

AGENDA

Children's Services Scrutiny Committee

Date: **Monday 28 September 2009**

Time: **10.00 am**

Place: **The Council Chamber, Brockington, 35 Hafod Road,
Hereford**

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

For any further information please contact:

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Agenda for the Meeting of the Children's Services Scrutiny Committee

Membership

Chairman Councillor WLS Bowen
Vice-Chairman Councillor ME Cooper

Councillor WU Attfield
Councillor BA Durkin
Councillor P Jones CBE
Councillor G Lucas
Councillor JE Pemberton
Councillor SJ Robertson
Councillor RV Stockton
Councillor AM Toon
Councillor WJ Walling

Mr PF Burbidge
Mr T Leach
Mr N Parker
Mr T Plumer
Mr A Wood

Roman Catholic Church
Church of England
Secondary School Parent Governor
Primary School Parent Governors
Special School Governors

Non Voting

Ms K Berry
Mrs OR Evans
Mr M Harrisson
Mr C Mutton
Mrs D Strutt
Ms H Tank

Connexions
Special School Headteachers
Teacher Representative
Primary School Headteachers
Secondary School Headteachers
The Alliance

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The Council's Members' Code of Conduct requires Councillors to declare against an Agenda item(s) the nature of an interest and whether the interest is personal or prejudicial. Councillors have to decide first whether or not they have a personal interest in the matter under discussion. They will then have to decide whether that personal interest is also prejudicial.

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AGENDA

	Pages
<p>1. APOLOGIES FOR ABSENCE To receive apologies for absence.</p>	
<p>2. NAMED SUBSTITUTES To receive details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
<p>3. DECLARATIONS OF INTEREST To receive any declarations of interest by Members in respect of items on the Agenda.</p>	
<p>4. MINUTES To approve and sign the Minutes of the meeting held on 6 June 2009.</p>	1 - 10
<p>5. SUGGESTIONS FROM MEMBERS OF THE PUBLIC ON ISSUES FOR FUTURE SCRUTINY To consider suggestions from members of the public on issues the Committee could scrutinise in the future.</p>	
<p>6. SCHOOL TASK GROUP PAPER To consider the consultation paper produced by the School Task Group on the future of schools.</p>	
<p>Item 6 School Task Group Paper - Reports The attached reports mentioned in the main item were issued to Committee Members as a supplement to the agenda.</p>	
<p>7. 14-19: MACHINERY OF GOVERNMENT,; CHANGES TO CONNEXIONS, LSC TRANSFER To update Scrutiny Committee on the current position relating to: Machinery of Government Changes/Learning & Skills Council (LSC) transfer and Connexions transfer.</p>	11 - 22
<p>Item 7 - Machinery of Government - Reports The attached report and appendix have been issued to Committee Members as a supplement to the agenda.</p>	
<p>8. CAPITAL BUDGET REPORT 2009/2010 To scrutinise the capital budget position for 2009/10 for the Children & Young People's Directorate.</p>	23 - 30
<p>9. REVENUE BUDGET MONITORING REPORT 2009/2010 To report on the monitoring of the Children's Services revenue budget for 2009/10 and provide comparisons to 2008/09 budget and outturn.</p>	31 - 42
<p>10. PERFORMANCE DIGEST - QUARTER 1 2009/2010 To present the Performance Digest for Children's Services for the first quarter of 2009/2010 (April – June 2009) and to highlight key performance issues.</p>	43 - 46

Item 10 - Performance Digest - the Digest

The attached Digest report was issued to Committee Members as a supplement.

11. SEN/BANDED FUNDING REVIEW WORKING GROUP REPORT 47 - 50

To consider the findings of the SEN/Banded Funding Working Group and refer the findings to the Herefordshire Schools Forum for consideration.

12. COMMITTEE WORK PROGRAMME 51 - 54

To consider the Committee work programme.

PUBLIC INFORMATION

HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES

The Council has established Scrutiny Committees for Adult Social Care and Strategic Housing, Childrens' Services, Community Services, Environment, and Health. A Strategic Monitoring Committee scrutinises corporate matters and co-ordinates the work of these Committees.

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

The principal roles of Scrutiny Committees are to

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

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

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Adult Social Care and Strategic Housing

*Statutory functions for adult social services including:
Learning Disabilities
Strategic Housing
Supporting People
Public Health*

Children's Services

Provision of services relating to the well-being of children including education, health and social care.

Community Services Scrutiny Committee

*Libraries
Cultural Services including heritage and tourism
Leisure Services
Parks and Countryside
Community Safety
Economic Development
Youth Services*

Health

*Planning, provision and operation of health services affecting the area
Health Improvement
Services provided by the NHS*

Environment

*Environmental Issues
Highways and Transportation*

Strategic Monitoring Committee

*Corporate Strategy and Finance
Resources
Corporate and Customer Services
Human Resources*

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HEREFORDSHIRE COUNCIL

BROCKINGTON, 35 HAFOD ROAD, HEREFORD.

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HEREFORDSHIRE COUNCIL

MINUTES of the meeting of Children's Services Scrutiny Committee held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Monday 6 July 2009 at 10.00 am

Present: Councillor WLS Bowen (Chairman)
Councillor ME Cooper (Vice Chairman)

Councillors: BA Durkin, G Lucas, JE Pemberton, SJ Robertson, RV Stockton, AM Toon,

Co-opted Members: Mr PF Burbidge, Mr N Parker, Mr T Plumer, Mr A Wood, Mrs OR Evans, Mr C Mutton and Mrs D Strutt

In attendance: Councillors: JA Hyde (Cabinet Member - Children's Services), PD Price (Cabinet Member - ICT, Education and Achievement), PJ Edwards, AT Oliver and J Stone

1. APOLOGIES FOR ABSENCE

Apologies were received from Mr T Leach, Councillor WU Attfield and Councillor Brig. P Jones.

2. NAMED SUBSTITUTES

Councillor MD Lloyd-Hayes substituted for Councillor WU Attfield.

3. DECLARATIONS OF INTEREST

The following interests were declared:

Name	Interest	Reason
Councillor WLS Bowen	Personal	Governor – Kingsland CE Primary and Luston Primary schools.
Councillor M Cooper	Personal	Governor - John Masefield High School
Councillor B Durkin	Personal	Governor - Kings Caple Primary School
Councillor G Lucas	Personal	Governor – Brampton Abbots CE Primary School
Councillor JE Pemberton	Personal	Governor – Hampton Dene Primary School
Councillor SJ Robertson	Personal	Governor - Burghill Community Primary School
Councillor RV Stockton	Personal	Governor - Colwall CE Primary School
Councillor AM Toon	Personal	Governor - Whitecross High School.
Mr PF Burbidge	Personal	Governor – St Mary's RC High School
Mr T Plumer	Personal	Governor - Burley Gate CE Primary School
Mr A Wood	Personal	Governor – The Brookfield School

4. MINUTES

RESOLVED: That subject to clarifying in Minute 51 – Revenue Budget Monitoring – that currently there was no specific funding to support gifted and talented pupils, however, under new funding arrangements there would be from 2009/10, the minutes of the meeting held on 30 March 2009 be approved as a correct record and signed by the Chairman.

5. SUGGESTIONS FROM MEMBERS OF THE PUBLIC ON ISSUES FOR FUTURE SCRUTINY

Councillor AM Toon brought to the attention of the Committee national issues arising from new legislation concerning Nursery Education Funding (NEF) and questioned whether the Committee were aware of the implications of NEF funding. The Committee requested that further information on NEF be circulated to Members and a full report be presented to the next meeting.

RESOLVED: That a report be presented to the next meeting on the introduction and implications of NEF funding.

6. PRESENTATION BY CABINET MEMBERS

The Cabinet Member (Children's Services) and the Cabinet Member (ICT, Education and Achievement) were invited to comment on achievements or areas for improvement in the past year in their programme areas as they relate to this Committee, what will need to be addressed in the coming year and issues in which they may wish to involve Scrutiny in the future.

The Cabinet Member (Children's Services) and the Cabinet Member (ICT, Education and Achievement) gave a presentation, the slides for which had been printed in the agenda, together with supporting documents.

Based on the slides the following are the principal points or comments made by the Cabinet Members:

Slide one – based on the APA outcome, there was generally an improving picture. New Heads of Service were in place.

Slide two – an assessment of educational standards and attainment indicated that good progress was being made. Health Care also indicated some good successes. Both Cabinet Members attended the 'Children in Care Council'. Good work was being undertaken on the use, and co-ordination with social care, of Children's Centres.

Slide three – the number of referrals and assessments was being closely monitored. Targeted Youth Support was showing some recovery, however, while limited by budgets the range of support was being looked at. The economic down turn had increased the number of young people in jobs without training.

Slide four – indications were that the 'No Wrong Door' approach to locality working would be a success. The new Children and Young People's Plan, reflecting national and local visions and priorities, had been produced and launched. The scope of the Children's Trust was being reviewed. High level staff recruitment would see a change in the Service from which the schools would also see a benefit, however, time was needed for the changes to bed in. Following a re-refresh the Herefordshire Shadow Children's Board now had an independent Chairman.

Slide five – work and consultation was on-going to implement 'School Passports' and a report was expected to go to Cabinet in autumn 09. Following the transfer of functions from Connexions and the Learning and Skills Council it was acknowledged that the staff pay/conditions of those transferred now needed to be addressed. While the recent bid

under Building Schools for the Future had been unsuccessful the Council now had a robust programme should a further bid be invited. Implementing 'No Wrong Door' approach to locality working and embedding the Common Assessment Framework (CAF) would be issues for the year.

Slide six – the appointment of Every Child Matters (ECM) Link Members will enable Scrutiny Members to build a greater understanding of issues in the Directorate. No new money was available for 'No Wrong Door' and therefore it was essential that existing resources were directed to ensure that the different teams provided a truly integrated service.

During the course of debate the following principal points were noted:

- It was asserted that the overall Annual Performance Assessment (APA) grades, set out in the table on agenda page 21, indicated no appreciable improvement over a number of years. In response the Director of Children's Services reported that the Government Office confirmed that progress was being made. She agreed that the Service should not be complacent, however, limited finance and greater expectations by central government increased the pressures on the Service.
- Following a number of high profile cases, nationally it had become difficult to recruit staff to key posts. Herefordshire were employing a number of ways to attract personnel to the County.
- The Children's Advocacy Service continued to provide assistance, particularly to Looked After Children.
- Questioned on the relationship between the Capital Programme and the Task Force Programme the Committee noted that the Building Schools for the Future Programme was a national programme. Bids for funding were made balancing local needs to national targets and the national framework.
- There was likely to be a loss of expectation by the public when the 2 year funding for 'Under 16 Swimming' ceased.

RESOLVED: That the presentations be noted.

7. KINSHIP CARE AND CHILDREN CARED FOR BY UNOFFICIAL CARERS

The Committee were informed of the percentage of children in Kinship Care Placements and the position regarding children cared for by unofficial carers.

The Assistant Director, Safeguarding and Vulnerable Children, reported that there were various arrangements for children in care, one of which was Kinship Care. The directorate was currently working on developing a Kinship Career Policy. Answering the Committees original question she reported that no information was held by the Directorate on children cared for by unofficial carers. She acknowledged that obtaining true statistics on unreported children in care was a national problem and reported that locally information concerning the legal position of being a carer was being distributed via posters and handouts.

A view was expressed that it wasn't uncommon for people in a community to occasionally help by providing short term help and care to children within the community and this shouldn't be discouraged.

The Cabinet Member (Children's Services) agreed that while some kinship relationships e.g. grandparents, were obvious, there were a number of grey areas to the definition.

RESOLVED: That the report be noted and a further update be presented in 6 months.

8. PROGRESS REPORT - DOMESTIC ABUSE

The Committee were informed of progress made in addressing the needs of children affected by domestic abuse, since the last report to Committee in December 2008.

The Assistant Director, Safeguarding and Vulnerable Children, presented the agenda report indicating the national and local position; initiatives and national guidance and highlighted the work of the Multi-Agency Risk Assessment Conference (MARAC).

Responding to questions on the percentage increase in children subject to child protection plans where domestic abuse was a significant factor (40% in 2008/9 to 52% currently, equating to approximately 65 children) the Assistant Director, Safeguarding and Vulnerable Children reported that: information on the percentage of referrals to Social Care in which domestic abuse was a significant factor was not available for 2008-9 or for previous years, as the available management information system had not been capable of collating such data. The new Integrated Social Care Solution, Frameworki, would provide the capacity to report much more accurately and work was underway on the improvement of data quality to enable accurate reporting on this matter for 2009-10. Since the implementation of Frameworki in November 2008, 21% of all contacts to the Referral and Assessment Team had come from the Police, and 25% of all initial assessments had been initiated as a result of referrals by Police. As a result of recent national cases more referrals were generally being reported.

The need for accurate baseline data and indications of trend was emphasised by the Committee and further data was requested.

Various points were made that abuse didn't only relate to abuse to women. The Director of Children's Services reported that while the principal support was provided through West Mercia Women's Aid a range of services were available.

RESOLVED: That the report be noted and further background data including an indication of trend and how factors affect Locality Teams be forwarded as a briefing note to members.

9. UPDATE ON CHILDREN'S SAFEGUARDING

The Committee were updated on recent changes and improvements in aspects of safeguarding young people following on from the independent report of local services by Steve Love in autumn 2008, and also taking account of issues arising from national events after 'Baby P' and the Laming report.

The Director of Children's Services presented the agenda report and highlighted that following the independent review by Steve Love the Herefordshire Safeguarding Children's Board (HSCB) had identified a number of areas for improvement including the integration of various action plans. The HSCB had been restructured to improve strategic leadership and ensure high level commitment from appropriate agencies which had provided a fresh impetus to the Board. A number of high level staff changes had been made in the Department, however, in common with other authorities, there were still recruitment and retention issues around social workers. A high volume of work was involved in Serious Case Reviews (SCR). While the Service had assisted with out of county cases, one case identified in the County was now nearing conclusion. Unfortunately a further in-County Serious Case Review had been initiated. The HSCB ensured that lessons learned from such cases were noted and that action plans were drawn up and local services were improved.

The Committee noted that the HSCB is a statutory body that reported to the Children's Trust. The Scrutiny Committee was able to monitor performance via the Performance Digest (see later Minute 13).

The Director of Children's Services reported that following the Laming Report and arising out of SCRs the reinforcement of effective information sharing practices had been identified and a protocol would be drawn up with appropriate training to ensure all staff were familiar with the requirements. The Committee requested to be kept informed of progress with the protocol and expressed a view that improved data sharing should be a priority and needed a speedy resolution. The Cabinet Member (ICT Education and Achievement) commented that a degree of information sharing was possible at the moment, however, not all ICT systems could be configured to share with each other. A Member commented that the Council's Data Sharing Policy lacked clarity.

Concern was expressed that two actions were marked 'no data' (para 16 in the report) However, the Committee noted that one quarters data had been unavailable due to staff changes within the new team.

Responding to questions on the implementation of Criminal Records Bureau (CRB) checks (referred to at agenda page 76 - action 3.3 – Safeguarding Action Plan) the Director of Children's Services reported that a phased approach was underway to check and update staff/Members CRB checks. A new national system obviating the need for multiple checks to be undertaken was expected to be introduced in the autumn.

The Director of Children's Services reminded the Committee that the Comprehensive Area Assessment (CAA) was due later in the year and that annual, unannounced safeguarding visits to local authority contact, referral and assessment centres could take place any time soon.

RESOLVED: That

- a) **the report be noted and Members be informed by briefing note of progress in drafting a Locally Agreed Protocol on Information Sharing;**
- b) **a briefing note be circulated updating on how the phased approach to undertaking CRB checks was progressing; and**
- c) **the ease and security of information sharing between key partners in the County should be a priority and needs a speedy resolution and the Chairman and Vic-Chairman be kept informed of progress.**

10. CONTINUUM OF PROVISION FOR CHILDREN & YOUNG PEOPLE WITH AUTISM SPECTRUM CONDITIONS IN HEREFORDSHIRE

The Committee considered the current provision for children and young people with Autistic Spectrum Conditions (ASC) in Herefordshire and action plans for the development of further provision.

The Assistant Director, Improvement and Inclusion, presented the agenda report which set out the current policy together with accepted definition of ASC, national and local statistics, and current and future provision.

Questioned on the current policy the Assistant Director, Improvement and Inclusion, responded that work on updating the policy would start in autumn 2009 and would be linked to the 'centre of excellence' work undertaken by Birmingham University.

It was noted that recent government funding had been targeted to dyslexia and aimed at improving staff recognition of conditions.

Consideration was being given to setting up a multi agency team which could also assist parents in negotiating the necessary procedure for diagnosis and would provide a more robust system of identification and recording.

The accuracy of the figures quoted in table 3 were questioned (agenda page 88). The point was made that either Herefordshire was very fortunate in having such a low incidence percentage or the data was incorrect. The Committee suggested that the robustness of the data used in table 3 be re-examined.

RESOLVED:

- a) **the report be noted and the Committee suggests that the robustness of the data for Herefordshire contained in Table 3 to the report be re-examined; and**
- b) **the Committee requested sight of the new policy for Additional Needs when drafted.**

11. CAPITAL BUDGET MONITORING

The Committee considered the capital budget position for 2009/10 for the Children & Young People's Directorate.

The Schools Planning & Access Manager presented the agenda report and highlighted that, as part of the Government's drive to stimulate the economy Herefordshire had received a proportion of next years funding (2010/11) to spend in this financial year (2009/10). This early funding would principally be used towards projects at The Minster, Leominster; Hereford Academy, and the replacement of the Infant and Junior schools at Leominster. Details of other capital projects were set out in the agenda report.

Questioned on the status of the Section 106 developer funding the Committee were informed that references in the report referred to funding that had actually been received. It was further noted that the Council intended to appoint a Section 106 Officer to co-ordinate the approach and use of Sec 106 funding.

Referring to capital funds for Voluntary Aided schools a member expressed a view that the 10% funding to be found by VA schools for maintenance or improvement scheme should not be waived.

The Committee noted that no Private Finance Initiatives (PFI) were included in the Capital budget as major projects were now undertaken through the 'Building schools for the Future One School Pathfinder' scheme.

RESOLVED: That the Capital Budget report 2009/10 be noted.

12. CHILDREN AND YOUNG PEOPLE'S DIRECTORATE REVENUE OUTTURN REPORT 2008/09

The Committee considered the outturn report covering Children and Young People's Services for 2008/9.

The Finance Manager presented the agenda report and reported that Appendix 1 to the report had been presented to Cabinet on 4th June and represented the position reported to this Committee in March. The outturn represented a net underspend of £567,000. He highlighted that £217k of general Sure Start grant, which had not been planned for when the budget had been set, had been used to support the Early Years budget.

He further reported that total rate rebates of £1,054,205 had been received for charitable rates relief for voluntary aided schools covering the period back to 2000. The £186k relating to 2008/9 had been carried forward as part of the Dedicated Schools Grant (DSG) underspend, with the remaining £868,537 being carried forward as a reserve. Following discussion with the Department for Children, Schools and Families legal opinion had been sought on how the rates underspend could be used. The Committee wished to be kept informed of the outcome of the legal opinion.

The budget position concerning the School Music Services was noted and the Director of Children's Service agreed that while it was a valuable service it had to be provided within budget.

Members questioned the clarity of budget reporting, particularly concerning the over or under spend in SEN provision. The Assistant Director, Performance, Planning and Development, responded that the report format would be further developed for greater clarity.

RESOLVED: That the revenue outturn report 2008/9 be noted.

13. COMPREHENSIVE AREA ASSESSMENT AND PERFORMANCE DIGEST – YEAR END 2008/2009

The Committee were advised of the final proposals for assessing Children's Services under the Comprehensive Area Assessment (CAA) and considered the Performance Digest for Children's Services for 2008/09.

The Assistant Director, Performance, Planning and Development, presented the agenda report and highlighted that the Council, its partners and schools, would be judged under the CAA. In addition to the statutory education targets there are six children related indicators in the Local Area Agreement (LAA). Aside from the LAA indicators, other performance in each outcome area was set out in the Performance Digest 2008-9 Year End, which had been issued with the agenda.

The Committee questioned whether the target number of social worker posts was likely to be achieved. The Director of Children's Services responded that the directorate had an action plan to tackle the recruitment and retention issue which included recruitment from overseas and the further training of existing staff. Recent advertising via a County-wide leaflet drop, had produced little response.

The Assistant Director, Performance, Planning and Development highlighted that in the current economic climate NI117 (Percentage of 16-18 year olds who are not in education, employment or training (NEET)) would be a challenging target.

Questioned on the input of views to consultations the Committee expressed a view that greater use should be made of both Schools and Youth Councils.

The Committee questioned whether services, including the third sector, were working together as, it was alleged, the 'Wheels to Work' programme lacked sufficient bicycles to meet the need.

The Committee requested clarification of the terms 'short term' and 'long term' sickness absence with a breakdown of the directorate sickness absence figures.

RESOLVED: That the report be noted and the Committee suggests that greater use be made of both School and Youth Councils when undertaking consultation to ensure that young people's views are included.

14. SWIMMING AT KEY STAGE 2

The Committee were informed of the swimming requirements as part of the National Curriculum at Key Stage 2.

The Assistant Director, Improvement and Inclusion, reported that swimming was one strand in the County's Sports Strategy and was commissioned through HALO. In response to the question raised at the March meeting she informed the Committee that the local authority did not keep records of pupil achievement for swimming at Key Stage 2. Schools kept a range of pupil data and therefore further data should be capable of being obtained.

The Committee requested that further data be obtained e.g. covering the last two years, and that a baseline be established against which future years can be monitored. A number of Members suggested that a scrutiny review be held into Key Stage 2 swimming attainment. It was suggested that the Committee await the results of the data, however, the Committee agreed to initiate a review immediately. The Cabinet Member (ICT, Education and Achievement) cautioned that the review should only consider data and not hearsay evidence.

RESOLVED:

- a) **that the report be noted and the requested data on pupil achievement for swimming at Key Stage 2 be sought; and**
- b) **A scrutiny review be undertaken into pupil achievement for swimming at Key Stage 2 to establish base line data against which any future trend can be compared.**
- c) **Councillors: WLS Bowen (Chair), MD Lloyd-Hayes; SJ Robertson; and AM Toon be appointed Members of the Scrutiny Review Group.**

15. COMMITTEE WORK PROGRAMME

The Committee considered its work programme.

The following items were suggested:

1. Looked after children placement costs
2. That regular updates on 16-19 transition be provided to the committee.
3. How the Common Assessment Framework (CAF) compared with the 'Child Concern Model'
4. Accountability, and access to minutes of, the Children's Trust.

The Director responded that information on the above issues can be supplied to the Committee by means of an e-mail briefing note. The minutes of the Children's Trust are available on the web site and members will be provided with the web address.

Referring to Member Training events the Director of Children's Services reported that a training event on safeguarding was planned for autumn 2009.

RESOLVED: that subject to adding the items identified earlier in the meeting namely:

- a) **the introduction and implications of NEF funding in relation to nursery school sector.(Minute No. 5)**
- b) **a further update on Kinship Care and Children Cared for by Unofficial Carers (Minute No.7) and**

- c) the work programme be approved and reported to Strategic Monitoring Committee.

The meeting ended at 1.30 pm

CHAIRMAN

MEETING:	CHILDREN'S SERVICES SCRUTINY
DATE:	28 SEPTEMBER 2009
TITLE OF REPORT:	SCHOOLS TASK GROUP UPDATE
PORTFOLIO AREA:	ICT, ACHIEVEMENT AND EDUCATION

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To note and comment on the progress made by the Schools Task Group (STG) and the proposals for the consultation process for the STG paper.

Key Decision

This is not a Key Decision.

Recommendation(s)

THAT the Committee :

- (a) comment on the process and timescale for consultation on Schools Task Group paper (Appendix 1):and**
- (b) Note the process followed and progress made by the Schools Task Group in preparing the paper for consultation.**

Key Points Summary

- The STG has met with the purpose of drafting a paper outlining the next steps in the planning of educational provision.
- A report is to be considered by Cabinet on 24 September and the Director will inform Scrutiny Committee should any matters be raised by them.
- The draft is now ready for formal consultation with all stakeholders with feedback to Cabinet in November 2009.

Alternative Options

- 1 There are no alternative options as the STG papers will affect both the schools and local

Further information on the subject of this report is available from
Sharon Menghini, Director of Children's Services on (01432) 260039

communities it is wholly appropriate that a full and formal consultation now takes place.

Reasons for Recommendations

- 2 It is appropriate that the Scrutiny Committee are fully aware of both the progress made by the STG to date and the next steps in consultation.

Introduction and Background

- 3 Following the meeting in December 2008 of Head Teachers, Chairs of Governors and Cabinet, it was agreed that a STG would be established with appropriate membership to consider the issues pertinent to the future planning of school provision in Herefordshire.
- 4 Attached as Appendix 3 are the terms of reference for the STG.
- 5 The STG has met on 8 occasions between January 2009 and September 2009 to consider:
 - falling rolls;
 - statistical data
 - financial implications
 - possible alternative models, e.g. federation
 - governance and school leadership
 - rural considerations.
- 6 There have been regular press releases and opportunities to update the school community and engage them in discussion.
- 7 The independent chair, David Brown, has lead the group as well as facilitating other discussions with the Herefordshire Association of Governors (HAG), Primary Head Teachers Forum and Herefordshire Association of Secondary Heads.
- 8 David has previously been a Director of Children's Services and, as well as bringing a wealth of experience and knowledge to the group, has also taken time to visit a number of our schools to better understand the context.
- 9 The STG has worked up an initial draft paper which has been shared with head teachers and chairs of governors over an extended summer period. The STG met recently to consider the responses which were wide ranging and an analysis of the issues which arose lead us to conclude that the main themes can be summarised as follows;
 - Broad support for the overall direction involving clusters and groups of schools, Governors and Headteachers being more directly engaged in the process of change
 - Majority support for criteria regarding reviews of schools with specific challenges, and recommendations around leadership
 - Concerns and suggestions about how some of the criteria and the overall approach will operate in practice and how improvements could be made

- Desire for a local authority strategic plan in which or to which the above would have a relationship
- 10 The STG agreed that, taking account of these responses, the paper did not require re-drafting at this stage; a further meeting of the group is scheduled for November to consider the outcome of both the formal consultation and the consultation with schools before a report is prepared for Cabinet consideration in November
- 11 The paper at Appendix 1 is the final draft for formal consultation and will be tabled at the Cabinet meeting on 24 September.
- 12 Following Cabinet consideration, it is proposed that the consultation period will be from 25 September to 2 November 2009 with feedback being brought back to Cabinet on 26 November for consideration.

Key Considerations

- 13 Communication and engagement of a variety of stakeholders will be key to the consultation. The Council's usual consultation mechanisms will be in place with press articles encouraging professionals and public to respond

Community Impact

- 14 The aim is to support all communities by ensuring they have the opportunity to consider the findings of the School Task Group and engage in planning the future provision of education in the county. Therefore we have arranged:
- An all Members' seminar has been arranged for 2.00 pm on 18 September 2009 to ensure Ward Members have an opportunity to debate the issues as part of the consultation. A copy of the consultation document will be circulated at this event.
 - Schools have been encouraged to engage their local communities in the consultation

Financial Implications

- 15 At this preliminary stage, no financial implications have been identified

Legal Implications

- 16 At this preliminary stage, no legal implications have been identified.

Risk Management

- 17 Until the outcome of the consultation, the full analysis of risk is unknown.

Consultees

- 18 The first draft has been considered by head teachers and Chairs of Governors.

Appendices

Appendix 1 - Final draft of STG consultation paper

Appendix 2 – List of formal consultees

Appendix 3 – Schools Task Group Terms of Reference

Background Papers

STG minutes of meetings

Financial paper / Schools Forum Minutes – July 2009

HEREFORDSHIRE SCHOOLS TASK GROUP INTERIM REPORT

FOR PUBLIC CONSULTATION

SEPTEMBER 2009

CONSULTATION DATES: 25 SEPTEMBER 2009 TO 2 NOVEMBER 2009

Children & Young People's Directorate

Dr S Menghini

Your Ref:

Our Ref: SM

Please ask for: Sharon Menghini

Direct Line / Extension: 01432 260039

Fax: 01432 340189

E-mail: smenghini@herefordshire.gov.uk

September, 2009

Dear Stakeholder,

Following agreement at a meeting with Cabinet Members, Head Teachers and Chairs of Governors in December 2008 the Schools Task Group was established to consider the way forward for the planning of Herefordshire provision of schools. Great emphasis was placed upon the need to continue to engage schools and their local communities in the debates as we move forward. It was agreed that it was important to ensure we continue to plan for and provide a high quality education system for our young people, that gave them the very best opportunities for their lives in the 21st century and build upon the excellence and good practice that we already have in our county. It was also acknowledged that the pressures of falling rolls and financial constraints meant that the status quo was not an option but at the same time that there is great variety and diversity across the county which would need to be taken into account in any future plans.

Bearing all of this in mind, it is a complex and sensitive task that we all face. The Schools' Task Group, made up of School Head Teachers, Governor representatives, local officers and chaired by David Brown an independent chair has met on several occasions. This paper is the result of their deliberations. Heads and Chairs have already had early sight of the paper prior to this formal consultation and broadly speaking, it has been well received. An easy to read version is being prepared and will be published shortly.

We are now consulting on this paper with schools, stakeholders and the public before the Cabinet Meeting in November which will outline the messages from the consultation and inform future planning.

We hope that you will take the time to read and debate the content with colleagues and have encouraged schools to engage with their local parents and communities as much as possible to ensure that the broadest discussions can take place and everyone has an opportunity to take part.

Working in partnership for the people of Herefordshire

Brockington, 35 Hafod Road, Hereford, HR1 1SH

Herefordshire Council

Main Switchboard (01432) 260000, www.herefordshire.gov.uk

NHS Herefordshire

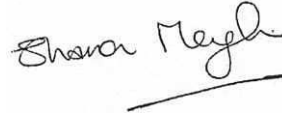
Main Switchboard (01432) 344344, www.herefordshire.nhs.uk

Please send in your response sheet either as individuals or groups as explained later in the document. We look forward to receiving your replies.

Yours sincerely,



**COUNCILLOR PHILIP PRICE
CABINET MEMBER, ICT, EDUCATION
& ACHIEVEMENT**



**SHARON MENGhini
DIRECTOR OF CHILDREN'S
SERVICES**

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Responses to the consultation can be submitted through:

- the web consultation link www.herefordshire.gov.uk/consult
- via email to schoolstaskgroup@herefordshire.gov.uk
- via post to: F.Lennon Children & Young People’s Directorate, PO BOX 185, Blackfriars Street, Hereford. HR4 9ZR

INTRODUCTION

CONTEXT

Herefordshire is a County of good educational standards with aspirations for excellence. Herefordshire Schools Task Group (HSTG) believes that we need to seize the strengths of this as well as ensuring that all children and young people have the appropriate level of educational opportunities to meet their needs and aspirations. Their needs are paramount in any consideration of strategic delivery over the next ten years and should be seen in the widest sense possible.

Solutions to the challenges which face Herefordshire are most likely to come from local leaders, in consultation with Governors, Headteachers and local communities who will be supported by the Local Authority. The HSTG acknowledges the background and history relating to this process of change. A climate of negativity and apprehension will not support the long term interests of our children and young people. Only by encouraging debate about change at all levels within the context of diverse provision will sustainability be achieved.

Building upon the 21st Century principles document (see additional information section) which had previously been agreed with head teachers, this task group has been established. It must be emphasised that the task group is advisory to the Council and any decision on school provision will be taken by the Council Cabinet.

HSTG has considered that the challenges facing Herefordshire are:

- The priority to continually improve the quality of educational outcomes
- The impacts of falling rolls, surplus capacity and parental preference
- Financial realities
- Changes in school workforce

PURPOSE OF TASK GROUP

P1 To establish a set of criteria to underpin the future of education and learning provision which can then be applied to establish a strategic development plan for the next ten years. These criteria will provide a framework upon which decisions will be made.

This is exemplified in the report as:

Principles, criteria and both short and medium term recommendations.

P2 To agree a set of principles which can then be applied for the drawing up of a draft model of schools' provision prior to full consultation. It may be that more than one model can be designed for consultation.

This is exemplified in the report as:

Protocols for working with schools "with challenges", and potential models of school leadership.

P3 To look at the different dynamics of Herefordshire – market town, rural areas, city etc and to have flexibility to consider any other issues as they arise.

This is exemplified in the report as:

Strategic information about each cluster in the context of Herefordshire's demographic changes and improved financial modelling and analysis.

Following consideration of the fundamental issues about educational provision, we propose a way forward. We anticipate and welcome more detailed discussion coupled with wide consultation that will lead to timely action.

HSTG suggests that the existing Local Authority protocols for supporting and challenging schools are applied by all Leadership Teams. This is to ensure consistency, clarity and openness when considering the future of all schools. This will be subject to the usual Cabinet approvals where needed. This procedure then becomes a comprehensive approach for supporting Governors, with advice from Headteachers, SIPS and other relevant Stakeholders.

The principles outlined above indicate that Governors, Headteachers, the Local Authority, stakeholders and communities need to consider different approaches to school governance, leadership and organisation. Appendix 1 – Models of Leadership in 21st Century considers some of the national, regional and local approaches already under consideration and offers models to promote discussion.

The Diocese, communities and clusters of schools with the Local Authority will play an important role in determining the shape of school leadership models in Herefordshire in the 21st Century. To be able to fully engage in this process requires accessibility to the accurate data relating to school rolls, finance, and demographic factors. None of these pre-determine any future approach.

1. CONSIDERATIONS REGARDING CLUSTER WORKING

Standards of education are paramount and any strategic review should celebrate and build upon the success of Herefordshire's existing educational provision. The identified challenges must be considered by all partners when designing models of working which ensure high quality and sustainable education in its broadest sense for Herefordshire's children and young people. Therefore the status quo is not sustainable.

Cluster Working Recommendation 1 – CWR1

Engagement of all stakeholders is essential. Local communities and appropriate authorities must contribute to and take ownership of the outcomes of the process. The process should be open and inclusive where all those who seek to participate respect the views of others and treat those views with due regard to the differing faith, cultural and professional perspectives.

Cluster Working Recommendation 2 – CWR2

Co-operation is essential to meet the identified challenges. It is also a necessary part of retaining a widespread and diverse variety of education as currently chosen by parents. It is fundamental to the continued improvement of children and young people and a vital part of schools sharing leadership, teaching and wider support services. Co-operation can take a variety of forms including sharing physical facilities, staffing and resources. Governors, Headteachers and appropriate authorities will work together through their cluster schools, to establish a firmer foundation for this. All schools must be pro-actively engaged in such discussions.

Cluster Working Recommendation 3 – CWR3

Provision planning is to be adopted and applied by all schools as part of annual self evaluation. Local Authority, Diocesan and Trust Representative officers alongside SIPs should support all Governing Bodies to undertake, by September 2010, a formal evaluation of different options to feed into the creation of a strategic plan for Herefordshire. This will inform a strategic map for Herefordshire. (Appendix 2 Governors Strategic Planning Process)

Cluster Working Recommendation 4 – CWR4

Cluster Meetings of Governors, Headteachers and Local Authority and Diocesan/Trust representatives will take place termly, with agenda and minutes of the meetings to be made available on Herefordshire Council Website. Accurate information relating to financial and pupil data and evaluation of standards relating to all schools and other members of the clusters will be made available to aid discussion and strategic planning.

- There may also be occasions where cross cluster solutions are appropriate (e.g. 14-19 networks);
- Such solutions will inform the strategic planning for Herefordshire provision;

- The Local Authority and Diocesan/Trust Board where relevant, with Schools Forum will apply a test of financial viability/sustainability to cluster/federation proposals. This follows discussions held at a meeting of Schools Forum in July 2009 where the financial factors were presented.

(Appendix 3 – Clusters and Feeder Primary Schools + Appendix 4 – Cluster Meeting Draft Agenda and Key Performance Indicators)

Cluster Working Recommendation 5 – CWR5

Schools facing challenges have specific issues relating to their development and sustainability. Governing bodies have the responsibility to provide strategic direction for their schools in order to maximise the opportunities on offer for their children and young people and ensure continuous improvement of standards and delivery. As part of this duty governors should be required by the Local Authority, and Diocesan Boards if appropriate, to consider all options should such challenges face their school.

Existing Local Authority protocols for supporting and challenging schools facing issues such as finance, falling rolls, changes in leadership, standards and inspections will be integrated into the proposed approach for Governing Bodies and school leadership teams to consider when provision planning. This will underpin the HSTG principles and support the development of high quality sustainable schools.

Cluster representatives and school leadership teams should be fully involved in such developments and offer solutions and models for consideration.

This will further support the consideration and development of new models of working.

Where agreements, models and/or solutions cannot be identified through this approach Local Authority officers will further support and challenge in order to bring about an agreed plan of action. If necessary the Local Authority will use its powers to intervene if no cluster engagement has been undertaken prior to appointing to leadership vacancies or developing solutions to school specific issues.

Please complete your responses to section 1 recommendations CWR1- CWR5 on the template provided at the end of this document.

2. CONSIDERATIONS REGARDING SCHOOL LEADERSHIP

Leadership changes are a normal part of school life. An essential element of education provision in the next 10 years will be developing, recruiting and retaining the best possible school leaders in Herefordshire. The purpose of this is to ensure that standards and the quality of provision continue to improve and that our schools are effectively led into the 21st Century.

Developing different models of school leadership is one way of recruiting and retaining high quality school leaders and will be considered at every opportunity. All partners will see this as an essential element of delivering improved standards of education in Herefordshire.

Models of School Leadership could include the appointment of “executive heads” for groups of schools or other less formal ways of ensuring that high quality leadership can be sustained. It will be at school and local level that more innovative and creative solutions may be found. Community, diversity, faith and rural/urban contexts will impact upon how models are developed but all schools, their Headteachers and Governors, should be active participants within their clusters in finding new models of working. New models of Governance will also emerge within any new model of leadership. (Appendix 1 – Models of School Leadership in 21st Century)

Formal amalgamations will be promoted and encouraged where Governors of relevant institutions are supportive. This will be in line with strategic planning from the Governors, cluster schools, Headteachers and appropriate authorities.

Models of Federation will be supported where the Local Authority and Diocesan Boards of Education and Governors recommend this approach.

The National College for School Leadership publishes a range of information on School Leadership the most recent being School Leadership Today – September 2009 which can be found at www.nationalcollege.org.uk

This most recent article provides an informed perspective on models of leadership within schools for the future. Such publications should be referenced when considering the design of any future provision.

Leadership Recommendation 1 – LR1

Change of leadership will require a review of different potential leadership options/models with Governors, cluster schools, Headteachers and appropriate authorities. This will include different models of governance as well as design of staffing structures.

Leadership Recommendation 2 – LR2

Succession planning will follow the evaluation of a school’s future sustainability by Governors, Headteacher, cluster schools, and appropriate authorities.

Leadership Recommendation 3 – LR3

Changes to the leadership of a school will be discussed in Cluster Meetings prior to any recruitment process taking place. Recognising that solutions may not be limited to the host cluster all Headteacher vacancies will also be shared with all Heads prior to recruitment so that every opportunity for alternative models are explored.

Leadership Recommendation 4 – LR4

Resource and capital implications will be considered and prioritised throughout the planning process with Local Authority officer support.

Please complete your responses to section 2 recommendations LR1-LR4 on the template provided at the end of this document.

3. CONSIDERATIONS REGARDING SUSTAINABLE SCHOOLS

Local schools can have a direct impact upon community sustainability and Herefordshire supports all schools being active participants in their local community and the wider community they may serve, through faith, specialist provision, federations and external work. The synergy of needs with rural communities is to be praised and supported.

Parental preference is a central factor in school place planning nationally and in Herefordshire. Parental preference is one of the key drivers of change. It can create pressure on school places and also leave surplus places elsewhere, leading to changes in school provision.

HSTG differentiates between 'small schools by design' and those schools with surplus capacity and/or falling rolls. This will enable a more strategic consideration of school provision in Herefordshire.

Small schools 'by design' are those representing a specific and distinct model of education. This might relate to very isolated communities where cost of transport would be high even within an overall transport review. Such schools will be a continuing part of the pattern of education provision.

Small Schools which are sustainable 'by design' will have taken action to mitigate against:

- Lack of resources to ensure full safeguarding measures are effective;
- Potentially restricted curriculum/ extra-curricular opportunities which impact upon standards;
- Limited opportunities for social development.

Such schools will have explored different models of leadership, cluster provision and which models are financially sustainable.

Cluster Meetings will consider schools' sustainability as part of their regular meetings.

Key performance indicators will be used to consider sustainability and forward planning.

Recommendations 3.1 and 3.2 require you to indicate your preference for the threshold at which discussion and monitoring would take place involving cluster schools, Headteachers and appropriate authorities.

Sustainable School Recommendation 3.1

Surplus Capacity:

- a) 25% (currently 20 Primary Schools, 0 High Schools)
- b) 30% (currently 16 Primary Schools, 1 High School)
- c) 35% (currently 8 Primary Schools, 1 High School)

Sustainable School Recommendation 3.2

Falling Rolls:

- a) 50% fall in admissions over a 2 year period
- b) 20% reduction in pupil numbers on roll over a two year period
- c) Both A and B

Recommendations 3.3 and 3.4 detail the current threshold levels in use when considering total pupil numbers as an indicator of sustainability. You are asked to consider if these are set at the right levels.

Sustainable School Recommendation 3.3

Primary Pupil Numbers:

- a) 36 or less (Small Schools Policy threshold)
- b) 37 – 45 (Monitoring threshold)
- c) 45 – 60 (Financial viability and sustainability)

Sustainable School Recommendation 3.4

Secondary Pupil Numbers:

- a) 200 or less (Small Schools Policy)
- b) 201 – 350 (Monitoring threshold)

Schools facing challenges of performance, budget deficit, recruitment or a combination of factors will be required to take appropriate action as detailed in the Schools Facing Challenges protocol. Such schools will be considered at the regular Cluster Meetings.

Please complete your responses to section 3 recommendations 3.1-3.4 on the template provided at the end of this document.

4. CONSIDERATIONS REGARDING FINANCE

Financial realities should not uniquely determine educational provision which is about standards, safeguarding and wider aspirations. However, Herefordshire is the third lowest funded local authority and has to work within the nationally set funding of schools model. All stakeholders will support the leadership of the Council in its continuing efforts to achieve a fairer resource allocation for Herefordshire.

All detailed financial considerations and modelling should be considered in detail at the Schools Forum as this is the usual framework for accountability.

Schools Forum holds responsibility for considering possible funding formula and other financial modelling which affects our schools. A paper was considered at Schools Forum in July 2009 which details the implications of falling rolls in Herefordshire (see Additional Information)

Coherent capital planning is essential in order that every school organisation plan encompasses all capital planning and works.

Finance Recommendation 1 – F1

Clusters should consider pooling Devolved Formula Capital monies to create centres of excellence in specialist areas with guaranteed access for all.

Finance Recommendation 2 – F2

New builds of large Primaries and all High Schools should incorporate centres of excellence with guaranteed access to specialist facilities, as should all schools where these possibilities exist.

Finance Recommendation 3 – F3

All strategic capital developments such as Building Schools for the Future and Primary Capital planning should be coherent and align with any other developments, unless there is a risk to accessing the capital grant due to any external timescales.

Finance Recommendation 4 – F4

Any new build needs to be consistent with surplus places planning.

Finance Recommendation 5 – F5

Any new build should take account of the higher pupil density and closer proximity of schools in central areas of Herefordshire thus realising opportunities for different approaches.

Please complete your responses to section 4 recommendations F1-F5 on the template provided at the end of this document.

5. CONSIDERATIONS REGARDING NATIONAL STRATEGIES

National Strategies and Central Government Initiatives

The development and implementation of central government strategy will impact upon the design and delivery of provision within the county and should be taken into account when planning for long-term sustainable developments. The outcomes from such activities aim to improve achievement, attainment and access for all children and young people throughout their educational careers.

Current key strategies include:

- Early Years Foundation Stage
- Increase in participation
- 14 -19
- Machinery of Government / Learning and Skills Council
- Connexions
- Narrowing the Gap

11-19 Strategies will bring significant changes. The planning for this new commissioning role for the Local Authority needs to be aligned with school provision planning more generally. Schools, colleges and work-based learning providers will form a network of provision delivering traditional learning opportunities enhanced by diplomas and apprenticeships for young people up to the age of 19. When high schools are therefore planning provision developments such plans will need to fit within this strategy and context. Any capital planning will also need to be agreed and defined within this in order to provide a cohesive network of provision.

When Clusters are considering provision planning they need to consider the national and local context.

Please provide your comments on section 5 on the template provided at the end of this document.

6. TIMELINE

Strategic planning of places must operate within the context established in this document,, and also take into account the long term planning intentions within Herefordshire, including proposals for new housing developments. New housing does not always yield high pupil numbers and will not address the decline in pupil numbers across Herefordshire. Large scale housing developments will be located primarily within Hereford City and, to different degrees, in the market towns. A strategic plan of provision should be developed that allows for flexibility at a local level whilst also addressing some of the fundamental issues facing Herefordshire as stated in this paper, and any associated issues such as catchment areas. A strategic approach is required to establish sustainable provision.

Key milestones are set out below.

DATE	ACTIVITY
January 2009	Herefordshire Schools Task Group Established (HSTG)
January – July 2009	Monthly meetings of HSTG
June 2009	Pre-consultation draft document issued to Head Teachers and Chairs of Governors
July 2009	Data and finance presentation to Schools Forum
September 2009	HSTG considers feedback from Head Teachers and Chairs of Governors / consultation paper finalised / presented to Cabinet
25.09.09 – 2.11.09	Formal consultation period
4 November 2009	HSTG meet to consider key messages from consultation responses
26 November 2009	Final consultation report presented to Cabinet
January 2010 onwards	Professional groups to consider Cabinet decision and implementation
	Other relevant activities
December 2009	Pupil Admissions consultation
April 2010	Connexions and Learning and Skills Council formally transfer to Local Authority
August 2011	Strategic Housing Consultation
September 2011	Building Schools for the Future Strategy for Change Consultation

7. MATRIX MAPPING

The HSTG was tasked to address three key purposes as defined at the beginning of this consultation document. This matrix identifies which recommendation relates to which key purpose. Purpose 1, 2 and 3 have been plotted against the recommendations made by the HSTG to demonstrate this.

	CRW 1	CRW 2	CRW 3	CRW 4	CRW 5	LR1	LR2	LR3	LR4	SS1	SS2	SS3	SS4	F1	F2	F3	F4
PURPOSE 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PURPOSE 2		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PURPOSE 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 1 – MODELS OF LEADERSHIP IN 21ST CENTURY

There is significant change occurring in styles of school leadership and governance nationally. Academies, Trusts and Federations are just some examples of different approaches to school organisation alongside an already diverse education sector. The roles of school leaders and Governors are also changing in parallel with succession planning being a major driver for change. Technology will also be a critical change agent giving new opportunities for different ways of organising learning.

The HSTG believes that this is an important part of the future of education in Herefordshire and forthcoming national developments will further increase this change process. The Government's 21st Century Schools White Paper was published late in the cycle of the HSTG meetings and therefore has not been fully considered by the group. However, any future planning of our school provision will need to take account of this.

It is clear that both main political parties are committed to maintain the pace of change with support for commissioning new schools, dealing robustly with low standards and supporting school led change and autonomy. It is therefore the view of the HSTG that different forms of school organisation need to be increasingly part of the overall pattern of schooling in Herefordshire.

Herefordshire already has some examples of innovative, locally led creative solutions to the some of the leadership challenges facing all schools and those in specific to our county.

Example 1: Golden Valley Cluster

The network of schools within this cluster support each other in a variety of ways including shared resources, shared experienced staff, access to Information Communication Technology (ICT) curriculum support and planned training events. Fairfield High School, Peterchurch Primary School, Clifford Primary School, Longtown Primary School and Michaelchurch Escley Primary School have worked very closely together for over 25 years and received national recognition for this practice.

Example activities:

- A school nurse has an office in the high school and works with all primaries. The school nurse has curricular in-put at all schools;
- A shared mini-bus is used as a pyramid resource;
- Joint employment of a Special Educational Needs Coordinator and music teacher;
- Staff work across schools;
- Music tuition for primary pupils takes place in the high school;
- Clubs for primary pupils are co-located in either primary schools or at the secondary school;
- Secondary pupils work as Sports Leaders in the primary schools;
- Resources and facilities are commonly loaned amongst the schools; data logging, pottery firing, science equipment, animal viewing etc;

- Joint planning at Key Stage 1 and 2;
- Joint bid writing;
- Monthly Headteachers meetings;
- Joint responses to Local Authority and Central Government issues;
- Joint policy writing when appropriate;
- Secondary Child Care BTEC pupils work in primary settings;
- Joint training;
- Joint events either external or internal to the schools;
- Curriculum innovations; Food into Schools 5-14, Modern Foreign Languages (MFL) developments, Maths Learning Network;
- IT equipment purchased through Secondary School;
- Pooling small grants for effective use;
- Joint extended schools activities;
- Experience of altering numbers of pupils and use of variable contracts for teaching staff;
- Comprehensive transition programme; pre-school to primary / primary to secondary / secondary to tertiary.

Future Developments:

- Attendance at meetings of one head thus reducing “cover” costs;
- Joint site manager;
- Joint bursar;
- Joint grounds maintenance;
- Admin tasks such as CRB checking;
- Joint Governors committee.

“Future Vision” – now becoming a reality:

Fairfield High School has developed an interesting Virtual Learning Environment (VLE) through its web-site. All pupils, who have the technology, can access all lessons from home. The school has a bid being considered to allow those without the technology the ability to borrow it from the school. There are plans to set up IT cafes in the primary schools for secondary pupils to use. A pilot is underway exploring primary use of the Fairfield VLE at Michaelchurch Primary. This will create viable capacity in terms of servers and hardware for a small school. This facility will be offered to the other primary schools. The aim is to establish a “Virtual Hard Federation” through the Fairfield Website from early 2009. This would create a virtual learning community located in five different and independent sites enabling:

- Full VLE access for all pupils, parents and staff of the Pyramid;
- IT support for primaries from secondary;
- Joint leasing arrangements;
- Hardware replacement service from the secondary school, which would hold stock;
- Identical hardware in all schools;
- Most technical support required in secondary to service primaries;
- Joint software licenses – this might require a more legal definition of a virtual federation;
- Video conferencing for groups of pupils particularly those taught in mixed age classes;
- Joint projects at times taught by secondary staff;
- On line clubs;
- Mentoring between secondary and primary pupils to ease transition;
- Video “conferenced” lessons from High School i.e. Spanish;
- Gifted and Talented programmes;
- Maintenance of primary web-sites and updating such sites.

Example 2: Kingstone Partnership

Shaping the Future:

The cluster has worked together over the past two years to develop a shared vision for their partnership of schools.

This has involved:

- Sharing good practice across the partnership (e.g. introduction of values education at secondary level);
- Partnership Heads engaging in regular, strategic planning meetings;
- Creation of a new role within the senior leadership across the partnership, the Innovative Learning Development Leader, to coordinate innovation and collaboration;
- The development of shared staffing, particularly through timetabling ‘outreach’ time for secondary Expressive Arts, P.E. and MFL teachers to work in partnership primaries. They have begun to explore shared administrative staff.

Leading Learning and Teaching:

They have developed a programme of collaborative professional development events (including toolkits, INSET, twilight sessions, staff meetings) to address identified CPD needs across the partnership. They have together successfully accessed funding for these events and have provided a programme which demonstrates ‘value for money’ across the

partnership, e.g. Voices in-schools programme for Music; P4C; Assessing Pupil Progress (APP) in Literacy; Creative Science.

They have ensured smooth transition from primary to secondary through:

- Greater continuity of curriculum, pastoral care and approaches to teaching and learning through a shared focus on personal, learning and thinking skills;
- Development of a comprehensive programme of transition activities which begins in Year 4.

Developing self and working with others:

They have taken steps to build effective teams within a collaborative learning community, e.g.

- The partnership learning mentors meet together regularly and plan activities and approaches together;
- They have provided funding for cross phase observations and meetings.

Managing projects:

- They have collaborated on a number of cross-school, cross phase projects:
- International Year of Astronomy 2009 science peer education programme
- Year of Food and farming film making project

Securing accountability:

They monitor and evaluate the effects of actions within the partnership and use these to inform next steps.

Strengthening community:

They work collaboratively with partner professionals both within and outside the partnership and have forged links with the local farming community, The Bulmer Foundation, The Hereford Diocese and many others.

Example 3: Wigmore School

Wigmore Primary and High Schools have one head-teacher leading both settings and leadership and governance arrangements across both. The campus location has supported this and staff have gained knowledge and expertise from each other. They are subject to two inspection regimes.

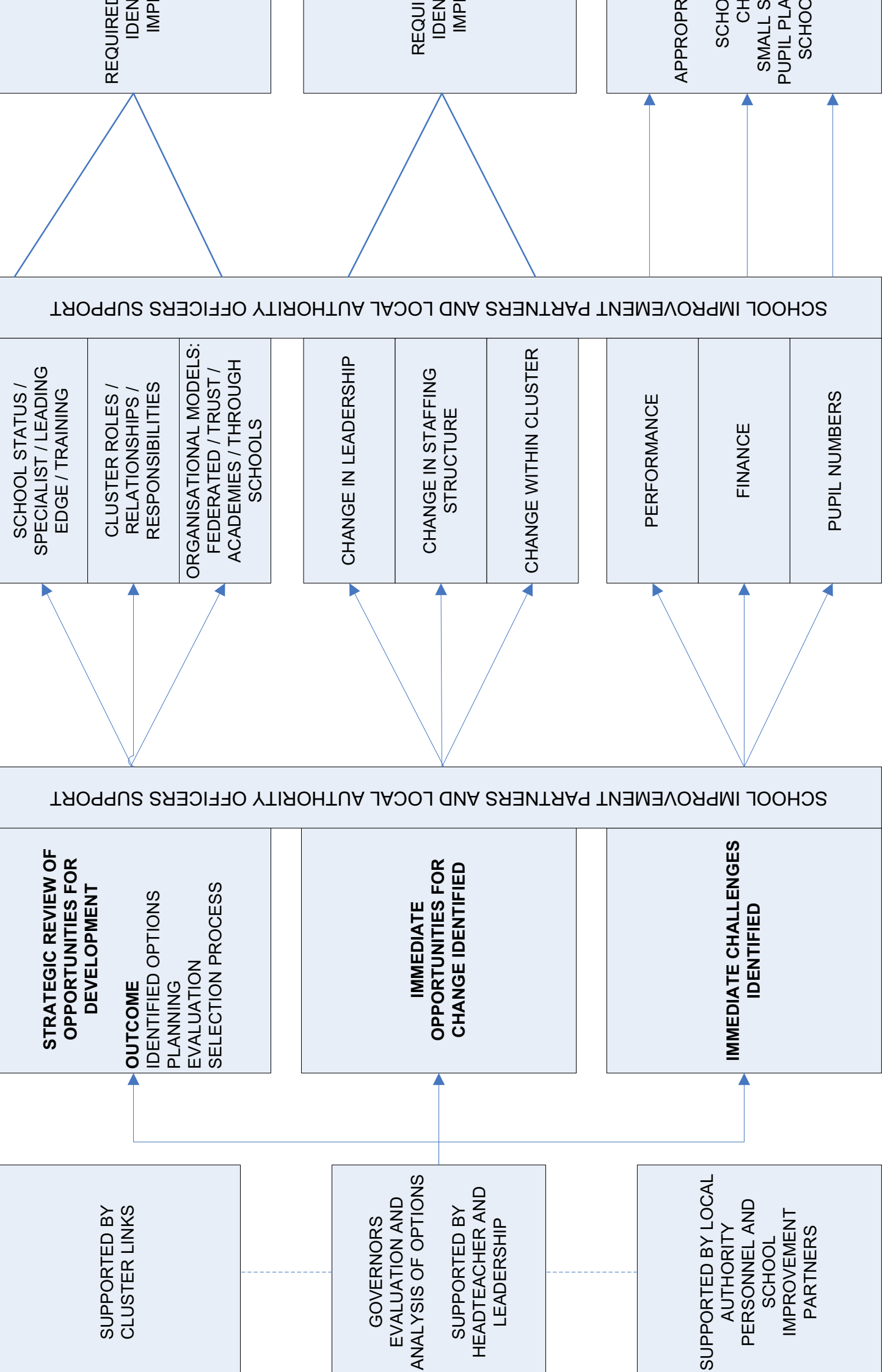
Wigmore cluster, in conjunction with NCSL and the Local Authority, is also piloting a Schools Business Manager post which works across all settings and supports the business engine of the schools.

Example 4: Bromyard Cluster

The Bromyard cluster is considering adopting Co-operative Trust Status involving at least 4 of the 7 schools within the cluster membership. Discussions are underway with the DCSF to this effect.

The Bromyard cluster is also piloting a Schools Business Manager project in collaboration with the NCSL and the Local Authority.

The HSTG wants to build upon such approaches in combination with a strategic overview so that models are affordable, meet the needs of all and reflect the feedback from this consultation.



APPENDIX 3 – CLUSTERS AND FEEDER PRIMARY SCHOOLS

SCHOOL CLUSTERS				
<p>Aylestone Cluster Aylestone High School Broadlands Primary Marden Primary St James' CE Primary St Thomas Cantilupe CE Primary Sutton Primary Wellington Primary Withington Primary</p>	<p>Bishop's Cluster Bishops of Herefords' Bluecoat St Mary's CE Primary, Fownhope Hampton Dene Primary Lugwardine Primary Mordiford CE Primary St Paul's CE Primary</p>	<p>Bromyard Cluster Queen Elizabeth Humanities College Bredenbury Primary Brockhampton Primary Burley Gate CE Primary Pencombe CE Primary St Peter's CE Primary, Bromyard Whitbourne CE Primary</p>	<p>South Wye Cluster The Hereford Academy Holme lacy Primary Riverside Primary Little Dewchurch CE Primary Marbrook Primary St Martins Primary</p>	
<p>Kington Cluster Lady Hawkins High School Almeley Primary Eardisley CE Primary Kington Primary Pembridge CE Primary</p>	<p>Kingstone Partnership Kingstone High School Clehonger CE Primary Eways Harold Primary Garway Primary Kingstone & Thrupton Primary Madley Primary Much Birch CE Primary</p>	<p>Ledbury Cluster John Masfield High School Ashperton Primary Bosbury CE Primary Colwall CE Primary Cradley CE Primary Eastnor Parochial Primary Ledbury Primary Much Marcle CE Primary</p>	<p>Leominster Cluster The Minster College St Michael's CE Primary, Bodenham Ivington CE Primary St James's CE Primary, Kimbolton Leominster Infants Leominster Junior Luston Primary Stoke Prior Primary</p>	
<p>Golden Valley Cluster Fairfield High School Clifford Primary Longtown Primary Michaelchurch Escley Primary Peterchurch Primary</p>	<p>St Mary's Cluster St Mary's RC High School Our Lady's RC Primary St Francis Xaviers RC Primary St Joseph's RC Primary</p>	<p>Ross West Cluster The John Kyrle High School Ashfield Park Primary Goodrich CE Primary Kings Caple Primary Llangrove CE Primary St Weonards Primary Whitchurch CE Primary</p>	<p>Ross East Cluster The John Kyrle High School Brampton Abbotts CE Primary Bridstow CE Primary Gorsley Goffs Endowed Primary Lea CE Primary Weston Under Penyard</p>	

<p>Weobley Cluster Weobley High School Canon Pyon CE Primary St Mary's CE Primary, Credenhill Dilwyn CE Primary Staunton on Wye Endowed Primary Weobley Primary</p>	<p>Whitecross Cluster Whitecross High School Burghill Primary Holmer CE Primary Lord Scudamore Primary Stretton Sugwas CE Primary Trinity Primary</p>	<p>Wigmore Cluster Wigmore High School Kingsland CE Primary Leintwardine Endowed Primary Orleton CE Primary Shobdon Primary Wigmore Primary</p>	
<p>Special Schools Cluster Barrs Court School, Hereford Blackmarston, The Brookfield School Westfield School Leominster</p>	<p>PRU Cluster St David's, Hereford The Aconbury Centre, Hereford The Priory, Leominster</p>		

APPENDIX 4 - CLUSTER MEETING DRAFT AGENDA AND KEY PERFORMANCE INDICATORS

Clusters should all have regular, termly, minuted meetings of Governors, Headteachers and Local Authority and Diocesan representatives as required. These meetings should have access to financial and pupil data and evaluation of standards relating to all schools and other members of the clusters to promote discussion and strategic planning. (Appendix 1 - Models of Leadership in 21st Century). This will draw upon the reviews for all schools and the sustainability issues around financial and school role data.

The agenda should include discussion of schools facing significant challenges as well as those facing a change in leadership. Succession planning should feature additionally as a regular standing item. Reviews of different options should be considered with wider dissemination of this discussion whatever the outcomes, alongside considering strategic changes to groups of schools. It is clearly up to Cluster schools to decide how best to organise the precise details but local authority and Diocesan officers will offer support and facilitate cross-cluster work where needed.

The HSTG has also considered a range of factors which may affect a large number of schools and although none of these on its own impacts upon the future of the school and many are relative, together they can have a negative impact upon children and staff. Overall we need to find ways of working to support change to deal with them. Therefore the cluster of schools should consider, with Local Authority and Diocesan officers, approaches for the following criterion to support schools:

Sustainability Criteria

- Headteachers receiving very little non-teaching time compared to previously;
- Senior managers in the school do not receive appropriate non-contact time;
- Budgets for Continuing Professional Development (CPD) are being cut - including supply cover;
- School has had to make redundancies, either in teaching or support roles;
- Decisions being made to balance the budget rather than to enhance learning;
- School development plan indicates that staff at the school will be unable to continue to fulfil the school improvement agenda for the next three to five years, given the developing conditions in the school;
- Changes affecting the day to day experience of pupils/ staff in the school;
- Anxieties regarding numbers on roll – characteristically the drift downwards prompting questions from parents about viability and increasing pressures in the budget;
- Day to day management (in practical terms) becoming more difficult because there is no flexibility of staffing and a very small number of staff find themselves frequently called upon to undertake tasks for which they are inadequately prepared or trained;
- Vision and strategic management are replaced by the struggle to survive.

APPENDIX 5 – HEREFORDSHIRE STRATEGIC HOUSING PLANNING APPROACH

The relationship between the strategic planning of housing and that of educational provision is both important and mutually dependent. The HSTG considered the current approach in Herefordshire to housing as part of its work. The Children and Young People's Directorate staff also met with Council colleagues responsible for planning to agree a joint approach to consider future housing proposals and the inter-relationship with any developments regarding schools.

The HSTG received a paper outlining key housing issues from the Council's Planning Policy Manager and the information has now been updated as set out below.

Herefordshire's current planning policies are set out in the Unitary Development Plan (UDP) which runs up to 2011. The UDP is due to be replaced by the Local Development Framework, part of which, the Core Strategy, is expected to look forward to 2026. The Core Strategy, in turn, must comply with the regional plan in the form of the West Midlands Regional Spatial Strategy (RSS).

The Regional Spatial Strategy is currently being considered by the Secretary of State but at this stage it is already known that it is intended to allocate at least 16,600 new houses to be built in Herefordshire between 2006 and 2026. Furthermore, half of those, 8,300, are expected to be provided in and around Hereford itself.

These housing figures may sound ambitious and, in the case of Hereford, they are. A further 8,300 houses for Hereford represents increasing the size of the City by around 30%. However, in the Market Towns and Rural Areas a different picture is emerging – 8,300 new houses in this case represents a slower housing growth than has been experienced in recent years.

The Local Development Framework will need to deal with much more than just housing, but in essence, much of the infrastructure needed for the County between now and 2026 will be directed by the needs of new housing including roads, utilities, employment and retail development and social "infrastructure" such as schools and health facilities. Other policy areas will include preserving the County's natural and historic heritage, climate change issues, minerals and waste and a variety of other planning issues.

Another critical housing feature is the provision of Affordable Housing – Herefordshire has a particularly wide "affordability gap" for private housing.

The typical “pupil yield” for Herefordshire was recorded in the 2001 census as follows:

Size of dwelling	2+ bed	2/3 bed	4+ bed
Pupil yield per school	Flat/apartment	house/bungalow	house/bungalow
Pre-school	0.011	0.023	0.034
Primary school	0.093	0.163	0.267
Secondary	0.059	0.111	0.228
Post 16	0.005	0.005	0.005
Youth	0.026	0.035	0.069

So, for example, a development of 100 three-bedroom houses typically generates 16 primary school age children. Few, if any, villages will have access to that amount of growth in the period 2006 to 2026.

The Core Strategy is being produced in close co-operation with the Herefordshire Partnership to ensure that it truly reflects the Council’s wider objectives as the “Spatial” element of the Sustainable Community Strategy.

The Council has been keen to engage with the public and other stakeholders to take the necessary planning policies forward and has carried out two major consultation exercises in 2007 and 2008. The next stage will be setting out our “Placeshaping Options” for the development of the County – this consultation is expected to take place in January, February and March 2010. Once the consultation responses have been analysed, later in 2010, the Council will then need to submit its draft Core Strategy to the Secretary of State for a public examination, probably towards the end of 2010, with the final adopted version due for publication in 2011.

Full details of the Local Development Framework can be found on the Council’s website:

www.herefordshire.gov.uk/ldf

APPENDIX 6 – STRATEGIC PLANNING INFORMATION

The HSTG considered a wide range of data, information and analysis over the course of its work. The Group acknowledged that the data was often produced at specific points in time. The data is dynamic in the sense that it changes at frequent intervals. However, the underlying trends were worth considering and the changes in data were not fundamental in terms of altering the overall picture.

The range of data included the following and much of it was presented by school cluster:

- Pupil numbers by school, current and projected and a range of associated trend information;
- Locations of pupils in relation to the school they go to, and to clusters of schools, presented in map format;
- School capacity;
- Financial information relating to projected numbers.

ADDITIONAL INFORMATION

PRINCIPLES TO GUIDE THE PROVISION OF EDUCATION IN HEREFORDSHIRE IN THE 21ST CENTURY

Introduction

Herefordshire Council is committed to working in partnership with parents, schools, settings, colleges and their stakeholders together with other partners to meet the wider Every Child Matters agenda and the requirements of the Children's Act. A prime aim is to ensure that the school system is fit for purpose, will sustain improvement in the years ahead, and is able to meet the changes and challenges to come. This does include all five outcomes for children, given the significant impact schools can have on the broad life of a child.

This Statement of Principles will guide our work, set our standards, underpin our values and inform the future organisation of schools to enable us, with partners, to give the best opportunities and the best outcomes for all learners. Our aims for all our children and young people are:

- that they all can have the best start and maximise progress in their education;
- that through their learning and entitlement they can develop all their abilities and talents to achieve the highest standards;
- that through high quality provision and support they can realise the highest aspiration and expectations for their benefit and that of the whole community;

- that such a sound foundation will prepare them for a positive and fulfilling adult life as citizens living in a global context.

To deliver this vision, resources will have to be used to maximum effect. The provision of school places and school organisation are major determinants in how resources are allocated and expended. Once the principles on which to base educational provision have been agreed, the review of school provision will make proposals which will deliver the vision. Decisions taken now will shape provision over the next 20-30 years.

In developing the Statement of Principles we have taken account of the vision, ambitions and local priorities set out in the

- Herefordshire Partnership Plan;
- The Children and Young People's Plan;
- The Early Years & Childcare Plan;
- The Education Asset Management Plan;
- The 14-19 Learning Entitlement for Young People.

In these strategic plans there are common themes aiming to build an equal and inclusive society; to realise the potential of individuals and communities, to seek continual improvement and to provide excellent education, training and learning opportunities in Herefordshire for all ages.

It is noted that the Local Authority does have a changing role in terms of school provision. No longer are its statutory responsibilities centred on providing sufficient places and maintaining standards of teaching and learning. It also has duties to seek

more diverse provision and offer choice to parents. The DCSF envisage that the Local Authority will act as a strategic planner, commissioning places from schools.

STATEMENT OF PRINCIPLES

1. The Best for All of Herefordshire's Children and Young People

We place the child/young person, his/her needs and the development of his/her potential, at the centre of all we do. We base our strategies and decisions on what will benefit the education and welfare in the widest sense of all Herefordshire's children and young people.

In line with the holistic approach under Every Child Matters, we believe that, with consistent nurture, support and encouragement from their schools, peers, family and community, our children/young people can succeed in their learning and grow into mature, healthy, well-rounded individuals who contribute positively to society.

We seek the greater involvement of children and young people, individually and collectively, in the development of their learning and self-esteem by taking account of learner voice, opinions and assessments in a variety of forms. We value their contribution to developing provision and appropriate educational pathways.

Practical Steps

- The Local Authority in conjunction with School Improvement Partners will provide advice, support and challenge to secure continual improvement in the work of schools delivering all five outcomes;
- Schools will be encouraged to develop extended services for children and families;

- The role of schools in providing services and co-located bases for multi-professional teams delivering services across the five outcomes will be considered in the development of integrated services, and creation of 'teams around the child';
- The Shadow Partnership Board and Youth Council will be consulted as part of the current school review;
- The statutory requirement to review any school placed in a negative Ofsted Category will be achieved through a report with recommendation for any future action to the Cabinet Member for Children & Young People.

2. **Equity:**

We believe that all children and young people should be equally valued and should have a common entitlement in their school, settings and in the community educational partnerships. We believe that educational strength, expertise and experience should be shared for the benefit of all, and the enterprise and innovative capacity of individual schools must contribute to the collective resources in the county.

In an era of diversity, specialism and declining numbers, parental preference can best be addressed within a county-wide strategic framework, which ensures a high quality entitlement for all, supplemented by enrichment opportunities available through collaborative working between schools and other providers.

Practical Steps

In order to achieve the aims of equity and excellence for all in the context of limited financial resources and falling rolls,

- We acknowledge the need to review and refine the funding mechanisms for schools to establish greater parity between schools, and also broaden opportunities for pupils in the overall provision;
- We will encourage and facilitate networking and opportunities for collaboration;
- Advice, support, training and resources will be made available to schools to allow them to be inclusive with appropriate access to the curriculum for all;
- Schools need to be supported in developing skills to meet the full range of pupil needs, carefully monitoring outcomes and targeting resources to greatest effect;
- Current transport arrangements will be revised in light of national initiatives to ensure that expenditure is focused on services which improve access to these groups most in need.

3. **Partnership:**

With other agencies, we positively embrace responsibilities set out in the Children Act 2004, and this will be reflected in our vision, strategies and plans. We believe in open and constructive partnership working with and between schools, key agencies and parents/carers to ensure we deliver a first class education service that meets the needs of each learner. Indeed in a rural area, partnership working between schools is likely to be the only way in which some specific needs of individual learner can be met.

Practical Steps

To achieve better outcomes for our children and young people, we will work together with partners to create new structures or arrangements in the development of a flexible learning organisation that can successfully face new challenges as they emerge. At present, this includes a review of the role of the school in association with the private and voluntary providers in delivering the Foundation Stage to children under 5, and the work within the 14-19 Strategy to develop individualised/personalised curricula for all pupils, prior and post-16.

4. **Diversity:**

We recognise the benefits of considering diversity of provision in pursuit of equity, inclusion, improvement and innovation, so that provision can be shaped to meet the particular circumstances of various areas of the County.

Practical Steps

The local authority will consider action which will

- select from the range of national initiatives i.e. Academies, Trusts, Federations (and where appropriate adapting them to local circumstances), to support the transformation of primary and secondary schools to sustain a first class service;
- endorse and promote new arrangements in school organisation such as co-locations and amalgamations of infant and junior or primary and secondary schools, mergers and federations, where these are the most appropriate means of sustaining or improving standards and services in the locality, and that improvement is demonstrable;
- encourage community focused schools, at times working in clusters or networks, to provide local access to high quality education for children of all ages and adults, and to offer access to other services such as Health where that is appropriate;
- achieve co-located provision with other agencies on school sites to further the effective delivery of the ECM agenda through the aligned development of children's centres and extended services;
- consider different legal status for schools, where this is judged to bring significant benefit to children and young people.

5. **Leadership:**

Strong leadership from the local authority, headteachers and school governing bodies is essential to meet the evolving agenda and to manage the changes. We recognise the strength of leaders in Herefordshire, and will continue to support and challenge them to ensure a high quality experience for learners through a period of change.

Practical Steps

We will work in partnership with headteachers and governors to create:

- a shared vision amongst leading professionals built upon common values and principles;
- a passion for excellence;
- a commitment to working collaboratively with many partners for the benefit of Herefordshire learners;
- a commitment to each other to support, to challenge and to lead;
- a willingness to consider the development of new ways to disseminate best practice and generate new approaches to improve the service;
- with the cooperation of Governing Bodies, internal arrangements which allow headteachers at least 50% non-teaching time;
- the opportunities for different models of school leadership through, for example, federated schools.

6. Additional Needs:

We believe in equal opportunities and in positive, active intervention for children with additional needs and those who are vulnerable.

Practical Steps

We aim to ensure that:

- the needs of these children and young people are identified at an early stage so that the school and, where necessary, specialist staff can intervene speedily and appropriately with greater emphasis on in-school provision;
- a continuum of provision is developed which has greater flexibility to ensure access to the best outcomes for an individual as no single school or setting can meet all needs at all times;
- there is appropriate transition or transfer arrangements for pupils between school and specialist settings, which include short-term intervention or part time placements, and flexibility between sectors;
- a broad, personalised curriculum is provided and presented in an innovative, vibrant, exciting and challenging way. This will offer, particularly at KS3 and KS4, a diverse menu of alternative curriculum pathways to meet the needs of individuals and, in so doing reduce the incidence of exclusion;

- those pupils who have become disaffected or have been excluded will be encouraged and supported to re-engage in their education within their own school or at another local school as quickly as possible so that they have the maximum chance of success;
- Herefordshire's specialist provision is developed so that only a few children with the most complex low incidence need will have to go outside our boundaries.

7. Resources:

We recognise that a high quality of teaching and learning exists in Herefordshire schools. However, we also acknowledge the need for schools to be fully fit for purpose for the challenges already posed in the first two decades of the twenty-first century, and to be appropriately resourced in terms of finance, staffing, materials, equipment and accommodation.

Practical Steps

In order to achieve this

- The Local Authority will continue to campaign for more equitable funding for Herefordshire;
- resources will be focused to achieve maximum effect and will be directed to priorities;
- the LMS Scheme will be reviewed to reduce the resources allocated under non-pupil factors e.g. floor area;
- proposals will be brought forward to reduce the percentage of budget spent on non-teaching costs;
- e-learning opportunities will be advanced through ICT systems and infrastructures;
- capital investment will be made, as resources allow, to ensure that buildings and facilities support the drive to improvements in teaching and learning;

- permanent need will be met in permanent buildings, which, where provided through new capital investment, will be built on sustainable principles;
- resources will be focused on those areas which have greatest impact on teaching and learning, through by reducing surplus space through changes in school organisation and in the LMS Scheme;
- schools will be supported in developing and sustaining partnerships to improve local access to specialist staff, resources and services which can be better provided collaboratively than individually;
- training programmes will be provided to ensure that all staff have access to high quality training and development to maintain and improve standards and to demonstrate and disseminate best practice.

8. A Community of Schools:

We are committed to maintaining a community of schools in Herefordshire that primarily serve their local area but may also allow for parental preference, accessing the curriculum and extended services on a strategic countywide basis. In maintaining this commitment to quality and excellence in a time of falling rolls and increasing demands, we recognise that we cannot compromise on quality in times of scarcity.

Practical Steps

- The review will produce a robust Strategic framework within which all maintained schools, whatever their status, will have a place;
- Those schools exploring changes of status will be supported by the Local Authority on the understanding that the change of status will not affect the role of that school in the strategic framework;
- The Membership of Schools Forum and the Local Admission Forum will be reviewed in light of any changes in school status;
- We will endeavour to restrict pupil travel time to primary schools so that no child or young person, unless by choice, has to travel more than 30 minutes to school.

9. Schools within their Community:

The tangible and often intangible value that both primary and high schools can have in their community is acknowledgeable, and every effort should be made to improve that

relationship. First and foremost schools should be valued for presenting excellent education for children living in the area they serve. Through the extended schools initiative schools should increasingly offer additional experiences to their children, services for their parents, and to members of the public in the locality. As publicly funded and maintained buildings schools are one of the most valuable assets in the public domain in Herefordshire. Full use of these assets should be sought, but in a way which does not undermine their core role.

Practical Steps

The Local Authority will:

- Encourage and support schools to offer wider range of services;
- Advise on and support appropriate third party use of school buildings and sites managed through school governors;
- Consider the community provision made by the school in any debate over change.

INDEPENDENT CONSULTANT'S REPORT ON SCHOOL FUNDING

HEREFORDSHIRE SCHOOL FUNDING

1. This paper is an attempt to set out in clear and understandable terms the arrangements for funding Herefordshire schools. It demonstrates the impact of maintaining the status quo as well as considering the implications for any future changes. All scenarios are hypothetical and are set out purely as an aid to the Task Group's considerations.
2. The Dedicated Schools Grant (DSG) from central government is paid as a ring-fenced specific grant and must be used in support of the Schools Budget as defined in the School Finance (England) Regulations 2008. It is the main source of income for the Schools Budget and can be used for no other purpose. There are specific requirements to ensure appropriate use:-
 - i. At notification stage the authority is required to submit a statement certified by the Chief Finance Officer that the DSG is being deployed in support of the Schools Budget.
 - ii. At outturn stage the authority is required by the Accounts and Audit (Amendment) (England) Regulations 2006 to append an additional note to the Statement of Accounts confirming the deployment of the DSG in support of the Schools Budget (Appendix 1).
 - iii. The Chief Finance Officer is also required to confirm final deployment of the DSG in support of the Schools Budget in connection with the Section 52 outturn form.
 - iv. The Secretary of State reserves the right to recover the grant if there has been any breach.
3. The DSG is based upon a per pupil formula and issued to all English local authorities with responsibility for education to enable and support the delivery of provision, services and statutory processes for all children and young people.
 - i. The current methodology (Spend Plus) underlying the allocation of DSG to individual local authorities is determined by central government and has been used for the years 2008-9, 2009-10 and 2010-11. A national review of the distribution formula for DSG is currently being undertaken and will be in place from 2011-12.
 - ii. The Department for Children, Schools and Families (DCSF) allocation to Directorates is calculated on the January School Census submissions from schools and nurseries. A fixed amount is identified per pupil and this is then multiplied by the totals submitted through the School Census.

- iii. Local authorities are responsible for determining the split of the grant between central expenditure (to support appropriate and statutory central services) and the Individual Schools Budget (ISB) in conjunction with the Schools Forum which makes recommendations to a council's Cabinet on such allocations.
 - iv. The ISB is deployed directly to schools through a locally agreed formula allocation.
4. It is worth setting Herefordshire within the national funding context for schools and noting that national funding reflects factors such as deprivation which affect urban and rural areas in different ways. The county has one of the lowest funding levels of the nationally distributed DSG at an overall ranking of 147 out of 149. Consequently, DSG allocations for Herefordshire fall well below the average for the country. In 2008/2009 the DSG per pupil allocation in Herefordshire (not including any grants) was £3,687 whilst the national average was £4,066. Any financial planning has therefore to consider the low baseline from which the authority starts. It is not anticipated that the current revision of the funding allocation process at national level will significantly improve the position in Herefordshire, though officers and Members have been keen to highlight the issues facing a rural authority.

i. Table 1 - illustrates the actual DSG funding for Herefordshire up to 2008/9.

Year	Pupil Data	Amount per pupil (rounded) £	% per pupil increase	DSG Total £	% cash increase
06/07	23,705	3,297		78,151,000	
07/08	23,427	3,523	6.9	82,535,000	5.6
08/09	23,101	3,687	4.7	85,162,000	2.4

(Source: Teachernet, Final Allocations of DSG 2008/9)

- ii. Table 2 - uses the Government's assessment as at October 2008 to project through to 2011 assuming no change in the current model of provision.

Year	Pupil Data inc the academy	Amount per pupil (rounded) £	% per pupil increase	DSG Total inc the academy £	% cash inc	DSG Total for the LA excl the academy £
09/10	22,759	3,830	3.9	87,176,000	2.4	84,291,000
10/11	22,562	4,002	4.5	90,296,000	3.6	87,411,000

(Source: Teachernet, Revised Indicative DSG Allocations 2008-11)

Any future revised figures from central government will separate pupil numbers, and hence finances, for the Hereford Academy, which will make direct comparisons with previous years more difficult.

- These tables evidence the impact of falling rolls upon the total amount of DSG received, but this is in part masked by the yearly increase in the amount of per pupil funding.
- The yearly increase is made in order to meet inflationary pressures.
- The actual cash increase is much lower than the per pupil increase for each period as a result of the reduced pupil numbers.
- It is evident that in relative terms overall funding is reducing as a result of a decrease in pupil numbers.

- iii. Table 3 identifies the decline in pupil numbers between 2006-7 and 2010-11 and the related reduction in overall funding through DSG:

Year	Status	Pupil Reduction	Amount per pupil £	DSG Reduction £
06/07 - 07/08	Actual	278	3,523	979,394
07/08 - 08/09	Actual	326	3,687	1,201,962

08/09 - 09/10	Actual	342	3,830	1,309,860
09/10 - 10/11	Projected	197	4,002	788,394
Average		286	3,760	1,075,360

5. It is important to recognise the full implications of the reduction of this DSG allocation. As shown Appendix 1, a proportion of the funding is legitimately spent on centrally held services and the remainder goes into schools. The funding of Individual School Budgets is through a complex formula agreed with schools known as Local Management of Schools or LMS. In 07/08 schools received an average of £2,500 per pupil on roll supplemented by additional funding for Additional Pupil-led funding (such as nursery classes), Special educational Needs, Social deprivation, Site Specific (such as playing field maintenance costs) and School Specific (such as rates, small school protection, and flat base allocations for premises and management costs).

Using 2008-9 to illustrate:

- i. Based on the Government's figures there is a loss of 342 pupils between January 2008 and 2009 and one less pupil means £3,687 less in the DSG (based on 08/09 funding rates).
- ii. For each pupil lost, a school budget will be reduced by an average of £2,500 for pupil related funding.
- iii. For each pupil lost, £1,187 will need to be found from within central services funded by DSG.
- iv. An annual reduction of 342 pupils will mean a reduction in funding of £406,000 (i.e. 342 x £1,187) which will need to be found from centrally retained services such as Pupil Referral units (£0.895m), Special Educational Needs Support Services (£1.376m), Banded Funding (£0.858m), Nursery Education Funding (£2.923m), Fees for pupils at independent special schools (£0.951m) and other central staffing budgets such as school admission and asset management.
- v. If the reductions in pupil numbers disproportionately affect primary schools, then the amount required from centrally retained budgets will be greater. Fixed costs in primary schools form a greater proportion of the budget, and therefore the pupil related funding in primary school budgets is only £2,000 per pupil leaving a shortfall of £1,687 per pupil.
- vi. It is unlikely that significant reductions can be made in some of these areas; however, because of their statutory nature. To continue to provide these

statutory services it is anticipated that further reductions in per pupil funding will be required every year to make up the shortfall.

- vii. Overall pupil numbers are projected to continue to fall until 2018 at the same rate and therefore it is possible that these budget reductions will have to be found each year until 2018.
6. The full impact upon schools and services of falling rolls and DSG finances will also be affected by the following:
- i Fixed costs (rates, premises costs, salaries of headteacher and secretary) may remain constant or increase in line with inflation whilst overall budgets reduce;
 - ii Maintenance of standards and improvements in achievement and attainment will require investment;
 - iii New initiatives and National Strategies will require investment;
 - iv Parental preference may impact further upon pupil numbers in settings;
 - v Staffing profiles and appointments within schools may require additional funding.
7. There is already an increase in the number of schools experiencing financial difficulties and operating with deficit budgets and this is set to continue. Planning is underway with these settings to ensure that schools address the budget difficulties. Even so it will clearly be increasingly challenging to maintain the current models of provision and probably untenable in the medium to longer term.

i. Table 4 identifies the number of schools with deficit budgets since 2003:

Year	Primary Schools	High Schools	Special schools	Total number of schools	Total Deficit £
03-04				0	0
04-05				0	0
05-06	2			2	11,000
06-07	4	2	2	8	252,000
07-08	6	2	1	9	398,000
08-09	4	1	1	6	262,477

(Source: School Budget Team)

NB Not all the schools in this category are small schools.

8. In order to further identify the future funding implications for schools, the table in Appendix 2 sets out indicative school budgets according to school size and estimated average pupil population. This financial model does assume that trends will continue and includes adjustments for inflation. The figures shown include current small schools protection allowance for Primary Schools at £109.80 per pupil below 200 on roll and for High Schools at £215.35 per pupil below 655 on roll. These amounts have been fixed on the recommendation of Schools Forum for the next two financial years i.e. until end of March 2011. It is noteworthy that in the primary sector 63 schools have below 200 pupils, and in the secondary sector 6 schools fall below 650. This means that 69 schools will receive some form of protection.
9. The methodology for DSG allocation is set until 2011. This gives some degree of certainty in funding projections to that point. In order to demonstrate the affect of falling school rolls on individual schools over the three year period, the table in Appendix 3 outlines indicative budgets according to cluster allocations using January 2008 pupil numbers. (It is anticipated that a model using January 2009 actual pupil numbers will be available by the end of July.) However, the allocation per pupil varies from school to school. This is because each school has an individual set of circumstances which determine the ISB allocation it receives.
10. Maintaining the status quo in terms of numbers of settings means that:-
- i. The total small schools protection element was £958,609 in 2008/9. Schools Forum agreed that the budget for small schools protection should be frozen at the 2006/7 cash total and this will continue for the next two financial years i.e. until the end of March 2011. If the number of schools requiring an element of protection increases, the amount per school will reduce. However, this is effectively reducing the overall amount for distribution to all schools.
 - ii. Every school receives a fixed base allocation for management and premises as shown below in Table 5.

	2008/9	2009/10	2011/12
	£	£	£
Primary	29,292	30,083	30,714
Secondary	13,681	14,051	14,346
Special	11,876	12,196	12,453

(Source: **School Budget Team**)

- iii. As agreed by Schools Forum, every school in Herefordshire, regardless of how many pupils, receives a minimum level of funding. The following simple example (Table 6) illustrates this by showing the minimum a school received in 2008-9, without showing pupil funding and without showing specific funding such as playing field maintenance or the current Key Stage 1 class size element:-

	Small schools protection £	Base allocation for management £	Base allocation for premises £	Minimum funding (without pupil related funding) £
Primary (60pupils)	*15,372	25,473	3,819	44,664
Secondary (500pupils)	**33,379	8,029	5,652	47,060

The figures shown include current small schools protection allowance for Primary Schools at £109.80 per pupil below 200 on roll and for High Schools at £215.35 per pupil below 655 on roll.

* (200 - 60 = 140 x £109.80)

** (655 - 500 = 155 x £215.35)

11. Trends in falling pupil numbers and attendant reductions in funding will require a re-evaluation of existing provision necessitating consideration of a schools reorganisation. The local authority has a duty to ensure that it achieves the most effective use of resources available in the quest to raise the achievement of all children and young people in its schools. This process could be assisted by increasing funding to directly support teaching and learning in schools by reducing levels of funding currently maintaining individual premises in various forms of protection. It is evident that any school reorganisation producing fewer schools will result in a combination of savings including fixed costs for individual premises and the small schools protection element. All remaining schools will benefit from these savings as they will stay within the ISB for redistribution via the funding formula across a smaller number of schools. This strategy has worked in other authorities and has proven to be a successful model leading to the development of enhanced provision.

12. Several pertinent financial considerations will emerge as a result of any school reorganisation, the most significant being possible staff redundancies and the additional cost of transport for pupils. It is possible to provide more detailed and accurate financial plans for future provision design once the Task Group is able to provide the key criteria on which to base any such exercise.

Appendix 1: Disclosure of deployment of Dedicated Schools Grant

Financial year 2006/7 Statement

Source: Herefordshire Council's Published Accounts 2006/7

The council's expenditure on schools is funded by grant monies provided by the Department for Education and Skills, the Dedicated Schools Grant (DSG). DSG is ring-fenced and can only be applied to meet expenditure properly included in the Schools Budget. The Schools Budget includes elements for a restricted range of services provided on an authority-wide basis and for the Individual Schools Budget, which is divided into a budget share for each school. Over and under spends on the two elements are required to be accounted for separately.

Details of the deployment of DSG receivable for 2006/07 are as follows:

	Central Expenditure £000	Individual Schools Budget £000	Total £000
Original grant allocation to Schools Budget for the current year in the authority's budget.	8,324	70,012	78,336
Adjustment to finalised grant allocation	(185)	0	(185)
DSG receivable for the year	8,139	70,012	78,151
Transfer from DSG to Capital	(220)	0	(220)
Transfer from DSG to Sickness Reserve	(44)	0	(44)
Actual expenditure for the year	(7,769)	(70,503)	(78,272)
(Over)/under spend for the year	106	(491)	(385)
Planned top-up funding of ISB from council resources	6	0	6
Use of schools balances brought forward	0	602	602

**(Over)/under spend carried forward to
2007/08**

112	111	223
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Financial year 2007/8 statement

Source: Herefordshire Council's Published Accounts 2007/8

The council's expenditure on schools is funded by the Dedicated Schools Grant (DSG) provided by the Department for Children, Schools and Families. DSG is a ring-fenced grant and can only be applied to meet expenditure properly included in the Schools Budget. The Schools Budget includes elements for a restricted range of services provided on a council-wide basis and for the Individual Schools Budget, which is divided into a budget share for each school. Over and under spends on the two elements are required to be accounted for separately.

Details of the deployment of DSG receivable for 2007/08 are as follows:

Total	Central Expenditure	Individual Schools Budget	Total
2006/07	2007/08	2007/08	2007/08
£000	£000	£000	£000
78,336 Original grant allocation to Schools Budget for the current year in the authority's budget.	8,317	73,575	81,892
(185) Adjustment to finalised grant allocation	504	139	643
78,151 DSG receivable for the year	8,821	73,714	82,535
0 DSG brought forward	112	111	223
(220) Transfer from DSG to Capital	0	0	0
(44) Transfer from DSG to Sickness Reserve	(45)	0	(45)
(78,272) Actual expenditure for the year	(8,200)	(73,120)	(81,320)
(385) (Over)/under spend for the year	688	705	1,393
6 Planned top-up funding of ISB from council resources	45	0	45
602 Movement in schools balances		(239)	(239)
223 (Over)/under spend carried forward	733	466	1,199

Financial year 2008/9

The formal statement relating to 2008/9 is not yet available as the council is still in the process of finalising its accounts.

Draft DSG note to 2008/09 Accounts

	Central Expenditure £000	Individual Schools Budget £000	Total 2008/9 £000
Original Grant Allocation to Schools Budget	8,920	75,564	84,484
Adjustment to finalise grant allocation	0	678	678
Sub-total	8,920	76,242	85,162
less finalised recoupment re Academies	0	-1550	-1550
DSG receivable for year	8,920	74,692	83,612
DSG Brought forward	0	1,199	1,199
Transfer to sickness reserve	-6	0	-6
Transfer to school rates reserve prior to 2008/09	0	-868	-868
Actual Expenditure for the year	8021	74397	82418
Underspend	905	805	1710
Planned top-up	0	0	0
Movement in school balances	0	-181	-181
Underspend/overspend C/fwd	905	624	1519

Note: DSG carried forward for the ISB includes £186k for rates rebates in 2008/09

LEA Benchmarking Information

Herefordshire compares favourably with its statistical neighbours in relation to the amount of DSG and school grants spent on central expenditure. The following table illustrates the relevant elements per pupil for 2008/09:

	Individual School Budget + grants £	Central expenditure £	Central expenditure as % of total available	Total Schools Budget £
Herefordshire	3,879	532	12%	4,411
Gloucestershire	3,767	708	16%	4,475
Shropshire	3,703	885	19%	4,588
England (mean)	4,178	633	13%	4,811

Source: **DfES Leagateway benchmarking,**

Section 52 data – statistical neighbours

14th May 2009

More detailed information can be provided from Section 52 Benchmarking information if required.

INDICATIVE SCHOOL BUDGETS BY POPULATION – 2008-2011

PHASE + SIZE	NO. SCHOOLS	AVERAGE PUPIL NUMBERS				FORMULA BUDGET		
		January 08	January 09	January 10	08/09	09/10	10/11	
Primary -50	3	40	40	40	£161,227	£160,354	£160,512	
Primary 51-100	32	75	75	75	£258,698	£257,926	£254,718	
Primary 101-150	14	115	113	111	£349,578	£344,365	£340,033	
Primary 151-200	14	169	166	165	£484,971	£476,738	£473,149	
Primary 201-250	7	215	211	207	£625,516	£615,551	£603,607	
Primary 251-350	4	311	306	295	£896,215	£883,574	£862,904	
Primary 351-600	7	436	435	436	£1,270,796	£1,262,196	£1,262,836	

High	300-650	6	451	447	447	£1,663,415	£1,638,793	£1,634,670
High	651-750	4	710	693	683	£2,598,479	£2,502,554	£2,459,146
High	751-1015	4	1015	988	979	£3,748,490	£3,638,650	£3,611,517

The table details full budget allocations which include small schools protection at a total rate of £672,415 for Primary Schools and £286,194 for High Schools for financial year 08/09. These amounts have been fixed on the recommendation of Schools Forum for the next two financial years i.e. until end of March 2011.

Appendix 3: INDICATIVE SCHOOL BUDGETS BY CLUSTER

2010/11

2009/10

2008/09

COST CENTRE	SCHOOL NAME	DFES REF	Cluster	NO. on roll	Formula	Amount per pupil	2008/09 DCBF	2009/10		2010/11		
								Jan-08	Budget	Estimated No on roll	Formula Budget	Estimated No on roll
							2008/10 base 2.75% inflation	Jan-09 factors	2010/11 base 2.75% inflation	Jan-10 factors	Amount per pupil	
							£3,687	£3,890	£3,727	£4,002	£3,781	
AYLESTONE CLUSTER												
E0301	HEREFORD, AYLESTONE HIGH	4015	AV	1,012	3,652,688	3,609	885	3,257,574	3,681	819	3,090,787	3,774
E0126	HEREFORD, BROADLANDS PRIMARY	2056	AV	296	905,070	3,058	272	844,662	3,105	259	818,691	3,161
E0135	HEREFORD, ST. JAMES' C.E. PRIMARY	3332	AV	201	524,242	2,608	202	524,389	2,596	211	543,972	2,578
E0138	PRIMARY	3382	AV	216	588,617	2,725	210	572,853	2,728	183	516,259	2,821
E0155	MARDEN PRIMARY	2115	AV	92	295,709	3,214	90	289,074	3,212	50	251,522	3,239
E0175	SUTTON PRIMARY	2154	AV	51	195,597	3,873	52	196,569	3,817	54	200,193	3,742
E0177	WELLINGTON PRIMARY	2157	AV	122	390,333	3,213	104	350,922	3,391	90	322,622	3,605
E0183	WILKINGTON PRIMARY	2160	AV	84	297,214	3,559	83	292,747	3,548	89	295,221	3,336
	AYLESTONE PRIMARY CLUSTER TOTAL			1,681	3,188,782	3,014	1,012	3,071,218	3,038	875	2,988,480	3,087
	AYLESTONE CLUSTER TOTAL			2,073	8,848,470	3,306	1,887	8,328,780	3,887	1,784	8,078,267	3,880
BISHOPS CLUSTER												
E0302	HEREFORD, BISHOP OF HEREFORD'S BLUECOAT	4600	BI	1,182	4,422,351	3,710	1,188	4,353,657	3,655	1,186	4,335,704	3,548
E0122	FOWNHOPE, ST. MARY'S C.E. PRIMARY	3325	BI	92	290,003	3,152	94	294,476	3,133	95	292,683	3,081
E0127	HEREFORD, HAMPTON DENNE PRIMARY	2057	BI	232	896,553	3,652	216	819,423	3,794	200	762,486	3,912
E0137	HEREFORD, ST. PAUL'S C.E. PRIMARY	3333	BI	432	1,083,945	2,509	423	1,069,013	2,504	418	1,047,764	2,507
E0156	LUGWARDINE PRIMARY	2102	BI	153	418,496	2,735	146	403,341	2,763	144	413,022	2,868
E0161	MORDIFORD C.E. PRIMARY	3078	BI	113	332,100	2,939	111	325,297	2,931	108	316,430	2,930
	BISHOPS PRIMARY CLUSTER TOTAL			1,622	2,881,087	2,817	890	2,801,650	2,831	886	2,862,385	2,865
	BISHOPS CLUSTER TOTAL			2,214	7,483,448	3,344	2,178	7,565,207	3,831	2,161	7,179,068	3,838
FAIRFIELD CLUSTER												
E0310	PETERCHURCH, FAIRFIELD HIGH	4032	PF	366	1,414,140	3,864	368	1,420,241	3,859	366	1,400,805	3,827
E0114	CLIFFORD PRIMARY	2031	PF	67	243,556	3,635	69	246,791	3,577	68	242,684	3,569
E0155	LONGTOWN PRIMARY	2101	PF	41	167,360	4,132	44	175,485	4,034	45	177,263	3,983
E0160	MICHAELCHURCH ESCLEY PRIMARY	2116	PF	62	218,826	3,529	61	214,570	3,518	57	202,290	3,549
E0167	PETERCHURCH PRIMARY	2122	PF	63	252,252	4,005	68	264,343	3,887	70	267,694	3,824
	PETERCHURCH PRIMARY CLUSTER TOTAL			233	882,034	3,794	242	801,189	3,782	240	809,881	3,718
	PETERCHURCH CLUSTER TOTAL			689	2,286,174	3,837	610	2,321,490	3,809	606	2,290,798	3,783

KINGTON CLUSTER												
E0307	KINGTON, LADY HAWKINS	4022	LH	424	1,608,151	3,793	409	1,551,641	3,794	413	1,577,843	3,820
E0100	ALMELEY PRIMARY	2001	LH	80	285,651	3,321	78	259,081	3,322	73	252,705	3,462
E0119	EARDISLEY C.E. PRIMARY	3035	LH	72	231,118	3,210	73	232,498	3,185	67	236,067	3,523
E0146	KINGTON PRIMARY	2096	LH	204	598,689	2,942	201	597,806	2,932	200	570,584	2,860
E0165	PEMBRIDGE C.E. PRIMARY	3366	LH	59	259,918	2,928	58	265,808	2,915	56	268,204	3,002
KINGTON PRIMARY CLUSTER TOTAL				466	1,885,378	3,048	460	1,825,193	3,037	438	1,847,660	3,084
KINGTON CLUSTER TOTAL				879	2,893,627	3,408	869	2,818,834	3,388	849	2,825,403	3,448
LEOMINSTER CLUSTER												
E0309	LEOMINSTER, THE MINSTER COLLEGE	4027	M	603	2,392,649	3,968	578	2,312,618	4,001	574	2,302,484	4,011
E0102	BODENHAM, ST. MICHAEL'S C.E. PRIMARY	3304	M	106	312,798	2,951	105	310,220	2,954	108	316,566	2,931
E0142	KIMBOLTON, ST. JAMES' C.E. PRIMARY	3341	M	91	282,245	3,102	90	278,325	3,093	94	282,166	3,002
E0150	LEOMINSTER INFANTS'	2099	M	237	732,497	3,091	237	727,439	3,069	246	749,115	3,045
E0151	LEOMINSTER JUNIOR	2100	M	338	976,154	2,898	332	962,024	2,898	311	928,354	2,985
E0152	LEOMINSTER, IVINGTON C.E. PRIMARY	3349	M	86	295,514	3,436	87	296,709	3,410	87	292,570	3,363
E0157	LUSTON PRIMARY	2103	M	109	328,639	3,015	113	338,362	2,995	112	335,077	2,992
E0173	STOKE PRIOR (LEOMINSTER) PRIMARY	2148	M	75	252,404	3,365	73	246,057	3,371	67	236,209	3,526
LEOMINSTER PRIMARY CLUSTER TOTAL				1,642	3,190,261	3,062	1,637	3,159,168	3,048	1,625	3,140,067	3,093
LEOMINSTER CLUSTER TOTAL				1,846	5,672,890	3,388	1,816	5,471,774	3,388	1,689	5,442,641	3,404
BROMYARD CLUSTER												
E0300	(BROMYARD) QUEEN ELIZABETH HIGH	4004	OE	303	1,217,032	4,017	304	1,207,678	3,973	298	1,181,893	3,966
E0105	BREDENBURY PRIMARY	2011	OE	62	245,397	3,958	66	255,126	3,965	70	264,597	3,780
E0108	BROCKHAMPTON (BROMYARD) PRIMARY	2014	OE	153	435,540	2,847	148	421,684	2,845	143	410,263	2,885
E0109	BROMYARD, ST. PETER'S PRIMARY	2024	OE	200	585,596	2,895	199	593,242	2,817	199	595,108	2,797
E0111	BURLEY GATE C.E. PRIMARY	3010	OE	94	342,423	3,643	99	355,202	3,688	97	338,954	3,494
E0166	FENCOMBE C.E. PRIMARY	3367	OE	53	183,318	3,459	55	187,535	3,410	56	188,975	3,375
E0180	WHITBOURNE C.E. PRIMARY	3109	OE	67	231,771	3,459	66	227,998	3,455	59	197,580	3,345
BROMYARD PRIMARY CLUSTER TOTAL				829	2,804,806	3,189	833	2,808,798	3,173	824	1,865,477	3,138
BROMYARD CLUSTER TOTAL				832	3,221,837	3,468	837	3,214,484	3,432	822	3,137,860	3,406
ST MARY'S CLUSTER												
E0304	HEREFORD, ST MARY'S R.C. HIGH	4601	SM	699	2,389,054	3,418	693	2,347,221	3,387	695	2,346,774	3,377
E0133	HEREFORD, OUR LADY'S R.C. PRIMARY	3330	SM	203	547,258	2,696	207	553,631	2,676	206	552,368	2,691
E0134	PRIMARY	3331	SM	210	530,759	2,527	207	523,117	2,527	201	510,462	2,540
E0169	ROSS-ON-WYE, ST. JOSEPH'S R.C. PRIMARY	3372	JK	109	307,261	2,819	109	305,023	2,808	113	317,943	2,814
ST MARY'S PRIMARY CLUSTER TOTAL				622	1,895,278	2,864	623	1,882,871	2,844	620	1,880,773	2,865
ST MARY'S CLUSTER TOTAL				1,221	3,774,372	3,081	1,218	3,730,192	3,088	1,216	3,727,647	3,088

Issued 2004 – School Organisation Plan
Section 2 – Policies Relevant to the Provision of School Places

B. Maintenance of high standards

2.17 Most areas of the County are served by one school, geography and travelling times limiting choice. In recognition of the practical constraints on parental preference, therefore, the LEA accepts that it is imperative for standards to be maintained at the highest possible level at all schools. This is done through the Education Development Plan.

C. Education Development Plan

2.18 The EDP recognises the current structure of school provision (notably the large number of small primary and high schools,) and the context of falling roles. With that background, the EDP has identified 7 priorities in the school improvement programme. There are listed below, with comments provided on the links to the SOP.

EDP Priority	Link to SOP
1. Raising attainment in the Early Years towards the early learning goals and in primary education, especially numeracy and literacy.	The support offered through the EDP reflects the reliance on private and voluntary settings in early years, and the large number of small primary schools where mixed aged and sometimes mixed Key Stage teaching is found.
2. Raising attainment at Key Stage 3	The organisation of high and primary schools in partnerships should facilitate a smoother transition from Key Stage 2 to Key Stage 3.
3. Raising attainment at Key Stage 4 and post- 16	This in part is being processed through the 16-19 curriculum is one strategy which will help.
4. Tackling underachievement and narrowing the performance gaps though a focus upon PE, sport and the creative arts	The Specialist College Initiative is one way in which this can be pursued.
5. Support for Schools causing concern	The SOP contains the ultimate sanction of reviewing the future of a school in special measures.
6. Inclusion	Provision for children with special education needs is largely in mainstream schools, with places available in special schools for those with particular needs.
7. Using ICT to improve teaching and learning in a rural county	New technology is seen as one way to maintain existing provision and improve standards at a time of falling rolls, by encouraging collaboration between schools and sharing good practice.

2.19 In the interests of maintaining high standards, the Council provides appropriate financial and curriculum support for all schools, however small individually they may become. This is in line with the Audit Commission's view expressed in 'Trading Places' where it states:-

"If small schools and small sixth forms are not going to be closed as part of an LEA's efforts to secure the right number of places in the right locations, then other ways must be found of managing the financial and educational problems that they create. For example:

- *Financial support to small schools via protection factors in the LMS formula should be targeted to those schools that the LEA believes to be essential. LEAs can also promote clustering arrangements, which bring groups of small schools together to share expertise and resources (for example, specialist teaching staff whom none of the schools could fund wholly from its individual budget); and*
- *Sixth forms with a number on roll of less than 150 should be reviewed to ensure educational and financial health. Where problems are identified in a small sixth form, but closure is not felt to be desirable or possible, LEAs should explore the scope for encouraging collaboration with other sixth forms, the organisation of consortia or franchising arrangements."*

2.20 In Herefordshire, financial support for small schools is provided through the budget formula, by a combination of lump sum allocations per school, and through supplements for small schools with pupil numbers below defined thresholds so that –

- (a) even the smallest primary school can afford 2 teachers and other resources;
- (b) even the smallest high school can afford at least 12 teachers and other resources.

2.21 The Council also recognises the more limited curriculum and social experiences that small schools can provide. The Council, therefore, seeks to provide for wider opportunities by supporting, through its Education Development Plan, joint activities by groups or clusters of schools. Consideration is being given to proposals to extend these activities under the Extended School Initiative. The Council will also actively support more formal co-operative arrangements between schools, but believes that these can only be successfully created without imposition where there is a willingness in schools to move to such arrangements. The LEA will raise the possibilities of such partnerships where the situation arises, e.g. due to a Headteacher leaving or pupil numbers falling to the detriment to staff and curriculum provision.

2.22 The priorities within the Education Development Plan also take account of the significant proportion of both primary and high schools where the number of pupils in particular year groups is small. Specific attention is given to managing the literacy and numeracy strategies in mixed-age or whole Key Stage classes, and to addressing the issue of leadership through training, on-site support and by updating documentation related to the management of small schools.

D. Review of Small Schools and Surplus Capacity

2.23 The Audit Commission's advice, in the national report referred to in paragraph 3.18, recommends that primary schools with fewer than 90 pupils, and high schools with fewer than 600 pupils aged 11-15, should be identified to *"determine whether these small schools should be retained or expanded/closed"*. (Trading Places: 'The Supply and Allocation of School Places'). Herefordshire Council believes that such figures

provide a useful general guide. However, some adjustment needs to be made for rural areas, as the DfES recognises in its draft guidance (received 3rd August, 1999) to SOCs –

The Secretary of State is concerned that in considering statutory proposals School Organisation Committees and Adjudicators have regard to the need to preserve access to a local school for rural communities. There should therefore be a presumption against the closure of rural schools. This does not mean that no rural school should ever close, but the case for closure should be strong and the proposals clearly in the best interests of educational provision in the area. The transport implications of rural school closures should also be carefully considered, including the welfare of the children, the recurrent cost to the LEA of transporting pupils to school further away, the effects on road traffic congestion, and the environmental costs of pupils travelling further to schools. The overall effect on the community of closure of the village schools should also be taken into account. Detailed guidance on particular factors that need to be considered in deciding such proposals is given at the end of this section.

- 2.24 Having considered the Audit Commission and DfES advice, it is accepted that, other things being equal, there are significant educational advantages for a 5-11 primary school to have at least 3 teachers. Under Herefordshire's funding arrangements, schools with 60+ pupils can normally afford 3 teachers on a full-time basis, whilst schools with 50+ pupils can normally fund about 2½ full-time teachers, making possible 3-teacher class arrangements for the mornings or afternoons. It is below such levels, therefore, that the educational viability of small schools should be reviewed. Similarly, the Council accepts that the ideal minimum size for an 11-16 secondary school is 3 or 4-form entry (450–600 pupils). Where such ideal sizes are not practical, however, the Council ensures that its arrangements for funding for schools provide reasonable levels of teaching resources (see paragraph above), so that a good range of curriculum options can be offered.
- 2.25 Herefordshire Council is committed to maintaining a good level of support for small primary and secondary schools, and advocates the maintenance of existing funding levels for sixth forms in schools, where such arrangements are appropriate. It believes that surplus space should initially be addressed through seeking alternative use rather than closure. At the same time, however, the Council does recognise that there comes a point at which the maintenance of an individual school or sixth form may need to be considered in the interest of ensuring that resources are used efficiently to achieve good value. Accordingly, the Council looks carefully at the annual return of surplus capacity in schools to decide whether or not fundamental review of particular schools or areas is required.
- 2.26 The Council also provides for thorough review of the circumstances when pupil numbers drop below defined levels at individual schools, though the Council also believes that small schools should be able to operate with a degree of reasonable certainty about their medium term future. The Council's overriding aim is to provide schools of a high standard, always seeking improvement, and it would undermine that objective if schools were distracted by continual uncertainties concerning their future existence. Any decisions concerning the future of particular schools would need to take account of community, transport and environmental factors as well as educational considerations.
- 2.27 The Council would normally review schools in the following circumstances.

Primary schools

- (a) a school with fewer than 36 pupils in the September of a school year, or a school whose numbers are expected to fall below that level within the following 5 years, would be reviewed by the Council, in consultation with the relevant Diocesan Education Authority where a Church school is concerned.
 - (b) schools with 36-45 pupils, which would be monitored by the Director of Education, with the relevant Diocesan Director of Education where a Church school is concerned, to assess whether or not numbers are likely to drop below 35 pupils within 5 years, and to determine whether or not there are other grounds for concern about the future of the school;
 - (c) where a pyramid of primary schools has unused capacity at a level that could accommodate the closure of the smallest school, with up to 15% unused capacity still remaining if such possible closure were to occur; or
 - (d) where a school is identified by Ofsted either as having serious weaknesses or in need of special measures;
- 2.28 If, following such review, a school is judged to be currently viable, then no further review of that school would be undertaken for at least 5 years, unless pupil numbers were to fall by a further 25% below the level considered during that review.

High schools

- (e) where a high school has fewer than 200 pupils on roll at the start of a school year; or
- (f) where a high school has sufficient unused capacity for all the existing and projected pupils to be accommodated in the nearest alternative school with up to 15% unused capacity still remaining if such possible closure were to occur; or
- (g) where a school is identified by Ofsted either as having serious weaknesses or in need of special measures;

Sixth forms (16-18)

- 2.29 The Learning and Skills Council has the responsibility for planning post-16 education, including the power to make proposals for opening, enlarging or closing Sixth Form provision.
- 2.30 The DfES has published a consultation paper on *Learning to Succeed - School Sixth Form Funding*. The document reiterates earlier statements that each sixth form would be guaranteed its current sixth form funding, provided pupil numbers are maintained.
- 2.31 That assurance is welcome in providing a broadly secure framework in which the provision made within individual schools can be reviewed though it is noted with some concern that the safeguards do not promise budget increases for schools whose numbers rise. Discussions are continuing with the DfES in an effort to ensure that the guarantee operates effectively for small sixth forms, serving isolated rural communities.
- 2.32 The potential for closer collaboration with local colleges and with other schools is being explored, with a view to widening the options and quality of provision for students in smaller sixth forms by the Herefordshire Association of Colleges and Schools. Having considered various options, there is a consensus that improvements to the existing framework of provision is the best way forward.
- 2.33 The review of post-16 provision by independent consultants in 2002 commissioned by the LSC confirmed that co-operation to improve existing provision is the best way forward.

Nursery Units in LEA Schools.

- 2.34 There is a concern that a significant number of places in LEA nurseries are not used. From discussions with schools, it appears that many parents prefer the more flexible arrangements available in private and voluntary playgroups including earlier starting times and longer sessional care than offered in the 13 LEA nurseries where 5 two and half hour sessions per week are available. Given that all 3 and 4 year olds can have free early years education from April 2004 and follow the same foundation stage curriculum whatever the setting, the schools with nurseries do feel that they are at a disadvantage despite the undoubted quality of provision. The LEA is considering the various issues involved including encouraging schools to work with voluntary providers to achieve full day care on the school site. In the meantime it is therefore proposed that a policy to review those nurseries which are less than 50% full in September of each year be adopted, assuming that capacities are reduced from 30 to 26.

E. Review of Catchment Areas

- 2.35 The community organisation of schools in the County depends on precise definition of catchment areas. There are, however, circumstances in which parts of the established catchment areas need to be reconsidered, most frequently when significant housing development and transport patterns cause the community focus to shift. It might also be appropriate to reconsider catchment areas where differential changes in pupil numbers cause some schools to be overcrowded, while others reasonably nearby still have spare capacity. Major issues to do with provision of catchment areas – whether generated by school or parental requests or by planning considerations – will be presented to the School Organisation Committee for information and comment following consultation with all relevant groups and individuals.
- 2.36 Although alteration in catchment areas may appear an easy and simple means to balance pupil numbers to places, in practice it is not and should only be undertaken if there are long-term benefits in making those changes. Change cannot necessarily happen overnight as it is good practice to allow and to honour transport arrangements of existing pupils.

The Strategic Development of Education for the 21st Century

Terms of reference for Task Group

Introduction

The Council decision on 21 January 2008 was that there would be no closures or major re-organisations of high schools during the lifetime of the current administration. The Council would continue to apply the existing Small Schools Policy for primary schools and that no closures would happen outside of that policy. The Small Schools Policy will be implemented appropriately.

Following on from 2 December 2008 conference and building upon the 21st Century principles document which had previously been agreed with head teachers, this task group has been established. The challenges facing Herefordshire are:

- Continuing to improve the quality of educational outcomes for children and young people
- The impact of falling rolls
- Financial
- Workforce reform, in particular succession planning

Purpose of Task Group

The task group is advisory to the Council and any decision on school provision will be political.

To establish a set of criteria to underpin the future of education and learning provision which can then be applied to establish a strategic development plan for the next ten years. This criteria will provide a framework upon which decisions will be made.

The task group will report regularly to the Chief Executive, to ensure direction, timeliness and cross check any issues that may require a broader, cross Council, County and partner approach. The Chief Executive and Director of Children's Services will then feed outcomes into the normal political process.

Membership protocols

- To bring together views of education and the communities
- Work will be undertaken in an open and supportive way
- Members of the task group will work in the interests of the whole county
- Minutes disseminated in three days. Minutes will record action points and key discussion points.
- May bring in representatives as required, e.g. bursars
- Enquiries from the press would be referred to Carla Preston (press office) and the independent chair.
- Regular updates immediately following the meeting would be agreed by the Cabinet Member / Independent Chair and Director of Children's Services

Membership

Independent Chair – David Brown
Cabinet Member, ICT, Education & Achievement
Director of Children's Services
Head of Improvement and Inclusion
Head of Planning, Performance and Development
Planning Policy Manager
Parish Liaison and Rural Services Manager

Representatives:

Diocesan Representatives:

Roman Catholic x 1

Anglican x 1

Head teacher representatives:

Primary Schools x 4

Secondary Schools x 4

Governors Representatives:

Primary Schools x 1

Secondary Schools x 1:

The task group will be supported by officers from the Council, including finance, planning, transport, admissions and school improvement and others as required.

Way of working

Task group members should form sub groups to look at a basket of issues, e.g. transport, finance, NOR.

Existing information should be used as much as possible

Each group should prepare work outside of the meetings and use the Task Group meetings to discuss findings, check progress against timeline and find solutions to any potential difficulties

Areas for the task group to consider:

To agree a set of principles which can then be applied for the drawing up of a draft model of schools provision prior to full consultation. It may be that more than one model can be designed for consultation.

The Task Group will look at the different dynamics of Herefordshire – market town, rural, city etc.

Teaching & Learning	Community	Transport	Commissioning provision	School Staff
Quality Achievement Narrowing the gap Tools to support eg VLE, ICT	Position in community and use of schools Council-led work on sustainable communities	Rationalisation Fuel costs Parental choice Rurality	Population Trends Parental preference Pupil views Access	Profile Recruitment/Retention Well-being
Sustainability	Finance	Services for pupils and the Community	Size of Schools	Diversity of Provision
Schools Environment	Revenue Balances Use of overall budgets and split	CYPD employed Partner services Co location of services	Optimum size Small schools definition / policy	Community, VA, Foundation, Trust Federations, Clusters Governance
Assets	Pupil Support & Development	Inclusion		
State of assets Capital investment	14 – 19 agenda Extended schools Early Years		The needs of children and young people- ECM as key principle	

The Task Group will have flexibility to consider any other issues as they arise.

Timeline

January 2009	Agree terms of reference, membership, outline work programme
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Documents – Considerations

Principles for 21st Century Education in Herefordshire 2007
Primary Strategy for Change
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Data books 1 and 2 for clusters
Housing new build plans / data
PCT birth rate data
Map.

Updated Version 2 – 2 February 2009

GLOSSARY OF TERMS AND ACRONYMS

- CPD – Continuing Professional Development
- CRB – Criminal Records Bureau – safeguarding checks carried out on all staff working with children and young people
- DCSF – Department for Children, Schools and Families
- HSTG – Herefordshire Schools Task Group
- INSET – In Service Training – for school staff
- MFL – Modern Foreign Languages – curriculum area
- NCSL – National College for School Leadership
- SENCO – Special Educational Needs Co-ordinator
- SIPS – School Improvement Partners

Falling rolls: refers to the decreasing number of children and young people attending our schools.

Surplus capacity: gives a percentage and actual figure for each school indicating the number of vacancies.

National Strategies: refers to curriculum, standards and initiatives set by central government that schools have to deliver.

HEREFORDSHIRE SCHOOLS TASK GROUP REPORT

RESPONSE SHEET

1. Cluster Working Recommendation (pages 6 and 7)				
	Strongly Agree	Agree	Disagree	Strongly Disagree
CWR1				
CWR2				
CWR3				
CWR4				
CWR5				
Comments:				

2. Considerations Regarding School Leadership (pages 8 and 9)				
	Strongly Agree	Agree	Disagree	Strongly Disagree
LR1				
LR2				
LR3				
LR4				
Comments:				

3. Considerations Regarding Sustainable Schools (page 10)

	Strongly Agree	Agree	Disagree	Strongly Disagree
3.1 Surplus Capacity				
A				
B				
C				
Comments:				

3. Considerations Regarding Sustainable Schools (page 11)

	Strongly Agree	Agree	Disagree	Strongly Disagree
3.2 Falling Rolls				
A				
B				
C				
Comments:				

3. Considerations Regarding Sustainable Schools (page11)

	Strongly Agree	Agree	Disagree	Strongly Disagree
3.3 Primary Pupil Numbers				
A				
B				
C				
Comments:				

3. Considerations Regarding Sustainable Schools (page 11)

	Strongly Agree	Agree	Disagree	Strongly Disagree
3.4 Secondary Pupil Numbers				
A				
B				
C				
Comments:				

4. Considerations Regarding Finance (page12)

	Strongly Agree	Agree	Disagree	Strongly Disagree
F1				
F2				
F3				
F4				
F5				
Comments:				

5. Considerations Regarding National Strategies (page 13)

Comments:

Please circle whether this is a:

Personal response or Professional response

If professional, please state profession.....

Responses to the consultation can be submitted through:

- the web consultation link www.herefordshire.gov.uk/consult
- via email to schoolstaskgroup@herefordshire.gov.uk
- via post to: F.Lennon Children & Young People's Directorate, PO BOX 185, Blackfriars Street, Hereford. HR4 9ZR

APPENDIX 2

Consultation List

- Children & Young People's Directorate
- Herefordshire District Councillors
- Parish and Town Councillors
- Schools
- School Governors
- Independent Schools – Hereford Cathedral, Lucton, St Richards, Waldorf, Coddington Court
- Children's Trust
- Herefordshire Safeguarding Children's Board
- Probation
- Leadership Forum
- Schools Online
- Roman Catholic Diocese
- Church of England Diocese
- Government Office West Midlands
- Community Safety Drugs Partnership
- Herefordshire Community Development Partnership
- Herefordshire Partnership
- South Wye Regeneration Partnership
- Secondary Advisory Committee for Religious Education (SACRE)
- Local Admissions Forum
- Schools Forum
- Colleges – Art, Tech, 6th Form, Holme Lacy
- Herefordshire Voluntary Sector Assembly
- Community First
- Herefordshire & Worcester Youth Offending Service
- (HALC
- School Library Service
- Rural Media
- Halo
- West Midlands Consortium Education Service for Travelling Children
- Children's Centres
- EYS Forum
- Play Partnership
- Early Years settings
- Youth Groups
- Youth Council
- Children's Interest Groups
- CSIP Children's Lead Strategic Health Authority Birmingham
- Learning & Skills Council
- Connexions
- West Mercia Police
- Children & Young People's Shadow Boards
- Herefordshire Council of Voluntary Youth Services (HCVYS),
- Worcestershire County Council
- Shropshire Council
- Gloucestershire Council
- Powys Council
- Chamber of Commerce

The Strategic Development of Education for the 21st Century

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Map.

Sharon Menghini
Director of Children's Services
Updated Version 2 – 2 February 2009

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	29 SEPTEMBER 2009
TITLE OF REPORT:	14 – 19: MACHINERY OF GOVERNMENT, CHANGES TO CONNEXIONS, LSC TRANSFER
PORTFOLIO AREA:	ICT, ACHIEVEMENT AND EDUCATION

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To update Scrutiny Committee on the current position relating to: Machinery of Government Changes/Learning & Skills Council (LSC) transfer and Connexions transfer. This paper contains a brief over view of the Connexions transfer process – please refer to Cabinet papers of 10 September 2009 for detailed information. Copies of the report have been supplied to members of the Committee and are available on request.

Recommendation(s)

THAT Scrutiny Committee:

- (a) **note the process established for transferring of LSC staff**
- (b) **Note the delivery arrangements following consultation process for the transference of the Connexions services from Herefordshire and Worcestershire Connexions Company into Herefordshire Council**

Key Points Summary

- As part of the national Machinery of Government (MoG) arrangements the transfer of the LSC and Connexions to the local authority are outlined in this paper and more details are contained within the briefing paper attached as Appendix 1. This is a statutory requirement.
- **LSC staffing transfer:** LSC staff have been identified to transfer over to Herefordshire Council, the transfer process will be completed by March 2010, with a staged transfer occurring over the forthcoming months during the 2009/10 transition period.
- **Transfer of Connexions Service:** It is proposed that the Herefordshire strand of the Connexions service is brought into the local authority and integrated within the re-organised Children and Young People's Directorate. Connexions staff will sit across

Further information on the subject of this report is available from
Maureen Kelly Interim Head of 11-19 Integrated Services on (01432) 261880

three service areas: strategic leadership and quality assurance will come from the improvement and inclusion service area with input from community operations. The information advice and guidance (IAG) service area will sit within improvement and inclusion where it can maintain independence. The targeted service will sit within community operations and is an excellent example of where front line locality team support should work effectively. Finally the significant data and performance management requirements will be integrated in the planning. Performance and development service area, which will improve efficiency of data collection and analysis for the children's trust. Staff will be managed and supervised by appropriately qualified staff.

Alternative Options

- 1 **LSC staffing transfer:** There are no alternative options; this process is a statutory requirement following the Machinery of Government changes
- 2 **Transfer of Connexions service:** The transfer process could have included greater delegation of elements of delivery to schools, colleges and work based learning providers. This option was rejected because it places Herefordshire Council out of line with regional partners and would reduce the ability to deliver creative service improvements and does not maintain the impartiality required.

Reasons for Recommendations

- 3 **LSC Staffing Transfer:** The arrangements for staff transference are recommended because they provide both individual LSC staff and Herefordshire Council with the best way to improve service delivery, whilst taking into consideration the challenges that arise from moving staff from one organisation to another.
- 4 **Transfer of Connexions Service:** The arrangements for the transfer of the Connexions service are recommended because they are the best way to improve both service delivery and outcomes for young people within both the emerging new organisation structure for Children's Services, the effective implementation of the 14-19 reforms and the current financial climate.

Introduction and Background

- 5 Following a national directive that the MoG would need to be implemented locally, Herefordshire and other regional local authorities have been working to effect a smooth transition by April 2010.

LSC Staffing Transfer:

- 6 From April 2010, responsibility for securing sufficient education and training provision for all young people, including those aged 16-19, and 19-25 year olds being assessed for a learning difficulty and/or disability, as well as juveniles in custody will pass from the LSC to local authorities.
- 7 As part of this process Herefordshire Council has been allocated the equivalent of six members of staff. Through consultation, the LSC have advised us that five current members of staff will transfer into the Local Authority. They are at the following levels:

1 x Partnership Manager: Alexia Heath – Experience of contract with FE

3 x Partnership Advisor's: John Riley – ESF/ Capital Projects
Roger Fielder – Apprenticeships/ work based learning
Christine Sheppard - SRG

1 x Administrator: Suellen Holloway – Experienced administrator

- 8 In addition there is one further Band 3 (Partnership Manager) role vacant within the local authority.
- 9 The LSC have matched staff to roles and Herefordshire Council has now received the above individual staff names and details. Local authorities have had no influence on the matching process; it has been conducted wholly within the LSC. Nevertheless for the vacancy within Herefordshire that has not been filled by the matching process we should receive a funding allocation instead of an individual.
- 10 It is intended that the new staff will sit within the Improvement and Inclusion Service Area within 11-19 and Integrated Services. Any data officers transferring will sit within the Performance Planning Team. We will also have to make arrangements to support young people with learning difficulties and disabilities. Once our initial staffing has been determined, more detailed planning can take place.

Transfer of Connexions Service:

- 11 In response to the Machinery of Government Changes and within the context of Herefordshire Council's Children and Young People's Directorate reconfiguration a task group was established to consider the implications for Herefordshire - The Connexions service currently operates as an independent company providing a range of support services for young people primarily aged 14 +. The Local Authority through grant funding purchases such provision. The transfer of the duties and resources of the Learning and Skills Council to the Local Authority will directly impact the commissioning of Connexions Service.
- 12 Current National, Regional and Local Government strategies indicate a requirement to develop integrated youth support policy which encompasses all aspect of business aimed at supporting young people between the ages of 11 – 19. The decision to bring the Connexions service in house is timely so that preparations can be made for the efficient transfer of the service by March 2010 (in line with the LSC transfer).

Key Considerations

- 13 **LSC Staffing Transfer:** It is proposed that LSC staff transferring into Herefordshire Council are brought into the 11 -19 Integrated Services (Improvement and Inclusion Service Area) The date for the LSC Staff transference process to be finalised is March 2010, however planning for this has taken into consideration the needs of both the service area and individual staff; therefore the process will be managed over the forthcoming months during the transition year 2009/ 10 in order to integrate staff and methods of working.

14 **Time line for proposed Induction activities:**

August 2009

Names/ details of staff transferring received

3rd September 2009

Herefordshire Council 'welcome packs' issued to transferring LSC staff

By end of September 2009 (date to be confirmed) –

Introduction to Herefordshire CYPD 14-19 Team – to include representatives of the Secondary National Strategy Team, representatives of IT Team who support the Area Prospectus and Common Application Process (14-19 Team).

January 2010

All Staff Briefing – half day Sharon Menghini

March 2010

Diversity Training – half day (HR)

Artemis – to be confirmed (WFD Strategy)

March/April 2010

Corporate Induction – full day (HR)

Health & Safety – half day (HR)

- 15 The above list is not exhaustive and further activities will be planned in. However, the above Induction activities will also be aligned with the needs of the Connexions staff as appropriate.
- 16 As part of the Induction process, transferring staff will be also be introduced to the various networks supporting 14-19 local implementation in order to familiarise themselves with the organisations involved and the local approach to implementation.
- 17 The Interim Head of 11-19 Integrated Services and the HR team, are currently developing a full and comprehensive timeline of induction events which will also take into account the needs of the Connexions transfer.
- 18 Regular (monthly) meetings between the Interim Head of 11-19 Integrated Services, 14-19 Strategy Manager, Herefordshire Council HR team and the LSC lead person have now been agreed and an action plan outlining all the activities/issues that need to take place/be resolved over the next six months is currently being developed by this team to ensure that the transfer is timely and as smooth as possible.

Transfer of Connexions Service

- 19 Responsibility for funding for Information Advice and Guidance provision transferred to Local Authorities across England in April 2008. Connexions Herefordshire and Worcestershire as the local provider has continued to provide the remaining services as an interim arrangement whilst the counties consulted upon the model for delivery from April 2010. The recommendations outlined in the cabinet paper attached reflect the need to move towards a more permanent arrangement once Cabinet approval has been confirmed.

Community Impact

20 LSC Staffing Transfer and Transfer of Connexions Service

The Government's long-term strategy for children is to make the UK the best place in the world for children and young people to grow up. The changes in the current delivery arrangements that Herefordshire Council are making will impact on the whole of the County of Herefordshire by:

- placing 0-19 commissioning under the CYPD enabling local decision-making at the right level;
- more fully integrate the commissioning of services and provision for young people to support delivery of raising the participation age and access to the 14-19 entitlements;
- provide greater focus on strengthening the role of local authorities and Children's Trusts as champions of young people; and
- provide greater impetus for implementing the Common Application Process.

Financial Implications

LSC Transfer

- 21 Not applicable as all funding will come direct from Government to support the transfer.

Connexions Transfer

- 22 See Cabinet papers.

Legal Implications

LSC Transfer

- 23 The transfer is a statutory requirement.

Connexions Transfer

- 24 See Cabinet papers.

Risk Management

- 25 Consideration should be given to;

- **LSC Staffing transfer:** There is considerable expertise within the LSC to inform the commissioning process, without integrating LSC staff during this transition year Herefordshire Council runs the risk of falling behind the required timescales for the commissioning process for 2010/ 11.
- **Transfer of Connexions Service:** Please see attached risk register within the Cabinet report.

Consultees

26 Transfer of Connexions Service : See details of the Cabinet report.

Appendices

27 Herefordshire Council – Machinery of Government Update Briefing 4 June 2009
(updated 7th September 2009)

Background Papers

Cabinet Report of 10 September 2009: Connexions transfer and new delivery arrangements

Herefordshire Council Machinery of Government Update Briefing 4 June 2009 – Updated September 7th 2009

Introduction

From April 2010, responsibility for securing sufficient education and training provision for all young people, including those aged 16-19, and 19-25 year olds being assessed for a learning difficulty and/or disability, as well as juveniles in custody will pass from the Learning and Skills Council (LSC) to local authorities. In addition, the Young People's Learning Agency (YPLA) will be established as a Non-Departmental Public Body (NDPB) to support local authorities discharge their planning and commissioning functions and to ensure funding and budgetary control within the system.

Context for the changes

The Government's long term strategy for children is to make the UK the best place in the world for children and young people to grow up. The changes in the current delivery arrangements that we are making will:

- place 0-19 commissioning under the leadership of local authorities enabling local decision-making at the right level;
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- provide greater focus on strengthening the role of local authorities and Children's Trusts as champions of young people; and
- provide greater impetus for implementing the Common Application Process.

These changes need to be set alongside initiatives to improve learning routes and support to integrate services for young people, and are crucial to the successful delivery of the historic raising of the participation age to 17 by 2013 and 18 by 2015. The 16-19 transfer will put in place the infrastructure to enable every young person to access the most individually appropriate, engaging and high quality provision - and will give local authorities the tools they need to deliver the best outcomes for young people.

A diagram of the proposed structures is attached to this paper.

The role of local authorities

Local authorities are at the heart of the new network. Collaborative groupings at sub-regional and regional level will be crucial to ensure that strategic planning and effective commissioning decision making across areas is aligned and comprehensive.

Local authorities' role as Strategic Planners will encompass:

- planning to meet local resident learning needs;
- planning to meet collective learning needs across travel to learn patterns (this includes advocating for young people who travel across boundaries to learn to drive up quality, retention and achievement);
- planning to take account of multi-stakeholder requirements – parents and carers, employer, communities and partner agencies; and

- convening and supporting collaborative working through the Local Area Agreements, Children's Trusts and 14-19 Partnerships.

Their role as Lead Commissioners within sub-regional groupings (SRGs) will comprise:

- meeting the needs of all who learn in local authority areas through a sustainable provider base (this includes learners with specific needs – e.g. Learners with Learning Difficulties and/or Disabilities (LLDD) and young offenders);
- collaboratively agreeing learning required across travel to learn patterns by working sub-regionally and regionally; and
- working with colleges and other providers as strategic planning partners and by agreeing high quality provision through negotiation and dialogue.

In addition to the above they will have a crucial role to raise aspirations through:

- delivering raising the participation age, improving attainment targets for Level 2 and 3, and reducing the Not in Education, Employment or Training (NEET) cohort;
- effectively delivering Every Child Matters outcomes for all young people by joining up services and leveraging the strategic commissioning role within Children's Trusts;
- managing the environment to enable transition throughout a learner's journey; and
- managing the market and ensuring provider quality is maintained and raised for 16-19 learning provision.

Local authorities already have considerable expertise and capacity in relation to their wider commissioning role – for example in commissioning childcare places and targeted youth support services. To enable local authorities to take on their new duties we intend to transfer staff with the appropriate expertise, knowledge and skills to deliver. We will also ensure that local authorities are supported through the developing role of the YPLA.

The staff transferring to each local authority will have been identified by the LSC as discharging those functions that are transferring to the local authorities under the Machinery of Government changes. Those functions are described in the draft local authority Framework document that DCSF have developed with partners. The LSC have used a set of role descriptions to identify those staff that match to those functions. LSC staff will be working alongside local authority staff during the transition year 2009-10, and transfer formally on 1 April 2010.

The precise organisation, structure and roles within local authorities from April 2010 is a matter for the individual local authority, and so during this period we expect them to clarify how individuals will be integrated into their existing teams. We would anticipate that this will include discussion with the individuals involved. Contractual terms and conditions are, of course, protected under the terms of the transfer.

The role of the YPLA

The YPLA will be a 'behind the scenes' slim line NDPB, with a fundamentally different remit to the LSC. It will be principally a supporting and enabling body, designed to support local authorities in fulfilling their new duties, individually and in SRGs and Regional Planning Groups (RPGs). In particular the small number of YPLA staff based in each region will provide regional planning and commissioning support, information, advice, analysis and specialist expertise. The YPLA Board will have significant local authority membership.

The YPLA's responsibilities will be to:

- ensure budgetary control of the £7 billion being transferred to local authorities to enable them to carry out their new functions;
- provide a national commissioning framework to help local authorities commission provision;
- promote consistency and simplicity in planning by providing a national statement of priorities and developing and operating the national funding formula;
- provide strategic analysis services to support the planning and commissioning process:
- provide data on participation, attainment and economic development in local, sub-regional and regional areas;
- work with the RDAs and other regional partners to provide information on future skills needs in an area for both young people and adults, as well as any other economic and labour market intelligence;
- co-ordinate the support and provide secretariat services for the RPG;
- work with local authorities to support and facilitate the production of commissioning plans at local, sub-regional and regional levels to ensure their coherence and fit within the national budget.
- fund and performance manage open Academies on behalf of the Secretary of State. Posts will transfer to the YPLA from the DCSF to undertake this work. Whilst the precise arrangements are still to be worked through, it is clear that the YPLA will be the best-placed organisation to bring that support and challenge linked to the overall funding and commissioning process.

The role of Government Offices (GOs)

The transfer of funding from the LSC to local authorities means that there will be no single line of accountability for the achievement of key participation, attainment and Public Service Agreement (PSA) targets from provider through local, regional and national structures. Additional posts in GOs will provide the necessary 16-19 learning and commissioning expertise to ensure the best interests of young learners are at the heart of the new performance management arrangements and that these arrangements support local authorities in the delivery of the entitlement and attainment and NEET PSA targets.

Key Implications for Herefordshire Council – updated 7th September 2009

1) Sub Regional Groupings

As part of these changes we are continuing to work with neighbouring Local Authorities in a Sub Regional Grouping. The main driver for this is to ensure that learners who cross authority boundaries to learn are able to access suitable provision. Herefordshire have agreed to work with Worcestershire, Shropshire and Telford and the Wrekin in a loose partnership; travel to learn patterns are low across all county boundaries, but there are similarities between the make up of the authorities. The Sub Regional Grouping will become an important body in negotiating local provision to meet the national and regional budgets.

Sub Regional Groups were required to submit 'stage 2' proposals by the end of February 2009 which provided information regarding the groups plans in a range of areas such as governance, collaboration and strategic contribution, resources and capacity, policy and planning, quality and targets.

In response to this The Sub Regional Grouping has drafted a Memorandum of Understanding and dispute resolution proposal as well as working to a live action plan to ensure that we meet all required timescales.

There is currently one working part of the Sub Regional Group to specifically look at Information, Advice and Guidance (IAG) to ensure that learners are able to access the same information, wherever they live.

Information is yet to be provided which will clearly define the responsibilities that must be completed by individual LA's and those which can be delivered by a 'shared' service – clarification on this should be provided in the form of the Commissioning Framework (Consultation period commences Autumn 2009)

2) Staffing Transfer

We have now been notified that we have 5 members of LSC staff transferring into the Local Authority.

1 x Partnership Manager:	Alexia Heath – Experience of contract with FE
3 x Partnership Advisor's:	John Riley – ESF/ Capital Projects
	Roger Fielder – Apprenticeships/ work based learning
	Christine Sheppard - SRG
1 x Administrator:	Suellen Holloway – Experienced administrator

In addition there is one further Band 3 (Partnership Manager) role vacant within the local Authority.

The LSC have matched staff to these roles and LAs have had no influence on the matching process; it has been conducted wholly within the LSC. Nevertheless for the vacancy within Herefordshire that has not been filled by the matching process we should receive a funding allocation instead of an individual.

It is intended that the new staff will sit within the Improvement and Inclusion Service Area within 11-19 and Integrated Services. Any data officer's transferring will sit within the Performance Planning Team. We will also have to make arrangements to support young

people with learning difficulties and disabilities. Once our initial staffing has been determined, more detailed planning can take place.

The terms and conditions of employment for staff transferring from the LSC will be protected for **two** years.

Further resources are expected for roles that are carried out regionally – Audit, Contract, Finance, LDD and Health & Safety. Confirmation of this is awaited.

3) Timeline for changes

The Sub Regional Grouping has been meeting since November 2009. We are working to a detailed action plan that will take us to April 2010. The summary timeline for activity is as follows:

Date	Activity
June – September 2009	Draft Memorandum of Understanding and Dispute Resolution Policy and consult
July 2009 (Actual date received August 2009)	Receive initial indicative staffing numbers and posts and agree and begin work shadowing processes. To Date: (7/9/09) Confirmed allocations received, 1 x Band 3 vacancy – Vacancy offered to LSC staff, no suitable staff available, Vacancy still available. Initial meetings set up with LSC partnership director Rolling programme of monthly meetings with LSC partnership director established Introduction to the 14-19 Team (half day) by end of September Comprehensive Induction programme currently being devised.
Summer 2009 (date tbc once framework released)	Review LSC commissioning framework, test commissioning scenarios to enable commissioning plan to be developed. Framework not yet released, understanding is the framework will be out for consultation October 2009 with a view to being ready to use for 2011/2012
September 2009	Continue to receive staffing allocations. Develop and agree the staffing structure. Carry out gap analysis of knowledge and skills transferring and plan accordingly Set up an internal post-16 funding steering group
October 2009	Memorandum of Understanding Cabinet sign off Agree arrangements for sharing information including data/transport policies and other awards Agree Protocols for impartial IAG Establish contacts with neighbouring authorities outside of SRG Work closely with LSC colleagues to commence the annual commissioning cycle for 2010/2011
December 2009	Agree final staffing structure. Advertise vacancies if appropriate. Agree provision requirements for vulnerable groups including those with learning difficulties and/or disabilities.
January- March 2010	Detailed work to take place with LSC to determine allocations. Discussions with Colleges, School Sixth Forms and providers
April 2010	Formal transfer of LSC staff

4) Connexions Service

Responsibility for funding for Information, Advice and Guidance (IAG) provision transferred to Local Authorities across England in April 2008 and Connexions Herefordshire and Worcestershire as the local provider has continued to provide services to date. In April 2010 it is proposed that Connexions Herefordshire and Worcestershire is taken in house in both Herefordshire and in Worcestershire local authority areas.

IAG is high profile on government agenda, National IAG Quality Standards have been produced a new bill is in place and new national guidelines are due out.

Local Authorities need to position Connexions services within the context of:

- The reform of 14-19 learning
- The 2005 Education and Skills White Paper
- The 2007 Children's Plan
- Raising Expectations White Paper
- 2008 Next Steps 14-19 Update Paper
- Post-16 funding transfer from the Learning and Skills Council (Machinery of Government)
- The Raising of the Participation Age as set out in the Education and Skills Act 2008

Within Children's Services we are reconfiguring in order to be able to address the range of existing, new and evolving challenges and demands placed upon us. The plans for the development of the Connexions service are set within that agenda and include the developing plans for the locality teams. A consultation on a proposed model for service delivery of the Connexions service from April 2010 onwards will soon be launched. Two recommendations emerged from the early work of the Connexions Development Group – either to bring the service wholly in house or to bring the strategic lead and associated services in house and to tender for the front line delivery. The preferred option is the former. The Connexions Development Group is working to tight timescales to ensure that the transfer is smooth; the planned cabinet discussion is 10 September 2009.

Conclusion

These changes are fundamental to the way that we will work in Children's Services and across the whole of our education provision, and commissioning provision is at the heart of this. This is not simply a return of colleges to the Local Authority as some suggest, and new and different relationships will need to be built for the benefit of learners both now and in the future.

This process is fast moving, and there will be much more to report – an update briefing is recommended in December.

Areas Requiring Further Clarification:

-

MEETING:	CABINET
DATE:	10 SEPTEMBER 2009
TITLE OF REPORT:	CONNEXIONS TRANSFER AND NEW DELIVERY ARRANGEMENTS
PORTFOLIO AREA:	CHILDREN SERVICES

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To approve the transfer and new delivery arrangements (Appendix 1 and 2) for the Connexions range of services and functions from Herefordshire and Worcestershire Connexions Company to Herefordshire Council in April 2010.

Key Decision

This is a Key Decision because it is likely to be significant in terms of its effect on communities living or working in Herefordshire in an area comprising one or more wards.

It was included in the Forward Plan.

Recommendations

THAT: the transfer and new delivery arrangements of the range of Connexions Services from the Herefordshire and Worcestershire Connexions Company to Herefordshire Council be approved.

Key Points Summary

- It is proposed that the Herefordshire elements of the Connexions service are brought into the local authority and integrated within the reorganised Children's and Young People's Directorate;
- Connexions staff will sit across three service areas:
- Strategic leadership and quality assurance and Information, Advice and Guidance (IAG) functions will come from the Improvement and Inclusion Service area with input from Community Operations;
- The IAG service area will sit within Improvement and Inclusion;

Further information on the subject of this report is available from
Kathy Roberts Assistant Director, Improvement and Inclusion (01432) 26 0804

- The targeted service will sit within Community Operations;
- Data and performance management requirements will be integrated in to the Planning, Performance and Development service area.

Alternative Options

- 1 To bring the strategic lead and associated services in house and to tender for the front line delivery. This could have included greater delegation of elements of delivery to schools, colleges and work based learning providers. This option was rejected because it places us out of line with our regional partners and would reduce our ability to deliver creative service improvements.

Reason for Recommendations

- 2 The proposed arrangements will improve both service delivery and outcomes for young people within the emerging new organisation structure for Children and Young People's Directorate and the current financial climate.
- 3 The new arrangements further develop and deliver our practices in response to government expectations.

Introduction and Background

- 4 Strategies emerging from national, regional and local governments indicate a requirement to develop an integrated youth support policy which encompasses all aspect of business aimed at supporting young people between the ages of 11-19.
- 5 The Children's and Young People's Directorate is restructuring in order to address the range of existing, new and evolving challenges and demands placed upon it. The plans for the development of the Connexions service are set within that agenda and include the plans for the locality teams and the aims of the Herefordshire Public Services.
- 6 The Connexions Service works across Herefordshire and Worcestershire currently operates as an independent company and provides a range of support and activity for young people primarily aged 14+. Such provision is purchased by the Local Authority though grant funding.
- 7 In response to central government legislation regarding the Machinery of Government requirements for April 2010 a Task Group was established to consider the implication for Herefordshire Council. The significant changes for the Connexions service will be: the transfer of the duties and resources of the Learning and Skills Council (which currently supports and funds provision and placement for young people aged 16+) and is scheduled to become part of the Local Authority from April 2010.
- 8 This decision is required now so that timely preparations can be made for Connexions to be efficiently transferred to the local authority on 1st April 2010. Similar arrangements are being made in Worcestershire.

Key Considerations

- 9 It is proposed that the Herefordshire elements of the Connexions service are brought into the Local Authority and integrated within the reorganised Children and Young People's Directorate. Connexions staff will sit across three service areas; strategic leadership and quality assurance and IAG functions will come from the Improvement and Inclusion Service area with input from Community Operations. The Information, Advice and Guidance (IAG)

service area will sit within Improvement and Inclusion where it can maintain independence. The targeted service will sit within Community Operations and is an excellent example of where front-line locality team support should work effectively. Finally the significant data and performance management requirements will be integrated in to the Planning, Performance and Development service area, which will improve efficiency of data collection and analysis for the Children's Trust. Staff will be managed and supervised by appropriately qualified staff.

10 Responsibility for funding for Information, Advice and Guidance (IAG) provision transferred to Local Authorities across England in April 2008 and Connexions Herefordshire and Worcestershire as the local provider has continued to provide services to date as an interim arrangement.

11 IAG is high profile on the government agenda, National IAG Quality Standards have been produced, a new bill is in place and new national guidelines are due in September 2009. Local Authorities need to position Connexions services within the context of:

- The reform of 14-19 learning;
- The 2005 Education and Skills White Paper;
- The 2007 Children's Plan;
- Raising Expectations White Paper;
- 2008 Next Steps 14-19 Update Paper;
- Post-16 funding transfer from the Learning and Skills Council (Machinery of Government);
- The Raising of the Participation Age as set out in the Education and Skills Act 2008;
- Building 21st Century Schools – 'Your Child, Your Schools, Our Future' White Paper June 2009.

12 The Connexions service must be available for all young people 13-19¹ and up to 25 for young people with learning difficulties and disabilities including those young people placed in county by other Local Authorities. In Herefordshire this is approx 15,600² total young people.

13 The current arrangements have ensured that Herefordshire is making good progress in many areas and we are proud of our current achievements:

- The number of young people not in employment, education or training (NEET) has historically been low;
- The number of young people whose current learning destination is unknown is low;
- Participation in education post-16 is high and there are defined arrangements for those who drop out;
- Targeted work is improving outcomes for more vulnerable young people.

¹ Although in Herefordshire our strategy is for 11-19 year olds

² Source: Office of National Statistics

The ongoing challenges are:

- Increased emphasis and focus on impartial Information, Advice and Guidance and the importance of ensuring the best outcomes for each individual;
- Not to allow our NEET figures to 'plateau';
- To ensure best use of resources and capacity to deliver the full range of Connexions services, through an integrated approach;
- To implement the changes brought through the Machinery of Government Transfer of post-16 funding, increased responsibilities around 14-19 and the Integrated Youth Support agenda;
- The development of school curricula (which has reformed Key Stage 4 learning, and placed different requirements onto Key Stage 3) has highlighted the need for impartial advice and guidance to assist learners in year 9 and below to negotiate the options process and understand the collaborative courses and alternative pathways that are available for them to access at institutions throughout the County in key stage 4 (year 10);
- The continual need to demonstrate value for money, while maintaining current Personal Advisor time, in an arena of increasing demands on reducing funding sources.

14 Staffing - Herefordshire Connexions staff have been identified for transfer into Herefordshire Council. There are a small number of Head Office staff who have not been identified to transfer as their work is not predominantly on the Herefordshire Connexions contract, these functions will be examined and allocated to local authority staff if required. Dialogue with staff is taking place about issues to do with transfer: job roles, terms and conditions, working hours and pay, and a formal consultation period will take place with Connexions HR and Unison.

Community Impact

- 15 Schools have indicated clearly that they want to keep their Personal Advisors (PA) roles, functions and input to remain unchanged and this should be maintained as a priority part of the holistic school community resource for young people.
- 16 Young people have clearly indicated that the Connexions brand and city centre building should be maintained. The arrangements for transfer or disposal of capital assets is being discussed with Worcestershire County Council and Connexions in line with DCSF advice,
- 17 IAG advisors must have strong links with specialist training providers who can provide occupational careers advice and have a good knowledge of local employment sectors and links with employers.

Financial Implications

18 The service is currently funded through the Area Based Grant and we know indicative budgets between now and April 2011, although the actual amounts are to be ratified through with the Children's Trust. Detailed budget plans are being discussed with Connexions. Through economies of scale and reducing duplication of service delivery we intend to achieve the challenges, priorities and new ways of working identified at the start of the document, while maintaining frontline delivery within the available budget.

08/09	£1,548,216
09/10	£1,470,000
10/11	£1,394,000

It is clear from these figures that the funding available to the Local Authority will reduce in 2010/11. If the funding continues to fall by -5% in future years then the Connexions service will have to be downsized to continue to deliver services within a reduced budget allocation.

Connexions current budget in 2009/10 is set out below. The final column provides an estimate of the required budget for 2010/11 after adding pay inflation at 1% and adjusting for private company accounting practices that differ from the council.

	2009/10 Connexions Budget	2010/11 Herefordshire Council indicative budget	Budget Assumptions
Income from Area Based Grant	-1,469,703	-1,394,246	ABG income only
Other income	-8,038	0	
Total Income	-1,477,741	-1,394,246	
Personal Advisors	891,048	899,958	+1% pay inflation
Other Delivery Staff	30,684	30,991	+1% pay inflation
Other staff – managers & admin	222,300	224,523	+1% pay inflation
Premises Costs	40,964	49,277	+2.5% price inflation
Administration Costs	34,760	34,696	+2.5% price inflation
Office equipment & other assets		38,000	Treated as capital by Connexions
Travel	22,200	22,755	This may reduce in future with less need to travel to/from Worcester
Re-allocated head Office charges	251,109	77,667	Assume previous spend on ICT and data.
Total Expenditure	1,493,065	1,377,868	
Loss/Profit on Herefordshire contract	(15,324)	16,378	
Capital - Office Equipment	15,731	0	Incl as revenue
Capital - Other Assets	21,359	0	Incl as revenue
Other Connexions Contracts funded from income – mostly from Herefordshire Council	263,587		Different arrangements for these contracts may apply in 10/11.

19 Liabilities

- 20 The Council is still waiting for final TUPE transfer list of staff and salary costs; however an indicative budget has been prepared on the basis of a 1% pay increase in line with council staff, for all current Connexions staff that transfer. The assumption is that few, if any Connexions Head Office staff are eligible for TUPE transfer. It is also important to note that existing Connexions salaries are not comparable with Herefordshire "HC" rates as the rates of pay are higher within the Connexions Service.
- 21 The existing and deferred pension liabilities will be transferred to Herefordshire Council and Worcestershire Council. The specific percentage split will be the subject of further discussion between the two bodies; however they are in agreement to act as guarantor for this element.
- 22 Compensatory Added Years are not liabilities of the Fund, but must be met £ for £ by the employer concerned. Should there be any of these payments, either already in place or arising from actions between now and the end of March 2010 then full payment will need to be made by Connexions to the fund.
- 23 Connexions employees are a part of the Worcestershire Local Government Pension Fund as are Herefordshire Council staff. Any staff moving across to the Local Authority would remain in the same pension fund. No pension deficit would capitalise at this time. Any identified share of such a deficit would transfer to Herefordshire Council and be added to any pension deficit already in place with Worcestershire LGPS.
- 24 Current Connexions Board – the company is limited by guarantee with no share capital. The members of the company have each agreed to contribute £1.00 to the assets of the company in the likelihood of its being wound up. There is no liability on Herefordshire Council for any debts of the Herefordshire and Worcestershire Connexions Company.
- 25 Accommodation – Herefordshire Council is committed to locality working across the Children's and Young People's Directorate and the accommodation that will be required is being reviewed. The Connexions Building is based in the centre of Hereford and is currently owned by the Herefordshire and Worcestershire Connexions company. It has a high footfall and is well known by learners. The future ownership of the building is not yet clear and legal advice is being sought.

Legal Implications

- 26 The proposal is consistent with legislation and guidance terms.
- 27 TUPE transfer into the Local Authority employment is a regulated process which will be implemented in all cases.
- 28 Legal services are currently advising regarding the redistribution of assets of the Connexions Company including the lease associated with the accommodation.

Risk Management

- a. The Connexions Service has significant data tracking, reporting and analysis requirements as part of its national specification, quality and performance management arrangements. It uses a significant amount of ICT and software to complete these functions. Full or partial loss of these services would significantly hamper service delivery, credibility and performance. Early discussion have already taken place with the corporate ICT department and the new ECM systems ICT manager within Children's Services and has been placed on the Directorate ICT plan for quarter 3

2009/10.

- b. The loss of the Connexions building in St Peters Square Hereford would hamper service delivery in the short term as it is well known and has a high footfall; we are seeking clarification on the ownership of the building as part of the winding up of the Connexions Herefordshire and Worcestershire Company.

Consultees

29 A consultation took place between 29th June and 19th August 2009 and was aimed at stakeholders who have an interest in the Connexions and associated services. Stakeholders were divided into three groups: service users, professional groups, and the wider community. A range of different approaches have been taken to make groups aware of the proposed changes and are able to contribute to the consultation, these have included focus groups, attendance at strategic meetings, and included posting the consultation documents to all named key stakeholders as well as placing the consultation on Herefordshire Council Consultation pages of the website. (Appendix 3)

30 Key messages from the Consultation:

- a. Maintain existing delivery and service
- b. Impartiality of advice and guidance
- c. Efficiency savings should release resources to support an extended workload as the Connexions remit is extended downwards to Year 7 and upwards to 19+.
- d. The need to create the distinction between the functions of commissioning and provision, particularly with regard to students with LLDD (Learners with Learning Difficulties).
- e. Maintain the current city centre building and the Connexions brand

31 Of 13 responses 3 expressed concern with the placement of LLDD within the Additional Needs Service of Improvement and Inclusion. The concern related to the operational delivery of services for LLDD sitting within the potential commissioners of such services. However, the Additional Needs Service will deliver strategy and quality assurance for all services and provision delivery for children and young people with additional needs. The strategy aims to pull all such providers under the one area in order to ensure consistency, quality assurance and equity of access for all. With LLDD sitting outside of this framework there is a potential for a lack of consistency and management of these issues. The recommendation is therefore to retain LLDD within the Additional Needs Service.

Appendices

- 32 Appendix 1 – Herefordshire is Making Connexions April 2010 Consultation Paper
- 33 Appendix 2 – Herefordshire is Making Connexions April 2010 Supporting Information
- 34 Appendix 3 – Connexions Consultation Summary

Background Papers

- 35 Consultation responses
- 36 Young People's responses to consultation

Children and Young People's Directorate

connexions

HEREFORDSHIRE & WORCESTERSHIRE

Herefordshire is Making Connexions April 2010

Consultation Paper June 2009

Introduction

Herefordshire Council is reconfiguring the Children's and Young People's Directorate in order to address the range of existing, new and evolving challenges and demands placed upon us. The plans for the development of the Connexions service are set within that agenda and include the developing plans for the locality teams and the aims of the Herefordshire Public Services, which are:

- Improved outcomes
- Excellent Services
- More focus on customer experience
- Efficiency

This paper sets out a proposed model for service delivery of the Connexions service from April 2010 onwards.

Responsibility for funding for Information, Advice and Guidance (IAG) provision transferred to Local Authorities across England in April 2008 and Connexions Herefordshire and Worcestershire as the local provider has continued to provide services to date. In April 2010 it is proposed that Connexions Herefordshire and Worcestershire is taken in house in both Herefordshire and in Worcestershire local authority areas.

IAG is high profile on the government agenda, National IAG Quality Standards have been produced, a new bill is in place and new national guidelines are due out.

Local Authorities need to position Connexions services within the context of:

- The reform of 14-19 learning
- The 2005 Education and Skills White Paper
- The 2007 Children's Plan
- Raising Expectations White Paper
- 2008 Next Steps 14-19 Update Paper
- Post-16 funding transfer from the Learning and Skills Council (Machinery of Government)
- The Raising of the Participation Age as set out in the Education and Skills Act 2008
- 21st Century Schools

A further information paper is available to accompany this document and a glossary of terms is provided at Appendix A

What are we consulting on?

Herefordshire Council is seeking to consult on:

1. The future management and delivery arrangements for the range of services currently delivered by Connexions;
2. The priorities for service delivery and outcomes for the new arrangements (within the constraints of the national specification and statutory duties).

Who is this consultation aimed at?

This consultation is aimed at a wide stakeholder group of those who have an interest in the development of Information, Advice and Guidance and Targeted Services in the county. Stakeholders have been divided into three groups:

1. Service users

- All young people aged 11 -19 years
- Those aged 20 -24 with Learning Difficulties
- Specifically young people who are NEET
- And, specifically young people in Transition

2. Professional Groups

- Connexions staff
- Children's and Young People's Directorate staff
- Secondary Schools – including governing bodies and Herefordshire Association of Governors
- Colleges
- Independent Schools
- Learning and Skills Council
- LSC funded work based learning providers and other training providers
- Private care providers
- Children's Interest Group
- NHS Herefordshire
- Government Office for the West Midlands
- Chamber of Commerce
- Cabinet and Councillor Members
- Children's Trust including all 5 outcome groups
- Targeted Youth Support Services
- Adult Services

3. Wider Community

- Parents and Carers
- Businesses and employers
- Faith Groups
- The Third Sector

Young people have been consulted through the Every Child Matters Survey in February 2009 and will also be invited to take part in specific focus groups. Connexions staff will be consulted through a discrete consultation that is appropriate for employees who are going through a TUPE process. 14-19 Consortium will be formally consulted on through this paper as will schools and colleges through their established meetings. Employers will be consulted through the Chamber of Commerce representative who sits on the 14-19 Consortium. Cabinet and Members briefing will be arranged prior to any decision making process that will be part of a key decision.

What is the process?

Consultation questions form part of this document, which we would ask you to consider and return. The consultation period will run from Monday 29 June until Wednesday 19 August 2009. A report will be produced within three months of the consultation closing. A timescale for consultations and implementation is detailed later in this paper.

What is the vision?

Our Children & Young Peoples Plan 2008 – 2011 sets out our vision to improve the lives of children and young people by creating and implementing an integrated set of services.

- We will use the transfer of the Connexions service as an opportunity to enhance and improve the service currently delivered to the young people of Herefordshire.
- We want to hear from young people and other key stakeholders to help us determine the priorities for service delivery and how the Connexions service will work in partnership with other organisations to provide the right support to young people.
- We want to develop the Connexions service as part of the wider plans for locality teams

Two recommendations emerged from the early work of the Connexions Development Group

- Option a: to bring the service wholly in house.
- Option b: to bring the strategic lead and associated services in house and to tender for the front line delivery.

The preferred and recommended option is option A. This brings us in line with our regional partners and allows for greater creativity and improvements in delivery.

We need to consider the non-negotiable targets, statutory legislation and specified non-statutory targets as we plan the service that we will deliver (see supporting information for detail).

Consultation Question 1: Do you agree with the vision of the proposed changes?

Strongly agree / Agree / Disagree / Strongly disagree

Comments:

What are the priorities and objectives for service delivery?

The Connexions service must be available for all young people 13-19¹ and up to 25 for young people with learning difficulties and disabilities including those young people placed in county by other Local Authorities. In Herefordshire this is approx 15,600² total young people.

The current arrangements have ensured that we are making good progress in many areas, and we need to build on this. We are proud of our current achievements:

- The number of young people not in employment, education or training (NEET) has historically been low;
- The number of young people whose current learning destination is unknown is low;
- Participation in education post-16 is high and there are defined arrangements for those who drop out;
- Targeted work is improving outcomes for more vulnerable young people.

The ongoing challenges are:

- Increased emphasis and focus on impartial Information, Advice and Guidance and the importance of ensuring the best outcomes for each individual;
- To ensure best use of resources and capacity to deliver the full range of Connexions services, through an integrated approach;
- To implement the changes brought through the Machinery of Government Transfer of post-16 funding, increased responsibilities around 14-19 and the Integrated Youth Support agenda;
- The development of school curricula, which has reformed Key Stage 4 learning and placed different requirements onto Key Stage 3;
- The continual need to demonstrate value for money, while maintaining current Personal Advisor time, in an arena of increasing demands on limited funding sources.

In Autumn 2008 all schools, colleges and training providers were assessed against the National Standards for IAG. Some specific additional requirements have been identified and we have built up a comprehensive picture of what else needs to be done. Such requirements include:

- Support and training to schools and colleges and post 16 providers in relation to Careers Education and IAG;
- More work with learners at Key Stage 3 and below to ensure that learners have the skills they need to make their own decisions as part of our transformation from 14-19 to an 11-19 service;
- More work at Key Stage 5 to ensure young people make the right choices;
- More support for learners who are undertaking an apprenticeship;
- More support for young people aged 11-25 who require additional support to access post-16 learning. This includes carrying out statutory reviews, Section 139a assessments (formerly known as Section 140 assessments) and applications for out of county residential placements;
- Work with young people placed by other local authorities in residential schools and care homes in Herefordshire and work with Herefordshire students placed outside Herefordshire;

¹ Although in Herefordshire our strategy is for 11-19 year olds

² Source: Office of National Statistics

- New requirements for work with Jobcentre Plus on New Deal for some 18 year olds;
- Successful ongoing implementation of the September Guarantee;
- Improved data analysis and evidence and research gathering to ensure the right provision is commissioned.

We need to consider all of this in a new light to make sure that we take a strategic integrated approach to the future of Connexions services in the context in which we are working.

Consultation Question 2: Do you agree with priorities and objectives?

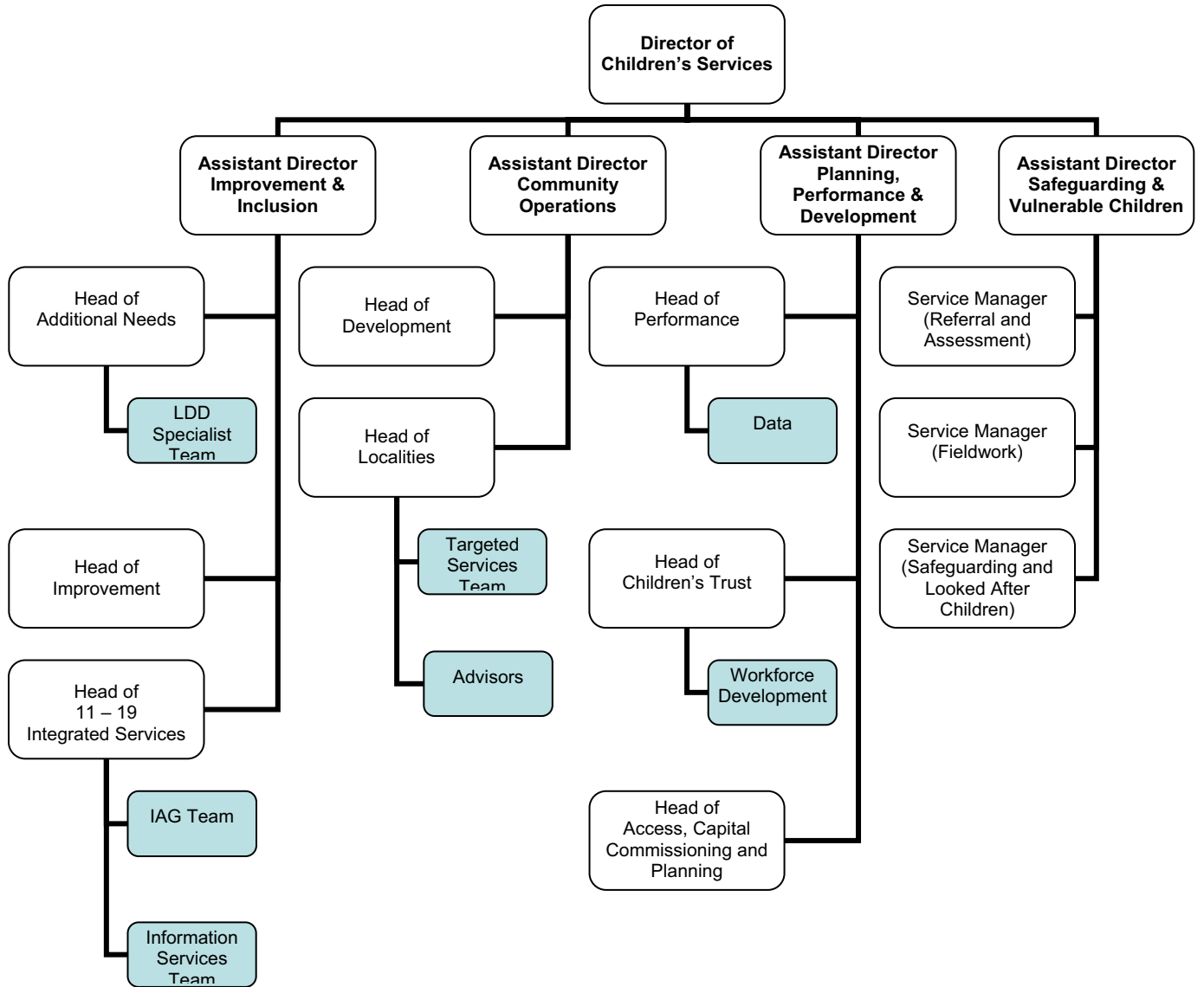
Strongly agree / Agree / Disagree / Strongly disagree

Comments:

Proposals for Service Delivery from April 2010

It is proposed that the service is brought in house and integrated within the reorganised Children's and Young People's Directorate. Staff will be transferred into Herefordshire Council and sit across three service areas. Strategic leadership and quality assurance functions will come from the Improvement and Inclusion Service area as well as Community Operations. The IAG service area will sit within Improvement and Inclusion where it can maintain independence from targeted delivery work. The targeted service is an excellent example of where front-line locality team support should work effectively. Staff will be managed and supervised by appropriately qualified staff.

A diagram of the proposed Local Authority structure is shown.



Detailed information of the functions of each service is available in the supporting information. The number of posts in each team remains to be established. Connexions PAs will retain their name. There will be administrative support for all sections as appropriate.

Consultation Question 3: Do you think the overall delivery model with a separate IAG service and targeted work in locality teams is appropriate?

Strongly agree / Agree / Disagree / Strongly disagree

Comments:

Consultation Question 4: What do you value from the current Connexions Service?

Comments:

Consultation Question 5: What else would you like the Connexions service to deliver?

Comments:

Consultation Question 6: How might Connexions contribute to Key Stage 3 as part of an integrated 11-19 Strategy?

Comments:

Managing the change

A Connexions Development Group has been in place since October 2008, charged with the business of establishing how the service will look from April 2010. Membership includes the Children's and Young People's Directorate, Local Authority HR and Finance, Connexions and Schools and Colleges who feedback and gather views from colleagues. We would now like to consult with all partners on the proposals, including young people.

Staffing - All Connexions Herefordshire staff have been identified for transfer into Herefordshire Council. There are a small number of Head Office staff who have not been identified to transfer as their work is not predominantly on the Herefordshire Connexions contract. We will identify who will carry out their functions. Dialogue with staff is taking place about issues to do with transfer: job roles, terms and conditions, working hours and pay, and a formal consultation period will take place with Connexions HR and Unison. The Local Authority HR Team is carrying out detailed analysis and comparisons of posts. There will be changes to ways of working and for some staff the move to the Local Authority will be a big change. We will manage this through open communication channels with transferees and by using the time between now and April 2010 as an opportunity for directorate staff and Connexions staff to start to work more closely together.

Finance - The service is currently funded through the Council's Area Based Grant and we know indicative budgets between now and April 2011, although the actual amounts are to be ratified through the Area Based Grant processes with the Children's Trust. Detailed costings and estimates are being considered. Through economies of scale and reducing duplication of service delivery we intend to achieve the challenges, priorities and new ways of working identified at the start of the document, while maintaining frontline delivery.

Accommodation – We are exploring locality working across the Children's and Young People's Directorate, and the accommodation that will be required. The Connexions Building is based in the centre of Hereford and is currently owned by the Herefordshire and Worcestershire Connexions company. It has a high footfall and is well known by learners. Herefordshire's vision is to further develop Connexions accommodation in the heart of the city and localities.

We are now inviting responses to this consultation document, the timeline for the transfer is as follows:

Month	Date	Activity
June 2009	18 29	<ul style="list-style-type: none"> • Development Group Meeting • Consultation Begins
July	2 20	<ul style="list-style-type: none"> • 14-19 Consortium Board meeting • Development Group meeting
August	5 19 24 25 27	<ul style="list-style-type: none"> • DLT update on responses to date • Consultation Closes • Development Group meeting • DLT Approval • Chief Executive Approval • Changes to proposals based on consultation results
September	10 21	<ul style="list-style-type: none"> • Cabinet meeting for approval of key decision • Development Group meeting
October		<ul style="list-style-type: none"> • Ongoing development
November		<ul style="list-style-type: none"> • Final staffing transfer lists agreed
December		<ul style="list-style-type: none"> • Transfer of Data from Connexions for 3 month shadow before go live • Recruitment to staff vacancies
January 2010		<ul style="list-style-type: none"> • Locality teams implementation
February		<ul style="list-style-type: none"> • Ongoing development
March		<ul style="list-style-type: none"> • Ongoing development
April	1	<ul style="list-style-type: none"> • Connexions staff formally transfer to the Local Authority

Consultation Question 7: Have you any other ideas or comments you would like to make about the proposals?

Comments:

Appendix A: Glossary of Terms

EET	in employment, education or training
HR	Human Resources (sometimes called Personnel)
IAG	Information, Advice and Guidance
LLDD	Learners with Learning Difficulties and Disabilities
LSC	Learning and Skills Council (the body which plans and funds post-16 education until April 2010)
PA	Connexions Personal Advisor
PRUs	Pupil Referral Units
NEET	Not in employment, education or training
Section 139a	Assessment Transition assessment for young people who have been identified as requiring extra support
TUPE	The Transfer of Undertakings (Protection of Employment) Regulations (the protection arrangements for employees' terms and conditions when a business is transferred to a new employer)
UNISON	A public sector union
WBL	LSC funded work based learning providers

**Please return to this form by 10am on Wednesday 19th August 2009 to:
Anne Hayde, Herefordshire Council, PO Box 4, Plough Lane, Hereford, HR4 0XH
or email to ahayde@herefordshire.gov.uk**

Children and Young People's Directorate

connexions

HEREFORDSHIRE & WORCESTERSHIRE

Herefordshire is Making Connexions April 2010

Supporting Information June 2009

Introduction

This paper accompanies the document entitled Connexions Service April 2010 – Consultation Document and provides some background information which may be useful in responding to the consultation.

The paper is divided into three sections:

1. Targets, statutory legislation and specified non-statutory requirements
2. Detail of the different functions of the Connexions service
3. How the service is currently delivered

Section 1: Targets, statutory legislation and specified non-statutory requirements

Targets

- 1) Reducing the proportion of 16-18 year olds not in Education, Employment or Training (NEET) in 2010/11 to 4.7%
- 2) In partnership with Schools, LSC and other Children's Services:
 - Increasing the proportion of 19 year olds achieving level 2;
 - Reducing the under 18 conception rates;
 - Increasing the percentage of young mothers in EET;
 - Improving levels of school attendance and attainment pre 16;
 - Reducing the use of Class A and other illicit drugs in young people under 25;
 - Reducing the numbers of 16-18 year olds unknown;
 - Increasing the % of 16-18 year olds in learning.

Statutory Legislation

- Section 8, Employment and training Act 1973, Amended under Trade Union Reform and Employment Rights 1993 (Careers Education and Guidance);
- Section 114, Learning & Skills Act 2000 (Encouraging people in education and training);
- Section 140, Learning & Skills Act 2000 (Assessment to support transition for young people with LDD);
- The Education and Skills Act 2008;
- Section 6 of the Education and Skills Act 2006;
- The Apprenticeship and Skills Children and Learning Bill 2009.

Specified non statutory requirements

- The maintenance of the Client Caseload Information System for the management and tracking of young people 13-19 and up to 25 for those with LDD;
- The provision of specific information regarding Benefits Liaison;
- The provision of information relating to financial support for young people EMA, Care to Learn and support through applications.

Section 2: Detail of the different functions of the proposed Connexions service

The Universal Careers Education and IAG Service will include support for the schools, colleges and training providers. This will range from Key Stage 3 to Key Stage 5, although the focus will remain on the transition at the end of Key Stage 4. Some work may also take place with Primary Schools as a way to prepare learners and give them the skills required to make the right choices later on. PAs will remain linked to an institution and there will continue to be negotiation around priorities. Universal PAs will be impartial, have high levels of expertise and knowledge around opportunities for education and training as well as of the changing face of the qualification system, Higher Education and the employment opportunities both locally and further afield. They will have a keen eye on ensuring that participation in post-16 education and training continues to rise.

PAs will both run group sessions and conduct one to one meetings with learners. They will complete action plans as appropriate. They will carry out Section 139a assessments for learners who require additional support.

The LLDD Support Team will support Special Schools, Pupil Referral Units as well those young people who are in mainstream schools who have complex needs. They will also support young people from other local authority areas placed into care establishments in Herefordshire and for any Herefordshire young people who are placed out of county. They will lead on the assessments for out of county residential placements. They will also be responsible for those with LDD who are NEET.

The Information Services Team will be a small team and will be responsible for the production of appropriate information materials. This will include publications for young people, parents, carers and families as well as materials for schools, colleges, training providers and employers. They will also manage the website and ensure that it is up to date, relevant and appropriate. There will be some overlap between this team and current functions in the 14-19 Team, in particular to do with the Youthzone website which houses the 14-19 Prospectus and Online Applications (the Common Application Process system). There will be an opportunity for an enhanced strategy in this area and clarification for young people of what information is found where.

The Targeted Support Services will be based within the new locality teams. These PAs will be responsible for working with those young people in schools and colleges who have additional support needs. The PAs will carry out and support CAF assessments, multi-agency working and other requirements of the Targeted Youth Support Agenda. They will work with the NEETs who have the most acute needs and who are not ready to be placed in education, employment or training. The service will be available to young people at risk of disengaging or failing to progress as part of the overall Integrated Youth Support Strategy.

Other key areas:

Workforce Development will be a key function in the new structure. It will sit with the rest of the Workforce Strategy team within the Children's Trust. There is a requirement for all PAs to be trained to a minimum Level 4 and there is a range of appropriate qualifications – examples include Post Graduate Diploma in Careers Guidance, Qualification in Careers Guidance, LDSS, and NVQ4 Advice and Guidance. The Workforce team will ensure that all staff are qualified at the right level. All staff will need to undergo annual assessments against national standards and an ongoing programme of professional development will be put in place, including the enhanced requirements for trainee PAs

Data Coordination will be led by Performance Team. The requirements are extensive and fundamental to the smooth operation of the service. Every 13-25 year old is entered on the electronic case management system (CCIS). For each contact with a learner this must be logged and all young people are tracked at all times. There is a particular emphasis for 16-19 year olds and the system flags up all young people at intervals ranging from 3 months to 12 months and requires a further destination to be identified or confirmed. PAs are responsible for ensuring their caseload is correctly represented on the system. This system provides a wealth of detail which is submitted to the DCSF monthly electronically, and which can be used locally for analysis of trends and of need. As well as high level data analysis there will be a requirement for support for the CCIS system and for training for PAs. This function will be carried out within the Performance Team.

Marketing, Publicity and Public Relations – there will be opportunities to celebrate learner achievement and progress and to raise the profile of the Local Authority. This will take place through existing channels of sharing good news including Local Authority publications and through the press and online media. There is a national requirement to retain the Connexions brand, and locally we are happy to do so as it has a positive association for learners and is well recognised. We will ensure the branding also reflects that Connexions is part of the Local Authority.

Record Management – each young person receiving guidance will have an up to date and relevant Action Plan. In addition to this every contact is logged electronically on CCIS. For many young people this will be supplemented by other information held in a paper based record. This will be kept securely.

Other services – Connexions also provides a number of other services. These are being reviewed to determine where they will be delivered in the future.

Info Box: What is Information, Advice and Guidance?

Information, Advice and Guidance (IAG) is an important element of the Integrated Youth Support Service and young people's Personal, Social and Health and Emotional and Well Being. The term IAG is widely used, and in the context of Careers Education, Information, Advice and Guidance (CEIAG) involves:

- **Careers Education** provided by tutors, learning providers, teachers and lecturers.
- **Careers Information** provided by schools, college and work based learning staff, youth support workers and Connexions staff
- **Advice and Initial Guidance** provided by school, college and work based learning staff, youth support worker and Personal Advisers
- **In depth Impartial and Specialist guidance** provided by Connexions and specialist agency staff

CEIAG in Herefordshire schools, colleges and work based learning provision is configured in a range of ways with responsibility at a variety of levels e.g. at curriculum or deputy head level, or careers teacher or work experience coordinator level.

Section 3: How the service is currently delivered

Current delivery is based on the outcomes specified in the contract between Herefordshire Council and the Connexions service. These relate to the statutory requirements and targets detailed previously.

There are currently 31 institutions eligible for Connexions Services. Partnership agreements are in place and these outline the respective roles, responsibilities and contributions of each partner. Each institution is allocated a number of days based on a formula.

There are currently two teams of Connexions Personal Advisers (PAs) with a Team Manager and a small number of senior PAs. Teams are based on three locality areas: city, south and north. One team supports learners who are in education, employment or training (EET), and the other supports those who are NEET. In addition to this there are a number of other services provided by Connexions. The teams are:

1. EET Team

EET PAs are based in schools and colleges, special schools and Pupil Referral Units (PRUs). PAs will commonly work across 2 or 3 institutions. PAs have a mixed caseload of providing the universal service and targeted support. The nature of targeted work may differ within institutions and is dependant on the pastoral systems and processes within each school or college. PAs are expected to work with senior members of staff responsible for curriculum and pastoral welfare in addition to heads of years, SENCOs, careers teachers, tutors and work related learning coordinators.

In mainstream schools PAs will also undertake work with statemented students and those with learning difficulties and/or difficulties (LDD) and are supported by Special Needs PAs who work with complex cases in mainstream schools and young people in special schools or units within mainstream schools/colleges. Special Needs PA's undertake complex casework and support the young person and their family/carers including in the preparation of applications for out-of-county residential placements. All staff will undertake Section 139a (previously 140) Assessments.

2. NEET Team

PAs working in NEET (not in education, employment or training) teams have a varied caseload ranging from those young people ready for placing, to those requiring intensive long term support, plus young people who are on pre-vocational learning.

Each training provider has a link PA and NEET PAs provide a duty service to the main centre and to the outreach facilities in Ross, Ledbury and Leominster.

3. Other Services

Central services are currently based in Worcester at the Head Office, and as well as HR, Training and Finance include provision of data and information services including the website and other printed materials.

CONNEXIONS CONSULTATION SUMMARY

Herefordshire is reconfiguring the Children’s and Young People’s Directorate in order to address the range of existing, new and evolving challenges and demands placed upon us. The plans for the development of the Connexions service are set within that agenda and include the developing plans for the locality teams and the aims of the Herefordshire Public Services, which are:

- Improved outcomes
- Excellent Services
- More focus on customer experience
- Efficiency

Herefordshire Council is seeking to consult on:

- The future management and delivery arrangements for the range of services currently delivered by Connexions;
- The priorities for service delivery and outcomes for the new arrangements (within the constraints of the national specification and statutory duties).

This paper outlines a summary of comments relative to the consultation.

1. Do you agree with the vision of the proposed changes?

7	Strongly Agree
3	Agree
2	Disagree
0	Strongly Disagree

Comments:

CC-RP 001	A	It will more readily facilitate the integration of tier 2 (targeted services) across Children’s Services.
CC-RP 003	A	I think it is important that services that impact a young people adopt a joined up approach
CC-RP 006	SA	The ability to direct Connexions type Services from within schools and children’s services – will allow us to modify their work into our own IAG plans and visions
CC-RP 007	D	The slow speed of decisions, rigidness and lack of creativity that hinders other department will not create the responsive and flexible service that young people require.
CC-RP 008	SA	Option A in the light of the vision, is infinitely preferable, and will more easily encourage working in partnership with other organisations.
CC-RP 010	SA	The Service must encourage individual career ambitions that are realistic and achievable and for the majority relate to the local and national jobs market.
CC-RP 012	SA	OK to bring Connexions in-house but don’t lose one of their great strengths – their impartiality and client centred approach.
CC-RP 013	D	They will be reviewed differently by all stakeholders

2. Do you agree with the priorities and objectives?

2	Strongly Agree
9	Agree
0	Disagree
0	Strongly Disagree

Comments:

CC-RP 001	A	The ongoing challenges and new requirements have been correctly identified. A further key challenge is to find the resources to enable the new requirements to be fulfilled.
CC-RP 006	A	I would like to see – making employer links in the community and helping to facilitate better employer engagement in schools as a priority
CC-RP 007	A	To be more inclusive of other agencies in delivering services to NEET young people. TO place greater emphasis on useful, work-skilled having to solve NEET, not just any training with little purpose
CC-RP 008	A	Drop-out rates post-16 and effects on NEET numbers continue to be frustrating despite improved arrangements for notification by post-16 providers, and subsequent action by Connexions Service
CC-RP010	A	The prime service of our new Connexions Service must be to provide timely, impartial and accurate career advice and guidance to mainstream pupils as a priority.
CC-RP 012	SA	Make sure there is enough funding for an expansion of the service to 11-19 year olds. All young people are entitled to an equal service.
CC-RP 013	A	Extra services require extra people

3. Do you think the overall delivery model with a separate IAG service and targeted work in locality teams is appropriate?

3	Strongly Agree
5	Agree
3	Disagree
1	Strongly Disagree

Comments:

CC-RP 001	A	With regard to a separate IAG service and targeted work in locality teams
CC-RP 001	D	With PAs with LDD responsibility being placed in LDD Specialist Team
CC-RP 003	A	Would agree that is important to have a joined up approach
CC-RP 003	D	Am unclear about distinction between LDD Specialists team and IAG Team as one
CC-RP 004	SA	Knowledge of local areas is crucial
CC-RP 007	D	There is already a lot of suspicion around council run services amongst young people. This will not be perceived as impartial and will put off a number of young people from accessing the service.
CC-RP 008	A	Could be conflict of interest between assessment of needs, and the financial decisions related to levels and funding of support.
CC-RP 010	SA	IAG Advisors must have strong links with specialist training providers who can provide occupational careers advice.
CC-RP 012	SA	Connexions is an established brand with young people and the name should be retained
CC-RP 013	SD	By losing the larger team structure, communication between PAs and support will be less effective

4. What do you value from the current Connexions Service?

Comments:

CC-RP 003	Impartiality of advice
CC-RP 004	Continuity of service
CC-RP 006	Their flexibility, willingness to attend CAF, PSP meetings
CC-RP 007	Advocates on behalf of young people – sometimes against LA decisions
CC-RP 008	Good performance statistics relating to NEETs and Unknowns, some of the best, I believe, in the country.
CC-RP 012	A city centre “drop in” location
CC-RP 013	It is possible to develop firm relationships with a named PA built on trust and mutual respect

5. What else would you like the Connexions Service to deliver?

Comments:

CC-RP 003	Advice at younger age
CC-RP 005	IAG from Y8 – Y9, Y10/11 and 16+ Support for potential NEETs
CC-RP 006	Meet employers / career conferences
CC-RP 007	Could contribute more to wider agendas such as accommodation issues
CC-RP 010	The remit is currently very wide and nothing more should be added which could dilute core services
CC-RP 011	Improved understanding of the barriers faced by 16-25 year olds with severe/profound Multiple Learning Difficulties
CC-RP 012	More work with employers to generate employment opportunities for young people

6. How might Connexions contribute to Key Stage 3 as part of an integrated 11-19 Strategy?

Comments:

CC-RP 001	It is important that schools have good Careers Education and Guidance in key stage 3. Develop information resources suitable for KS3 students. Provide support and IAG to those who are not in schools, excluded or in receipt of elective home education.
CC-RP 006	Provide clear data on the local "job market" which could be used in Geography or PSHE lessons
CC-RP 010	Advice and guidance Diploma options

7. Have you any other ideas or comments you would like to make about the proposals?

Comments:

CC-RP 001	It is vital that, as a minimum, current resource levels are maintained and, if the new requirements outlined on page are met that front-line resources are increased.
CC-RP 003	I hope that the amount of time that Connexions staff are able to spend in school can increase to deal with the need for IAG at a younger age
CC-RP 004	We are pleased with the service as it stands, changes are welcome if they are appropriate to our needs
CC-RP 007	No explanation of why take in-house – other than it is how others do it
CC-RP 010	It should be a high profile organisation with its own identity, not just seen as "a department of the council"
CC-RP 012	Keep it in the centre of town
CC-RP 013	It is vital that the outlying services remain in towns other than Hereford

SUMMARY FEEDBACK FROM YOUNG PEOPLE

- The Connexions Transfer needs to pay particular attention to the image of Herefordshire Council with Children and Young People and ensure that dissatisfaction with the Council does not translate to the Connexions Service once it becomes part of the Local Authority
- The Connexions logo is a brand that is trusted
- The work of this consultation clearly shows an overwhelming high regard for the Connexions PAs in Herefordshire
- The integration of Children and Young People's services has significant potential to provide a comprehensive and cohesive web of professionals to provide the very best for children and young people.

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	28 SEPTEMBER 2009
TITLE OF REPORT:	CAPITAL BUDGET REPORT 2009/2010
PORTFOLIO AREA:	CHILDREN'S SERVICES AND ICT, ACHIEVEMENT & EDUCATION

CLASSIFICATION: Open –

Wards Affected

County-wide

Purpose

To scrutinise the capital budget position for 2009/10 for the Children & Young People's Directorate.

Key Decision

This is not a Key Decision.

Recommendation(s)

THAT Committee note and comment on the report as part of its scrutiny function.

Key Points Summary

- With the exception of previously reported delays with the delivery of The Riverside School and the Holmer Flood Alleviation Scheme, the capital programme is being delivered on time and to budget.

Alternative Options

- 1 This report is a monitoring report. There are alternatives in terms of the format if Scrutiny Committee wishes to have information presented in a different way.

Reasons for Recommendations

- 2 Monitoring report

Introduction and Background

- 3 This report provides a summary of the planned capital expenditure for the Children & Young People's Directorate in 2009/2010.

Further information on the subject of this report is available from
Rob Reid, Head of Access & Capital Commissioning on (01432) 260920

Planned capital expenditure for 2009/10 is around £30 million.

Key Considerations

4. Update on capital schemes for 2009/10

4.1 **The Minster College – Building Schools for the Future One School Pathfinder - 21,000,000 (£7,201,349 to be spent in 2009/10)**

This scheme continues to progress well and is on schedule to complete in the summer 2010.

While the new school has been designed to accommodate the upper end of possible future student numbers within the catchment area and, in time, from new housing, the school will have significant spare capacity when it opens. The Local Authority continues to work with the headteacher and governors to mitigate this. An area of surplus capacity is being developed to accommodate a multi agency integrated children's services team within the new building.

4.2 **The Hereford Academy - £23,000,000 (£9,066,000 to be spent in 2009/10)**

Planning permission for the new build has been approved. At the time of writing this report, approval of the final business case by Partnerships for Schools is imminent. This will release the funding for the project and Willmott Dixon Construction will then commence work immediately. The scheme is within budget and the new buildings are due to complete in the spring of 2011. Students and staff will then move into the new buildings, allowing for the existing buildings to be demolished and the final external areas to be landscaped. The whole scheme is due to complete in the autumn of 2011.

4.3 **Primary Capital Programme - £3,000,000 (2009/10) + £5,378,000 (2010/11)**

This is the national Government fourteen year funding programme for major investment in primary schools and primary age special schools. Herefordshire will receive its first year's allocation of £3,000,000 this financial year and £5,378,000 in 2010/11, giving a total of £8,378,000 over the two financial years. Funding amounts beyond this have not yet been announced by Government.

Cabinet has committed £7,378,000 of the first two year's funding to the building of a new all through primary school in Leominster, to replace the current Leominster Infant and Leominster Junior schools. A Project Team has been formed, comprising of the headteachers and governor representatives of the current schools and Local Authority Children's Services, Property Services and Human Resources officers, to deliver the new build school and to carry out the statutory school reorganisation process to establish the new school. Amey will provide the consultant architect and design service.

Herefordshire's Primary Strategy for Change identifies the balance of the funding from the Year 1 and Year 2 allocations, £500,000, as being available as a 'match funding pot'. Consultation with schools will take place this autumn on a mechanism for primary schools to bid for funding for capital schemes from the 'match funding pot' and the criteria to be used to determine priorities for receiving funding.

4.4 **Locally Coordinated Voluntary Aided Programme (LCVAP) - £1,600,000**

Capital funds for Voluntary Aided schools are allocated to local authorities from the Department for Children Schools and Families. In conjunction with the Roman Catholic Diocese, the Anglican Diocesan and Staunton-on-Wye School, which is Herefordshire's only non-denominational voluntary aided school, the Local Authority coordinates the programme of investment. The works identified are either large maintenance schemes or improvement schemes, although certain ICT installations are also permitted. The figures quoted are always in 100% but 10% has to be found locally using School's revenue budget or the Trustees' own account. Bids are invited from aided Schools around June/July each year with submissions having to be made by the end of September. The Department for Children Schools and Families are advised of the programme by the end of November of each year. Any scheme approved requires competitive tenders to be obtained and submitted to the Department for Children Schools and Families for approval. Grants are paid on receipt of invoices and the final account requires receipted invoices and certificates of completion from the professional advisors.

The proposed programme for 2009/10 is:

St Joseph's RC Primary – completion of new school hall -	£300,000
Pembridge C of E Primary – Remodelling of accommodation -	£300,000
Bishop of Hereford's Bluecoat School – Boiler replacement -	£100,000
- Re-roofing -	£30,000
Staunton on Wye Primary School – contribution to school build	£300,000
St Paul's C of E Primary – Replacement roof	£55,000
St Michael's C of E Primary – kitchen conversion -	£17,000
Leintwardine C of E Primary – Admin/staff area remodelling -	£150,000
St Mary's C of E, Fownhope – replace rooflights -	£30,000
St Mary's RC High – Re-roofing	£40,000
- upgrade lighting to classrooms	£40,000
Whitchurch C of E Primary – Re-roofing	£60,000
Brampton Abbots Primary – remodelling	£128,000
Access contingency - (to meet Disability Discrimination Act requirements)	£50,000

4.5 **Capital Maintenance Programme - £1,940,828**

This allocation is managed by the Council's Asset Management and Property Services Team to address the highest condition issues. The allocation includes £250,000 specifically for work to prevent legionella and £100,000 to refurbish and re-site mobile classrooms where appropriate.

4.6 **14 to 19 and Special Education Needs Grant - £2,000,000 (2009/10) + £6,000,000 (2010/11)**

Priorities for spend are to be determined as part of the review of Special Educational Needs provision. A paper outlining options will be considered by Cabinet.

4.7 **Alternative Provision Capital Grant - £850,000 (2009/10) + £884,000 (2010/11)**

Last summer, the Local Authority was successful in its bid to the Department for Children Schools and Families to acquire funding for a pilot project to establish alternative provision for children who would otherwise be excluded from school. The bid has attracted a capital grant totalling £1,734,000 and also some revenue funding.

The first school to benefit from this funding is John Masefield High School which opened its new provision at the beginning of this autumn term. Provision at John Kyrle High School is due to be available by the autumn half term. This is later than the intended September start date due to a delay in the relocation of a gas supply meter by British Gas. Feasibility studies are being carried out at all other high schools to provide dedicated accommodation for alternative provision at each high school by 31st March 2011.

4.8 Playbuilder – £526,332 (2009/10) + £593,285 (2010/11)

The Local Authority has been successful in its bid to the Department for Children Schools and Families for capital grant funding totalling £1,119,617 from the Playbuilder scheme.

The Playbuilder scheme is about providing play sites for 8-13 year olds that are fully inclusive in terms of diversity and disability, have support from the local community, permission from the landowner, encourage risk and challenge and make the most of the natural environment.

This is a two year project to develop 22 play sites, 11 in each year. 11 sites have been identified for development this financial year and officers from the Children and Young People's Directorate are working with colleagues from Parks, Countryside and Leisure and the third sector to consult communities, and in particular young people, on the facilities they would like to see developed in their area.

The project is being externally audited on behalf of the Department for Children Schools and Families by Play England which provides a monthly 'Red/Amber/Green', or 'RAG' rating report to Ministers. Play England is very pleased with Herefordshire's progress to date and the project management arrangements. The latest monitoring meeting took place with Play England on 8th September and the current 'RAG rating' is 'Green'.

4.9 Riverside Primary School - £1,187,632 (2009/10)

This scheme has been delayed due to the appointed contractor going into administration. A contract has now been put in place with another contractor to complete the scheme. Pupils and staff will move into their new facilities at the end of the autumn term 2009.

4.10 Holmer Flood Alleviation - £179,419 (2009/10)

Immediate preventative works have been carried out. The council is dependent upon receipt of a flood modelling survey from the Environment Agency before further work is done. The main work will be undertaken in the spring of 2010.

4.11 Accessibility – Individual Pupil Needs - £389,560 (2009/10)

This budget is used to address specific accessibility issues for pupils who would otherwise be disabled from accessing the curriculum. A number of schemes have been carried forward from last financial year for completion this year. Officers are currently assessing works which will be carried out this year, ready for pupils starting primary school, or transferring to high school in September 2010.

4.12 Children's Centres - £594,842 (2009/10)

Hollybush and Peterchurch Children's Centres are progressing well and are due to complete in November 2009. Plans for the extension of Springfield Children's Centre are being prepared and options are being considered for the provision of children's centre services to the north of the County.

4.13 Quality & Access for early years provision - £1,324,268 (2009/10)

This is grant funded by the DCSF and is aimed at improving the quality of, and/or access to quality early years provision, particularly in the private, voluntary and independent sectors. A Quality & Access Project Board has been established to invite and evaluate bids from early years providers for grant funding aimed at schemes which will improve quality and/or access. An initial round of bids has focused on ICT, accommodation and outdoor play space. Consideration is now being given to the focus of further bidding rounds. A report on the grants made will form part of the regular Capital Budget Report to Children's Scrutiny Committee in December 2009.

4.14 Section 106 - £320,661 of developer contributions to spend within time-scales which are specific to individual contributions.

The Town & Country Planning Act 1990 allows a Local Authority to negotiate financial contributions from developers in respect of infrastructure and services. The Council's Planning Obligation Supplementary Planning Guidance document provides a framework for negotiating contributions for Children & Young People's Services, including schools.

Contributions are used to meet the highest asset management plan priorities of the individual school, or groups of schools/establishments in an area, if specific schools are not named.

The following Section 106 developer contributions are currently held by the Children & Young People's Directorate:

The Bradbury Lines, Hereford, developer contribution of £182,443 is provided for education facilities in the area. Possible beneficiaries are: St. Martin's Primary, Our Lady's RC Primary, Marlbrook Primary and Blackmarston Special School. While there is potential to spend this money at any one, or all of these schools, the highest asset management plan priorities are currently being assessed by officers in order to provide an objective analysis of the priorities for capital investment. Options will be reported to the Cabinet Member for consideration. The deadline for spend is 25th January 2011.

The Pentland Gardens, Hereford, developer contribution of £46,878 for Trinity Primary School will be spent on toilet refurbishments in 2009/10. This scheme was undertaken during the school summer holiday.

The Bullingham Lane developer contribution of £34,090 for St. Martin's Primary School will be spent on providing outdoor shade/weather shelter facilities and an extension to accommodate reprographics facilities, which currently occupy a corridor space.

The Withies Road (2) developer contribution of £39,407 will be spent in 2009/10 upon agreement with Withington Primary School and Aylestone High School on the highest asset management plan priority(ies) to be addressed.

The Coughton, Ross-on-Wye, developer contribution of £9,000 will be spent in 2009/10 to help provide sufficient Year 7 places at John Kyrle High School for September 2009.

The balance of £8,842 from the Old Road, Bromyard development will be spent by St Peter's Primary School in 2009/10.

4.15 Extended Schools Grants - £321,426 (2009/10)

Extended schools providers are invited to bid for capital grants through a 2 stage process. The first stage is for the bidder to seek agreement in principle to grant funding towards their particular project. If bids are approved in principle, then the applicant is invited to submit a full business case. Upon approval of the business case, a grant is then made. A report on the grants made will form part of the regular Capital Budget Report to Children's Scrutiny Committee in December 2009.

4.16 Schools' Devolved Formula Capital - £3,688,535

Devolved directly to schools to spend on their highest asset management plan priorities.

4.17 Co-location of services – £1,198,025 (2009/10)

The Local Authority has, on behalf of Herefordshire's Children's Trust, been successful in its bid to the Department for Children Schools and Families for capital funding to provide co-located services. The full funding, over two years, is £2.2m. This will support the move towards the provision of integrated services through locality based teams. Feasibility studies are underway to explore possible locations and venues for co-located services.

Community Impact

- 5 The capital investment programme of the Children and Young People's Directorate, including schools and early years settings, has wide ranging community impacts, benefiting children and young people and their families across Herefordshire

Financial Implications

- 6 These are contained in the body of the report.

Legal Implications

- 7 The use of capital funding including grants must comply with the legal requirements associated with each funding stream and the conditions of specific grants

Risk Management

- 8 The risks are set out in the body of the report, in terms of project delays and the actions planned to mitigate the impact of these.

Consultees

- 9 Not applicable.

Appendices

- 10 None.

Background Papers

- None identified.

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	28TH SEPTEMBER 2009
TITLE OF REPORT:	REVENUE BUDGET MONITORING REPORT 2009/10
PORTFOLIO AREA:	Children's Services

Wards Affected

County-wide

Purpose

To report on the monitoring of the Children's Services revenue budget for 2009/10 and provide comparisons to 2008/09 budget and outturn.

Key Decision

This is not a key decision

Recommendations

THAT Children's Services Scrutiny Committee:

- (a) **considers the format of this report and its suitability for future meetings;**
- (b) **comments and scrutinises the figures contained herein.**

Key Points Summary

- The directorate under spent by £533k in 2008/09 and is currently projecting to over spend by £755k for 2009/10
- The projected over-spend is primarily due to the increasing pressures within Safeguarding services.
- The Children and Young People's Directorate (CYPD) Leadership Team is undertaking a detailed review of current services and staffing requirements to address the projected over-spend and to enable Children's Services to be robust in structure to meet increasing demands in a time of mounting budgetary pressures.
- As part of this work the extended leadership team of the Directorate is being reorganised and some key new appointments made. Consultation and work will continue throughout the autumn to finalise the service arrangements for the different sections of the Directorate, though Planning, Performance and Development (PP&D) already went through a significant reorganisation to make it fit for purpose in 2008. Whilst making these new and necessary changes, the Director is aware of the overall requirement for budgetary control.

Further information on the subject of this report is available from
Chris Baird, Assistant Director, Planning, Performance and Development, Children and Young People's
Directorate cbaird@herefordshire.gov.uk, 01432 260264

Alternative Options

- 1 This report is a monitoring report. There are alternatives in terms of the format if Scrutiny Committee wish to see figures presented in the Appendices in different ways.

Reasons for Recommendations

- 2 To enable Scrutiny Committee to carry out its function in relation to the Children's Services revenue budget for 2009/10.

Introduction and Background

- 3 At the last Scrutiny Committee meeting members requested a more detailed report on the projected position for Children's Services and expressed an interest in comparing the current year's budget and projected outturn to the corresponding figures for 2008/09. The current report has been amended to include this level of detail and members are requested to provide feedback on the format of the report which, if approved, will provide the template for future reports.
- 4 Additional information has also been provided to offer further analysis on the expenditure which is grant funded to show the varied sources of funding provided and the breadth of services delivered by the Directorate.

Key Considerations

- 5 In the following figures it should be noted that the corporate recharges and the related budgets are only allocated at the end of the financial year. The summary report for 2008/09 in section 6 therefore shows the net under spend including the corporate recharges. The tables in Appendices A-C show comparisons for 2009/10 versus 2008/09 reports last year excluding corporate recharges for ease of comparison.
- 6 The outturn for 2008/09 reported a net under-spend of £533k including corporate charges. The table below shows the material variances by service area:

<u>£'000</u>	Budget (inc corporate recharges)	(Over) / under spend (including corporate charges)
Central Directorate and Corporate Costs	3,092	(288)
Improvement and Inclusion (I&I)	5,652	573
Planning, Performance & Development (PPD)	13,571	356
Safeguarding Vulnerable Children	12,144	(96)
Community Operations	150	25
Grants (including ABG)	3,099	(37)
Total Budget and Under spend	37,708	533

Children's Service Scrutiny Committee discussed the outturn of the Directorate budget at its last meeting, but to refresh Members' understanding the main reasons for the variances are given below:

- 6.1 The primary variance within the Central Directorate was due to the inclusion of a directorate wide target saving of (£159k) which was actually achieved across the directorate as a whole with significant savings made by Inclusion & Improvement & PP&D.
- 6.2 Within the Improvement and Inclusion team the requirements for contributions to Joint Agency Managed cases budget (used for independent placements for pupils with special educational needs) by the local authority was lower than anticipated by £206k as a result of fewer children than planned requiring support. The other major area of under-spend resulted from a reallocation of Early Years costs for Hollybush Children's Centre to ensure the grant was fully utilised saving £220k.
- 6.3 Within the PP&D service area the major under spend came within the School Transport section at £494k, arising from a combination of factors including route rationalisation and lower fuel prices than anticipated earlier in the year. These savings were used to partially offset the cost of the ICT SLA corporate recharge at (£95k) more than allocated budget and software licence costs at (£50k) in excess of the budget.
- 7 Appendix A shows the budget and projected Local Authority Expenditure for 2009/10 with 2008/09 comparatives. In summary this is currently showing a net over-spend of £755k which relates largely to expenditure within Safeguarding Vulnerable Children, with contributions to achieving the directorate wide target savings coming from Inclusion & Improvement and Planning, Performance and Development teams. The primary contributory factors are detailed below.
- 8 The cost of external residential agency placements is broadly in line with both budget and actual spend for 2008/09. This is a volatile area of spend due to the difficulty in anticipating the numbers of children who will require this type of care and also the length of time it will be needed. For prudence the current forecast assumes that the current numbers of children remain in care for the remainder of the financial year.
- 9 The fostering and other looked after children costs are currently projecting an over spend of £642k versus budget and £384k higher than 2008/09 actual spend. This is in part due to increased court costs and also due to the high costs of agency fostering. We have introduced higher payments to our own foster carers and a training programme to increase their skills which in the longer term will reduce the reliance on expensive agency foster parents.
- 10 The Children with Disabilities (non joint agency managed cases) overspend relates primarily to a budget shortfall on two contracts with Marches and Barnados which are subject to an annual increase in price.
- 11 The Family Assessment and Support overspend covers a number of areas including the section 17 payments and a shortfall in the Emergency Duty cover contract following a disaggregation of the budget from Adult Social Care. A detailed review of these payments is currently underway by the new management team with Safeguarding. Staffing costs also play their part in the overspend; though fully staffed CYPD is using a number of agency staff which do cost more.
- 12 The Children with Disabilities budget for the joint agency managed cases (JAM) has been maintained at the 2008/09 budget level for now as each case is very expensive and any budget amendments must be agreed by all concerned parties. This will be monitored on an ongoing basis throughout the year.

- 13 The Children's Service ICT budget has been adjusted to reflect the true cost of licences and to remove a budget anomaly following the centralisation of ICT costs. The negative budget arose as budget equivalent to actual spend was deducted from the CYPD budget when the costs were centralised. As the budget had been over spent this resulted in a budget shortfall which has to be covered within CYPD. The current year over-spend has been offset by savings from within transport for this financial year and a budget adjustment will be made to correct the anomaly.
- 14 The Community Operations forecast includes the full year cost of the Assistant Director and also the commencement of activities in the lead up to the creation of the new locality based teams. The funding of this team will come from the reorganisation of CYPD which is currently underway.
- 15 The over spend on target savings reflects actual one off income and assumes that the savings are found across the directorate through the management of vacancies and other savings.
- 16 The miscellaneous other costs relates to ongoing costs for the Schools' Task Group.
- 17 Appendix B shows the projected outturn for 2009/10 for Dedicated Schools Grant, This has been analysed between schools expenditure and centrally funded schools related expenditure. Overall expenditure is currently assumed to be in line with budget.
- 18 Please note that in 2008/09 all banded funding was held centrally, however for 2009/10 levels 1 and 2 banded funding has been devolved to schools and only the higher requirements of level 3 and 4 are now centrally administered.
- 19 Other miscellaneous expenditure includes the costs for the special casework team, the net position for inter authority recharges (costs for children travelling to schools within Herefordshire and for Herefordshire children attending schools outside the county), also plus an apportionment of corporate overheads.
- 20 To provide members with a full overview of the expenditure incurred by the Directorate Appendix C sets out the major grant funded activities.
- 21 Although for grant funded programmes the net expenditure position is nil for clarity Appendix C includes only the costs incurred to show the true level of spend on Children's Services. Please note that Children's Services are in receipt of many small grants therefore for brevity only the major grant categories are detailed below.
- 22 Another major funding source for Children's Services other than the Area Based Grant and Council funds is the Department for Children Schools and Families (DCSF). This provides two major funding streams through the Standards Fund, and the General Surestart Grant. Both of these grants have a revenue and a capital element, but only the revenue funding is shown below.
- 23 The DCSF also provides additional grants for specific work / development programmes including Contact Point and the new Playbuilder programme.
- 24 CYPD receives various grants from the Children's Workforce Development Council and the TDA which encompass the development of both teaching and non-teaching staff. CYPD is also in receipt of some funding from the Big Lottery Fund to support various play projects across the county. In addition, the 14-19 service area also receives various grants from the Learning Skills Council and others to fund its activities.

- 25 Scrutiny Committee were interested in the Dedicated Schools Grant (DSG) and the rates rebates discussed at previous meetings. In total rates rebates of £1,054,205 have been received for charitable rates relief for voluntary aided schools going back to 2000. The current year rebates (£186k) relating to 2008/09 were carried forward as part of the DSG under spend and the remaining £868,537 for the period 2000-2008 has been carried forward as a reserve.
- 26 On the recommendation of the DCSF legal advice has been sought on the possible uses of the rates rebates. The advice is that the rates rebates relating to the period 2000-2009 should be added to the overall schools budget in order that it can be available for the benefit of all the Council's schools. Specifically, it is advised that "there is a one-off increase in the per pupil allocation in the year that the allocation is made".
- 27 In view of the legal advice it is therefore proposed to distribute all the £1,054,205 rates rebates money to schools on a formula basis to be devised by School Forum Budget Working Party. This formula will ensure a fair distribution over a set period of time to ensure that the additional funding is not immediately clawed back from schools through the balance claw-back scheme. Schools Forum on 29th September will consider a recommendation that there is an initial distribution of the £185,688 rates rebates relating to 2008/09 to all schools at £8.55 per pupil and that the remaining £868,537 will be spread over future years.
- 29 There are further funds available for redistribution to schools from DSG carry forward (£1,280,408) and it is proposed that these should be used for investment purposes in one-off projects. These projects should ensure on-going improvements, developments and efficiencies including ICT developments, resources for schools and contributions towards any Building Schools for the Future initiative that may benefit Herefordshire. Decisions will be made subject to detailed business cases being considered at Schools Forum.

Community Impact

- 30 The work of the Children and Young People's Directorate, including schools and early years settings have wide ranging community impacts, benefiting children and young people and their families across Herefordshire.

Financial Implications

- 31 These are contained in the body of the report. The projected outturn is based upon results to the end of July 2009.

Legal Implications

- 32 The use of budgets including grants must comply with the legal requirements associated with each funding stream and the conditions of specific grants.

Risk Management

- 33 The risks are set out in the body of the report, in terms of the potential overspend. The report notes the actions planned to address this potential overspend.

Consultees

- 34 Not applicable

Appendices

Appendix A – Budget and Projected Local Authority Expenditure for 2009/10

Appendix B – Projected Outturn for 2009/10 for Dedicated Schools Grant

Appendix C – Major Grant Funded Activities

**Appendix A Budget and Projected Local Authority Expenditure for 2009/10
with 2008/09 Comparatives.**

Local Authority Expenditure (excl. corporate recharges)	2008/09 £'000 Budget	2008/09 £'000 Actual Outturn	2008/09 £'000 Actual Variance	2009/10 £'000 Budget	2009/10 £'000 Projected Outturn	2009/10 £'000 Projected Variance
External Agency Placements	2,240	2,031	209	2,112	2,064	48
Fostering & other Looked After Children costs (LAC)	2,571	2,868	(297)	2,610	3,253	(643)
Children with Disabilities (non JAM cases)	700	697	3	712	752	(40)
Family Assessment and Support	1,743	1,761	(18)	2,131	2,194	(63)
Safeguarding Staff Costs (including social workers)	4,235	4,223	12	4,313	4,310	3
Children with disabilities Joint Agency Managed (JAM)	825	619	206	825	825	0
Early Years (non grant funded)	274	55	219	62	62	0
Education Welfare Team	184	184	0	190	190	0
Inclusion & Improvement Mgmt	476	421	55	458	458	0
Special Educational Needs	859	700	159	862	838	24
School Improvement Service	1,113	1,166	(53)	1,077	1,077	0
Youth Offending Team	341	307	34	343	339	4
Youth Services	1,096	1,136	(40)	1,131	1,123	8
Children's Services ICT	10	65	(55)	(49)	80	(129)
Planning, Performance Mgmt	512	479	33	559	559	0
Property / Asset Management	847	1,100	(253)	748	748	0
School Admissions & Transport	5,285	4,901	384	5,301	5,123	178
Community Operations	110	85	25	103	120	(17)
Central Management Costs	225	212	13	230	220	10
Inspection & Advisory Service	0	154	(154)	0	0	0
Staff Severance Costs	598	605	(7)	756	756	0
Target Saving	(159)	42	(201)	(152)	(64)	(88)
Misc Other Central costs	44	(85)	129	(323)	(273)	(50)
Local Authority Total	24,129	23,726	403	23,999	24,754	755

Appendix B Projected Outturn for 2009/10 for Dedicated Schools Grant

Dedicated Schools Grant (DSG)	2008/09 £'000 Budget	2008/09 £'000 Actual Outturn	2008/09 £'000 Actual Variance	2009/10 £'000 Budget	2009/10 £'000 Projected Outturn	2009/10 £'000 Projected Variance
Grant Income	(83,558)	(83,558)	0	(84,519)	(84,519)	0
Primary Schools	37,163	37,021	142	38,802	38,802	0
High Schools	36,293	36,121	172	36,162	36,162	0
Special Schools	3,580	3,623	(43)	3,777	3,777	0
Schools Related Expend. (Inc contingency)	(461)	(572)	111	100	100	0
Less LSC Income	(2,750)	(2,806)	56	(2,750)	(2,750)	0
Sub Total Schools Spending	73,825	73,387	438*	76,091	76,091	0
Central DSG Spending						
Special Needs Banded Funding	1,190	858	332	534	534	0
Special Needs Support (JAM)	878	619	259	878	878	0
Fees to Independent Schools (for special educational needs)	341	332	9	341	341	0
Music Income	(989)	(754)	(235)	(1,010)	(1,010)	0
Music Expenditure	996	884	112	1,010	1,010	0
Nursery Education Funding	2,900	2,923	(23)	2,884	2,884	0
Pupil Referral Units	895	895	0	924	924	0
School Admissions & Planning	173	184	(11)	163	163	0
Special Educational Needs support teams	1,501	1,376	125	1,504	1,504	0
Travellers Children	154	154	0	139	139	0
Early Years Support	465	165	300	469	469	0
Other Misc Expenditure	421	384	37	592	592	0
Sub Total DSG Central	8925	8020	905*			

* DSG grant regulations require all under spends to be carried forward to 2009/10.

Appendix C Major Grant Funded Activities.

Grant Funded Expenditure	Funded by	2008/09 £'000 Budget	2008/09 £'000 Actual Outturn	2008/09 £'000 Actual Variance	2009/10 £'000 Budget	2009/10 £'000 Projected Outturn	2009/10 £'000 Projected Variance
Common Assessment (CAF)	ABG	100	82	18	126	126	0
Other Community Ops Support	ABG	0	0	0	109	109	0
Extended schools start up	ABG	402	385	17	818	818	0
Other Schools Support & Connexions	ABG	812	740	72	861	861	0
Teen Pregnancy	ABG	1,548	1,548	0	1,470	1,470	0
Children's Fund	ABG	99	92	7	96	96	0
School Travel	ABG	276	246	30	47	47	0
Children & Adolescent Mental Health	ABG	32	73	(41)	111	111	0
Other Safeguarding Children	ABG	208	203	5	202	202	0
Other ABG	ABG	176	170	6	420	420	0
Total ABG		3,640	3,624	16	4,362	4,362	0
Children's Centres	DCSF Surestart Grant	1,872	1,652	220	2,254	2,254	0
Other Early Years		1,933	2,153	(220)	1,816	1,816	0
Total Surestart Grant		3,805	3,805	0	4,070	4,070	0
Special & Beacon Schools	DCSF Stds Fund	1,968	1,968	0	1,929	1,929	0
School Development Grant	Stds Fund	5,415	5,415	0	5,183	5,183	0
Other Devolved Schools Standards	Stds Fund	1,215	1,215	0	1,753	1,753	0
Extended Schools	Stds Fund	282	287	(5)	604	604	0
Music Services	Stds Fund	219	219	0	220	220	0
121 Tuition	Stds Fund	50	50	0	383	383	0
Other non-devolved standards fund	Stds Fund	1,200	1,366	(166)	304	304	0
School Standards Grant	Stds Fund	4,141	4,141	0	4,193	4,193	0
Total Standards Fund		14,490	14,661	(171)	14,569	14,569	0

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	28 SEPTEMBER 2009
TITLE OF REPORT:	PERFORMANCE DIGEST – QUARTER 1 2009/2010
PORTFOLIO AREA:	CHILDREN'S SERVICES AND ICT, EDUCATION AND ACHIEVEMENT

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To present the Performance Digest for Children's Services for the first quarter of 2009/2010 (April – June 2009) and to highlight key performance issues.

Key Decision

This is not a key decision

Recommendation(s)

THAT Scrutiny Committee assess the levels of performance achieved for the first quarter of 2009/2010 and consider if further reports and/or action is judged to be necessary.

Key Points Summary

- There has been improved performance in relation to the percentage of initial assessments completed within 7 working days from the year end outturn.
- There has been significantly improved performance in relation to the achievement of at least 78 points across the Early Years Foundation Stage. However, unvalidated results at Key Stage 1 continue to show a downward trend over the last three years. Key Stage 2 performance is mixed with some improvements within English and Maths for girls but a further decline for boys. Science performance is good with all results above the national average. Of particular concern is the results performance in narrowing the gap for vulnerable groups. This has declined significantly on last year's performance.
- The impact of the recession and general economic downturn is continuing to affect the percentage of young people not in education, training or employment and families in bed and breakfast accommodation.
- There continues to be good performance in relation to the participation of looked after children

Further information on the subject of this report is available from
Hilary Hall, Head of Performance on (01432) 260801

and young people in their reviews, with some young people now chairing their own reviews.

Alternative Options

- 1 There are no Alternative Options.

Reasons for Recommendations

- 2 To ensure that progress against the indicators, for which the Children and Young People's Directorate is responsible, is understood and to ensure that the reasons for actual or potential under-performance are understood and recommendations made for remedial action.

Introduction and Background

- 3 The Performance Digest is produced quarterly and is the mechanism for monitoring key performance indicators, covering service delivery captured in the Local Area Agreement, the Children and Young People's Directorate and the Children and Young People's Plan. Committee members have been issued with copies of the Performance Digest. The Digest is available from the Council's web site or on request to the Head of Performance.

Key Considerations

- 4 Key areas in each of the Every Child Matters outcome areas, to which the Committee's attention should be drawn, are set out below:

Be Healthy

Results from the local Every Child Matters survey undertaken in secondary schools during March 2009 are now available. Compared with the previous survey undertaken in 2006, the percentage of young people smoking has reduced by 2% from 8% to 6% (HCS 22a); the percentage of young people consuming alcohol has reduced from 18% to 14% (HCS 22e). The percentage of young people eating 5 or more fruit and vegetables a day has also fallen from 24% to 22% (HCS 22c). 886 young people, aged between 15 and 24 years, were screened for Chlamydia in the first quarter of the year, down on the projected number of 1050 (NI 113b); the prevalence of Chlamydia in young people is currently 4.5% which is below the national prevalence rate of 10% (NI 113a). There was a very low response rate to the School Food Survey, which makes the results of very limited use. The survey did indicate that the take up of school lunches in primary and secondary schools (NI 52), were disappointing. There will be more joined up working between Facilities Management and Children's Services to encourage schools to take part.

Stay Safe

At the end of Quarter 1, for the rolling year, there were 263 referrals per 10,000 population aged under 18, a slight drop on the year end outturn of 276. 56.9% of initial assessments were completed in 7 working days (NI 59) which is an improvement on the year end position of 37.4%. Quarter 1 outturn has been significantly affected by performance in April 2009, offset in part by exceptional performance in May and June. Performance for the year to the end of July 2009 is now at 62.5% so it is anticipated that the target of 65% will be achieved by the end of Quarter 2. Performance in relation to the timeliness of completing core assessments (NI 60) has been affected in Quarter 1 with 56% completed in 35 working days. This is due to the discovery of a large number of uncompleted core assessments which were already out of timescale. Priority has been given to finishing off these core assessments by the end of

August 2009 as well as focusing on ensuring new core assessments are completed in timescale.

There has been a rise in the number of children subject to a child protection plan in quarter 1 from 104 as at 31 March 2009 to 120 as at 30 June 2009. 100% of children subject to a child protection plan were allocated to a named social worker (DIS 1219). The percentage of children subject to a child protection plan for a second or subsequent time has fallen to 12.6% from the year end position of 15% (NI 65). All reviews of child protection cases have taken place during Quarter 1; however, as the figure is reported on a rolling year basis, five cases in the final quarter of 2008/2009 missing the statutory timescales has affected the Quarter 1 outturn (NI 67). The number of looked after children has fallen from 162 as at 31 March 2009 to 152 as at 30 June 2009. 100% of looked after children were allocated to a named social worker (DIS 1114). The percentage of looked after children in residential accommodation (KIGS CH44) has fallen slightly from a year end outturn of 11% to 10.5% reflecting the monthly review of placements taking place through the Children's Resource Panel.

Enjoy and Achieve

Although not achieving the target for achievement of at least 78 points across the Early Years Foundation Stage (EYFS) (NI 72), the outturn of 45.8% represents a significant improvement on the 2008 outturn which was 42%. The predominance of summer born boys in the EYFS continues to impact on results with 37% of boys achieving the improvement target compared with 54.9% of girls. The percentage of boys in the total cohort is not significantly more than girls but there are a higher proportion of summer born boys, making up 18% of the cohort. It is recognised, nationally and locally, that boys do less well than girls, and summer born children do less well at the Foundation Stage. Unvalidated data for Key Stage 2 shows that 70.8% of children achieved Level 4 in English and Maths (NI 73) which is 2% below the 2008 outturn. Results in Key Stage 2 have shown a continuing downward trend over the last three years and work is currently underway to explore the reasons behind the trend and to develop a robust improvement plan.

75 looked after children out of a cohort of 87 (86.2%) have an up to date personal education plan (CYPEA-6). The majority of the remaining 12 are booked to have their plans updated in the autumn term. Currently, 8 children and young people have hit, or are likely to hit, the 25 day absence target (HCS 35a). Final data will be available in October 2009.

Make a Positive Contribution

All reviews of looked after children cases have taken place during Quarter 1 (NI 66). However, as the figure is reported on a rolling year basis, five cases in the final quarter of 2008/2009 missing the statutory timescales has affected the Quarter 1 outturn. 94.4% of looked after children participated in their reviews, an improvement on the year end position of 93.4% (PAF CF/63). During Quarter 1, there were 41 first time entrants to the Youth Justice System aged 10 to 17 years (NI 111). In relation to re-offending, 52 young people from the cohort of 123 re-offended in the period with 143 offences between them (NI 19). Three young people, out of a cohort of 96, were sentenced to custody having received a conviction in court (NI 43).

Achieve Economic Wellbeing

The impact of the recession and general downturn in the economy continues to impact on this outcome area. The percentage of young people who are not in education, employment or training (NI 117) continues to rise. The post 16 NEET programme has just started up again which will help. However, the biggest group in the overall NEET group is 18 year olds who have already been through the post-16 provision. Connexions is liaising with Jobcentre Plus

about fast tracking these young people to New Deal provision. At 30 June 2009, 7 families were occupying bed and breakfast accommodation (CYP-AEW1). The increase in the number of families presenting as homeless has meant that the homeless team has resorted to bed and breakfast accommodation when other temporary accommodation is not available.

Service Management

50% of social workers have achieved the PQ1 award (DIS 3124). New recruits who do not currently hold the award have impacted on the overall percentage and the target for the year has been revised to 55%. 6.7 working days were lost to sickness absence per FTE within Safeguarding and Vulnerable Children Service (HR02). There has also been a reduction in the number of long term absence cases. The social worker establishment, as at 30 June 2009, stood at 49.5 FTE against a target of 57 FTE (HR03).

Community Impact

5 None.

Financial Implications

6 Remedial action in respect of the directorate's performance may require reallocation of resources within existing budgets. This is being addressed by the Directorate Leadership Team.

Legal Implications

7 None.

Risk Management

8 The risks to achievement of the indicators, for which the directorate is responsible, are identified by officers as part of the service planning process. Any significant risks are escalated to the directorate risk register, and corporate risk register, as appropriate. Day to day management of risk is undertaken by responsible officers, in conjunction with their Assistant Directors.

Consultees

9 None.

Appendices

10 Performance Digest circulated with the agenda as a separate document.

Background Papers

- None identified.



MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	28 SEPTEMBER 2009
TITLE OF REPORT:	SEN/BANDED FUNDING – REVIEW WORKING GROUP REPORT
PORTFOLIO AREA:	CHILDREN'S SERVICES

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To consider the findings of the SEN/Banded Funding Working Group and refer the findings to the Herefordshire Schools Forum for consideration.

Recommendation

THAT subject to any comments the Committee may wish to make the recommendations of the Working Group, set out in paragraphs 12-14, be referred to the Herefordshire Schools Forum for consideration as part of their further review of the delegation of SEN/Banded Funding.

Reasons for Recommendation

- 1 To approve the recommendations of the SEN/Banded Funding Working Group for referral to the Herefordshire Schools Forum for consideration as part of their further review of delegated funding.

Introduction and Background

- 2 All mainstream schools receive delegated SEN Bands 1 & 2 funding into their budgets. The amount for each setting is determined through a formula. The Funding For Inclusion (FFI) Group, a sub group of the Herefordshire Schools Forum, considered a number of formula options by which SEN funding could be allocated and consulted schools upon two options throughout September – November 2008. The results were considered by the Herefordshire Schools Forum who subsequently advised the local authority.
- 3 At its meeting on 8 December 2008 the Children's Services Scrutiny Committee considered information concerning the provision of additional funding to mainstream schools for the purpose of making appropriate Special Educational Need (SEN) arrangements under the 2001 SEN Code of Practice.

Further information on the subject of this report is available from
Paul James, Democratic Services Officer (01432) 260460

- 4 The Committee debated the report and a number of concerns were raised. These were principally around the use of the Free School Meal index as a basis for allocating levels 1 & 2 banded funding to schools. The Committee resolved that the report be noted and a SEN/Banded Funding Working Group comprised of Councillors: WLS Bowen (Chairman) WU Atfield; G Lucas; AM Toon; SJ Robertson and JD Woodward, be formed to examine the range of delegated funding options and how the SEN/Banded Funding system was meeting the needs of children and schools.

Considerations

- 5 Prior to the meeting of the Working Group members were issued with a substantial pack of background information principally containing: the report and minutes of Children's Services Scrutiny Committee; a report by the Assistant Director Improvement and Inclusion setting out the position; and reports and minutes of Herefordshire Schools Forum.
- 6 A meeting of the Working Group was held on 18 August 2009, which was also attended by Kathy Roberts (Assistant Director of Improvement and Inclusion), Ed Edwards (Manager of Additional Needs: SEN and Disability) and Malcolm Green (Finance Manager).
- 7 The Working Group received an overview by Kathy Roberts. This included a summary of the work undertaken by the Funding For Inclusion Group, focusing on the options consultation with schools and an analysis of the responses, and the subsequent deliberations by the Herefordshire Schools Forum, which considered the outcomes and advised the local authority.
- 8 The Working Group questioned the officers based on the following themes: the Banded Funding Process; the Statutory Assessment Process; SEN Funding in Schools, and the Formula Considerations.
- 9 In relation to the use of the Free School Meal (FSM) index to allocate funding for bands 1 & 2, the Working Group were informed that a number of delegation models had been considered, including the possible introduction of moderation factors. However, it had been considered that even with the moderation factors included the alternatives to FSM provided little additional benefit and were likely to complicate the procedure for schools. While not perfect it was considered that a formula based on the FSM index, which was updated annually, would provide the most up to date index and be most closely correlated with the actual banded funding in 2007-8. It had also been recognised by the Herefordshire Schools Forum that a few schools would be adversely affected and therefore to limit the financial loss to those schools protection arrangements had been put in place.
- 10 Herefordshire Schools Forum also approved a review of the use of Free School Meals as the index in the funding formula during 2009/10. This review will be undertaken during late autumn 2009/early spring 2010. The Working Group were also informed that as part of that review, work is already underway to explore the use of a basket of indicators in the hope of obtaining a closer fit to the SEN numbers in schools and provide a more consistent funding method to assist schools with longer term budget planning.

The Findings

- 11 Based on the information before them the Working Group were satisfied that due consideration had been given by the Funding For Inclusion Group and the Herefordshire Schools Forum to the options available by which Band 1 & 2 funding could be delegated to schools.
- 12 The Working Group noted that should a child need more support/funding than Band 4 funding provided to enable the child to stay at their chosen mainstream school, a process was already in place whereby, following an assessment, 'top-up' funding could be allocated to the school to meet the child's needs. The Working Group RECOMMENDED that the Band 4 'top-up' mechanism needed to be set out in the guidance documentation.
- 13 Noting an apparent low response by schools to the consultation undertaken by the FFI Group, the Working Group RECOMMENDED that when future consultation on the issue is undertaken that schools receive adequate education and clarification to ensure that schools fully engage in the consultation.
- 14 Appreciating that the Herefordshire Schools Forum intend to review the use of the FSM indicator, the Working Group supported the exploration of alternative delegation formula and therefore: RECOMMENDED that the proposed work on exploring further the FSM index or developing a 'basket of indexes' be undertaken by the Herefordshire Schools Forum.
- 15 The Working Group requested that the Assistant Director, Improvement and Inclusion refer the above findings to the Herefordshire Schools Forum for consideration as part of their further review of the delegation of SEN/Banded funding.
- 16 The Working Group requested that it be kept informed of the outcome of the review by the Herefordshire Schools Forum on this subject.

Community Impact

- 17 None as a result of this report.

Financial Implications

- 18 None as a result of this report

Legal Implications

- 19 None as a result of this report. .

Risk Management

- 20 None as a result of this report.

Consultees

- 21 The Working Group interviewed: Kathy Roberts (Assistant Director of Improvement and Inclusion), Ed Edwards (Manager of Additional Needs: SEN and Disability) and Malcolm Green (Finance Manager).

Appendices

22 None. .

Background Papers

- None identified.



MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	28 SEPTEMBER 2009
TITLE OF REPORT:	COMMITTEE WORK PROGRAMME
REPORT BY:	DEMOCRATIC SERVICES OFFICER

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To consider the Committee's work programme.

Recommendation

THAT subject to any comment or issues raised by the Committee the Committee work programme be approved and reported to the Strategic Monitoring Committee.

Introduction and Background

1. As reported to Council in May, work is ongoing on the response to the findings of the external healthcheck of the scrutiny function, undertaken by the Leadership Centre, which is also looking at the Council's governance arrangements as a whole and Member Development. Members of the Strategic Monitoring Committee have met informally to discuss the findings, some of which relate to the content of annual Work Programmes. Further work is being programmed. Work Programmes of all the Scrutiny Committees will need to be reconsidered in the light of these discussions. The Committee should have the opportunity to consider a revised work programme at its next meeting.
2. Pending the outcome of the above work, a report on the Committee's current work programme will be made to each scheduled meeting of this Scrutiny Committee. A copy of the work programme is attached as an appendix.
3. The programme may be modified by the Chairman following consultation with the Vice-Chairman and the Directors in response to changing circumstances.
4. Should any urgent, prominent or high profile issue arise, the Chairman may consider calling an additional meeting to consider that issue.
5. A number of other possible issues for consideration have been logged and depending on the Committee's further instructions may be added to the programme

Further information on the subject of this report is available from
Paul James, Democratic Services Officer on (01432) 260460

as it is further developed. The issues are listed at the foot of the programme.

6. Should Members become aware of any issues they consider may be added to the scrutiny programme they should contact the Democratic Services Officer to log the issue so that it may be taken into consideration when planning future agendas or when revising the work programme.

Background Papers

- None identified.

Children's Services Scrutiny Committee - Work Programme - 2009/10

Note: All Councillors have been invited to a seminar on Safeguarding on 9th November 2009	
Friday 11th December 2009	
Officer Reports	<ul style="list-style-type: none"> • Safeguarding – the work of the Safeguarding Board and associated issues. (Note the seminar on 9 November will provide Members with a background to the issues.) • Introduction and Implications of Nursery Education Funding (NEF). (subject to receipt of government guidance) • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	Pupil Achievement at swimming at Key Stage 2
Note: All Councillors will be invited to a seminar based one of the Every Child Matters themes (date and theme to be confirmed)	
Friday 19th March 2010	
	<ul style="list-style-type: none"> • Main item picking up on theme of the seminar. • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--
June/July 2010	
	<ul style="list-style-type: none"> • Presentation by Cabinet Member Children's Services • Presentation by Cabinet Member ICT, Education and Achievement. • Review of ECM Link Member Role • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

September 2010	
	<ul style="list-style-type: none"> • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

Possible future items on:

- The 14 – 19 Strategy
- Foundation and Academy Schools
- Governance arrangements for the Children’s Trust and partnerships.
- Delivery plans to be submitted to Committee for the Children and Young People Plan.

Suggested themes or Issues identified by the Director for future agendas

Date	Subject
9 November 09	Safeguarding
To be confirmed	Be Healthy: Substance Misuse
To be confirmed	Economic Well Being: 14-19 / LSC / Connexions Changes / Plans
To be confirmed	Positive Contribution: Targeted / Integrated Youth Services
To be confirmed	Enjoy and Achieve: Attendance

In consultation with the Chairman and Vice-Chairman the Director of Children’s Services is working up a programme of open seminars for Members based on defined themes.