please complete and return as a matter of importance within **5 school days** to:- childrenmissingeducation@oxfordshire.gov.uk

Pupil Name		NCY	
School Name		DOB	01/01/18
SEN Status	E / K / N	Looked After Child	Yes/No
			Date of Closure
Reason for closure	Return to full time provision	Yes/No	
	Part time provision	Yes/No	
	School Leaver	Yes/No	
	Transferred (within County)	Yes/No	
	Transferred (out of County)	Yes/No	
	Permanently excluded	Yes/No	
	Elective Home Educated	Yes/No	

Division(s):

EDUCATION SCRUTINY COMMITTEE – ALTERNATIVE PROVISION

Report by Deborah Bell – Head of Service Learner Engagement

RECOMMENDATION

The Education Scrutiny Committee is RECOMMENDED to consider and note this report.

Introduction

1. Oxfordshire County Council (OCC) currently has the majority of its Alternative Provision (AP) delivered through Meadowbrook College. Meadowbrook College became an academy since 2015 and was Oxfordshire's maintained Pupil Referral Unit prior to that. With the changing needs of Oxfordshire children, it is now necessary to formally recommission services.
2. Oxfordshire County Council is obliged, under the terms of the statutory Department for Education (DfE) guidance 'Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion' to provide full time alternative educational provision for all children permanently excluded from school from day 6 of that permanent exclusion. It is also advisable to offer preventative alternative educational provision to prevent permanent exclusions from schools and to support effective reintegration for those children not in education. Interim educational provision should be available for Looked After Children in need of immediate education and children with Education, Health & Care plans between provision.

Commissioning process

3. The review and recommissioning of alternative provision will help to deliver the vision in the new OCC Learner Engagement Strategy¹ to:
 - assess and manage the financial implications for the Local Authority in meeting the increased and varied demand for alternative provision
 - ensure good quality, value for money alternative provision is in place so that OCC can meet its statutory responsibilities.
 - robustly monitor providers to demonstrate improved outcomes for young people requiring alternative provision.
4. The work is managed through an Alternative Provision Project Board, chaired by the Head of Children's Commissioning and sponsored by the Deputy Director for Education. The Board meets monthly to manage a programme of work that includes:

¹ *Learner Engagement Strategy for Oxfordshire, March 2019*

- Defining the *existing* scope and nature of AP within Oxfordshire and modelling what type and quantity of provision will be needed going forward.
- Agreeing with internal and external stakeholders (including young people and parents) what alternative provision will be commissioned for Oxfordshire.
- Developing the provider market through market engagement events.
- Determine the best way to procure, contract manage and monitor alternative provision so that Oxfordshire commissions a sufficiency of alternative provision to meet needs now and in the future.
- Comply with the Council's contract procedure rules and ensure all contracts with external alternative education providers including non-maintained schools are procured through a suitable procurement process and within a defined financial envelope.
- Communicate the scope and nature of AP within Oxfordshire to all schools and settings (academy, maintained, special, mainstream etc.)

Timescales

5. Formal notice was served on Meadowbrook on 24th July 2019. The notice period is two years so it is expected that new contract(s) will be in place and fully operational from 31st August 2021. This can be earlier with the agreement of the existing provider.

Financial and Staff Implications

6. The impact of any changes on existing staff groups will be considered alongside the TUPE guidance.
7. The available budget for Alternative Provision is £2.96m consisting of £1.06m top sliced from the High Needs DSG block funding by the ESFA to fund commissioned places within Oxfordshire and top-up funding and additional bespoke provision equates to £1.9m.
8. The Alternative Provision budget is funded by the High Needs DSG block which is facing considerable pressure. The outcome of the recommissioning exercise will need to be contained within the available budget by seeking value for money options.

Equalities Implications

9. A full Equalities Impact Assessment will be carried out as part of the commissioning process to ensure that the needs of all groups of children are able to be met appropriately.

DEBORAH BELL

Head of Learner Engagement

Background papers: Nil

Contact Officer: Deborah Bell

August 2019

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Project Initiation Document (PID)

(Version 2.3 March 19)

Project:	Alternative Provision Project
Ref:	
Date:	3 June 2019
Author:	Karen Kuehne
Project Manager:	Karen Kuehne (Strategic Commissioning Manager)
Senior Responsible Officer SRO	Deborah Bell
Potential Sponsor/ Accountable Officer):	Deputy Director for Education
Version No:	v.2 (3 June 2019)
Approvals:	<ul style="list-style-type: none"> • Project Sponsor • Learner Engagement Board or CEF Transformation Board • CEF DLT • Schools Forum • Potentially Transformation Board
Distribution:	<i>Deborah Bell, Jo Hatfield, Sarah Fogden, Paul Wilson, Sara Carey, Simon Walkden, Andrew Colling and Nancy Kurisa</i>
Finance Check:	YES a finance check is required before any consideration for a decision is made

Key dates

Date(s)	Meeting (Workstream Board, DLT, etc)	Approved?	Comments
<i>04/06/2019</i>	<i>Alternative Provision Project Group</i>	<i>Discussed</i>	<i>The Group debated the scope of the project.</i>
<i>14/06/2019</i>	<i>DLT</i>	<i>YES</i>	<i>DLT was asked to confirm the scope of the project and agreed the scope in the PID.</i>

Document Control

Version	Date	Notes
2	3.6.19	Approved by DLT 14 June 2019

Project Initiation Document

1 Purpose

This PID represents a 'contract of understanding' between the Project Manager and the approving body. It defines the scope and objectives of the project and how the project manager will work towards realising those objectives.

2 Executive summary

To be completed once comments received on draft PID.

3 Context

3.1 Background of the proposed project

Alternative provision needs to be reviewed and recommissioned because the requirement to meet OCC's statutory duties is now of paramount importance and the need to deliver on the Learner Engagement Strategy has refocussed the work. The Council needs to meet statutory responsibilities and to be confident that it is getting good value for the money being spent on alternative provision.

Alternative provision (AP) is: "education arranged **by local authorities** for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged **by schools** for pupils on a fixed period exclusion; and pupils being directed **by schools** to off-site provision to improve their behaviour".

Alternative provision is used to meet the Council's statutory duty to provide:

- Full time education provision for permanently excluded pupils by day 6;
- Full time education for twice permanently excluded pupils; and
- Full time education for pupils who move into the county for whom there is no suitable education available.

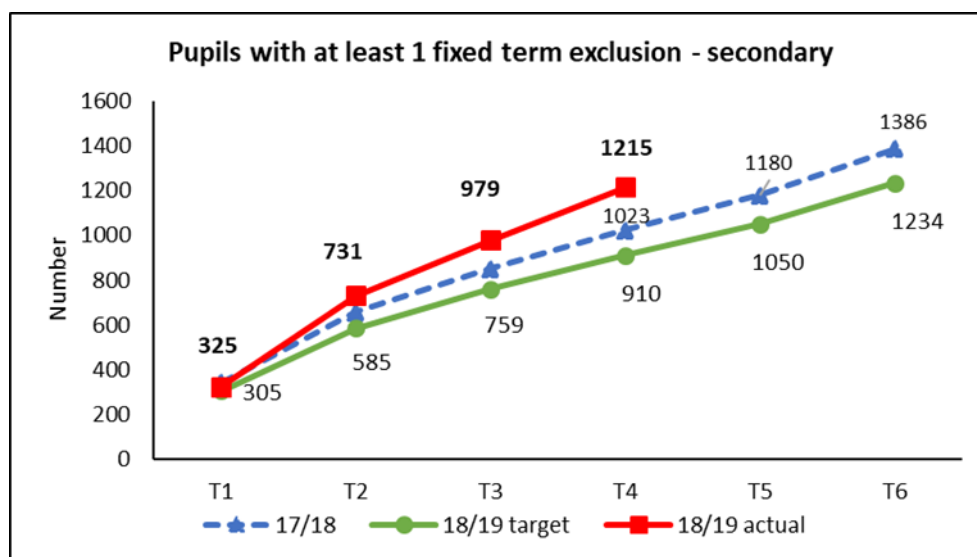
The Council is also required to commission sufficient alternative provision places for Oxfordshire children including those referred by ***maintained schools directly***. (Appendix One of the *High Needs Operational Guide*).

The review and recommissioning of alternative provision will help to deliver the vision in the new OCC Learner Engagement Strategy¹ to:

- assess and manage the financial implications for the Local Authority in meeting the increased and varied demand for alternative provision
- ensure good quality, value for money alternative provision is in place so that OCC can meet its statutory responsibilities.

Understanding demand

1531 pupils at Oxfordshire schools had received at least one fixed term exclusion as at the end of term 4 this academic year (2018/19). Secondary schools – the number of pupils with at least one FEX is above that for last academic year.

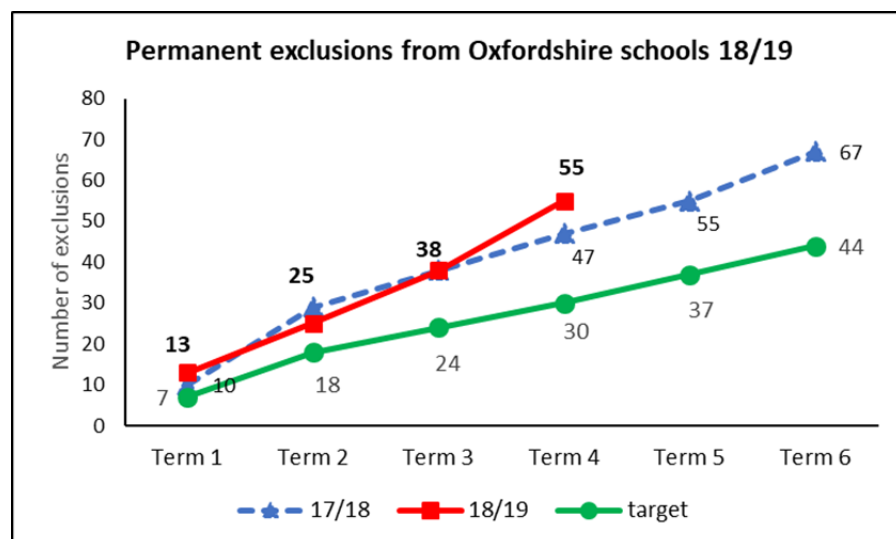


There have been **55** permanent exclusions from Oxfordshire schools as of the end of term 4 of this academic year (2018/19), which is an increase from last year (55 vs. 47 at the same point last year). This is due to an increase in PEX from secondary schools (increasing from 30 at the end of term 3 to 41 at the end of term 4). There were 34 PEX from secondary schools at the same

¹ Learner Engagement Strategy for Oxfordshire, March 2019

point last year. Also increase in Primary for the academic year to date, and increase in PEX for children with EHCPs.

Permanent exclusions from Oxfordshire schools 2018/19:



The most common reason for permanent exclusion is persistent disruptive behaviour (48%) in secondary school whereas in primary school it is physical assault against an adult (50%).

Analysis of exclusion data for 2016/17 and 2017/18 shows:

- Oxford City and Banbury have the largest proportions of permanently excluded pupils
- The highest percentage of exclusions is in Key Stage 3 followed by Key Stage 4.
- 51% of all permanent exclusions are for pupils with SEND support
- Only 17% of permanent exclusions from primary schools are for pupils with no SEND
- Nearly 1 in every 3 children permanently excluded have a TAF in place

The Council has a statutory duty to offer a new placement within 6 days². The reasons for not being able to do this include parental refusal, transport issues and lack of capacity

² The most recent data (end Feb 2019) shows that the Council is placing 11% of permanently excluded children by day 6.

within existing AP provision.

On 27 September 2017 the Education Scrutiny Committee established a working group to investigate the increased use of fixed term and permanent exclusions across Oxfordshire and their Findings³ were published in 2018, see Appendix One.

Currently most of the alternative provision in Oxfordshire is delivered by an alternative provision academy, the Radcliffe Academy Trust in Meadowbrook College (MBC) which is located across several sites and provides full and part-time education to students aged 5-16. MBC was previously the Council's Pupil Referral Unit. At the time of academization, the Council owned the freehold of the site and buildings, the majority of which was then leased to the Radcliffe Academy Trust (a 125-year peppercorn). The Council agreed⁴ in 2017 to transfer the freehold to the DfE for a nominal £1 to facilitate the building of the Swan School and as part of the deal Meadowbrook will be reprovided on the site by September 2019.

The Council and schools purchase alternative provision from other external providers through spot purchasing or via the Education Dynamic Purchasing System (DPS). The Council needs to ensure there are compliant contractual arrangements in place for all alternative providers.

The Radcliffe Academy Trust receives Place funding from the Education and Skills Funding Agency for Meadowbrook (£1.06m in 2018/19) and Top Up funding from the Council (£1.491m in 2018/19) as well as additional funding from the Council (£153,704 in 2018/19). The Council also purchases alternative provision from other external providers (£0.3m in 2018/19). At a recent Schools Forum meeting, alternative provision funding was discussed, and it was agreed that there is a lack of clarity amongst stakeholders regarding what counts as alternative provision (for instance whether the In Year Fair Access panel funding counts as AP funding as it is not included in the totals above).

³ *Schools Exclusions Working Group Report*, 14 March 2018.

⁴ *Financial & Resource Contribution Towards the Swan Free School Project in Oxford*, 21 February 2017

MBC also receives income from commissioning places to schools independently of OCC.

The Council needs to:

- Define the *existing* scope and nature of AP within Oxfordshire
- Agree with internal and external stakeholders what alternative provision will be commissioned for Oxfordshire and how this will be funded
- Determine the best way to procure, contract manage and monitor alternative provision internally
- Comply with the Council’s contract procedure rules and ensure all contracts with external alternative education providers including non-maintained schools are procured through a suitable procurement process and not on a spot basis
- Communicate the scope and nature of AP within Oxfordshire to all schools and settings (academy, maintained, special, mainstream etc.)

3.2 Summary business case

The strategic objectives for OCC

The new **Learner Engagement Strategy** sets out a number of priorities and the key ones for this project are:

Key priorities from the OCC Learner Engagement Strategy	How the project will address the priority
Review the County Council commissioned arrangements for Alternative Provision for Oxfordshire resident children	The project includes a review of the OCC commissioned arrangements for AP for Oxfordshire resident children to help meet the needs of children within existing resources.

We will ensure that children not in education will have a swift and equitable reintegration into an appropriate setting in a timely and legally compliant manner.	By developing a sufficiency of commissioned appropriate alternative provision delays to reintegration in an appropriate setting should be reduced.
Ensure the County Council meets all its statutory duties in a timely fashion	Developing a sufficiency of commissioned appropriate alternative provision will assist OCC to meet its statutory duties in a timely fashion.

3.3 Desired benefits

1. Meeting our statutory responsibilities
2. OCC will have compliant arrangements for purchasing good quality alternative education placements which will ensure value for money and flexibility in terms of key stage and location where possible
4. To strengthen and improve outcomes for vulnerable children
5. To further strengthen the Council's approach to safeguarding vulnerable children

4 Project definition

4.1 Project objectives

Project objectives, deliverables (outputs) and acceptance criteria

No.	Objectives	Deliverables	Acceptance Criteria
1	<p>Understand the views of internal and external stakeholders and communication regarding alternative provision</p> <p>Note: Schools' views were canvassed and captured at Spring term Heads and Chairs Briefings</p>	<p>Identify stakeholders and ensure they are engaged throughout the project including holding events where needed</p> <p>Stakeholder communication plan</p>	
2	<p>Clarity about the resources available for alternative provision (government funding, OCC top up funding, funding from schools, internal resources available including buildings and people)</p>	<p>Agreed funding stream for services to be commissioned</p>	<p>Affordable budget</p>
3	<p>Market consultation with potential alternative provision providers</p>	<p>Write, circulate and analyse results of surveys. Plan and hold market engagement event (s) if needed.</p>	<p>Wide range of providers engaged through soft market testing survey and/or market consultation events</p>

No.	Objectives	Deliverables	Acceptance Criteria
4	Model for the types of alternative provision in Oxfordshire to achieve a sufficiency of provision and OCC requirements (such as timeliness of placement, non-exclusion policies, when to place on roll, quality assurance arrangements, breadth of curriculum and attainment targets)	Model for the types of alternative provision in Oxfordshire to achieve a sufficiency of provision within resources available developed by the project team using feedback received from all stakeholders and the market	
	Procurement and legal arrangements	Agreed methodology for procuring and contracting the above model prior to tender	
5	Services commissioned	<ul style="list-style-type: none"> -Specification and Contract (s) written and agreed by project team -Evaluation panel members agreed and in place and evaluation methodology agreed and written -Competitive tender process completed -All gateway panel papers written and presented 	
6	Agreement reached internally on contract management and monitoring arrangements for new contract (s)	Contract management and monitoring of contract allocated to appropriate staff	

4.2 Project scope

Inclusions

- Agree with internal and external stakeholders what alternative provision OCC will commission for Oxfordshire and how this will be funded
- Determine the best way to procure, contract manage and monitor alternative provision
- Comply with the Council's contract procedure rules and ensure all contracts with external alternative education providers including non-maintained schools are procured through a suitable procurement process and not on a spot basis

Exclusions

Alternative provision for children who are unable to attend school for medical reasons.

Alternative provision for children with EHCPs

Contract management and monitoring of the existing alternative provision with The Radcliffe Academy Trust (Meadowbrook) or other alternative provision providers is out of scope.

Cost

The cost of the proposed commissioning arrangements will not be known until the proposal is developed. However, it is assumed that any proposal would need to be within the parameters of the existing budget for service delivery.

The cost of project management and commissioning input will be from the Joint Commissioning Team budget. All other project costs including advice from the Legal Department will be met from Education.

Timescales

For any changes to be made to existing AP arrangements, or for new

arrangements to be in place, there needs to be a significant lead in time prior to the start of an academic year. If significant change is recommended because of the project, then Cabinet approval may be required.

Note: the ESFA needs to be notified by November 2019 who OCC wants to receive ESFA funded places for September 2020.

Resources

Engagement with stakeholders:

- support will be needed from the Engagement Team to engage children, young people and families.
- Administrative support will be required to arrange and coordinate stakeholder events with internal and external stakeholders.

Project team:

- Participation in the project team will be needed from teams within Education as well as teams including Finance, Legal, Procurement and Performance.

4.3 Assumptions

- That political support for the project will be secured through Members' Education Scrutiny Committee & lead Member for Education
- That support from operational teams will be available for the project
- That existing funding may not be available and a target reduction may be required

4.4 Interdependencies and interfaces

No.	Interdependency	Impact	Resolution and/or monitoring strategy
1	Change in demand which impacts on level of provision to be commissioned	1. Ongoing work to reduce exclusions may reduce demand 2. Demand within specific groups may rise (LAC, SEN) 3. Potential changes to OCC duties as DfE changes in Exclusions statutory guidance may be forthcoming	Monitor closely as part of project groups meetings
2	Delivery of Learner Engagement Strategy	To reduce exclusions	Project Sponser
3			
4			

5 Milestone plan

Milestone	Start	Finish
Review of key documentation to understand the legal and operational arrangements with main existing provider of alternative provision and meeting with provider		Completed
Initiate review of spend on alternative provision		Completed
Discuss relevant data with Performance Team		Completed
Initial discussions with internal stakeholders		Completed
Initial workshop with existing provider and key internal stakeholders		Completed
Project Group set up -first 4 montly meetings scheduled -Workstreams initiated		
Analysis of spend on altnerative provision		
Options appraisal approved by DLT and Gateway Review Panel		
Business case approved by DLT and Gateway Review Panel		
Cabinet approval if needed		
Draft PID		
PID reviewed by colleagues and amended accordingly		
PID signed off		
External stakeholder mapping and agree methodology for consulting stakeholders including the AP market		Mapping commenced, to be completed by end July 2019
Agree methodology with project group/engagement team for gathering feedback from children, young people and families		
Develop content for stakeholder surveys/focus groups/events as required		

Engagement events booked/surveys published online, and stakeholders invited		
Surveys/events completed, and qualitative and quantitative analysis completed		
Block contract/framework agreement agreed with procurement, legal and internal stakeholders		
Specification drafted		
Service questions and model answers drafted		
Tender documents drafted		
Invitation to tender issued on the portal		
Evaluation of tenders by panel comprised of Learner Engagement Team representatives, procurement, commissioning, contracts team, stakeholder representatives including service users.		
Contract Award/Gate 3 report written		
Gate 3 report to Gateway Review Panel		
Contracts awarded, and Implementation Phase commences		To be discussed by Project Group on 4.6.19
Alternative Provision contracts and/or framework commences		September 2020

6 Risk and issue management

Risks will be identified, assessed in terms of impact and plans will be developed to manage them, for instance through avoidance or mitigation. Risks will be regularly monitored; new risks will be identified and updates to mitigation plans will be produced as situations develop.

The Project Manager and Project Team are responsible for identifying risks in their defined areas, for evaluating these and for recommending strategies to manage these on a continual basis. A risk log will be kept by the project manager and discussed with the project team regularly. Major risks will be escalated to the Project

Sponsor and groups within the governance structure as appropriate.

7 Business continuity

8 Stakeholder communication

8.1 Key communications objectives

Stakeholder communications will be important to the success of the project and a communication plan will be developed with the Project Group as part of stakeholder analysis. It will outline the channels and principles for all project communications and engagement as well as the method for communicating with them and the responsible owner for each communication. This will ensure stakeholders understand the project and how they can contribute.

9 Project governance

9.1 Project approach and organisation

The project will include several workstreams including:

1. Vision for alternative provision in Oxfordshire
2. Financial Issues including understanding what we are spending and what we are buying and any financial implications of commissioning/procurement options
3. Engagement:
 - a. Parents
 - b. Current/potential users
 - c. Schools/Heads

4. Procurement including consideration of the implications of block contracting, creating a framework and/or using the existing Education dynamic purchasing system (DPS)

5. Legal:
 - a. Current contractual situation with MBC, which may impact on the options available regarding commissioning in the short to medium term
 - b. What are the implications of any tender outcomes for MBC in relation to their legal agreements with OCC re buildings and land.
 - c. Will TUPE apply if there is a change of provider?
 - d. What type of legal agreement do we need to/want to have with each different type of provider who may supply AP in the future?

6. Contract management and monitoring going forward:
 - a. What resources will be needed? Where will those resources be based?

9.2 Project structure and governance

Project Team

Resource type	Description of resource requirements
Project Sponsor (Deputy Director for Education)	Accountable for the project's success Overall authorisation and project direction
Operational Lead (Deborah Bell)	Ensuring the project is focused on achieving the objectives and delivering the business case benefits
Project Manager (Karen Kuehne)	Delivery of the project in accordance with the corporate framework; manage the day-to-day delivery of the project; deliver the project scope within the agreed time, cost and quality constraints
Commissioning Lead (Karen Kuehne)	Strategic commissioning Lead for the project; develop the commissioning strategy, market engagement, design tender process and tender documentation alongside procurement colleagues and with input from the project team.
Quality and Contract Lead (tbc)	Input into service design and advise on arrangements for contract management and quality monitoring going forward.
Procurement Lead (tbc)	Advice and guidance on procurement options. Support to undertake any tender processes including producing tender documentation
Finance	Financial analysis and modelling and compliance with HNB

Representative (tbc)	operational guidance
Subject Matter business analyst (Sara Carey)	Supplying information on current purchasing/payments, modelling and compliance with HNB operational guidance
Performance/Data analyst (Alison Wallis)	To inform and analyse local and national data
Administrative (JCT Admin as needed)	Booking venues, project support when needed

10 Document Control

This document will need to be approved by ELT, DLT and the CEF Transformation Board.

Appendix One: Schools Exclusions Working Group Findings

School Exclusions Working Group Report, Education Scrutiny Committee, 14 March 2018, points 25- 32:

Alternative provision Findings

25. The Council funds 106 places of alternative provision at Meadowbrook College to provide education for students aged 5-16 who either are excluded from mainstream schools, or are finding it difficult to fully access education. An overview of provision at Meadowbrook College is in Appendix B.

26. Headteachers and the College itself highlighted the need for more alternative provision at primary school age. This is supported by the fact that there were 22 permanent exclusions from primary schools in 2016/17, but only eight places commissioned by the Council for primary aged pupils at the College.

27. Although the Council meets regularly with the College to ensure the best provision is being made and the turnaround of placements is timely and appropriate, this process is often complicated and lengthy due to the reluctance of some schools to admit children with additional needs after being excluded from a previous setting.

28. Some of the Meadowbrook College places for secondary aged pupils are allocated through the county's four In Year Fair Access Panels (IYFAPs). It was noted that the availability of these places is a significant issue. In one area a Panel had 13 College places to allocate, but more than 50 referrals for pupils at risk of exclusion.

29. For each Panel there was a waiting list to attend one of the College courses. The 'gazumping' of pupils on the waiting list, by permanently excluded pupils or those transitioning from outside the county, was highlighted as a particular issue. Some schools have begun to purchase other forms of bespoke alternative provision because of the limited availability of Meadowbrook College places. The cost of transporting pupils to the College and the quality of Key Stage 4 provision are also contributory factors. Whilst the IYFAP supports schools purchasing bespoke provision, there is no additional funding to contribute to this via the Panel.

30. The working group noted that IYFAPs provide an effective forum for peer challenge. Through this process schools are successfully holding each other to account for the level of intervention and support provided before exclusion. However, it was clear that some schools are receiving a greater number of excluded pupils than others. There was also a lack of consistency in the information shared between schools, to ensure the right resources are in place before a pupil transfers. Similarly, those involved in the Panel process thought it important for Social Care and SEN professionals to attend IYFAPs regularly, to share up-to-date information about broader work with a pupil and their family.

31. Overall it was evident that schools are working in the best interests of the pupils they refer to IYFAPs, recognising that permanent exclusion has a considerable impact on a child's educational outcomes and their future prospects. However, it was noted that some schools are reluctant to offer managed moves, preferring to permanently exclude. This was thought to be the result of other pressures, such as school inspection or performance, rather than the individual needs of pupils.

32. For IYFAPs to be effective, schools need to accept that some will be approached more often than others to take pupils at risk of exclusion or those who have been excluded because of numbers on their school roll. This may become an even more important issue as the pressure on secondary school places grows.

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Alternative Provision Project Group

TERMS OF REFERENCE

Purpose of the Project Group:

The Project Group has been established to:

- 1) Agree the Project Initiation Document (PID) prior to submission to CEF DLT.
- 2) Ensuring internal and external stakeholders including young people and parents/carers are engaged throughout the project
- 3) Agree the options appraisal and business case for Alternative Provision prior to submission to CEF DLT and the Gateway Review Panel.
- 4) Agree on the approach to engaging the market.
- 5) Agree the procurement route based on the professional and legal advice received
- 6) Agree the service specification/s and key performance indicators
- 7) Discuss and update the risk log, issues log and communication strategy at each meeting.
- 8) Monitor the implementation of the Project Plan and ensure that the project stays on track by responding to all requests for review and/or approval of items emailed round in between Project Group meetings.

Where any decisions made by the Project Group have resource implications they will be taken to CEF DLT.

There are a number of dependencies to the project, in particular ongoing negotiations with the main existing provider of Alternative Provision.

There will need to be close links with other projects within Education, which may have an impact on the Alternative Provision model.

Frequency of meetings:

The Project Group will meet monthly. Where appropriate task and finish groups will be convened to work through issues in more detail e.g. Finance/spend analysis, engagement with stakeholders, service specification, procurement and legal.

Membership: The Project Group comprises representatives from; Education, Commissioning, Quality and Contract Management, Procurement, and Finance:

Name

Role

Deborah Bell, Head of Learner Engagement

Sarah Breton, Head of Children's Commissioning and Markets

Sarah Fogden, Finance Business Partner

Sara Carey, Finance Business Development Team Leader

Jo Hatfield, Education Inclusion Manager

Paul Wilson, Interim SEND Project Manager

Simon Walkden, Principal Procurement Manager

Andrew Colling, Head of Quality and Contracts

Nancy Kurisa, Quality and Contracts Manager

Alistair Jewson, Strategic Procurement Manager (Interim)

Karen Kuehne, Strategic Commissioning Manager

Division(s): N/A

SCHOOLS STRUCTURAL MAINTENANCE PROGRAMME (SSMP) 2019-20 UPDATE

PROGRESS FROM MARCH 2019

Report by the Director for Property Investment and Community FM

RECOMMENDATION

The Committee is asked to consider and note the update.

1. The 2019-20 programme of works has been agreed and ratified by CIPB and Cabinet.
2. The agreed programme for 2019-20 consists of seven projects carried forward from 2018-19 and fifteen new projects (twenty-two projects in total).
3. Significant progress has been made in the delivery of these projects. six of the seven carried forward projects are currently on-site, the seventh is programmed to start in October. All of the carried forward projects will be completed in the current financial year.
4. Of the new projects 9 are programmed to start and complete in September/October. 6 projects are due to be designed and delivered using the Pagabo framework and are planned to be delivered towards the end of the financial year.
5. All of the schools in the programme have been engaged with are being kept updated about the scope and progress of their projects.

Main Issues / Mitigations / Opportunities / Way Forward

6. Mainly external design resources are being utilised to undertake design and project management of some projects. We anticipate to be moving more towards a more self-delivery type of model in the near future once implementation of our permanent delivery model and overall long-term strategy in terms of resourcing.
7. The team continue to make considerable progress in the delivery of the projects since the ratification of the programme.

George Eleftheriou

Director for Property Investment and Community FM

Background Papers: Nil

August 2019

SSMP Programme 19-20 Progress August 2019

Carry Forward Projects from 2018-19

Site Name	Division	Councillor	Scope of Works	Budget	Status August 2019
St Andrews C of E Primary School	Thame & Chinnor	Nick Carter	Replacement flat roofing.	£415,000	Project currently on-site. Completion expected September
Harwell Primary School	Hendreds & Harwell	Mike Fox-Davies	Replacement flat roofing.	£180,000	Project currently on-site. Completion expected September
Uffington C of E Primary School	Shrivenham	Yvonne Constance	Replacement flat roofing.	£45,000	Project currently on-site. Completion expected September
Kingham Primary School	Chipping Norton	Hilary Biles	Roof Works	£60,000	Project currently on-site. Completion expected September
Carterton Primary School	Burford and Carterton North	Nick Field-Johnson	Replacement Boilers	£150,000	Project currently on-site. Completion expected September
The Warriner School	Bloxham and Easington	Kieron Mallon	Replacement gas pipework	£820,000	Project due to commence on-site October 2019
Ducklington C of E Primary School	Witney West and Bampton	Ted Fenton	Failed Roof structure.	£60,000	Project currently on-site. Completion expected September

Programme Projects 2019-20

Site Name	Division	Councillor	Scope of Works	Budget Project Cost	Status August 2019
Aston and Cote C of E Primary School	Eynsham	Charles Mathew	Replace Boilers	£75,000	Project due to commence on-site in September. Completion expected October.
Botley Primary School	North Hinksey	Judy Roberts	Demolish old Horsa dining room & re-provide with temporary accommodation	£210,000	Project currently on-site. Completion expected September
St Andrews C of E Primary School	Headington and Quarry	Roz Smith	Replace roofing felt.	£50,000	Project due to commence on-site September 2019
Church Cowley St James CE Primary School	Cowley	John Sanders	Replace decayed felt roof covering to block (West Wing)	£210,000	Professional Services to be procured through Pagabo framework.
Finmere C of E Primary School	Ploughley	Ian Corkin	Replace Boilers	£75,000	Project due to commence on-site in September. Completion expected October.
Five Acres Primary School	Otmoor	Dan Sames	Replace felt roof covering	£90,000	Project in Design.
Fringford C of E Primary School	Ploughley	Ian Corkin	Boiler nearing end of useful life. Recommend Replacement	£110,000	Project due to commence on-site in September. Completion expected October.
Kings Meadow Primary School	Bicester West	Les Sibley	Evidence of cracks and poor workmanship to existing felt roof	£445,000	Professional Services to be procured through Pagabo framework.
Kings Meadow Primary School	Bicester West	Les Sibley	Replace 48 1m roof lights and make weather tight upon	£60,000	Professional Services to be procured through Pagabo framework.
North Kidlington Primary School	Kirtlington and Kidlington Nor	Carmen Griffiths	Replace felt roof covering	£185,000	Professional Services to be procured through Pagabo framework.
St Swithuns C of E Primary School	Kennington and Radley	Bob Johnston	Replace boilers and BMS	£135,000	Project due to commence on-site in September. Completion expected October.
Valley Road Primary School	Henley-on-Thames	Stefan Gawrysiak	Renew felt roof covering to the entire block.	£300,000	Professional Services to be procured through Pagabo framework.
Long Wittenham C of E Primary School	Wallingford	Lynda Atkins	Re-roof of Extension Block A1 and remedials to adjoining Block T1	£85,000	Professional Services to be procured through Pagabo framework.
Whitchurch Primary School	Goring	Kevin Bulmer	Replace entire felt covered flat roof	£110,000	Project due to commence on-site October 2019
Whitchurch Primary School	Goring	Kevin Bulmer	Boilers would benefit from updating	£90,000	Project due to commence on-site in September. Completion expected October.

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SCHOOL AND CORPORATE PROPERTY DELIVERY PROGRAMME

SCHOOL DELIVERY PROGRAMME

Defects Liability Period (Defects Liability Period)

Aureus Primary School (Academy) – new, 420 place primary school, Didcot, OX11 6GS

The school was delivered on time and to budget with Practical Completion being achieved on 6 June 2018. Currently in Defects Liability Period with no major issues. There is an on-going problem with the height of the playing field – legal advice remains that Kier are in breach of their contract and discussions are taking place with Kier to rectify the field to the levels stipulated in the planning drawing and CP's (should be sent by 22/3/19).

Faringdon Community College (Academy) – 300 place expansion, Faringdon, SN7 7LB

The school was delivered on time and to budget with Practical Completion being achieved on 3 September 2018. Currently in Defects Liability Period with no major issues.

Northfield School (refurbishment), Blackbird Leys, OX4 6DQ

The refurbishment works were delivered on time and to the construction budget. Currently in Defects Liability Period with no major issues.

Sutton Courtney CofE PS (conversion to Academy imminent) – 70 place expansion, Abingdon, OX14 4DA

A sectional completion was achieved for the main building on 4 September 2018 with Practical Completion for the remaining works being achieved on 14 December 2018. Currently in Defects Liability Period with no major issues.

In construction

Barton Park (Academy) – new 315 place primary school, East end of new development in Barton

Currently on programme for practical completion in July 2020.

Kingsgrove PS (Academy) – new 420 place primary, East of Wantage

This scheme is being self-delivered by the housing developer. Currently on programme for practical completion in June 2020.

Matthew Arnold School – 150 place expansion, near Botley, OX2 9JE

Currently on programme for practical completion on 28 August 2019.

Southam PS (Academy) – new 210 place primary, North Banbury

Currently on programme for practical completion in July 2020.

Warriner School (Academy) – 300 place expansion, Bloxham, OX15 4LJ

Was due for completion on 5.8.2019. Currently, behind programme due to the asbestos found in the ground – revised completion date for the new teaching block is 25.10.19.

Mitigation: Continued use of the 4 temporary classrooms installed for Sept 2018 and the early release of 5 classrooms in the new teaching block.

Whitelands Academy – new 600 place secondary school, SW Bicester

Currently on programme for practical completion in August 2020.

Detailed Design and Contract Close

Benson CofE PS – 105 place expansion, Wallingford, OX10 6LX

Finalising design and cost. On programme for practical completion in July 2020.

Chesterton C of E PS – 70 place expansion, Bicester, OX26 1TZ

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in October 2019 for practical completion in August 2020 but this is subject to S77 approval being in place by mid September.

Mitigation for Sept 19: None needed, school can absorb the increase in pupil numbers.

Cholsey PS (Academy) – 105 place expansion, Wallingford, OX10 9PP

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in October 2019 for practical completion in July 2020 but this is subject to S77 approval being in place by mid September.

Mitigation for Sept 19: Single temporary classroom has been installed.

Five Acres Primary School – replacement of temporary accommodation, Ambrosden, OX25 2SN

Replacement of current temporary accommodation with permanent so not time critical. Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in November 2019 for practical completion in July 2020 but this is subject to S77 approval being in place by the end of September.

John Blandy PS (Academy) -105 place expansion, Abingdon, OX13 5DJ

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in September 2019 for practical completion in August 2020 but this is subject to S77 approval being in place by end of August.

Mitigation for Sept 19: Current reception classroom can accommodate 41 pupils so temporary accommodation will not be needed.

Longworth PS – expansion by 35 pupils, Abingdon, OX13 5EU

Currently on programme for practical completion in August 2020 subject to getting S77 approval by end September.

Mitigation for Sept 19: Building not required until Sept 2020.

Marcham CofE Primary School – expansion by 70 pupils, Abingdon, OX13 6PY

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in September 2019 for practical completion in August 2020 but this is subject to S77 approval being in place by end of August.

Mitigation for Sept 19: Continue with the hire of the existing temporary classroom which has been on site since Sept 2017.

Northfield School – replacement and expansion of existing school, Blackbird Leys

Currently on programme for completion of the building by December 2021.

St Andrews CofE PS – expansion by 105 pupils, Headington, OX3 9ED

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in January 2020 for practical completion in July 2020 but this is subject to S77 approval being in place by end of mid November.

Mitigation for Sept 19: Two temporary classrooms installed.

St Blaise CofE PS – expansion by 105 pupils, Abingdon, OX14 4XB

Currently behind programme due to access negotiations with Redrow. Current programme shows Construction starting October 2019 for Practical Completion October 2020, subject to agreement of access with Redrow (meeting arranged for August 27th). Section 77 consent via a General Consent Order received.

Mitigation for Sept 20: Additional accommodation potentially not required if delay is short term. To be discussed with the school upon return from summer holidays.

Warriner Gas Pipe – replacement of gas pipe, Bloxham, OX15 4LJ

On programme for completion on 4 November 2019.

West Witney PS – expansion by 105 pupils, Witney, OX28 5FZ

Currently behind programme as awaiting S77 consent from DfE. Revised programme shows construction starting in October 2019 for practical completion in

July 2020 but this is subject to S77 approval being in place by end of mid September. **Mitigation for Sept 19:** Carry on with the hire of the single temporary classroom which has been on site since Sept 2018.

Windrush PS (Academy) – new 315 place primary school, Witney

This scheme is being self-delivered by the housing developer. Currently due for Practical Completion in June 2021.

Feasibility Stage

Graven Hill PS (Academy) – new 420 place primary school, Bicester

This scheme is being self-delivered by the housing developer. Currently due for Practical Completion in June 2021.

Hanborough Manor C of E PS – expansion by 70 pupils, Witney, OX29 8DJ

Currently on programme, feasibility study completed and ready for issue as part of tender to Northfield School Contractor. School to increase pupil numbers from Sept 2020 in temporary classroom. Construction to start August 2020 for Practical Completion July 2021. Section 77 consent to be submitted via a General Consent Order.

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
4 September 2019		
Update on Oxfordshire Schools Repair & Maintenance, Rebuilds and New Builds.	FOR INFORMATION ONLY. A 6-month update following that made in March 2019, to bring together all capital works issues and updates.	Assistant Director Community Facilities Management (George Eleftheriou)
Briefing on Implications of Changes in Funding and Demography on Primary Schools	To receive a briefing on implications for primary schools in Oxfordshire stemming from changes in funding and/or local population.	Head of Access to Learning (Allyson Milward)
Reintegration Timetabling	To receive a report about the number of reintegration timetables being used at schools across Oxfordshire and any evidence in them being used as an alternative to exclusions. (Recommendation from the Performance Scrutiny Committee).	Head of Learner Engagement (Deborah Bell)
Briefing on Children and Family Centres' Work with Schools	To understand what Children & Family Centres' work is particularly with schools; its triggers and processes.	Head of Early Help, MASH and Assessment (Maria Godfrey) / Head of Service Family Solutions (Delia Mann)
Alternative Provision Commissioning Strategy	To receive a brief on the development of the strategy and for Committee Members to have input prior to its implementation in November 2019.	Head of Learner Engagement (Deborah Bell)

20 November 2019		
Education Achievement and Attainment in Oxfordshire and its Localities' Schools 2019 – unvalidated data	Profile of educational outcomes across Oxfordshire – sharing learning across the county and forming pathways to raising the attainment of vulnerable pupils (best practice), current provision of support, an overview of the profile of vulnerable learners.	Head of School Improvement and Learning (Kim James)
Educational Attainment	Recommendations from the committee working group on improving educational performance in secondary schools, particularly for disadvantaged learners.	Cllr John Howson / Head of School Improvement and Learning (Kim James)
Alternative Provision	Update report on Oxfordshire County Council's Alternative Provision commissioned arrangements.	Head of Learner Engagement (Deborah Bell)
UTC and Studio Schools in Oxfordshire	Conversation with the Headteachers of 14-19 age range education settings, to understand the particular challenges of attendance, outcomes and recruitment including post-16 retention.	Head of Learner Engagement (Deborah Bell) / Headteachers
TO BE SCHEDULED (2020)		
In Year Fair Access Policy – 6 Month Update	A report on the implementation and outcomes of the revised In Year Fair Access Policy.	Head of Learner Engagement (Deborah Bell)
Home to School Transport Policy	Discussion around forming a working group to input into the formulation of the policy for mainstream schools.	Cllr John Howson
Update on the impact of work on reducing exclusions	To present the impact / results of implementing the recommendations on exclusions from the committee working group.	Deputy Director Children's Services (Education) / Head of Learner Engagement (Deborah Bell)
Learner Engagement Strategy	To present to the committee the new OCC strategy for learner engagement.	Deputy Director Children's Services (Education) / Head of Learner Engagement

		(Deborah Bell)
Schools Funding Formula	Presentation from Oxfordshire Schools Forum on implications for schools of changes to funding.	Schools Forum representatives
Education Funding Agency	Q&A session with EFA around implications for Oxfordshire schools of changes to funding.	EFA representatives

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