

# A G E N D A

## Education Scrutiny Committee

Date: **Monday, 5th April, 2004**

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Time: **10.00 a.m.**

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Place: **Council Chamber, Brockington,  
Hafod Road, Hereford**

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Notes: Please note the **time, date** and **venue** of  
the meeting.

*For any further information please contact:*

*P. R. James, tel, 01432 260460.*

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**County of Herefordshire  
District Council**



# AGENDA

## for the Meeting of the Education Scrutiny Committee

To: Councillor B. F. Ashton (Chairman)  
Councillor J.P. Thomas (Vice-Chairman)

Councillors H. Bramer, N.J.J. Davies, R.M. Manning, Mrs. J.E. Pemberton,  
Mrs. S.J. Robertson, D.C. Taylor, Ms. A.M. Toon and W.J. Walling  
Church Members: J.G. Griffin, (Roman Catholic), Rev. . Terry (Church of England).  
Parent Governor Members: Ms. K. Fitch (Primary), Mrs S. Wright (Secondary).  
Co-opted Teacher Representatives: Ms E. Christopher (Special), C. Lewandowski  
(Secondary), J.D. Pritchard (Primary).  
Co-opted Headteacher Representatives: A. Marson (Secondary), Miss S. Peate  
(Primary)

	Pages
1. <b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
2. <b>NAMED SUBSTITUTES (IF ANY)</b> To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. <b>DECLARATIONS OF INTEREST</b> To receive any declarations of interest by Members in respect of items on the Agenda.	
4. <b>MINUTES</b> To approve and sign the Minutes of the meeting held on 19th January, 2004.	1 - 6
5. <b>HEREFORDSHIRE CHILDCARE INFORMATION SERVICE - NATIONAL AWARD FOR SERVICE DELIVERY</b> To note the role of the Herefordshire Childcare Information Service, and the national commendation of the high quality of its work.  <b>NOTE:</b> The leaflet on the Service has been made available to Members with the agenda. Copies can be made available to the public on request.	7 - 8
6. <b>SCHOOL OPINION OF THE VALUE OF THE QUALITY OF CENTRAL LEA SERVICES PROVIDED BY HEREFORDSHIRE COUNCIL</b> To provide information about the results from the survey of schools carried out in the spring term 2004.	9 - 18
7. <b>BEST VALUE REVIEW OF THE INSPECTION, ADVICE AND SCHOOL PERFORMANCE SERVICE - STAGE 3 REPORT</b>	19 - 20

	To consider the Stage 3 Report of the Best Value Review of the Inspection, Advice and School Performance Service (IASPS).	
	<b>NOTE:</b> the stage 3 report is enclosed separately for members of the committee and is available to the public on request.	
<b>8.</b>	<b>OFSTED SCHOOL INSPECTIONS SINCE 1 SEPTEMBER 2003</b>	21 - 26
	To up-date the Committee on the outcomes of Ofsted School Inspections (both locally and nationally) between 1 September 2003 and the start of the current academic year.	
<b>9.</b>	<b>PUPIL ADMISSIONS - TRANSFER OF YEAR 6 PUPILS TO HIGH SCHOOLS, SEPTEMBER 2004</b>	27 - 34
	To consider the outcomes at 15th March, 2004 of the newly introduced admission arrangements for high schools under which parents are entitled to express three preferences for admission of their children into Year 7.	
<b>10.</b>	<b>RACE RELATIONS ACT 2000 - MONITORING OF INCIDENTS IN SCHOOLS</b>	35 - 72
	To consider the Council's implementation of the requirement to monitor all incidents of racial harassment in the County's maintained schools.	
<b>11.</b>	<b>MONITORING OF CAPITAL AND REVENUE EXPENDITURE</b>	73 - 80
	To report on revenue and capital expenditure up to 31st March, 2004.	
<b>12.</b>	<b>SCHOOL TRANSPORT REVIEW - INTERIM REPORT</b>	81 - 82
	To inform the Committee about the work of the School Transport Review Group.	
<b>13.</b>	<b>SURE START (WHOLE COUNTY) - 2 YEAR PLAN</b>	83 - 84
	To provide information about the two-year action plan for early years provision and the development of early years services in the County.	
<b>14.</b>	<b>EARLY YEARS EDUCATION - "COMMUNICATION MATTERS"</b>	85 - 86
	To inform the Committee of the imminent publication of a new Herefordshire training video, <i>Communication Matters</i> , on early years education.	

## **PUBLIC INFORMATION**

### **HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES**

The Council has established Scrutiny Committees for Education, Environment, Social Care and Housing and Social and Economic Development. A Strategic Monitoring Committee scrutinises Policy and Finance matters and co-ordinates the work of these Committees.

The purpose of the Committees is to ensure the accountability and transparency of the Council's decision making process.

The principal roles of Scrutiny Committees are to

- Help in developing Council policy
- Probe, investigate, test the options and ask the difficult questions before and after decisions are taken
- Look in more detail at areas of concern which may have been raised by the Cabinet itself, by other Councillors or by members of the public
- "call in" decisions - this is a statutory power which gives Scrutiny Committees the right to place a decision on hold pending further scrutiny.
- Review performance of the Council
- Conduct Best Value reviews
- Undertake external scrutiny work engaging partners and the public

Formal meetings of the Committees are held in public and information on your rights to attend meetings and access to information are set out overleaf

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- Inspect agenda and public reports at least three clear days before the date of the meeting.
- Inspect minutes of the Council and all Committees and Sub-Committees and written statements of decisions taken by the Cabinet or individual Cabinet Members for up to six years following a meeting.
- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
- Access to a public Register stating the names, addresses and wards of all Councillors with details of the membership of the Cabinet, of all Committees and Sub-Committees.
- Have a reasonable number of copies of agenda and reports (relating to items to be considered in public) made available to the public attending meetings of the Council, Committees and Sub-Committees.
- Have access to a list specifying those powers on which the Council have delegated decision making to their officers identifying the officers concerned by title.
- Copy any of the documents mentioned above to which you have a right of access, subject to a reasonable charge (10p per sheet).
- Access to this summary of your rights as members of the public to attend meetings of the Council, Cabinet, its Committees and Sub-Committees and to inspect and copy documents.

Please Note:

Agenda and individual reports can be made available in large print, Braille or on tape. Please contact the officer named below in advance of the meeting who will be pleased to deal with your request.

The Council Chamber where the meeting will be held is accessible for visitors in wheelchairs, for whom toilets are also available.

A public telephone is available in the reception area.

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If you have any questions about this Agenda, how the Council works or would like more information or wish to exercise your rights to access the information described above, you may do so either by telephoning Mr Paul James on 01432 260460 or by visiting in person during office hours (8.45 a.m. - 5.00 p.m. Monday - Thursday and 8.45 a.m. - 4.45 p.m. Friday) at the Council Offices, Brockington, 35 Hafod Road, Hereford.

# **COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL**

**BROCKINGTON, 35 HAFOD ROAD, HEREFORD.**

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COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

**MINUTES of the meeting of Education Scrutiny Committee held at Council Chamber, Brockington, Hafod Road, Hereford on Monday, 19th January, 2004 at 10.00 a.m.**

**Present:** Councillor B.F. Ashton (Chairman)  
Councillor J.P. Thomas (Vice Chairman)

**Councillors:** H. Bramer, R.M. Manning, Mrs. J.E. Pemberton, D.C. Taylor, Ms. A.M. Toon and W.J. Walling

**Church Members** Mr P. Eyles

**Parent Governor** Mrs S.E. Wright

**Members**

**Co-opted Teacher** Ms E. Christopher, C. Lewandowski, J. D. Pritchard.

**Representatives**

**Co-opted** A. Marson, Miss S. Peate.

**Headteacher**

**Representatives**

**In attendance:** Councillor Mrs J.P. French, (Cabinet Member – Human Resources and Corporate Support Services), P. E. Harling, D.W. Rule (Cabinet Member – Education).

**45. CHAIRMAN**

The Committee noted that, at Council on Friday 16th January, 2004, Councillor B.F. Ashton had been appointed Chairman of the Committee.

**46. NEW AND RETIRING MEMBERS**

On behalf of the Committee the Chairman welcomed Miss S. Peate, Head of Little Dewchurch, who had been nominated by the Primary Heads Association to serve as Co-opted Primary Headteacher representative.

He also thanked Mr M. Burgess, Primary Sector Governor representative, whose term as a governor expired in January 2004 and Mrs S. Wright, Secondary Parent Governor representative whose term would expire in July 2004. The Committee expressed their appreciation for the contribution both had made to the work of the Education Scrutiny Committee.

**47. APOLOGIES FOR ABSENCE**

Apologies were received from Mr M. Burgess, Councillor N.J.J. Davies, Mr J.G. Griffin, Rev I Terry and Councillor Mrs S. Robertson.

**48. NAMED SUBSTITUTES**

Councillor J. Stone substituted for Councillor N.J.J. Davies and Mr P. Eyles substituted for Rev I. Terry.

**49. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**50. MINUTES**

**RESOLVED: That subject to recording the attendance of Ms E. Christopher the Minutes of the meeting held on 18th November, 2003 be approved as a correct record and signed by the Chairman.**

**51. BANDING IN PRIMARY SCHOOLS - INTERIM PROGRESS REPORT**

The Committee considered progress made to date with regard to the banding project in primary schools.

The Head of Children's and Students' Services reported that resources for children with severe and complex special needs (those whose needs could not be met by School Action or School Action Plus) were allocated through the statutory assessment process. To increase efficiency and flexibility, a system of banded funding had been devised as an alternative method of funding for pupils with more severe and complex needs. Following a pilot study, the scheme had been introduced for all new assessment requests in primary schools from September 2003, although statutory assessment is still an option parents may choose. The response from schools had generally been positive. Statistics for requests for statutory assessment and banded funding 2002-2003 were attached to the report at appendix B. These indicated that the number of requests for statutory assessment was falling. A Working Party were looking at feedback and the introduction of banding into secondary schools from September 2004.

In response to questions on how the delegated funding was used by schools the Committee noted that, while the employment of Teaching Assistants was popular, it was for the school to decide the appropriate method of support.

The Committee discussed the method of funding the system and noted that banding assessments were regularly reviewed.

While noting that comparative work with other LEAs had been undertaken during the draft stages of the system, the Committee requested a detailed report on comparisons with other LEA systems.

**RESOLVED That the report be noted and a further detailed report comparing the Herefordshire system with systems adopted by other Local Education Authorities be presented to a future meeting.**

**52. ICT TECHNICAL SUPPORT**

The Committee considered the progress made towards providing a satisfactory ICT technical support service to schools.

The Head of Inspection, Advice and School Performance (IASPS) pointed to the fact that in a rural County the provision of ICT technical service to all schools was problematic. The main difficulties were described in the report. Prior to the start of the financial year 2003/2004 the Education Systems Support (ESS) Service had undertaken a series of meetings in an attempt to sort out the problems and establish a realistic set of expectations as to what the ESS service could actually deliver and what schools could properly expect once they had bought into the service. In order to increase the number of technicians available to support the work in schools, charges to schools had been raised, as detailed in the report, and technical support increased via the broadband project. The technicians had been re-organised on a regional basis so that schools with contracts could expect a routine visit from the

same technician once a fortnight. This had enabled closer relationships to be established and allowed technicians to understand the particular needs of the schools with which they worked. Informal evidence suggested that the contracts were now working much better with a sharp reduction in the number of complaints from headteachers.

The teacher representatives reported a general improvement in the service. However, schools employing their own technicians were experiencing recruitment problems due to Job Evaluation uncertainties.

RESOLVED: That the report be accepted.

### **53. YEAR 2003 RESULTS FOR HEREFORDSHIRE SCHOOLS**

The Committee received an up-date on the Summer 2003 results at Key Stage 1, 2, 3, 4 and 5 for Herefordshire Schools.

The Head of Inspection, Advice and School Performance Service reported that, bearing in mind the limitations of such data, the results for Herefordshire schools and pupils indicated another positive overall performance in 2003. He commented on the good performance at various Key Stages. However, he reported that the results for a single year should be viewed over a longer period to determine trends. He further reported that few LEAs had met the LPSA target which Herefordshire was seeking to achieve.

The Committee debated the results and noted that in general, the County performed above the national average with girls continuing to outperform boys. It was noted that the recent statistics now included the results of those test and exam papers sent back for re-marking.

The Committee congratulated the pupils, parents and schools on the results.

**RESOLVED: that the report be accepted.**

### **54. HEREFORDSHIRE PLAN AND PARTNERSHIP PROGRESS REPORT**

The Committee considered progress in implementing the Herefordshire Plan, particularly that of the Learning Education and Training Ambition Group.

The Head of Policy and Resources reported that the Partnership was led through ten ambition groups that took responsibility for delivering each ambition in the Plan. The ambitions, and the Cabinet Member within whose remit the ambition fell, were listed in the report. The Education Service provided significant support to all but one of the ambitions and progress to date, highlighting the input by the Directorate, was detailed in the report.

He further reported that the number of different partnership arrangements within the field of education had prompted a review, resulting in the proposal to combine the Learning Partnership with the ambition group to create one group at which strategic issues could be considered.

Prior to its demise the Learning Education and Training Ambition Group had been in the process of producing an action plan to achieve the stated aims. Progress in pursuing those targets so far identified in the action plan had been listed in the final column of Appendix 1 to the report.

The Committee noted that Appendix 1 indicated the current position in relation to the

various targets for the Learning and Training Ambitions Group. The Committee were disappointed that the action plan failed to define many milestones for years 1, 5 and 10. They requested that a further report, including a more comprehensive action plan, be presented at a later meeting.

**RESOLVED: That the report be noted and a further report, including a comprehensive action plan to achieve the defined aims, be presented to a later meeting.**

**55. MONITORING OF PERFORMANCE TARGETS IN EDUCATION BUSINESS PLAN 2003 - 2004**

The Committee were invited to consider the performance against Key Local Targets in the Education Business Plan between April and December 2003.

The Director of Education reported that, in addition to Best Value Performance indicators and Local Public Service Agreement (LPSA) targets, the Directorate also set local targets for areas of particular local relevance. There were currently 74 local targets supporting the eight strategic priorities. Progress towards attaining the targets was summarised in Appendix 1 to the report. He highlighted four performance exceptions. One had exceeded the original target and three had fallen below target. These were detailed in the report.

**RESOLVED: That the report be noted.**

**56. SERVICE LEVEL AGREEMENTS WITH SCHOOLS**

The Committee considered the content of Service Level Agreements with schools for 2004/05.

The Director of Education outlined the history and effect of the delegation of services to schools under Service Level Agreements. Appendix 1 to the report gave a short description of the services. He reported a number of changes to SLAs in relation to the maintenance of the supply teacher register and vacancy list and the issuing of contracts of employment. The cost of pre-employment medical checks would now be included in the SLA. The net effect of the changes would be to increase the amount of funding delegated to schools.

The Committee noted that, where there was a clear direct duty for the LEA to provide a service, e.g. pupil admissions and assessment for SEN, that service would not be delegated.

In response to questions regarding the SLA relating to the Education Staffing and Appointments Service, and the effect of Job Evaluation, the Director reported that separate discussions were currently being held with schools regarding elements of the Job Evaluation Scheme. Teacher representatives suggested that there seemed to be direct tensions between the Job Evaluation Scheme and the Government's intended changes in schools e.g. school workforce remodelling programme. The Committee agreed that, following the introduction of the Job Evaluation Scheme, a report be presented detailing the effect of the Scheme on school staff.

**RESOLVED: That the report be noted and a report on the effect of the Job Evaluation Scheme on School staff be presented following the introduction of the scheme.**

**EXCLUSION OF PUBLIC AND PRESS**

**RESOLVED:** That under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting for the following item of business on the grounds that it involved the likely disclosure of exempt information as defined in Schedule 12(A) of the Act, as indicated below.

**THE FOLLOWING IS THE FULL MINUTE OF THE PROCEEDINGS****57. MONITORING OF EDUCATION REVENUE AND CAPITAL BUDGETS FOR 2003/04**

The Committee received a report on expenditure to date on the Education Revenue Budget, and were informed about the progress of the 2003/04 Capital Programme for Education.

The Director of Education reported that revenue expenditure to the end of November suggested that, overall, there was likely to be a small underspend by the end of the financial year. Within the overall total, a number of budget adjustments were now being made in the areas of delegated banded funding, pupil admissions and new SEN placements. He also reported that as a result of the Transport Review, savings of approximately £200,000 were likely on home-to-school transport. A list of key changes producing the projected overall budget underspend of £200,000 was shown at Appendix 1 to the report.

The position on individual capital schemes was set out in Appendix 2. An outline of progress on major schemes since the last report to the Committee was set out in the report.

In response to questions concerning expenditure on replacement schools at Lea and Cradley, and refurbishment works at Mordiford Primary School, the Committee noted that Lea and Cradley were Aided Schools and therefore outside the LEA capital programme. In relation to the capital budget for the replacement of temporary classrooms, it was noted that this would be undertaken in accordance with the Asset Management Plan.

The Committee debated the merits of the Committee undertaking a series of visits to schools to see the various capital projects. It was suggested that, following consultation with the Director, the Chairman together with the local Member undertake visits.

In response to questions regarding the LEA bid under the Government's initiative 'Building Schools for the Future', the Committee were informed that the result of the bid were expected on 9th February 2004.

**RESOLVED:** That the report on the monitoring of education revenue and capital budgets for 2003/04 be noted and, following consultation with the Director of Education, the Chairman, together with the local Member concerned, visit the various Education capital projects as considered appropriate.

**Appendix 2 disclosed the amount of expenditure proposed to be incurred by the authority under particular contracts for the acquisition of property or the supply of goods or services.**

**58. CPA - EDUCATION COMPONENT**

The Committee considered the rating of the Education Service contained within the Corporate Performance Assessment (CPA) of the Herefordshire Council.

The Director of Education reported that the CPA of Herefordshire Council, as updated to take account of statistical information collected annually, had been reported in December, 2003. The Assessment included a rating for the Education component which showed a movement from the previous year from 4 stars (Excellent) to 3 stars (Good). A detailed analysis was attached to the report at Appendix 1 indicating that the difference in ranking between the two years was explained by changes in what had been included in the scoring. The Director highlighted that the biggest influences were the inclusion of Lifelong Learning for the first time and changes in Special Educational Needs (SEN) and the report indicated other key changes.

The Committee noted that the low funding levels for Lifelong Learning had been inherited from the previous authority. While the Colleges provided the bulk of the service, a review of the Council's service was under way which Ofsted would inspect later in the year. The Committee also noted that the Lifelong Learning Service were already working with the Youth Service on inclusion issues.

**RESOLVED: That the report be accepted.**

**59. COMMITTEE WORK PROGRAMME**

The Committee considered the range of business it anticipated it would need to consider during the coming financial year 2004/05.

Appendix 1 to the report listed the wide range of matters that would need to be reported to the Committee during the coming year, with a provisional indication of the particular meetings at which items would most appropriately be considered.

The Committee noted that items discussed earlier in the meeting would be added to the programme namely:

- Banding in Primary Schools – a further detailed report comparing the Herefordshire system with systems adopted by other LEA;
- Herefordshire Plan and Partnership Progress Report – particularly in relation to the formation of a comprehensive action plan;
- a report on the effect of Job Evaluation Scheme on school staff following the introduction of the scheme.

The Committee requested that Connexions be invited to address the Committee on work they undertake and a report on the Education Welfare Service Improvement Plan be added to the programme.

**RESOLVED: that the Education Scrutiny Committee work programme as amended above be referred to the Strategic Monitoring Committee.**

The meeting ended at 12.17 p.m.

**CHAIRMAN**

## **HEREFORDSHIRE CHILDCARE INFORMATION SERVICE – NATIONAL AWARD FOR SERVICE DELIVERY**

**Report By: HEAD OF POLICY AND RESOURCES**

### **Wards Affected**

Countywide.

### **Purpose**

1. To note the role of the Herefordshire Childcare Information Service, and the national commendation of the high quality of its work.

### **Financial Implications**

2. None.

### **Report**

3. The Herefordshire Child Information Service (CIS) was established in 1999 as an externally funded partnership service operating within Herefordshire Council. The service is required to be a specialist service, operating to national standards.
4. Since January 2002, the CIS has been incorporated in the range of services coming under the oversight of the Early Years Development and Childcare Partnership (EYDCP), and works within the early years part of the Council's Education Directorate at Blackfriars Street in Hereford.
5. CIS exists to provide a range of services to parents/carers, early years providers and employers within the County. The services it provides are outlined in more detail in the leaflet made available to Members with this agenda. The EYDCP itself exists to help and support childcare and early years education in Herefordshire and works with all significant partners and providers within the County.
6. During the autumn of 2003, Herefordshire CIS was included in the national assessment of such services provided in all 150 English LEAs. Herefordshire's service was judged to be among the 30 LEAs whose service had reached the highest level of quality, for which the national quality award was given. The award was made on the basis of a rigorous independent assessment process.
7. The Manager of the Herefordshire CIS, Mr Bryan Twitty, will also be at the meeting of the Education Scrutiny Committee on 5th April to answer questions about the work that the service carries out.

### **RECOMMENDATION**

**That the Committee note the report.**

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For further information on the subject of this report is available from  
G Salmon, Head of Policy and Resources (01432) 260802





## **SCHOOL OPINION OF THE VALUE OF THE QUALITY OF CENTRAL LEA SERVICES PROVIDED BY HEREFORDSHIRE COUNCIL**

**Report By: DIRECTOR OF EDUCATION**

### **Wards Affected**

Countywide.

### **Purpose**

1. To provide information about the results from the survey of schools carried out in the spring term 2004.

### **Financial Implications**

2. None.

### **Report**

3. During the early part of the spring term 2004, all schools in the County were asked to give their assessment of the quality and responsiveness of the centrally managed LEA services provided by the Council. A copy of the letter and survey form are attached at Appendix 1.
4. The level of response to the survey has been substantial, with 80% of all schools having responded by 5th March.
5. The detailed responses received from schools have been aggregated, according to the scoring system used, ranging from 1 (the lowest rating) and 5 (the highest or most favourable rating). Appendix 2 provides a summary for each of the 43 services included in the survey. Taking all 43 LEA services together, the overall rating for centrally managed services for schools was 3.95, meaning that schools generally regarded LEA services as good.
6. Among the most encouraging of the results were those shown for the LMS Budget Support Service (4.5) and Education Personnel (4.39). The significant point to note in both cases is that schools were able to acknowledge the quality of the information, advice and support they receive from the Budget Support Service and Personnel, notwithstanding the underlying budget and personnel difficulties with which they were dealing.

## Comparison with earlier surveys

7. There are 26 areas which can be broadly compared across the 2000 Audit Commission and the 2004 Education Directorate surveys (Appendix 3). Of these 26 areas 88% (23) show improvement in satisfaction levels as expressed by schools. Those services showing the greatest improvement in satisfaction levels are: Educational Psychology (+1.0), Payroll Services (+0.95), Learning Support Services (+0.83) and the Pupil Referral Service (+0.73). The service area to show the largest decrease in satisfaction levels is Support for Pupil Performance Data (-0.45).
8. Although surveys of individual services are carried out more frequently, overall surveys are held only occasionally. That decision has been based on experience – for example, when a survey carried out in 2002 by the Audit Commission produced a response rate of only 10% - and in response to requests from schools to consider the effects on their workload.
9. The next survey to be carried out will be the survey that has to be conducted by the Audit Commission as part of the Ofsted inspection of the Council in its capacity as Local Education Authority. That inspection is now expected to take place in 2005, with the Audit Commission survey preceding it to provide basic information.

## RECOMMENDATION

**THAT the Committee note the report, and identify areas of work that they might wish to be the subject of a more detailed report at a future meeting.**

## BACKGROUND PAPERS

**Education**

Director: Dr. E. Oram

Headteacher  
All Schools

Your Ref:

Our Ref:

Please ask for: Stephanie Hood

Direct Line/Extension: (01432) 260879

Fax: (01432) 260808

E-mail: shood@herefordshire.gov.uk

12<sup>th</sup> January, 2004

Dear Colleague,

**ANNUAL SURVEY OF SCHOOL JUDGEMENTS ABOUT LEA - SEPTEMBER 2003**

You may be aware that the second Ofsted inspection of the LEA is due to take place next year, perhaps during the summer or autumn term.

In order to provide information about school views about the quality and speed of the services provided locally, it would be appreciated if you could spare the time to complete the enclosed school questionnaire. The questionnaire asks questions about all parts of the service. Your replies will help to identify areas in which services need to be improved.

We have limited the length of the questionnaire to one side of A4, so that it is as easy to use as possible. However, we do appreciate that it will still take a little of your time, especially if you feel it best to go through it with relevant colleagues.

It would be appreciated if you could send your reply by the 30<sup>th</sup> January 2004.

Please also note that, as part of a Best Value Review of Special Educational Needs Services, a questionnaire has also just been sent to the school for completion by your SENCO. The information from this will be used - along with related information in the general questionnaire - to guide recommendations for improving current SEN services.

Thank you, in anticipation, for your help,

Yours sincerely,



## Annual Survey of School Judgements about the LEA

It would be valuable to have your views about the quality and responsiveness of local services available to schools in the county. If you need to know more about each of the services, further details are available in the Herefordshire Education Service Directory. There is room overleaf for any additional comments you would like to make – we would be particularly interested in understanding reasons why you may have judged a service to be poor, so that we can consider possible improvements. **Please return to Stephanie Hood by 31<sup>st</sup> March 2004.**

**School Name:**

**Questionnaire Completed by:**

HOW SATISFIED ARE YOU WITH THE FOLLOWING SERVICES?		Good ← → Poor				
Service Area	5	4	3	2	1	
<b>SERVICE LEVEL AGREEMENTS</b>						
Catering						
Grounds Maintenance						
Property Maintenance						
Building Cleaning						
Education Personnel						
Education Staffing & Appointments						
Herefordshire Payroll Service						
LMS Budget Support Services						
Legal Services						
Occupational Health						
Education Systems Support (ESS)						
School's Library Service						
<b>INSPECTION ADVICE AND SCHOOL PERFORMANCE SERVICE</b>						
Strategy for School Improvement						
School Contact Inspectors						
Support for the Primary Strategy						
Support for the Key Stage 3 Strategy						
Support for 14-19 Education						
Support for ICT in the Curriculum						
Support for Pupil Performance Data						
Governors' Services						
Instrumental Music Service						

HOW SATISFIED ARE YOU WITH THE FOLLOWING SERVICES?		Good ← → Poor				
Service Area	5	4	3	2	1	
<b>CHILDREN'S AND STUDENTS' SERVICES</b>						
Pupil, School & Parent Support						
Child Protection						
Education Welfare Service						
Special Educational Needs Team						
Education Psychology Service						
Physical & Sensory Support Service (PASS)						
Herefordshire Learning Support Service (HLSS)						
Medical & Behavioural Support Service (MBSS)						
Pupil Referral Service						
Health Promotion						
Personal, Social & Health Education						
Social Inclusion						
Drugs Education						
Support for Early Years Education						
Health & Safety						
<b>POLICY AND RESOURCES</b>						
Childcare Services						
Accommodation & Forward Planning						
Admissions & Transfers						
Home to School Transport						
Secretarial, Reception & General Enquiries						
County Treasurers						



	Primary	Secondary	Special	All Schools
<b>TOTAL NUMBER OF REPLIES</b>	<b>67</b>	<b>13</b>	<b>3</b>	<b>83</b>
<b>PERCENTAGE REPLIES</b>	<b>80%</b>	<b>93%</b>	<b>43%</b>	<b>79%</b>
<b>OVERALL LEA SERVICES AVERAGE</b>	<b>3.97</b>	<b>3.85</b>	<b>3.94</b>	<b>3.95</b>
<b>RANGE OF SCORES: 5 = HIGHEST, 3 = MIDDLE, 1 = LOWEST</b>				
<b>INSPECTION ADVICE AND SCHOOL PERFORMANCE SERVICE</b>				
<b>Overall - IASPS</b>	<b>4.07</b>	<b>3.76</b>	<b>3.89</b>	<b>4.02</b>
Strategy for School Improvement	3.92	3.50	3.67	3.84
School Contact Inspectors	4.42	4.33	4.00	4.39
Support for the Primary Strategy	4.10	Not Applicable	3.50	4.06
Support for the Key Stage 3 Strategy	Not Applicable	4.00	5.00	4.13
Support for 14-19 Education	Not Applicable	3.36	4.00	3.46
Support for ICT in the Curriculum	3.88	3.25	4.67	3.81
Support for Pupil Performance Data	3.66	3.55	3.00	3.62
Governors' Services	4.17	4.18	4.00	4.16
Instrumental Music Service	4.02	3.91		4.00
Support for Early Years Education	4.38	Not Applicable	2.00	4.34
<b>CHILDREN'S AND STUDENTS' SERVICES</b>				
<b>Overall - CASS</b>	<b>3.77</b>	<b>3.77</b>	<b>4.18</b>	<b>3.79</b>
Pupil, School & Parent Support	3.73	3.80	4.67	3.78
Child Protection	3.86	3.83	4.00	3.86
Education Welfare Service	3.61	3.91	3.67	3.65
Special Educational Needs Team	3.62	3.92	4.67	3.71
Education Psychology Service	3.86	3.91	4.00	3.88
PASS	3.88	3.83	4.33	3.89
HLSS	4.09	4.09	5.00	4.11
MBSS	4.00	4.36	5.00	4.08
Pupil Referral Service	3.62	3.42		3.58
Health Promotion	3.73	3.82	3.00	3.72
Personal, Social & Health Education	3.59	3.73	4.00	3.63
Social Inclusion	3.60	3.33	4.50	3.58
Drugs Education	3.64	3.36	4.00	3.61
Health & Safety	3.91	3.58	4.00	3.86
<b>POLICY AND RESOURCES</b>				
<b>Overall - P&amp;R</b>	<b>4.22</b>	<b>4.18</b>	<b>3.96</b>	<b>4.21</b>
Childcare Services	4.19	Not Applicable	2.50	3.68
Support for Early Years Education	4.38	Not Applicable	2.00	4.34
Accommodation & Forward Planning	3.93	3.82	3.00	3.88
Admissions & Transfers	4.06	3.92	3.00	4.03
Home to School Transport	3.69	3.82	4.00	3.72
Secs, Reception, General Enquiries	4.29	4.31	4.67	4.30
Education Personnel	4.33	4.69	4.33	4.39
Education Staffing & Appointments	4.62	4.77	4.67	4.64
Herefordshire Payroll Service	4.36	4.42	4.33	4.37
LMS Budget Support Services	4.59	4.00	4.67	4.50
<b>OTHER DIRECTORATES/SERVICE LEVEL AGREEMENTS</b>				
<b>Overall - Other Directorates</b>	<b>3.92</b>	<b>3.72</b>	<b>3.52</b>	<b>3.87</b>
Catering	3.81	3.64	3.67	3.77
Grounds Maintenance	4.17	3.67	3.50	4.08
Property Maintenance	3.84	3.67	3.00	3.78
Building Cleaning	4.17	3.36	4.00	4.03
County Treasurers	3.95	3.78	3.00	3.90
Legal Services	3.87	4.44	4.00	3.95
Occupational Health	3.61	4.25	4.50	3.78
Education Systems Support (ESS)	3.46	3.20	3.33	3.42
School's Library Service	4.23	3.44	3.00	4.09





		2000	2004	
RANGE OF SCORES: 5 = HIGHEST, 3 = MIDDLE, 1 = LOWEST		Audit Commission Survey *	LEA Survey	Trend
TOTAL NUMBER OF REPLIES		61	83	▲
PERCENTAGE REPLIES		65%	79%	▲
<b>OVERALL LEA SERVICES AVERAGE</b>			<b>3.95</b>	
<b>INSPECTION ADVICE AND SCHOOL PERFORMANCE SERVICE</b>				
<b>Overall - IASPS</b>			<b>4.02</b>	
1	Strategy for School Improvement	3.92	3.84	▼
2	School Contact Inspectors	4.10	4.39	▲
3	Support for the Primary Strategy	4.24	4.08	▼
4	Support for the Key Stage 3 Strategy		4.14	
5	Support for 14-19 Education		3.42	
6	Support for ICT in the Curriculum	3.30	3.81	▲
7	Support for Pupil Performance Data	4.07	3.62	▼
8	Governors' Services	3.65	4.16	▲
9	Instrumental Music Service		4.00	
10	Support for Early Years Education		4.35	
<b>CHILDREN'S AND STUDENTS' SERVICES</b>				
<b>Overall - CASS</b>			<b>3.79</b>	
11	Pupil, School & Parent Support		3.78	
12	Child Protection	3.83	3.86	▲
13	Education Welfare Service	3.40	3.65	▲
14	Special Educational Needs Team	3.33	3.71	▲
15	Education Psychology Service	2.82	3.88	▲
16	PASS		3.89	
17	HLSS	3.28	4.11	▲
18	MBSS	3.35	4.08	▲
19	Pupil Referral Service	3.24	3.58	▲
20	Health Promotion		3.72	
21	Personal, Social & Health Education		3.63	
22	Social Inclusion	3.33	3.58	▲
23	Drugs Education		3.61	
24	Health & Safety	3.49	3.86	▲
<b>POLICY AND RESOURCES</b>				
<b>Overall - P &amp; R</b>			<b>4.21</b>	
25	Childcare Services		3.73	
26	Support for Early Years Education	3.80	4.35	▲
27	Accommodation & Forward Planning	3.60	3.88	▲
28	Admissions & Transfers	3.80	4.03	▲
29	Home to School Transport	3.44	3.72	▲
30	Secs, Reception, General Enquiries		4.30	
31	Education Personnel	4.18	4.39	▲
32	Education Staffing & Appointments		4.64	
33	Herefordshire Payroll Service	3.42	4.37	▲
34	LMS Budget Support Services	3.98	4.50	▲
<b>OTHER DIRECTORATES/SERVICE LEVEL AGREEMENTS</b>				
<b>Overall - Other Directorates</b>			<b>3.87</b>	
35	Catering		3.77	
36	Grounds Maintenance	3.59	4.08	▲
37	Property Maintenance	3.37	3.78	▲
38	Building Cleaning	3.53	4.03	▲
39	County Treasurers		3.90	
40	Legal Services		3.95	
41	Occupational Health		3.78	
42	Education Systems Support (ESS)	3.41	3.42	▲
43	School's Library Service		4.09	

\* The Audit Commission scores have been adapted to enable direct comparison with LEA figures



**BEST VALUE REVIEW OF THE INSPECTION, ADVICE AND SCHOOL PERFORMANCE SERVICE – STAGE 3 REPORT****Report By: Head of Inspection, Advice and School Performance Service****Wards Affected**

Countywide

**Purpose**

1. To consider the Stage 3 Report of the Best Value Review of the Inspection, Advice and School Performance Service (IASPS).

**Financial Implications**

2. No direct financial implications.

**Report**

3. A copy of the Stage 3 Best Value Report (37 pages in length) is enclosed separately for members of the committee and is available to the public on request.
4. The Best Value Review is chaired by Mrs Val Dann, currently Project Co-ordinator for the Excellence Cluster. The membership of the Best Value Review Team (BVRT) includes Councillor Thomas, Councillor Pemberton, Mr Lewandowski and Mrs Wright. In addition two headteachers, Mr Marson and Mrs Powell, are members of the team. The full list of the BVRT is published in the Stage 3 Report.
5. The Stage 3 Report contains information and statistical evidence required by the Best Value process. Of particular interest to Education Scrutiny Committee are sections 11.0, 12.0 and 13.0 of the report, namely:
  - Overall Summary of How Well the IASPS service is performing
  - Options Appraisal
  - Recommendations
6. Herefordshire Council must provide or secure a school improvement service as part of its duty to promote high standards in all schools. The BVRT concluded that IASPS is an effective and cost efficient service, which can demonstrate high levels of performance against external benchmarks set by the DfES and Ofsted, and a relatively low cost base in comparison with other school improvement services.
7. The BVRT considered three main options for IASPS.
  - (A) Outsourcing the service from the Council
  - (B) Retaining the service within the Council but operating it as a wholly delegated service to schools

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

- (C) Retaining the service within the Council but restructuring IASPS and managing it through a Local Partnership Board.
7. The BVRT opted for option C believing that it achieved the most appropriate balance of recognising the quality of the existing service whilst establishing the imperative, agenda and method for securing the improvements needed.
9. The Stage 3 Best Value Report, particularly sections 11.0, 12.0 and 13.0, outline the reasoning behind the recommendation of option C.

## RECOMMENDATION

**That the Committee consider the Report and recommendation contained at Section 13.0 with a view to making recommendations to the Strategic Monitoring Committee.**

## BACKGROUND PAPERS

- BVR Stage 3 report

**OFSTED SCHOOL INSPECTIONS SINCE 1 SEPTEMBER 2003**

**Report By: Head of Inspection, Advice and School  
Performance Service**

**Wards Affected**

Countywide

**Purpose**

1. To up-date the Committee on the outcomes of Ofsted School Inspections (both locally and nationally) between 1 September 2003 and the start of the current academic year.

**Financial Implications**

2. None

**Report**

3. The report to Committee on 14 July last year (Agenda No 7) indicated the outcomes of Herefordshire School inspections for the 2002 – 2003 academic year. Appendix 1 of this report identified 25 schools that had been inspected during the year and gave a brief comment on the outcomes for each school. At the time of writing this report last summer, Madley and Kingsland CE primary schools were awaiting their inspection reports. Both schools emerged with very positive reports.
4. At the end of the last academic year 2002 - 2003, no schools in Herefordshire were judged by Ofsted to require 'special measures' or have 'serious weaknesses' or to be classified as 'underachieving'.
5. Since 1 September 2003, the following schools have so far been identified for an inspection during the academic year.

**PRIMARY SCHOOL**

St Peter's Primary, Bromyard	Report published
Colwall Primary	Report published
Gorsley Goffs Endowed Primary School	Report published
Hampton Dene Primary	Report published
St Mary's of Hope Primary	Inspection week beginning 8 March
Lea Primary School	Inspection week beginning 22 March

**SPECIAL SCHOOLS**

Blackmarston School	Inspection week beginning 9 February
Westfield School	Inspection week beginning 2 February

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

**HIGH SCHOOLS**

Lady Hawkins High School

Report published

St Mary's High School

Report published

John Kyrle High School

Inspection week beginning 2 February

Weobley High School

Inspection early in the Summer Term

6. A new inspection regime was introduced in September 2003. The assessment to-date is that the new framework is more challenging to schools. There has been a significant increase in the number of schools nationally that have been placed in 'special measures' or judged to have 'serious weaknesses'. This national trend is not evident locally at the time of writing this report.
7. Appendix 1 to this report contains the summary paragraphs of the reports published so far in the current academic year. It is important, however, to stress that, where members of the Committee have a particular interest in a school, the report should be read in full. Copies of Ofsted Inspection reports can be obtained directly from the individual school or via the Herefordshire Education web-site [education@herefordshire.gov.uk](mailto:education@herefordshire.gov.uk) or the Ofsted web-site [www.ofsted.gov.uk](http://www.ofsted.gov.uk). It normally takes about three months from the publication of the report before it is posted on the Ofsted web-site

**RECOMMENDATION**

**THAT the Committee are asked to note the report.**

**BACKGROUND PAPERS**

- Appendix 1

**ST PETER'S PRIMARY SCHOOL, BROMYARD**

This is a very effective school. Most pupils achieve very well and make very good progress especially in mathematics, science and English. Teaching is very effective and as a result pupils learn very well. The subjects taught meet the needs of pupils of all ages and abilities. Pupils develop as mature and confident individuals. They are keen to learn and are willing to demonstrate what they know and how they make reasoned judgements about new experiences in the light of previously completed work. The school is at the heart of the community and it is led and managed very well by a team of people committed to seeking ways of finding excellence. Finances are managed very well and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Well above average standards in mathematics and science.
- Above average standards in English, information and communication technology and design and technology and religious education.
- The Foundation stage enables all children to make a very good start to their formal education.
- Purposeful and very well targeted teaching makes good use of an interesting curriculum.
- Effective assessment procedures that are used very well to inform planning for learning.
- There is strong leadership and management.

Since the previous inspection the school has successfully addressed all of the identified weaknesses and has made very good improvement.

**COLWALL CE PRIMARY SCHOOL**

Colwall is a very good school, which gives good value for money. Pupils' achievement is good and sometimes very good, and standards are above average overall as a result of high quality provision. The quality of teaching is very good. Leadership and management are good overall. Pupils and parents are very positive about the school and particularly appreciate its ethos.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and he promotes the school's caring, family ethos very effectively.
- Staff work very well as a team and are excellent role models, which results in high quality support for all pupils, particularly those with special educational needs.
- Very good quality teaching is characterised by excellent relationships between staff and pupils which promote learning very well.
- Pupils' attitudes, values and other personal qualities are very good. They are very well behaved and enjoy their work.
- The spiritual, moral, social and cultural development of pupils is very good.

- Pupils' achievement is good overall, particularly in English, where it is very good by the end of Year 6.
- The school provides very good quality care, guidance and support for its pupils.
- The school's partnership with parents and the community is excellent.
- The school development plan is not sufficiently focussed on improving specific areas identified from the wide range of assessment information the school collects.

Since the school was last inspected in 1998, its improvement is good. All key issues have been dealt with successfully through a wide range of appropriate activities. For example, arrangements for monitoring the quality of education and implementation of the school's assessment policy have helped to further improve the quality of teaching.

### **GORSLEY GOFFS PRIMARY SCHOOL**

The school provides an acceptable standard of education but is underachieving. Consequently, it provides unsatisfactory value for money. This represents a decline in its performance since the last inspection when it provided satisfactory value for money. The school is underachieving because the standards attained are well below those found nationally for eleven-year old pupils in similar schools. The achievement of the pupils is also well below that expected when compared with their prior attainment. Pupils enjoy school but the attitudes of many are often poor and the behaviour of a significant minority is unsatisfactory. Earlier in the year, the school had correctly identified the problem and its detrimental effect upon pupils' learning, but the leadership has not taken effective action. As a result, pupils have not progressed sufficiently in their learning or achieved appropriately. Teaching in the school demonstrates many of the qualities of good and very good practice. However, the pupils' attitudes and behaviour limit the effectiveness so that in consequence teaching can only be judged to be satisfactory overall.

The school's main strengths and weaknesses are:

- The leadership and management of the school have not identified and implemented sufficiently effective strategies to eradicate the causes of underachievement.
- Pupils underachieve in English, mathematics and science as demonstrated by the most recent assessments, and are not attaining appropriately high standards by the time they leave the school at eleven years of age.
- The unsatisfactory attitudes and behaviour of the pupils are evident in Junior and Infant classes throughout the school.
- The school has developed strong links with the parents, the local community and other educational establishments in the area
- The good, well-balanced curriculum is enriched through an equally good range of out of school activities
- The provision for pupils with special educational needs is good

Improvement since the last inspection has been unsatisfactory. The school has addressed most of the key issues identified in the previous inspection report. However, standards have fallen when compared with all schools nationally and with similar schools. There has been no improvement in the quality of teaching and learning and the effectiveness of the leadership of the school has declined.



## **HAMPTON DENE PRIMARY SCHOOL**

The school's effectiveness is good. It provides good value for money. Pupils enter the school with broadly average attainment and standards at the end of year 6 are above average due to the good quality of teaching and good assessment arrangements, particularly in years 5 and 6. Overall, pupils' achievement is good. Parents, staff and pupils rightly have confidence in the new headteacher.

The school's main strengths and weaknesses are:

- Above average standards at the end of year 6 because of the very good quality of teaching.
- The leadership and management of the headteacher and key staff are good and the governance of the school is very good. Provision for pupils in the Language and Communication Centre is very good.
- The partnership with parents is very good.
- The range of extra-curricular activities which enhance the curriculum is very good
- The quality of teaching in Reception is unsatisfactory in personal and social development.

The school's improvement since the last inspection is good. The key issues from the last inspection, focused on the leadership and management of the school and have been addressed rigorously by the governing body and the new headteacher.

## **ST MARY'S CATHOLIC HIGH SCHOOL**

This is an effective school with many strengths. Teaching is good and pupils achieve well overall. GCSE examination results are consistently high and improving. Pupils are keen to do well and are mature and responsible. The school is well led and governed and management is satisfactory but there are some breaches of statutory requirements in relation to the National Curriculum. The school provides good value for money.

The school's main strengths and weaknesses are:

- A strong Catholic ethos creating a real sense of a Christian community pervades all the work of the school and consequently pupils' attitudes to school and their behaviour are very good.
- Results in national tests taken at age 14 and in GCSE are consistently well above average
- The Headteacher provides very good leadership, setting high expectations across the school, and is supported by a very able deputy headteacher and leadership group.
- Although standards are above average or well above average in most subjects, they are not high enough in resistant materials and citizenship and in ICT for Year 10 and 11 pupils not following an accredited course.
- Achievement is satisfactory in mathematics in years 10 and 11 but not as good as in English and science; though satisfactory, boys' achievement in physical education is not as high as the achievement of girls.

- The senior leadership team are not rigorous enough in ensuring improvements are carried out in some subjects.
- Pupils with special educational needs are very well supported.
- The school has improved significantly since the previous inspection. GCSE results have improved a great deal and at a faster rate than the national trend. There are more good and very good lessons. The school has achieved specialist science college status. Improvements have been made in most of the key issues identified at the last inspection. Although the provision for ICT has improved, it is not yet meeting statutory requirements.

## **LADY HAWKINS HIGH SCHOOL**

This is a good school with a very good sixth form. Pupils achieve well because of the good teaching, which is never less than good in the sixth form. Leadership is good and there is sound management. The strength of community involvement owes much to the commitment of the chair and governors' work in effecting improvements. Value for money is good.

### **The school's main strengths and weaknesses are:**

- The strong ethos of care for young people, a central tenet of the school's work, is supported by and contributes to the very good relationships between all members of its community.
- In relation to their prior attainment pupils' achievement at GCSE is very good.
- Teachers' thorough planning and high expectations, together with their expertise in teaching for examinations, lead to pupils' success.
- The school's evaluation and reporting of its own work lacks analysis and rigour and is not backed up by evidence from monitoring; consequently inconsistencies in provision, which affect pupils' progress, are not picked up.
- Arrangement for pupils with special needs have not been updated to take account of revised national arrangements although learning support assistants give good support in lessons.
- There is a lack of systems for managing the school's work to ensure that pupils and sixth-formers benefit equally well from the provision across subjects.
- Young people's personal development is strongly supported by the wide and imaginative range of enrichment activities both 'at home and away'.

Improvement since the previous inspection is satisfactory overall and good in the sixth form. Standards have improved at each stage and there is good improvement in teaching. However there has not been enough improvement on the issues concerning monitoring and evaluation, still an issue for the school, and the use of the library to support teaching.

## PUPIL ADMISSIONS – TRANSFER OF YEAR 6 PUPILS TO HIGH SCHOOLS, SEPTEMBER 2004

Report By: SCHOOL SERVICES MANAGER

### Wards Affected

Countywide

### Purpose

1. To consider the outcomes at 15th March, 2004 of the newly introduced admission arrangements for high schools under which parents are entitled to express three preferences for admission of their children into Year 7.

### Financial Implications

2. The costs of implementing the scheme, including purchase of an appropriate software package to assist analysis of parental preferences and the process of allocating places, have been covered within the Education Service budget.

### Report

3. During 2003, the Council's admissions criteria for transfer between primary and secondary schools were the subject of a major review. A number of changes were agreed by the Herefordshire Local Admissions Forum, with final confirmation by the Herefordshire Council in June 2003.
4. Within the consultation, and the approval process, it was also decided that the Council should introduce, at the first opportunity in 2004, the new national arrangements that will become compulsory for all LEAs from 2005, under which parents have an entitlement to indicate three preferred high schools for their child's education from the age of transfer (age 11 in Herefordshire).
5. Following that decision, the Education Directorate prepared a Herefordshire scheme which after approval by the Local Admissions Forum, as accepted by the DfES as a recognised scheme provided in accordance with the terms of the Education Act 2002.

### Key features of the new three-preference admission arrangements

6. The key features of the three-preference admissions scheme are set out in the following paragraphs.
7. Herefordshire's defined a **closing date** of 7th November 2003 following consultation with its neighbours, with a **national offer date** of 1st March 2004.

8. Under the arrangements, LEAs have a new responsibility to **co-ordinate all admissions** of their residents, in consultation with relevant Aided Schools and neighbouring LEAs. Each LEA is required to circulate a **common application form** to all relevant parents. LEAs must then receive, and analyse applications and allocate places for all students living within their boundaries, after asking relevant Aided schools and neighbouring LEAs whether or not they can accommodate the individual preferences expressed for their school(s).
9. In this first year of the new scheme, the necessary co-ordination has been achieved by ready agreement with voluntary aided high schools (Bishop of Hereford Bluecoat and St Mary's RC High) and with Shropshire who are also part of the nationally agreed arrangements. In the case of the other neighbouring LEAs, co-ordinated arrangements were agreed on a voluntary basis, as a temporary measure until the full national arrangements apply in 2005. Relevant voluntary aided schools and other LEAs were sent details of parental applications relating to their school(s), (without knowing those parents' other preferences), so that they could apply their admissions criteria and send back to the LEA the list of parents in priority order. That information was then analysed alongside the parents' other preferences before the allocations were finalised.
10. It should be noted that all three of the parents' preferences are regarded as a **first preferences** even though parents are able to indicate the sequence in which they wish their preferences to be considered. Each parent receives the highest of their preferences that can be achieved after all the admission criteria have been applied. Most parents will receive an offer of one of their three preferences. However, in some cases it may be necessary for an alternative school to be offered, i.e. if a parent's highest priority applications are for over-subscribed schools at which all the available places are taken by higher priority applicants.

### **Interim report on the outcome of parental applications for places in September 2004**

11. Initial applications were received from 2,000 parents for high school places. A significant number of parents indicated only one or two preferences rather than the three permitted, so that the combined total of preferences amounted to 4,500.
12. The applications received were analysed very carefully in the period after the November closing date. The analysis was complex as it had to begin with a priority weighting of every single preference for each of the named schools. That exercise involved sorting all 4,500 expressed preferences into priority lists for each of the County's high schools, including the information provided by Aided schools, and also taking note for relevant parents of decisions made by neighbouring LEAs. In the case of the 12 community high schools, every preference then had to be ranked according to the key criteria of the County's main admission priorities, as follows –
  - (i) highest priority to families living within the school's catchment area;
  - (ii) next priority to children with brothers or sisters already at the school;
  - (iii) next priority to measured distance from the family home to the school.

13. At the allocation stage, the position of individuals in the lists altered as parents who could be allocated their first preference were removed from the other lists, with the process continuing until all available places were allocated. The final lists for allocated places at each school, therefore, were significantly different from the lists produced initially. The process is similar to that used in electoral systems that use proportional representation, when the final outcome depends on successive analyses of the multiple voting preferences.
14. After the allocation process had been completed, it was then necessary for the printed outcomes to be checked again with the application forms to ensure that the decisions to be reported to parents were actually in line with the intentions they had expressed in their applications. This stage of the analysis should be quicker in future years, now that the software package used for the complex analyses referred to above has now gone through a full, live test.
15. Parents were sent their notification letters, with supporting information, on Monday, 1st March (a copy of the letter and the main information are included at Appendix 1 to this report). It was possible for 87% of parents to be allocated a place at a school of their first preference, with 95% of parents allocated a place in one of the three schools they had indicated. This outcome is comparable with the results under the previous single preference system, after allowing for the fact that the earlier system constrained parents to balance their true wishes against the practical consideration that a school they might prefer most could be one for which they were unlikely to be successful if they lived outside the catchment area and at some distance from the school. In such circumstances, many parents under the previous single-preference system expressed a preference for a local school so as to avoid the risk of having to send their child to an under-subscribed school that would be difficult to reach from home. In contrast, the three-preference system allows parents greater flexibility to give their highest preferences for schools for which their position on the priority list may be relatively low.
16. The allocation letter indicated to parents that they had an opportunity to review their preferences in the light of the decision and to apply by 12th March for places remaining at the schools that were not over-subscribed (details given in Appendix 1 to this report). 12 parents took the opportunity to apply for unallocated places, including some parents who had been allocated one of their first three preferences. The scope for amended offers has increased since the notification letter, as some parent(s) have indicated that they do not wish to take up a place at a maintained school in Herefordshire. 40 parents changed their preferences or withdrew their application after the announcement, with the result that 140 further changes were possible as parents could be allocated places at a school of their higher preference.
17. Parents were also given the opportunity to appeal for a higher preference than had been allocated to them. 37 parents had done so within the 3-week appeal period, made up of 19 for community high schools (the lowest number since reorganisation) and 18 for the two aided schools taken together. The extent to which such appeals will need to be held will depend on continuing movements as parents accept alternative places and refuse others. The end result is likely to be that a higher proportion of parents will achieve one of their preferences than is apparent in the interim results at 15th March. A further report on the final outcomes will be presented to this Committee at their meeting on 22nd June.

### **Possible improvements for subsequent years (and for the new two-preference system for primary schools)**

18. The indications are that the system has been introduced effectively, with very few concerns expressed by a parent about the process, notwithstanding disappointment felt by some parents about the offer they received. This is a successful outcome, for which the Admissions Service, and the support teams (including the Legal Department) who assisted them, deserve commendation.
19. Notwithstanding the broad effectiveness of the new arrangements, some initial thought has been given to a number of improvements that might be made to the arrangements for September 2005. In particular –
  - (i) there was some lack of clarity about whether the offer letters would be **sent** to parents, or **received** by them, on the offer day. Such uncertainty meant that more than 200 telephone calls to clarify that point were received on 1st March, the day on which the allocations were being posted. The information for parents will be reworded to reduce the risk of such uncertainty next year;
  - (ii) it is also clear that it would be helpful to encourage parents in future years to raise initial queries by email when they receive their allocations, especially Herefordshire is a national pilot for the on-line application scheme devised through ODPM as detailed below. It may also be helpful to increase the number of staff briefed to handle the heavy volume of enquiries that can be within 48 hours of the announcement.
20. Other improvements being considered involve further developing the way in which schools relate to parents about their application, and the way in which incomplete or late applications are dealt with. The Herefordshire Admissions Service aims to ensure that 100% of parents with Year 6 children due to transfer to high school will fully understand and meet the requirement to complete an application form and return it by the national closing date, or give clear reasons for unavoidable delay.
21. These lessons will also be borne in mind when equivalent arrangements are made for primary schools which, from next year, will give parents an entitlement to express *two first preferences*.

### **On-line applications**

22. As previously stated, plans are now well underway to introduce the opportunity for parents to make direct, on-line applications for high school places: for the September 2005 admissions. The Herefordshire Admissions Service, which is now recognised as among the highest performing LEA admissions services in England, has been successful with 3 other LEAs in a joint bid to be part of the national pilot development for such on-line applications. A grant of £70,000 has been made available to the group (Birmingham, South Gloucestershire, Bristol City and Herefordshire). The necessary software should be available for trial in June 2004 for going on-line in September 2004.

### **RECOMMENDATION**

**That the Committee consider the actions taken within the Herefordshire Education Service to introduce, monitor and deal with the new national arrangements for pupil admissions, and identify areas in which future development is required.**

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For further information on the subject of this report is available from  
Mark Chamberlain, School Services Manager on (01432) 260923

**Education**

Director: Dr. E. Oram

To parent/guardian of  
 «ChildFname» «ChildSname»  
 «Address1»  
 «Address2»  
 «Address3»  
 «Postcode»

Your Ref:

Our Ref:

Please ask for: Mr J McCron/ Mrs T Yapp

Direct Line/Extension: (01432) 260925 / 383168

Fax: (01432) 260998

E-mail: jmccron@herefordshire.gov.uk

1<sup>st</sup> March 2004

Dear Parent/Guardian,

**PUPIL TRANSFERS – SEPTEMBER 2004**

During the past three months, we have analysed each of the preferences that parents indicated in their applications for high school transfer in September (more than 4,000 preferences in total).

Inevitably, requests for several schools were above the published number of places available (see enclosed Annex A). Places at those schools have therefore had to be allocated strictly according to the priorities shown in Section 6.1 of the Information for Parents Booklet 2004/05, or according to the priorities of the Governors of Bishop Bluecoat and St Mary's schools or other LEAs. This has resulted in some parents having to be allocated a place at a school that does not meet one or more of the preferences they indicated.

**Place allocated for your child**

Having considered your preferences alongside those received from all other parents, the most favourable possible outcome for you is an offer of a place for your child in September 2004 at:

«PrefSchoolName»

If, for any reason, you do not wish to accept this offer of a place, please let me know immediately so that the vacancy can be offered to another family. The Headteacher of this High School will write to you later to let you have details of the arrangements for September.

**What other alternatives do I have – further applications and appeals**

There are a few schools that have some spare places for which you may apply if you wish. Allocations would depend on the level of demand and be subject to the priorities referred to above (see Annex A).

If the place allocated for your child was not the highest of your ranked preferences, or any of your preferences, **you have the right to appeal within 3 weeks of the date of this letter.** Details of how to appeal are shown in the enclosed form.

**Transport**

Your child may qualify for free transport if he/she lives more than 3 miles from the catchment school or has gained a denominational place at one of the church schools. For parents who appear to qualify, a form is enclosed which you should return to this office by no later than 31st May 2004. If you do **not** qualify for transport, you may be able to pay for a seat on a vehicle under the Vacant Seats Scheme (see Annex A).

If you have any further queries, please contact this office, by telephoning 01432 383168 or 260925.

Yours faithfully,



**MARK CHAMBERLAIN**  
**SCHOOL SERVICES MANAGER**

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County of Herefordshire District Council  
 Education Directorate, P.O. Box 185, Hereford, HR4 9ZR  
 Main Switchboard: (01432) 260000





## PUPIL TRANSFERS, SEPTEMBER 2004 – FURTHER INFORMATION FOR PARENTS

### 1. Schools with spare places at 1st March 2004

Following the allocation of places announced in the letter of 1st March, the following 5 schools still have spare places as shown –

School	Places remaining
Aylestone, Hereford	13
Haywood, Hereford	7
Lady Hawkins, Kington	25
Queen Elizabeth, Bromyard	23
The Minster, Leominster	9

### 2. Waiting lists for other schools

All the places have been allocated at the other 9 Herefordshire high schools. The parents who were unsuccessful with their applications for these schools have been placed on the waiting lists, with the results shown below –

School	Number on Waiting List
Bishop of Hereford Bluecoat	51
St Mary's Roman Catholic	70
Whitecross	11
Kingstone	8
Fairfield	21
John Kyrle	7
John Masefield	10
Weobley	23
Wigmore	26

### 3. What should parents do now?

Now that you know the place allocated for your child, you have several alternatives –

- you may **accept** the place offered – we shall assume you have accepted the place unless we hear from you, and the headteacher will write to you later;
- if you know that you will **not** need the place offered (as, for example, if you are moving out of the County), please let us know immediately;
- you may **apply for another school**. If you prefer one of the 5 schools listed in 1 above, please let us know by 12th March. We will then consider all requests, and will write to you on 17th March. Our ability to meet your request would depend on the level of demand and your position on the priorities in Section 6.1 of the booklet;
- you may also **appeal** by 5 p.m. on 22nd March for a place at the school of your 1st, 2nd or 3rd preference if you were unsuccessful with your original application.

### 4. Free Transport

If you live within 3 miles of your catchment school, or have a denominational place at a church school, please complete the application form which is enclosed for all parents who appear to meet the requirements. If no form is enclosed, please contact the Transport Office (01432 383168 or 260925) who will send you a copy.

### 5. Transport for Vacant Seats

If you do not qualify for free transport, you may apply to pay for a seat under the Vacant Seats Payment Scheme. If you do wish to apply, please ask for a form from the Transport Office (01432 383168 or 260925) or from your child's primary school. There is no guarantee that it will be possible to grant your request, as vacant places on school buses are very limited. We may not be able to give you a final decision until after the start of term in September.



## **RACE RELATIONS ACT 2000 – MONITORING OF INCIDENTS IN SCHOOLS**

**Report By: MANAGER OF PUPIL, SCHOOL AND PARENT SUPPORT**

### **Wards Affected**

Countywide.

### **Purpose**

1. To consider the Council's implementation of the requirement to monitor all incidents of racial harassment in the County's maintained schools.

### **Financial Implications**

2. None.

### **Report**

3. Race Relations legislation imposes a general duty on local authorities, in carrying out their functions, to have regard to the need to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups. A more specific duty is placed on schools to prepare and publish a race equality policy. Schools must monitor and assess how their policies affect ethnic minority pupils, staff and parents.

### **Prevention**

4. The Herefordshire Education Service, with advice and support from the Council's Race Equality Officer and relevant local groups, has given considerable attention to strategies for reducing the possibility that racist attitudes and incidents will occur within schools. It is an important part of the Council's work not least because the relatively small though growing number of pupils in Herefordshire schools who have minority ethnic origins (see the line graph attached to this report) which means that pupils only have very limited work and social experience of the diversity they will meet in other parts of Britain.
5. A key part of the strategy, which was a major focus of the seminar for Councillors on 26th March, is a programme of Education for schools to use with their students. One element of that comprises the curriculum approved and recommended by the Standing Advisory Council on Religious Education (SACRE), whose recommended syllabus was approved in September 2001. The scheme approved by SACRE focuses on religious beliefs in all their dimensions, with an underpinning emphasis on tolerance and understanding.

6. In addition, other curriculum materials and support have been provided in a variety of ways – notably including the document that accompanied the Anne Frank Exhibition in the Cathedral in the Autumn of 2003 and the recently purchased video produced by Leicestershire, dealing, in dramatised form, with racial harassment. *Appendix 1* to this report outlines the key features of the Herefordshire Educational Services Strategy for preventing (and dealing with) racial intolerance and harassing behaviour.
7. The overall approach to minority ethnic issues in the County's schools is outlined from page 10 in the document, *Inclusive Education in Herefordshire: Diversity in Action* (Appendix 1). That document places all the work done within the Education Service within the broader context of other minority groups. In effect, this document is the Equality Policy for the Education Service.

### **Monitoring of racist incidents**

8. Herefordshire Council is monitoring incidents of racial harassment in maintained school. An extensive consultation was held with all schools in the County in the spring of 2002, based on a document: "*Dealing with Racial Harassment; Guidance for schools*" (abstract at *Appendix 2*). The document outlined the requirements on all schools under the Act and in response to the recommendations of the Macpherson Report, which followed the Stephen Lawrence Enquiry. The document also emphasised that the work of schools and the Local Education Authority in these areas would be a key focus of the regular Ofsted Inspections. Ofsted would be looking in particular at the systems in place for monitoring and dealing with racial harassment. A summary of Ofsted judgements in the last year in Herefordshire schools in this general area of work is attached at *Appendix 3*.
9. The Education Directorate works closely with the Council's Race Equality Development Officer and the Police. There is an excellent flow of information between the Race Equality Officer and relevant staff within the Education Directorate. One example of this, following a visit to a family by the Race Equality Officer, highlighted problems at a particular high school. A joint visit to the Headteacher by the Race Equality Officer and an Education Service Officer led to improvements at the school and a jointly provided training session for staff. Other planned preventative activities include 'guest spots' at staff meetings and presentations to pupils through assemblies. Much strategic work is jointly carried out with the Council's Race Equality Officer in addition to specific pieces of day-to-day work. The Police are similarly interested in taking a more pro-active and greater preventative role in schools and a programme of support work is being developed jointly.
10. The system under which schools report relevant incidents to the Education Directorate was introduced during the summer term 2002. Initially, no reports were received, largely because schools were judging most of the potential incidents as being no more than examples of the normal type of interaction that can occur among any group of children and young people, and were therefore not regarding them as falling within the category. However, the definition of harassment is very broad. Harassment occurs where, on grounds of race or ethnic or national origins, a person engages in unwanted conduct which violates another person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

11. The developing understanding within schools of the reporting requirement has caused the level of reporting to increase as follows –

April 2002 to July 2002	Nil
September 2002 to August 2003	9
September 2003 to March 2004	15

12. It needs to be emphasised that this rise in the number of incidents reported is judged not to be a sign of an increasing number of incidents, but a greater recognition of the importance of reporting, and an acknowledgement of the broad definition that has to be applied.
13. Work is continuing on improving the reporting of relevant incidents. In particular, a new system will be introduced during the summer term 2004. Under the new arrangements, all schools will be required to send in a report each term, even if there have been no incidents in the relevant period, i.e. nil returns will be required. The return will also contain a reminder of the breadth of the definition, so that incidents within the definition are not treated as general incidents of conflict between pupils.
14. Further monitoring of incidents notified by schools will be included, as a separate item, in the future regular monitoring reports to this Committee dealing with complaints received about Education services provided by the Council.

### **Dealing with the reports of racial harassment**

15. All reports of incidents sent to the Education Directorate by schools are read immediately they are received. The action then taken varies, depending on the level of seriousness of the judgement made about whether or not the incident contains an element of inter-racial intolerance. The possible range of key responses, in ascending levels of intervention, are –
- (i) no LEA action required, though the relevant racial harassment form will be filed;
  - (ii) telephone conversation with the school exploring the nature of the incident;
  - (iii) a meeting with the Headteacher and/or other relevant staff to consider evidence in more detail;
  - (iv) carrying out a fuller, independent investigation at the school, including discussions where necessary with relevant parents;
  - (v) if appropriate, additional support will be given, including staff training offered to the school;
  - (vi) involvement of the police or other relevant external organisations (for example, the West Midlands Consortium Education Service for Travelling Children may be asked to assist if an incident involves Travellers with whom the service are in contact), including, possibly, individuals representing particular ethnic groups.
16. Work with schools will be developed further through an externally funded half time post of Education Race Equality Officer. The person to be appointed will work closely with schools in order to assist them to develop their strategies. The new person will also work closely with other officers in the Education Directorate, and with the County's Race Equality Officer, to develop broader strategies for assisting the work with schools.

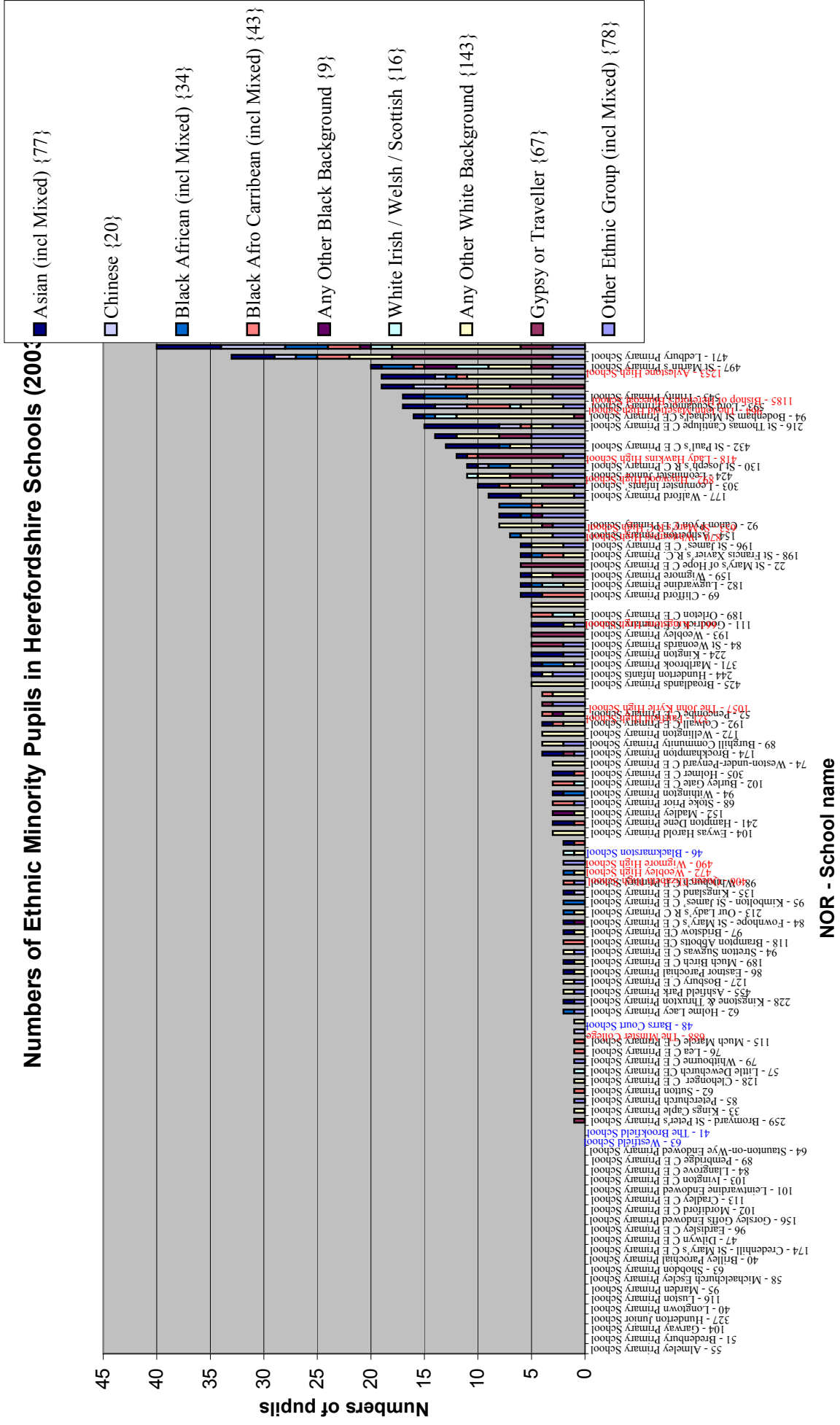
## **RECOMMENDATION**

**That the Committee consider the actions taken within the Herefordshire Education Service to monitor and deal effectively with issues of racial harassment, and identify areas in which further development or action is required.**

## **BACKGROUND PAPERS**

- None identified.

# Numbers of Ethnic Minority Pupils in Herefordshire Schools (2005)









# INCLUSIVE EDUCATION IN HEREFORDSHIRE

Diversity in Action

A Policy Statement

January 2004



**Inclusive Education in Herefordshire**  
***Diversity in Action***  
***A Policy Statement***

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# Inclusive Education in Herefordshire

## *Diversity in Action*

### *A Policy Statement*

#### **VISION**

In Herefordshire, the Council aims to serve a County that is free from discrimination, prejudice and intolerance. The Council believes that it is a fundamental right for all its citizens to be treated equally, with respect and dignity; it will act directly and use its influence to ensure that this right is promoted and upheld. Schools are a major agent of change, and have an essential role to play in moving the county and its people towards this goal. Schools, through the curriculum, and by example, can educate, can challenge stereotyping, ignorance and intolerance, and offer new ways of perceiving people who may be different to the majority.

Differences should be celebrated, diversity applauded. As the future unfolds, Herefordshire will change as the population becomes increasingly diverse. It is essential that our children embrace an outward-looking, inclusive perspective, so that they can function effectively in the county and beyond.

#### **AIMS**

The aim of this document is to identify principles that set out the commitment of the Herefordshire Education Service to inclusive education. It endeavours to draw together diverse issues like race equality, disability, special educational needs and so on, into a single, cohesive purpose.

In order to establish inclusive education in Herefordshire effectively, it is necessary to remove barriers, including negative personal and institutional attitudes, while welcoming, valuing and celebrating all learners.

There are some particular challenges for schools, which nationally tend to exclude disproportionate numbers of black children. Girls tend to do better in national examinations than boys. Issues such as bullying can blight individuals and schools alike. Some schools are better equipped and more willing to take on challenges such as those that pupils with disabilities or emotional and behavioural difficulties can present. The Council aims to assist schools to overcome these challenges

#### **DEFINITIONS**

**'Inclusive education'** means all children and young people - whatever their race, religion, class or gender or their being disabled, non-disabled and disaffected - being able to learn together in ordinary pre-school and schools, with appropriate networks of support.

The term **'disaffected'** describes children and young people who face difficulties in accessing mainstream education because of their behaviour or school attendance. Such pupils often feel under-valued and have little investment in the educational process.

The term **'ethnic minority'** refers to groups specified by the Commission for Racial Equality and the DfES.

The term **'racism'**, as accepted by the Stephen Lawrence Inquiry (Section 6.4), can be considered as, "...conduct or words or practices which disadvantage or advantage people

because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form.”

The working definition of *'institutional racism'* applied by the Stephen Lawrence Inquiry 1999 (Section 6.34) is:

*“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”*

The term *'disabled people'* covers people with physical or sensory impairments, learning difficulties and emotional distress. The Disability Discrimination Act defined disability as “a physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to perform normal day to day activities”.

The Herefordshire policy statement, set out in this document, also covers the 'social model' of disability, which recognises that for some people disability is caused not by a particular impairment, but by the physical, environmental and attitudinal barriers that exist in the education system and in the population as a whole.

## **RATIONALE**

Inclusive education is a human right, makes good sense socially and can lead to real improvements in school achievement. There is clear evidence that children and young people that are healthy in mind and body are better placed and more likely to achieve higher levels of performance than would otherwise be the case. An increasing number of Ofsted reports support that conclusion (*DfES: How the National Healthy School Standard contributes to School Improvement 2003*).

The human rights issue - that disabled and disaffected children and adults have an equal right to membership of the same groups as all others - is recognised in international law. It is enshrined in the UN Convention on the rights of the child, the Human Rights Act 1998, and in the UNESCO Salamanca (UNESCO 1984) agreement calling on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes.

The Special Educational Needs and Disability Act, 2001, removes the exemption of education from the Disability Discrimination Act (1995). The Act strengthens the rights of children and young people to be educated in primary and secondary schools where parents wish it and where the interests of other children can be protected.

The Race Relations (Amendment) Act 2000 places duties on Local Authorities and extends to schools in respect of pupils from ethnic minorities. In summary, for Local Authorities these duties are to:

- tackle racial discrimination;
- promote equality of opportunity; and
- promote good race relations.

Schools have the following specific duties:

- prepare a written policy for promoting race equality;

- assess the impact of whole-school policies on pupils, staff and parents of different racial groups including, in particular, the impact on the attainment levels of such pupils; and
- monitor the impact of policies on such pupils, staff and parents, in particular the impact on pupil attainment.

Inclusive education is a characteristic of good education. Research has shown that it leads to improvements in social development and academic outcomes for children with disabilities and for children who are disaffected. In addition, the peer group adopt more positive attitudes and actions towards pupils with disabilities where they have been educated together.

Inclusive education also supports positive social outcomes because all children and young people will have a part to play in their community including in adult life. They can more easily play that part if they have been included in the wider community from early childhood. Educating children together from the start can break down the barriers of ignorance and prejudice. It is a human right for all children and young people to experience a real environment in which they can learn that there is a diversity of people and that all people should be welcomed, with the right to have their individual needs met appropriately.

Inclusive education seeks to adapt systems and structures to meet varying needs, and seeks to involve children and young people in the process. Adaptations to the school curriculum, to buildings, to attitudes and values, to language, images and role models are some of the changes required for Herefordshire to be able to establish full inclusion.

## **IMPLICATIONS FOR THE COUNCIL'S ACTIVITIES**

### **Attitudes**

The Herefordshire Council supports a range of activities to promote a wider understanding of inclusion, including issues of race and disability equality. It will promote definitions of achievement to which all learners can realistically aspire, and are relevant to them. It will take care that the language it uses to describe young people and the images in its own materials and those it may promote, provide positive models. It will promote the concept of differentiation, in the way schools teach, to meet the whole range of individual needs rather than separate arrangements for students with special educational needs.

### **Access**

The Disability Discrimination Act 1995, as amended in 2001, places a duty on local education authorities to improve the accessibility of their schools for young people with disabilities. Herefordshire has carried out an audit of all schools and units to ascertain the position regarding curriculum access, physical environment and the provision of information to pupils and their families. From this an action plan (2003-2006) was developed. Details of the audit and the action plan are available in the 'Education Accessibility Strategy 2003/2006' which was published in 2003.

The Council's aspiration is to make all education buildings, activities and events fully accessible to children and adults. This will include access:

- to the full curriculum, appropriately differentiated;
- to and within buildings;
- to information, for example in Braille, on tape, signed or in straightforward language ;
- to appropriate support for vulnerable groups;
- where appropriate, to transport to and from school.

The National Curriculum sets out three principles that are essential to developing a more inclusive curriculum:

**A:** setting suitable learning challenges

**B:** responding to pupils' diverse learning needs

**C:** overcoming potential barriers to learning and assessment for individuals and groups of pupils

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for particular pupils.

### **Employment**

The Council has drawn up, and will keep under review, detailed procedures for recruitment and retention of staff from a range of ethnic backgrounds or with disabilities.

The Council recognises the importance of reinforcing positive images of people from vulnerable and minority groups, and of providing appropriate role models, and will take positive action to attract applicants to apply for posts from such groups. It will also take positive action to recruit and retain school governors from such groups.

The Council recognises the importance of retaining within the education service staff who become disabled whilst in post, by making appropriate arrangements to enable their continued employment.

### **Raising Awareness and Curriculum Support**

The Council, through its education advisers, officers, educational psychologists and learning support services, will provide ongoing support for all schools and their governing bodies, within a process of two-way dialogue, in order to:

- raise awareness with regard to race and disability equality, disaffection and the school environment;
- work with schools to develop curriculum policies, so that they provide for appropriate work on race and disability equality within the National Curriculum framework, and take account of the need to differentiate learning experiences to match the needs of a wide range of learners;
- ultimately ensure that inclusive education can be offered to any child regardless of their background or circumstances within their family and local community.

### **Looked After Children**

Children in the care of the local authority are amongst the Government's group of vulnerable children, which receive targeted support to improve their life chances. There are approximately 200 children and young people in the care of Herefordshire Council at any one time, although, during the year, a further 40 will enter and leave the looked after system. The monitoring and support of looked after children has been facilitated through a small team, the Education Liaison and Support Service (ELSS). Most of Herefordshire's looked after children are placed within the county and attend mainstream schools. The ELSS monitors each pupil's educational provision, deploying resources to support and maintain placements, and offer advice and guidance to schools. Each school has a designated teacher for looked after children who helps identify and facilitate any additional support a young person may require. This is usually highlighted during the completion of the looked after pupil's Personal Education Plan and the subsequent bi-annual reviews.

### **Race Equality**

The aim of the Herefordshire Council's Race Equality Scheme is to, "...*build an equal and inclusive society.*" Herefordshire Council recognizes that disadvantage, prejudice and discrimination exist within the County as it does nationally. In addition, it acknowledges that

some people often face simultaneous oppression by, for example, racism, poverty, learning difficulties and so on. The Council and all its schools will address and work towards eliminating such inequalities. By working in partnership with local communities and other agencies, the Council will promote equality of opportunity and develop good relations with, and between, people from different racial groups.

By supporting and advising its schools, the Council will work with staff to develop understanding of prejudice and racism, and strategies to combat them. Training and resources will be offered to schools to enable them to carry out their duties in this area.

The Council accepts the definitions of racist incidents and institutional racism set out in the Stephen Lawrence Inquiry Report, and will seek to address institutional racism and all other forms of discrimination.

The Council has published guidance for recording and reporting racial harassment among the pupils in its schools. In the wider context of the community the Race Equality Partnership collects and maintains a central record of such incidents. The Council will review and refine its procedures for monitoring all racist incidents, in and out of schools, including racially motivated bullying and harassment, and will offer support, advice and guidance, where appropriate. The data collected is regularly analysed and action taken when appropriate.

In a county like Herefordshire, which has very low numbers of ethnic minority people - probably around one percent of the population - the issue of rural racism is seen as no less serious than that occurring in urban areas. Additional factors, including isolation, mono-cultural traditions and relatively sparse public transport service, tend to exacerbate any negative experiences ethnic minority families and individuals may encounter. With this in mind, it is particularly important for schools to offer a window on a diverse world and become agents of change.

In Herefordshire, a significant proportion of those people from minority ethnic groups are Gypsies and Irish Travellers. However, it is difficult to have an accurate number of Travellers in the County and its schools for several reasons. One such reason may be because some Travellers living in housing, do not always state their ethnic status, believing it to be a disadvantage to settling within a community.

Travellers have long been thought to be the most discriminated against group in the country (Swann Report 1985) and, as such, require careful consideration. Ofsted have raised the attainment of Traveller pupils as an important issue. In the 2003 annual report Ofsted state that Traveller pupils are still the group most at risk in the education system and that they are the one minority ethnic group which is too often 'out of sight and out of mind'.

The demographic distribution of minority ethnic pupils across schools is monitored, although the issue of Travellers in particular does present a difficulty, which is mentioned above. Alongside the data from PLASC additional detailed information is collected from the West Midlands Consortium Education Service for Travelling Children (WMCESTC). The WMCESTC offer advice and support to Traveller children and families and schools.

The achievement of all minority ethnic pupils will be monitored and steps taken to help schools develop strategies to deal with underachievement. In addition, the exclusion of minority ethnic pupils will be closely monitored and advice given, where appropriate.

Racial equality training for Education Service staff, including teaching and support staff in schools and school governors, will be offered.

Schools will be supported to continually develop, so that they reflect a pluralist society. Partnership work, for example with the Heritage Service, will provide extra guidance with multi-



cultural education, and schools will be supported in applying anti-racist strategies as part of the curriculum offered to Key Stages 2 and 3. In addition, major events, like the Anne Frank Exhibition will continue to provide opportunities to further develop schools' work in addressing multi-cultural and race equality issues. The Anne Frank Exhibition was supported financially and strategically by the Council with the Education Directorate producing a comprehensive resource pack for every school and arranging a range of activities including themed workshops for pupils. A summary sheet outlining all the elements that schools can use to support their race equality work has been widely circulated (please see appendix 1).

By continually monitoring and reviewing the race equality work carried out in schools, the Council is committed to eliminating racism and promoting good relations across all ethnic groups.

### **Healthy Schools**

The White Paper on Excellence in Schools (1997) stressed the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular, students who are socially and economically disadvantaged. An integral part of this strategy was the creation of the National Healthy Schools Standard (NHSS), which is jointly funded by the DfES and the DoH. The NHSS offers support for local programmes such as the Herefordshire Healthy Schools Partnership (HHSP), and provided national accreditation which the HHSP achieved in April 2002. The local partnership seeks to respond to school and local needs, as well as national priorities, in its attempts to support the creation of genuinely healthy schools. Such schools are committed to ongoing improvement and development. They promote physical and emotional health by providing accessible and relevant information, and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards through a whole school approach.

The HHSP, therefore, has a key role to play in both school improvement and inclusion. It has actively supported a range of related activities including:

- Training staff and pupils in the setting up of effective school councils.
- Supporting and contributing to student conferences on sexual health, positive participation, peer listening and anti-bullying.
- Auditing, planning and implementing improved PSHE provision within both mainstream and special education settings.
- Working directly with key groups of at-risk young people.
- Developing new resources (for example 'Balance, including Rachel's Story: a Key Stage 4 Drug Education Resource').
- Training staff in the adoption of a whole school approach to drug, and sex and relationship, education in primary schools by using literacy-based materials such as 'Taking Drugs Literally' and 'Brand New Me'.
- Working with partners in establishing accredited courses for young people to become peer listeners in addressing the need for high schools to establish anti-bullying cultures.

The potential for the HHSP to offer further support in addressing issues around inclusion has been made greater with the requirement that it should forge particularly strong links with approximately twenty schools targeted in terms of deprivation as measured by two key criteria. As the HHSP gains further expertise, and its work is seen by others as raising achievement and promoting social inclusion, it is hoped that it will become a key part of the support that is offered to Herefordshire schools.

## **Drugs**

It is now acknowledged that the use of illegal drugs, especially some of the class A drugs such as heroin and crack cocaine, can lead to isolation, crime and social exclusion. The destructive consequences of the misuse of alcohol can also have similar effects. The Council is committed to addressing and combating such drug use through its education programmes in schools and through its partnership work with other agencies, for example, Connexions, the Police and the Youth Offending Service.

The Education Directorate has a Drugs Education Development Officer and has published resources for use in Herefordshire schools as well as for the rest of the country. The Council is an active member and contributor to the Young Peoples Substance Misuse Plan and the Drugs Action Team.

## **Training**

The Council will provide a programme of training on inclusive education policy. Such training will be part of both the induction programmes developed for new staff, and the ongoing staff development cycle. Although training will be offered to school-based staff, the programme will focus particularly on staff who are involved in advising and supporting schools.

Appropriate training will enable staff to support schools in identifying and meeting their own training needs. The aim is to ensure that all school staff can develop their existing skills and expertise so that they can take responsibility with confidence for a range of pupil needs.

Governor training programmes on inclusive education will be offered to all school governors.

## **Pupil Participation**

All categories of children and young people, regardless of their background or circumstances, will where possible participate in all the decision-making processes that occur in their education. This will include setting learning and behavioural targets and contributing to Individual Education Plans, Pastoral Support Plans, discussions about choice of schools, contributing to assessment of their needs and to the review and transition processes. The Council will provide training to schools and early education settings on supporting pupils to express their own views about their education.

## **The Role of Special Schools**

The Council recognises the essential role played by its special schools and pupil referral units as centres of excellence and expertise in meeting the needs of children and young people who are severely disabilities or disaffected. It places such schools and units at the heart of its inclusive education strategy, looking to them to take the lead in developing local partnerships with primary and secondary colleagues, and in exploring options for their pupils to have experience of being educated in or alongside other pupils in mainstream school and college settings.

The special schools for children and young people with severe learning difficulties (SLD) are involved in the Council's Inclusion Project. This project, which is managed centrally by the Education Directorate, organises and supports students with SLD placed in mainstream schools. In addition the Aconbury Centre, the Pupil Referral Unit for key stage 3 students is increasingly involved in preventative work with high schools by placing students on temporary, part-time placements. There are plans to develop the latter area and extend it into the KS4 PRUs.

The Council envisages a future where special school staff work both directly with children and also with teachers in primary and secondary schools in implementing more inclusive arrangements.

## **Resourcing**

The Council will seek to resource educational settings so as to maximise their capacity to include all children. In line with national trends, additional resources will increasingly be provided through a banded system of funding being developed in the County. While the process of statutory assessment of special educational needs and statements of SEN will continue to be provided where appropriate and necessary it is envisaged that for most children with SEN, resources delegated to school will be sufficient to meet their needs. New resourcing arrangements focus on early intervention and preventative work by schools supported by the Council's Education Directorate services. The capacity for Council support services to work with schools in a preventative way will be increased by reducing statutory assessment demands.

Through the support of the Inclusion Project in the Education Directorate, the Council will seek to increase the numbers of children with severe special educational needs educated in primary and secondary schools.

The evidence on inclusive schools demonstrates that they are effective for all children. There is no barrier on who can be included. However, working towards full inclusion requires a step by step, developmental approach. It is the aim of the Inclusion Project to facilitate programmes to enable pupils from special school to attend mainstream schools and promote the sharing of best practice. Large numbers of pupils from the three special schools attend local mainstream schools for part of each week. Training opportunities are provided for school based staff, parents and Governors on accessibility issues, disability issues and equal rights.

When developing new provision for children with special educational needs, the Council will promote inclusive options rather than establishing new separate special provision. Wherever new provision in general is being developed, the opportunity will be taken to make that provision inclusive from the start.

The Council will seek over time, where appropriate, to share resources from separate special school sites into primary and secondary settings, not only through money and equipment, but also through staff expertise.

The Council recognises that adequate resourcing is the key to the confidence with which teachers feel able to approach inclusion of learners with disaffection or disability. It will invest resources in order to assist inclusion, as money becomes available and opportunities to bid for external resources present themselves.

To support the education of Traveller children in the County, the LEA commission the West Midlands Consortium Education Service for Travelling Children (WMCESTC). The Consortium covers most of the West Midlands region offering specialist advice and support to schools and Traveller families.

## **Identifying, Disseminating and Extending Good Practice**

The Council will ensure that all progress towards inclusion in practice is identified and reported regularly to all education settings and staff working within them.

Data on best practice will also be disseminated to all LEA staff and schools, as a means of encouraging progression towards inclusive education across the county. Training will be provided to equip school staff better to deal with pupils presenting challenging behaviour.

## **Developing Whole School Policies**

The Council will encourage and support all schools through the Inspection and Advisory Service and in-service training programmes in developing whole-school inclusive special educational needs policies. Such policies would set out how the school will work towards offering the same

right of access to all pupils in its area and ensure that they fully belong to the school and all its varied activities, while being entitled to appropriate support to meet their specific educational needs.

### **Admissions Year Groups**

The Council will maintain and publish an admissions policy that makes it clear that, given appropriate networks of support, an impairment experienced by a child or young person is not grounds for refusing admission to that pupil. In addition, the Council will design and maintain an equitable system for placing pupils in primary and secondary schools who have previously been permanently excluded.

Pupils will be taught in groups of the same school year group unless there are exceptional reasons for their being included in earlier or later year groups.

### **Assessment**

The Council recognises the importance of early identification, assessment and support for all children who experience significant barriers to learning, rather than later assessment of pupils with more severe levels of 'special need'.

All such arrangements need to be flexible and prompt in identifying, reviewing and providing for all pupils' needs - be they temporary difficulties or setbacks, long term needs, or serious incidents of illness.

The Council will seek to ensure that the views of each child or young person is fundamental to any assessment made of his/her needs. It will seek to ensure that the assessment process is fully accessible in format and language to everyone involved in the assessment.

When considering provision, it will be assumed that children will be educated in primary and secondary settings other than in circumstances of severe needs where, after taking account of parental wishes, it is judged to be more appropriate for a specialist placement to be made.

### **Inter-agency Working**

The Council places a high priority on interdepartmental work with colleagues in Social Care and Health Services in implementing its inclusive education policy.

The Council is committed to working co-operatively and flexibly with the Primary Care Trust and local health authority and with the voluntary sector to ensure that the inclusive principle is central to assessment and planning for all pupils.

It will work closely with partners in Social Services, Connexions services, Youth Offending Teams, adult education and training settings to ensure a smooth and positive transition for young people with a disability into further education or work.

### **Partnership**

The Council recognises the need to work with key partners in implementing its policy on inclusion. These partners include the children and young people themselves, their parents, organisations that represent minority groups, the voluntary sector and colleagues in Health and Social Services and other agencies, as well as well as school staff and governors.

### **Monitoring and Review**

The Council is committed to a regular cycle of assessing the impact of its policies and practice in regard, not only to the issue of race equality, but for the whole spectrum of diversity. This activity involves every aspect of the Council's work from recruitment and marketing through to the delivery of all its services.

The Council will monitor progress towards inclusive education by conducting the diversity impact assessment mentioned above and by continuing to collect data and evaluate practice annually at the level of the individual pupil, the school and the County as a whole. The data will include information about the attainment of pupils from ethnic minorities, permanent and fixed-term exclusions and schools' use of intervention and support systems, e.g. Pastoral Support Programmes.

The Council will review its inclusive education policy and associated action plan regularly in consultation with all key partners.

## **APPENDIXES**

1. Race Equality in Schools – A summary of resources and support for schools
2. Diagram of social/medical model of disability
3. Salamanca statement (UNESCO 1994)
4. UN Standard Rules on the equalisation of opportunities (1993)
5. UN Convention on the Right of the Child (1989)

## **Race Equality in Herefordshire**

### **A Summary OF Support and Resources for Schools**

#### **1. Dealing With Racial Harassment: Guidance for Schools**

This document, issued to all schools and PRUs in Spring 2002, outlines information regarding race equality policies, defining and recognising racial harassment and recording and reporting incidents. Central reporting to the LEA is supplemented by an electronic termly return. For more information please contact Dennis Longmore on 01432 260816.

#### **2. Inclusive Education In Herefordshire**

A policy statement document which brings together the range of practice within schools including the areas of race equality, special educational needs, Healthy Schools, social inclusion and so on. For more information please contact Dennis Longmore on 01432 260816.

#### **3. Anne Frank Exhibition: Resource pack**

This extremely comprehensive pack was circulated to all schools and PRUs prior to the Anne Frank Exhibition in October 2003. It remains an extensive and valuable resource for addressing issues of race, prejudice and intolerance. It was carefully developed to include a large section on Travellers and includes issues of black people and the Stephen Lawrence murder.

#### **4. Throwing Stones**

This is a resource pack for KS 2/3 designed to enable teachers to raise and address issues of racism, bullying and peer influence. The pack includes a video and a booklet outlining activities for classroom use and is ideally suited to PSHE and drama work. This pack has been circulated to all schools during 2004 alongside appropriate training. For more information please contact Dennis Longmore on 01432 260816.

#### **5. West Midlands Consortium Education Service for Travelling Children (WMCESTC)**

WMCESTC is a consortium, covering 14 LEAs, which specialises in giving advice, guidance and direct support to schools regarding Travellers. In addition to the vast amount of experience and knowledge they can supply resources reflecting Traveller culture and lifestyle for all key stages. To contact WMCESTC please telephone 01902 714646.

#### **6. Persona Dolls**

These are large dolls reflecting a range of religions cultures and lifestyles, for example, Sikhs, Rastafarian, Chinese and so on. These dolls are a very effective way of dealing with sensitive issues, for example racism, bullying, disabilities and so on. They are particularly useful for use with children in up to years 8 and 9. For more information regarding persona dolls please contact Sue Peasgood, General Inspector for Early Years on 01432 260825. Sue has several dolls that she loans out to schools.

#### **7. Advice and Training**

Cliff Sage is a Cultural Education Consultant employed by the Education Directorate to offer advice and support to schools. In addition to running training sessions on multi-cultural education he will visit schools and lead staff group discussions. Cliff can be contacted through Belinda Lewis at IASPS on 01432 260813.

**8. English as an Additional Language**

This is part of the Education Directorate's Learning Support Service and offers help for pupils in school who speak another language at home. For more information please contact Joanna Treble on 01432 260878..

**9. Heritage Service**

The Heritage Service is based at Hereford Museum and works with schools to produce resources available to all schools. They also offer workshops for pupils including themes of local culture and Travellers. For more information please contact Siriol Collins on 01432 383598.

**10. Data Collection**

Information on minority ethnic pupils regarding attainment (both SATs and GCSE), demography and concerns/complaints are kept centrally and analysed on a regular basis. Schools may be approached, if necessary, to follow up any particular concerns or successes.

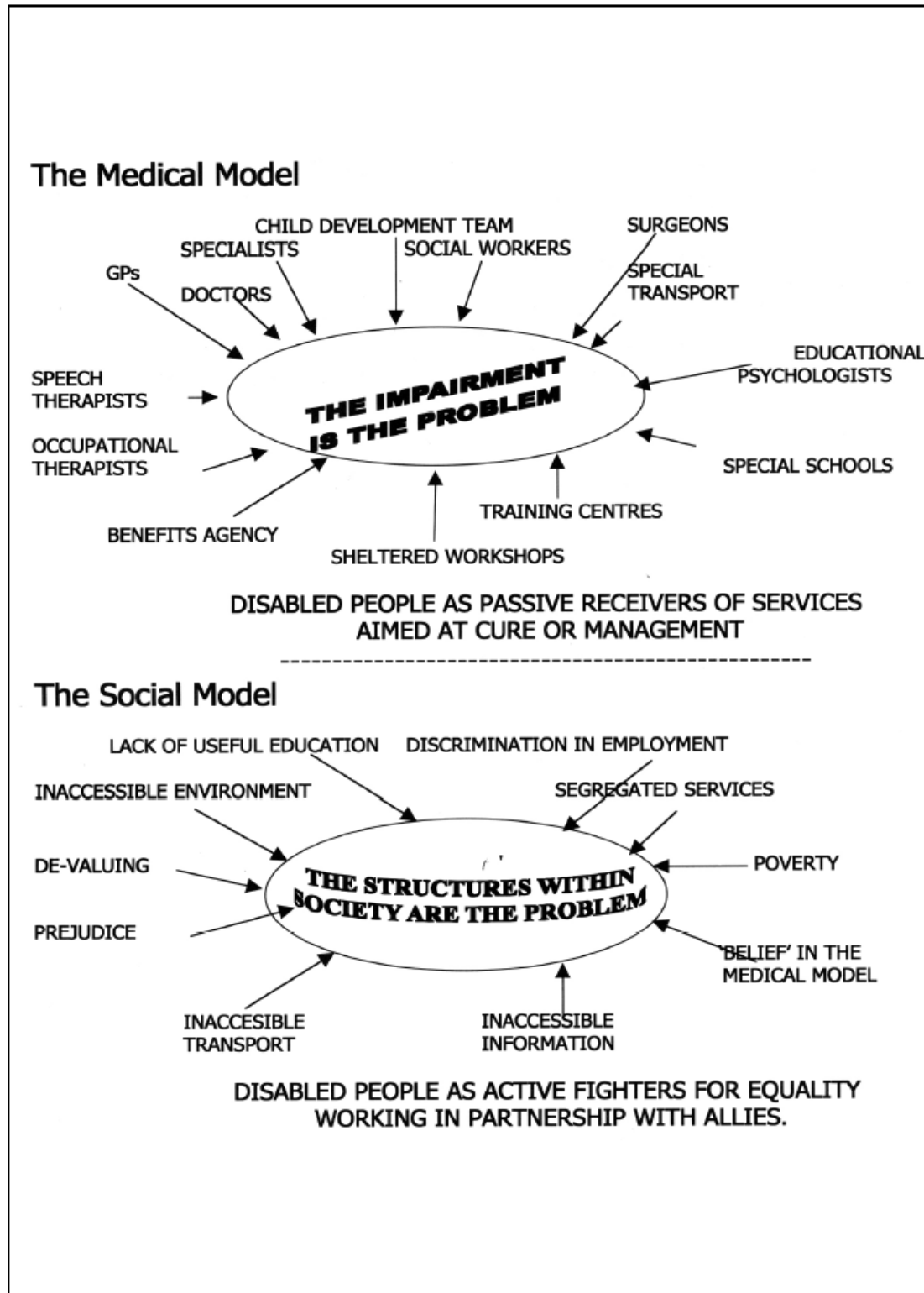
**11. Council Race Equality Officer**

The Race Equality Officer's main role is to investigate complaints and support victims of prejudice and racism. However, this officer is also engaged in preventative work which includes supporting schools by leading staff discussions, talking in assemblies and assisting in training sessions. To contact the Race Equality Officer please telephone 01432 267307.

**12. The Diocese Office**

The Diocese of Hereford produce regular newsheets which regularly run features on issues like race equality and the Anne Frank Exhibition. In addition, the Diocese Office are involved in running special projects, for example the Rural Racism Project which conducts workshops in schools in the north of the county. For more information please contact Wendy Coombey on 01432 373313.

Diagram of Medical/Social Model of Disability



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### The UNESCO Salamanca Statement (1994)

*This report from the UN's education agency calls on the international community to endorse the approach of inclusive schools by implementing practical and strategical changes.*

In June 1994, representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new statement on the education of all children with disabilities which called for inclusion to be the norm. In addition, the conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate **all** children, whatever their physical, intellectual, social, emotional, linguistic or other conditions. All education policies should stipulate that children with disabilities attend the neighbourhood school 'that would be attended if the child did not have a disability.'

The statement begins with a commitment to *Education for All*, recognising the necessity and urgency of providing education for all children, young people and adults within the regular education system. It says that children with special educational needs must have access to regular schools and adds:

*'Regular schools with this inclusive orientation are the most effective of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and cost-effectiveness of the entire education system.'*

The World Conference went on to call upon all Governments to:

- give the highest policy and budgetary priority to improve education services so that all children could be included, whatever their differences or difficulties.
- adopt as a matter of law or policy the principle of inclusive education and enrol all children in ordinary schools unless there were compelling reasons for doing otherwise.
- develop demonstration projects and encourage exchanges with countries with inclusive schools.
- ensure that organisations of people with disabilities, along with parents and community bodies, are involved in planning and decision-making.
- put greater effort into pre-school strategies as well as into vocational aspects of inclusive education
- ensure that both initial and in-service teacher training address the provision of inclusive education.

The statement also calls on the international community to endorse the approach of inclusive schooling and to support development of special needs education as an integral part of all education programmes. In particular it calls on UNESCO, UNICEF and the World Bank for this endorsement.

It asks for the United Nations and its specialist agencies to '*strengthen their inputs for technical co-operation*' and improve their networking for more efficient support to integrated special needs

provision. Non-governmental organisations are asked to strengthen their collaboration with official national bodies and become more involved in all aspects of inclusive education.

As the UN agency for education, UNESCO is asked to:

- ensure that special needs education forms part of every discussion dealing with education for all.
- enhance teacher education in this field by getting support from teacher unions and associations.
- stimulate the academic community to do more research into inclusive education and disseminate the findings and reports.
- use its funds over the five-year period, 1996-2001, to create an expanded programme for inclusive schools and community support projects, thus enabling the launch of pilot projects.

The Framework for Action states that *'inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. In the field of education this is reflected in bringing about a 'genuine equalisation of opportunity'*. Special needs education incorporates proven methods of teaching from which all children can benefit. It assumes human differences are normal and that learning must be adapted to the needs of individual children, rather than children fitted to the process. The fundamental principle of the inclusive school, it adds, is that all children should learn together, where possible, and that schools must recognise and respond to the diverse needs of their students, whilst also having a continuum of support and services to match such needs. Inclusive schools are the most effective at building solidarity between children with special needs and their peers. Countries with few or no special schools should establish inclusive - not special - schools.

**Source: *The Salamanca Statement and Framework for Action on Special Needs Education.***

### **The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)**

Standard Rules set an international standard for policy-making and action covering people with disabilities, as summarized below.

Countries should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, young people and adults with disabilities, in integrated settings. They should ensure that education of people with disabilities is an integral part of the educational system.

There should be interpreters and other support services to ensure adequate accessibility. Parent groups and organisations of disabled people should be involved in the education process at all levels. In States where education is compulsory, it should be provided to girls and boys with all kinds and levels of disabilities, including the most severe.

Special attention should be given to very young children with disabilities, pre-school children with disabilities and adults with disabilities, particularly women.

In order to implement inclusive education, States should have a clearly stated policy that is understood at school and wider community levels. They should allow for a flexible curriculum as well as additions and adaptations, and provide high quality materials, on-going teacher training and support teachers. Inclusive education and community-based programmes should be seen as complementary approaches to cost-effective education and training for people with disabilities. Communities should develop local resources to provide such education.

Where ordinary primary schools cannot yet adequately make provision, special school education may be aimed at preparing students for fuller inclusion. Such a separate placement should have the same aims and standards as the ordinary sector, including resources at least equal to those provided for students without disabilities. States should aim for gradual inclusion. In some instances, special education may be appropriate for some students, particularly people with sight and hearing disabilities, though special classes and units should be considered. Culturally sensitive instruction will provide maximum communication skills and independence.

**The UN Convention on the Rights of the Child (1989)**

*188 countries worldwide have ratified the Convention; the UK ratified it in 1991, committing the UK to full participation.*

**Article 2** states that all rights shall apply to all children without discrimination on any ground and specifically mentions disability.

**Article 3** states that in all actions the child's best interests shall be a primary consideration.

**Article 6** states that every child has the inherent right to life, and each country should ensure the child's survival and development to the maximum extent possible.

**Article 12** states that the right of the child to express an opinion and to have that opinion taken into account, in any matter or procedure affecting the child.

**Article 23** states that the right of children with disabilities to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community. It also states the right of children with disabilities to special care, education, health care, training, rehabilitation, employment preparation and recreation opportunities. All these shall be designed in a manner conducive to children achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

**Article 28** states the child's right to education, and says it shall be on the basis of equal opportunity.

**Article 29** states that a child's education should be directed at developing the child's personality and talents, and mental and physical abilities to their fullest potential. It also states that education shall prepare the child for an active and responsible life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

## **LINKED POLICIES AND DOCUMENTS**

### **Herefordshire Documents**

Race Equality Scheme  
The Equal Opportunities Policy  
Education Development Plan  
SEN Code of Conduct of Practice Guidelines  
Behaviour Support Plan  
Special Educational Needs Policy and Action Plan  
Fair and Effective Recruitment and Action Plan  
Equal Opportunities (Employment) 1998  
Information for Parents: Admissions and Transport  
Policy for the Gifted and Talented  
Accessibility Strategy and Action Plan 2003  
Banding Policy 2003  
Dealing With Racial Harassment: Guidance for Schools  
Anne Frank Resource Pack for Schools  
Annual Review Procedures: Guidance for Schools  
Policy on Specialist Modes of Communication  
Code of Practice for Children with Special Educational Needs: LEA Guidelines for Schools  
Guidance for Writing Schools Policy on Special Educational Needs

### **National Documents**

Accessible Schools: Planning to increase access to schools for disabled pupils (DfES guidance)  
Disability Discrimination Act Part 4: Code of Practice for Schools  
Special Educational Needs Code of Practice (DfES 2001)  
Special Educational Needs and Disability Act 2001  
Making It Work: Removing Disability Discrimination

## **CONTACT NAMES**

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## Guidance for Schools on Racial Harassment

**WHY SCHOOLS AND LEAs NEED A POLICY**

The effects of racism have a damaging effect on pupils in schools. It damages their self-image, undermines their efforts to learn and leads to disaffection and low achievement.

Hereford is a rural community with few minority groups. However, the LEA acknowledges and supports efforts to combat racism in all its forms. Racism in rural areas has a long history and its effects are just as damaging as in more ethnically diverse communities. Travellers are the biggest ethnic minority in Herefordshire and, nationally, are regarded as being one of the most disadvantaged and discriminated against of all groups.

**Recommendations of the Macpherson Report**

The Stephen Lawrence Inquiry resulting in the Macpherson Report made the following recommendations:

- codes of practice - to be adopted by the police, local authorities and others - to create a comprehensive system of reporting and recording racist crimes and incidents;
- steps to be taken to encourage the reporting of such incidents.

There are some recommendations specific to education.

**Recommendation 68**

The LEAs and school Governors have the duty to create and implement strategies in their schools to prevent and address racism.

Such strategies to include:

- that schools record all racist incidents;
- that all recorded incidents are published annually, on a school by school basis; and
- that the numbers and self-defined ethnic identity of excluded pupils are published on a school by school basis.

Herefordshire Council recognises that the publishing of such information will need to be carefully addressed with schools. The government have not accepted the recommendation that LEAs should publish tables school by school. Rather schools will need to publish figures for their own parents.

**Recommendation 69**

That Ofsted inspections include examination of the implementation of such strategies.

Schools need to have procedures in place for being alert to, and dealing with, racially motivated incidents. These new guidelines are intended to offer schools, governors, and staff advice on developing and implementing a school policy on combating racial harassment as well as providing a means of recording any incidents of racial harassment.



**DEFINITION OF RACIAL HARASSMENT**

The Stephen Lawrence Inquiry chose to adopt the following definition.

“A RACIST INCIDENT IS ANY INCIDENT WHICH IS PERCEIVED TO BE RACIST BY THE VICTIM OR ANY OTHER PERSON”

It may also be helpful to consider racial harassment as having two elements:

- Violence which may be verbal or physical, and which includes attacks on persons as well as on property, suffered by individuals or groups because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.
- Interference with the peace or comfort or safety of any person on the grounds of their race, nationality, colour or ethnicity. This includes incidents of racist graffiti and the use of offensive gestures.

[Commission for Racial Equality]

**THE RESPONSIBILITIES OF LEAs**

Herefordshire LEA is committed to combating racism and acts of racial harassment within the Education Service, whatever their origin. It seeks to encourage a positive ethos that promotes racial justice and harmony.

If a school requires advice or support, it should, in the first instance, contact the Manager of Pupil, School and Parent Support on 01432 260816.

The Race Relations Act (1976) makes it unlawful to discriminate directly or indirectly against someone because of his/her colour, race, nationality, ethnic or national origin. (This protection extends to Gypsy and Irish Travellers.) The Race Relations (Amendment) Act 2000 extends the duties on LEAs in addition to placing a statutory duty on other bodies, including Governing Bodies in schools.

**Section 71 of the Race Relations Act states that:**

“It shall be the duty of every local authority to make appropriate arrangements with a view to securing that their various functions are carried out with due regard to the need:

- (a) to eliminate unlawful racial discriminations and;
- (b) to promote equality of opportunity and good relations between persons of different racial groups”

In summary, the Race Relations (Amendment) Act 2000 requires that public bodies, including LEAs and schools, seek to avoid unlawful discrimination **before** it happens.

## CATEGORISATION OF RACIAL HARASSMENT INCIDENTS

The following categorisation of racial harassment incidents may be helpful to schools and should be used when completing the Recording Sheet (Appendix A). When completed, the form should be copied to the Manager of Pupil, School and Parent Support, Education Directorate, P.O. Box 185, Hereford HR4 9ZR, Fax: 01432 260808.

### The list comprises;

- verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule;
- actual/threat of physical assault, jostling, pushing, kicking;
- bringing racist materials into school/wearing racist badges or insignia;
- refusal to co-operate with other people because of their race, ethnicity colour or nationality;
- offensive gestures;
- written derogatory remarks, including graffiti;
- abuse of personal property;
- attempts to recruit for racist organisations or groups;
- incitement of others to behave in a racist way;
- use of weapons.

## RECOGNISING RACIAL HARASSMENT AND SUGGESTED ACTION

Staff and pupils should know the systems for reporting, so that reporting is made easy and people feel encouraged to use them. Clear procedures should be in place so that incidents of discrimination and harassment are dealt with promptly and consistently.

When investigating potentially racist harassment, it would be helpful for the member of staff to consider the following points:

Do any of the participants perceive this as being racist? Why?  
 Do any of the witnesses perceive this as being racist? Why?  
 Is there any reason for considering this to be racist harassment?  
 Was the incident intentional or unintentional?

### In the case of serious harassment, schools will need to assess:

- whether or not the harassment is of such importance that the whole school community needs to be informed;
- whether or not teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour (sometimes non-racist harassment can develop a racist element);
- whether or not all parents/carers should be informed.

**SUPPORTING VICTIMS**

- Victims of racial harassment may well need immediate help from a member of staff.
- It may also be appropriate for the school to approach the LEA or outside agencies for help and/or to refer the victim for further support or counselling.
- In serious cases, it may be appropriate to make a referral to an external agency such as the Police or victim support.
- An appropriate member of staff needs to explain the action taken and to express the attitude of the school towards such behaviour, giving the opportunity to the pupils to express their own concerns and feelings.
- In serious cases, the Headteacher or Deputy should meet the parents/carers of victims to explain the action taken and to discuss the matter with them.
- The action taken may differ if the racial harassment has taken place outside school.

**DEALING WITH PERPETRATORS**

Individual schools will wish to determine their response to the perpetrators of incidents involving racial harassment.

**However schools may wish to consider:**

- whether or not parents/carers should be informed of action taken within the school's behaviour/disciplinary code;
- whether or not to send the perpetrator to the appropriate senior member of staff to record the harassment formally;
- reporting the matter to the police;
- arranging appropriate counselling to avoid a repeat of the harassment;
- whether or not support is needed from the LEA by reporting the incident to the Manager of Pupil, School and Parent Support, Education Directorate, P.O. Box 185, Hereford HR4 9ZR, Tel: 01432 260816.

The seriousness of the harassment will determine the course of action to be taken from among the above possibilities.

Schools may decide that a 'light touch' approach is appropriate in some cases. Perhaps a young child has used an unacceptable word and clearly does not fully, or even partly, grasp its meaning. In such cases, the school may decide that it is inappropriate to inform the parents/carers.

Schools will need to consider carefully what information, if any, needs to be placed on a child's file. Considerations should include the seriousness of the behaviour and the age and awareness of the child.

Where the alleged perpetrator is a member of staff, then the investigation, and any subsequent action, must be taken within the LEA's agreed disciplinary procedures.

**RECORDING AND MONITORING**

- Recording and monitoring will help to establish a reliable school-wide picture and to assist the school in reviewing its range of responses.
- It is essential that clear recording and monitoring procedures are in place. It is therefore suggested that schools should use the forms provided (Appendices A and B) or similar forms which they have devised for themselves.
- Whatever forms are used by schools, copies of the racial harassment form should be sent to the Manager of Pupil, School and Parent Support (Fax: 01432 260808)
- It may be appropriate to retain details of racial harassment on a pupil's file and to inform the school to which a pupil is transferring if there are issues outstanding, either as a victim or perpetrator.
- The following categories are currently used for ethnic classification.

Bangladeshi	Chinese	White
Black African	Indian	Gypsy and Irish Travellers
Black Caribbean	Irish	Any other group (please specify)
Black-Other (please specify)	Pakistani	

**Reporting To Parents**

The Race Relations (Amendment) Act 2000 places specific duty on schools to monitor the impact of their policies on pupils, parents and staff from different racial groups. In particular, schools should monitor their policies' impact on their pupils' attainment levels. In terms of racial harassment, schools will need to take steps to report, annually, to parents, the numbers of incidents recorded as such. Clearly, this is a delicate area and the guidelines regarding data protection must be followed.

**REQUIREMENTS OF OFSTED**

During Ofsted inspections, the following questions must be addressed by the Inspectors:

1. Do all pupils get a fair deal?  
Inspectors must focus their enquiries on significant groups of pupils (for example, Travellers) who may not be benefiting enough from their education.
2. How well does the school recognise and overcome barriers to learning?  
Inspectors must evaluate and report on the effectiveness of the school in relation to these groups. Schools must be able to show that they monitor the attainment of ethnic minority groups and take steps to improve it.
3. Do the school's values embrace inclusion and does its practice promote it?

Schools and inspectors must have regard for:

- The school's duties and obligations under existing legislation concerned with race relations (as set out in Race Relations Act, 1976 and the Race Relations (Amendment) Act 2000);
- How well teachers promote the inclusive approach demanded by the National Curriculum when interpreting the educational objectives of subjects and courses;
- Government policies aimed at raising educational standards, including: target setting by schools; promoting the inclusion of pupils with special needs or a disability; fostering better personal, community and race relations as highlighted in the Macpherson Report; and promoting social inclusion and race equality; and
- Ofsted's role in responding to the recommendations of the Macpherson Report.

For further details please refer to, 'Evaluating Educational Inclusion; Guidance for Inspectors and Schools' available on <http://www.ofsted.gov.uk>

**Herefordshire School Ofsted Reports 2003 –  
Multi-Cultural Awareness**

23 schools were inspected by Ofsted during 2003. The reports were searched for references to multi-cultural awareness. The following comments were found.

	<b>Primary Schools</b>	<b>Comment</b>
1	Bromyard St Peter's October	<p><b>11.</b> The outcomes of the provision for pupils' spiritual moral, social and cultural development are very good. Pupils learn about the major world faiths together with the visual arts and music curriculum. During the period of the inspection pupils in Years 5 and 6 spent a day visiting the Anne Frank exhibition in Hereford. Following this visit there was a whole school assembly during which pupils reflected about the events surrounding the holocaust in a very moving way.</p> <p><b>32.</b> [Governors] have worked successfully to develop strategies for ensuring that racial equality is fully embedded into the policies and patterns of work throughout the school.</p> <p><b>43.</b> Teachers use their skills very well to extend children's knowledge of different cultures and religions through a wide range of practical activities. Children are taught many of the customs associated with the Hindu festival of Diwali and, in the Nursery, use Asian cooking utensils in addition to those which they see at home.</p>
2	Clehonger CE May 2003	<p><b>139.</b> By the end of Year 2... Pupils know the significance of the major Christian festivals, such as Christmas, and can recall some of the events that occurred. They also recognise that some people are special in their lives, such as their parents and teachers, and they learn to respect each other and people of different races and those who hold different ideas. In their study of Judaism, for example, pupils realise that Jews have different customs and that their beliefs affect the way they live.</p>
3	Clifford February 2003	<p><b>38</b> Racial equality is actively promoted and staff seek to help pupils to develop tolerant and respectful attitudes towards others. There is an appropriate policy for racial equality</p>
4	Colwall CE October 2003	<p><b>7.</b> Awareness of cultures very different from that of the Malverns is well promoted across the curriculum and includes the study of several world religions.</p>
5	Gorsley Goffs October	<p><b>12.</b> Pupils' understanding of their own culture is well supported by the arrangements made for visitors to the school and the many visits made to places of interest. Pupils learn about other cultures when, for example, they study Japan and Kenya as part of their geography topics. They also benefited from meeting visitors from Uganda at the local secondary school.</p>
6	Hampton Dene October	<p>It is good for spiritual, moral and social development but unsatisfactory for developing their learning about other cultures in this country.</p> <p><b>22.</b> Books, however, have not been sufficiently checked for gender and racial bias. This has some bearing on the opportunities pupils have to prepare for life in a contemporary, multi-cultural society.</p>
7	Holmer CE January	<p><b>35.</b> Religious education lessons make a contribution to pupils' understanding of the culture and traditions of other countries. The school's annual religious education week includes the study of non-Christian faiths and cultures. However, pupils' awareness of a multicultural Britain is only satisfactory.</p>
8	Hunderton Junior May	<p><b>31.</b> The school does however, strike a good balance on the whole between the fostering of western culture and that of many diverse ethnic cultures present in the wider society. The annual visit to</p>

**APPENDIX 3**

		<p>London is used effectively as a springboard into the world beyond Hereford.</p> <p><b>88.</b> [the work of artists other than painters]...The school is aware of the need to develop this area of learning, thus contributing positively to pupils' own understanding of their own culture and of different cultures around the world.</p>
9	Kingsland CE June	<p><b>31.</b> Provision for pupils' cultural development is good overall. The school is aware of the need to prepare pupils for a life in a multicultural society, while living in an area with little evidence of it. To help with this development, the annual residential trip is to London. The school is also in contact with children in Tanzania and exchanges letters with them. Pupils listen to music from other cultures, and learn to sing their songs and dance their dances. Pupils' cultural development is also fostered by their study of world faiths in religious education lessons. Staff also work hard to develop pupils' understanding of their own local culture.</p>
10	Ledbury March	<p><b>28.</b> Pupils from minority ethnic groups, including the travellers, are included in the curriculum very effectively. Classes study the culture of travellers and of other countries, such as the Caribbean.</p> <p><b>37.</b> Pupils' own cultures are used to create a better understanding of each other's ways of life. For example, the school held a travellers' assembly and one on India following a visit made by a teacher. In religious education, pupils gain knowledge of the major world religions of Judaism, Sikhism, Islam, Hinduism as well as Christianity.</p>
11	Leominster Junior January	<p>...race issues are not given sufficient emphasis in the developing Citizenship programme.</p> <p><b>35.</b> ...the school has yet to formalise its policy for race awareness.</p> <p><b>37.</b> The school makes good provision for the cultural development of its pupils... The school has arranged visits to other communities, especially those of Asian background, in the urban West Midlands to give pupils insights into the diversity and richness of cultures represented in the wider community.</p> <p><b>134.</b> Discussion with pupils in Year 6 reveals fairly limited knowledge of other faiths, although when talking about prayer or the way in which religion affects your life they show good insight and some spirituality.</p>
12	Longtown January	<p><b>30.</b> Pupils learn about other faiths and cultures in religious education and show a good level of interest in these. They celebrate festivals from different religions during the year and learn about other countries for example, the Caribbean in art, music and geography. However, the multi-cultural aspect of the provision is under-developed so pupils' understanding of the diversity of cultures within the United Kingdom is limited.</p> <p><b>90.</b> ... insufficient emphasis is placed on developing pupils' understanding of the diversity of cultures in the United Kingdom.</p>
13	Lord Scudamore February	<p>[What could be improved] The promotion of pupils' understanding of the richness and variety of other cultures found within Britain's multiethnic and multicultural society.</p> <p>Provision for pupils' cultural development is satisfactory – it does not sufficiently develop pupils' awareness of the richness and diversity of cultures within British society.</p> <p><b>38.</b> In religious education, pupils gain knowledge of the major world religions. There are, however, fewer opportunities to develop pupils' appreciation of the richness and diversity of other cultures, particularly those found in Britain and these are not specifically planned for across the curriculum. This aspect is the weaker element and pupils' understanding of other cultures is</p>

**APPENDIX 3**

		<p>underdeveloped.</p> <p><b>41.</b> The procedures for eliminating any oppressive behaviour are also excellent. Bullying is not tolerated and the one recorded racist incident last year was treated very seriously to promote racial equality in an inclusive school community.</p>
14	Madley July	<p>While there are some outstandingly good examples of the promotion of understanding the culture of far off lands, the promotion of understanding of life in a culturally rich and diverse British society could be more visible.</p> <p><b>6.</b> Very good opportunities are provided for pupils' cultural development... A very good range of opportunities is presented in religious education for pupils to understand about the Christian faith and to set this understanding in the context of their learning about a wide range of other faiths and cultures. There are very good opportunities to learn about different societies in far-off lands, for example, through the school's very effective link with Kenya and the high quality work in association with a resident Japanese student. However, the recognition of and understanding of the multi-cultural dimension of current British society is less well promoted.</p>
15	Michaelchurch Escley January	<p>The school is very effective in the way in which it promotes equality of opportunity, and has a racial equality policy which is fully reflected in practice.</p> <p><b>22.</b> Books, artefacts and resources reflect a wide range of different traditions and cultures, and the school celebrates important occasions in as many of the main world faiths as possible.</p>
16	Mordiford February	<p>Areas for development: implementation of the plans to extend children's awareness of non-western cultures so that provision for children's cultural development is as good as other aspects.</p> <p><b>40.</b> Overall, provision for children to learn about the richness and diversity of other cultures is satisfactory but the school recognises that more could be done and has plans to further develop its provision in this area.</p> <p><b>70.</b> Children have a growing understanding that people have different views, cultures and beliefs that need to be treated with respect. Resources to raise children's awareness of ethnic diversity are not always available.</p>
17	Much Birch January	<p><b>24.</b> A good range of local speakers and speakers from further afield promote pupils' awareness of the wider world and cultural activities such as music and visiting artists promote an awareness of the pupils' own cultural heritage as well as developing an understanding of other cultures and faiths.</p>
18	Shobdon March	No mention found
19	St Thomas Cantilupe February	<p><b>36.</b> The provision for pupils to study their own and other cultures is good. There is opportunity, through the curriculum, through educational visits and visitors, and through the use of information and communication technology, for pupils of all ages to study their own and other faiths and cultures. Good examples include a range of stories and dolls from around the world for the under-fives, finding out about the peoples and cultures of other countries, and a range of projects relating to the culture and demography of Hereford. Pupils gain a good depth of knowledge about other beliefs in their study of world faiths. Art, music and literature are used effectively, to help to develop curiosity, knowledge and aesthetic awareness.</p> <p><b>38.</b> The school has good systems in place to monitor any incidents of racial harassment or bullying.</p>

**APPENDIX 3**

		<b>121.</b> Pupils gain a greater awareness of other cultures through studies of places such as Benin in Africa.
20	Weobley March	<b>37.</b> Cultural and multicultural development are very good and occur naturally as a result of the school's high quality curriculum and links with other groups. There is a long-standing link with a village in Tanzania, and the staff take every opportunity to invite visitors to school to discuss their work and different experiences. All the different subjects are used effectively to teach their different cultural components. <b>67.</b> Children develop an understanding that culture and practice differs in other places. For example they know that people in other countries speak different languages ...They understand and participate in celebrations such as the Chinese New Year...They recognise religious practices from other cultures when they make diva lamps to mark Diwali.

	<b>High Schools</b>	<b>Comment</b>
1	Haywood February	<b>53.</b> Generally, however, increasing pupils' awareness of the richness and diversity of cultures now present in British society is an area for development.
2	St Mary's RC November	<b>[Main strengths]</b> The school promotes good relationships, spiritual development and racial harmony exceptionally well. This creates a calm and mutually supportive atmosphere that is very conducive to learning. <b>18.</b> Analysis of the pupils' questionnaire, however, shows that just over one in four pupils knows of incidents of bullying or racist abuse. The inspection team explored this issue with many pupils during the inspection. Although they said that such incidents do occur from time to time, they all feel that the school attaches great urgency to such issues and deals with them very effectively. Inspectors agree with their positive views. Indeed, procedures for managing behaviour are very effective; there is little bullying and racist incidents are exceptionally rare. <b>22.</b> Awareness of multi-cultural heritage, previously an area for further development, is now being addressed well in daily worship and inter-faith visits, for example, to a mosque and a synagogue. Some particularly good work has been done in English, using texts which highlight the difficulties encountered by Caribbean migrants to England, to the accompaniment of a steel band especially loaned for the occasion.

	<b>Special Schools</b>	<b>Comment</b>
1	Brookfield June	<b>27.</b> Religious education lessons and regular assemblies make a good contribution to the spiritual and cultural aspects of the curriculum. The pupils respond well to opportunities to learn about different faiths and they showed interest in visits made by a local vicar and an army chaplain.



## MONITORING OF CAPITAL AND REVENUE EXPENDITURE

Report By: HEAD OF POLICY AND RESOURCES

### Wards Affected

Countywide

### Purpose

1. To report on revenue and capital expenditure up to 31st March, 2004.

### Financial Implications

2. As set out within the report.

### Revenue Expenditure 2003-04.

3. The monitoring report to the January meeting of this Committee anticipated that the Education Revenue Budget would be underspent by approximately £200,000 (0.25%). The latest projections indicate that the underspend may be higher, in the region of £300,000 (0.4%), as Appendix 1 indicates. The higher level of underspending derives, in particular, from lower than expected take-up of Nursery Education Grant for 3 year olds. The actual number of children taking up grant is not greatly different from that projected, but some parents appear to be opting for fewer sessions than the 5 daily sessions to which they are entitled.
4. On Home to School Transport, for which budget provision had anticipated a higher level of inflation, it has been possible to contain costs a significant saving has been achieved. Measures to reduce costs have included improved efficiency in route planning and in the allocation of transport for students with Special Educational Needs.
5. Expenditure on school placements for pupils with Special Educational Needs has risen above the provided level, reflecting the significant above-inflation costs for residential provision for pupils with the severest and most complex needs. There has also been increased activity in the post 16 area by the LSC for which the LEA has to pay. A number of programmes of action have been put into place in order to reduce the costs of expensive placements. Such measures include development of small specialist provision for primary age children with autism and new joint-working arrangements with Social Services and the Primary Care Trust.
6. **School** budget allocations have needed in-year increase amounting to approximately £400,000. Such adjustments were required to take account of newly delegated banded funding for pupils with SEN in primary schools, to meet the extra cost of insurance premiums above the level of inflation and to provide for growth in pupil numbers in secondary and special schools. Such in-year adjustments are normal features of the current LMS Scheme and contingency provision had been made within the Schools Budget to cover those additional costs.

## Capital Expenditure

7. Expenditure on capital projects in Education is summarised in Appendix 2. Spending on completed projects is shown in aggregate at the top of Table, but projects are shown individually where outstanding payments have yet to be finalised, or in the case of those projects where building contracts have been let and construction is underway, or where projects are still at a design stage.

It should be noted that:

- (a) overall the capital programme has been delivered within budget, with neither significant overspend nor under spend;
- (b) one of the largest items of expenditure relates to acquisition of the new site for replacement of Whitecross High School. The contract should be completed before 31st March, which is timely given that the Cabinet decided on 18th March the selection of a preferred bidder. An update will be provided at the meeting, and plans will be on display to indicate the form of building that it is intended the school should have;
- (c) the fact that there are 15 projects in design or at construction means that a commitment to future spending of £3.9m has been made;
- (d) 11 projects over £100,000 were completed within the financial year. The Chairman of the Committee has visited 6 of these, and also inspected two schools under construction. In all instances of completed schemes, schools were very pleased with the overall result, though often having some reservations about some details. The schemes and the observations made are set out in the table below.

School and Project	Value	Start date	School comments
St David's PRU	£631,500	January 2003	Very pleased with outcome, though concern about some aspects of construction, especially meeting deadlines.
Lugwardine Primary School	£97,877	April, 2003	Pleased with outcome though concern about inconvenient phasing of work.
St Mary's RC High School	£389,100	April, 2003	Some concerns during implementation with criticism over detailed finish (e.g. height of trunking conflicting with whiteboard), flooding incident and purchase of furniture.
Lea CE Primary School	£984,585	May, 2003	Under construction. At this stage nothing but praise for architect and contractor.

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For further information on the subject of this report is available from  
George Salmon, Head of Policy and Resources on (01432) 260812

Much Marcle CE Primary School	£258,667	February, 2003	Flexibility of architect and contractor praised.
John Masefield High School	£957,800	February, 2003	School observation that it is essential for staff and students using the building to be involved from outset. Again, example of conflict between heights of trunking and whiteboard occurred which could have been avoided through fuller involvement of users.

**RECOMMENDATION**

**THAT the report on Education capital and revenue expenditure be noted.**

**BACKGROUND PAPERS**



## Education Revenue Budget Monitoring Report – April 2004

	2003/2004 BASE BUDGET £'000	VARIATIONS At February 2004 £'000	NOTES
<b>A. Schools Budget (Net Revenue)</b>			
Schools Formula Allocations	58,867	+400	Banded funding, insurance, pupils
LEA Contribution to delegated Specific Grants	2,000		
<b>Central spending within the Schools Budget</b>			
Provision for LEA Children with Special Needs	1,513	-200	Reserve for banded funding
Fees to Independent Schools for SEN placements	800	+200	Fees and placements
Pupil Referral / Education Other than in Schools	1,386		
Early Years Education	2,380	-150	Grant take up
Other Services for Schools/contingency	838	-200	Reserve
<b>Total School Budget (Net Revenue)</b>	<b>67,784</b>	<b>+50</b>	
<b>B. LEA Budget</b>			
Strategic Management	1,646	-170	To cover variations
Severance, Pension Liabilities and Staff Sickness	518	+17	Updated costs
Specific Grants	540		
Special Education Services	964		
School Improvement	703	+53	Professional support
Transport, Admissions and Asset Management	6,405	-200	Transport
Youth Offending Team and Student Awards and Grants	310		
Learning and Skills Council	(1,922)		
<b>Total LEA Budget</b>	<b>9,164</b>	<b>-300</b>	
Central Support	719		
<b>Education Budget 2003/2004</b>	<b>77,667</b>	<b>-250</b>	Underspend overall



APPENDIX 2

EDUCATION CAPITAL PROGRAMME 2003/04

	<b>2003/4 Estimated Payments to 31.03.04 £</b>
Payments on Schemes Completed within the current and previous financial years.	<b>2,588,022</b>
<b>Projects in Progress</b>	
i. Site Acquisition (incl. Whitecross)	568,000
ii. Ross, John Kyrle – Sixth Form	10,000
iii. Ross, John Kyrle – Development of Sports Pitch	5,000
iv. Kingstone High – Sports Hall	25,000
v. Temporary Classrooms	400,000
vi. Haywood High – Extension to Dining Room	10,000
vii. St. Mary's Primary, Credenhill – Development Costs for new school	16,100
viii. St. Martin's Primary – Refurbishment	16,000
ix. Early Excellence Centre – New Building	733,722
x. Seed Challenge Projects – Various	191,000
xi. St. James' Primary – Classroom Extension	50,000
xii. Sutton Primary – Development Costs for new school	22,000
xiii. Holme Lacy Primary – Access Road	6,000
xiv. Condition / Maintenance Works	1,026,830
xv. Disabled Access Improvements – Various	225,000
<b>Projects in Design Stage</b>	
i. Ledbury Primary – Nursery	1,000
ii. Fairfield High – CDT Block	2,000
iii. Weobley High – Sports Hall/Admin Offices/Car Park/Science Labs/Mobile Classrooms	5,000
iv. Kington Primary School – Nursery class	1,000
 <b>Sub-Total</b>	 <b>3,313,652</b>
<b>TOTAL ANTICIPATED EXPENDITURE</b>	<b><u>5,901,674</u></b>
<b>Total Resources Available</b>	<b>5,921,869</b>





**SCHOOL TRANSPORT REVIEW - INTERIM REPORT****Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Countywide.

**Purpose**

1. To inform the Committee about the work of the School Transport Review Group.

**Financial Implications**

2. None at this stage.

**Report**

3. The School Transport Review Group met on Tuesday, 3rd February and Monday, 15th March, and is due to meet immediately before the meeting of this committee.
4. Councillor B. Ashton has assumed the Chair for the working group. The Group is aiming to produce recommendations on discretionary policies for consideration by this Committee on 22nd June 2004 and on proposals for a pilot scheme to the meeting in October.
5. The Group has considered the Council's discretionary policies that currently apply in the following situations.

Boarding points - locations

Year 10/11 pupils who change home address and school catchment area.

Transport for pupils with church places at denominational schools.

Travelling times on routes

Vacant seats for all age groups

Post-16 Transport

Transport provision for under 5s

Public Service Routes – subsidy

Transport for pupils with Special Educational Needs

6. As part of the review, it was decided that there should be consultations with schools and colleges, neighbouring LEAs, the Learning and Skills Council, and Diocesan Education Authorities because of their obvious interest in matters relating to daily access to education. Those consultees were asked if they saw a need to amend any of the discretionary policies. The pattern of responses is set out in the table below.

	<b>Responses in favour of</b>	
	<b>(a)Status quo</b>	<b>(b) change</b>
1. Boarding Points	<b>29</b>	9
2. Yr 10/11 pupils changing address	<b>31</b>	6
3. Denominational Policy	15	<b>22</b>
4. Travelling Time	<b>39</b>	0
5. Vacant seats for all age groups	<b>34</b>	5
6. Post 16 Transport	<b>32</b>	6
7. Transport provision for under 5s	<b>26</b>	12
8. Public Service Route subsidy	<b>27</b>	3
9. SEN Transport - statutory aged	<b>16</b>	14
- Post 16	<b>16</b>	14
	<b>Responses in favour of</b>	
	<b>(a) Participating in Pilot</b>	<b>(b) Not participating in Pilot</b>
Pilot scheme	<b>24</b>	9

7. The group have asked for further reports to be prepared for and for further consultation on the alternative policy options that could be considered in the following areas: -
1. Denominational Transport
  2. Post 16 Transport
  3. Transport provision for under 5s
  4. Transport for children with SEN.
8. The options for change to be considered in a further round of consultation are to be discussed at the meeting to be held immediately preceding the meeting of this Committee on 5th April. If the group accept those options, they will be tabled at the meeting.

**RECOMMENDATION**

**THAT the Committee note the report.**

**BACKGROUND PAPERS**

**SURE START (WHOLE COUNTY) – 2 YEAR PLAN****Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Countywide

**Purpose**

1. To provide information about the two-year action plan for early years provision and the development of early years services in the County.

**Financial Implications**

2. The costs of the plan will be contained within the approved budget for Education, as supplemented by relevant specific grants.

**Report**

3. The DfES have relaunched all early years work under the general title of Sure Start. All early years work in the DfES is now dealt with in the Sure Start Unit. Instead of having to develop Early Years Strategy Plans, LEAs are now expected to have a Sure Start Plan covering the whole of their area for the 2-year period 2004-06. Confusingly the new title also covers the two area based projects in Herefordshire known as the Kington-Leominster Sure Start project and the mini Sure Start Project in Bromyard.
4. This report outlines the action plan for the whole of the County. It is intended as a working document, and does not need to be submitted to the Secretary of State, though it does need to be approved and monitored by the Early Years Development and Childcare Plan (EYDCP). It is a 75-page document, much of it in the tabular form required for plans. A copy can be provided on request.
5. Within the Plan, 5 major goals are identified within which actions have been grouped under a number of sub-headings. They are as follows:

**(i) Better Strategic Planning and Partnership Working****(ii) Integrating services for young children and families:**

Early education – to ensure that there is a place for every 3 and 4 year old

Children's Centres – to develop three children's centres

Kington/Leominster/Bromyard Sure Start local programmes – to deliver the national Sure Start targets

Developing existing provision – to create 166 full day-care places

**(iii) Creating and sustaining childcare:**

Creating new childcare places – to create 856 new childcare places

Retained functions and pathways to registration – to maintain effective liaison with Ofsted who are responsible for registration as well as inspection

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For further information on the subject of this report is available from  
G. Salmon, Head of Policy and Resources, (01432) 260802

Out of school places and extended schools – to create 718 out of school places  
 Childcare in FE and HE – to ensure allocated funding is used for this purpose  
 Childcare for teenage parents – to provide childcare for every teenage parent  
 Childminders – to create 120 new childcare places  
 Home child carers – to raise awareness of home childcarers scheme (i.e. childminding at child's home)  
 Sustainability for childcare provision – to develop preventative support  
 Business support – to develop support for out of school provision  
 Promoting affordability and helping parents into work – to develop information system  
 Children's Information Services/Information to parents – to continue to improve service

**(iv) Ensuring quality, access and inclusion:**

Support children's learning and development – to improve quality through various new and existing initiatives  
 Children with special needs and disabled children – to improve SEN support  
 Using libraries – to encourage use of libraries by families and children  
 Listening to children – to expand "bookstart", a scheme for introducing children to books  
 Working with minority groups

**(v) Developing in the workforce**

Recruitment and retention – to offer taster courses for potential staff and training to develop skills among existing staff  
 Workforce training and development – to support a variety of courses offering accreditation to individual staff.

6. Under each goal, details are given for specific objectives or targets and actions are identified with timescale, resource implications and responsibility. All the relevant information is set out in a 75 page document which can be made available to any member wishing further detail.
7. At the strategic level, the delivery of the action will depend on continued improvement of inter-agency working. Delivery of the plan is also likely to be influenced by the legislation expected from the Green Paper, 'Every Child Matters'.
8. There will be continued pressure on resources to fund all the desirable activities. Given that the level of demand for expenditure on early years puts pressure on the allocation within the Education Funding Spending Share (EFSS), this will be easy to achieve.

**RECOMMENDATION**

**THAT the Committee note the report.**

**BACKGROUND PAPERS**

**EARLY YEARS EDUCATION – “COMMUNICATION MATTERS”****Report By: DIRECTOR OF EDUCATION****Wards Affected**

Countywide.

**Purpose**

1. To inform the Committee of the imminent publication of a new Herefordshire training video, *Communication Matters*, on early years education.

**Financial Implications**

2. The cost of producing the training video has been met from within the approved budget for early years education.

**Report**

3. A training video has now been completed for use by Early Years Groups, LEA nurseries and school reception classes. The response to previews has been very encouraging, including requests for copies from advisory staff in other LEAs and the DfES. The training video will be launched, with accompanying training manual, during the summer term. The first viewing will be at 5.45 p.m., on the evening of 6th May, immediately before a scheduled meeting of the Early Years Development and Childcare Partnership at Blackfriars. Councillors would be very welcome at that first viewing, if they would like to come along. The Early Years Development and Childcare Partnership meeting, which follows, is itself a public meeting.
4. The training video provides an interesting and lively introduction to the many good practices that enable children to enjoy and benefit from their first experiences away from home. There are important messages for all who play a part in early years settings – whether as parents or volunteers, teachers or teaching assistants, or as support staff who supervise and nurture children throughout the day. The messages are as relevant to playgroups and nurseries as they are to reception classes in schools.
5. The central focus of the video is communication. It shows how much learning, speaking, listening and purposeful activity – as well as sheer fun and mutual affection – can be packed into each day. The featured items include: children arriving with their parents in the morning, circle and story time, planning boards, pirate trails, talking in small groups, 2-way telephones, snacks at break-time, persona dolls and puppets, building bridges, hunting for mini beasts, and role play at the seaside or the travel agent or the airport.

6. Making of the video has involved the co-operation of twelve early years groups and schools. The video was commissioned from Silva Productions and was produced by the Council's inspector for Early Years, with advice from early years professionals in private, voluntary, independent and school settings.

## **RECOMMENDATION**

**THAT the Committee note the report.**

## **BACKGROUND PAPERS**

- None identified.