

A G E N D A

Education Scrutiny Committee

Date: **Tuesday, 14th December, 2004**

Time: **10.00 a.m.**

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

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

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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.D. Griffin (Roman Catholic) and Revd. I. Terry (Church of England)
	Parent Governor Members	Mr S Boka (Parent Governor Member (Secondary)) and Ms K. Fitch (Primary School Parent Governor Member)
	Teacher Representatives	C. Lewandowski (Secondary Teachers) and J.D. Pritchard (Primary Teachers)
	Headteacher Representatives	A Marson (Secondary Headteachers) and Miss S. Peate (Primary Sector Headteachers)

	Pages
1. APOLOGIES FOR ABSENCE	
To receive apologies for absence.	
2. NAMED SUBSTITUTES (IF ANY)	
To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. DECLARATIONS OF INTEREST	
To receive any declarations of interest by Members in respect of items on the Agenda.	
4. MINUTES	1 - 8
To approve and sign the Minutes of the meeting held on 5th October, 2004.	
5. EDUCATION WELFARE SERVICE - POLICY AND PROCEDURES ON SCHOOLS ATTENDANCE	9 - 16
To provide an update on the policies and procedures followed by the Education Welfare Service when monitoring and promoting good attendance by pupils in schools.	
6. SUPPORTING PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	17 - 40

	To consider the support offered to schools where they have pupils whose first language is not English in order to promote their full participation in the curriculum and integration in all aspects of school life.	
7.	SECURITY IN SCHOOLS	41 - 44
	To inform the Committee of the approach to security in schools.	
8.	PRIMARY SCHOOL PROVISION IN HEREFORD CITY	45 - 52
	To inform the Committee of the strategy of providing school places in Hereford City, particularly south of the river.	
9.	PROGRESS OF MAJOR CAPITAL SCHEMES - AND TARGETED CAPITAL FUND	53 - 56
	To report on progress on the education capital programme in the current financial year and the implications for the service, and to consider the recently announced DfES allocations for future years.	
10.	EDUCATION BUDGET REVENUE MONITORING REPORT 2004/05	57 - 60
	To report on revenue expenditure for 2004/05.	
11.	HEREFORDSHIRE'S LOCAL PUBLIC SERVICES AGREEMENT	61 - 64
	To consider the progress against the Education elements of the Herefordshire Local Public Service Agreement.	
12.	SPECIAL EDUCATIONAL NEEDS PROVISION & SUPPORT SERVICES IMPROVEMENT PLAN	65 - 66
	To consider the progress of Improvement Plan (Stage 4) of the Best Value Review of Special Educational Needs Provision and Support Services.	
13.	BEST VALUE REVIEWS - UPDATE	67 - 74
	To consider the progress made on the seven Best Value Reviews conducted between 2000 and 2004.	

PUBLIC INFORMATION

HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES

The Council has established Scrutiny Committees for Education, Environment, Health, 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

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- 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.
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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 The Council Chamber, Brockington, 35 Hafod Road, Hereford on Tuesday, 5th October, 2004 at 10.00 a.m.

Present:	Councillor	B.F. Ashton (Chairman)
	Councillor	J.P. Thomas (Vice-Chairman)
	Councillors	H. Bramer, N.J.J. Davies, R.M. Manning, Mrs. S.J. Robertson, D.C. Taylor, Ms. A.M. Toon and W.J. Walling
	Church Members	J.D. Griffin (Roman Catholic), J. Chapman (Church of England).
	Parent Governor Members	(none present)
	Teacher Representatives	J.D. Pritchard (Primary Teachers)
	Headteacher Representatives	A Marson (Secondary Headteachers) and Miss S. Peate (Primary Sector Headteachers)

17. APOLOGIES FOR ABSENCE

Apologies were received from Mr S. Boka, Mr C. Lewandowski, Councillor Mrs J.E. Pemberton and Revd. I Terry.

The Committee noted that Mr Sandy Boka had been appointed as Parent Governor Member representing Secondary Schools.

The Committee were informed that Mrs E. Christopher Teacher representative for the Special school sector, was no longer eligible to serve on the Committee and that a replacement representative was being sought.

18. NAMED SUBSTITUTES

Mr J. Chapman substituted for Rev I. Terry.

19. DECLARATIONS OF INTEREST

There were no declarations of interest.

20. MINUTES

Councillor Ms A.M. Toon reported that she had sought clarification from the County Secretary & Solicitor concerning voting and the declaration of interests in relation to minute number 11 – Review of Discretionary Policies Applicable to Home to School Transport.

RESOLVED: That the minutes of the meeting held on 22nd June, 2004, be approved as a correct record and signed by the Chairman.

21. YEAR 2004 RESULTS FOR HEREFORDSHIRE SCHOOLS

The Committee considered the Summer 2004 provisional results at Key Stages 1, 2, 3, 4 and 5 for Herefordshire Schools.

The Head of Inspection, Advice and School Performance Services (IASPS) reported that results for 2004 were provisional. They were subject to a margin of error, in general, of + or – 1% due to schools in all phases having returned a number of papers for re-marking. National comparative data was not yet available or remained provisional. In addition, the Key Stage 3 English results had been withheld due to extensive difficulties with the accuracy of the marking and were not likely to be available before the end of September.

Overall, the results indicated another successful year for pupils and schools across the County, with some significant improvements at the end of primary school in English and Maths, and a sustained level of high performance at Secondary schools.

The Committee debated the provisional results, noting that the exam results of pupils who took exams early were included in the results for the year in which the pupil would normally have taken the exam. In response to a question concerning the range of 6th Form exam subjects taken, particularly relating to the increase in 'modern' subjects, the Head of IASPS reported that a break-down of subject could be obtained. However, the outcomes from the Area Wide Inspection and the Tomlinson Report may affect the range of subjects currently offered. The Committee congratulated the students, teachers and education officers on the exam results.

RESOLVED: That the report be noted and the Director of Education be asked to convey the congratulations of the Committee to students, teachers and education officers on the exam results attained.

22. TEACHER'S WORKLOAD AGREEMENT - MONITORING OF PROCESS

The Committee were informed of the progress being made, both locally and nationally, in implementing the National School Workforce Remodelling Programme.

The Head of Inspection, Advice and School Performance Service (IASPS) reported that, while it was still early days in the delivery of the programme, good progress had been made locally in delivering the teachers' Workload Agreement and Remodelling Programme as outlined in the report.

The Head of IASPS highlighted that schools were making good progress in relieving teachers of the 24 administrative and clerical tasks they were no longer routinely required to undertake. While there was no evidence that this part of the agreement was proving to be a major hurdle in any particular school, he acknowledged that comments made at the Work Force Remodelling Forum indicated some problems did exist. Alongside the contractual changes was the Remodelling Programme, which provided a good opportunity for schools to take a fresh look at how they operated.

In the course of discussion, the Committee noted that from September 2005 Headteachers must have dedicated time, not just to manage, but to lead their school, (non-contact time). This prompted the Committee to debate the distinction between management and leadership and how Headteachers distinguished between the two.

RESOLVED: That the report be noted.

23. STAFF SICKNESS ABSENCE

The Committee considered levels of staff sickness and absence in the Education Service.

The report set out the staff absence figures for the Education Service, broken down into Blackfriars, Teachers and School Support Staff sectors, for the period 1st January 2001 to 31st August 2004.

The Director of Education reported that, considering that teaching and support staff had a high rate of exposure to ailments, the Service's sickness rate was broadly in line with the Councils average.

The Committee debated the sickness figures and while they acknowledged that these could only show the general trends, they requested that future reports show a fuller breakdown and include, if possible, comparative information nationally.

RESOLVED: That the report be noted and where possible a more comprehensive breakdown of figures be presented.

24. UPDATE ON OFSTED SCHOOL INSPECTIONS SINCE SEPTEMBER 2003

The Committee received an up-date on the outcomes of Ofsted School Inspections since 1 September 2003, and in particular those inspections for which reports had been published since the end of the school year 2003 – 2004.

The Head of Inspection, Advice and School Performance Services (IASPS) reported that, since the report to Committee on 5th April 2004, Ofsted reports on 8 schools had been published. Appendix 1 contained summary paragraphs setting out an overall evaluation of each school. During the 2003–2004 academic year Ofsted had inspected a total of 14 Herefordshire Schools, including 7 primary, 3 special and 4 high schools. This had been a smaller number than in previous years, being a 13% sample of all schools. The sample contained 8% of primaries, 75% of special schools and 28% of Secondary Schools. The Head of IASPS commented that, overall, the evidence emerging from these Ofsted inspections supported the notion that Herefordshire had a successful and robust education system in which pupils received a good quality of education.

The Head of IASPS highlighted the disappointing situation at Weobley High School, which had been placed in special measures and was the first school in the County to be placed in this category for over two years. He explained that a new and much more challenging inspection regime had been introduced by Ofsted in September 2003 which had led to a sharp increase nationally in the number of schools being placed in special measures. The inspection process was being revised again for September 2005. He further commented that it was abundantly clear that any school that could not demonstrate consistently high standards of teaching, an improving examination performance and positive value added was vulnerable to being placed in one of the negative categories.

The Director of Education acknowledged that, while the local assessment had been that Weobley was underachieving, the Education Service and Weobley High School had accepted the more severe verdict provided by Ofsted. He reported that collectively there had been regret about the heaviness of the language used in the report. He further reported that the school was moving forward positively under the leadership of the new headteacher.

The Committee agreed that, overall, Herefordshire had many good or very good

schools, as evidenced by the Ofsted inspection reports. However, they acknowledged that schools, and the Education Service, must not get complacent, particularly in view of the revised inspection regime. On questioning the monitoring of schools the Committee were informed that IASPS undertook a rigorous monitoring programme, under which the assessment of each school was updated on a termly basis.

RESOLVED: that the report on Ofsted School inspections be noted.

25. BEST VALUE REVIEW OF SPECIAL EDUCATIONAL NEEDS

The Committee considered the Stage 3 Report of the Best Value Review of Special Educational Needs Provision and Support Services.

The Head of Children's & Student's Service reported that the original scope of the review covered individual support for statemented pupils and the contribution of educational psychology. This remit was considered too narrow and the Committee had accepted that it be extended to encompass the physical and sensory, medical and behavioural and learning support services. The Stage 3 Report had been circulated to the Committee and made available to the public.

The Manager of Special Educational Needs reported that the Best Value Review Team, Chaired by Dr S. Ferguson, recommended that the way forward most likely to deliver improvement to the services provided would be to maintain current provision but to implement improvements, as set out at section 9.1 page 41 of the report. The Review Team believed that this would retain continuity of provision and enable known issues to be rectified.

The Committee noted that the review had identified concerns relating to co-ordination between services (para. 1.7) and Communication (para. 1.8). In response to a request for clarification on paragraph 9.4 – Delegate monies to schools – the Committee were informed that, while many statutory areas of the service could not be delegated and the rural nature of the authority discouraged a competitive element, there were further areas of funding that could be considered for delegation.

The Committee further noted that having taken into account responses from schools, particularly in the primary sector, the system of Banded Funding for Special Educational Needs had been improved.

In response to a question regarding the level of support for gifted children, the Director of Education reported that while there was no statutory requirement to provide additional support, there was a government expectation that, in common with all pupils, appropriate differentiated support would be provided to meet their needs

RESOLVED:

That

- a) **the outcomes and findings of the Best Value Stage 3 report on Special Educational Needs Provision and Support Services be accepted;**
- b) **the recommendation set out at section 10 on page 43 of the Best Value Review, report namely that 'the way forward most likely to deliver improvement to the services provided would be to maintain current provision but to implement improvements' (indicated at section 9.1), be accepted and recommended to the Strategic Monitoring Committee.**
- c) **the Chairman write to thank Dr Sue Ferguson for Chairing the review and producing such a comprehensive report; and**

- d) the subject of the level of support for gifted children be considered as an item for inclusion in the Committee's work programme.

26. SCHOOL TRAVEL INITIATIVES - PROGRESS REPORT

The Committee received a progress report on the school travel initiatives being pursued by the Council to encourage the use of more sustainable forms of transport for journeys to school.

The Head of Policy and Resources reported that combining joint DfES/DfT School Travel Initiative funding (£32,000) and Local Transport Plan (LTP) funding had enabled the recruitment of a full-time School Travel Adviser and a term-time School Travel Support Worker and introduced Linda Sinker and Alan Hickling respectively.

The Committee noted that all maintained schools had been surveyed to assess the status of school travel plans. Support was provided to schools in the process of developing travel plans and all plans received were reviewed with regard to the DfES minimum criteria. Nineteen county schools had met the deadline for the first year of the grant scheme and would now be able to apply for the grant to implement their travel plans. It was further noted that studies for phase 3 Safer Routes to School projects had recently been completed and several schemes had been programmed for 2004/05. Further steps would be undertaken by both the School Travel Adviser, and School Travel Support Worker to progress the programme.

In response to a comment regarding the need to ensure better integration of the various transport related policies and funding, the Head of Policy and Resources reported that the School Travel Officer Working Group would be re-established to co-ordinate the range of officers and responsibilities impacting on school travel.

RESOLVED: that the initiatives outlined in the report be noted.

27. REVIEW OF SMALL SCHOOLS - BRILLEY PRIMARY, ST. MARY'S OF HOPE CE PRIMARY, KINGS CAPLE PRIMARY, LONGTOWN PRIMARY AND DILWYN PRIMARY

The Committee were given details of pupil numbers in 5 very small schools at the start of the autumn term, 2004 and invited to comment about the extent to which the position of any of the five schools, whose pupil numbers are below the review levels specified in Herefordshire's School Organisation Plan, should be examined further.

The Director of Education reported that the policy concerning the review of primary schools was contained in Section 2D of the School Organisation Plan, which was set out in the report. Under the review categories set out in the review policy, there were 3 Primary Schools with fewer than 35 pupils and 2 with 36 to 45 pupils on roll at the start of the autumn term 2004.

He highlighted that **St Mary's of Hope CE Primary at Hope Under Dinmore** remained the smallest school in the County. The standard of teaching and learning did not cause concern. However, the current roll of 15 pupils amounted to a drop of 35% compared with the 23 pupils on roll at the time of the previous review, which concluded when the National Adjudicator rejected the Council's closure proposal in June 2002. The Director of Education reported that discussions were underway with the Diocesan Authority and the Governors of the school concerning the situation.

Numbers at both **Brilley Primary** and **King's Caple Primary** schools had been falling slowly for several years. Brilley currently had 29 on roll. Only one pupil was

expected to leave in 2005 but there was a large group of 11 year olds due to leave in July 2006. In the summer term 2004 25% of pupils on roll were from Brillley's own catchment area. King's Cuple currently had 35 on roll. Parts of its designated catchment area were not far from several other schools. Both schools had recently appointed headteachers who would need time in which to demonstrate the longer term prospects for their schools.

Longtown Primary and **Dilwyn Primary** schools had been small schools for many years with fluctuating pupil admissions. The Director of Education reported that they differed from the previously mentioned schools, however, because they did not appear to be in immediate danger of the number of pupils on roll falling further. Longtown's roll had remained between 35 and 45 pupils for over 10 years. The school took a very high percentage of pupils from its own catchment area. Dilwyn's roll was around 40 pupils ten years ago, peaked at 54 five years ago and was currently 41.

The Committee appreciated that all of these were good schools with effective leadership.

RESOLVED That the report be noted.

28. ANNUAL REVIEW OF SCHOOL ORGANISATION PLAN

The Committee were invited to comment on the draft School Organisation Plan 2004-2008.

The Head of Policy and Resources reported that on 26th May 2004 the School Organisation Committee (SOC) had considered information for the School Organisation Plan. The main issues identified by the SOC were: i) the continued fall in primary numbers; ii) that admissions to high schools had peaked, in the future the size of the Year 7 cohort expected to fall, but with sixth forms in high schools expected to continue to grow and iii) the numbers of pupils from ethnic backgrounds other than British remained small (2.3%), though there was an increase, which was reflected in the additional number of requests from schools to support pupils who spoke little English. The SOC requested that a review of primary school provision in Hereford City be undertaken. The SOC also suggested that a debate be initiated into the future of primary school provision in Leominster, given the expansion towards Baron's Cross. The Head of Policy and Resources reported that the Leominster issue had now been debated and the Governors of Leominster Junior and Infants schools felt that improved provision on the existing site would be preferable.

The Committee noted the position outlined in the report and discussed issues concerning 'planning gain' and the expected pupil numbers in the South Wye area, particularly in view of the development of Bradbury Estate

RESOLVED: That the report be noted.

29. PROGRESS OF MAJOR CAPITAL SCHEMES (AND TARGETED CAPITAL FUND)

The Committee received a progress report on the education capital programme.

The Head of Policy and Resources reported that 26% of the resources allocated for education building projects had been spent. Projected expenditure on capital projects in Education for 2004/05 was summarised in Appendix 1 to the report. He outlined progress on a number of major building schemes identified in the report.

Appendix 2 to the report indicated the Planned School Maintenance Programme for 2004/05.

The Committee debated the progress of schemes. In response to a question concerning security at schools The Committee were informed that, in the case of major improvements or new builds, security considerations were incorporated into the scheme. The Director of Education commented that there needed to be a balance between having a secure welcoming school without creating a hostile, oppressive environment. In the case of sprinkler systems it had been decided not assess the position in each case, bearing in mind the relevant cost and level of risk involved.

The Committee requested that a report on security at schools be presented to a future meeting.

RESOLVED: That the report be noted and a report on security at schools be presented to a future meeting.

30. EDUCATION REVENUE BUDGET MONITORING REPORT 2004/05

The Committee received a report on the monitoring of the revenue budget for education.

The Director of Education reported that, based on expenditure to 31st July 2004, it was anticipated that the Education Revenue Budget would be underspent by £220,000. The trend had been confirmed by monitoring of spend to 31st August, as indicated by the projected underspend of £415,000 set out in Appendix 1 to the report. He emphasised that the budget would continue to be carefully monitored.

RESOLVED: That the monitoring report on the Education Revenue Expenditure to 31st August 2004 be noted.

31. COMPLAINTS, COMPLIMENTS AND APPEALS

The Committee considered the summary of comments, complaints and appeals relating to the Education Directorate, for the period 1st November 2003 to 31st August 2004.

The Director of Education reported that, contrary to expectations, the number of pupil admission appeals had fallen following the introduction of the new co-ordinated arrangements (the three preference system). He hoped this trend would be repeated when the co-ordinated arrangements were introduced for the primary school transfer.

The Committee noted that notwithstanding the introduction of 'banded funding' for special needs, parents retain their statutory rights to ask for formal assessments with a view to obtaining a statement of Special Needs and that a number of related appeals had therefore arisen. That route would continue to be available to parents, though it was expected that the number of such appeals would reduce following the further implementation of banded funding.

RESOLVED: That the report be noted.

32. COMMITTEE WORK PROGRAMME

The Committee considered the range of business that it was anticipated the Committee would need to consider during the remainder of the financial year

2004/05.

The Committee suggested that the following items be considered for inclusion in the Committee work programme:

1. Security at Schools – discussed at minute item No. 29. – Progress of Major Capital Schemes.
2. The work of the Connexions Service – (the Social and Economic Development Scrutiny Committee have requested a seminar on this issue).
3. ICT issues affecting schools – a seminar for the Committee on this issue had been arranged for 21st March 2005.
4. Schools Policy Towards Drugs – this issue had been previously suggested at the 22nd June, 2004 meeting when the Committee considered the education of excluded pupils. (Minute item No 12)
5. Level of Support for Gifted Children – discussed at minute No 25 – Best Value Review of Special Educational Needs.
6. Level of support for schools with pupils ‘whose first language is not English (discussed at minute item 28).
7. Primary school provision in Hereford City, particularly in South Wye (discussed at minute item 28).
8. School Transport – The Director of Education reported that following the review of Discretionary Policies Applicable to Home to School Transport, reported to Committee on 22nd June 2004, the matter had been considered by Cabinet on 15th July 2004 who decided that “there should be no change to the current policy pending the outcome of the government’s transport review and the Council’s cross-cutting best value review of transport”. The Director recommended that this issue be held in abeyance until the outcome of the government’s review and the Council’s best value review.

RESOLVED: That items 1 – 7 be included in the work programme and item 8 be held in abeyance until the outcome of the government’s transport review and the Council’s Best Value Review of transport.

The meeting ended at 12.19 p.m.

CHAIRMAN

EDUCATION WELFARE SERVICE – POLICY AND PROCEDURES ON SCHOOL ATTENDANCE

Report By: HEAD OF CHILDREN'S AND STUDENTS' SERVICES

Wards Affected

Countywide

Purpose

1. To provide an update on the policies and procedures followed by the Education Welfare Service when monitoring and promoting good attendance by pupils in schools.

Financial Implications

2. None.

Report

3. At the Committee's meeting in February 2003 (minute No 62), reference was made to issues concerning levels of attendance of pupils in schools. At that meeting, the Education Welfare policy for promoting good attendance was circulated and discussed. The discussion touched on the policy for intervention, in the case of pupils whose attendance is persistently unsatisfactory. This report looks at progress made over the intervening period (see Appendix 1 'Absence Figures Herefordshire 2001/2004').
4. Truancy sweeps, conducted in partnership with the Police, continue to be a regular activity in promoting good attendance. Sweeps are usually undertaken once each half-term with extra sweeps added during targeted periods, for example the May Fair or the lead up to Christmas. In February 2005, the EWS will run a pilot Truancy Sweep involving the whole of the team. This will include removing unaccompanied children from the streets and taking them to a place of safety where they can be interviewed.
5. The Welfare Service's aim is to work supportively with families and schools to ensure that problems of attendance are addressed early, in the most positive way. However, in those cases where parents consistently fail to send their children to school to a satisfactory level, the Education Welfare Service (EWS) are increasingly resorting to methods which involve the use of penalties awarded against parents.
6. Although the ultimate possibility of legal action is always mentioned at an early stage in the discussions with parents, the Welfare Service and schools have a carefully graded approach, to ensure that efforts to persuade and assist have been thoroughly explored before a decision to prosecute is taken. The prospects of successful prosecution will be poor unless the Service and schools can demonstrate that all other reasonable strategies have been attempted over an appropriate timescale, but

For further information on the subject of this report is available from
Dennis Longmore, Manager of Pupil, School and Parent Support on (01432) 260816 or
Pete Collin, Principal Educational Welfare Officer on (01432) 260861

have failed. Court action is a strategy to ensure that pupils return to regular school attendance – it is not a device for punishing parents.

7. During the 2003/04 academic year, the Education Welfare Service prosecuted 27 parents because of their children's non-school attendance. This is in contrast to the previous year when 8 parents were prosecuted. All of these cases required more than one court appearance to resolve, the minimum number being 3 and the maximum being 10. Sentences ranged from an absolute discharge to a £300 fine and 2 parents who each received 100 hours Community Service. The parents being prosecuted represent a very small group of parents. In one case, the service is preparing to prosecute one set of parents for the 5th time. The effects of publicising the prosecution figures will, it is hoped, provide a positive increase in attendance figures during the current school year. The Education Welfare Service typically receives between 850 to 950 referrals a year.
8. The Education Welfare Service has publicised the statistics relating to prosecutions and announced the beginning of the Penalty Notice system (see Appendix 2) in both the Hereford Times and the Hereford Journal. In addition, during early September, there were 2 interviews for local radio stations. One of these involved a live broadcast, including an interview with the Head Teacher of Whitecross High School.
9. Since September 2004, the service has, been concentrating more on the government's recent legislation regarding the use of Penalty Notices to tackle truancy (see Appendix 2 for details). The service has issued over 40 Penalty Notice Warnings and 8 full Penalty Notices so far. The Penalty Notices issued are still within the initial 28-day period. One payment of £50 has already been received. Penalty Notice Warnings are having a beneficial affect on truancy, as the consequences to parents are swifter than the drawn out process of prosecution.
10. The Education Welfare Service undertook legal training on 12th November 2004 to enable it to improve case preparation for prosecution in line with the demands of The Police and Criminal Evidence Act (PACE).

RECOMMENDATION

THAT the Committee is asked to consider the current policy and practice to support school attendance and add their approval of such work.

BACKGROUND PAPERS

- Fast Track Prosecutions
- Penalty Notice Protocol

For further information on the subject of this report is available from
Dennis Longmore, Manager of Pupil, School and Parent Support on (01432) 260816 or
Pete Collin, Principal Educational Welfare Officer on (01432) 260861

ABSENCE FIGURES – HEREFORDSHIRE – 2001/2004

	Authorised absence	Unauthorised absence	Total Absence
2003/2004			
Primary	5.04%	0.20%	5.24%
Secondary	6.74%	1.01%	7.75%
2002/2003			
Primary	5.31%	0.19%	5.50%
Secondary	6.58%	0.80%	7.38%
2001/2002			
Primary	5.61%	0.35%	5.96%
Secondary	7.68%	0.65%	8.33%

Herefordshire Education Welfare Service Penalty Notice Protocol

1. Legal Basis:

Section 23 of the Anti Social Behaviour Act 2003 empowers designated LEA officers, Head Teachers (& Deputy and Assistant Headteachers authorised by them) and the Police to issue Penalty Notices in cases of unauthorised absence from school.

The Education (Penalty Notices) (England) Regulations 2004 come into force on 27th February 2004.

The issuing of Penalty Notices must conform with all requirements of the Human Rights Act and all Equal Opportunities legislation.

The LEA has the prime responsibility for developing the protocol within which all partners named in the Act will operate

2. Rationale:

Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities.

In law an offence occurs if a parent/carer fails to secure a child's attendance at a school at which they are a registered pupil and that absence is not authorised by the school. Penalty notices supplement the existing sanctions currently available under Sec 444, Education Act 1996 or Sec 36, the Children's Act 1989 to enforce attendance at school where appropriate.

The Education Welfare Service (EWS) delivers this LEA responsibility.

Parents and pupils are supported at school and LEA level to overcome barriers to regular attendance through a wide continuum of assessment and intervention strategies. Sanctions of any nature are for use only where parental co-operation in this process is either absent or deemed insufficient to resolve the presenting problem.

Sanctions are never used as a punishment, only as a means of enforcing attendance where there is a reasonable expectation that their use will secure an improvement.

3. Circumstances where a Penalty Notice may be issued:

A Penalty Notice can only be issued in cases of **unauthorised** absence.

Use of Penalty Notices will be restricted to one per pupil per academic year.

In cases where families contain more than one poor-attending pupil multiple issue may occur but this will be the subject of careful consideration and co-ordination.

There will be no restriction on the number of times a parent/carer may receive a formal warning of a possible issue of a Penalty Notice.

The issuing of a Penalty Notice is considered appropriate in the following circumstances:

overt truancy (including pupils caught on truancy sweeps)
parentally-condoned absences
excessive holidays in term-time
excessive delayed return from extended holidays without prior school agreement
persistent late arrival at school (after the Register has closed).

To ensure consistent delivery of Penalty Notices the following criteria will apply:

- at least 10 sessions (5 school days) lost to unauthorised absence by the pupil during the current term.
- other than in specific circumstances* the liable parent/carer will receive a formal warning of the possibility of a Penalty Notice being issued and given a maximum of 15 school days to effect an improvement .

** the deliberate taking of a holiday in term time without / against school permission (where it can be clearly demonstrated that the parent/carer understood that permission had not/would not be given)and where this has created a period of unauthorised absence in the current term of at least 10 sessions.*

Schools must consider every aspect of a pupil's case before considering whether a Penalty Notice would be appropriate. This must include strategic discussions with the assigned EWO and any other attendance-support staff who have involvement with or knowledge of the pupil/family.

4. Procedure for issuing Penalty Notices:

The EWS will issue Penalty Notices in Herefordshire. This will ensure consistent and equitable delivery, retain school-home relationships and allow cohesion with other enforcement sanctions.

Penalty Notices will only be issued by post and never as an on the spot action; this to satisfy that all evidential requirements are in place and to meet Health and Safety requirements.

The EWS will receive requests to issue Penalty Notices from schools, West Mercia Constabulary and neighbouring LEAs. These requests will be actioned provided that:

- all relevant information is supplied in the specified manner,
- the circumstances of the pupil's absence meets all the requirements of this Protocol,

- family circumstances/ability to pay is set against the likelihood of securing an improved attendance by issuing a Penalty Notice (this to include any cases of possible multiple issue to any one family).
- the issue of a Penalty Notice does not conflict with other intervention strategies in place or other enforcement sanctions already being processed.

The EWS will respond to all requests **within 10 school days** of receipt and where all criteria are met will:

- issue a formal written warning to the parent/carer of the possibility of a Penalty Notice being issued.
- in the same letter set a period of 15 school days within which the pupil must **have no unauthorised absence**.
- issue a Penalty Notice through the post at the end of the 15 day period if the required level of improvement has not been achieved.

5. Procedure for withdrawing Penalty Notices:

Once issued, a Penalty Notice will only be withdrawn in the following circumstances:

- proof has been established that the Penalty Notice was issued to the wrong person
- the use of the Penalty Notice did not conform to the terms of this Protocol

6. Payment of Penalty Notices:

Arrangements for payment will be detailed on the Penalty Notice.

Payment of a Penalty Notice discharges the parent/carer liability for the period in question and they cannot subsequently be prosecuted under other enforcement powers for the period covered by the penalty Notice.

Payment of a Penalty Notice within 28 days is £50 and payment after this time but within 42 days is £100.

The LEA retains any revenue from Penalty Notices to cover enforcement costs (collection or prosecuting in the event of non-payment).

7. Non-payment of Penalty Notices:

Non-payment of a Penalty notice will result in the withdrawal of the Notice and will trigger the fast-track prosecution process under the provisions of Sec 444, 1996 Education Act.

8. Policy & Publicity

Deployment of Penalty Notices as a sanction is included in the Authority's Attendance Policy.

All school Attendance Policies will include information on the deployment of Penalty Notices and this will be brought to the attention of all parents.

The LEA will include information on the use of penalty Notices and other attendance enforcement sanctions in promotional/ public information material.

9. Reporting & Review:

The EWS will report at regular intervals to the Headteacher Associations and West Mercia Constabulary on the deployment and outcomes of Penalty Notices.

The termly reports to Select Committee on attendance matters will include Penalty Notice use.

EWS will review Penalty Notice use at regular intervals and amend the general enforcement strategy as appropriate.

SUPPORTING PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**Report By: HEAD OF CHILDREN'S AND STUDENTS'
SERVICES**

Wards Affected

Countywide

Purpose

1. To consider the support offered to schools where they have pupils whose first language is not English in order to promote their full participation in the curriculum and integration in all aspects of school life.

Financial Implications

2. The financial implications for the expansion of this provision have been met from the Education budget.

Report

3. Herefordshire has seen a significant increase over the last 6 years in the number of newly arrived EAL pupils entering schools from Foundation Stage to Key Stage 4. Data from the Pupil Level Annual Schools' Census (PLASC) indicate that, since 1998, the number of EAL pupils has risen from 88 to 140 (i.e. by 59%).
4. The vast majority of the newly arrived pupils require support at the very earliest stage of learning to speak English in order to ensure that they can access the National Curriculum as soon as possible.
5. The 140 EAL pupils are located in 37% of Herefordshire schools and by and large are isolated learners. All schools with EAL pupils have less than 2%, except for one Hereford school with 5.96%, one South Herefordshire school with 4.35% and one North Herefordshire school with 2.38%.
6. The pupils are very diverse culturally, speaking a wide range of first languages including Spanish, Portuguese, French, Russian, Thai, Shona, Cantonese, Tagalog, Chinese, Arabic and Polish. The main languages spoken are Portuguese, Russian and Polish.
7. The expectation is that such pupils, irrespective of their language needs, will be fully included in Herefordshire schools and that the Herefordshire Learning Support Service (HLSS) will support schools in meeting these pupils' needs. The support available is set out in the information booklet included as Appendix 1.

8. Whilst it is a statutory requirement that schools embrace cultural diversity, they have found that the curriculum and values of the school have been enriched by the process.
9. Schools have also found that the majority of these pupils make rapid progress with their language skills and are readily accepted by their peers. They are a welcome addition to the increasingly diverse make up of Herefordshire.
10. The report wishes to draw particular attention to Page 2 of the information booklet (Appendix 1) which sets out the aims of the service and Page 3 which identifies the support to schools that HLSS can provide.

Recommendations

That the Committee considers and comments on the range and sufficiency of support for EAL that are available to schools in Herefordshire.

BACKGROUND PAPERS

- 'Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools: A Guide to Good Practice', DfES publication
- 'Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Explaining Good Practice', DfES publication



Supporting Pupils Learning English as an Additional Language



**Herefordshire
Learning Support Services**

Supporting Pupils Learning English as an Additional Language (EAL)

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Supporting Pupils Learning English as an Additional Language (EAL)

Herefordshire Learning Support Services (HLSS) provide specialist EAL advisory teachers who work together with school staff to enable EAL pupils to develop their English and access the curriculum.

'Pupils learning English as an Additional Language share many common characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to those of other children and young people learning in our schools. However, these pupils also have distinct and different needs from other pupils by virtue of the fact that they are learning in and through another language, and that they have come from cultural backgrounds and communities with different understandings and expectations of education, language and learning'

NALDIC 1999

(National Association for Language Development in the Curriculum).

EAL demography of Herefordshire

Herefordshire has seen a significant increase over the last six years in the number of newly arrived EAL pupils entering schools from Foundation Stage to Key Stage 4. Data from the Pupil Level Annual Schools' Census (PLASC) indicate that since 1998 the number of EAL pupils has risen from 88 to 140 i.e. by 59% (see appendix 1).

The vast majority of the newly arrived pupils require support at the very earliest stage of learning to speak English in order to ensure that they can access the National Curriculum as soon as possible.

The 140 EAL pupils are located in 37% of Herefordshire schools and by and large are isolated learners. All schools with EAL pupils have less than 2%, except for one Hereford school with 5.96%, one south Herefordshire school with 4.35% and one north Herefordshire school with 2.38% (see appendix 2).

Our EAL pupils are very culturally diverse, speaking a wide range of first languages including Spanish, Portuguese, French, Russian, Thai, Shona, Cantonese, Tagalog, Chinese, Arabic and Polish. The main languages spoken are Portuguese, Russian and Polish.

Funding of support

Prior to April 2004 the county funded 14 hours of EAL support. However, this year hours allocated have been increased to 2 full-time equivalence, with a proportion of this increase funded from the Ethnic Minority Achievement Grant (EMAG) and match-funded by the LEA. Two specialist EAL advisory teachers now cover these 25 hours, one of whom also has specialist SEN qualifications. A further full-time post has been advertised.

The Aims of the Service

The education provided in schools is enriched by the diversity of ethnicity, culture and faith of its pupils.

Equality of access to the curriculum for all pupils, including those for whom English is an additional language, is ensured by providing effective learning opportunities for all pupils by setting suitable learning challenges, responding to diverse learning and cultural needs, and overcoming barriers to learning.

While the responsibility for the education of all pupils remains with the school, the EAL advisory teachers are deployed to support schools in meeting the needs of pupils to ensure that their EAL needs are met, that they have full access to the curriculum and that they achieve at levels appropriate to their ability (*see appendix 3 - advisory teacher job description*).

The aim of the service is therefore to provide schools with the support needed to:

- provide effective learning opportunities for pupils with EAL
- raise the attainment of EAL minority ethnic pupils
- help schools develop a learning culture and curriculum that value and celebrate diversity
- encourage and help schools to value, maintain and develop the home languages of their EAL pupils
- help schools create effective and supportive links with the families of their EAL pupils
- set individual targets linked to performance for pupils from minority ethnic groups
- ensure inclusion and access for EAL minority ethnic pupils
- maintain a database of EAL pupil progress, highlighting those pupils at risk of underachievement
- ensure mainstream staff have access to in-service training in relation to linguistic diversity.

Admission to School

Pupils who have a genuine right to enter the United Kingdom who speak English as an additional language share the same rights to admission to school as other children in the UK, and the offer of a school place is not dependent on a minimum level of EAL support being available (*see appendix 4*). If you have any concerns about admissions procedures further advice is available on 01432 260927.

Access to the Service

On admission to the school a referral for intervention by an advisory teacher for EAL can be made by completing the EAL pupil referral form (*see appendix 5*). A visit to assess the pupil is undertaken as soon as possible, usually within ten working days. Ongoing advice can also be sought by phone from the Organiser, HLSS, and the EAL advisory teachers (01432 260867). Over the five year period 1999 - 2004 referrals to the service have increased by 700% (*see appendix 6*).

Identification of Needs

The assessment by the advisory teacher involves consultation with the head teacher, SEN co-ordinator, class teacher/subject teacher and where possible, with parent/carer. Some formal and informal assessment of the pupil is carried out in order to set a baseline of achievement for language and literacy for immediate target setting and future monitoring of progress.

Assessment materials include:

- National Curriculum Step Levels (*extended scale, before NC Level 1, describing pupils' development in listening, speaking, reading and writing, see appendix 7*)
- British Picture Vocabulary Scale (*a measure of receptive vocabulary using norms for children for whom English is an additional language*)
- Teaching Talking Detailed Profile (*to be produced in several languages and trialled from January 2005 as a parent held developmental diary 0-5 years, see Multi-lingual County Initiative section*)
- Renfrew Action Picture Test (*a measure of the ability to convey information and use grammar*)
- Renfrew Word Finding Vocabulary Test (*a measure of expressive vocabulary*)
- T.R.O.G. (*Test of Reception of Grammar*)
- Neale Analysis of Reading Ability (*a measure of reading accuracy and comprehension*)
- Single Word Spelling Test

Provision of Support

Following the initial assessment the EAL advisory teacher will provide a report and support including:

- curriculum and EAL individualised specific targets in listening, speaking, reading and spelling.
- short term direct support of pupils' language development both in class and withdrawal (1:1 or small group) as appropriate
- advice on class groupings and organisation
- advice on planning for differentiation
- advice on inclusive curriculum materials
- advice on classroom strategies to support and include EAL pupils
- advice to teaching assistants
- training of NQTs, teachers, teaching assistants, whole-school staff
- advice on access arrangements for Key Stage and GCSE/AS/A level IGCSE and GNVQ
- identification of EAL pupils with Special Educational Needs in collaboration with school staff

In addition, contact with other schools with EAL pupils is encouraged in order to share strategies and experiences, and to ensure dissemination of good practice in Herefordshire.

Prioritising Teaching Support

A range of factors is considered by the EAL advisory teachers when prioritising pupils in need of short term teaching support. These include:

- Language acquisition stage/National Curriculum Level
- Age
- Previous schooling in UK
- Previous schooling abroad
- Refugee or asylum seeker status
- Parents' ability to speak English
- Experience of class teacher in EAL
- Experience of school in EAL
- Other EAL learners from same language background in the class
- Other support available in the school
- SEN stage
- Siblings in school

High priority is given to Beginners, who are new arrivals to the UK, particularly those in KS2 and above, and children who are in Standardised Assessment Tests (SATs) years.

EAL Pupils with Special Educational Needs

A child has special educational needs if she/he has a learning difficulty. A child is not regarded as having a learning difficulty solely because the language of the home is different from the language in which she or he is taught.

However, following provision of support by the EAL advisory teacher it may, in a very small number of cases, be felt that a child has a learning difficulty which requires further investigation. After close consultation between staff and the EAL advisory teacher, a school referral to the Learning Support Services, at School Action Plus, might be felt necessary and at this stage the Single Point of Contact form is completed (*see appendix 8*).

Links with other Services within Herefordshire

Some EAL children will need additional support from a range of services provided by the LEA. Close links and liaison are therefore maintained between the HLSS Organiser, EAL advisory teachers, and:

- the other teaching services: the Medical and Behavioural Support Service and the Physical and Sensory Support Service
- Education Welfare Service
- Herefordshire Psychological Services
- Inspection Advice and School Performance Service: *National Strategy Team, Development Officer Teaching/Learning Support, pre-school SEN co-ordinators and the Inspectors*

- Herefordshire Primary Care Trust
- Manager of Pupil, School and Parent Support
- Race Equality Officer

Links with other EAL Services

The HLSS Organiser and EAL advisory teachers liaise regularly with other EAL services in order to consult regarding particular aspects of providing support and to share examples of good practice. Meetings are held both nationally and regionally:

- the Ethnic Minority Achievement meetings are led by the Primary National Strategy
- the South West Ethnic Minority Achievement Services meetings are hosted by different counties in the region.

EAL and Multilingual Resources

The Herefordshire Learning Support Services Resource Centre has a wide range of materials (books, games, puppets, tapes, CD-ROMs) to view and loan for the development of language, literacy and numeracy skills. There are resources both to use in the curriculum and also to support communication between school and home - for example, multi-lingual words for classroom topics, dual text stories to foster links between bi-lingual parents and the school.

Reference materials are available to support training, provide advice to professionals, and to meet individual pupils' needs.

For example:

- Inclusion for KS2 and KS3 EAL pupils (*HLSS leaflet*)
- Useful websites for parents and teachers (*see appendix 9*).
- Relearning to Learn - DfES/NUT (*advice to teachers new to teaching children from refugee and asylum-seeking families*)
- Minority Ethnic Pupils in Mainly White Schools (*University of Luton*)
- DfES Circulars and Guidance papers (*see appendix 10*).

Support for Parents

Research shows that parental involvement has a significant effect on pupil achievement throughout the years of schooling.

From the initial referral of a pupil the service aims to establish communication links with home and family and to encourage the parents' full involvement with the school.

Parents are met, if possible, at the initial assessment by the EAL advisory teacher and educational information gathered to both inform the assessment and share with the school. If specialist teaching support is provided, contact is maintained through meetings, phone calls, and beginning and end of term reports which detail targets set, strategies and materials to use and progress achieved.

An increasing number of websites provide a range of different types of support for parents and teachers. Examples of some the service recommends are listed in the appendix.

Training offered to Schools

EAL courses and school in-service training is offered to mainstream and special school staff as well as students undergoing initial teacher training.

The EAL advisory teachers:

- provide induction training in supporting pupils learning English as an additional language for teaching assistants in primary and secondary schools (DfES module)
- contribute EAL sessions to the courses for NQTs on supporting ethnic minority pupils
- provide initial teacher training sessions for SCIT students (West Mercia School Centred Initial Training).

Multi-lingual County Initiative

A multi-lingual pre-school/Foundation Stage SEN profile is being developed using the Teaching Talking Detailed Profile as a basis. It will form a Developmental Diary which will be parent held, with information added to it by involved professionals. In order that the diary works effectively across cultures it is to be produced in different languages, translations funded by the Teaching Talking (HLSS/SLT) Project. The Developmental Diary will be trialled in Hereford city, and the Ledbury and Ross pyramids from January 2005.

Provision of Translation Services

Access is available to telephone translation facilities, 'face to face' and text translation.

Support on Race Equality issues from agencies in Herefordshire

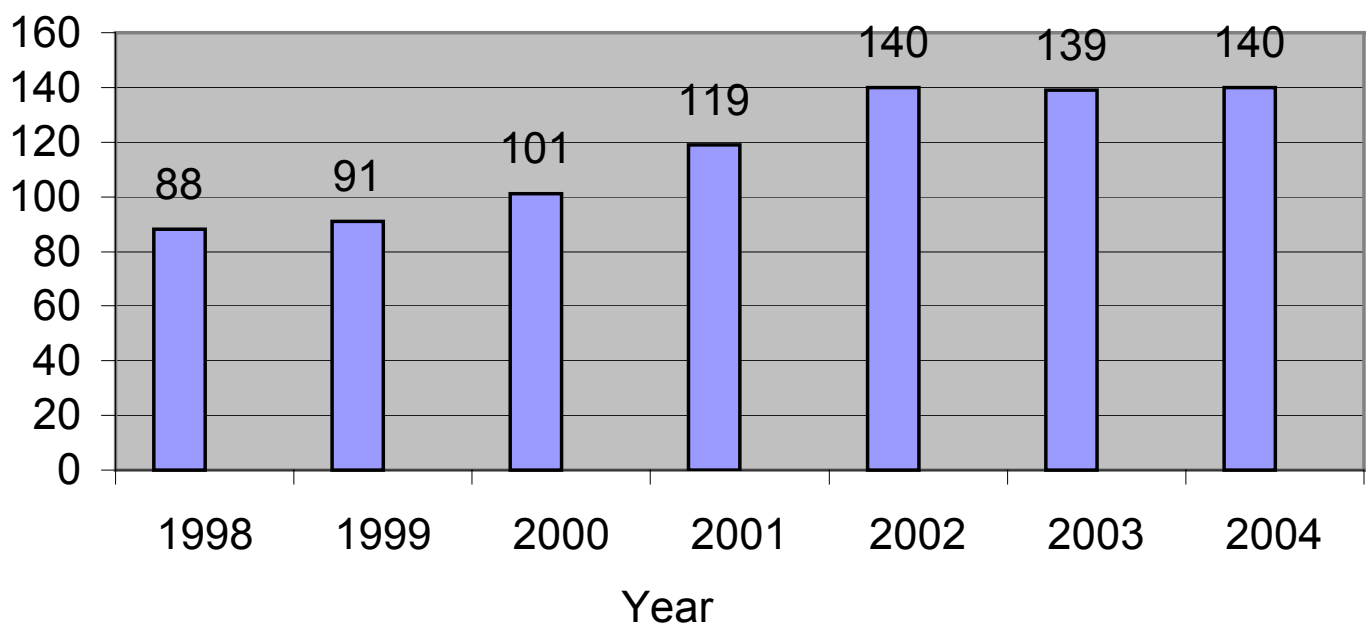
In addition to seeking learning and language support from Herefordshire Learning Support Services schools can access information and advice on race equality issues from the Council Race Equality Development Officer, and the Education Race Equality Officer.

- Council Race Equality Development Officer
This officer does some work with schools but is focused predominantly on work with the community and specific families (01432 267307).
- Education Race Equality Officer
This post focuses on anti-racist work and supports schools to help them develop their own strategies. his officer also monitors various dimensions of race equality work, for example racial harassment and attainment (01432 260841).

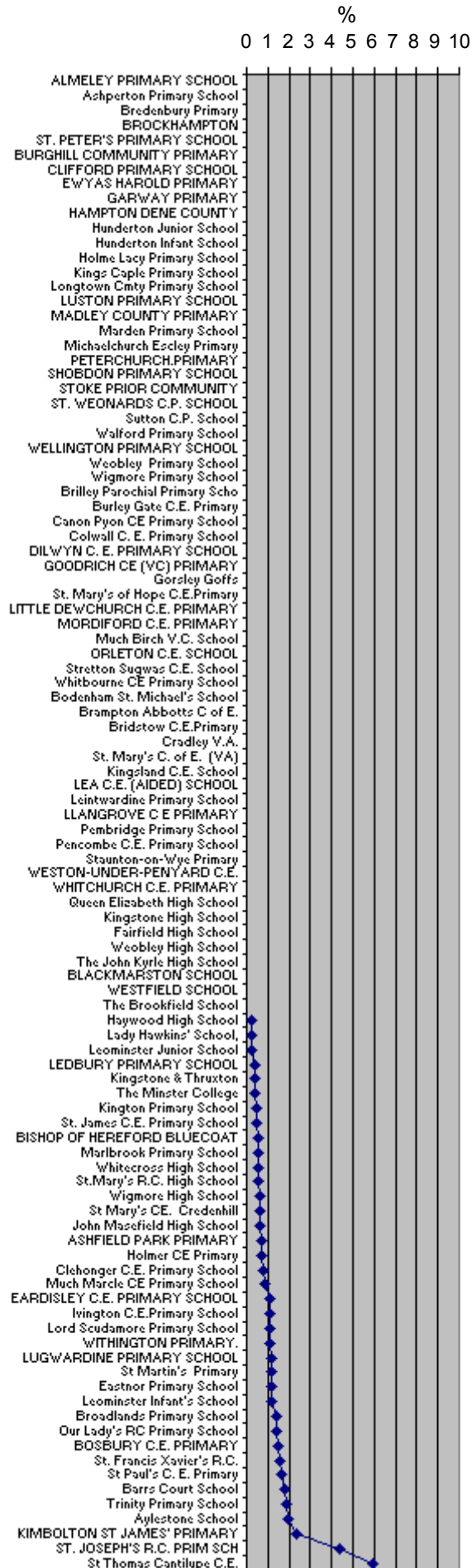
Appendices

Appendix 1

Number of pupils learning English as an Additional Language in Herefordshire 1998 - 2004



Appendix 2 Percentage of EAL pupils in Herefordshire schools



THE HEREFORDSHIRE COUNCIL

JOB DESCRIPTION

EDUCATION DIRECTORATE

POST TITLE: Advisory Teacher of English as an Additional Language

RESPONSIBLE TO: Organiser – Learning Support Services

GENERAL DESCRIPTION OF ROLE:

To work on a peripatetic basis to support pupils learning English as an Additional Language in Primary and Secondary Schools throughout Herefordshire.

To provide support on a one to one or small group basis and to work collaboratively in the classroom, if appropriate.

To liaise with parents and provide advice to class/subject teachers and support assistants regarding appropriate strategies and materials to use in order to help their pupils within the classroom.

MAIN DUTIES AND RESPONSIBILITIES:

- to offer, in a peripatetic role, direct language support to pupils working with them on an individual or small group basis.
- to assess pupils about whom schools have expressed concern.
- to advise schools on materials and strategies to enable EAL pupils to access the National Curriculum, the Literacy and Numeracy Hour.
- to plan programmes of work in partnership with mainstream teachers.
- to participate in school curriculum planning meetings, as appropriate, and contribute to the development of whole school EAL policy.
- to provide training for staff to enable them to support EAL pupils in accessing the curriculum.
- to liaise closely with parents and school staff over the ongoing needs of the pupils.
- to keep informed about new resources and teaching methods.
- to develop information sheets for school staff and parents.
- to monitor the progress of EAL pupils, with appropriate mainstream staff, to contribute to the County Ethnic Minority database.
- to plan work and keep records in accordance with HLSS procedures
- to attend staff and other meetings as and when directed.
- to attend training sessions if/when required, as and when directed.
- to carry out all such duties required of the post by any appropriate means whether manual, electronic or other, including carrying out, at a level appropriate to the post, work related to the use and application of new technology.
- to undertake any other duties commensurate with the post as directed by the Organiser.

This job description is an outline of the main duties and responsibilities of the post and is not intended to be a comprehensive list of all the duties.

March 2004

Admissions to Schools

Code of Practice: School Admissions

DfES publication 2003

Annex B provides guidance on the admission of pupils from overseas. This annex gives guidance to admission authorities on the admission of children from overseas including children whose parents still live abroad and those living here with their parents.

Admission authorities may receive applications from parents with a number of different qualifications which are highlighted as follows:

- Pupils accompanying their parents
- Lone children without a right of abode
- British citizens and lone children with a right of abode
- EEA nationals
- Approved student exchange schemes
- Teacher exchange schemes
- Maintained boarding schools
- Transfers from the independent sector
- Asylum seekers.

Before the admission of any pupil specific advice must be sought from the Admissions and Transport Office at the Education Directorate, telephone 01432 – 260927, who will provide information whether the pupil can be admitted legally.

Schools must also be aware that no pupil can be discriminated against because of their sex, race or disability. Precise details are defined under the Sex Discrimination Act 1975, Race Relations Act 1976, Human Rights Act 1998, and the Special Educational Needs and Disability Discrimination Act 2001.



For office use only Ref. No. Date Rec'd

**REQUEST FOR ASSESSMENT
OF A PUPIL WHO CANNOT COMMUNICATE IN ENGLISH**

NAME OF CHILD: **SCHOOL:**

D.O.B.: **YR:** **TEL No.:**

SEX: **HEADTEACHER:**

PARENTS:
CLASSTEACHER/HEAD OF YEAR:

ADDRESS:.....
.....
..... **Tel No.:**

BASIC DETAILS:

Name child called at home:

Name to be called at school (if different):

Arrival date in UK (if not British born):

Length of previous schooling abroad:

Names of schools/LEAs in UK:

Number of terms of UK schooling:

Date of long extended absences from schooling:

Place of birth: **Religion:**

LANGUAGES:

Language spoken at home by pupil to:

Mother **Father**

Siblings **Grandparents**

Languages used by family members to child:

Can child read/write languages other than English?

Writes in **Reads in**

Is child learning to read/write in languages other than English?

Details of schools current actions and information on pupil's current ability to access the curriculum:

Involvement with other agencies:

Is a communicator needed to communicate with the pupil's parents? If so, who?

The most useful written language for the family is:

Is the child in Public Care? Yes/No

This referral has been discussed with the pupil's parents.

Signed: Date:

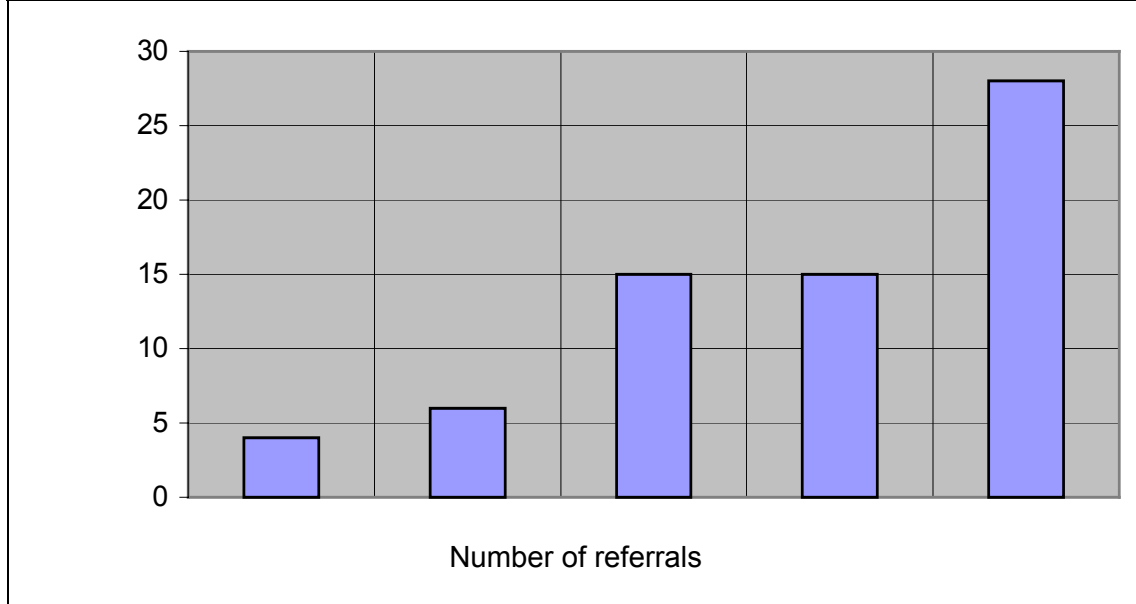
Status:

**Please return this form to: The Organiser, Herefordshire Learning Support Services,
Education Directorate,
P.O. Box 185, Hereford. HR4 9ZR.
Tel: 01432 260878 Fax: 01432 260957**

Appendix 6

EAL Referrals to HLSS 1999 - 2004

EAL Referrals received each month					
	1999/00	2000/01	2001/02	2002/03	2003/04
September				4	10
October		2	3	6	3
November		1	3	2	2
December			1		2
January		1	3		1
February					0
March			2		2
April					0
May			1	1	4
June		1	1		3
July	4	1	1	2	1
August					
total	4	6	15	15	28



**Appendix 7
National Curriculum
English**

Level 2				
Level 1 Secure				
<p>Listening In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.</p>	<p>Speaking Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contribution and the listeners' interest.</p>	<p>Reading Pupils use their knowledge of letters sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.</p>	<p>Writing Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.</p>	
Level 1 Threshold				
<p>Listening With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.</p>	<p>Speaking Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.</p>	<p>Reading Pupils can read a range of familiar words and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.</p>	<p>Writing Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.</p>	<p>W Working towards Level 1 No longer applies to pupils acquiring English as an additional language</p>
Step 2				
<p>Listening Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations.</p>	<p>Speaking Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is intelligible.</p>	<p>Reading Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.</p>	<p>Writing Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language they show knowledge of the function of sentence division.</p>	
Step 1				
<p>Listening Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.</p>	<p>Speaking Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.</p>	<p>Reading Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.</p>	<p>Writing Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.</p>	



HEREFORDSHIRE
COUNCIL

SINGLE POINT OF CONTACT FORM

(REQUEST FOR INVOLVEMENT OF LEA SUPPORT SERVICES AT
SCHOOL ACTION PLUS)

This request is for involvement of one of the support services at School Action Plus. Your referral to a particular service will be considered but may be passed onto another service if felt more appropriate. If you are unsure regarding the most appropriate service to whom you should refer, please contact your Educational Psychologist who is your designated point of contact.

Details of Child

Name of Child: Name of School:

Dob: Tel No:

Parent/Guardian: Head teacher:

Address: Senco:

..... Class teacher/Head of Year

Tel No: Is the child in the Looked After System? Yes/No

What are the main causes for your concern? e.g. learning, behaviour, physical/sensory speech and language and communication difficulties, or a combination of these?

To which service is this referral being made? *(Tick one only)*

Herefordshire Learning Support Service:

Medical and Behavioural Support Service/CIP:

Physical and Sensory Support Service:

Herefordshire Psychological Services:

Details of school actions implemented prior to this referral, including I.E.Ps, I.T. equipment, school support strategies, etc.

Which services have been involved previously?

What do you hope the outcome of this referral will be?

- Please enclose any useful documentation, e.g. I.E.Ps, Reviews, school assessments, SATs, reports from CAMHS, Health Department, Social Services, etc.
- Please note that support for parents can be arranged through the Parent Partnership Service (01432 260955)
- This referral has been discussed with the child's parents/guardians and they have consented to the involvement of the service staff to whom this referral is being made. I will inform them of any future appointments.

Signed: Date:

Position:

Please return this form to: **Single point of contact person,
HESS Clerical Support Team
Education Directorate,
PO Box 185
Hereford. HR4 0ZR**

Useful Websites for Parents and Teachers

www.parentcentre.gov.uk

The Parent Centre is the official Department of Education and Skills (DfES) website for parents and carers. They aim to act as a reference book about the education system, as well as directing parents to other sources of information and advice.

The centre has a guide to current brochures and leaflets from the DfES. Most leaflets and brochures are available in different languages. Some of their pages are available in .PDF format in Arabic, Bengali, Chinese, Greek, Gujarati, Hindi, Punjabi, Somali, Turkish, Urdu and Vietnamese.

www.ealinhounslow.org.uk

Information on 'Advantages in being Bi-lingual' and 'Reading Stories to your Child' are available in different languages.

www.dgteaz.org.uk/resources/letters.htm

This website offers standard school letters for parents in a wide range of languages.

www.yourdictionary.com/languages.html

Online dual language dictionaries.

www.bbc.co.uk/religion/religions/

Useful descriptions of main world religions

www.britkid.org

Britkid. This is organised as a game involving kids from different backgrounds. You learn about each of them, and the decisions and situations they face at school, in the park, on the bus etc. You can visit a mosque, gurudwara, church, chapel, synagogue or temple.

www.tes.co.uk

The TES site gives a range of ideas, information and good practice tips on the EAL subject specialist page.

www.naldic.co.uk

NALDIC (National Association for Language Development in the Curriculum).

www.letterboxlibrary.com

Letterbox Library: children's books selected on the basis of quality and equality.

www.cilt.org.uk

Centre for information on Language Teaching and Research

Sources of further information

Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools: A Guide to Good Practice

<http://www.dfes.gov.uk>

This guidance helps schools in mainly white areas to create an environment where all pupils have access to a curriculum which embraces a range of cultural backgrounds.

Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils: Exploring Good Practice

http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/

A video with teachers' notes. Main content: covers good practice for raising attainment of ethnic minority pupils in four key areas: High Expectations, Culture and Ethos, Parental Involvement, Ethnic Monitoring.

National Grid for Learning: Inclusion

<http://inclusion.ngfl.gov.uk/>

Target audience: Governors, Head teachers, Specialist and Mainstream teachers and those interested in good practice for raising the achievement of minority ethnic pupils. Search Ethnic Minority.

Qualifications and Curriculum Authority (QCA): A Language in Common: Assessing English as an Additional Language

http://www.qca.org.uk/ages3-14/subjects/2933_500.html

For teachers working with children learning EAL. Content: key points relating to the assessment of children learning EAL, including assessment scales linked to English NC levels, guidance and exemplifications.

National Literacy Strategy Framework for Teaching: Additional Guidance

<http://www.standards.dfes.gov.uk/literacy/publications/framework/63281/>

This guidance stresses the importance of ensuring that pupils with English as an additional language derive full benefit from the National Literacy Strategy, pages 110 - 115.

National Literacy Strategy: Supporting Pupils Learning English as an Additional Language (revised edition)

<http://www.standards.dfes.gov.uk/literacy/>

Detailed advice and guidance is given on supporting pupils in literacy in the classroom.

National Numeracy Strategy: Framework for Teaching YR to Y6

<http://www.standards.dfes.gov.uk/numeracy/>

References to supporting EAL pupils in numeracy are on pages 21 to 25.

National Numeracy Strategy: Mathematical Vocabulary

<http://www.standards.dfes.gov.uk/numeracy/>

This document focuses on the language of mathematics.

Key Stage 3 National Strategy: Grammar for Writing: Supporting Pupils Learning EAL

<http://www.standards.dfes.gov.uk/keystage3/>

Advice is provided on supporting writing for EAL pupils.

Key Stage 3 National Strategy: Access and Engagement

<http://www.standards.dfes.gov.uk/keystage3/respub/>

A series of booklets from the Strategy, for each subject area, that focus on teaching pupils for whom English is an additional language. They contain advice and examples of good practice. Scroll down the publications to select the subject area of your choice.

Key Stage 3 National Strategy: The assessment of pupils learning English as an additional language

http://www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal

This document focuses on pupils learning English as an additional language (EAL). It offers guidance to schools on the effective assessment of their EAL learners so that they may make rapid progress during Key Stage 3.

SECURITY IN SCHOOLS

Report By: HEAD OF POLICY AND RESOURCES

Wards Affected

Countywide

Purpose

1. To inform the Committee of the approach to security in schools.

Financial Implications

2. All relevant costs would be contained within the approved budget within education, both centrally and in schools.

Report

3. The Council has a duty to ensure the safety and welfare of both pupils and staff on school premises, and as part of its asset management, it is also responsible for protecting its sites, buildings and contents. At the same time schools must be welcoming and stimulating places to enhance teaching and learning.
4. In the main risks to people and buildings arise from:
 - o poor design/sub-standard specification
 - o fire
 - o theft
 - o vandalism
 - o unauthorised visitors
5. The individual risks are managed in various ways to minimise the chance of any event occurring, and its impact if it does occur.

Building Design

All school buildings must comply with building regulations, DfES regulations and fire regulations. Such issues need to be addressed at the time when existing buildings are extended or refurbished, and when totally new buildings are required. There is also a need to ensure that existing buildings are maintained to current standards which do change over time.

Fire

All school buildings must comply with certain minimum standards which are aimed to reducing the possibilities of fires starting and spreading, and which allow easy and safe exit by occupants.

6. The Council is also required, in association with school Governors to undertake fire risk assessments given that annual inspection by the Fire Service no longer takes place.
7. There has been one fire in the County that has necessitated an insurance claim, another incident involving a pupil during a lesson, and several other incidents including fires deliberately started out of school hours in waste bins or wooden external stores that through a combination of ineptitude or lack of serious intent by the perpetrators, vigilance by neighbours, and use of fire resistant materials/fire alarms has resulted in minor damage only.
8. The issue facing the Council now concerns the installation of sprinklers in schools as advocated as part of a national initiative by the Fire service. The Property Services Officer estimates that it would cost up to £20 million to install such systems in all schools. Insurance premiums may reduce, but purely in financial terms such levels of expenditure are difficult to justify, especially when such expenditure may have to be diverted from essential maintenance including fire alarms. Discussions are continuing with the fire authority. The installation of sprinklers in high-risk buildings and in new schools as they are under construction might provide the most practical way forward.

Theft

9. All school buildings are alarmed, some of which have a direct connection with police stations. Schools are advised to lock away valuables equipment and also to place security identifying marks on such equipment.
10. Further deterrence is in some cases provided by the installation of CCTV. The Property Services Officer in conjunction with the Police authority manages 3 sets of mobile CCTV cameras which can be located according to need. The Education Directorate has approved some funding to upgrade the existing equipment and to acquire two additional sets.
11. The action described above applies largely to out of school hours. There is also risk of theft during school hours, which is largely dealt with through systems of visitor controls, i.e. signing in and issue of badges to identify authorised strangers.

Vandalism

12. Vandalism is minimised through a combination of good design to provide few places where acts of vandalism can be undertaken without risk of detection, the use of materials that cannot be easily damaged. Good management can also have beneficial effects. CCTV cameras do play a useful part, but general experience in schools is that the provision and maintenance of a high quality environment is the greatest deterrence to acts of vandalism.

Unauthorised Visitors

13. Since the early 1990s, action nationally and locally has focused on minimising risks from people who have no legitimate business within schools. The policy in Herefordshire is to ensure that buildings are secure and that there is one main controlled entrance to schools. This has been achieved to a large extent.
14. There are some sites on which such control is difficult to achieve without major rebuilding of the school. Initially funding was provided by a ring-fenced budget allocated from the DfES for such work. In the last few years the DfES have switched this funding into the Schools Devolved Capital Allocations, and the expectation now is that schools will invest in security from their devolved capital grant in light of the risk assessments that they undertake.
15. There are 284 separate buildings on the 105 school premises. It has not yet been possible to ensure that everyone of these buildings has a controlled entrance
16. In normal circumstances, there has been no attempt to erect security fencing around the boundary of all school sites. This reflects assessments of risk, the cost of such provision, the visual and psychological impact on the schools, and the fact no absolute guarantee is provided if an outsider would wish to penetrate such barriers. It is an area that should be kept under review.
17. There are also associated issues of unauthorised contact with children, and the need to prevent children absconding from school at times when the school is acting in 'loco parentis'. Physical measures can help minimise such problems. However, good management practice on the handover of children to parents/guardians and the management of children/students within the school day are more important factors.

RECOMMENDATION

That the Committee note the approach taken on these various security issues.

Background Papers

- None identified.

PRIMARY SCHOOL PROVISION IN HEREFORD CITY**Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Hereford City and surrounding Wards

Purpose

1. To inform the Committee of the strategy of providing school places in Hereford City, particularly south of the river.

Financial Implications

2. The capital investment required which is substantial will be the subject of separate approval systems.

Report

3. At the last meeting, the draft School Organisation Plan was considered, particularly regarding the projected pupil numbers in Hereford City Primary Schools. A more detailed report on this was requested.
4. The information for each school in the City is set out in Appendix 1. This information has led to the following conclusions:
 - In the City as a whole pupil numbers are expected to fall by 300 over the next 3 years, although admissions in reception are likely to stabilise at current levels.
 - South of the river, pupil numbers may increase. There should be no further reduction in pupil admission numbers. Planned admission levels may need to increase to cater for housing development and the known numbers of children.
 - West of Hereford, there may be advantages, after allowing for the expected increase in admission levels in 2008, in reducing admission limits to help individual school organisation and planning.
 - Outside central Hereford, no increase is expected in pupil numbers. In the absence of any large scale housing development, consideration could be given to reducing admission limits to help in school organisation and bring greater stability to school planning.
5. The Committee were particularly concerned that there may not be sufficient places south of the river to cater for the projected numbers of pupils, particularly in light of the housing development at Stirling Lines. It is acknowledged that the situation does need to be closely monitored.

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

6. There is also a proposal for the Hunderton Junior and Infant Schools, which were established as separate schools with 5 forms of entry (i.e. 150 pupils per annum) to be amalgamated into one 3-11 primary school catering for 3 forms of entry (i.e. 90 pupils per annum). The year groups in September 2004 at the Infants school were 46 in year R, 65 in year 1 and 66 in year 2. This does indicate that a school for 3 forms of entry would be realistic, with some latitude for growth.
7. The proposed amalgamation, towards which the Governing Bodies are inclined, would require a statutory notice, with periods of informal and formal consultation. A copy of the draft, informal consultation document is attached at Appendix 2. It is proposed to use this draft document for the consultation with the relevant schools, their parents and local communities in the spring term 2005.
8. The amalgamation would succeed only if new school buildings could be provided. An initial feasibility study has been undertaken and this has shown that new accommodation for 630 pupils (7 year groups of 90 pupils each) and a nursery class could be built on site. It would have to be undertaken in a phased manner, at an expected total cost at current prices of at least £4 million. The current buildings have major technical faults, including concrete cancer, and significant investment is therefore required if they are to be maintained in the longer terms. It is proposed to make a bid to the DfES for the funding for the new school given that the project would meet the government targets of improving standards, providing for need in well deprived areas, would reduce surplus space and provide a site for integrated children's services, thereby meeting the ambitions of the extended schools initiative. The project would have to ensure the continued presence of the current community activities and suitable accommodation for the children's centre, perhaps by retention of the relevant parts of the buildings already within the overall site.

RECOMMENDATION

THAT the Committee note the information provided in this report and indicate their views on the proposals for action, with a particular focus on the proposed approach at the Hunderton Primary and Junior schools.

BACKGROUND PAPERS

- None identified.

APPENDIX 1

NUMBERS ON ROLL IN YEAR R SUMMER TERM

NUMBERS OF KNOWN CHILDREN IN YEAR R

School	PAN	Actual					Estimate					Estimate 2008 Year R	
		2002 Year R	2003 Year R	2004 Year R	2005 Year R	2006 Year R	2007 Year R	2008 Year R	2005 Year R	2006 Year R	2007 Year R		2008 Year R
Hereford city primary schools		63	66	65	48	42	60	70					
Hunderton Junior/Infants*	90	43	51	55	59	52	58	60					
Marlbrook	50	31	31	34	30	26	29	30					
Our Lady's RC	30	71	60	74	58	43	63	68					
St. Martins	70	9	11	4	9	8	7	8					
Little Dewchurch	9	13	6	11	10	10	10	10					
Holme Lacy	10												
*combined for presentation	259	232	218	249	214	181	227	246					
Percentage of known children		75%	74%	71%	66%	70%	70%	70%					
Holmer CE	60	46	39	38	44	41	34	48					
Trinity Primary	84	67	72	68	76	65	56	68					
Lord Scudamore	88	76	63	88	80	78	70	85					
Wellington	28	21	26	13	18	16	16	14					
Burghill	15	10	14	14	12	12	11	12					
Stretton Sugwas	15	15	16	15	15	15	13	15					
Percentage of known children	290	235	230	236	245	227	200	242					
		111%	96%	100%	111%	107%	106%	105%					
Broadlands	60	43	46	50	30	40	40	45					
Hampton Dene	30	26	29	32	29	25	20	18					
St. Paul's CE	68	55	48	51	50	48	45	50					
St. Francis Xavours RC	30	22	27	23	23	22	20	26					
St. James' CE Primary	30	30	21	40	30	28	21	20					
St. Thomas Cantilupe CE	30	20	42	28	30	28	28	30					
Lugwardine	30	24	20	23	23	18	20	20					
Sutton	12	10	8	12	7	13	8	8					
Withington	15	11	6	9	10	10	8	8					
Mordiford	15	13	18	13	9	7	8	10					
St Mary's, Fownhope	15	12	12	13	18	12	10	10					
Marden	17	12	11	7	14	8	8	12					
Percentage of known children	352	278	288	301	273	259	236	257					
		105%	119%	106%	105%	104%	104%	106%					
Totals	901	745	736	786	732	667	663	745					
Take up percentage		95%	95%	90%	91%	93%	90%	90%					



Possible Amalgamation of
Hunderton Infants and Junior Schools to form
a new all-through primary school on the current
school site

A Public Consultation Document
Spring 2005

In this paper there is information to help you understand the issues. Public meetings have been arranged when officers from the Local Education Authority will be available to explain about the proposal and answer questions.

Junior School	Infants School
Date:	Date:
Time:	Time:
Venue:	Venue:

1. Introduction

At the end of the summer term 2004 the Headteacher of the Infants School retired. Since then there has been discussion with both Governing Bodies as to the possibility of the schools amalgamating to form a new all-through primary school with an annual admission of 90 pupils.

Governors of both schools have had meetings with senior management of the Education Directorate, and support the principle of amalgamation on the understanding that it coincides with building remodelling.

2. Benefits of an all-through primary school

The LEA is committed to raising education standards. The educational advantage from all-through primary schools in modern buildings provides a further opportunity for the governors and staff to work towards the raising of standards. The educational advantages can be summarised by:

- a. Whole school planning across both Key Stages 1 and 2, offering greater curriculum continuity for children and staff;
- b. With the children remaining in the same school for their primary years, continuity and progression for children's learning are easier to achieve, particularly pupils with SEN (Special Educational Needs).
- c. Clearer rules for children with common policies and expectations from 4 through to 11;
- d. Removal of uncertainty as parents also not have to apply for a place at the Junior School;
- e. Greater staff flexibility offering a breadth of expertise across the whole curriculum, fuller career opportunities for staff working across the whole primary phase.

3. Proposed Timetable for this change

If the proposed change were to go ahead, the two existing schools could cease at the end of August, 2006. A new single all-through primary school, on the same site, and with a new governing body, would open on 1st September, 2006.

The new school could be created in 3 ways.

1. Both schools could be closed and a new school opened.
2. The Infants' school could be expanded to accommodate the additional pupils and the Junior School would close;
3. The Junior school could be expanded to accommodate the additional pupils and the Infants' school would close.

The Council and Governors of both schools supports the first option as it offers fairness and transparency for everyone involved.

A new temporary Governing Body made up of Governors from the two existing schools would be formed in the Autumn of 2005 to make the decisions in preparation the new school.

Staff would be supported through this change to minimise disruption and ensure a smooth transition. For teaching and other classroom staff the change would be relatively straightforward, as the two schools cater for different age ranges and casting roles would continue.

Pupils in the existing two schools, who would still be in primary education from September, 2005 or September, 2006 would **automatically** be offered a place in the new school.

4. Future size of the new all-through primary school

Currently both schools can admit up to 90 pupils in each year group. The following table provides details of current and projected future numbers.

Hunderton Infants						
	Admission Number	Reception	Yr 1	Yr 2	Total	School Capacity
January 2004	90	63	66	68	197	270
April 2004	90	65	63	67	195	270
September 2004	90	46	65	61	172	270

Hunderton Junior							
	PAN	Yr 3	Yr 4	Yr 5	Yr 6	Total	School Capacity
January 2004	90	85	72	77	70	304	360
April 2004	90	86	69	77	68	300	360
September 2004	90	59	89	71	78	297	360

Forecast numbers in Reception Class

Reception	2005	2006	2007	2008
Summer	82	73	75	84

Based on known children data supplied October, 2003 and historic intake trends.

5. Other Issues

o Nursery

It is recommended that the 26 places nursery unit continue as part of the new all-through primary school.

o Accommodation

It is proposed that a new 3 form entry school be built on the existing site. Construction could start in April, 2006 with a view that all accommodation would be completed by September, 2007. Provision will take into account the existing community rooms and Children's Centre accommodation.

6. Expressing your views

Your views are sought in two ways during this initial consultation period.

1. By sending in a response to the Council. While this is not a 'ballot', it will enable your views to be presented to the Cabinet of the council and then to the School Organisation Committee.
2. By attending one of the public meetings, at which your questions and comments will be invited and answered.

Meetings are also being held separately for the staff and governing bodies of the two schools. These are being held on the same day as the public meetings at different times. At the Infants School the time would be 4.00 p.m. for staff and 5.30 p.m. for governors; and at the Junior School – 3.30 p.m. for staff and 5.00 p.m. for governors.

Responses should be sent to:

George Salmon

PO Box 185

Hereford

HR4 9ZR

Or email to: gsalmon@herefordshire.gov.uk

The Council will consider the comments received during this initial consultation, before deciding whether or not to issue statutory notices formally proposing the amalgamation. . This period of statutory notice allows a further period for any objections to be raised.

7. People and Organisations being consulted

Copies of this document are being sent to:

Parents and carers of pupils at Hunderton Infants' and Junior schools

Staff and Governors of the schools

Governing Bodies of all the other schools in Hereford City

Diocesan Education Boards

Early Years Development and Childcare Partnership

Members of the Cabinet

Member of Parliament

Local Councillors

Association of Governors and Professional Associations

This document is available on the Council's website. Printed copies are available on request.

PROGRESS OF MAJOR CAPITAL SCHEMES (AND TARGETED CAPITAL FUND)**Report By: HEAD OF POLICY AND RESOURCES****Wards Affected**

Countywide

Purpose

1. To report on progress on the education capital programme in the current financial year and the implications for the service, and to consider the recently announced DfES allocations for future years.

Financial Implications

2. As set out within the report.

Report

3. As at 2.12.04, 48% of the capital resources allocated for education in building projects in 2004/2005 have been spent. Projected expenditure, on capital projects in Education by the end of the 2004/05 financial year, is summarised in Appendix 1. Projected spend on completed projects with final payment still to be made is shown in aggregate at the top of the table. Projects are shown individually where building contracts have been let and construction is underway, or where projects are still at the design stage. At present, the overall education capital budget is showing under expenditure of £725,256 for the financial year. This is mainly due to slippage on schemes at Kington Primary school and Fairfield High school. However, discussions are ongoing with the Treasurers Department about how this funding can be carried forward into 2005/6.
4. Since the last meeting, major building schemes have been completed at Cradley Primary school (replacement school) and for refurbished science laboratories and new administrative offices, car park and mobile classrooms at Weobley High school. Work has also commenced on site for the new nursery classroom at Ledbury Primary. Although later than intended, a tender has now been received for the DT block at Fairfield High school and it is anticipated that work will begin on site in January 2005. Construction will also begin on the new sports hall at Kingstone High school in January.
5. The Chairman has visited Lea Primary School, Cradley Primary School, Weobley High School and the Greencroft Children's Centre. Staff using the new buildings reported that they were very pleased with the quality of design and construction. Highway work remains to be done at Cradley and the playing field drainage is yet to be proven.
6. Negotiations on the PFI contract for the replacement Whitecross High School have been protracted but it is hoped to sign the PFI contract by the date of this meeting. It is now envisaged that the new school will open in June 2006, by which time there will be a need to undertake off-site highway works, which are to be funded from the Education Capital Programme.

7. Allowance has also been made in this year's programme for land acquisition at Staunton-on-Wye and Sutton St. Nicholas.

Future Allocations

8. The DfES have recently released details of Capital borrowing allocations for Herefordshire, as follows:

2005/2006 - £2,870,511

2006/2007 - £3,725,395

2007/2008 – £2,763,056

9. Levels of funding are significantly lower than in previous years (the comparative figure was £4,898,342 for 2004/2005). Given this, it is important to ensure that resources this year are not lost and expenditure does not slip into next year. Confirmation has also been received of the capital allocations that are to be devolved directly to schools which show an increase from £2,275,601 in 2005/2006 to £3,040,463 in 2007/2008. The fact that devolved sums to schools are higher in 2007/2008 than the allocation to the Council does cause some concern and the implications will need to be considered by the Schools Forum during the Spring Term.

Building Schools for the future

10. The DfES announced, on Tuesday 30th November the next two waves of Building Schools for the Future, Herefordshire is not included. Although further information is awaited, the DfES have stated that a start will be made on the Herefordshire Building Schools for the Future at some point between 2005/2006 and 2010/2011, with the 'ambition' that at least one secondary school will be rebuilt in the County by 2011 and two more by 2016.
11. A more detailed report on capital investment in schools will be prepared for a future meeting of the Committee.

Targeted Capital Bids

12. On the 29th November, the DfES announced that Targeted Capital Bids for the replacement school at Sutton and sports hall for Weobley High School have been successful, resulting in allocations of £1,623,200 and £967,200 respectively. The Council will have to find 20% of the scheme costs. This could be achieved by borrowing under the prudential code being funded by the Education Revenue Budget, and this is part of the plans submitted to the budget panel.

RECOMMENDATION

That the Committee comment on any issues of concern arising from the capital programme progress report.

Background Papers

- None identified.

Education Capital Programme 2004/5

	2004/5 Estimated Payments to 31.3.05 £
Payments on Schemes Completed within the current and previous financial years.	1,043,255
Projects in Progress or in Design Stage	
i. Ledbury Primary – Nursery Classroom	184,000
ii. Site Acquisition (Whitecross/Cradley/Lea/Staunton/Sutton)	680,000
iii. Ross, John Kyrle – 6 th Form Extension	506,331
iv. Kingstone High – Sports Hall	215,000
v. Temporary Classrooms	190,000
vi. Peterchurch, Fairfield High – Playing Field	3,000
vii. Peterchurch, Fairfield High – DT Block	100,000
viii. St. Mary's, Credenhill – Development Costs	10,000
ix. Weobley High – Sports Hall Development	5,000
x. Weobley High – Tennis Courts	210,000
xi. Kington Primary – Nursery Classroom	5,000
xii. Seed Challenge Grant – Various Projects	218,391
xiii. Sutton Primary – Development Costs	5,000
xiv. Holme Lacy Primary – Access Road	32,898
xv. Feasibility Work	15,000
xvi. Condition Improvement Works	1,200,000
xvii. Disabled Access Works	250,000
xviii. Michaelchurch Primary – Office Extension	20,000
xix. Little Dewchurch Primary – Upgrade of Playing Field	10,000
xx. Whitecross High – Highway Works	60,000
xxi. Whitecross High – Fencing to Sports Field	25,000
xxii. Kitchen Refurbishment Programme – (Hampton Dene/LadyHawkins)	65,000
Sub-Total	4,009,620
TOTAL ANTICIPATED EXPENDITURE	5,052,875
Total Resources Available ***	5,778,131

*** Resources available consist of borrowing approval from the DfES amounting to £5,104,167 and additional income from various grants and capital receipts amounting to £673,964.

**EDUCATION REVENUE BUDGET MONITORING
REPORT 2004/05****Report By: DIRECTOR OF EDUCATION****Wards Affected**

Countywide

Purpose

1. To report on revenue expenditure for 2004/05.

Financial Implications

2. As set out within the report.

Revenue Monitoring 2004-05

3. The previous monitoring report to 5th October 2004 Scrutiny Committee, which was based on expenditure to 31st August 2004, anticipated that the Education Revenue Budget would be underspent by £415,000. A detailed budget review has been completed to establish the projected underspend based on expenditure to 31st October 2004. The projected underspend has increased a little to £465,000. The main variations are set out for information in Appendix 1.

RECOMMENDATION**THAT the report on Education Revenue Expenditure 2004/05 be noted.****BACKGROUND PAPERS**

- None identified

Education Revenue Budget Monitoring Report – October 2004

	2004/05 REVISED BUDGET £'000	2004/05 FORECAST £'000	2004/05 VARIANCE £'000	NOTES
1. Delegated to Schools Budget				
Primary Schools	29,580	29,688	108	Distribution to schools
Secondary Schools	29,800	29,930	130	(£225,000) and LSC
Special Schools	2,246	2,254	8	extra income
Specific Grants	2,000	2,000	-	(£21,000)
2. Spent on Schools				
Reserve for schools in Deficit	256	256	-	Delegated to schools
Provision for Children with Special Needs	2,563	2,888	325	Banding, Out County placements, centrally funded statements
Pupil Referral and Education Otherwise	1,549	1,499	(50)	Projected phasing of
Early Years Education	3,000	2,530	(470)	take up for 3 yr olds
Other Services for schools	1,047	997	(50)	Lower inter authority recoupment costs
Total Schools Budget	72,041	72,042	1	0%
3. LEA Budget				
Strategic Management	1,279	1,049	(230)	Staff vacancies
Severance, Pension Liabilities and school sickness scheme	494	444	(50)	Spend as per '03/04
Specific grants	574	574	-	Standards Fund
Special Education Services	881	831	(50)	
School Improvement	782	982	200	Targeted funding
Transport, Admissions and Asset Management	6,754	6,154	(600)	Route efficiencies and 6 fewer days (3%)
PFI Fees	0	400	400	Higher consultancy fees
Awards & Grants/YOT	341	226	(115)	Reduced take up
Learning Skills Council	(1,993)	(2,014)	(21)	Increased income
Total LEA Budget	9,112	8,646	(466)	5%
Accommodation Charges	296	296	-	Charged at budget
Central Support Charges	481	481	-	Charged at budget
Education Budget 2004/2005	81,930	81,515	(465)	0.6%
Carry Forward 2003/04	1,415	1,415	-	
Revised Budget 2004/05	83,345	82,930	(465)	0.6%

HEREFORDSHIRE'S LOCAL PUBLIC SERVICE AGREEMENT

Report By: DIRECTOR OF EDUCATION

Wards Affected

Countywide

Purpose

1. To consider the progress against the Education elements of the Herefordshire Local Public Service Agreement.

Financial Implications

2. For all projects combined, the Council intends to make 2.5% efficiency savings in order to support the initiatives outlined in the bid. A £920,000 pump priming grant has been awarded from central government. In addition, at the end of the period of the agreement, a further performance related award of up to 2.5% of a year's net budget is available to the extent that the targets are achieved. The pump priming available for Education targets has been set at £135,000, with an estimated total spend of £531,000.

Report

3. Herefordshire Council and the Government have made a Local Public Service Agreement (Local LPSA) with the intention of further improving the services to local people that Herefordshire Council provides. The agreement covers the period from 1st April 2002 to 30th September 2005. Four of the targets submitted have particular relevance to Education.

4. **Looked After Children and Young People (Target 6)
Improving the life chances for children/young people in care by improving their educational attainment.**

Under the LPSA, the stretched targets to be met were set as follows:

Target	Current Performance
72% of care leavers in education, training and employment at 19 by March 2005.	68.8% at the end of September 2004.
(17.25%) 5 looked after young people obtaining 5+ GCSE's at grades A* to C by March 2005.	4.3% (1 young person) at the end of September 2004. This cohort undergoes regular changes so it is possible that the target may still be met.
11(9%) looked after student absent from school by March 2005.	12.4% in the 2003/2004 academic year.

5. **GCSE Outcomes (Target 9) Improving attainment levels of students in Herefordshire**

Target	Current Performance
Increase from the current 54% to 62% in the percentage of students attaining 5 or more A*-C grades at GCSE in summer 2004.	57.4% - target not achieved.

6. **High Ability Students (Target 10)**

Target	Current Performance
Increase from the current 28.5% to 31% in the percentage of students attaining 5 or more A*-B grades at GCSE in summer 2004.	Target achieved at 31.7% based on Education Directorate and DfES figures. The results yet to be officially confirmed.
Increase from the current 14.9% to 18% in the percentage of students attaining level 5 or above in all three subjects at the end of Key Stage 2 in summer 2004.	Target achieved at 18.4% based on Education Directorate and DfES figures. The results yet to be officially confirmed.

7. **Early Years (Target 11) Improving the care and development of young children by enhancing the quality of education and care provision in all childcare and early year settings in the County.**

Target	Current Performance
Reduce from the current 9% to 2% the percentage of settings on a 1-2 (i.e. deferred approval) year outcome following an Ofsted inspection on 31 st March 2004.	<p>3.7% of early years settings on a 1-2 year outcome - exceeding the national 2004 target of 6% settings on 1-2 year outcome but not meeting the LPSA target.</p> <p>Progress was impeded by staff turnover in pre-schools and a more demanding Ofsted Inspection process.</p> <p>An Early Years Advisory Teacher has been appointed from January 2005 to provide intensive support to settings on a 1-2 year outcome and/or having significant weaknesses in their practice.</p>
Ensure that no settings have a 1-2 year outcome following inspection in 3 consecutive years by March 2004.	<p>0.9% (one setting) – target not met.</p> <p>The Senior Ofsted Inspector - aware of all the extra mentor teacher support provided to the setting - acknowledged "You can lead a horse to water but you can't make it drink."</p>

	An Early Years Advisory Teacher has been appointed from January 2005 to provide intensive support to those settings on a 1-2 year outcome and/or having significant weaknesses in their practice.
Increase from the current 5% to 45% the percentage of settings accredited on a Quality Assurance Scheme by March 2004.	45% target not met by March 2004 but achieved by September 2004.

RECOMMENDATION

THAT the Committee considers the progress against the Education Directorate's elements in Herefordshire's Public Service Agreement.

Background Papers

- None identified

SPECIAL EDUCATIONAL NEEDS PROVISION & SUPPORT SERVICES IMPROVEMENT PLAN

Report By: MANAGER OF SPECIAL EDUCATIONAL NEEDS

Wards Affected

Countywide.

Purpose

1. To consider the progress of Improvement Plan (Stage 4) of the Best Value Review of Special Educational Needs Provision and Support Services.

Financial Implications

2. The overall costs of the Improvement Plan are cost neutral.

Report

3. The Best Value Review of Educational Services for Schools began in March 2003. The Stage 3 Report was submitted to Scrutiny Committee on the 9th October. The Committee agreed the preferred option to maintain current provision whilst making those improvements identified by the Review Team. Strategic Monitoring Committee subsequently ratified the decision on 14th October 2004.
4. The original intention was that the Improvement Plan would be submitted to this Committee on 14th December 2004. However, it is necessary to conduct a further extensive consultation with all the relevant services referred to in the Plan, and such consultations could not be completed within the time scale available.
5. In order for the Plan to be effectively owned, it is important that each service has an input to the contents of the Plan and, most importantly, to the targets contained therein. The relevant services are Medical and Behavioural Support Service, Physical and Sensory Support Service, Learning Support Service, Special Services and Educational Psychology.
6. Consultation with the services involved is currently in progress. It is anticipated that the Improvement Plan will be presented to the next Scrutiny Committee on 14th March 2005. The Committee can then make comments and suggestions for amendment which the Cabinet Member (Education) may or may not choose to incorporate.

RECOMMENDATION

That the Special Educational Needs Provision and Support Services Improvement Plan be considered at the next meeting.

BACKGROUND PAPERS

- None identified.

BEST VALUE REVIEWS - UPDATE**Report By: DIRECTOR OF EDUCATION****Wards Affected**

Countywide

Purpose

1. To consider the progress made on the seven Best Value Reviews conducted between 2000 and 2004.

Financial Implications

2. None.

Report

3. Five best value reviews of the Education Service were carried out between 2000 and 2002:
 - Pupil Admissions and Exclusions
 - Provision and Distribution of School Places
 - Education Welfare Service
 - Education Services for Schools
 - Medical and Behavioural Support Service and Pupils Educated by Parents
4. All the reviews have been completed and Stage 4 Improvement Plans and progress reports submitted to Education Scrutiny Committee, as shown at Appendix 1. In all cases, significant improvements have been implemented through changes made to the information provided to the service users and to processes and procedures. All action items considered to be high priority have been implemented and many minor changes have also been made.
5. Since further improvements will be as a result of either new legislation or through Council Performance Management and therefore will be reported in their own right, no further updates to Education Scrutiny Committee are planned for these reviews.
6. Two reviews, each comprising one third of the Education Directorate, were conducted during 2003 and 2004. The review of the Inspection, Advice and School Performance Service completed Stage 3 in March 2004. The current Committee Work Plan shows that the Improvement Plan will next be considered in March 2005. A separate report detailing the progress of the review of Special Educational Needs Provision and Support Services is included elsewhere on the agenda.

RECOMMENDATION

That the Committee consider the progress made since the Best Value Reviews conducted between 2000 and 2004 within the Education Directorate.

BACKGROUND PAPERS

- Various individual Best Value Review reports.

Admissions (2000-2001)

The service improvements generated from the review have all been successfully implemented. Processes are in place to ensure that policies are regularly reviewed both to ensure continuous improvement and to comply with changes in legislation and national initiatives.

Area for Improvement	Progress
Improved access to information by schools and parents.	A co-ordinated admissions scheme is now in place. Letters are sent to parents and schools and information is available on the Education Directorate's web pages.
Make changes to the over-subscription policy.	Over-subscription policy has been reviewed and stated SEN children with defined schools are given first admission priority. Local Area Forum (LAF) reviews the policy on an annual basis.
The appointment of a senior officer to assist with admissions appeals.	Officer in post from September 2001.

Supply of School Places (2000-2001)

Progress has been made against all the recommendations. Introduction of a central database has made information processing more efficient and a new DfES method of measuring capacity has made possible more accurate assessment of school places.

Area for Improvement	Progress
Improved liaison with planning & housing departments.	Education Personnel on Development Impact Group.
Development of electronic databases shared between the LEA and schools	Termly returns data populated into IDEAR database. Database being expanded to include admissions and SEN data.
Maximise benefits for pupil projections from the Pupil Level Annual School Census.	Additional checks included at PLASC collection to ensure accurate data available. List of all postcodes and catchment areas kept up to date.
Introduction of improved forecasting techniques.	Discussions with other authorities and internet research to ascertain methods of forecasting.
Improved links to the admissions service.	Regular contact regarding capacity assessments and admissions.
Increase profile and scope of forecasting in planning process.	Contact made with data research officers, plus population information available on intranet.
Liase with Inspection service to determine best way forward.	Consultant employed to report on practice elsewhere in county to identify good practice.
Consult with partners regarding proposed changes.	Regular discussions with Headteachers, SOC and AMP group. Capacity recalculated regularly.
Monitor falling rolls and advise schools of future projections.	School level report being developed to give all schools indication of future numbers and other benchmarking information.

Education Welfare Service (EWS) (2000-2001)

A number of improvements have been made to the EWS resulting in improved access to schools, parents and pupils, an increase in the number of cases being dealt with (from 600 in 2002 to 800 in 2003) and improved pupil attendance in both the primary and secondary sectors.

Area for Improvement	Progress
Written policies and operating procedures will be more sharply defined.	A new policy was implemented in 2002. This will be updated in 2004 (using best practice from Liverpool CC) to include penalty notices to parents.
Information given to parents and schools will be improved.	An improved home/school liaison leaflet was issued to schools. Further improvements will be made in 2004. Letters to parents have also been improved – using the Birmingham model.
Service delivery will be enhanced by improved ICT facilities.	The service now has 4 PCs, enabling efficient contact and information exchange with schools. Referrals are now received by email.
Revised service level agreement to outline schools' entitlement much more clearly and enable them to purchase additional support.	Staffing and resource constraints have prevented the service offering additional support to schools. However, improvements have been made – including piloting fast tracking with 2 high schools.
Skills of other agencies can be incorporated into the service.	The service now operates using social work methods such as communication methods and work with the families to resolve problems. The service has strong links and shares good practice with YOT.
Procedures for references to court will be tightened.	Procedures have been tightened. Now include penalty notices as a way to avoid court proceeding. However, more court cases have also now been processed.
EWOs will be deployed in the most efficient manner.	EWOs are now more school based to improve access to schools. A workload recording system makes possible case strategy review and continuous improvement.

Education Services to Schools (2001-2002)

This review considered two services – the Instrumental Music Service and the School’s Library Service.

Herefordshire Music Service

Considerable progress and improvements to the service have been made by the IMS. Continuing improvements will be made as part of the routine service planning process and ongoing review and monitoring and also through external inspections such as Ofsted (HMS inspection expected in the near future).

Area for Improvement	Progress
Re-launch IMS as the County Music Service. Communicate changes to customers.	Service re-launched in September 2003 as Herefordshire Music Service. Information and guidance to parents issued in September 2003. Staff newsletter issued in September 2003 and Service Handbook updated. Termly newsletter issued to schools.
Review Head of the County Music Service pay and conditions.	Post re-graded from September 2003 with a further review planned for September 2004.
Recruit business manager to develop financial opportunities and the business side of the service.	Business manager functions now with a member of the IASPS team. New financial control management arrangements in operation from April 2002.
Seek additional funding resources via external funding unit.	Additional funding obtained for musical instruments from Youth Music and New Roots (2003-2004).
Review clerical support assistance.	Review covered by Job Evaluation exercise. Additional clerical support provided from January 2004.
Produce an annual business and service development plan with clear and measurable financial and performance targets.	Plans and performance measures benchmarked with Education services. Plan published and updated termly. New process and database in place since September 2003.
Identify and obtain sponsorship for events. Further develop existing links and create new ones with local and national organisations.	Funding obtained for Bosnia appeal and Elgar in Hereford. Sponsorship obtained from New Roots and Youth Music. Successful links established with Norman’s Music Burton-on-Trent and BBC Hereford and Worcestershire.
Create & develop an effective support organisation to expand opportunities in all forms of music and the creative arts.	Bursary scheme for free tuition and free instrument hire implemented in September 2003. Scheme for endangered and protected species (minority instruments) in place from January 2004.
Establish a network of leading music teachers to improve curriculum support for music.	Regular termly meeting established by Heads of Music departments in all High Schools from April 2003. List of support & curriculum teachers in place. Partnership with Music Pool expanded to cover curriculum advice. Advanced skills teacher recruited at Haywood High.

Best Value Review Update: Appendix I

Examine feasibility of a second Advanced Skills Teacher support in primary school music and appoint if appropriate.	Budgetary constraints have prevented appointment.
Explore possible options for a cost effective instrument leasing programme.	Using a private company was found to have prohibitive costs. Additional income identified, financial systems improved. Guidelines amended annually to meet demands from schools.
Revise tuition fees to maintain financial viability of the service whilst safeguarding the interests of all pupils.	Fees increased by a smaller amount than previous years. Bursary scheme introduced from September 2003.
Continue to monitor the HCMS budget on a monthly basis.	Ongoing monitoring in place.

School's Library Service (SLS)

Improvements have been made to the service as a result of the review. Continuing improvements will be made as part of the current restructuring of the Library Service.

Area for Improvement	Progress
Produce new information for customers.	Action postponed until Library Service re-branding in May 2004. SLS are now in the process of re-branding the service and distributing updated information to customers.
Publish an annual performance against targets and an assessment for the value for money of the service.	Targets are regularly submitted for the Library Service's Business Plan. SLS also contributes statistics to an annual survey of library services to children in schools in the UK (LISU).
Investigate use of IT for customer information and internet access to services.	Teachers have both intranet and internet access to the service. The Talis Mobile Information System will be implemented via the Library Service by the end of 2004.
Investigate purchase of multi-media resources and alternative sources of funding.	The service now buys CD's and has launched World War II multimedia project boxes. The SLS festival for 2004 will be held in partnership with the Courtyard Theatre and additional funding for the festival has been applied for from the Arts Council.
Plan increase in the number of advisory visits including cost implications.	The Library Service is currently being restructured. Pilots that may allow more money to be released to schools are in progress.
Presentation to High school headteachers on the benefits of school libraries and professional input into school libraries.	A presentation given to High School Librarians in May 2004.
Plus survey of all school libraries.	Time constraints have prevented this action. A recent LEA survey of School's views that gave very positive feedback.
Investigate alternative means of income generation in order to increase capacity.	Funding obtained from the Diocese of Hereford for religious artefacts and Arts Council Funding applied for.

Medical & Behavioural Support Service and Pupils Educated by Parents (2001-2002)

This review considered three services: MBSS, PRUs and Education Otherwise. All high priority service improvements identified have been implemented. Further improvements will form part of the ongoing development of the services. Targets and objectives are monitored through the Behaviour Support Plan and, to some extent, through the Education Performance/Business Plan. The service also conducts an annual consultation exercise with schools to ensure that high levels of customer satisfaction are maintained. MBSS is also currently involved in a wider review of Special Educational Needs Services.

Medical and Behavioural Support Services	
Area for Improvement	Progress
All high schools to be given the opportunity to access provision via the 'buy back scheme'.	New Service level Agreements in place April 2004.
Provide individual support where appropriate to pupils facing exclusion in Primary Schools.	95% of pupils provided with additional support. Processes in place to ensure target of 100% reached in 2005.
Provide individual support where appropriate to pupils facing exclusion in Secondary Schools.	70% of pupils provided with additional support. Processes in place to ensure target of 80% reached in 2005.
Provide an opportunity for staff from Primary Schools to access training/advice with regard to pupils exhibiting challenging behaviour.	Target exceeded – 69 schools provided with training and advice by April 2004 (original target was for 65 in 2005).
All staff to be offered opportunity of follow up sessions on demand.	Achieved, 100% of requests for follow up support met.
Provision of advice on demand direct to staff and teachers in Primary Schools.	Achieved, 100% of requests for follow up support met.
Implement regular fortnightly referrals meeting with MBSS staff to discuss school referrals.	Achieved – fortnightly meetings established.
Establish a regular line of communication with Social Inclusion Officer and Admissions and Exclusions Assistant in order to ensure that all pupils in Primary School at risk of permanent exclusion receive additional support.	Achieved September 2003 – contact available on demand.
Prepare packages of support and costings for a buy back scheme.	Costings assessed and buy back scheme in place April 2004.
Present to high schools in order to assess demand for a buy back scheme.	Schools consulted and 100% in favour of proposal.
Appoint additional staff where appropriate.	An additional teacher has been appointed - will commence in post in September 2004.
Additional behaviour support in high schools available as part of a buy back scheme.	All High Schools have bought into the scheme.
Determine level of demand in the local market for purchase of additional services to ensure the feasibility of additional provision.	Action superseded by buy back scheme.
Implement Service Level Agreement with schools of the basic provision provided by	Completed April 2004.

Best Value Review Update: Appendix I

MBSS.	
Implement a Service Level Agreement with schools (assuming feasibility study shows sufficient demand) outlining differentiated provision to be purchased as required by schools.	Completed April 2004.

Pupil Referral Units	
Area for Improvement	Progress
Reduce the percentage of school phobics in PRUs (50% in 2001/2003).	Annual reviews of numbers of school phobics in place since July 2003.
Implement measures to place the diagnosis of school phobics on a more professional basis .	Measures in place to ensure assessment conducted by an Educational Psychologist or Clinical Psychologist since September 2003.
Reduce transport costs to PRUs - Develop and implement a coherent and explicit policy regarding eligibility for access to transport in PRUs.	Policy developed and in operation September 2003.
Reduce permanent exclusions by 10% from 35 to 32 in the first year.	32 permanent exclusions in 2002/03 and 31 in 2003/04. Ongoing improvements part of MBSS Improvement Plan.
Develop a virtual classroom system for Key Stage 4 statemented students from PRUs and Brookfield School to free up places. Monitor impact on availability of PRU and Brookfield School places. Monitor number of children seen within the system and assess value added to students of the virtual classroom.	Classroom operational since December 2002. Annual reviews in place since July 2003.
Refurbish the John Venn Unit and relocate St David's PRU .	John Venn Unit operational as new location for St David's PRU September 2003.

Pupils Educated by Parents	
Revise leaflets containing information to parents on Key Stages 1, 2, 3 and 4.	Completed in December 2002.
Draft leaflet to Headteachers, in consultation with Principal Education Welfare Officer.	Completed in December 2002.
Publish and distribute leaflet to parents.	Completed in March 2003.
Publish and distribute leaflet to schools.	Completed in March 2003.
Record the number of contacts made with children previously unknown to the Local Education Authority.	Ongoing.