

A G E N D A

Education Scrutiny Committee

Date: **Monday, 14th March, 2005**

Time: ****10.30 a.m.****

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

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

For any further information please contact:

*Paul James, Members' Services Tel: 01432
260460 Fax: 01432 260286*

e-mail: pjames@herefordshire.gov.uk

**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 and Ms K. Fitch (Primary Governors)
	Teacher Representatives	M. Carter (Special Teachers), 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.	
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PUBLIC INFORMATION

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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
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- Review performance of the Council
- Conduct Best Value reviews
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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 Council Chamber, Brockington, Hafod Road, Hereford on Tuesday, 14th December, 2004 at 10.00 a.m.

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

In attendance: Councillor D. W. Rule (Cabinet Member – Children’s Services)

33. APOLOGIES FOR ABSENCE

Apologies were received from Mr. S. Boka, Councillor H. Bramer, Mr. M. Carter, Councillor N.J.J. Davies, Mr. C. Lewandowski and Revd. I. Terry..

The Committee Officer (Scrutiny) reported that an apology had been received from Mr M Carter. Mr Carter, Head of Westfield School, Leominster, had only been elected to serve as the Special Sector Teacher Representative the day before the meeting and had not had sufficient notice of the meeting to enable him to attend.

34. NAMED SUBSTITUTES

Councillor J. Stone substituted for Councillor N.J.J. Davies.

35. DECLARATIONS OF INTEREST

There were no declarations of interest.

36. MINUTES

Minute number 24 – Update on Ofsted School Inspections since September 2003 – be amended to reflect the Committees support for Weobley High School while in its current situation of being placed in special measures by Ofsted.

In response to questions raised under Minute 26 – School Travel Initiatives- regarding recent changes to the number of unallocated seats on buses carrying students to denominational schools, the Director of Education reported that arising from changes to the number of students attending denominational schools and a review of school transport contracts, the number of vacant seats had reduced. He

briefly outlined the policy concerning the use of vacant seats by non-denominational students, for a fee, and the degree of notification given to the parents/guardian of such students warning that the number of vacant seats would be reduced.

RESOLVED: That subject to the amendment concerning minute 24 above the minutes of the meeting held on 5th October, 2004 be approved as a correct record and signed by the Chairman.

37. EDUCATION WELFARE SERVICE - POLICY AND PROCEDURES ON SCHOOLS ATTENDANCE

The Committee received an update on the policies and procedures followed by the Education Welfare Service when monitoring and promoting good attendance by pupils in school.

The Head of Children's and Students' Services reported upon progress since the last report (February 2003) in reducing the pupil absence figures. Appendix 1 set out the authorised and unauthorised absence figures between 2001/2004. She reported that, in partnership with the police, truancy sweeps continued to be conducted. Children found unaccompanied by an adult were removed from the street and taken to a place of safety where they were interviewed. The Education Welfare Service (EWS) worked supportively with families and schools to ensure that the problems of non-attendance were addressed at an early stage. In those cases where parents consistently failed to send their children to school the EWS were increasingly resorting to the use of penalties awarded against the parents. Legal action may be considered in some cases. A Penalty Notice system, set out at Appendix 2 to the report, had been announced in the local press.

The Committee noted the generally pleasing trend in reducing the number of absences. However, they noted that in 2003/04 absences in the secondary sector had risen (7.75%). The Committee requested that future reports include comparative statistics with both neighbouring authorities and nationally. The Committee also noted that in most cases "Traveller Children" were recorded as authorised absences while the family were travelling.

In response to concerns expressed regarding children absent with a parent, and those absent without the parents' knowledge, the Head of Children's and Students' Services reported that the EWS had a carefully graded approach to ensure that pupils returned to regular school attendance. She commented that EWS understood that problems occurred when pupils were absent without their parents' knowledge or were late due to parents work commitments. However, she emphasised that it was the parents responsibility to ensure that their child was in school.

The Committee also noted that schools were actively discouraging parents from taking children out of school for family holidays during term time.

RESOLVED: That the report be noted and future reports include comparative statistics with neighbouring authorities and nationally.

38. SUPPORTING PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The Committee considered the support offered to schools where they had pupils whose first language was not English.

The Head of Children's and Students' Services reported that there had been a significant increase over the last 6 years in the number of newly arrived pupils whose

first language was not English. The vast majority spoke a wide range of first languages and required support to speak English in order to access the National Curriculum. She reported that the expectation was that such pupils would be fully included in Herefordshire schools and that the Herefordshire Learning Support Services would support schools in meeting these pupils' needs. The support available was set out in the information booklet included as Appendix 1 to the report.

The Committee noted that schools had embraced the cultural diversity and that the schools had found that the curriculum and values of the school had been enriched by the experience. The Committee noted that no further specific funding was triggered through the number of such pupils at school. It was considered that this funding issue may be an issue for discussion at the Schools Forum.

RESOLVED: That the report be noted.

39. SECURITY IN SCHOOLS

The Committee were informed of the approach to security in schools.

The Head of Policy and Resources reported that the Council had a duty to ensure the safety and welfare of both pupils and staff on school premises, and as part of its asset management, was 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. The report set out how the various individual risks were managed to minimise the chance of any unforeseen event occurring, and its impact if it did occur.

During discussion the following principal points were noted:

- Discussions with the Fire Service were ongoing concerning the categorisation of school buildings according to level of risk.
- It was estimated that it would cost up to £20 million to install sprinkler systems in all schools. This would probably be to the detriment of general maintenance as no separate funding was available.
- By the nature of the buildings, it would be difficult or more costly to install sprinkler or alarm systems in old rural schools. Also, due to their rural nature it took longer for emergency services to get to the site.
- With the increase in ICT equipment in schools, rural schools especially were becoming increasingly attractive to thieves.
- Sprinkler and alarm systems were installed in new build schemes. Attention was also paid to the overall security during the design stage.
- It was reported that nationally, more damage had arisen from water damage caused by sprinkler systems than fire.

RESOLVED: that the report be noted.

40. PRIMARY SCHOOL PROVISION IN HEREFORD CITY

The Committee were informed of the strategy for providing school places in Hereford City, particularly south of the river.

In accordance with the request at the October meeting for more information, the Head of Policy and Resources reported upon the projected pupil numbers in Hereford City Primary schools, further details of which were set out in Appendix 1 to the report. This information had led to the following conclusions:

- In the City as a whole pupil numbers were expected to fall by 300 over the next 3 years, although admissions in reception were 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 was 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.

The Head of Policy and Resources further reported upon a proposal for the amalgamation and phased replacement of Hunderton Junior and Infant Schools to form a new all-through primary school on the current site. A copy of the draft informal consultation document concerning the proposal was attached at Appendix 2 to the report.

The Committee noted that the current buildings had major technical faults, including concrete cancer, and that significant investment would be needed if they were to be maintained in the long-term. Replacement would have to be undertaken in a phased manner at an expected cost of at least £4 million.

The Committee were informed that the Governors of Hunderton Junior School supported the proposal as it offered greater opportunities to better manage the facility.

RESOLVED: That the report be noted and the proposed amalgamation and phased replacement of Hunderton Junior and Infant Schools be supported in principle.

41. PROGRESS OF MAJOR CAPITAL SCHEMES - AND TARGETED CAPITAL FUND

The Committee received a progress report on the Education Capital Programme and considered the recently announced DfES financial allocations for future years.

The Head of Policy and Resources reported that 48% of the capital resources allocated for education in building projects had been spent. Projected expenditure on capital projects in Education by the end of the 2004/05 financial year was summarised in Appendix 1 to the report. Discussions with the County Treasurer were ongoing about how the anticipated £725,256 under-expenditure could be carried forward into 2005/06.

He highlighted that major building schemes at Cradley Primary and Weobley High schools had been completed. Work had commenced on site at Ledbury Primary with work at Fairfield High and Kingstone High (new sports hall) due to commence in January 2005. It was anticipated that the PFI contract for the replacement of Whitecross High School would be signed by Christmas 2004.

He further reported that DfES future capital borrowing allocations for Herefordshire (for the period 2005/6 to 2007/8) were significantly lower than in previous years. He also reported that confirmation had been received of the capital allocations to be devolved directly to schools. While this showed an increase from £2,275,601 in 2005/06 to £3,040,463 in 2007/08, the fact that the devolved sums to schools were higher in 2007/08 than the Council's borrowing allocation caused some concern and the implications would be considered by the Schools Forum during the Spring Term.

The Committee noted that Herefordshire had not been included in the next two waves of 'Building Schools For the Future', an issue that caused some concern to Members, particularly in relation to the condition of The Minster College, Leominster. However, the County had been successful under the 'Targeted Capital Bids' for a replacement school at Sutton and a sports hall for Weobley High School.

RESOLVED: That the report be noted.

42. EDUCATION BUDGET REVENUE MONITORING REPORT 2004/05

The Committee received a report on the education revenue expenditure for 2004/05.

The Committee noted that the projected underspend had increased to £465,000. The main variations to the budget were set out in Appendix 1 to the report.

RESOLVED: That the Education Revenue Expenditure 2004/05 report be noted.

43. HEREFORDSHIRE'S LOCAL PUBLIC SERVICES AGREEMENT

The Committee considered progress made against the Education elements of the Herefordshire Local Public Services Agreement.

The Head of Policy and Resources highlighted that, while good progress was being made in achieving the targets, target 11 (Early Years) was heavily dependant on the performance of individual settings run by third parties. The Committee noted that target 6 (Looked After Children and Young People) and target 9 (GCSE Outcomes) had been extremely ambitious and, for a number of reasons e.g. the varying aptitude of different cohorts and the reliability of statistics used, these particular targets were unlikely to be met.

RESOLVED: That the report be noted.

44. SPECIAL EDUCATIONAL NEEDS PROVISION & SUPPORT SERVICES IMPROVEMENT PLAN

The Committee noted that the progress of the Improvement Plan (Stage 4) of the Best Value Review of Special Educational Needs Provision and Support Services had been delayed due to the need to conduct further extensive consultation. It was anticipated that the Improvement Plan would be presented to the next meeting of the Committee at which time the Committee may make comments or suggestions for amendment which the Cabinet Member (Children's Services) may or may not chose to incorporate into the final Improvement Plan.

RESOLVED: that the position be noted and the Improvement Plan for the Best Value Review of Special Educational Needs Provision and Support Services be considered at the next meeting.

45. BEST VALUE REVIEWS - UPDATE

The Committee considered the progress made on the seven Best Value Reviews conducted between 2000 and 2004.

The Director of Education reported that five best value reviews of the Education Service had been carried out between 2000 and 2002 namely:

- 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

All the reviews had been completed and Stage 4 Improvement Plans had been produced. Progress against the individual improvement plans had been detailed in Appendix 1 to the report. In all cases significant improvements had been implemented. Since further improvements would be as a result of either new legislation or through Council Performance Management the Director reported that no further updates were planned for these reviews.

The Director of Education further reported that the Improvement Plan (Stage 4) for the review of the Inspection, Advice and School Performance Service, was due to be considered by the Committee in March 2005. The position of the Special Educational Needs Provision and Support Service, as reported earlier in the agenda, was now also due to be considered in March 2005.

RESOLVED: That the report be noted.

46. URGENT ITEM - DR. E. ORAM, DIRECTOR OF EDUCATION

The Chairman and Committee paid tribute to Dr. Eddie Oram, Director of Education.

The Chairman reported that Dr. Oram would be retiring at Christmas after 7 years as Director of Education for Herefordshire and almost 20 years with the former Herefordshire & Worcestershire County Council. He commented that Dr Oram had been a driving force behind many of the positive achievements in Herefordshire schools. The Committee wished him a long and happy retirement.

The meeting ended at 11.47 a.m.

CHAIRMAN

TEACHERS' WORKLOAD AGREEMENT – MONITORING OF PROGRESS

Report By: Head of School Effectiveness

Wards Affected

Countywide

Purpose

1. To inform the Committee of the progress being made, both locally and nationally, in implementing the National School Workforce Remodelling Programme.

Financial Implications

2. The costs to schools of the School Workforce Remodelling Programme have to be met from the budgets to schools under LMS arrangements. Appendix 1 contains extracts from the previous Minister of State for School Standards (David Miliband) statement on school funding in 2005 – 2006 as it relates to workforce reform. In 2005/2006 the Council, in discussion with schools at the Schools Forum, are planning to give primary schools an extra 1% to help with planning, preparation and assessment (PPA) time.
3. The Children's Services Directorate has received a 100% direct grant of £91,000 from the DfES in 2003/4 and of £170,238 in 2004/2005. The grant is specifically designed to 'help LEAs develop their capacity to support schools in remodelling their workforce'. The Grant for 2005/2006 is £167,000 but this includes funding from the High Level Teaching Assistant Programme, previously a separate grant.
4. This DfES grant is being used to fund the Workforce Reform Adviser (who took up post on 7 June 2004) and partly fund some officer time in support of the programme. In addition, the funding is used for conferences, training programmes and to give some financial support to those schools who are currently engaged in the remodelling programme. The funding has been allocated on a formula based on pupil numbers at PLASC 2003. A school of fewer than 100 pupils receives £1000, schools between 100-200 pupils £1500, schools between 200-300 pupils £2000 and schools over 300, £3000. This applies to schools in tranches 1 to 4 and is intended to sustain the programme as more schools join the remodelling programme.

Report

5. The report to Committee on 23 September 2003 (Agenda Item 7) and 5 October 2004 (Agenda Item 6) outlined the number of contractual changes being phased in to reduce the workload burdens on teachers and to enable teachers to focus on their professional responsibilities, as set out in the following three paragraphs.
6. **From September 2003**
 - Teachers should not **routinely** be required to undertake administrative and clerical tasks.

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness, School Improvement Service (01432) 260803

- Governing Bodies and Headteachers will need to ensure that their staff have appropriate workloads, in support of a reasonable work life balance and having regard to their health and welfare.
- Every teacher, including the headteacher, should have a timetable that provides a reasonable allocation of time in support of their leadership and management responsibilities.

7. **From September 2004**

- There should be a limit on the extent to which teachers at a school can be asked to cover for absent colleagues, with progressive movement towards the shared objective that this should not happen regularly. Initially, the limit on hours will be set at 38 hours per year for the school year 2004/05.

8. **From September 2005**

- Teachers should have guaranteed time for planning, preparation and assessment (PPA), set at the equivalent of at least 10% of a teacher's normal timetabled teaching time.
- Teachers should not **routinely** be required to invigilate external examinations.
- Headteachers must have dedicated time to lead their schools, not just manage them.

9. Herefordshire schools continue to make good progress in relation to the transfer of the 24 administrative tasks from teachers. The report to Education Scrutiny on October 5 2004, indicated that classroom display was one area of difficulty in some schools. A training course on classroom display for Teaching Assistants was held in July 2004 and subsequent courses may be arranged if there is sufficient demand. Classroom teachers in many cases choose to retain responsibility for classroom display though Headteachers are aware of the legal obligation to make alternative arrangements in their individual schools.

10. Measuring progress in achieving a reasonable work-life balance for teachers and managers is still not easy. At present the indications are that the workload for Headteachers may increase in the short term. Classroom teachers are optimistic that the introduction of guaranteed Planning, Preparation and Assessment time (PPA) in September 2005 will help towards improving their work-life balance.

11. A significant number of schools have now established a 'School Change Team' as expected by the NRT (National Remodelling Team). These working parties are looking closely at how they may remodel in order to achieve the contractual changes required in September 2005. The biggest challenge is implementing 10% Planning, Preparation and Assessment (PPA) time and whilst most schools are making good progress in this direction, a significant minority, particularly small schools, report that they are concerned about implementing PPA time without compromising the quality of education that the pupils currently receive. PPA time also applies to centrally funded staff on teacher's conditions of service such as those in the Instrumental Music Service.

12. At the time of writing this report, 90% of Herefordshire schools have nominated themselves to join the remodelling programme (which is well ahead of the DfES target). Six tranches of schools have now been launched, and a launch event for Tranche 7 has been organised for Friday 18th March at Hedley Lodge, Belmont. All

remaining Herefordshire schools currently outside the remodelling programme will be encouraged to join those in Tranche 7.

13. Between November 2004 and January 2005, there have been four PPA training days for Headteachers of all schools in Herefordshire. This is in line with the expectations of the NRT and has provided Headteachers with information regarding the regulations for PPA as well as strategies for implementing PPA time in a way that is sustainable. All Headteachers in Herefordshire schools were invited to take part in a training day, and 90% attended.
14. The remodelling agenda remains a high priority for Central Government. The three-year programme moves into its final phase in September 2005. It is expected that the reduction in teacher workload and the ensuing improvement in work-life balance will contribute significantly to rising levels of pupil achievement across all Key Stages.

RECOMMENDATION

THAT the Committee consider the report on the Teachers' Workload Agreement and comment upon the local implications for schools and the LEA.

BACKGROUND PAPERS

- None identified.

APPENDIX 1

**DEPARTMENT FOR EDUCATION AND SKILLS
SCHOOL FUNDING 2005 – 06**

The Minister of State for School Standards (David Miliband): This statement relates to school funding in 2005 – 06.

5. We have also considered the costs of the implementation of the National Agreement on workforce reform. Earlier in the year, with the support of our partners, we undertook a survey of schools in 6 LEAs to get a better understanding of their starting points, how they plan to deliver the workforce reforms and to what extent this can be achieved through the redeployment of existing resources. I am grateful to all those LEAs and schools for their help.

6. This work confirms that the pressures of workforce reform, and in particular guaranteed time for planning, preparation and assessment, will impact mainly on primary and nursery schools in 2005 – 06. The precise cost for individual schools will, of course, depend on the strategies chosen to implement the reforms and the amount of time that needs to be created, but we expect the average cost pressure to be between 0.8 and 1% for primary and nursery schools. The survey also indicates that most secondary and special schools will be able to implement the September 2005 contractual changes from their existing resources. We recognise that some secondary and special schools may incur additional costs, and will undertake further work with our partners during the autumn term to examine the nature and extent of these costs, including in particular the transfer of exam invigilation from teachers. It will be for schools and LEAs to take forward the results of this work through workforce remodelling and through the headroom provided under the arrangements I am announcing today.

7. Of course, remodelling is not just about extra funding. We will continue to work with our partners, the National Remodelling Team and the network of LEA remodelling advisers and consultant leaders to offer guidance and support for all schools in implementing workforce reform. In particular, we will examine the support required by schools to manage effectively the transfer of exam invigilation from teachers from September 2005.

14. Our work with LEAs on the cost of workforce reform also suggested that the costs of implementing the national agreement are likely to be highest for very small schools – i.e. those with under 100 pupils. The main reason for this is that it can more difficult for a very small school to secure small proportions of support staff time in order to release teachers for planning, preparation and assessment time. In urban areas schools can collaborate to resolve these difficulties, but that can be harder to do in rural areas where travelling distances are greater. Subject to consultation, I therefore propose to apply a larger increase to the sparsity unit costs in the primary formula within the Schools Formula Spending Share, to direct more resources to authorities with a high proportion of schools in this situation. I am also doubling the announced increase in the School Standards Grant band for schools with under 100 pupils, to ensure that all small schools have some extra help with the costs of workforce reform.

BANDING INTO SECONDARY SCHOOLS AND THE MONITORING ARRANGEMENTS

Report By: Head Of Children's And Students' Services

Wards Affected

Countywide

Purpose

1. To consider the progress to date of extending banded funding, which has been available in primary schools since September 2003, into secondary schools and to consider the proposed development of monitoring arrangements.

Financial Implications

2. None – these developments will be met through the existing budget arrangements.

Report

Banded funding into secondary schools

3. There has been increasing pressure from Government agencies in the past two years to reduce reliance on the statutory assessment process as a mechanism for delegating SEN funding to schools. Herefordshire has, to an extent, anticipated these pressures and has adopted a banded funding model to reduce bureaucracy and give schools more flexibility in the way they use their funds.
4. A wide range of consultations, based on a banding matrix, started in the autumn term 2001 and a model was developed with a sample group of primary schools. After extensive training and further consultation, actual banded funding was started on a trial basis in primary schools in the summer term 2003, with full implementation the following autumn. No banded funding was allocated to Year 6 pupils in the summer of 2003 because there was no mechanism for them to take this funding into Year 7 at that stage. Even the following summer, there were very few children in this group across the County. However, with the potential reduction of children with statements moving to Key Stage 3 in the future, decisions were needed on a model for secondary schools. Consultations commenced in the summer of 2003 through the main Funding for Inclusion group and through a working party set up by that group with additional secondary representatives. It was agreed that a continuation of banded funding into the secondary sector was the best way forward.
5. Discussions continued into 2004, by which time it was possible to completely revise the matrix and protocols in the light of experience gained over the first year. As part of this revision, new guidance was issued and a further consultation conducted in the summer of 2004. The outcome was that a new panel was formed, with decisions being made exclusively by the teacher members. In addition, the new matrix broke the link with statutory assessment and clarified for schools their part in the process. The system is now working extremely well in primary schools and the rate of requests for statutory assessment has declined dramatically.

6. It was not possible, nor necessary, to start banded funding in secondary schools immediately in September 2004. However, the delay gave opportunities for wider consultation and the training of special needs co-ordinators. Because the large part of the funds for banded funding in secondary schools would only be available as young people with statements left school, it was decided to accept applications for Year 7 pupils as from November 2004, with commensurate progress in following academic years. There is, of course, secondary representation on the banding panel and the majority of high school special needs co-ordinators are very positive about the way banded funding will affect their practice. From the summer term 2005, secondary schools will be able to bid, in advance, for funds for children then in Year 6 who will transfer in September 2005. This will help with transition and it will also enable schools to capitalise on their close liaison with feeder primaries in developing individual education plans. From September 2005, banded funding will extend to Years 7 and 8 though, of course, it will not be until the end of 2008 that it will apply across the whole typical high school age range.

Monitoring

7. At the same time as introducing banding, the County has sought a mechanism to enable it to respond more effectively to the need to account for the effectiveness of delegated funds and pupils' progress. With large amounts of money being spent on provision for special educational needs (SEN) in mainstream schools, it is important to know that it is spent effectively. Effectiveness can be measured in terms of school improvement, individual pupil's outcomes and how well children with SEN do in terms of key skills such as literacy and numeracy.
8. Allocations of banded funding have monitoring built into them. Schools are asked to make clear how they will spend the money to move the child forward and targets are set, usually in the form of an individual education plan (IEP). Members of the support services, in their normal work with schools, assist special needs co-ordinators in assessing children's progress in meeting those targets and, where necessary, in adjusting programmes of work. In cases of higher levels of banded funding, usually where children have significant long-term needs, it is open to the banding panel to ask schools to set up a more formal annual review process, not unlike the one for children with statements of SEN.
9. Moves are in hand to improve the co-ordination of the data which arise from this monitoring. Colleagues in the School Improvement Service (formerly the Inspection, Advice and School Performance Service) already work with schools in their evaluation of effectiveness. Aspects of school evaluation, which relate to SEN, will benefit from up to date information about individual pupil progress, which programmes are working well and how support staff are used effectively. Because banded funding is clear about the actual allocation of money to schools, it will be increasingly possible to decide whether pupil progress is commensurate with the investment.
10. Banded funding monitoring has also highlighted areas of the curriculum which may not be as effective for children with SEN as they should be across the County. In addition, it draws attention to common areas of concern, such as behaviour problems, or speech and language delay. It is important that the Council offers training to schools and encourages them to share good practice. In many instances, this can be more efficient than trying to address the needs of every child on an individual basis.

11. The Children's Services Management Team has approved, in principle, the new appointment of a monitoring officer. The role of the monitoring officer will be to co-ordinate the monitoring that is already taking place in schools, to ensure that the process is robust, to identify improvements that need to be made to the monitoring process and to work with the advisory teacher for SEN on future training needs. It is hoped that an appointment can be made to this post in the summer term.

Recommendations

THAT

- a) **the Committee consider, and comment on, the progress on banding as set out in the report and;**
- b) **the Committee support the development of the current monitoring arrangements.**

BACKGROUND PAPERS

- None identified.

BEST VALUE REVIEW OF SPECIAL EDUCATIONAL NEEDS PROVISION AND SUPPORT SERVICES STAGE 4 IMPROVEMENT PLAN

Report By: Head Of Children's And Students' Services

Wards Affected

Countywide

Purpose

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

Financial Implications

2. None. The plan seeks to secure improvement within existing budget parameters.

Report

3. Special Educational Needs and Support Services provide a valuable service to the schools and pupils of Herefordshire and are well regarded by stakeholders. It was the opinion of the Best Value Review Team, that the service be retained whilst implementing those improvements identified during the review.
4. The attached report (Appendix 1), Stage 4 Improvement Plan for the Special Educational Needs Provision and Support Services, outlines the measures to be taken in order to achieve the identified improvements. In brief, they are as follows:
 - Re-structuring of the Special Services Section.
 - Improvements to the percentage of Statutory Assessments, with and without exceptions, completed within 18 weeks.
 - Reduction in the number of Statutory Assessments.
 - Review the capacity for support services to attend key Annual Reviews.
 - Improvements to collection of data, monitoring progress against targets and identification of potential areas for improvement.
 - Review of the Statutory Assessment processes (National Common Assessment Framework).
 - Extension of Banded Funding in High Schools.
 - Improvements to the accessibility of SEN information to parents.
 - Consideration of the minimum standards for advisory staff and consideration of appropriate training and professional development strategy.

Recommendation

THAT the draft Improvement Plan be considered and any comments referred to the Cabinet Member (Children's Services) for him to consider prior to finalising the Plan.

Background Papers

- **SEN & Support Services BVR Stage 3 report.**

Special Education Support Services Best Value Improvement Plan (Stage 4)

Introduction

The Best Value Review of Herefordshire's SEN provision and support services reported in a Stage 3 Report to the Education Scrutiny Committee on 5th October 2004.

Services involved were the Special Services Team, the Psychology Service (HPS) and the three advisory teacher teams, namely the Medical and Behavioural (MBSS), the Physical and Sensory (PASS) and the Learning Support Services (HLSS). The Committee accepted the review, including the proposal set out in Section 9.1 that an improvement plan should focus on the most significant issues raised during consultation.

Overall vision for the services

The services support the Herefordshire Plan's vision to provide 'excellent learning, education and training opportunities in Herefordshire for all ages' through improving access to educational opportunities. Services also contribute to the Herefordshire Plan's vision to 'tackle poverty and isolation in Herefordshire' by enabling vulnerable children to maximise their potential.

National Context

The Stage 3 report highlighted national developments since the commencement of the Best Value Review of SEN that would impact on the future work of SEN services. In particular:

- Every Child Matters (September 2003)
- Removing Barriers to Learning (February 2004)
- The Children Bill Regulatory Impact Assessment (March 2004)
- Five Year Strategy for Children and Learners (July 2004)

Since the completion of that report other key national documents anticipated to be relevant to the future of SEN services have been published, namely:

- National Service Framework for Children (October 2004)
- The Children Act (November 2004)
- Every Child Matters – Change for Children (December 2004)
- Every Child Matters – Change for Children in Schools (December 2004)

Any improvements must take these into account. In addition, there is a timetable for further publications expected including

- Pay and Workforce Strategy (February 2005)
- Guidance on duty to co-operate (March 2005)
- Common Assessment Framework (March 2005)
- Guidance on multi-agency working (April 2005)

Running through these documents are the common themes of:

- Delegation of resources to schools
- Reducing reliance on statements of special educational needs
- Reducing bureaucracy in schools
- The continuing inclusion agenda and the support to schools required
- Self review of impact and value
- Child-centred multi-disciplinary working

Key new structures are part of the national agenda and must be taken into account:

- Changes to the inspection regime in schools and Authorities
- Introduction of minimum standards for support services
- The establishment of Children's Trusts (typically by 2006)

Local Context

Since the Stage 3 Report was published, Herefordshire has moved to a new Children's Services Directorate structure reflecting the national agenda for children.

Improving the services

This improvement plan is for the period January 2005 to December 2006. However, as it coincides with national changes in the provision of children's services, it will need to be reviewed regularly.

Action Plan for Year 1 (2005)

Stage 3 Report Paragraph/s	Action	Lead Officer/s
4.1	Re-structure Special Services Section.	Head of Children's and Students' Services Manager of SEN
4.1	90% of statutory assessments, with and without exceptions, to be completed in 18 weeks.	Manager of SEN
5.1, 9.4	Statutory assessments to be reduced to 50% of historical levels.	Manager of SEN Senior Educational Psychologist (banding)
4.3.2 4.3.3 4.3.4 4.3.5 4.3.6	Review the capacity for support services to attend key Annual Reviews. Establish principles of appropriate transition and of reducing reliance on existing statements of SEN where appropriate.	Principal Educational Psychologist Organisers MBSS, PASS & HLSS Manager of SEN
4.2	SEN Database reporting facilities developed to provide regular management information concerning statutory assessment and statements.	Manager of SEN
1.11	Initial review of statutory assessment processes in the light of information about a national common assessment framework.	Manager of SEN
1.9, 5.1	Banded funding to extend to year 8 in high schools.	Senior Educational Psychologist (banding)
1.9, 4.2	Workflow for SEN Database to be extended to accommodate Banded Funding cases.	Manager of SEN Senior Educational Psychologist (banding)
1.9, 4.2	SEN Database to be populated with historical Banded Funding cases and be in use live for all new banded funding applications.	Manager of SEN
1.8 2.7.1	Information about SEN on the Council website to be reviewed and outdated items removed/amended.	Manager of SEN

1.8 2.7.1	Establishment of a working group to rewrite SEN website information in preparation for next year.	Manager of SEN
1.7	Consideration of the minimum standards for all advisory staff. Plan with associated training strategy developed and implemented as required.	Manager of SEN
1.11, 5.1,	Appointment of a monitoring officer.	Manager of SEN SEN Advisor
1.11, 5.1,	Plan detailing the SEN Support services role within the Authority's SEN monitoring team and to a school profiling process.	Manager of SEN Principal Educational Psychologist SEN Advisor

Action Plan for Year 2 (2006)

Stage 3 Report Paragraph/s	Action	Lead Officer/s
4.1	92% of statutory assessments, with and without exceptions, to be completed in 18 weeks.	Manager of SEN
5.1, 9.4	Statutory assessments to be reduced to 40% of historical levels.	Manager of SEN Senior Educational Psychologist (banding)
5.1, 9.4	SEN Database used to target areas where better monitoring of existing statements could reduce numbers.	Manager of SEN
4.3.2 4.3.3 4.3.4 4.3.5 4.3.6	Working party established to look at ways to achieve the discontinuation of statements where appropriate.	Manager of SEN Principal Educational Psychologist Organisers MBSS, PASS and HLSS
1.11	Planning and action necessary in light of the national common assessment framework.	Manager of SEN
1.9, 5.1	Banded funding to extend to year 9 in high schools.	Senior Educational Psychologist (banding)
1.9, 4.2	SEN Database to be live for all banded funding allocations and to be used for financial planning.	Manager of SEN Manager of Finance & LMS
1.8 2.7.1	SEN information on the Council website to be rewritten as required.	Manager of SEN
1.7	Formalise a Continuing Professional Development (CPD) strategy for all professional staff.	Head of Children's and Students' Support Manager of SEN Principal Educational Psychologist
1.11, 5.1,	Monitoring Officer, data gathering and school profiling process in place and starting to collect year-on-year data.	Manager of SEN SEN Advisor

Monitoring and Reporting Arrangements

All actions will be monitored by a team consisting of the SEN Manager and the Principal Educational Psychologist, together with other colleagues co-opted for their specific expertise as necessary. The team will report to the Head of Service and the Executive Member for Children's Services at least six-monthly. This interval will be shortened if it is clear that the national agenda prompts changes.

SUPPORT FOR “GIFTED AND TALENTED PUPILS”

Report By: Head of School Effectiveness

Wards Affected

Countywide

Purpose

1. To inform the Committee of the current provision made in Herefordshire for “Gifted and Talented” pupils.

Financial Implications

2. The costs associated with the provision for Gifted and Talented pupils is integrated into the budgets for the Children’s Services Directorate, Excellence Cluster and for individual schools.

Report

3. DfES guidance (November 2001) defines “gifted and talented” pupils in the following terms –
 - “Gifted pupils have abilities in one or more subjects in the statutory school curriculum other than art, design, music and PE;”
 - “Talented pupils have abilities in art, design, music, PE or in sports or the performing arts such as dance and drama”
 - “The pupil who is an all rounder will be both gifted and talented”
4. **Schools** have a duty to provide for the needs of all their pupils, including the pupils in “Gifted and Talented” category. Every school is expected to have both a policy and strategy for such pupils, approved by the Governing Body.
5. Recent education policy has made it easier for schools to meet the needs of the relevant pupils. The subjects in the national curriculum, with their defined programmes of study and levels of performance, supported by a national testing and examination programme, have helped raise teachers’ expectations about the pace and challenge required to motivate high performing pupils, and to celebrate their achievements. In addition, there has been a big increase, both nationally and locally, on broadening the curriculum for all pupils and renewing the emphasis placed on creativity.
6. **Specialist High Schools** (currently 8 out of 14 High Schools in Herefordshire) are required to have “Gifted and Talented” identification programme for their specialisms. Current specialisms within the County include, science, PE and sport, technology, modern foreign languages, and performing arts.
7. **The Children’s Services Directorate** supports schools in making provision for “gifted and talented” pupils through a number of related initiatives. These initiatives are summarised briefly in the paragraphs below.

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness (01432) 260803

8. **The Excellence Cluster** (covering a total of 20 schools in the Haywood, Kingstone and Fairfield partnerships) has a specific strand of activity related to “Gifted and Talented” pupils. Schools are required to target the top 5-10% of their pupils in terms of academic ability (the gifted) and/or artistic, musical, sporting ability (the talented), regardless of the ability profile of the pupils in the school.
9. In addition, the Excellence Cluster is running a project for children talented in art, linking the primary and secondary schools with the College of Art. Drama is the next project being planned. The Excellence Cluster is also looking at developing the maths curriculum, linking the primary and secondary schools, to challenge gifted mathematicians.
10. **The current set of LPSA targets** include target 10 aimed at “increasing the proportion of higher ability pupils obtaining 5 or more A+-B grades at GCSE (16 year olds) and level 5 in English, maths and science at the end of Key Stage 2 (11 year olds). Provisional calculations by the Children’s Services Directorate (not yet confirmed by the DfES) is that both strands of the LPSA target have been achieved in 2004.
11. **The National Strategies for** primary and secondary schools include a range of activities, materials and targets for improving the performance of all pupils, including the “Gifted and Talented” pupils. The Children’s Services Directorate is fully engaged in working with schools and pupils on these programmes.
12. The Children’s Services Directorate has produced a **draft policy and guidance** for “Gifted and Talented” pupils to supplement the advice from the DfES. The final version is due to be sent to all schools early in the New Year and will contain further information and advice on:
- Definitions of “Gifted and Talented”.
 - Identification of pupils.
 - Provision to be made by schools for “Gifted and Talented” pupils.
 - Issues related to transfer and transition between schools of “Gifted and Talented” pupils.
 - The role of services within the Children’s Services Directorate such as the:
 - a. Herefordshire Psychological Service (HPS)
 - b. Herefordshire Learning Support Service (HLSS)
 - c. Inspection, Advice and school Performance Service (IASPS)

The Children’s Services Directorate will also offer schools a model policy that the Governors may wish to adopt or use as an exemplar.

13. **The Education Development Plan 2002–2007** identifies activities that will support schools in meeting the needs of, “Gifted and Talented” pupils in priorities:
- 1.2 Raising attainment in primary literacy
 - 1.3 Raising attainment in primary mathematics
 - 1.4 Raising attainment across the full primary curriculum
 - 2 Raising attainment at Key Stage 3
 - 3 Raising attainment at Key Stage 4 and Post 16
 - 4 Tackling underachievement

14. All members of the Inspection, Advice and School Performance Team (IASPS) are expected to have the needs of “Gifted and Talented” pupils as part of their remit. However, given the importance of this area of work one general inspector has been asked to add the co-ordination of “Gifted and Talented” activities to her existing portfolio of work. Some recent or planned activities include:
- Liaison with the Excellence Cluster “Gifted and Talented” strand, and with “Gifted and Talented” programmes in successful LEAs.
 - Enrichment programmes for History (High Schools Summer 2004), Arts (Primary Schools Autumn 2004) and maths (Primary and High Schools spring 2005).
 - Conference on “Gifted and Talented” for primary schools on 25 February 2005 with keynote speakers from outside Herefordshire.
 - Self-audit tool to be purchased for all primary schools to support both the evaluation of, and strategic planning for provision for “Gifted and Talented” pupils.
 - Establishment of an LEA Gifted and Talented Strategy Team with representatives from all phases of Education, aiming to disseminate good practice beyond the Excellence Cluster schools and to build capacity for the future.
 - Support for Herefordshire’s Leading Teachers (those teachers who regularly demonstrate and model good practice) to undertake lesson observations of each other in the Summer Term 2005, with a view to sharing effective strategies for extending more able pupils.

RECOMMENDATION

That the Committee considers the issues raised, seeks further clarification and comments on sufficiency of the provision made within the County.

BACKGROUND PAPERS

- **None identified**

EDUCATION REVENUE BUDGET MONITORING REPORT 2004/05

Report By: Director Of Children's Services

Wards Affected

Countywide

Purpose

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

Financial Implications

2. As set out within the report.

Revenue Monitoring 2004-05.

3. The previous monitoring report to the 14th December Scrutiny Committee, which was based on expenditure to 31st October 2004, anticipated that the Education Revenue Budget would be underspent by £465,000. The projected underspend based on expenditure to 31st January 2005 is now estimated to be £480,000. The main variations are set out for information in Appendix 1.
4. A very large proportion (80%) of Education budget is delegated to schools. Any under or over spending in school budgets will be automatically carried forward into the next financial year under the statutory arrangements for delegation to schools. Other budgets such as Pupil Referral Units, Standards Fund, and the Schools' sickness scheme are likewise carried forward at the year-end.
5. After such accounting adjustments, it is anticipated that there will be an overall net underspend of approximately £480,000. Significant underspends on transport (£606,000) (£200,000 is a one off saving resulting from six fewer transport days in this financial year) and reduced take-up for early years provision for three and four year olds (£503,000) are predicted together with other smaller underspends on staff vacancies and awards administration. Within the overall total, overspends are predicted for PFI set-up consultancy fees (£600,000), SEN banding delegated to schools (£250,000) and targeted funding for school improvement (£231,000).
6. Some work has been undertaken to forecast year-end school balances by a variety of methods. However, none are able to take into account school committed expenditure authorised by governing bodies but not yet reflected in the accounts. Reliable forecasts of year-end balances is also further complicated by delegation of unspent budgets within the Schools Budget at year-end and Standards Fund which is accounted for on an academic year basis. It, therefore, remains very difficult to forecast with any degree of accuracy.

7. The best estimates of school revenue balances are as follows

	2004/05	2003/04
	Estimates	Actuals
	£'000	£'000
Primary	3,783	3,653
High	1,597	1,597
Special	236	288
Total	5,616	5,540

8. No reliable estimate of high school balances is available. However, if the primary school trend is replicated in high schools then little change from 2003/04 is expected. No forecast has been prepared for schools' capital balances since schools can save capital funding over a three-year timescale to implement more substantial building works. Schools' capital balances are expected to increase slightly. Headteachers have been asked to review with their governing body an appropriate level of balances when setting their school budget for 2005/2006 taking into account the potential budget pressures arising from job evaluation, workforce reform and falling pupil numbers.
9. The school funding system is based on the governors, acting as the accountable body, operating the first line budget control. The governing body is required to set an annual budget and monitor regularly throughout the year usually through a finance committee. The Council undertakes half year and three quarter year monitoring and projections are sent to governing bodies for review. Schools that wish to set a deficit budgets must have a formal agreement with the Council; there are two such agreements at present.
10. Members are also asked to note that some work has been undertaken to revise the presentation of this report and to reconcile the reporting to the cost centre structure used by the Cedar accounting system. Most of the changes have now been made, however, there remains a few more to be completed at the start of the new financial year. The changes are intended to provide a more robust and auditable reporting structure although it does mean that this report is not directly comparable to previous reports. All the key variances remain as previously identified and are listed in the Appendix.

RECOMMENDATION

THAT the report on Education Revenue Expenditure 2004/05 be noted.

BACKGROUND PAPERS

- None identified.

Education Revenue Budget Monitoring Report – January 2005

	2004/05 REVISED BUDGET £'000	2004/05 FORECAST £'000	2004/05 VARIANCE £'000	NOTES
1. Delegated to Schools Budget				
1. Individual Schools Budget	60,023	60,301	278	Banding, extra distribution to schools
4. Standards Fund	2,001	2,001	-	
2. Spent on Schools				
5. Reserve for schools in Deficit	256	256	-	Delegated to schools
6. Provision for Children with Special Needs	2488	2,421	(67)	Out County places and statements
8. Pupil Referral and Education Otherwise	1,040	824	(216)	Not all budget required for PRUs
9. Early Years Education	3,011	2,508	(503)	Projected phasing of take up for 3 yr olds
10. Other Services for schools	1,043	948	(95)	Lower inter authority recoupment costs
Total Schools Budget	69,861	69,258	(604)	-1%
3. LEA Budget				
11. Strategic Management	1,291	1,137	(154)	Staff vacancies
12. Severance, Pension Liabilities	481	431	(50)	Spend as per '03/04
13. Specific grants	1496	1496	-	Standards Fund
14. Special Education Services	763	722	(41)	
15. School Improvement	899	1,130	231	Targeted funding
16. Transport, Admissions and Asset Management	6,797	6,191	(606)	Route efficiencies and 6 fewer days (3%)
17. PFI Fees	205	805	600	Higher consultancy fees
18. Awards & Grants/YOT	341	216	(125)	Reduced take up/cost
21. Contingency	388	656	269	Unavoidable extra capital costs
Total LEA Budget	12,661	12,784	124	+1%
20. Accommodation Charges	296	296	-	Charged at budget
21. Central Support Charges	481	481	-	Charged at budget
Education Budget 2004/2005	83,299	82,819	(480)	-0.6%

Please note that all budgets have been revised to include the £1,415,000 carry forward from 2003/04 and the opportunity has been taken to reconcile the Budget Monitoring Report to the cost centre and budget structure on Cedar rather than the official DfES Section 52 Budget Statement. The proposed new basis of reporting provides a much stronger audit trail and a more robust forecast.

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 28.02.05, 50% 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.
4. In this period capital resources allocated for education have risen by £1,442, 294 to a total of £7,220,425 as shown in Appendix 1. This is due to additional SCE (c) allocations being made available from the DfES for the successful targeted capital bids at Sutton Primary and Weobley High schools, together with schools contributions to capital schemes.
5. As shown in Appendix 1, it is anticipated that total capital expenditure in 2004/5 will be £5,314,628. Although this is considerably lower than resources available, £5,134,401 needs to be spent to avoid any risk of losing resources. The Treasurer has stated that the remaining funds can be carried forward into the 2005/2006 financial year.
6. Since the last meeting, projects have started on site at Fairfield High School (Design Technology Extension) and Kingstone High School (Sports Hall).

Targeted Capital Bids

7. The DfES have recently written to all LEA's inviting bids under the Targeted Capital Funding Stream. The authority is permitted to make bids up to the value of £12m, but can bid for no more than two projects for community schools and two projects in voluntary aided schools. The bids are to be submitted by 29th April, with notification of successful bids being made in the summer. A final decision will be made by the Cabinet Member for Children's Services on the bid to be submitted.

RECOMMENDATION

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

Background Papers

- None identified.

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

APPENDIX 1

EDUCATION CAPITAL PROGRAMME 2004/5

	2004/5 Estimated Payments to 31.3.05 £
Payments on Schemes Completed within the current and previous financial years.	1,189,075
Projects in Progress or in Design Stage	
i. Ledbury Primary – Nursery Accommodation	184,000
ii. Site Acquisition	680,000
iii. Kitchen Refurbishment Programme (Hampton Dene/Lady Hawkins/Wigmore High/Weobley High)	145,500
iv. Ross, John Kyrle – 6 th Form Extension	400,000
v. Kingstone High – Sports hall	100,000
vi. Temporary Classroom Programme	350,000
vii. Peterchurch, Fairfield High – Playing Fields	1,800
viii. Peterchurch, Fairfield High – DT Extension	190,000
ix. Credenhill, St. Mary’s Primary – New School Development Costs	5,000
x. Michaelchurch Primary – Office Extension	20,000
xi. Weobley High – Sports Hall	10,000
xii. Weobley High – Construction of New Tennis Courts	58,000
xiii. Whitecross High – Specialist College Status	35,000
xiv. Kington Primary – Nursery Accommodation	20,000
xv. Seed Challenge Projects – Various	223,391
xvi. Sutton Primary – New School Development Costs	5,000
xvii. Feasibility Work	20,000
xviii. Hereford, Hunderton Infants’ – Relocation of Nursery	13,000
xix. Condition Improvement Works	1,400,000
xx. Schools Access Initiative	254,862
xxi. Little Dewchurch – Playing Fields	10,000
 Sub-Total	 4,125,553
 TOTAL ANTICIPATED EXPENDITURE	 5,314,628
 Total Resources Available ***	 7,220,425

*** Resources available consist of borrowing approval from the DfES and additional income from various grants and capital receipts.

YEAR 2004 RESULTS FOR HEREFORDSHIRE SCHOOLS**Report By: Head of School Effectiveness****Wards Affected**

Countywide

Purpose

1. To consider the Summer 2004 **final** results at Key Stages 1, 2, 3, 4 and 5 for Herefordshire Schools.

Financial Implications

2. None

Report

3. Each summer, pupils sit national tests at the ages of 7, 11, 14 and 16 (i.e. Key Stages 1,2,3 and 4 respectively). Post 16 (Key Stage 5) pupils sit a range of examinations, including 'A' levels and GNVQ. The Government has decided that the performance of schools and of LEAs should be measured principally by the percentage of pupils who attain defined thresholds at each Key Stage.
4. The final results for 2004 are now available with the exception of Key Stage 3 where there is a continued a delay over their final publication.
5. Overall, the results indicate 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. Herefordshire performs well above the national averages at Key Stages 2, 3, 4 and 5 and, in general, close to or above the average of similar authorities. The 2004 results reflect well on Herefordshire schools and the commitment given by the Council for the provision of good professional support and the highest possible level of resources.
6. **Key Stage 1: (7 year olds)** The national target standard for Key Stage 1 is level 2 or above. Level 2 is sub-divided into 3 bands – level 2c (lowest), 2b and 2a (highest). Pupils can also achieve a level 3 which is above the expected standard. The results listed below indicate the percentage of pupils achieving level 2 or above, with the 2003 results in brackets alongside.

Level 2+ %	Reading	Writing	Maths
Herefordshire	87 (87)	82 (84)	91 (91)
National	85 (84)	82 (82)	90 (90)

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness, School Improvement Service (01432) 260803

7. The results at Key Stage 1 are broadly similar to last year and in line with the national average.
8. **Key Stage 2: (11year olds)** The national target standard for Key Stage 2 is level 4, with the spread of results normally ranging from level 3 to level 5. The established expectation is that pupils need to achieve level 4 when they leave primary school in order to access the secondary school curriculum.
9. Pupils are tested in English, maths and science. In English, reading and writing are combined to give a single level for the subject. The final results below indicate the percentage of pupils achieving level 4 plus or level 5. Last year's (2003) figures are in brackets.

2004 Level 4 +	English	Maths	Science
Herefordshire	81 (76)	76 (73)	88 (90)
National	77 (75)	74 (73)	86 (86)

2004 Level 5	English	Maths	Science
Herefordshire	29 (26)	32 (30)	47 (45)
National	27 (26)	31 (28)	43 (40)

10. These are a very good set of Key Stage 2 results at both level 4 and level 5 for Herefordshire, and above the average for similar authorities.
11. **Key Stage 3: (14 year olds)** the national target standard for Key Stage 3 is level 5 and the spread of results normally range from level 3 to level 6. The results for Key Stage 3 remain provisional and are listed below with the 2003 results in brackets. Herefordshire's performance at Key Stage 3 is above that of similar authorities.

2004 Level 5+	English	Maths	Science
Herefordshire	76 (72)	79 (77)	71 (75)
National	68 (69)	73 (70)	66 (68)

2004 Level 6+	English	Maths	Science
Herefordshire	35 (35)	58 (55)	39 (46)
National	34 (33)	52 (49)	34 (40)

12. These provisional results for Key Stage 3 indicate an improved performance in Mathematics at level 5+ and Level 6, but a decline in science.
13. **Key Stage 4: (16 year olds)** The final GCSE results have been published and are listed below.

GCSE 2004	5A*-C	5A*-G
Herefordshire	57 (58)	90 (92)
National	54 (53)	89 (89)

14. No Herefordshire school fell below the 30% 5A* - C floor target set by the government. The individual school range was from 33% to just under 90% of pupils achieving 5A* - C. The 5A* - C performance in 2004 remains very similar to last year but the percentage of pupils achieving the higher grades 5A* - B levels has risen.
15. **Key Stage 5 (18 year olds)** Pupils in Herefordshire wishing to enter a 6th form can study at five different institutions. The figures below in brackets for 2003 broadly indicate the numbers of students enrolled (column A) and the numbers of pupils entered for advanced level GCE and VCE (column B).

	A	B
Lady Hawkins High School	(50)	(23)
John Masefield High School	(160)	(70)
The Minster College	(70)	(20)
John Kyrle High School	(162)	(70)
Hereford 6 th Form College	(1300)	(530)

16. The table below, using the revised method of calculating average point scores, is one measure for comparing relative performance.

Average Score per student		
	2003	2004
Lady Hawkins	261	253
John Masefield	226	268
Minster College	209	141
John Kyrle	185	247
6 th Form College	345	357

17. The Herefordshire average point score per student was 320 compared with a national average of 269. This is believed to be the highest 'A' level performance in the Country.

RECOMMENDATION

THAT the Committee comment on the results achieved in 2004, and identify any matters it wishes to bring to the attention of the Cabinet Member (Children's Services).

Background Papers

- None identified.

SCHOOLS INSPECTED BY OFSTED SINCE SEPTEMBER 2004

Report By: Head of School Effectiveness

Wards Affected

Countywide

Purpose

1. To up-date the Committee on the outcomes of schools inspected by Ofsted since the start of the new academic year beginning September 2004.

Financial Implications

2. None

Report

3. The 2004 – 2005 academic year is the last in which the current Ofsted school inspection schedule will be used. From September 2005 all schools will be inspected every three years. The inspections will be shorter, sharper and make more use of the school's own evaluation of its performance. The notification of inspection time will be reduced with schools receiving about five days notice before the inspectors arrive on site. One primary school in Herefordshire, Marlbrook Primary, has been invited to pilot these new inspection arrangements and will be notified some time in the summer term.
4. As of Friday 18 February, the following schools have either completed their inspection or have been notified that one is imminent.

John Masefield High School	Report published
Wigmore High School	Report published
Bosbury CE Primary School	Report published
Brockhampton Primary School	Inspection imminent
Burley Gate CE Primary School	Inspection imminent
Eastnor Parochial Primary School	Inspection completed but report not yet published
Hunderton Infants School	Inspection completed but report not yet published
Marden Primary School	Report published
Marlbrook Primary School	Inspection in summer using the new schedule
Pencombe CE Primary School	Report published

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness (01432) 260803

5. Appendix 1 contains the summary paragraphs for those schools where the inspection reports have been published. Where Committee Members have a particular interest in a school, it is advisable to read the complete summary report, or full report, which can be obtained directly from the individual school or via the Council web-site or directly from Ofsted www.ofsted.gov.uk. It normally takes several weeks for the report to appear on the Ofsted web-site.
6. One Herefordshire School, Weobley High School, is in special measures. The school was judged to be making 'reasonable' progress when last visited by HMI in the autumn term. HMI recognised the good and purposeful leadership of the headteacher and the significant improvement in pupil behaviour. The school is aiming at having the special measures requirements removed early in 2006.

RECOMMENDATION

THAT the Committee note the report and identify any matters it wishes to be brought to the attention of the Cabinet Member (Children's Services)

BACKGROUND PAPERS

- None identified.

APPENDIX 1

**Bosbury C of E Primary (117 on roll)
18 October 2004****Overall Evaluation**

The school's overall effectiveness is satisfactory and it offers satisfactory value for money. Standards achieved are satisfactory overall, with above expected standards in English and religious education. The quality of education is good overall. Teaching, learning and assessment are satisfactory. There is a well-enriched curriculum and very good quality care provided. Leadership, management and governance are satisfactory.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Year5/6 class as a result of very good teaching.
- Standards in English and religious education are above expectations throughout the school.
- Pupils have positive attitudes and behave well as a result of their good personal development.
- More-able pupils in Year 2 do not always achieve as well as they might.
- Teachers in years 3 to 6 use information and communication technology (ICT) well to hold pupils' interest and to help them learn.
- There is a rich curriculum, which provides pupils with a wide range of activities, especially in the arts.
- There are weaknesses in the school's evaluation of its own performance.
- Parents are very happy with the school's positive ethos and the high quality of care their children receive.
- Attendance is unsatisfactory.

Improvement since the last inspection has been satisfactory. Provision in design and technology is now much better. Assessment procedures have continued to improve. There are improved resources for physical education, but the school hall is still rather small to allow the full range of gymnastics activities in Years 5 and 6. Many more opportunities are provided for pupils to experience and learn about artists and musicians of different cultures. The system to manage the school's performance is now satisfactory. Since the last inspection, the curriculum has improved, particularly in the further development of educational visits, links with a secondary school and extra-curricular activities. These innovations have enriched the curriculum considerably.

**Marden Primary School (89 on roll)
22 November 2004****Overall Evaluation**

As a result of the good leadership, management and teaching, the school provides a good quality of education. The pupils achieve well and, by the end of Year 6, standards in English, mathematics and science are above average. The school gives good value for money.

The school's main strengths and weaknesses are:

- The new headteacher has quickly gained an understanding of what the school is doing well and what needs to be done to improve.
- The pupils achieve well, particularly in the core subjects, because they are well taught
- The school has a very positive ethos in which all pupils are valued and cared for.
- Standards in writing in Years 1 and 2 could be higher, particularly for the more able pupils.
- There are too few opportunities for the children in Reception to develop their independent learning.
- The pupils enjoy attending school, behave very well and their moral and social development is very good.
- The planning for some foundation subjects does not always clearly indicate how the skills are to be developed from year to year.
- The school encourages and receives very strong support from parents.

Overall, the school has made good progress since it was last inspected. The above average standards in English and mathematics have been maintained and standards in science have risen. The school has responded well to the key issues of the last report. All subjects now have a co-ordinator, the school improvement plan sets a clear agenda for development and details of how it will be achieved and governors have established appropriate ways of checking on the progress of the plan.

**Pencombe CE Primary School (57 on roll)
10 January 2005****Overall Evaluation**

This is a very good school with some outstanding features. Teaching and learning are very good and pupils achieve very well. The headteacher provides excellent leadership and management, enabling the school to provide pupils with a very good curriculum enhanced by excellent enrichment activities.

Main strengths and weaknesses

- Pupils attain high standards in English, mathematics and science.
- Teachers meet the needs of pupils in mixed age classes very effectively.
- The assessment of pupils' progress is excellent.
- The headteacher is enthusiastic with high aspirations for the school, and provides excellent leadership.
- The curriculum for all pupils is very rich and stimulating.
- All pupils are very well behaved and have excellent attitudes towards learning. Provision for their personal development is very good.
- Links with parents and their involvement in their children's education are excellent.

Improvement since the school's previous inspection has been good. No key issues were identified at the time of the last inspection. However, the school has improved the quality of teaching and learning and enriched the curriculum further. Work has been undertaken to improve the accommodation and further improvements are at an advanced stage of planning. The high standards in English, mathematics and science have been maintained.

**The John Masefield High School (994 on roll)
15 November 2005****Overall Evaluation**

The overall effectiveness of the school is good, with much that is very good and some excellent features. Pupils make good progress and reach above-average standards. Teaching and learning are very effective and the headteacher leads very well. The school manages on average spending per pupil to provide good value for money. While hard work is valued, the school also succeeds in retaining pupils' happiness and enthusiasm.

The school's main strengths and weaknesses are:

- Pupils achieve well at the end of year 9, year 11 and year 13.
- Teaching and learning are very good.
- Standards overall are above average and rising; in a wide range of GCSE and A2 subjects, they are already well above average and achievement is very good.
- Leadership and management are very good.
- Pupils receive very good care and support, their attitudes and behaviour are very constructive.
- Provision in the performing arts is excellent and the range and quality of extra-curricular activities are excellent.
- There are excellent links with the community.
- Boys perform significantly less well than girls in year 9 tests and at GCSE.
- Overall provision in art and design and ICT is unsatisfactory; statutory provision in religious education is also unsatisfactory.
- Resources and aspects of accommodation are unsatisfactory.
- The co-ordination of support for pupils with special educational needs in mainstream lessons is unsatisfactory.

Since the previous inspection of 1999, the school has made good overall improvement. After rapid initial gains on many fronts, progress faltered during 2001-2003, but the school is again in a period of marked improvement. Standards in year 11 are much higher now than in 1999, teaching has improved and much accommodation has been transformed, especially sixth form facilities. Assessment and target setting are now much better. Post 16, standards have risen and the number of students has increased.

The Sixth Form at John Masefield High School

There are 142 sixth form students, virtually all drawn from year 11 in the main school. Over 20 AS and A2 subject are offered and a limited range of other courses.

Overall Evaluation

The overall effectiveness of the sixth form is good, as a result of very good teaching, leadership and good achievement by students. Most courses are clearly viable, but some are very small: overall cost-effectiveness is broadly satisfactory. The sixth form has improved very noticeably since the last inspection, with fine new premises, higher standards of attainment and better achievement. Continuation rates are very high.

The main strengths and weaknesses are:

- Standards at A2 are above average and rising and achievement is good. AS results are above average.
- Teaching and learning are very good, with examples of excellent practice.
- Students have very positive attitudes and are consulted most effectively.
- The sixth form is very well led and managed.
- Overall provision is excellent in several of the subjects inspected.
- Achievement in a minority of subjects is only satisfactory when the norm is much better.
- Value-added in a few subjects has been weak in recent examinations.

**Wigmore High School (503 on roll)
18 October 2004****Overall Evaluation**

This is a good school with many features of a very good school. It provides good value for money. Achievement is very good by year 11. Standards rise from slightly above average when pupils join in year 7 to well above average by the end of Year 11. Boys and girls of all capabilities receive a good education. Teaching and learning are very good overall, as are leadership and management.

The school's main strengths and weaknesses are:

- The GCSE results are well above average and, in 2004, indicate very good achievement.
- Very good teaching and good assessment help pupils to improve their work.
- Pupil's excellent behaviour and very positive attitudes promote learning.
- Very good senior leadership and management lead to continued good improvement.
- Very good quality of care and support, together with outstanding careers education and very good out-of-class activities, enhance and enrich pupils' all-round development.
- Pupils do not receive their curricular entitlement to religious education in years 10 and 11.
- In a few subjects, there is not enough use of ICT to support pupils' learning.
- Some inadequate accommodation holds back even higher standards in a few subjects.

Improvement since the previous inspection in 1999 is good. GCSE results and achievement are higher. Teaching is now even better and motivates pupils to do their best. Very good leadership and management tackled the previous key issues well, although improvement has been unsatisfactory regarding provision for religious education in Years 10 and 11.

DRUG EDUCATION IN SCHOOLS

Report By: Head Of Children's And Students' Services

Wards Affected

Countywide

Purpose

1. To update the Committee on the current situation with regard to drug education in Schools.

Financial Implications

2. None – ongoing work will be met through the existing budget arrangements.

Report

Introduction

3. The whole approach to drugs education in schools has changed significantly over the past 15 years. It has evolved from a 'Just Say No' message to being more mindful of what works and what students need. The abstinence message, 'Just Say No' was not successful. It appeared to encourage students towards more risky behaviour with drugs rather than steering them away from it.
4. A different approach and ethos has been developed over recent years. The new approach aims to provide students with the information, understanding, skills and attitudes, in a credible way for them to be able to make informed decisions about drug use. The same values underpin the new approach as strongly as under the 'Just Say No' policy. The approach is based on talking about the main features of drugs, preparing young people for real-life situations that they will find themselves in, and allowing them to form their own attitudes and opinions - in a credible, teacher led way.
5. There is now less emphasis on having a Police Officer, Customs Officer, Prison Guard or reformed addict in to talk about the harms of 'drug abuse'. Current lessons are teacher led and focus on making decisions about personal risk and whether or not the student understands all the consequences of taking/not taking a particular substance. Of course, any teacher delivering a scheme of work can incorporate outside speakers into the lesson to reinforce messages to the students. However, each agency is asked to deal with its own area of knowledge or expertise, and not to stray beyond it.
6. Herefordshire has demonstrated its commitment to this important area of work in local schools by appointing a specialist Drugs Education Development Officer, who offers advice, guidance and support to schools, works with various agencies and has been the key officer for developing local resources for schools. This officer is part of the Healthy Schools team.

The National Curriculum

7. **Statutory and Non-Statutory**

Drugs education is not, in itself, a National Curriculum subject. Some of it is covered in Science, which is a National Curriculum subject, and is statutory. Below is a table of where drugs education comes into Science - SC2 Life processes and living things:

Key Stage 1	Humans and other animals	The role of drugs as medicines
Key Stage 2	Humans and other animals	The effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
Key Stage 3	Humans as organisms	That the abuse of alcohol, solvents, and other drugs affects health
Key Stage 4	Humans as organisms	The effects of solvents, alcohol, tobacco and other drugs on body functions

8. The Science component covers the ‘how and where’ of drug education. However, Science as a subject might never get into the personal and social reasons behind substance use. The most appropriate curriculum area to address such essential issues would be Personal, Social and Health Education (PSHE). PSHE is not a National Curriculum subject. As the PSHE curriculum is a programme of guidance for schools, they are not obliged to provide it. Consequently, timetabling pressures mean that schools are not always able to cover the issues as thoroughly as they would wish.

9. In Herefordshire, the Children’s Services Directorate and its partners have developed a range of resource packs for schools to deliver all the science orders in a PSHE setting. Drugs education and other important subjects, including sex education and relationships, and anti-bullying, also fit into PSHE. There are elements of Citizenship (statutory at Key Stages 3 and 4), English (statutory) and many other National Curriculum subjects in all of these packs, but they are most appropriately delivered through PSHE. However, schools can adapt the resource packs for use in other curriculum areas. The packs are accompanied by training, to help the school understand where the work is best delivered.

Key Stage 1 **Just One Spoonful** A big book approach to whole class teaching and learning, this pack concentrates on the issue – **all medicines are drugs, but not all drugs are medicines**. This pack deals with literacy and health education in one go. Seen as a gentle introduction, it is not very explicit due to the age of the students - talking mostly about medicines. This pack will be reviewed in the spring term 2005.

Key Stage 2 **Taking Drugs Literally** A big book/interactive whiteboard approach to whole class teaching and learning, **Taking Drugs Literally**, satisfies the Literacy Strategy, whilst delivering key health education messages. The pack is versatile and enables teachers to develop themes flexibly – ranging from brushing on the topics, yet satisfying the national curriculum, or going more deeply into

For further information on the subject of this report is available from
Dennis Longmore, Manager of Pupil, School and Parent Support, on (01432) 260816

the issues surrounding substance use. Again - age specific - this pack concentrates mostly on legal drugs, alcohol, and tobacco, but also mentions cannabis.

Key Stage 3	Eastcorrie Neighbours	A harm reduction, drama approach to teaching and learning, this pack will be launched in November/December. Harm reduction has abstinence at its core, but is pragmatic about the whole drug/drug use situation. This pack concentrates on alcohol, but brings in smoking, teenage pregnancy, legal issues and touches on domestic violence and family issues.
Key Stage 4	Balance	A video-based approach to teaching and learning, this is the ' Rachel's Story ' pack. Breaking the video down into 3 lessons, Balance looks at stereotyping, managing risk and support networks. It has been in schools for nearly 2 years and is continually well received.
Pupil Referral Units	STONED	Straight Talking On Nearly Every Drug is a harm reduction/ personal game approach to teaching and learning, focussing on those students most at risk from drugs, notably those in Pupil Referral Units. It is a one to one approach and encourages young people to take a good look at their own drug use through a third party.

10. In addition to these packs of work, support is given to students, teachers and parents through a locally developed website: www.drugsfaqs.org - which is available on the Internet. It has 2 sections - facts and faqs (frequently asked questions). The facts are all you need to know about substances, what they do, what they look like, the legal situation, and there is a glossary of terms. The faqs section contains the ability to ask new questions and read the answers to previously asked ones. It is anonymous and well used. The site is maintained and updated regularly.

11. There is also some free training available to schools through MerciaNet South, a training organisation set up in conjunction with Herefordshire Community Safety and Drugs Partnership and Worcestershire Substance Misuse Action Team. This training is available to any professional in Herefordshire or Worcestershire who may come into contact with substances and their use. (Contact details at the end of this document).

Drugs: Guidance for Schools

12. DfES Guidelines for schools were published earlier this year about drug education and drug incidents procedures. Broken down into several chapters, this document supersedes all previous guidance, and has updated and amalgamated it. The most frequently used chapters are:

The context for drug education – which sets the scene, discusses the aim of drug education, its evidence base, what pupils want, and a whole school approach to the key drugs:

- Alcohol
- Tobacco
- Cannabis

- Volatile Substances (aerosols, glue, lighter fuel)
- Class A drugs (heroin, cocaine, crack, ecstasy, etc.)

Planning and teaching of drug education – issues to consider when planning and teaching:

- Trends
- Existing knowledge
- Vulnerable pupils
- Curriculum organisation

It goes on to discuss teaching and learning, real-life impact, peer education, external contributors, assessment, training, OFSTED and many others.

Good management of drugs within the school community – issues such as:

Management responsibilities, confidentiality, role of the Police, drugs in schools, disposal and detection – including a section on sniffer dogs, encouraging schools *not* to use them.

Responding to drug incidents – this is the biggest section and the one schools need the most help with. This section includes discussion around:

Defining drug incidents, medical emergencies, a range of responses, parents/carers, staff conduct and drugs and recording an incident.

The school drug policy – sets the context, gives a purpose, deals with policy development involving the whole school, recording and disseminating incidents, reviewing and updating the policy and working with the media.

13. A conference was held on 20th May 2004 to disseminate these new guidelines to schools and about a third of the County's maintained schools were represented. Several more have responded to a letter offering documents prepared on their behalf.
14. These guidelines are non-statutory and schools are not obliged to follow them. However, many schools have, and it is encouraging working with so many, to make sure that they get the drug message right and that drug incidents are dealt with in a coherent and consistent way.

Recommendations

THAT the Committee note the contents of this report and support the ongoing drug education work in schools.

BACKGROUND PAPERS

- None identified.

EDUCATION SCRUTINY COMMITTEE WORK PROGRAMME

Report By: Head of School Effectiveness

Wards Affected

None.

Purpose

1. To note the current position concerning the Education Scrutiny Committee Work Programme.

Background

2. The current Committee work programme has expired. A review is currently underway concerning the remit of the Education Scrutiny Committee in the light of the Children Act 2004 and establishment of a Children's Directorate and a Cabinet Member portfolio for Children's Services. Following this review, and in consultation with the Chairman and Vice-Chairman, a draft work programme will be put to the Committee for consideration.
3. Should members have any educational subjects they wish to raise as issues that the Committee should scrutinise in the future, they are requested to put these issues to the Chairman or Vice-Chairman for possible inclusion in the draft Committee work programme.

RECOMMENDATION

THAT the Committee note the position concerning the work programme and any educational issues which Members consider merit scrutiny be relayed to the Chairman or Vice-Chairman.

BACKGROUND PAPERS

- None identified.

