

AGENDA

Children's Services Scrutiny Committee

Date: **Friday 10 December 2010**

Time: **10.00 am**

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

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

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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 AW Johnson	
	Councillor Brig P Jones CBE	
	Councillor JJD Lavender	
	Councillor G Lucas	
	Councillor JE Pemberton	
	Councillor SJ Robertson	
	Councillor RV Stockton	
	Councillor AM Toon	
	Councillor WJ Walling	
	Mr PF Burbidge	Roman Catholic Church
	Mr P Sell	Church of England
	Mrs E Lowenstein	Secondary School Governors
	Mr T Plumer	Primary School Parent Governors
Non Voting	Mrs S Catlow-Hawkins	Secondary School Headteachers
	Mrs OR Evans	Special School Headteachers
	Mr P Hayden	The Alliance
	Mr M Harrisson	Teacher Representative
	Mr C Mutton	Primary School Headteachers

GUIDANCE ON DECLARING PERSONAL AND PREJUDICIAL INTERESTS AT MEETINGS

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AGENDA

		Pages
1.	<p>APOLOGIES FOR ABSENCE</p> <p>To receive apologies for absence.</p>	
2.	<p>NAMED SUBSTITUTES</p> <p>To receive details of Members nominated to attend the meeting in place of a Member of the Committee.</p>	
3.	<p>DECLARATIONS OF INTEREST</p> <p>To receive any declarations of interest by Members in respect of items on the Agenda.</p>	
4.	<p>MINUTES</p> <p>To approve and sign the Minutes of the meetings held on 1 October and 22 October 2010.</p>	1 - 12
5.	<p>SUGGESTIONS FROM MEMBERS OF THE PUBLIC ON ISSUES FOR FUTURE SCRUTINY</p> <p>To consider suggestions from members of the public on issues the Committee could scrutinise in the future.</p>	
6.	<p>CALL-IN OF CABINET'S DECISION THAT DILWYN CHURCH OF ENGLAND PRIMARY SCHOOL BE DISCONTINUED ON 31 AUGUST 2011</p> <p>To review Cabinet's decision that Dilwyn Church of England Primary School be discontinued on 31 August 2011, which has been called in by three Members of the Committee.</p>	13 - 90
7.	<p>PERFORMANCE DIGEST - QUARTER 2 2010-1011</p> <p>To present the Performance Digest for Children's Services for Quarter 2 of 2010-2011 and to highlight key performance issues.</p>	91 - 96
8.	<p>CONSULTATION ON PRIORITIES FOR THE CHILDREN AND YOUNG PEOPLE'S PLAN 2011-2014</p> <p>To provide the Committee with the opportunity to consider and influence the partnership priorities for the next children and young people's plan, covering the period 2011-2014.</p>	97 - 112
9.	<p>OFSTED INSPECTIONS OF SAFEGUARDING AND LOOKED AFTER CHILDREN IN HEREFORDSHIRE - JUNE AND SEPTEMBER 2010: OUTCOMES AND ACTION PLAN</p> <p>To inform Committee of outcomes of the first unannounced and announced Ofsted inspections.</p>	113 - 142
10.	<p>ATTAINMENT AND ACHIEVEMENT IN THE SECONDARY PHASE</p> <p>To provide the Committee with an overview of attainment and progress in the secondary phase of maintained schools in Herefordshire 2010.</p>	143 - 178

11. REVENUE BUDGET MONITORING REPORT 2010/11	179 - 192
To report on the monitoring of the Children's Services revenue budget for 2010/11 at the end of quarter one. To provide comparisons to 2009/10 budget and outturn so that Scrutiny Committee can assess and comment upon the budget management of Children's Services.	
12. MOBILE WORKING FOR SOCIAL WORKERS WITHIN SAFEGUARDING AND VULNERABLE CHILDREN SERVICE	193 - 198
To inform the Committee of the current position in respect of mobile working for children, social workers and support workers within Herefordshire.	
13. COMMITTEE WORK PROGRAMME	199 - 206
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, Children's Services, Community Services, Environment, and Health. An Overview and Scrutiny 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

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PUBLIC INFORMATION

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There are also two other ways in which you can directly contribute at Herefordshire Council's Scrutiny Committee meetings.

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At the meeting the Chairman will ask the members of the public present if they have any issues which they would like the Scrutiny Committee to investigate, however, there will be no discussion of the issue at the time when the matter is raised. Councillors will research the issue and consider whether it should form part of the Committee's work programme when compared with other competing priorities.

Please note that the Committees can only scrutinise items which fall within their specific remit (see below). If a matter is raised which falls within the remit of another Scrutiny Committee then it will be noted and passed on to the relevant Chairman for their consideration.

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Adult Social Care and Strategic Housing

Statutory functions for adult social services and Strategic Housing.

Children's Services

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

Community Services Scrutiny Committee

Cultural Services, Community Safety (including Crime and Disorder), Economic Development and Youth Services.

Health

Scrutiny of the planning, provision and operation of health services affecting the area.

Environment

*Environmental Issues
Highways and Transportation*

Overview and Scrutiny Committee

Corporate Strategy and Finance

Resources

Corporate and Customer Services

Human Resources

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HEREFORDSHIRE COUNCIL

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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 Friday 1 October 2010 at 10.00 am

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

Councillors: PJ Edwards, AW Johnson, Brig P Jones CBE, G Lucas,
JE Pemberton, SJ Robertson, AM Toon, WJ Walling, JD Woodward,

Co-opted Members Mr PF Burbidge, Mr P Sell, Mrs S Catlow-Hawkins, Mrs OR Evans, Mr P Hayden and Mr M Harrisson

In attendance: Councillors JA Hyde (Cabinet Member - Children's Services) and PD Price (Cabinet Member ICT, Education and Achievement)

13. APOLOGIES FOR ABSENCE

Apology received from Councillor RV Stockton.

The Chairman welcomed Mr Philip Sell, Director of Education, Church of England Diocese, (voting co-opted Member) who had replaced Mr T Leach on his retirement. He welcomed Mr Paul Haydon as the representative from The Alliance, (Non-voting co-opted Member) who replaced Helen Tank. He also reported that Mr N Parker, Secondary School Governor (voting co-opted Member) had resigned as he was no longer eligible to be a governor and thanked him for his services to the Committee.

14. NAMED SUBSTITUTES

Councillor PJ Edwards substituted for Councillor RV Stockton.

15. 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 Brig. P Jones CBE	Personal	Governor – The Minster, Leominster
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 AM Toon	Personal	Governor - Whitecross High School
Councillor JD Woodward	Personal	Governor – Lord Scudamore Primary and Whitecross High Schools.
Mr PF Burbidge	Personal	Governor – St Mary's RC High School

16. MINUTES

RESOLVED: That the Minutes of the meeting held on 14 June 2010 be approved as a correct record and signed by the Chairman.

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

No suggestions for scrutiny were received.

18. ISSUES RAISED FROM ECONOMIC WELLBEING SEMINAR ON 5 JULY 2010

The Committee noted the content of the seminar held 5 June to consider the activity to support and enable children and young people's economic well being in Herefordshire.

On 5 June 2010 a seminar had been held for all Members of the Council to hear about and discuss the work of the Council and its partners in addressing some of the issues concerning the economic well being of children and young people in the County. The agenda report set out an overview of the seminar and Member's views of the event. At the seminar Members had been interested in the progress made in relation to housing for vulnerable young people/adults. Members had also commented that the subject covered a wide agenda and overall the seminar had been very useful in terms of raising general awareness and highlighting the range of multi agency provision.

While Members had a number of questions it was agreed these would be better dealt with under later agenda items.

RESOLVED: That the report be noted.

19. PROGRESS MADE SINCE THE ESTABLISHMENT OF THE HEREFORDSHIRE TRAVELLER ACHIEVEMENT SERVICE IN SEPTEMBER 2009

The Committee considered the good progress towards the establishment of effective, integrated Children and Young People's Service provision for Gypsy, Roma and Traveller (GRT) children and families.

The agenda report outlined: the rationale for withdrawing from the West Midlands Consortium Service for Travelling Children (Sept 2009) and the formation of a new, in-house, Traveller Achievement Service; the traveller population in the County; the pupil population in schools, and a number of achievements since the formation of the new Service.

The Committee noted the rationale for having changed the service delivery and acknowledged the good work of the Traveller Achievement Service under the leadership of the Advisory Teacher – Traveller Achievement Service. The Committee sought and received clarification on a number of aspects in the report and requested that a further report be made to a future meeting.

Members responsibilities towards Gypsy, Roma and Traveller (GRT) children and families was raised and it was suggested that Cabinet Member(s) remind Members of their responsibilities.

RESOLVED: That the Committee:

- a) recognises the good progress of the Traveller Achievement Service;**

b) through a further report, to a future meeting, continues to monitor the sustained year-on-year impact of the Children and Young Peoples' Plan in relation to:

(i) Benchmarking existing outcomes for GRT children;

**(ii) Setting targets that narrow achievement gaps for GRT children;
and**

(iii) The targeting of resources towards improving outcomes for GRT Children

c) Requests that the Cabinet Member(s) bring to the attention of all Members of the Council their responsibility towards GRT Children.

20. GOVERNMENT INITIATIVES IN CHILDREN'S SERVICES

The Committee were provided with an overview of government initiatives that affect Children's Services.

The Assistant Director – Planning, Performance and Development reported that the coalition government had introduced a range of measures to address the economic situation as well as a number of policy initiatives that would have an effect on services received by children and young people in the County. His report covered the areas of: schools; 11-19 Agenda; 14-19 Team; Connexions; Youth Service; Early Years and Extended Services; Social Care: Vulnerable children and young people; Playbuilder and Children's Trust.

The Committee considered the report and appreciated that further information was being issued by government sources on a weekly or in some cases daily basis. In view of the major changes indicated by government, particularly in schools and children's services, the Committee wished to ensure that the Council's Executive, through the Cabinet Members for Children's Services and ICT, Education and Achievement, provided an attractive service to schools thereby ensuring that schools continued to purchase services from the authority.

While discussing the many Government initiatives the Committee noted the cuts to the Playbuilder scheme. They endorsed the valuable work done at community level to compile and submit schemes and appreciated that communities were disappointed that schemes, particularly those ready to proceed, had been stopped. The Committee questioned, through the Cabinet Members, whether the Youth Service through the range of work it undertook in the community, could give any support to schemes so that they could proceed in some form.

The Committee also debated the effect Academy status could have on both schools with and without the status.

In view of the confusing times with cuts or changes to various funding or learning programmes, e.g. in the area of 16-19 learning, the Committee wished to ensure that the authority gave clear information and assistance to young adults during their transition to adult life.

The Committee considered that when the Director of Children's Services collates a corporate response to Government Ministers concerning the initiatives he should liaise with the Chairman and Vice-Chairman for this Committee's input.

In view of the number and range of initiatives the Committee requested that it be regularly updated.

RESOLVED: That

- a) the contents of the report and possible implications for the Children and young people of Herefordshire be noted;
- b) the Committee Recommends that the Cabinet Member(s) consider whether the Youth Service can provide any support towards those Playbuilder schemes ready to proceed so that the impetus at community level isn't lost.
- c) The Committee Recommends that the Cabinet Member(s) ensure that the services offered by Children's Services are attractive thereby ensuring that schools continue to purchase services from the authority
- d) The Committee Recommends that the Cabinet Member(s) ensure that there are clear, fully coordinated, joined up links in the 16-19 area to ensure that young people have clear information and assistance during their transition to adult life.
- e) That the Committee be regularly updated on government initiatives during this period of rapid change;
- f) The Director of Children's Services liaise with the Chairman and Vice-Chairman concerning the collating of strategic concerns to be considered as part of any corporate response to Government Ministers concerning the many initiatives.

At this point the Committee adjourned for 10 minutes and resumed at 11.20am

21. THE FINDINGS OF THE SCRUTINY REVIEW INTO PUPIL ACHIEVEMENT IN SWIMMING AT KEY STAGE 2

The Committee considered the findings of the Scrutiny Review into Pupil Achievement in Swimming at Key Stage 2.

At its meeting on 6 July 2009 the Committee set up a Scrutiny Review Group to review 'pupil achievement for swimming at Key Stage 2 to establish base line data against which any future trend can be compared'.

The Chairman of the Review Group, Councillor WLS Bowen, presented the findings of the review and commented that in undertaking the review the Review Group considered a range of information and issues, further set out in the agenda report, and made four recommendations. He clarified that 88% of pupils attaining the 25m swimming target be used as the local comparator and that the data collected should be compared with that collected by Halo.

RESOLVED: that

- a) the findings of the scrutiny review (as amended below) be agreed and the review be forwarded to the Cabinet Member (ICT, Education and Achievement) for consideration:
 - (i) that 88% of pupils attaining the 25m swimming distance target be used as a local comparator for future benchmarking and trend monitoring;

- (ii) that Officers be requested to investigate the least disruptive means for schools to submit swimming data on an annual basis and that data be compared to the data held by HALO;
- (iii) results from the data collected should be included in the performance Monitoring report to this Committee and any anomalies should then be investigated as the Committee considers appropriate;
- (iv) Officers should investigate whether the local partnerships between public, private and voluntary sectors were making the most efficient use of their swimming resources.

b) The Cabinet Member's response to the review be reported to the first available meeting after the Cabinet Member has approved their response.

22. CAPITAL BUDGET MONITORING REPORT 2010/1011

The Committee scrutinised the capital budget position for 2010/11 for the Children & Young People's Directorate.

The Head of Access and Capital Commissioning presented the agenda report and highlighted that a reduction in some capital grants, following central government announcements of funding cuts, had resulted in capital schemes and grants being halted or reduced. Also that other than for urgent health and safety work the planned capital maintenance programme had been halted due to significant expenditure on urgent and essential work to clean up asbestos and also to replace pipe work to LPG tanks. The agenda report provided an update on all major funding streams and capital developments.

On scrutinising the report the following principal points were noted:

- The ward Member for Leominster North (Cllr Brig. P Jones) was pleased that the new Earl Mortimer College, Leominster had been completed on time and to budget.
- The Committee were extremely concerned about the high level of extra costs being incurred in relation to the Riverside Primary School. Appreciating that the contract went into liquidation the Committee were concerned that the 'bond' had been insufficient to cover the resultant expenses and that the level of expenses (additional professional fees etc £511,000) were extremely high. They were also concerned that funding now had to be found from other budgets to cover the shortfall. The Committee noted that a report on 'project design and development/financial control of capital schemes' would be considered by Overview and Scrutiny Committee.
- The Committee received an assurance that the capital scheme at Staunton-on-Wye school was proceeding to budget.
- The Director of Children's Services expressed his disappointment over the costs relating to the Riverside Primary School project and informed the Committee that he had already had discussions with the Director of Resources about both the management of capital projects and the possibility of renegotiating the additional fees in this case.
- Comment was made regarding whether the Committee and Cabinet were being provided with the full information on projects at an appropriate time as there had been no previous indication of this level of additional expenditure. The Committee were informed that concerns regarding capital schemes would normally be reported through the Capital Budget Monitoring Report.
- Questioned on the Asset Register (Asset Management Plan) the Director reported that this in effect was reported in the Capital monitoring report. The

Committee requested further information on the buildings condition surveys carried out by Asset Management & Property Services.

RESOLVED: that the position set out in the Capital Budget Monitoring report be noted.

23. REVENUE BUDGET MONITORING REPORT 2010/11

The Committee considered a report on the Children's Services revenue budget for 2010/11 at the end of quarter one.

The Director of Planning, Performance and Development reported that the current projected outturn position predicted an over-spend of £590k. The agenda report outlined the service pressures and measures being put in place to address those pressures.

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

- That in paragraph 24 the 'other' figures for 2010/11 and 2009/10 had been transposed.
- Concern was expressed over the cost of external agency fostering and children looked after. In response the Assistant Director Safeguarding and Vulnerable, reported that it was a competitive market with a limited number of foster carers. The cost per child being looked after can be considerable. Work was ongoing through the commissioning strategy to ensure value for money.
- It was suggested that if there was more support for parents at an early stage then children may not get to the stage of being in need of the foster or looked after service. The Director of Children's Services responded that services were being restructured and integrated through locality working to give further support to families.

RESOLVED: that the Revenue Budget Monitoring report be noted.

24. COMMITTEE WORK PROGRAMME

The Committee considered its work programme.

The Director of Children's Services reported that following a number of recent inspections a report on the outcomes, together with the Executive's intended action plan to address any issues identified, would be submitted to Committee in December. The Chairman acknowledged the hard work of staff during the inspections.

RESOLVED: that subject to any inclusions or amendments made earlier in the meeting the Committee work programme be approved and reported to the Overview and Scrutiny Committee.

The meeting ended at 12.03 pm

CHAIRMAN

MINUTES of the meeting of Children's Services Scrutiny Committee held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Friday 22 October 2010 at 9.30 am

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

Councillors: AW Johnson, Brig P Jones CBE, G Lucas, JE Pemberton, SJ Robertson, WJ Walling,

Co-opted Members Mr PF Burbidge and Mr P Hayden

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

25. APOLOGIES FOR ABSENCE

Apologies were received from: Mrs Catlow-Hawkins; Mrs OR Evans; Mr M Harrison; Mr P Sell, and Councillor AM Toon.

26. NAMED SUBSTITUTES

There were no substitutions.

27. 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 Brig. P Jones CBE	Personal	Governor – Earl Mortimer College, Leominster
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
Mr PF Burbidge	Personal	Governor – St Mary's RC High School

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

No suggestions for scrutiny were received.

29. SUSTAINABLE SCHOOL PROVISION FOR THE 21ST CENTURY

The Committee received an update report.

The Assistant Director, Planning, Performance and Development, presented the agenda report which briefly set out: the decline in overall pupil numbers in the county, Cabinet's consideration of the effect of this, and the work of the Herefordshire Schools Task Group to consider the future educational provision. Cabinet invited every Herefordshire school cluster to consider sustainable education for the 21st Century and to report back to Cabinet with ideas and proposals for achieving this. To date submissions had been received from 6 school clusters and one special school. Although no submission had been received from some clusters, officers were aware of, and were working with, other clusters and individual schools and it was therefore not appropriate at this stage to seek the views of the Scrutiny Committee on such a partial picture.

Comment was made by the Cabinet Members (Children's Services and ICT, Education and Achievement) that it was up to schools to ensure that they engaged in submitting their comments and it was disappointing that a number had so far not responded.

Questioned on whether the number of pupils was still falling the Assistant Director, Planning, Performance and Development reported that while some schools or particular year groups were fully subscribed the county as a whole was still seeing a decline in pupil numbers.

The Director commented that the issue would need vary careful future consideration.

RESOLVED: That the report be noted and the Committee suggests to the Cabinet Member that school clusters that had not yet responded be reminded of the importance of their comments and urge a prompt reply.

30. PERFORMANCE DIGEST - QUARTER 1 2010-2011

The Committee consider the Performance Digest for Children's Services for Quarter 1 of 2010-2011.

The Head of Quality and Improvement presented her report which drew Members attention to a number of key areas for consideration based on each of the Every Child Matters outcome areas and she highlighted a number of key issues. The report also provided an overview of the unvalidated examination results indicating that compared to the national and statistical neighbours, overall Herefordshire continued to perform well, however there were some areas that required specific attention.

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

- questioned on the statement of special needs process the Committee were informed that there were a number of assessment stages before a formal SEN was reached and in view of the available resources, it was thought good results were being achieved. Further information could be supplied if required.
- overall the rate of improvement in schools was thought to be good with the performance in secondary school GCSE results being particularly noted.
- data for the youth offending indicators would be circulated to Members.
- achievement continued to improve, however, achievement in the Early Years Foundation stage and in the Primary Phase was reported in a later agenda item.

RESOLVED: That the report be noted and the Secondary schools that had improved their record in GCSE results be commended for their achievement.

31. STANDARDS IN THE EARLY YEARS FOUNDATION STAGE

The Committee were provided with an overview of the standards in the Early Years Foundation Stage (EYFS) in Herefordshire in 2010.

The General Inspector for Early Years presented the agenda report which briefly described: the EYFS framework; the assessment process under the framework; the moderation process applied to assessment findings, and that anomalies had been found in the data and how these were being addressed.

The General Inspector for Early Years highlighted that: in Herefordshire 96.3% of 3-5 year olds attend pre-school education; the quality of Herefordshire EYFS provision had improved in 2010; 100% of network childminders had been judged as outstanding by Ofsted, 83% of private, voluntary and independent settings had been judged by Ofsted as providing good/outstanding provision; there were no inadequate early years settings in Herefordshire; 75% of the early years provision in primary schools had been judged as good/outstanding, and there was no inadequate early years provision in Primary Schools in Herefordshire.

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

- Responding to whether the sparsity of some communities in the county had an effect of a child's learning the General Inspector for Early Years reported that in some cases a child's speech or language skills could be impaired due to the lack of social contact and this needed to be addressed by pre-school settings.
- While there was an excellent range of early years provision in the County the Director of Children's Services emphasised that standards must further improve to ensure that children's learning skills are better developed before entering primary school. Parenting skills varied and the Council and its partners were working through Family Learning Centres to ensure that young people achieved their full potential.
- Questioned whether Herefordshire was behind in introducing E-Profile, the General Inspector for Early Years reported that this was an optional tool for schools, however, the Council was now in a position to support its introduction.
- The priorities for the Early Years Quality Improvement Team in 2010/11 set out at paragraph 19 of the report were noted and an update on how the Team were achieving those priorities be reported to a future meeting.
- Concern was expressed over the wide variation in children attaining a 'good' standard in early years – referred to at report paragraph 16. The General Inspector for Early Years responded that in part the wide variation depended on the number in the cohort and their social background. The Council were working with the relevant headteachers to address the issue.

RESOLVED: that

- a) the report be noted, particularly the actions to drive further improvements set out at paragraph 19 of the report; and**
- b) an update report be presented in approximately 6 months with a fuller report being made in 12 months.**

32. STANDARDS IN THE PRIMARY PHASE.

The Committee were provided with an overview of the standards in the Primary school phase in Herefordshire in 2010.

The General Inspector presented the agenda report which briefly described: the assessment of pupils work and the moderation process for those assessments; that target setting for key stage 1 had been introduced alongside statutory key stage 2 target setting and this would continue in 2010/11; a number of schools had boycotted the KS2 SAT assessment in 2010; due to falling rolls and financial pressures heads at some schools were considering carefully the organisation of classes at their school. The Report also set out that key stage one results continued to be a concern and, while there had been welcome improvements in writing and some improvement in children achieving level 2B+ in reading and level 2C+ in maths, results were still not matching national averages. Pupil achievement was set out in greater detail in the report.

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

- While the intention was to improve all academic areas, support to schools would be focused through the 'category' and the 'intervention' programmes and work was already underway through the Early Years Team, School Improvement Partners and school governors. Further work was being undertaken with governors to support governance and leadership arrangements.
- A number of areas in the Early Years curriculum conflicted with the curriculum for the Primary phase and a number of teachers were being supported in addressing this issue.
- Pupils entered primary phase at differing attainment levels and therefore teachers at KS1 had to balance the classes abilities in an attempt to bring them up to the same level. A child's birth date could also be a factor.
- Some schools had not administered the KS2 SATS tests this year and therefore the national results may be overstated. Locally 8 schools had boycotted the tests.
- The results of Ofsted inspections indicated that more schools in Herefordshire were moving away from the negative inspection outcome.
- Questioned on Science (report Table D) the Committee noted that attainment was now assessed by 'teacher assessment'.
- Questioned why in some cases English and Maths statistics were combined, the Committee were informed that pupils that achieve well in both subjects usually had greater life chances in later life.
- Noting the difference in attainment in reading (report Table B) it was questioned whether Libraries were being proactive in providing interesting literature, particularly for boys. In response it was reported that Libraries were running a project to encourage under 5s to read and further publicity for this would be considered.

The Committee noted that in view of the 2010 data the priorities for 2010/11 at both key stage 1 and 2 for the School Improvement Team had been identified, as set out at paragraphs 13 and 15 of the report. The Committee requested further reports on how the Team were achieving those priorities.

RESOLVED: that

- a) the report be noted, particularly the actions to drive further improvements set out at paragraphs 13 and 15 of the report; and
- b) an update report be presented in approximately 6 months with a fuller report being made in 12 months.

33. OFSTED INSPECTION OF SAFEGUARDING AND LOOKED AFTER CHILDREN SERVICES

The Chairman decided to allow this extra agenda item on the grounds that the Ofsted report following the inspection of Safeguarding and looked after children services in Herefordshire had only been released by Ofsted on the morning of the meeting.

Committee members were provided with copies of the report published 22 October 2010 (available in due course from the Ofsted web site).

The Director of Children's Services reported that an announced and an unannounced inspection had taken place in recent months and he proposed that one report on the outcome of all the inspections, including a consolidated action plan on actions being taken by the Executive to address any concerns highlighted be reported to the December meeting of the Committee.

Appreciating that Committee Members had not had time to read the report he briefly commented on some of the main findings listed at pages 30 (Safeguarding service) and 31 (Services for looked after children) of the report. The overall effectiveness of Safeguarding had been judged to be 'adequate'. The overall effectiveness of Services for looked after children had been judged as 'good'.

He also drew the Committees attention to paragraph 64 of the report relating to areas for improvement in 'services for looked after children'. He emphasised that any complaint was usually actioned immediately without waiting to be formally recorded.

Questioned on the effectiveness of the Frameworki data management system the Director responded that there had been a number of issues. These centred around the importing of data; staff training; the lack of historic data and the management of performance data produced.

The Cabinet Member (ICT, Education and Achievement) commented that Herefordshire was behind other authorities in the implementation of the Frameworki system and needed to catch up.

RESOLVED: that the oral report by the Director of Children's Services be noted and a full report together with a consolidated action plan be reported to the December meeting.

34. DIRECTORATE REORGANISATION - UPDATE

The Committee received an update on the reorganisation of the Children and Young People's Directorate.

The Director of Children's Services reported that the directorate reorganisation had entered the third phase. A consultation document on a proposed structure had been issued to staff and comments had been received and considered. Changes to Safeguarding would be implemented within the next 4 weeks with other sections being implemented very soon thereafter. He also reported that staff had been offered the opportunity to consider a voluntary reduction in working hours. The structure around the Locality Teams would be looked at in more detail and he anticipated this would be completed early in 2011. Looking to the future he warned that the directorate structure would need to be further reviewed in light of the outcome of the government spending review.

Responding to a request for clarification concerning the activities and responsibilities within the directorate following the reorganisation the Director undertook to ensure that this aspect was included in the update report to March 2011 meeting.

RESOLVED: that the oral report by the Director of Children's Services be noted and a further update, particularly giving greater detail on the various services in the Directorate, be presented to a future meeting.

35. COMMITTEE WORK PROGRAMME

The Committee considered its work programme.

The Director of Children's Services reported that as indicated earlier, a full report on the recent inspections, with a consolidated action plan, would be brought to the December meeting.

RESOLVED: that subject to the inclusion of any issues identified earlier in the meeting the Committee work programme be approved and reported to the Overview & Scrutiny Committee.

The meeting ended at 11.25 am

CHAIRMAN

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	CALL-IN OF CABINET'S DECISION THAT DILWYN CHURCH OF ENGLAND PRIMARY SCHOOL BE DISCONTINUED ON 31 AUGUST 2011
REPORT BY:	DEMOCRATIC SERVICES

CLASSIFICATION: Open

Wards Affected

Golden Cross with Weobley

Purpose

To review Cabinet's decision that Dilwyn Church of England Primary School be discontinued on 31 August 2011, which has been called in by three Members of the Committee: Councillors JJD Lavender, SJ Robertson and AM Toon.

Recommendation(s)

THAT: the Committee reviews Cabinet's decision and decides

- (i) whether it accepts that decision with no further comment, or**
- (ii) whether it wishes to accept the grounds on which the decision of the Cabinet has been called-in and refer the decision back to the decision maker for reconsideration and, if so, what recommendations to Cabinet it wishes to make.**

Key Points Summary

- Call-in is a statutory right for Members of the Council to review a decision of the Executive taken by Cabinet or an individual Cabinet Member after it is made but before it is implemented.
- A decision can not take effect pending consideration of the call-in by the Scrutiny Committee.
- After consideration by the Scrutiny Committee the decision maker may implement the original decision or reconsider it in the light of the Scrutiny Committee's comments.
- The Committee has no power to overturn a decision of the Executive. It can only request the Executive to reconsider its decision.

Further information on the subject of this report is available from
David Sanders, Interim Director of Children's Services on Tel: (01432) 260039

- The Constitution (4.5.16.5) provides that call-in should only be used in exceptional circumstances including but not limited to;
 - a where there is evidence which suggests that issues have not been handled in accordance with the decision-making principles set out in this Constitution
 - b where a key decision has been taken which was neither published in accordance with the requirements for the Forward Plan, and is not subject to the urgency procedures set out in this Constitution; or
 - c where a decision is outside the Budget and Policy Framework
- The Committee is not therefore reconsidering the decision but testing the merits of that decision.
- The stated reasons for the call in of Cabinet's decision in relation to Dilwyn Church of England Primary School indicate the basis for this call-in is that there is evidence which suggests that issues have not been handled in accordance with the decision making principles set out in the Constitution.
- The Committee can either accept the Cabinet's decision with no further comment or accept the grounds on which the decision of the Cabinet has been called-in and refer the decision back to the decision maker for reconsideration.

Reasons for Call-in

2. In accordance with the Scrutiny Procedure Rules set out at Part 4 Section 5 of the Constitution, Cabinet's decision on 25 November 2012 that Dilwyn Church of England Primary School be discontinued on 31 August 2011 has been called in for consideration by this Committee.
3. The stated reasons for the call-in are:
 - Hope under Dinmore school and Brilley School went through the scrutiny process the same should be afforded to Dilwyn.
 - Little weight in the report has been given to the impact the closure will have on the Community.
 - The report does not take into account the change of Government and their new policy of maintaining small rural schools stating that every assistance and support should be given to keep them open to help the viability of rural villages (Dilwyn School has the support of the MP).
 - Federating with St Mary's has been the main option, the report does not look at other federations such as Lord Scudamore, or other primary schools outside of the cluster.
 - A number of other schools have been in similar circumstances and problems have been overcome with the support of the Local Authority ie Canon Pyon and Eardisley.
 - Numbers are increasing, (33 now on roll) 3 from the trigger point of 36. There is evidence that 13 would have gone to Dilwyn.
4. The call-in is therefore made on the basis that there is evidence which suggests that issues have not been made in accordance with the decision making principles set out in the Constitution.

5. The draft decision notice (Ref No. Ref 2010 Cab 033), together with the report by the Director of Children's Services to Cabinet in relation to Dilwyn School on 25 November, the report to Cabinet on 12 July 2010 and relevant Minute are appended to the report, the relevant draft Minute of the meeting of Cabinet on 25 November will be circulated separately. A joint statement circulated at Cabinet on 25 November on behalf of Herefordshire Local Authority; the Bishop of Hereford, the Board of Education, Hereford Diocese; the Archdiocese of Cardiff Commission for Schools and Colleges; and St Mary's Roman Catholic High School.

Appendices

- Draft Decision Notice of Cabinet on 25 November 2010 Ref 2010 Cab 033
- Report to Cabinet 25 November 2010 – Dilwyn Church of England Primary School – Determination of Proposal to Continue (Extract of Minutes of Cabinet 25 November 2010– To follow)
- A joint statement circulated at Cabinet on 25 November on behalf of Herefordshire Local Authority; the Bishop of Hereford, the Board of Education, Hereford Diocese; the Archdiocese of Cardiff Commission for Schools and Colleges; and St Mary's Roman Catholic High School.
- Report to Cabinet 12 July 2010 and extract of relevant Minute – The Future of Dilwyn Church of England Primary School

Background Papers

- Responses to the Statutory Notice

WRITTEN STATEMENT OF A KEY DECISION CABINET

ITEM:	DILWYN CHURCH OF ENGLAND PRIMARY SCHOOL: DETERMINATION OF PROPOSAL TO DISCONTINUE
Members Present:	Councillors: RJ Phillips (Leader), LO Barnett, AJM Blackshaw, JP French (Deputy Leader), JA Hyde, JG Jarvis, PD Price, DB Wilcox.
Date of Decision:	25 November 2010
Exempt:	No -
Confidential	No
This is a key decision because It is likely to be significant in terms of its effects on communities living or working in an area comprising one or more wards in the County.	
The item was included in the Forward Plan.	
Urgency/Special Urgency: (As defined in Constitution)	No
Purpose:	To consider a report on responses to the statutory notice to discontinue Dilwyn Church of England Primary School (Dilwyn School) and to determine if the school should close with effect from 31 August 2011.
Decision:	THAT Dilwyn Church of England Primary School be discontinued on 31 August 2011.
Reasons for the Decision:	The recommendation to discontinue Dilwyn School is made in the educational interests of the pupils of Dilwyn now and in the future, for the effective use of public funds, and in accordance with council policies.
Options Considered:	The following alternative options have been considered and rejected for the reasons given: That Dilwyn School continues as a standalone entity. Although there has been much support for this option from members of the Dilwyn community, no new evidence was forthcoming from the responses to the statutory notice to alter the view of the Local Authority and the Hereford Diocese Director of Education that the school is not sustainable as a standalone entity. That Dilwyn School should amalgamate with another school. Neither the Local Authority, nor the Hereford Diocese Director of Education believe there to be advantages to amalgamation over closure. There was very little support for this option during the initial consultation over the future of the school and no new evidence was forthcoming in the responses to the

	<p>statutory notice to alter the view of the Local Authority and the Hereford Diocese Director of Education.</p> <p>That Dilwyn School should federate with another school, or schools. During the representation period, the Local Authority received from the governing body of Dilwyn School a revised proposal for federation produced in conjunction with St Mary’s School, Lugwardine. For reasons described later in this report, the Local Authority and the Archdiocese of Cardiff have not been convinced that the revised proposal for a federation between St Mary’s School and Dilwyn School addresses adequately the educational and financial concerns highlighted through the review of Dilwyn School. The Diocese of Hereford does believe that the partnership approach should be supported.</p>
<p>Declaration of Interest:</p>	<p>Councillor RJ Phillips – personal interest as Governor of a local school in the cluster.</p> <p>Councillor AJM Blackshaw – personal interest as Governor of a local school in the cluster.</p>
<p>Date the key decision is due to take effect:</p>	<p>2 December 2010</p>

<p>COUNCILLOR RJ PHILLIPSDate: 25 November 2010 LEADER OF THE COUNCIL</p>
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MEETING:	CABINET
DATE:	25 NOVEMBER 2010
TITLE OF REPORT:	DILWYN CHURCH OF ENGLAND PRIMARY SCHOOL: DETERMINATION OF PROPOSAL TO CONTINUE
PORTFOLIO AREA:	ICT, EDUCATION & ACHIEVEMENT

CLASSIFICATION: Open

Wards Affected

Golden Cross with Weobley

Purpose

To consider a report on responses to the statutory notice to discontinue Dilwyn Church of England Primary School (Dilwyn School) and to determine if the school should close with effect from 31 August 2011.

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.

Recommendation

THAT Dilwyn Church of England Primary School be discontinued on 31 August 2011.

Key Points Summary

- The Local Authority is supported by the Roman Catholic Archdiocese of Cardiff in its views that:
 - Dilwyn School is not sustainable as a stand-alone entity.
 - The revised proposal to federate with St Mary's Roman Catholic (RC) High School (St Mary's School) has addressed some of the concerns of the Local Authority and diocesan bodies, but does not address sufficiently the issue of low pupil numbers, resulting finances and therefore sustainability of quality education and experience

Further information on the subject of this report is available from David Sanders, Interim Director of Children's Services on Tel: (01432) 260039

into the future.

- The Diocese of Hereford Board of Education, whilst previously not supporting the original federation submission, has considered the revised submission from Dilwyn School and stated that “the Diocesan Board of Education in principle supports collaborative working in a formal partnership, subject to the agreement of outstanding details”. The Board has voted in favour of the revised submission, and suggested a three year period for the schools concerned to work through and implement new working arrangements, procedures and staffing adjustments.
- The Governing Body of St Mary’s School supported the head teacher of St Mary’s School in his submission entitled “Proposal for working together within a hard federation” which has formed part of the revised submission of Dilwyn School. However this was done with the following caveats, that “the approval of any association between the two schools being sanctioned by the Anglican and Catholic Diocesan authorities and that the plans did not involve St Mary’s ‘bank-rolling’ Dilwyn” (extract from the minutes of the Governing Body of St Mary’s School meeting). The Archdiocese of Cardiff does not support the revised federation submission.

Alternative Options

- 1 The following alternative options have been considered and rejected for the reasons given:

That Dilwyn School continues as a standalone entity. Although there has been much support for this option from members of the Dilwyn community, no new evidence was forthcoming from the responses to the statutory notice to alter the view of the Local Authority and the Hereford Diocese Director of Education that the school is not sustainable as a standalone entity.

That Dilwyn School should amalgamate with another school. Neither the Local Authority, nor the Hereford Diocese Director of Education believe there to be advantages to amalgamation over closure. There was very little support for this option during the initial consultation over the future of the school and no new evidence was forthcoming in the responses to the statutory notice to alter the view of the Local Authority and the Hereford Diocese Director of Education.

That Dilwyn School should federate with another school, or schools. During the representation period, the Local Authority received from the governing body of Dilwyn School a revised proposal for federation produced in conjunction with St Mary’s School, Lugwardine. For reasons described later in this report, the Local Authority and the Archdiocese of Cardiff have not been convinced that the revised proposal for a federation between St Mary’s School and Dilwyn School addresses adequately the educational and financial concerns highlighted through the review of Dilwyn School. The Diocese of Hereford does believe that the partnership approach should be supported.

Reasons for Recommendations

- 2 The recommendation to discontinue Dilwyn School is made in the educational interests of the pupils of Dilwyn now and in the future, for the effective use of public funds, and in accordance with council policies.

Introduction and Background

- 3 On 12 July 2010 Cabinet considered a report by the Interim Director of Children's Services on the future of Dilwyn School. The report explained the process and findings of a review of the school under the Council's Small Schools Policy from February 2010 to June 2010, which had been carried out in conjunction with the Hereford Diocese Director of Education and in consultation with the Commissioner of Schools and Colleges for the Archdiocese of Cardiff. The Diocese of Hereford and the Archdiocese of Cardiff were in full support of the recommendations and letters confirming this were subsequently received from both. Cabinet agreed the recommendation that the Local Authority should initiate the statutory process concerning the closure of Dilwyn School with effect from 31 August 2011.

Key Considerations

Process

- 4 A statutory notice, summarising the proposal was published on 9 September 2010, in accordance with the statutory regulations. Copies of the full proposal were sent to all statutory parties.
- 5 The statutory notice invoked a six weeks representation period, during which time anyone could comment on, or object to, the proposal.
- 6 67 responses to the statutory notice were received. All the points raised have been considered in the development of this report. All of the responders objected to the proposal. The key issues raised are covered in the body of the report with a more detailed analysis of the issues raised being provided at Appendix A together with the authority's response to those issues.
- 7 Responders identified themselves primarily within the following categories, although many were, for example, parents and/or governors and residents. A number of responses reflected the views of two or more people in a household:

Parents of children at Dilwyn C of E Primary School	7
Parent/carer considering a place at Dilwyn school	2
Residents in the Dilwyn area	33
Staff/Governors/Pupils/PTFA	4
Member of Parliament	1
Local businesses	6
Other interested individuals	6

An additional eight responses were received from the following organisations/bodies:

Dilwyn School Governing Body (including a revised proposal for a federation with St Mary's School)
Dilwyn Parish Council
Leominster Team Ministry
Dilwyn Playgroup
Dilwyn Women's Institute,
Dilwyn Mothers Union
Dilwyn Cedar Club
Campaign for Rural England (Herefordshire Branch).

Issues Raised

- 8 The responses demonstrated some strong support for the continuation of Dilwyn School, with the majority valuing the ethos of the school and the standard of attainment of its pupils. There was a strong concern for the sustainability of the Dilwyn community if the school were to close, including support for the early years playgroup, Church, community events and local facilities, groups and businesses. Many of the community responses refer to the fact that the village of Dilwyn has lost its post office and shop in recent years.
- 9 The majority (51) of responders favoured a proposal to federate with St Mary's School as a means to address the Local Authority and diocesan bodies' concerns about the sustainability of the school. In particular responders felt that such a federation would attract more pupils to the school because of its proposed ecumenical, gospel based ethos, and that it would attract local pupils whose parents had chosen other schools because of a long term perceived threat of closure for Dilwyn School.
- 10 Responses to the consultation felt that pupil numbers could rise again, quoting a shortage of primary school places in the West Midlands and possible housing development in Dilwyn.
- 11 Some (14) responders felt that the financial savings from the closure of the school were insignificant in terms of the redistribution of funding to other schools.
- 12 Some of the responses reflected continuing criticism of the Local Authority with claims of failure to meet due statutory process, bias in the presentation of information and data, misrepresentation, predetermination of decisions and coercion of Diocesan opinion. Throughout the process, the Local Authority has strongly refuted such allegations, with the backing of both diocesan bodies.

Response to the issues raised

- 13 The Education and Inspections Act 2006 requires that a Local Authority that is considering the closure of a rural primary school must consider the following matters, when formulating their proposals:-
- the likely effect of the discontinuance of the school on the local community;
 - the availability, and likely cost to the Local Authority of transport to other schools;
 - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase;
 - and any alternatives to the closure of the school.
- 14 If Dilwyn School was to close, the Local Authority has a duty to ensure that there is sufficient pre-school provision available in the area. Whilst having no similar duty in respect of other community facilities the council already promotes all village/community halls through its website and offers advice and access to funding for a range of community facilities/activities.
- 15 The considered views of the Local Authority, Hereford Diocesan Board of Education and the Roman Catholic Archdiocese of Cardiff are as follows:
- Dilwyn School is unsustainable as a stand-alone entity.
 - The proposal to enter into a federation with St Mary's School is a serious and

- constructive attempt to attempt to show an education and funding model which would sustain Dilwyn School. The proposal has been revised since it was first considered by Cabinet in July and addresses some of the concerns held by the Local Authority and diocesan bodies at that time.
- 16 However, the proposal is still particularly weak in its proposals for Key Stage 1 and, in the view of the Local Authority and the Archdiocese of Cardiff, does not address the fundamental concerns about pupil numbers and consequently the future financial and educational sustainability of the school. From the evidence within the revised proposal these issues are beyond the ability of the proposal to influence them sufficiently to provide a long term sustainable arrangement.
- 17 The Local Authority, Archdiocese of Cardiff, and the Diocese of Hereford also recognise that though the proposal from St Mary's School is entitled "Proposal for working together within a hard federation" there are insufficient details about the creation of a hard federation or the governance arrangements to provide a clear way forward and timescale.
- 18 The recent and current pattern of pupil enrolment is that only about one third of children living in the catchment area attend the school. Responses to the initial consultation and Parish Council questionnaire earlier this year did not identify any parents who had chosen other schools because of a perceived threat of closure for Dilwyn School, although the Governors of Dilwyn School suggest they have subsequently identified 13 pupils whose parents either have, or would in the future, send their children to Dilwyn School if there were no threat of closure. The Governors of Dilwyn School also state in their response that they have written declarations from the parents of 19 children who would consider sending them to Dilwyn School if the school were to federate with St Mary's School, and state their intention to reach an initial target of an additional 40 pupils. The 19 pupils referred to include younger, currently pre-school age children, and therefore the potential for 19 children to attend Dilwyn School would be phased over a number of years. The St Mary's School proposal for federation states 16 children whose parents would consider Dilwyn School if it federated with St Mary's School. St Mary's School's proposal provided a breakdown - 3 are current primary age pupils, 5 for the 2011 intake, 1 for 2012, 2 for 2013 and 5 for 2014. The numbers quoted, even with the perceived attraction of federation with St Mary's School would not see any significant increase in the school's roll as higher numbers of pupil in some upper year groups will transfer to secondary school
- 19 Whilst a significant number of members of the Dilwyn community are passionate about their wish to see primary education maintained at Dilwyn School, the parents of only just over one third of the children in the school's catchment area choose to send their children to the school. Over one third of pupils attending Dilwyn School live outside the catchment area.
- 20 The Local Authority and Archdiocese of Cardiff do not have any evidence that pupil numbers would rise significantly to ensure that Dilwyn School would not be a drain on the financial resources of St Mary's School. The financial climate facing schools will provide additional challenges over the next budget cycle. The Diocese of Hereford, whilst wanting to support the partnership proposal has offered no additional evidence that would alter this view and has stated that they are not in a position to financially underwrite the proposal.

- 21 Dilwyn School has been judged satisfactory by Ofsted, with its capacity to improve also satisfactory. The two nearest schools to Dilwyn, Weobley Community Primary and Pembridge C of E Primary, which currently accommodate 28 pupils from the Dilwyn catchment area are judged by Ofsted to be good schools, with good capacity to improve. Other schools currently attended by children from the Dilwyn catchment area are judged either good or outstanding. Some parents have also opted for independent school education. The Local Authority and the Archdiocese of Cardiff question whether a significant number of families whose children have settled into these other schools, and established friendship groups, would transfer their children, even with the possible attraction for some of a potential advantage in gaining a place at St Mary's School at secondary transfer. Siblings would therefore be most likely to follow to the same schools.
- 22 The Local Authority and diocesan bodies recognise one aim of the proposed federation would be to open up an opportunity for children of the Catholic faith to access a gospel based education in the north of the County. However, as reported to Cabinet in July 2010, the low number of Catholic baptisms in the north of the County suggests this would not increase pupil numbers significantly, with an average total of just 5 baptisms a year being recorded between 2005 and 2009 in the Weobley/Kington and Leominster parishes. It cannot be assumed that all would choose to send their children of primary age to Dilwyn from this wide geographic area.
- 23 While parts of the West Midland are experiencing greater demand for primary school places and in particular the urban conurbations, Herefordshire as a whole, and the Dilwyn area in particular, are not. The Parish Council is working with Herefordshire Council planners on a proposal to build 25 new homes, 50% of which would be affordable housing. The Council's planning documents identify a probable yield of fewer than 5 primary age pupils from such a development. While Dilwyn is identified as a Main Village in the Local Development Framework, any future housing is likely to be in proportion to its size, currently about 123 residential dwellings and will therefore not be significant enough to greatly increase pupil numbers in the catchment area. There are currently some 140 surplus school places in and neighbouring the Weobley School's Cluster, which would readily meet any projected additional demand from such growth.
- 24 Since school funding is largely reliant upon the number of pupils on roll, the financial concerns considered by Cabinet in July remain. The responses suggest that there has been success in gaining pledges of money from individuals, groups and businesses amounting to £14,700 and with an expectation to reach at least £20,000 to support the school financially in the short term. However, the school's financial stability is reliant upon overcoming the significant challenges mentioned above in terms of attracting more pupils to the school. Further detail on the financial implications is set out in the relevant section below.

Community Impact

- 25 Community impacts have been explored within the key considerations above.

Financial Implications

- 26 The closure of Dilwyn School would have the following financial implications:

- a) There would be no savings made to the Local Authority in terms of the school's delegated budget. The 'per pupil' funding element would follow each pupil to the school to which they transfer. The other elements of the budget such as the management and premises base allocations and small schools' protection funding, around £60,000, would be distributed between all schools through the Herefordshire schools funding formula.
- b) The Dilwyn School budget would therefore be reinvested, partly in the schools to which Dilwyn School pupils transfer and, in part, across all Herefordshire schools. Although there is no financial saving to the Local Authority, distribution of the budget across other schools, and in particular the 'per pupil' element brings financial benefit to the new host school or schools in terms of their spending power. As pupils join classes already established with teachers and teaching assistants a higher proportion of the extra pupil funding can be spent of additional classroom support and curriculum resources.
- c) There would be a cost to the Local Authority in terms of transport provision to an alternative school or schools. This has been calculated at £22,000 per year. The rural nature of Herefordshire requires the Local Authority to spend around £5 million a year on home to school transport. There would also be a potential one-off maximum staff redundancy cost of £71,880, though the Local Authority would work with the school, using the Council's policies, to minimise the effects on staff wherever possible.
- d) The Diocese of Hereford, whilst supporting the partnership approach has not suggested that it would be willing to support the proposal financially.
- e) The governors of St Mary's School have stated that any collaboration should not result in St Mary's School "bailing out" Dilwyn School. It is the view of the Local Authority and the Archdiocese of Cardiff that the position of Dilwyn School would mean that St Mary's School is likely to face financial pressures as a result of collaboration in terms of providing support. Further detail on the analysis of how costs could be reduced in the proposal are contained in Appendix A.

Legal Implications

- 27 The legal context for the process of considering the future of a school and possible closure of a school is provided by the Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments) (England) Regulations). It also is within the context of the statutory guidance "Closing a Maintained Mainstream School".
- 28 Having received objections to the proposal to close Dilwyn School, the proposal must be decided by the Local Authority by 21 December 2010, that is, within 2 months from the end of the representation period. If a decision is not made by this date, the Local Authority must forward the proposals and any representations to the schools adjudicator for decision. This must be done within one week from the end of the 2 month period. As there have been objections to the proposal, the following bodies may appeal against the Local Authority decision - the local Church of England Diocese; the Bishop of the local Roman Catholic Diocese; and in the case of foundation or a voluntary school, such as Dilwyn School, the governing body or trustees of the school

that is proposed for closure.

- 29 Appeals must be submitted to the Local Authority within four weeks of the notification of the Local Authority's decision. On receipt of an appeal the Local Authority must then send the proposals, and the comments and objections received, to the schools adjudicator within one week of receipt of the appeal. The Local Authority should also send to the schools adjudicator a copy of the minutes of the Local Authority's meeting or other record of the decision and any relevant papers.

Risk Management

- 30 A decision to close Dilwyn School on 31 August 2011 would require school places to be found for existing pupils. The Local Authority would work with receiving schools and the pupils and parents to ensure successful transitions to new schools. In the run up to closure, the Local Authority would work with the parents/carers of children attending Dilwyn School to offer places at the next nearest school with available places. The next nearest school to Dilwyn School is Weobley Primary School. The Local Authority would also work with families seeking a place at an alternative Church of England faith school on denominational grounds. The Local Authority would look to provide this at the next nearest Church of England school with places available. The Local Authority's policy on assisting pupils with home to school transport would apply. In addition to the Council's normal home to school transport policy, the Council would also provide transport to any pupil on roll at, and living in the catchment area of, Dilwyn School when it closes, where the journey to the next nearest primary school, or next nearest Church of England primary school, is greater than their journey would have been to Dilwyn School.
- 31 In addition a decision to close Dilwyn School would require the redeployment or redundancy of the school staff. The Local Authority would support staff through this process and implement the Council's alternative work policy and procedures.
- 32 A decision to keep Dilwyn School open would mean that, given the low pupil numbers the school cannot be considered to be independently educationally and financially sustainable in the near future so there is a risk to pupils' education. The Local Authority would be required to provide additional support to the school to attempt to ensure appropriate pupil education and progression. The school would work with other schools to enhance pupil experience and where possible share and maximise resources.
- 33 If there were to be an appeal to the School Adjudicator through the closure process the School Adjudicator could choose to direct that the school remain open. However, the view of the Local Authority and the Archdiocese of Cardiff indicates that there are strong reasons for a decision to discontinue the school. This view was shared by the Diocese of Hereford until the receipt of the latest submission from Dilwyn School.

Consultees

- 34 The issue of a statutory notice on 9 September 2010 invoked a 6 weeks representation period during which anyone could object to, or comment upon, the proposal to close Dilwyn School.

Appendices

Appendix A Summary of issues raised in responses to the Statutory Notice and the response to those issues.

Background Papers

- Responses to the Statutory Notice.

Dilwyn C of E Primary School - Responses to Statutory Notice to close

67 responses were received. The following table sets out the main themes contained in responses, with the evidence provided and commentary. Figures in the response column indicate the number of letters that explicitly mentioned the issue concerned. There were overlaps in the points raised.

Response	Claimed evidence	CHILDREN & YOUNG PEOPLE'S DIRECTORATE Response
<p>Statutory guidelines have been ignored. (5)</p>	<p>That the Children & Young People's Directorate has acted improperly by announcing an intention to close the school some years ago. This has resulted in parents sending their children to other schools because of the threat of closure.</p>	<p>As part of a county-wide review of schools, in January 2008, the Children & Young People's Directorate proposed the amalgamation of Weobley, Dilwyn and Canon Pyon primary schools on the Weobley school site. Across the county, the review proposed the amalgamation of 34 schools in total.</p> <p>In January 2007, Dilwyn had 43 pupils on roll. In January 2008 the school had 36 pupils on roll. It is true to say that pupil numbers have declined since January 2008, but numbers had already declined to the threshold for review under the Council's Small Schools' Policy.</p> <p>During the consultation (February to April 2010) responses from parents living in the Dilwyn catchment area, and whose children were attending other schools, gave a number of reasons for their positive choice of alternative school, including ease of access, before/after school care and private education. No parents said that a perceived threat of closure was the reason they had</p>

	<p>The Children & Young People's Directorate has ignored plans for increased housing in North Herefordshire; shortage of primary school places in the West Midlands and increasing workforce at a local employer - Tyrrells.</p>	<p>chosen an alternative school. During the consultation, the Parish Council conducted its own questionnaire of residents. Again, no parents said that they had chosen an alternative school because they were concerned about closure of Dilwyn.</p> <p>The Governors now state that they have written statements from parents of 13 of 34 children from the Dilwyn catchment area not attending Dilwyn, that their decision to choose another school was influenced by the threat of closure. Governors have not shared details with the Children & Young People's Directorate.</p> <p>Some authorities in the West Midlands, predominantly in urban areas, are experiencing a shortage of primary school places. This is not the case in North Herefordshire. Dilwyn and other local and cluster schools have 146 (15%) surplus places.</p> <p>Dilwyn is identified as a main village in the Local Development Framework. There are approximately 123 residential dwellings in the main village. Any new housing would have regard to the size of the current residential community. The Parish Council is liaising with Herefordshire planning officers on the possible development of land which may</p>
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	<p>Schools should only be closed as a last resort: Insufficient weight given to the Government's presumption against the closure of a rural school. No strong reasons to close Dilwyn, particularly given moves to federate with St Mary's. Children & Young People's Directorate must provide diversity, choice and a system shaped by parents. Arguable that to close when school stands an excellent chance of securing a viable future through federation would be illegal.</p>	<p>accommodate around 25 houses, of which 50% would be affordable. On average, a development of this size, with a mixture of 2, 3 and 4 bed properties, is likely to yield around 5 primary aged children.</p> <p>There is a government presumption against the closure of rural schools. This does not mean that a village school should never close, but the case for closure should be strong and any proposals clearly in the best interests of the educational provision for the children now and in the future. Standards at a school need to be taken into account, as does the likely affect of closure on the community.</p> <p>There are sufficient places in other schools in the area, including other Church of England schools to enable many parents to exercise choice. There are 34 pupils within Dilwyn C of E Primary School's catchment area who are going to other schools.</p>
<p>Council would breach statutory obligations if it did not allow the innovative plan for an ecumenical federation to be implemented. This option should be pursued. (3)</p>	<p>No evidence provided.</p>	<p>The Council has followed the statutory regulations. In determining the future of the school, the Council must consider federation as an option and must consider any federation proposals. The Children & Young People's Directorate, the Hereford diocese and Archdiocese of Cardiff have each</p>

		<p>considered the revised business plan for federation with St Mary's RC High School.</p> <p>The Local Authority is supported by the Roman Catholic Archdiocese of Cardiff in its views that Dilwyn C of E Primary School is not sustainable as a stand-alone entity and that the revised proposal to federate with St Mary's Roman Catholic (RC) High School has addressed some of the concerns of the Local authority and diocesan bodies, but does not address sufficiently the issue of low pupil numbers, resulting finances and therefore sustainability of quality education and experience into the future. The Diocese of Hereford Board of Education, though it has some reservations, supports the proposal.</p>
<p>The Children & Young People's Directorate and councillors believe standards of teaching and learning would be better in a larger school. It was stated that children are happier, more confident, and achieve better results in a small school. (7)</p>	<p>Statistical evidence gathered by the National Association of Small Schools that small schools produce better results. Claim that no evidence that the standard of teaching and learning at Weobley Primary School, the named successor school, is any better than at Dilwyn.</p>	<p>The Cabinet report of 12 July 2010 recognised the statistical evidence that small schools often produce markedly better results, but after adjusting for socio-economic factors, these differences are marginal.</p> <p>Weobley Primary School was inspected by Ofsted in October 2010. It has been judged to be a good school overall with the standard of teaching and learning judged as good with some outstanding features. This is not necessarily reflective of the size of the school, but Ofsted have also judged as good the school's capacity to improve further.</p>

<p>Questions regarding the financial rationale. Closure will result in little or no economies (14)</p>	<p>Claim that this is recognized by the Children & Young People's Directorate; any savings will make little difference when spread across all schools; children will go to other schools which attract the small schools supplement; all small village facilities cost more per head.</p>	<p>There would be no savings made to the Local Authority in terms of the school's delegated budget. The 'per pupil' funding element would follow each pupil to the school to which they transfer. The other elements of the budget such as the management and premises base allocations and small schools' protection funding, around £60,000, would be distributed between all schools through the Herefordshire schools funding formula.</p> <p>The Dilwyn school budget would therefore be reinvested, partly in the schools to which Dilwyn C of E Primary School pupils transfer and, in part, across all Herefordshire schools. Although there is no financial saving to the Local Authority, distribution of the budget across other schools, and in particular the 'per pupil' element brings financial benefit to the new host school or schools in terms of their spending power. As pupils join classes already established with teachers and teaching assistants a higher proportion of the extra pupil funding can be spent of additional classroom support and curriculum resources.</p> <p>There would be a cost to the Local Authority in terms of transport provision to an alternative school or schools. This has been calculated at £22,000 per year. The rural nature of Herefordshire requires the Local Authority to spend around £5 million a year on</p>
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<p>Devastating effect of closure on the community (56)</p>	<p>Already lost village shop and post office. Most young families introduced to the Church through school. Danger of losing early years provision. Secure school would attract young families to Dilwyn village. Fall in house prices if school closes. Lose an institution at the heart of the community. Long term impact should be considered – wider impact on rural village communities. Retain school for housing expansion.</p>	<p>home to school transport.</p> <p>Some responses recognise that shops, post offices, pubs and schools are closing in villages; also that church congregations are aging and declining. This is a concern, but the village school is as susceptible to demographic change as any other facility or institution. As demography has changed over the decades, as rural based trades and jobs have declined and the population has migrated to more urban areas and to new trades and industries, so facilities, including schools across Herefordshire and across the country have closed. In this respect, Dilwyn is not unique.</p>
<p>Adverse effects on current pupils who are doing well (16)</p>	<p>Ofsted report recognising strengths. Views of pupils themselves. Concern about disrupting a happy group. Opportunities for children in the future lost.</p>	<p>If the school were to close the local authority and the diocese of Hereford would work with parents and pupils to identify a suitable school. The receiving schools would work closely with the pupils and parents to make the transitions as successful as possible, as they do with other pupils that join their schools.</p>
<p>Closure was predetermined – consultation merely following process (24)</p>	<p>Minority view, held by Governors on the Review Group, held under the Small Schools Policy was not reported.</p>	<p>The consultation document stated that the majority of the Review Group concluded that the school as a standalone entity is not viable. This clearly indicates that a minority felt that it was viable, although specific reference is not made to the minority view being held by governors on the Review Group.</p>

	<p>Bias of consultation document. Ofsted judgement is satisfactory – school not failing. Good SIAS judgement.</p> <p>Lobbying of Diocesan authorities by Children & Young People’s Directorate.</p> <p>Lobbying of Weobley Cluster schools after consultation period had ended.</p>	<p>The Ofsted judgement was reflected and acknowledged in the consultation document. The SIAS report was published later, but the judgement was acknowledged and accepted. The consultation document however was concerned with the future challenges that the school would face in raising its standards to good or outstanding. It was important that the consultation document reflected the significant concerns held by the Children & Young People’s Directorate and Hereford Diocese and to seek views on those concerns including on options to address them.</p> <p>The Hereford Diocese was represented on the Review Group since it began. The Children & Young People’s Directorate liaised with both Diocesan bodies in an open exchange of views on the evidence and consultation responses, including the proposal to federate with St Mary’s RC High School.</p> <p>Officers were invited by the Weobley Schools Cluster to attend a meeting of headteachers and chairs of governors on 14 May to discuss the implications for their cluster working in the light of the St Mary’s federation proposal, submitted during the consultation period. The Headteacher and Chair of Governors of Dilwyn were invited, but were unable to attend.</p>
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<p>Transport will be required and will have a negative effect on families and the environment (6)</p>	<p>Stated that families will have to make alternative arrangements, transport would be required whereas at the moment some pupils walk. No footpaths or cycle paths as alternative routes to other schools. Goes against national government objectives of environmental and sustainable living.</p>	<p>These are part of the considerations in determining the future of Dilwyn School and have been weighed against all the other factors involved. It is evident that families from the Dilwyn catchment do go to other schools and are able to make arrangements to do so. There is the ability to share transport amongst families and this does occur. Statutory transport entitlement will also be available.</p>
<p>Option of Federation was never going to be accepted. The proposal should be given time to work (51)</p>	<p>Federation with St Mary's was rejected mainly on grounds of financial viability owing to small pupil numbers. The issue of numbers would be the same for a federation with any school, so the Children & Young People's Directorate were never going to consider this option, only closure. There are a number of positive developments associated with an ecumenical approach. It is exciting and innovative and should be given time.</p>	<p>The Children & Young People's Directorate and Dioceses felt that the original business case to federate with St Mary's did not adequately address a number of concerns, including safeguarding arrangements, finance and pupil numbers. During the Review stage, the Children & Young People's Directorate and Hereford Diocese were proactive in engaging neighbouring schools to consider federation with Dilwyn.</p>
<p>Evidence presented for consultation was heavily biased towards closure (23)</p>	<p>The Children & Young People's Directorate claimed general disadvantages in terms of teaching and learning in small schools. This ignores evidence researched and collected by the National Association of Small Schools. Staff recruitment and retention.</p>	<p>As mentioned above, the Cabinet report of 12 July 2010 recognised the statistical evidence that small schools often produce markedly better results, but after adjusting for socio-economic factors, these differences are marginal. In terms of staff recruitment and retention, the Children & Young People's Directorate and the Hereford Diocese were drawing on very recent experience of small schools struggling</p>

	<p>Quality of teaching and learning – inferred standards and capacity to improve were unacceptable.</p>	<p>to retain and attract staff.</p> <p>In terms of the quality of teaching & learning, the consultation document reflected the Children & Young People's Directorate and Hereford Diocese concerns about workloads, the opportunities for training and development and for peer support within the school setting. The very small numbers of pupils and the limited funding that results from this, minimises the number of staff that can be employed. This significantly impairs the ability of staff to learn from and support each other, and to take up training opportunities (both in terms of paying for training and to provide cover to go on training). The consultation document referred to the Ofsted inspection of Dilwyn C of E Primary School in January 2010 which judged the quality of teaching and learning as satisfactory. Although improvement had been made since the previous inspection in 2007, insufficient progress has been made overall to improve beyond a judgement of satisfactory. The Local Authority has been able to give the school support in this area, but both the Children & Young People's Directorate and the Diocesan Board of Education were and remain concerned that as a standalone school, Dilwyn does not have the capacity necessary to make continued and sustained improvement to the standard of teaching and</p>
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	Safeguarding	learning. The Children & Young People's Directorate and Hereford Diocese had, and still have, serious concerns around safeguarding, given the low staff numbers and implications for safeguarding arrangements if one or more members of staff are absent or needing to supervise pupils off site.
Reaction to proposal for Federation was improper (18)	Claim that the Children & Young People's Directorate has put effort into preventing a viable plan for federation. 51 of the 67 responses felt that the proposal to federate with St Mary's should be given a chance to work.	The Children & Young People's Directorate, together with the Hereford Diocese and Archdiocese of Cardiff gave full and proper consideration to the specific federation proposal submitted by the Governors and St Mary's RC High School during the consultation period. See also the observations, below, of the Children & Young People's Directorate and Archdiocese of Cardiff on the revised proposal to federate, which was submitted in response to the statutory notice.
Cabinet report was incomplete, inaccurate and biased. Numbers of pupils now and in the future will increase to enable a viable school and partnership. (23)	Statement that past, present and future pupil numbers do not enable valid educational provision as a standalone entity. Past numbers did allow this until threat of closure. Availability of school places in the area is not a valid reason to close a rural school. A school should not be closed in order to fill	See comments above in response to 'Statutory guidelines have been ignored'. The availability of alternative school places is one of a number of 'key reasons' for the recommendation to close the school. It is an

	<p>another school.</p> <p>View of the Archdiocese of Cardiff was not accurately represented. Archdiocese was supportive of the proposal to federate with St Mary's until the Children & Young People's Directorate persuaded the Anglican diocese of non-viability.</p> <p>Teaching and learning – general bias against small school.</p> <p>Solicited response from the Weobley cluster of schools.</p> <p>Dilwyn School has identified 13 children where the threat of closure was a significant factor in their parents' decision to choose other schools.</p>	<p>important factor that places are available at an alternative school or schools.</p> <p>Please see earlier comment under 'Closure was predetermined'</p> <p>Please see earlier comment under 'Children & Young People's Directorate and councillors believe standards of teaching and learning would be better in a larger school.'</p> <p>Please see earlier comment under 'Closure was predetermined'</p> <p>In response to the consultation, no parents living in the Dilwyn catchment, who had chosen other schools, stated threat of closure as a reason. This was also the case with a separate Parish Council questionnaire. The St Mary's RC High proposal states 16 children whose parents would consider Dilwyn if it federated with St Mary's. Of these only 3 are current primary age pupils, 5 for the 2011 intake, 1 for 2012, 2 for 2013 and 5 for 2014. It is unclear whether the school has asked all</p>
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	<p>Legal implications – the Cabinet report does not refer to statutory guidance – Closing a Maintained Mainstream School, which states that there is a presumption against closure of rural schools.</p>	<p>parents of preschool age children in the Dilwyn area, but the numbers quoted, even with the perceived attraction of federation with St Mary's would see the school's roll reduce further as higher numbers of pupil in the upper year groups transfer to secondary school.</p> <p>N. B. while St Mary's quote 16 children, the Dilwyn Governors quote 19, with a target of 40, but no age range is quoted.</p> <p>The Cabinet paper refers to the legislation from which the statutory guidance is derived – Education & Inspections Act 2006. The specific considerations that a local authority must undertake in respect of a rural school are stated in the Community Impact section of the report.</p>
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The Governors of Dilwyn believe that Federation with St Mary's RC High School is "virtually certain to provide a sustainable future for Dilwyn School." The Governors recognise that "nothing is ever certain and plans can go wrong", but the Governors believe "there is a very strong probability that the revised business plan produced by St Mary's will succeed." The Governors have provided the following evidence, supported by other submissions, which is shown with the observations that have been part of the decision making process to inform the report and the recommendation to discontinue Dilwyn C of E Primary School.

Area	Evidence	View of the Children & Young People's Directorate and Archdiocese of Cardiff
Pupil numbers can be addressed	<p>Perceived attraction of partnering with St Mary's RC High School, which is popular with parents.</p> <p>Meet demand for Catholic places in the north of Herefordshire.</p> <p>Written statements from parents who would send their children to Dilwyn if it federated with St Mary's RC High School.</p>	<p>Only about one third of children living in the catchment area attend the school.</p> <p>Responses to the consultation and Parish Council questionnaire earlier this year identified no parents who had chosen other schools because of a perceived threat of closure for Dilwyn.</p> <p>The potential for 19 children to possibly attend Dilwyn would be phased over a number of years. The St Mary's RC High school proposal for federation states 16 - 3 are current primary age pupils, 5 for the 2011 intake, 1 for 2012, 2 for 2013 and 5 for 2014. The numbers quoted, even with the perceived attraction of federation with St Mary's would not see the school's roll increase significantly as higher numbers of pupil in some upper year groups transfer to secondary school. The Dilwyn Governors quote 19, with a target of 40, but no age range is quoted.</p> <p>Dilwyn School has been judged satisfactory</p>

	<p>by Ofsted, with its capacity to improve also satisfactory. The two nearest schools to Dilwyn, Weobley Community Primary and Pembridge C of E Primary which currently accommodate 28 pupils from the Dilwyn catchment area are judged by Ofsted to be good schools, with good capacity to improve. Other schools currently attended by children from the Dilwyn catchment area are judged either good or outstanding, with some parents opting for independent school education. The Local Authority and the Archdiocese of Cardiff question whether a significant number of families whose children have settled into other schools, and established friendship groups, would transfer their children, even with the possible attraction for some of a potential advantage in gaining a place at St Mary's R. C. High school at secondary transfer. Siblings would therefore be most likely to follow to the same schools.</p> <p>The Local Authority and Diocesan bodies recognise one aim of the proposed federation which would be to open up an opportunity for children of the Catholic faith to access a gospel based education in the north of the County. However the low number of Catholic baptisms in the north of the County suggests this would not increase pupil numbers significantly with an average total of just 5 baptisms a year being recorded between</p>

<p>2005 and 2009 in the Weobley/Kington and Leominster parishes. It cannot be assumed that all would choose to send their children of primary age to Dilwyn from this wide geographic area.</p>	<p>Responses to the consultation felt that pupil numbers could rise again, quoting a shortage of primary school places in the West Midlands and possible housing development in Dilwyn. While parts of the West Midland are experiencing greater demand for primary school places and in particular the urban conurbations, Herefordshire as a whole and the Dilwyn area in particular are not. The Parish Council is working with Herefordshire Council planners on a proposal to build 25 new homes, 50% of which would be affordable housing. The Council's planning documents identify a probable yield of fewer than 5 primary age pupils from such a development. While Dilwyn is identified as a Main Village in the Local Development Framework, any future housing is likely to be in proportion to its size, currently about 123 residential dwellings and will therefore not be significant enough to greatly increase pupil numbers in the catchment area.</p>		
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<p>Costs can be reduced</p>	<p>Supply cover Administration Additional funding for additional pupils. Replacing retiring teacher with a Newly Qualified Teacher. Use St Mary's for building maintenance</p>	<p>There are some discrepancies in the Dilwyn budget figures used for the 3 year projections. 20% savings on supply is shown as £2,731pa but Dilwyn School has reduced its budget in 2010/11 to £7,920 so a 20% savings is only £1,584 - hence savings overstated by £1,147 per annum. Likewise savings on admin costs are shown as £1,955 pa but the 2010/11 budget only includes £1,288 again over stating by £667 per annum.</p> <p>The increase in pupils shows a rising income but does not adjust for any loss of small schools protection, for example, for 8 pupils this would be worth around £900.</p> <p>A substantial saving is shown by replacing a 0.74 UPS2 teacher by a 0.74 NQT. The cost of an NQT will rise each year and potentially rise back to the level of the UPS 2 teacher.</p> <p>Whilst all these are very small differences and total £2,714 these are the tolerances that the St. Mary's plan is working to.</p> <p>In addition, there are no recharges to St Mary's for supply, AST teachers (1 day) and management time for the St Mary's</p>
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		Headteacher and it is unclear what salary is proposed for the current Headteacher of Dilwyn in the new structure. The cost effectiveness of the proposed leadership team is questionable.
The administrative burden will be reduced	Single administrative function for both schools, including procurement.	This may produce some efficiencies, but it is not clear how this is intended to operate in practice and, as noted above, the financial saving is overstated in the proposal.
Teaching & learning can be greatly improved	<p>Consultancy available from Madley Primary School and the Wigmore Trust schools.</p> <p>Joint CPD and benefits from wider partnerships set up by Madley Primary.</p> <p>Curriculum development with Madley Primary.</p> <p>St Mary's Advanced Skills Teacher to provide additional support in literacy, science and the environment, local history etc.</p> <p>Specialism staff to provide support in maths and technology.</p>	<p>While St Mary's lacks expertise, particularly in Key Stage 1, the involvement of Madley, Wigmore and St Joseph's would undoubtedly provide that expertise. The intention of these schools to provide long term advice and support is unquestionable and a fine example of the potential benefits of collaborative working.</p> <p>What is less clear from the proposal is how the capacity will be created to achieve this and what, if any, costs/recharges will be incurred. A formal federated or collaborative arrangement would increase confidence in the longevity of such arrangements, but this is not proposed to happen imminently, if at all.</p>
Safeguarding can be assured	Dilwyn staff appropriately trained. Identified person on Dilwyn site at all	While all of these proposed arrangements are welcome, assurance will be needed

	<p>times. Appropriate St Mary's staff available in an emergency. Rapid reaction team in Dilwyn village. Expertise available from Madley Primary.</p>	<p>on how each will operate in practice. For example, the resource implication of ensuring an identified person on Dilwyn site at all times, the robustness of communication/availability arrangements for the rapid reaction team and St Mary's staff ability to get to Dilwyn site quickly.</p>
<p>The disadvantages of distance between schools can be easily mitigated</p>	<p>Broadband video link Minibuses Integrated communications systems.</p>	<p>Video links between school are seen as a possible solution to sharing teaching expertise, skills and resources, particularly between schools in rural areas. Minibuses would provide access to other schools and resources, but the journey time between St Mary's and Dilwyn is significant at 1 hour for a return journey, plus time at either end to get ready for the journey and to get to the appropriate facility. It is not envisaged that this could be used too often without seriously reducing classroom time for pupils. An integrated communication system would be essential.</p>
<p>Any short-term financial shortfalls can be dealt with by pledges of financial support from individuals and businesses in the area.</p>	<p>£14,000 in written pledges received. £20,000 claimed to be likely. Still many potential contributors to approach.</p>	<p>While such funds may help in the short term, the longer term financial plan is dependent upon increasing pupil numbers at the school. As stated above, this is a significant challenge and one which the business plan does not address sufficiently, for the reasons stated above.</p>

Dilwyn Church of England Primary School

A joint statement on behalf of:

Herefordshire Local Authority
The Bishop of Hereford, The Board of Education, Hereford Diocese
The Archdiocese of Cardiff Commission for Schools and Colleges
St Mary's Roman Catholic High School

We have been working together for a number of months to support Dilwyn Church of England Primary School and also to look at possible ways of providing sustainable, vibrant and viable educational provision for the long term. This work has involved extensive research, consideration and exploration into possible educational models including federation with a number of schools or with other individual schools.

The Governors of St Mary's Roman Catholic High School, with the support of the Archdiocese of Cardiff, explored the feasibility of a joint faith collaboration with Dilwyn C of E Primary School. There has been a close working relationship between the Catholic Archdiocese of Cardiff and the Anglican Diocese of Hereford over a number of years. This relationship has been supported by the Local Authority and provided the foundation for such a radical collaboration to move forward. The Governors of St Mary's have supported their head teacher in the development of immediate support to Dilwyn C of E Primary School, whilst also considering longer term plans to provide a sustainable and viable educational provision and this support and planning has been welcomed by the Archdiocese of Cardiff, the Diocese of Hereford Board of Education, and the Local Authority. The initial plans were considered by the Local Authority, the Diocese of Hereford Board of Education, and the Archdiocese of Cardiff but all agreed that they were not sufficient to ensure sustainable quality provision.

During the statutory consultation on the closure of Dilwyn C of E Primary School a revised proposal was submitted by the Governors of Dilwyn C of E Primary School. This submission contained an updated proposal from the head teacher of St Mary's R C High School. The submission was supported by the Governors of St Mary's RC High School, so long as it received unanimous support from both the Diocese of Hereford and The Archdiocese of Cardiff, and that the viability and sustainability of provision was ensured so that St Mary's RC High School was not placed in a position whereby financial assistance would have to be given.

The revised submission was a carefully developed proposal which dealt with many complex issues. The Diocesan Board of Education of Hereford met to critically examine the new submission. There was much of merit, which resulted in a slim majority of the Diocesan Board of Education of Hereford voting to support a proposal that the two schools work in a partnership. However, whilst they recognised the huge efforts and largesse of St Mary's in making this proposal, they felt that there were still many unanswered questions, unresolved issues and opportunities which needed further development.

As a consequence, there followed extensive detailed further consideration between the Local Authority, Diocese of Hereford, Archdiocese of Cardiff and the Governors

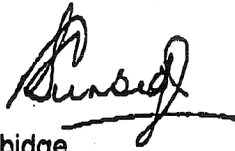
of St Mary's RC High School. There continued to be serious concerns expressed by the two Dioceses, the Local Authority and the Governors of St Mary's regarding financial viability and long term sustainability. These concerns remained unreconcilable. All parties have therefore collectively agreed that the Dilwyn proposal is not viable. The Local Authority, Diocese of Hereford, Archdiocese of Cardiff and Governors of St Mary's RC High School recognise that it is regrettable that in this instance we have not been able to find a viable solution, which would answer the concerns and result in long term sustainability. We are very aware of the strength of feeling present in the local community. All parties have tried their best to develop a solution that would stand the test of time in the long term, unfortunately, that has not been possible.

The Local Authority, the Diocese of Hereford and the Archdiocese of Cardiff wish to re-assure the parents of the children of Dilwyn C of E Primary School, the staff, Governors and whole community that, despite the inability to find a way forward, we all remain deeply committed to ensuring the best possible education of the children now and in the future. Furthermore, we wish to say how grateful we are for the amount of time and energy that have been given by many people, working together, over the past few months, even though it has not been possible to achieve the outcome for which many had hoped.

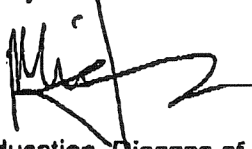
The Local Authority, Diocese of Hereford, Archdiocese of Cardiff and Governors of St Mary's RC High School will continue to work together in the best interests of the children and young people in Herefordshire and look forward to developing ecumenical approaches that deliver high quality, sustainable education.



Anne Robertson
Director of Schools & Colleges, Archdiocese of Cardiff



Pat Burbidge
Chair of St Mary's Roman Catholic High School



Philip Sell
Director of Education, Diocese of Hereford



David Sanders
Interim Director of Children's Services, Herefordshire Council

MINUTES of the meeting of Cabinet held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Monday 12 July 2010 at 2.00 pm

Present: Councillor RJ Phillips (Chairman)

Councillors: LO Barnett, AJM Blackshaw, H Bramer, JP French, JA Hyde, JG Jarvis, PD Price and DB Wilcox

In attendance: Councillors PA Andrews, WLS Bowen, TM James, RI Matthews, WU Atfield and MAF Hubbard

40. APOLOGIES FOR ABSENCE

Apologies for absence were received from Cllr PJ Edwards, Chairman Overview and Scrutiny Committee.

41. DECLARATIONS OF INTEREST

Declarations of interest were received from:

Cllr AJM Blackshaw, Governor Canon Pyon Primary School, part of the Weobley schools cluster group.

Cllr RJ Phillips, Governor Pembridge Primary School.

CJ Bull, Chief Executive, resident in Dilwyn Village.

42. THE FUTURE OF DILWYN CHURCH OF ENGLAND (C OF E) PRIMARY SCHOOL

The Chairman welcomed Brigadier Spackman, Chairman of Governors for Dilwyn School and the headteacher Mr Prestage. He stated that the proposals for closure of Dilwyn School were in line with the existing small schools policy of the Council, which had been in place for 6 years and had not been challenged educationally or politically during that time.

The Cabinet Member ICT, Education and Achievement, spoke about Dilwyn School and referred to:

- Herefordshire Schools Task Group (HSTG) which had met earlier in the year and had not put forward any proposals to change the Small Schools Policy regarding the numbers that needed to be on roll to prevent a school coming within the Small Schools Policy.
- The availability of school places in the area now and in the future, and also being able to offer Church of England places to those parents who would wish their child to have one.
- The average funding for a Dilwyn School pupil is £5,849 compared with £3,666 for an average Herefordshire primary school.
- The proposed federation St Mary's RC High School does not address the concerns in terms of pupil numbers, which was 31, and the sustainability of the school.
- The local authority had consulted on four options: to remain a standalone school; to federate with another school(s); amalgamation or closure of the school.

- Dilwyn School has strong community support and is seen to be important in maintaining the character of the village.
- The alternative options considered did not provide any evidence to alter the view of the local authority, the Hereford Diocese and the Archdiocese of Cardiff that the federating proposals would not adequately address the educational and financial concerns highlighted in the review of Dilwyn School.
- There has been fewer than 36 on the roll in all but one of the last four years, with 53 children resident in the catchment area and only 19 of those attending Dilwyn School. Therefore the school did not provide education for the majority of children in the catchment.

The Chairman invited Brigadier Spackman to speak on behalf of the school. The Brigadier stated:

- He felt the report was not objective and that an appeal would be lodged should the Council proceed with the statutory process for closure.
- Plans for federating with St Mary's RC High School had moved on considerably and federating would provide a secure and sustainable future for the school.
- That staff and governors for both schools felt that there would be a significant increase in pupil intake following federation.
- Children at the school are well taught, happy and secure and the school provided the right environment for faith families to send their children.
- Already have children attending the school from outside the catchment area.
- Will be exploring the possibility of nursery provision within the school.
- Proposals for federating are strongly supported by the local MP for North Herefordshire.
- Only a few extra children are needed for the federation proposals to work, therefore, ask that the proposals are given a chance.
- Propose to approach local businesses to raise funds locally so that the school stays within budget.
- Agree that there had been problems with the previous headteacher but the school has improved substantially under the new head and believe that the Ofsted report will be an overall good rating.
- Currently there are schools smaller than Dilwyn.
- Surprised by the comments in the report that the Archdiocese of Cardiff did not support the federation as advised by the headteacher of St Mary's that they were in agreement.
- The school is important to the life of the village and church and there is concern locally about the proposals for closure, therefore, believe the school should be given the opportunity to federate with St Mary's.

The Director of Children's Services advised that he had discussed with the Cardiff Archdiocese the closure recommendations and the response by the headteacher of St Mary's RC School and noted that the representative for the Archdiocese did not see St Mary's proposals as being viable and felt there would not be a significant increase in pupil numbers as a result of federation. He added that he had had a similar response from the Director of Education of the Hereford Diocese and that both representatives from the Diocese and the Archdiocese had seen the final report and approved its contents prior to circulation.

Cabinet noted the following points from Members:

- Other local schools including both Weobley and Canon Pyon schools had been contacted with regards to federating but had declined to consider it.
- The existing arrangements within the Weobley cluster were examined and the take up by Dilwyn Primary School.
- The report was based on the choices that parents had made i.e. by sending their children to other schools. Although residents wanted to keep the school open only 19 children out of 53 in the catchment attended the school.
- There was a distance of 15 miles between Dilwyn and St Mary's school. If an emergency occurred this was a considerable distance between the two schools.
- It was felt that Appendix 1 to the report, the proposals for federation, were aspirational and lacked detail regarding costs.
- Councillor RI Matthews, the Leader of Herefordshire Independent Group asked if the decision was delayed 12 months then the possibilities of extra housing being built in Dilwyn could be explored.
- Councillor RI Matthews further commented that both Credenhill and Canon Pyon schools were growing in numbers; therefore, the Council needs to look at developing rural areas to keep them all viable.
- Must look at the projected future of a school and what it will be able to provide educationally for the children.
- The school has received significant support from School Improvement Services over the last 18 months to improve their standing with Ofsted with support provided in curriculum development.
- Concerned at how small the year groups are with more than one peer group class of two children only.

Cabinet noted the comments of the Headteacher:

- Safeguarding had been an issue for the school in the 2007 Ofsted report but was not an issue now in 2010.
- An arrangement was in place with Weobley High School for emergency staff cover but had not proved necessary as yet.
- Indications were for the next Ofsted report that the school would get a good rating and Ofsted had no concerns regarding safeguarding arrangements.
- With the business manager for Weobley High School ways had been explored in which assistance could be provided with the school budget. This would be on a temporary basis until the school could be federated with St Mary's High School.
- Because of the small number of pupils the children are used to working and growing up with younger and older children and looking after one another.
- Parents had moved children to Dilwyn School because of the help and assistance the school provided.

The Chairman commended the headteacher for his commitment to the quality of education provided at the school. He added that with regard to the recommendations of the report there was over 12 months to consider any new measures within education brought about by the new coalition government and for the closure proposals to be considered by the adjudicator.

RESOLVED

THAT Cabinet:

- a) **considered the information presented in the report; and**

- b) **agreed that the Local Authority initiate the statutory process concerning the closure of Dilwyn Church of England Primary School with effect from 31 August 2011.**

The meeting ended at 3.20 pm

CHAIRMAN

MEETING:	CABINET
DATE:	12 JULY 2010
TITLE OF REPORT:	THE FUTURE OF DILWYN CHURCH OF ENGLAND (C OF E) PRIMARY SCHOOL
PORTFOLIO AREA:	ICT, EDUCATION & ACHIEVEMENT

CLASSIFICATION: Open

Wards Affected

Golden Cross with Weobley

Purpose

To consider options for the future of Dilwyn Church of England Primary School (Dilwyn School) and the key reasons for the recommendations. These include:

- past, present and future pupil numbers which do not enable valid educational provision as a standalone entity,
- the availability of school places in the area,
- finance, with the total average funding for a pupil at Dilwyn School being £5,849 compared to the average of £3,666 for a Herefordshire primary school,
- the considered view of the Local Authority, Diocese of Hereford, and Archdiocese of Cardiff that the proposal of collaboration between St Mary's Roman Catholic High School and Dilwyn School does not address their concerns in terms of pupil numbers and sustainability.

These reasons are expanded upon in the main body of the report.

Key Decision

This is not a Key Decision.

Recommendation(s)

THAT Cabinet:

- (a) **Consider the information presented in this report.**
- (b) **Agree that the Local Authority will initiate the statutory process concerning the closure of Dilwyn Church of England Primary School with effect from 31 August 2011.**

Further information on the subject of this report is available from
David Sanders, Director of Children's Services 01432 260039

Key Points Summary

- Dilwyn School has 31 pupils on roll (January 2010 Census) and has been the subject of a review led by the Local Authority and the Hereford Diocese Director of Education, with the involvement of school governors, under Herefordshire's Small Schools Policy. The findings of the review raised significant concerns over the viability of the school as a standalone entity, including the impact of continued small numbers of pupils at the school and the resulting resources (including staffing), experience and quality of learning, and safeguarding arrangements. Officers recommended that a consultation be initiated to consider the future of the school involving a wider group of stakeholders.
- Between 1st February and 30th April, the Local Authority consulted on four options for the future of the school: to remain as a standalone school; federation with another school(s); amalgamation; closure of the school. The consultation showed strong community and school support to retain a primary school in Dilwyn. Most responses favoured the retention of the school as a standalone entity, but a significant number favoured federation with another school. This was also an option acceptable to most of those who would prefer a standalone school, if the alternative was to be closure of the school.
- Although strong community and school support has been demonstrated, with significant emphasis placed on the contribution a school in Dilwyn would make to maintaining the life and character of the village, the responses have not brought with them sufficiently robust solutions to the issues that the school faces. The Local Authority, the Diocese of Hereford and the Archdiocese of Cardiff have welcomed a considered proposal from St Mary's Roman Catholic (RC) High School to work in close partnership with Dilwyn School, leading to a hard federation. Significant work has been undertaken between the two schools to develop this proposal. However, after careful analysis of the proposal by the Local Authority, the Diocese of Hereford, and the Archdiocese of Cardiff, it is the view of all three organisations that the proposal does not adequately address their concerns on pupil numbers, finance and sustainability of improvement in teaching and learning, assessment and safeguarding arrangements. It does however provide a strong basis for future development of an ecumenical approach in Herefordshire.
- The future of Dilwyn School has to be considered within the requirements of legislation. Teaching and learning opportunities, community impact, transport considerations and rurality are all key requirements to be considered. These are set alongside the effective use of public money and the wider context of school places in the area. There are sufficient surplus places in the surrounding schools to provide appropriate places for the pupils at Dilwyn now, and in the future, as well as offering Church of England places for those whose parents would prefer them.
- In the absence of sufficiently robust and sustainable solutions coming forward to address the issues raised in the consultation, either as a standalone school, or as part of a hard federation, and with a lack of support for amalgamation with another school, closure of Dilwyn School from 31st August 2011 is the recommended option.

Alternative Options

- 1 The following alternative options have been considered and rejected for the reasons given:

That Dilwyn School continues as a standalone entity. Although there has been much support for this option from the Dilwyn community, no new evidence was forthcoming from the

consultation to alter the view of the Local Authority and Hereford Diocese Director of Education that the school is not sustainable as a standalone entity, for the reasons described later in this report.

That Dilwyn School should amalgamate with another school. Neither the Local Authority, nor the Hereford Diocese Director of Education believe there to be advantages to amalgamation over closure. There was very little support for this option during the consultation.

That Dilwyn School should federate with another school, or schools. During the consultation process, the Local Authority received a proposal for federation from St Mary's RC High School, Lugwardine. For reasons described later in this report, the Local Authority, the Diocese of Hereford, and the Archdiocese of Cardiff have not been convinced that the proposed federation between St Mary's RC High School and Dilwyn School addresses adequately the educational and financial concerns highlighted through the review of Dilwyn School.

Reasons for Recommendations

- 2 The recommendation to pursue the statutory process for the closure of Dilwyn School is made in the educational interests of the pupils of Dilwyn and for the effective use of public funds.

Introduction and Background

- 3 Dilwyn School currently has 31 pupils on roll (January 2010 census), against a total pupil capacity of 56, and has had fewer than 36 pupils on roll in all but one of the previous four years.
- 4 When the pattern of pupil numbers at a school falls below 36, Herefordshire Council's Small Schools Policy requires the Council to carry out a review of the school. If the school is a Church of England school, like Dilwyn, the review is carried out in consultation with the Director of the Hereford Diocesan Board of Education. As Dilwyn School's pupil numbers had been in significant decline over a sustained period, falling below 36 in the current year and all but one of the previous four years, a review was carried out. In January 2010 the Cabinet Member for Education, Achievement and ICT took a decision, in the light of the findings of the review group, to enter into a consultation on the future of the school. The consultation was undertaken between 1st February and 30th April 2010 and invited comment on four options for the future of Dilwyn School: to remain as a standalone school; federation with another school(s); amalgamation; closure of the school.

Key Considerations

Review of Dilwyn School under the Council's Small Schools Policy

- 5 In line with the existing Herefordshire Small Schools Policy, a review group comprising the Head Teacher, Chair of Governors, Governor Representatives, Director of the Diocesan Board of Education and officers of the council's Children & Young People's Directorate met over several months during 2009. The review group looked at:
 - Quality of teaching and learning
 - Current staffing arrangements (including opportunities for training & development and

- arrangements for safeguarding)
- Effectiveness of safeguarding procedures in place
- Effectiveness of leadership within the school
- Trends in pupil numbers and parental preference locally
- Location of the school and transport issues
- Financial stability of the school and impact of current/projected pupil numbers on that stability
- Exploration of opportunities for federation/amalgamation

6 In summary the findings of the review under Herefordshire's Small Schools Policy did not confirm that Dilwyn School would be a sustainable school, given the continued and projected low numbers of pupils, the resulting pressures on finances, teaching and learning including opportunities for pupils, and pressures on staff, resources, and safeguarding arrangements.

Teaching and learning - small school challenges in the context of Dilwyn School

7 The primary concern of the Local Authority is to ensure high quality and sustainable teaching and learning for pupils now and in the future. Dilwyn School faces a number of challenges due to the small numbers at the school, now and projected into the future. There are also some areas of strength as a small school and these are considered as well in coming to the recommendation. The National College for Leadership of Schools and Children's services (2009) states "as organisations, small schools have a high degree of complexity, stemming from the small numbers of staff they employ and the intricate remit they fulfil. In particular, headteachers have fewer opportunities to delegate their work and as a result are more likely to have to engage directly with diverse groups of stakeholders. Dealing with initiatives such as extended services, for instance, is therefore markedly more challenging within a small school context."

8 In the case of Dilwyn School, the Review Group found clear evidence that the headteacher's workload is exacerbated by the limited staffing available and that for an individual undertaking this role it is not sustainable

9 The National College research also concluded that rural small schools face different demands to many larger schools because of the more central role they play in their local community. In such contexts, the school is more embedded and significant to community life than larger schools, which adds to its complexity. Furthermore, most small school headteachers teach. This places considerable additional demands on their time, and can act as an obstacle for accessing professional development.

10 The demands that new initiatives and policies place on schools are often more keenly felt in small schools than their larger counterparts. Perhaps unsurprisingly, increasing management and leadership tasks are the greatest preoccupation of small school headteachers. Often the time for detailed and systematic strategic leadership tasks, such as rigorous self evaluation, is limited.

11 Mutual support networks are potentially more important for small schools but ironically the research found them to be more difficult to establish and sustain. However, networking for mutual benefit potentially provides a useful basis which could be built upon further through formal collaboration and federation. In Herefordshire this has been developed through cluster working, and the proposal between Dilwyn School and St Mary's RC High School suggests some ways of supporting the small school.

12 Research into leadership in small schools in 2009 found that some small school head

teachers reported difficulty in offering posts to newly qualified teachers as work demands limited their ability to provide a regular monitoring role.

- 13 In 2000 Ofsted reported on the comparative performance of small schools, defined as those with fewer than 100 pupils. It found that whilst small primary schools achieved markedly better test results, after adjusting for socio-economic factors, those differences were marginal.
- 14 They also stated “the quality of teaching in small schools is generally better than in larger schools”. This often links to the involvement of the Headteacher in taking on a significant teaching load and research states that this can be potentially helpful in raising standards in those instances where the Headteacher is a particularly good teacher. It can also lead to marked variation in some small schools where the quality of teaching and learning is significantly different within a small pool of teachers and where in some cases a child remains with a weaker teacher for a disproportionately longer period of time and in some cases for up to four years.
- 15 Many of the above issues and small school challenges were reflected by Ofsted in their inspection of Dilwyn School, in January 2010.
- 16 The school’s overall effectiveness and its capacity for sustained improvement were found to be satisfactory. There were many good features in the school and pupil attendance was judged outstanding. The quality of teaching was satisfactory at the time of the inspection but not good as it was uneven in its quality and impact. The provision in the school was also satisfactory and not good because the contribution the curriculum was making to the outcomes of pupils were uneven and the quality of teaching was inconsistent, particularly in the use of assessment. The school received support from the Local Authority and Diocese, including external moderation support to achieve these standards.
- 17 During the consultation period, the Local Authority and Hereford Diocese Director of Education received a submission from St Mary’s RC High School with a proposal to work in close partnership with Dilwyn School, possibly leading to a formal federation (Appendix 1). The proposal acknowledges a lack of primary experience which will be tested by the introduction of the new primary curriculum based on cross curricular links. It is not possible to comment on the capacity for, and quality of, support that could be offered by the proposal. St Mary’s has entered into an arrangement with St Joseph’s RC Primary School and the head has mentioned that there would be potential to share expertise across the schools.

Pupil numbers

- 18 Dilwyn School’s pupil numbers have been declining over a sustained period, falling below 36 in the current year and all but one of the previous four years. There are currently 31 pupils on roll (January Census 2010) of whom 12 come from outside the catchment area. There are 53 primary-aged pupils (January Census 2010) who reside in the catchment area of which only 19 attend Dilwyn School. There are currently 21 unfilled places. Dilwyn School therefore does not provide education for the majority of its local children.
- 19 There has been a significant decline in pupil numbers in Herefordshire over recent years and the numbers are not expected to rise substantially at Dilwyn School or its surrounding schools, with the probable exception of Credenhill St Mary’s C of E Primary School where additional local demand is being experienced. There are currently 146 surplus school places in and neighbouring the Weobley School’s Cluster (Appendix 2). Appendix 3 sets out the projected numbers of pupils on roll at schools in and near the Weobley Schools Cluster. These are not projected to increase significantly to make a difference to the recommendation. Appendix 4

indicates the schools attended by children living in the Dilwyn catchment area and the school catchment areas that Dilwyn School draws children from. Fundamentally there are sufficient places available for pupils to be educated in the local area now and into the future, were Dilwyn School to close.

- 20 There is a suggestion in many responses to the consultation, including in a proposal submitted by St Mary's RC High School, that children in the Dilwyn catchment area will be attracted to attend Dilwyn School if it is seen to have a secure future. This assumption is not supported by the responses to the consultation where those parents responding to the consultation and who have chosen other schools for their children provided a number of reasons for positively choosing alternative schools. No parents responded that they had chosen an alternative school because they felt uncertain about the future of Dilwyn School.
- 21 It is unlikely that those who choose to go to private school would change their choice and similarly there is no evidence to suggest that those who choose to attend non church schools would be any more attracted by the setting up of a joint Roman Catholic/Church of England school. Those who have already chosen alternative schools are unlikely to change schools and it is most probable that siblings are likely to attend the same school as their older brothers or sisters. The Local Authority, Diocese of Hereford, and the Archdiocese of Cardiff do not consider that there is sufficient evidence to believe that pupil numbers at Dilwyn School will increase sufficiently to influence the viability of the school.
- 22 The proposal also suggests that establishing a unique 'church school' partnership would attract other pupils particularly perhaps those from families of the Catholic faith. This is an attractive idea which would be likely to commend itself to both the Church of England and to the Catholic Church. The detailed proposal provides a strong basis on which to explore future ecumenical approaches in the right circumstances, something the Local Authority will take forward in partnership with the Diocese of Hereford and the Archdiocese of Cardiff. However, information about potential numbers of Catholic children, based on baptism records for the parishes of Weobley/Kington and Leominster suggest that there has been only a small number of children recorded as being baptised between 2005 and 2009. For the Weobley/Kington area these amount to 13 and for Leominster area 10 across 5 year groups. These very small numbers average fewer than 5 a year across a large area of north Herefordshire, where some will inevitably choose nearer schools to home. Such numbers would not secure a significant increase in pupil numbers on roll at Dilwyn School. While such a unique 'church school' may also be an attractive option to non Catholic families, the Local Authority, Diocese of Hereford, and the Archdiocese of Cardiff are collectively mindful of the fact that within the Weobley schools' cluster and neighbouring schools, there are significant number of surplus school places.

Finance

- 23 The average cost of educating a child in a Herefordshire primary school is £3,151 (without additional grant income). The actual cost for Dilwyn School is £4,718, which is greater than the £3,830 per pupil funding that the Council receives from the Government. The allocation of additional grant income means that, in total, Dilwyn School receives £5,849 per pupil compared to the average of £3,666 for a Herefordshire primary school.
- 24 Falling pupil numbers across Herefordshire means less money is received from central government in total and this has to be shared among all primary and secondary schools.
- 25 The proposal submitted by St Mary's RC High School to work in close partnership with Dilwyn School, possibly leading to a formal federation, is a serious and constructive attempt to show

a funding model which would sustain Dilwyn School so that it is not a drain on the financial resources of St Mary's RC High School.

26 However, the proposal does not address the following fundamental issues:

- There is no management charge identified from Dilwyn School to St Mary's RC High School to pay for the executive head's time
- St Mary's RC High School recognises that administration savings will be minimal – Dilwyn School's spend being £1,955. It is difficult to envisage how St Mary's RC High School could spend any less.
- Dilwyn School's budget appears understated. Expenditure in 2009/10 was £210,067 against an income of £192,732. A brought forward balance from 2008/09 of £16,840 was used to reduce the budget deficit to £495. The Governors' budget plan is for £200k in 2010/11 dropping to £194k in 2011/12. It has been difficult to see where savings would be made to keep within their budget.
- The budget settlement for future years will be tight and will expect 0.9% efficiency savings from all schools including Dilwyn School.
- Potentially replacing the headteacher with a teacher in charge in Sept 2011 as suggested is likely to save £10,000 at most and this could be offset by any management charge to St Mary's RC High School.
- Dilwyn School is on the Minimum Funding Guarantee (MFG) in 2010/11. Adding three extra children, as quoted in the proposal, would add £11,000 to the school's budget, £5,000 of which comes from the MFG. This is an additional cost paid for from the Herefordshire Schools Budget and therefore by other schools. It is likely to increase further the unit cost of Dilwyn School. Adding ten extra pupils, as also suggested by the proposal, increases the MFG cost to £14,000. In other words, there is an extra cost to other schools of Dilwyn School attracting new pupils. This of course is exacerbated if the pupils transfer from other schools where their unit cost is lower and they do not currently attract the MFG.
- Dilwyn School carried forward £51,464 Devolved Formula Capital into 2010/11. The 2010/11 allocation is £20,310, giving a total Devolved Formula Capital budget of £71,774.

27 Consultation responses have noted that Herefordshire should expect small schools to cost proportionally more than large schools, and that this is equitable for the pupils attending small schools and also necessary to keep Herefordshire's character. However, the Small Schools Policy is designed to assess the future of schools when they reach a point over time that calls into question their long term viability.

28 Overall, the proposal is based around some cost savings on teaching which may not be achievable and increasing pupil numbers based on the perceived attractiveness of a close working relationship with St Mary's RC High School. Whilst there is reference to 'significant inward funding from the community' which may help to address funding issues this is not explicit. The extra pupils can only come from other schools thereby weakening those schools. Extra pupils at Dilwyn School will increase the cost of the MFG taking further funding from all schools.

Transport

- 29 A number of pupils walk to Dilwyn School and some others travel short distances by car. The local authority, Diocesan Board of Education and schools do promote sustainable travel, and where possible walking to school. However, this factor needs to be considered within the context of the sustainability of the school and quality of teaching and learning for the pupils now and in the future. If Dilwyn School should close, the Local Authority's policy on assisting pupils with home to school transport would apply. In addition to the Council's normal home to school transport policy, the Council would also provide transport to any pupil on roll at, and living in the catchment area of, Dilwyn School when it closes, where the journey to the next nearest primary school, or next nearest Church of England primary school, is greater than their journey would have been to Dilwyn School. The cost to the Local Authority of providing transport in such circumstances has been calculated at £22,000 per year. Car travel may be increased if parents choose to enrol children at anywhere other than a Local Authority designated alternative school. However, this may be off-set where parents who are currently transporting children to alternative schools could become entitled to school transport.
- 30 The proposal received from St Mary's RC High School raises the issue of distance between the two schools. This is a fundamental issue in terms of how often and for what purposes children from Dilwyn School might travel to St Mary's RC High School; the cost of this travel and likewise for St Mary's RC High School pupils travelling to Dilwyn School, if this is envisaged. It is unclear from the proposal what the pattern might be and how this cost will be met as it would not be picked up by the Local Authority.

Safeguarding.

- 31 There have been concerns regarding safeguarding arrangements. Dilwyn School governors have worked with the Diocesan Board of Education and the Local Authority to put in place revised arrangements which satisfy basic requirements. However, the arrangements also rely heavily upon the availability of instant staff cover to be provided by another school. The Local Authority and Diocesan Board of Education remain concerned about the robustness of these safeguarding arrangements.
- 32 The proposal received from St Mary's RC High School acknowledges the challenges for safeguarding, posed by a small staff base. Given the minimal staffing levels at Dilwyn School, the school currently has an arrangement with Weobley High School to provide staff cover when required. The Local Authority, Diocese of Hereford and Archdiocese of Cardiff have reservations about the effectiveness of this arrangement in an emergency, where instant support is needed, given that the schools are 3 miles apart. The distance to St Mary's RC High School is 15 miles. The proposal refers to the fact that a number of St Mary's RC High School staff live in the Dilwyn area. This does not provide a robust and sustainable solution. Reliance upon another school for safeguarding support has already been tested and found not to have been successful during the inclement weather last winter where Dilwyn School had to close after it had become aware that Weobley High School had taken the decision to close.

Buildings

- 33 Dilwyn School has a Planned Admission Number of 8 and capacity of 56. The main school building was built in 1845 and has benefited from a number of alterations and minor extensions over time. The school is well maintained, although the value of the maintenance backlog is currently £36,421. At 1st April 2010, the school held a total of £71,774 in Devolved Formula Capital. In terms of suitability, the school does not meet Government guidelines in relation to classroom and ancillary space, with many spaces having a dual use. For example, the library doubles as the school hall and is only accessible via the classrooms. There are two

classrooms. One is considered small as there is no separate practical area for the children to use (51.32 sq m compared with an expected 63.00 sq m). The playing field is leased. While such suitability issues are not uncommon in schools of this era, it is recognised that significant capital investment would be needed to address the issues in the long term. The Local Authority should consider whether such investment in the current premises would be an efficient use of public funds, given the surplus capacity and suitable accommodation at nearby schools.

Analysis of responses to the statutory consultation on the future of Dilwyn School

- 34 Nearly 180 responses were received. These include a submission from the Governing Body of Dilwyn School expressing the view that the school is satisfactory and that the Local Authority is considering closure as an option for the school because of what might happen in the future, not what is occurring now. The Dilwyn community also submitted a response strongly supporting the retention of a primary school in the village. Reference has already been made earlier in this report to a proposal from St Mary's RC High School to work closely with Dilwyn School, possibly towards a hard federation. The full proposal is contained in Appendix 1.
- 35 A response to the St Mary's RC High School proposal expressing concerns has been received by the Local Authority from the Chairs of Governors of the other schools in the Weobley Schools' Cluster. The Local Authority, Diocese of Hereford and Archdiocese of Cardiff recognise the autonomy of school governing bodies to explore and develop collaborative working and hard federation arrangements. Indeed, both organisations actively support this approach where they believe it to be in the best interests not only of the pupils of those schools, but also to all the children of the locality. The concerns of the cluster are shared by the Local Authority and the Diocese of Hereford. Specifically, these are:
- There is a significant level of surplus capacity within the cluster and neighbouring schools, equating to 146 places (15%). Federation between Dilwyn School and St Mary's RC High School, particularly if attendance at Dilwyn School is given a level of priority for admission to St Mary's RC High School, could have a significant and detrimental affect on other cluster and neighbouring schools. The Chairs of Governors quote the effect of Wigmore High School's change of admissions criteria, to give a higher priority for admittance to those attending Wigmore Primary School, with parents apparently choosing to transfer their children to Wigmore Primary School prior to the secondary transfer process in order to secure a place at Wigmore High School.
 - The Weobley Schools' Cluster operates a soft federation model where collaboration is valued to support, as far as possible, sustainability of schools within the cluster. Collaboration is well developed with joint lesson planning, shared training, wrap around care provided for the cluster at Weobley Primary School and safeguarding and financial/administrative support provided to Dilwyn School by Weobley High School. It is felt that federation outside the cluster would challenge the principles and ethos underpinning collaboration resulting in cluster working being ineffective.
- 36 In terms of individual responses and responses from other community establishments and organisations, including St Mary's Church Dilwyn and the Dilwyn Cedar Club, the school is clearly valued by the people of Dilwyn. 23 parents of the school, including 5 with pre-school age children, and 3 prospective parents responded in support of the school, as did 8 staff and governors, separate to the composite submission from Dilwyn School. 121 local residents responded, including 8 Dilwyn Parish Councillors. Support for the school was also expressed by 6 people who had attended, or whose children had attended Dilwyn School in the past, but

who no longer live in the Dilwyn community.

- 37 There were 6 responses from headteachers, staff and governors of other schools.
- 38 The Local Authority consulted the current pupils of Dilwyn School, who wish the school to remain. Parents of children at the school particularly value the school being part of the community and its friendly, caring ethos where their children are treated with esteem, feel happy and safe and receive individual attention. Almost all said they are happy with the standard of education with some referring to the good grounding for success of former pupils at high school. The consultation undertaken with the pupils of Dilwyn School reflected these views.
- 39 Given the relatively high proportion of children in the catchment area who do not attend Dilwyn School, the consultation invited parents to say why they have not opted to send their child to Dilwyn School. Some had previously attended Dilwyn School, but felt that other schools were better able to meet their child's needs. Some had chosen independent education while, for some, travel to alternative state schools is more convenient. Some parents chose alternative schools that provide before and after school care. No parents who responded indicated that they had chosen another school because they were concerned for the future of Dilwyn School.
- 40 Nearly two thirds of the responses came from local residents who, although having no direct link with school in terms of children currently attending, feel that the school contributes to the community through its involvement with the local church, village show and other village activities. Many of the local residents support the school by attending events at the school, in particular school plays and social and fund raising events.
- 41 In terms of responses to the specific options put forward in the consultation document, 51 were in favour of the school federating with another school, with a further 20 supporting this option if Dilwyn School could not operate as a standalone school. 73 responses favour Dilwyn School continuing as a standalone school, 4 were in favour of amalgamation with another school and 5 felt that the school should close.
- 42 Of those who support Dilwyn School continuing as a standalone school, or for it to federate with another school, the majority express a belief that the village community will be the poorer for not having a school. There is much support for the past and current achievement of the school, in terms of ethos, standards and contribution to community events. There is also a belief that a secure future will encourage a significant number of families to send their children to Dilwyn School. The potential educational and financial benefits of federating with another school were also highlighted as important factors, along with retaining the autonomy of the school within a federation. Those who felt the school should close and pupils transfer to other schools believed this would be the right option in terms of educational provision and opportunities for children and it would be a better option in terms of public spending.

Recent National Developments

- 43 The new Government is introducing proposals for interested groups to establish Free Schools. The Secretary of State will make an initial judgement on the potential of a group to establish a Free School based on criteria relating to educational aims and objectives, evidence of demand, potential premises and the suitability of the provider. If the proposal satisfies the Secretary of State in these areas, a full business case and plan must then be submitted. A crucial element of the business case appears to be the requirement of comprehensive evidence that there is demand for the school and that it will be financially viable over a minimum five-year period. One of the Local Authority's key concerns for Dilwyn School is the

low number of pupils on roll currently and the lack of evidence that pupil numbers will increase, leading to the school becoming financially unsustainable. A Free School would be subject to the same challenges.

Community Impact

- 44 Many of the community responses refer to the fact that the village of Dilwyn has lost its post office and shop in recent years. The Education and Inspections Act 2006 requires that a Local Authority that is considering proposing the closure of a rural primary school must consider the following matters, when formulating their proposals:-
- the likely effect of the discontinuance of the school on the local community;
 - the availability, and likely cost to the Local Authority of transport to other schools;
 - any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and
 - any alternatives to the closure of the school.
- 45 The community spirit of Dilwyn has been demonstrated clearly through the consultation. This spirit exists despite the loss of services such as the village post office and the village shop. Responses to the consultation show that the Dilwyn community is passionate about its wish to see primary education continue at Dilwyn School. However, the parents of only 19 of the 53 children in the school's catchment area choose to send their children to the school. The parents of 12 pupils who live outside the catchment area choose to send their children to the school. A common suggestion from the community has been that the school has not attracted pupils in recent years because parents fear it will be closed. The suggestion is that if this perceived fear of closure was to be removed, parents would seek to send their children to the school. The responses to the consultation from parents who have chosen not to send their children to Dilwyn School do not mention fear of closure as a reason.
- 46 If Dilwyn School was to close, concern has been expressed for the future of the pre-school group which operates from the Dilwyn Cedar Hall, adjacent to Dilwyn School, and which has forged strong links with the school. If Dilwyn School was to close, the Local Authority has a duty to ensure that there is sufficient pre-school provision available in the area. A parallel concern is that the Dilwyn Cedar Hall is reliant upon income from the school and the pre-school group. If the viability of the Dilwyn Cedar Hall was called into question by the loss of these sources of income, Local Authority would be able to consider support through its community buildings grant scheme.

Financial Implications

- 47 The closure of Dilwyn School would have the following financial implications:
- a) There would be no savings made to the Local Authority in terms of the school's delegated budget. The 'per pupil' funding element would follow each pupil to the school to which they transfer. The other elements of the budget such as the management and premises base allocations and small schools' protection funding, around £60,000, would be distributed between all schools through the Herefordshire schools funding formula.
 - b) The Dilwyn School budget would therefore be reinvested, partly in the schools to which Dilwyn

School pupils transfer and, in part, across all Herefordshire schools. Although there is no financial saving to the Local Authority, distribution of the budget across other schools, and in particular the 'per pupil' element brings financial benefit to the new host school or schools in terms of their spending power. As pupils join classes already established with teachers and teaching assistants a higher proportion of the extra pupil funding can be spent of additional classroom support and curriculum resources.

- c) There would be a cost to the Local Authority in terms of transport provision to an alternative school or schools. This has been calculated at £22,000 per year. The rural nature of Herefordshire requires the Local Authority to spend around £5 million a year on home to school transport. There would also be a potential one-off maximum staff redundancy cost of £71,880, though the Local Authority would work with the school, using the Council's policies, to minimise the effects on staff wherever possible.

Legal Implications

- 48 The legal context for the process of considering the future of a school and possible closure of a school is provided by the Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments) (England) Regulations.
- 49 If Cabinet decides to pursue the closure of Dilwyn School, the Local Authority is required to publish a proposal to close the school. From the date of publication of the proposal there will then be a six weeks representation period to allow anyone to object to, or make comment upon, the proposal. The published proposal must contain the information specified in The School Organisation (Establishment and Discontinuance of Maintained Schools) (England) Regulations 2007 (SI 2007 No. 1288) (as amended). The Local Authority is obliged to send a copy of the full proposal to the Hereford Diocesan Board of Education, the Bishop of the Roman Catholic Archdiocese of Cardiff, the trustees of Dilwyn School, the Secretary of State and to any person who requests a copy.
- 50 A summary of the proposal will also need to be published in a local newspaper and be displayed at Dilwyn School and at another prominent place in Dilwyn.
- 51 If there are no objections to the published proposal within the representation period, the proposal must be determined by the Local Authority within 2 months of the end of the representation period (and if not, the proposals must be referred to the schools adjudicator) There is no right of appeal against the Local Authority's decision.
- 52 If there are objections to the proposal, the proposal must be decided by the Local Authority. If the Local Authority fails to decide proposals within 2 months from the end of the representation period they must forward the proposals and any representations to the schools adjudicator for decision. This must be done within one week from the end of the 2 month period. Where there have been objections to the proposal the following bodies may appeal against the Local Authority decision - the local Church of England diocese; the Bishop of the local Roman Catholic diocese; and in the case of foundation or a voluntary school, such as Dilwyn School, the governing body or trustees of the school that is proposed for closure.
- 53 Appeals must be submitted to the Local Authority within four weeks of the notification of the Local Authority's decision. On receipt of an appeal the Local Authority must then send the proposals, and the comments and objections received, to the schools adjudicator within one week of the receipt of the appeal. The Local Authority should also send to the schools

adjudicator a copy of the minutes of the Local Authority's meeting or other record of the decision and any relevant papers.

Risk Management

- 54 A decision to close Dilwyn School on 31 August 2011 would require the redeployment or redundancy of the school staff. The Local Authority would support staff through this process and implement the Council's alternative work policy and procedures.
- 55 A decision to keep Dilwyn School open would mean that, given the low pupil numbers the school cannot be considered to be independently educationally and financially sustainable in the near future so there is a risk to pupils' education. The Local Authority would be required to provide additional support to the school to attempt to ensure appropriate pupil education and progression. The school would work with other schools to enhance pupil experience and where possible share and maximise resources.
- 56 If there were to be an appeal to the School Adjudicator through the closure process the School Adjudicator could chose to direct that the school remain open. However, the common view of the Local Authority, the Diocese of Hereford and the Archdiocese of Cardiff indicates that there are strong reasons why the recommendation to close should be pursued.

Consultees

- 57 A copy of the consultation document was distributed to the following consultees:

- The Governing Body of Dilwyn School
- Families of pupils at the school
- Teaching and other staff at the school
- Trade Unions
- Pupils at the school
- The Governing Bodies of all other Herefordshire maintained schools
- Dilwyn Parish Council
- The Hereford Diocese
- The Archdiocese of Cardiff
- The Member of Parliament for the Leominster Constituency

The Local Authority and Hereford Diocese Director of Education were also grateful to Dilwyn Parish Council for publishing the consultation on the web at Dilwyn.com.

In addition, the following consultation events were held at Dilwyn Cedar Hall:

11th February 2010

- Meeting for Dilwyn School governors 3.00 pm – 4.00 pm
- Meeting for Dilwyn School staff 4.15 pm – 5.15 pm
- Meeting for parents of children currently attending,
or planning to attend, Dilwyn School 5.30 pm – 6.30 pm

31st March 2010

- Dilwyn community meeting, facilitated by Dilwyn
Parish Council 7.00 pm – 9.00 pm

58 The views of the pupils of Dilwyn School were also sought. The process and style of the consultation were agreed with the Chair of Governors and headteacher of Dilwyn School to ensure that appropriate means of communication were used for the full age range of pupils.

Consultation Responses

59 Nearly 180 responses were made to the consultation in addition to the views expressed at the above consultation events. An analysis of the consultation responses is contained within the body of the report.

Appendices

Appendix 1 Proposal from St Mary's RC High School

Appendix 2 Weobley Schools' Cluster – Numbers of Pupils on roll, January 2010

Appendix 3 Weobley Schools' cluster – Projected Numbers of Pupils on Roll to 2014

Appendix 4 Schools attended by children in the Dilwyn catchment area and Home school catchment areas of pupils attending Dilwyn School

Background Papers

Consultation Document "Consultation on the future of Dilwyn Church of England Primary School: 1 February – 30 April 2010.

Appendix 1



St. Mary's RC High

Specialist Science and Applied Learning College



Proposal for working together within a hard federation

Author Clive Lambert, Head teacher, St Marys RC High

Version No 4

Date: 29th April 2010

Background

- Dilwyn School began the process of seeking a federation partner in December 2008. This was stopped at the request of CYPD in February 2009 and resumed in July 2009.
- St Marys RC High School expressed interest in such a relationship during the autumn of 2009 but were unable to pursue this as a result of personal circumstances.
- The parties met in February 2010 and both governing bodies have agreed in principle to a hard federation in April 2010.

Whilst some observers may not see this as an obviously attractive relationship to either party, there are clear long term benefits to families and communities in North Herefordshire as well as to both schools and the proposal has the backing of both the Catholic and Anglican churches.

Strengths

- The ethos of both schools have much in common – there is a clear spiritual and values based approach to education that Dilwyn School has sought as a clear prerequisite in any partnership arrangement (see Appendix 1)
- St Mary's is rated an outstanding school and has an established outreach programme to primary schools
- Dilwyn has very strong relationships within the school and much good practice. The recent SIAS report underlined the strong values and care based provision within the school.
- St Mary's has a strong desire to work with new partners and to extend a Christian based educational offering into North Herefordshire.
- Key members of St Mary's staff live near Dilwyn, which negates some of the assumed distance related drawbacks.
- Initial enthusiasm of both church authorities to investigate potential relationship
- Support for Dilwyn School and for this proposal from the local community underpins the probability of long term success.

Weaknesses

- Distance between the two schools raises issues which will have to be addressed during the lead in to the partnership.
- The high unit cost of education at Dilwyn will need to be addressed. Initial work conducted in the Dilwyn community indicates that significant inward funding from the community may assist in the initial 18 months, until pupil numbers rise.
- The difficulty of providing a full and varied curriculum at Dilwyn will be addressed. This is not considered a significant factor.
- Lack of significant primary school experience at St Mary's requires to be addressed anyway and is only expected to be a short term issue.
- Management of certain key matters such as safeguarding' of children at Dilwyn will need to be assured during the lead in period.
- The nervousness of the local community in supporting Dilwyn school because of the threat of closure will remain a short term issue until sufficient publicity is put in place to assure parents. The current Dilwyn governors have this in hand.

Opportunities

- To establish a unique 'church school' partnership which could act as a model of ecumenical co-operation for others to follow.
- To give presence to the Catholic Church in a part of Herefordshire that has no Catholic Church school
- To give access to St Mary's by amending the admissions policy to give some preference for those pupils at Dilwyn
- If above satisfied likely that roll at Dilwyn will increase in order to gain access for a desired high school
- To have a single administrative function to run both schools.
- Rationalise the staff provision particularly at Dilwyn and thereby cut unit cost.
- To ensue that the staff at Dilwyn can concentrate on the primary task of teaching and looking after the children

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- To provide a richness of experience for Dilwyn students by regular visits to St Mary's and vice versa.
- To provide further development opportunities for staff at both schools

Threats

- Local authority opposition to federation of Dilwyn with St Mary's needs to be addressed.
- Local authority not agreeing with proposed admission arrangements may weaken some of the early benefits
- Concern of local people about school being 'run' 19 miles away. This is not considered likely but will be fully addressed during the consultation period with parents.
- Dilwyn running costs may be higher than anticipated in 2010/11. This will be mitigated by community investment in the school, for which there is some local favour. This has been explored as part of alternative plans for running the school.

Strategic Risk Analysis

This is drawn from the 'Weaknesses' of the 'SWOT' analysis

Risk	Likelihood	Impact	Score
Distance between the schools	9	5	45
High Unit Cost of Dilwyn	9	9	81
Difficulty of providing full and varied curriculum	7	8	56
Lack of significant primary experience at St Mary'	7	5	35
'Safeguarding' management	6	9	54
Nervousness of local community about closure	8	5	40

The above analysis indicates medium risk ratings for all of the categories.

Risk mitigation

Distance between schools poses a risk for both pupils and teachers:

- St Mary's key staff are 'used to' travelling; one feeder primary school is in Ross-on-Wye.
- Integrate the communication systems - both email and telephone.
- Key St Mary's staff can be made available in an unforeseen emergency.
- Children transported by minibus for enhanced curricular opportunities.
- Opportunity for children to experience a different environment.

High Unit Cost of Dilwyn:

- Reduction of staffing costs as experienced higher paid staff retire/leave, starting autumn 2010.
- Admin functions to be brought 'onto' St Mary's with its benefits of finance manager, facilities manager and extended schools co-ordinator etc...
- Economies of scale should lead to lower costs.

Difficulty of providing a full and varied curriculum:

- Relationship with St Mary's and its 'Advanced Skills Teachers' will provide additional support in Literacy, Science and the environment/local history etc.
- Specialism staff can provide support in Maths and Technology
- Identified 'helper' primary school will provide targeted and rigorous analysis of current curricular provision and assessment of pupil progress.

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This will translate into an action plan, which they will assist in setting up and running.

Lack of significant primary experience at St Mary's:

- Key identified staff will participate in appropriate training.
- 'Helper' primary school will assist and advise key staff.
- Excellent willingness to learn and enthusiasm for the project of St Mary's staff.
- Support from Head of Wigmore federation offered with 'all through' curriculum.

Management of 'Safeguarding' of children at Dilwyn

- Ensure that all Dilwyn staff are appropriately trained at the correct level.
- Identified person(s) on Dilwyn site at all times.
- St Mary's Child Protection Officer and/or deputy to be available to Dilwyn in event of emergency.
- Work closely with LA to ensure that protocols are sufficiently robust.

Nervousness of local community about closure:

- Since consultation began no pupils have left school indicating satisfaction.
- Local community immensely supportive of school and its continuance.
- The prospect of a strong relationship, possible federation, with a well-regarded school would be reassuring and indicative of external confidence in its future.

The challenges must not be underestimated but there is a strong desire on both parties to make this work. Both church bodies have expressed full support for the development of a strong relationship between the schools.

At senior church levels there has been thought given to a possible joint Anglican/Roman Catholic school being formed via a trust. This would give the opportunity for Catholic children living in or near the area to have a primary school to attend as well as providing a unique and exciting school the first of its kind Herefordshire.

Issues relating to a 'Hard' Federation

It was not the intention of St Mary's to pursue a hard federation in the first instance. We are looking to support a Christian school that has strong local support and would enable us to have a Catholic presence in an area of Hereford from where we receive few pupils. There is a small Catholic Church in Weobley (3 miles).

In response to the '**federation matrix**', I will comment on the headline categories as appropriate if not previously mentioned in this document.

Vision and Benefit to Pupils and future Pupils in the Area

We believe that if the future of the school was secure, following its relationship with St Mary's, then the local community would support the school and its numbers would grow. There is potential in the village and the possibility of a 'route' into St Mary's as an established partner may well be an attractive possibility for prospective parents.

If the schools entered into a close working relationship then the resources from the high school, with its network of Advanced Skills teachers, specialist staff, close colleagues from primary schools (a further primary school has indicated a willingness to support the curricular provision) and the desire to do what is necessary makes it possible to cover ECM outcomes, ensure robust Safeguarding and give the pupils a much wider educational experience than is currently possible.

Community is a strength of both schools and this opportunity is unique. The different age ranges only serve to enrich the experience of all pupils.

Benefits in meeting the challenge of falling pupil numbers

We realise that this will not be an easy challenge. However it is hoped that the 'guaranteed' future of the school coupled with its developing relationship with another established faith based school would be an inducement to the parents of future children.

There are 53 children living in the Dilwyn catchment area of primary school age. The capacity of the school is 56.

Currently 28 of these attend either Weobley or Pembridge Primary Schools. Allowing for the proximity of local catchment area boundaries, it is possible in the future, provided that the number of children stays fairly constant (although overall in the county the number is diminishing) because of the desirability of the village as a place to live and bring up children that at least half of these would stay in Dilwyn. A flourishing and vibrant school would at least maintain the numbers attending

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from outside of the catchment area, particularly if there was a strong Catholic element to the school.

In these circumstances, I would anticipate a steady roll of between 40 and 50. Obviously this might impact on other schools in the area but in reality we are merely trying to ensure that the majority of children living in the Dilwyn area attend that school, with a few others from nearby who may or may not be Catholic, but want a strong Gospel values based education.

<u>Schools attended by children living in Dilwyn catchment area</u>	
<u>School</u>	<u>Number of children</u>
Dilwyn C of E Primary	19
Weobley Primary	14
Pembridge C of E Primary	14
Wigmore Primary	2
Ivington C of E Primary	2
Kingsland C of E Primary	1
Shobdon Primary	1
Total	53

<u>School catchment areas Dilwyn C of E Primary draws from</u>	
<u>School</u>	<u>Number of children</u>
Dilwyn C of E Primary	19
Leominster Infant/Junior	6
Weobley Primary	4
Ivington C of E Primary	1
Kington Primary	1
Total	31

Ethos

This is perhaps one of the most exciting aspects of the proposal, a first class opportunity to build a closer working relationship between two Faiths that share so

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much. Gospel value will be the cornerstone of the foundations of our relationship. We could produce a 'model' for others to follow.

Benefits in terms of teaching and learning

This is another exciting aspect of the proposed relationship. It is recognised at St Mary's that we do not have sufficient primary experience to make a significant contribution to the quality of teaching and learning on our own. However, as alluded to above, we are in negotiation with a well established and highly successful primary school who have key staff who would be willing to assist us on a consultancy basis. This would help in the delivery of the core curriculum and in the effective assessment of pupils to inform their future learning.

In addition the physical resources of the high school provide an additional space for expanding the learning possibilities for the Dilwyn pupils. The linking of St Mary's students to Dilwyn would not only enrich the experience of St Mary's children but provide increasing insight into the world of the secondary school.

At St Mary's, we have just embarked on a four year plan to change the way in which pupils learn. Drawn from robust research over many years by distinguished scholars, we are implementing strategies to build more resilient and better learners. There are to be three separate areas of focus, the 'Psychology of learning', Self Determination theory applied to curricular reform and 'The Optimistic Child'. We would be intending to use these programmes in the primary phase as that is where their efficacy may be greatest.

I believe that there are some fantastic opportunities here for all.

Outline draft plan for development of teaching and learning

Intention	Desired Outcome	Date completed	Resource Implications	Person Responsible
Appraisal of current provision by St Mary's and helper school	To produce a report on the current provision and action points for the future	31/10/10	5 days and cost of engaging 'helper' school £1000 (St Mary's budget)	Clive Lambert

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Work on enhanced curricular plan for KS2	Following report revised KS2 plan and schemes of work produced	31/01/11	Ongoing with key staff. Additional £500 for occasional cover	Head of 'helper school'
Begin link opportunities with St Mary's	Visits in place for KS2 in PE, Science and spiritual development	31/03/11	Transport costs in minibus. Driver already employed	Specialist staff Chris Park Peter Kyles
Assessment overview undertaken	Robust and informative Informal and formal assessment arrangements in place	31/03/11	Would form part of curriculum review.	Head of 'helper' school
Start enhanced curriculum for KS2	Enhanced curriculum at KS2 begins	01/09/11	£1000 new resources	Dilwyn head of teaching and learning
Work on Curricular plan for KS1	Following report revised KS1 plan and schemes of work produced	31/10/11	On going staff and £500 for supply cover as and when needed	Head of 'helper' school
Introduce Mindset and Brainology programme at KS2	Years 5 and 6 complete 'Mindset' sessions and have worked through 'Brainology' programme	31/07/11	Already paid for through 'Well-being' grant	Clive Lambert

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Staffing

I think that I may have covered this indirectly. For teachers it is the opportunity to work with a wider range of staff in sometimes-different phases of education. Our staff are used to travelling distances to other schools.

Administratively there are obvious advantages in rationalising the 'office functions' and in procurement of resources.

For 'Safeguarding', St Mary's can have a key role in supporting this process and by making key staff available at 'a moments notice' in an emergency.

Financial Viability

Although St Mary's and the local community recognise that they may have to invest in the short term, the long-term aim is sustainability for Dilwyn. Additional pupils only can secure this. St Mary's cannot and should not 'bail out' Dilwyn. Therefore there will be rigorous scrutiny and realistic budgeting. As indicated elsewhere we believe that it is possible to decrease the unit cost over time of Dilwyn as experienced staff retire. However the long-term solution must be retention and acquisition of pupils. We believe that this is possible for reasons explained above.

The current number on role is 31, we should be aiming for a target figure in excess of 40 consistently year on year for financial viability.

Figures from Dilwyn 3 year budget plan June 2009.

BUDGET HEADING	2008/09 (£) EL01	2009/10 (£) EL01	2010/11 (£) EL01	2011/12 (£) EL01
E01 - Teaching Staff	128,048	127,983	131,183	123,200
E02 - Supply Staff	6,835	6,460	6,622	6,788
E03 - Education Support Staff	16,559	11,438	11,724	12,017
E04 - Premises Staff	9,381	9,510	4,113	4,216
E05 - Admin & Clerical Staff	4,945	7,897	9,068	9,295
E07 - Cost of Other Staff	4,162	4,502	4,615	4,730
I01 - Initial Formula Allocation	147,114	133,690	139,718	146,272

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I have selected these elements as these carry the most significant cost @85% of total revenue.

E01- Teaching staff – over a three year period we would look to reduce that figure to the equivalent of 2 full time members and one part time of 0.4 max. We would need one experienced member of staff on the lowest point of the leadership scale or TLR 1, one main scale and a part time min scale.

1.0 f.t.e. Main Scale @£25,000 + 30% oncosts £32,500

0.4 f.t.e. Main Scale @£25,000 + 30% oncosts £13,000

1.0 f.t.e. TLR1 @ £35,00 + 30% oncosts £45,500

Total revised staffing cost **£91,000**

I realise that this is an optimistic figure but it is indicative of the savings that could be made.

For the remainder we would hope to reduce the cost of supply staff because of the availability of St Mary's staff to cover when necessary.

E04- The admin function would come into the St Mary's administration and would require only 'occasional' attention. The figure provided in the budget would be easily maintained if not reduced.

I01- This is a key figure and we would hope that additional pupils would be attending over a this period. Just 3 pupils would add @£10,000 to the income.

The above is unsustainable as a stand-alone budget, but as part of a federation it becomes more realistic. It is likely that in time the school would be become like a 'satellite' and therefore might be a 'cost centre' within the St Mary's overall budget.

It is recognised that initial investment is necessary to bring the school to a sustainable level but it is not intended that St Mary's acts a 'central bank' to Dilwyn.

Links across the community

I think that this has been covered elsewhere, but I would like to supplement this by highlighting the church community. At St Mary's, approximately 40% of children are non Catholic. This has never been a barrier to full participation of children. We have a lay chaplain so the possibility of joint activities in schools, the local church and St Mary's new chapel are legion.

Inspection Preparation and Support

Obvious overlaps and benefits from joint activities and a close working relationship. The recognised need to draw on further expertise has been previously mentioned.

School/Staff and Governance performance management

An obvious advantage of a range of experience available. Relationship of both governing bodies requires exploration.

Hard Federation: Governance

This has been mentioned elsewhere under 'opportunities'.

It may not be necessary to have a 'hard federation'. We believe much of the above can be achieved without it. However if the consultation with parents and the local community indicates agreement for Dilwyn to change its status in the future, for example as a joint Anglican/RC school or as an associate member of an Archdiocese of Cardiff, Hereford Catholic Education Trust then this would need close examination and may be dependant on the policies of the incoming government.

Opportunities here, but not for the faint hearted!!

The Church of England authorities have already given positive indication regarding the possibility of a joint C of E/RC school and the Catholic Archdiocese of Cardiff have given support to this initiative via the Archbishop and Director of Diocesan Education.

We would consider it prudent to undertake the activities described above as a matter of urgency, but ask the governing bodies of both schools to pursue the concept of a trust to create a joint school.

There is a Catholic benefactor watching our plans with interest.

One Leadership team

This would be an obvious move, but in view of the distance it would be necessary to have a leadership presence on the site most of the time.

The leadership structure is such to allow for flexibility but the draft proposal is as follows

Executive head teacher Clive Lambert (existing head of St Mary's)

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Deputy Executive head Chris Park (existing Assistant head and Director of Science specialism)

Chief Consultant (head of 'helper' primary school)

Director of Literacy and KS2 curricular development Sean Warde (current A.S.T. English and head of English at St Mary's)

TLR2 Curriculum development Dilwyn C of E Primary School

Safeguarding

This has been referred to under staffing. However this is a vital aspect of the running of the school and we would wish to work closely with the local authority to ensure that we have in place well understood and robust protocols'.

Teacher in charge of Safeguarding will be Michael Kennedy (Child Protection and Assistant head St Mary's)

Clive Lambert deputises in his absence.

Geographical Distance

The sites are 15 miles apart, approximately half an hour travelling time. This is not too inconvenient but it is hardly next-door either. Therefore we would be looking to use ICT solutions to overcome this. In addition, we would need to link the telephone systems in order that if a telephone is not answered at Dilwyn it comes to St Mary's and can be set to do so automatically as and when is necessary.

Proposed outline management plan

From September 2010:

- St Mary's to take over most of the day to day running of Dilwyn:
- All admin functions transferred to St Mary's
- Appointment of contact administrator for Dilwyn (Rather like triage)
- Current head of Dilwyn to remain as local 'head' responsible for teaching learning and pastoral matters in the first instance.

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- Part time teacher who retires between August and December 2010 to be replaced with a lower cost teacher on reduced hours
- Hours 'lost' from part time to be offset by current head teacher and outreach staff from St Mary's
- Reduced cost of Academic year 2010/11 not likely to be high but during this time further economies to be investigated
- Curriculum and other developments to be promoted from St Mary's and its associated consultants alongside Dilwyn staff
- Discussion between church authorities about possible change of status for Dilwyn school (V.A. or Trust) and change of admissions policy at St Mary's to allow preference to be given to Dilwyn pupils.

From September 2011

- New full time member of staff in post (following retirement in August 2010)
- Current headteacher to continue or be replaced by a teacher i/c

Costings

From the 3-year projection expenditure is not predicted to rise. Some of the allocations to premises and admin seem a little thin and therefore it is not reckoned that any real savings be made there.

However the teaching staff presents some opportunity. At best with 1 f.t.e. equivalent, a 0.3 f.t.e. and full time teacher i/c then costs could be reduced from the current @£130,00 to @£110,000.

The school operates 2 classes a KS1 and KS2. There is capacity each class for the roll to increase. The addition of just 3 children can realise in excess of £10,000.

It is to be hoped that the unit cost per child can be reduced from its present levels to one that is more acceptable to interested parties. This would be achieved by some of the means stated above.

Initial conclusion

This is an exciting challenge for both schools but the workload is not to be underestimated. However, there is a genuine long term advantage to both schools in this partnership and much can be overcome given the commitment of both governing bodies to make this work. Cost savings can be achieved although not significantly. The onus on both schools is to reduce the risks and show Dilwyn as an attractive, secure proposition to parents. There is much to commend it. The environment is beautiful; the intimate feel of the school is to be envied and will be attractive to new parents. Giving the school a more certain future will encourage more parents to send their children as there is capacity for this within the locality. The prospect of committed local Christians being able to send their children to a desired secondary school will be an attractive feature. It will be essential for the church authorities both Anglican and Roman Catholic to strongly support this proposal. For the churches it represents a unique opportunity to promote an exciting ecumenical venture. For the local authority an imaginative potential solution, which would reflect well on them. If they should choose to facilitate and support this arrangement

Postscript

A recent development has been the opening of discussion between the head of St Mary's and the head of the Wigmore federation, Andrew Shaw. He has clearly indicated a willingness to work with us in this process and offer his support. He has been working with schools around the country in different locations helping to set up federations. Andy would be a valuable partner in this process as he brings experience and local knowledge. He feels that this is a venture worth embarking on.

Appendix 1: Dilwyn: Principles, vision and values

Given the current issues with pupil numbers in Herefordshire, change is inevitable for the school. To manage this change successfully, the school and the wider community will need to be clear about the principles that are central to any negotiation concerning the school, the vision that the community has for the future of the school and the core values that are non negotiable in any proposed change. The following were agreed by the governors in December 2008:

1. We are committed to the continuation of state education for 4 to 11 year old children on the Dilwyn site.
2. We believe that this is crucial in preserving the nature of the Dilwyn community and the continued attractiveness of the village as a place to live.
3. We are committed to the continuation of Christian faith based education and will not support any proposal that endangers or dilutes this. We will actively seek change that strengthens our faith based ties.
4. We believe that a small village school with 30 to 50 pupils is both viable and attractive to parents.
5. We recognise that such education is expensive compared to urban primary models and will fight to maintain the financial supplements necessary to achieve it.
6. We recognise and accept that such a small school may not be able to maintain an appropriate management infrastructure (head teacher, school secretariat, bursar etc) and we will proactively explore any partnership or other options that do not conflict with our principles and values.
7. We accept that some of the non core curriculum roles for a school will be difficult for such a small school (extended schools, out of school clubs etc) and we will actively and creatively seek ways of developing such roles using community and other partners.

Dilwyn School Governors

Weobley Schools' Cluster - Numbers of Pupils on Roll - Jan 10												
Weobley Cluster & Nearest Primary Schools	Published Admission Number	Year Groups								Total Number of Pupils on Roll	Total Pupil Capacity	
		N	R	1	2	3	4	5	6			
Weobley	30	10	15	12	18	18	30	15	32	150	210	
Canon Pyon C of E	13		11	13	14	13	5	8	13	77	91	
Credenhill C of E	30		30	29	28	16	25	23	28	179	210	
Dilwyn C of E	8		4	4	2	9	2	6	4	31	56	
Kingsland C of E	20		20	24	16	17	20	18	25	140	140	
Ivington C of E	15		14	15	11	11	9	16	8	84	105	
Pembroke C of E	13		18	15	15	6	23	11	8	96	91	
Staunton-on-Wye	10		8	13	6	13	7	13	10	70	70	
	139	10	120	125	110	103	121	110	128	827	973	

Weobley Schools' Cluster & Nearest Primary Schools- Projected numbers of pupils on roll, based on current year's intakes

Weobley Cluster & Nearest Primary Schools	At January each year					Total Pupil Capacity
	2010	2011	2012	2013	2014	
Weobley	150	133	133	148	145	210
Canon Pyon C of E	77	75	78	72	74	91
Credenhill C of E	179	181	188	193	207	210
Dilwyn C of E	31	31	29	31	26	56
Kingsland C of E	140	135	137	137	140	140
Ivington C of E	84	90	88	93	96	105
Pembridge C of E	96	101	103	93	100	91
Staunton-on-Wye	70	68	63	64	59	70
	827	814	819	831	847	973

Appendix 4

<u>Schools attended by children living in Dilwyn catchment area</u>	
<u>School</u>	<u>Number of children</u>
Dilwyn C of E Primary	19
Weobley Primary	14
Pembridge C of E Primary	14
Wigmore Primary	2
Ivington C of E Primary	2
Kingsland C of E Primary	1
Shobdon Primary	<u>1</u>
Total	53
<u>School catchment areas Dilwyn C of E Primary draws from</u>	
<u>School</u>	<u>Number of children</u>
Dilwyn C of E Primary	19
Leominster Infant/Junior	6
Weobley Primary	4
Ivington C of E Primary	1
Kington Primary	<u>1</u>
Total	31

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	PERFORMANCE DIGEST – QUARTER 2 2010-2011
REPORT BY:	HEAD OF QUALITY AND IMPROVEMENT

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To present the Performance Digest for Children's Services for Quarter 2 of 2010-2011 and to highlight key performance issues.

Recommendation

THAT Scrutiny Committee assesses and considers the levels of performance achieved in Quarter 2 of 2010-2011 and considers if further reports and/or action are judged to be necessary.

Key Points Summary

- The percentage of initial assessments completed within 7 working days has fallen during Quarter 2 as a result of issues highlighted as a result of the unannounced and announced inspections by Ofsted during the summer. As a result, the focus has been on improving the quality of assessments and ensuring that children are seen in a timely way. Robust management action has evidenced clear improvements as a result and these were recognised in the feedback from the Ofsted inspection. In addition, targets for improvement to the end of the financial year have now been set and agreed by the Service Improvement Group established to support and monitor improvements to the service. Alongside this, there has been a significant increase in the number of referrals to children's social care – 318 referrals per 10,000 population, compared with 261 per 10,000 population in Quarter1. Evidence suggests this is due to increased awareness in partner agencies arising from the serious case reviews published earlier in the year.
- Outcomes for children in care continue to show good performance, in relation to placement stability and timeliness of reviews. This is against a backdrop of a significant increase in the number of children coming into care – 205 as at 30 September 2010, compared with 179 at 30 June 2010. In addition, the number of children subject to a child protection plan has continued to rise and as at 30 September 2010, stood at 200.
- Unvalidated examination results show that, compared to our national and statistical neighbours, overall Herefordshire continues to improve although not achieving the aspirational targets set

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

by the Department for Education. There are some areas that require specific improvement in relation to achievement in the early years and primary phases. The percentage of pupils achieving Level 4+ at Key Stage 2 in both English and Maths increased slightly to 71.4% from 70.8% in 2009. Two levels progression in English between Key Stages 1 and 2 decreased, but improved for Maths. At secondary phase, the percentage of pupils achieving 5 or more GCSEs at A*-C including English and Maths increased to 54.9% from 52.2% in 2009. In addition, the achievement of 2 or more GCSEs A*-C in Science continues to improve, 70.3% in 2010 compared with 68% in 2009.

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.

Key Considerations

- 4 The Performance Digest has been circulated to Committee members as a separate document with the agenda and is available on request from the report author. 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

A significant number of the indicators in this outcome area are subject to annual reporting in March 2011. In addition, many of the indicators rely on data from the bi-annual Every Child Matters survey. Subject to funding being available, the next survey is due to be undertaken in March 2011 with the results anticipated to be available in September 2011. Furthermore, data for some national indicators was collected via the annual TellUs Survey. This survey has, however, been discontinued by the new government and it is unclear how, and in what form, these indicators will continue.

There have been 60 diagnosed cases of Chlamydia in the resident 15 – 24 year old population and 41 of these cases are now receiving treatment. Ensuring that young people receive screening for Chlamydia remains a challenge, with the target for the year being set at 6,930 young people to be screened. To date, 1565 screens have taken place.

131 assessments under the common assessment framework (CAF) were undertaken during the second quarter, slightly below the outturn for Quarter 1 which was 178. The slightly lower outturn is attributed to the school summer holidays given that the majority of CAFs are undertaken in schools. However, it is anticipated that the target of 500 CAFs in the financial year will be achieved.

Stay Safe

The number of referrals to children's social care has increased significantly during Quarter 2. For the rolling year to 30 September 2010, there were 318 referrals per 10,000 population, compared with 261 per 10,000 population to 30 June 2010. Evidence suggests this is due to increased awareness in partner agencies as a result of the publication of the serious case reviews earlier in the year. However, the percentage of repeat referrals remains low at 16% which is well below statistical neighbours and England averages.

54% of initial assessments were recorded as completed in 7 working days (NI 59) in the year to date. Performance in terms of timeliness has slipped during Quarter 2 as a result of the management action taken in respect of improving quality of assessments and ensuring that children are seen in a timely way. Clear targets for improvement have been set and there is evidence of improvement into Quarter 3. The percentage of core assessments completed in 35 working days has also fallen slightly to 55%. Again, clear management action is in place to address this and improvements have been evidenced into Quarter 3.

All child protection and looked after children (LAC) Reviews were completed in the rolling year to 30 September 2010 although some were slightly outside of the timescale. As these reviews cover the rolling year, some reviews were delayed due to the adverse weather earlier in the year. There has been a significant increase in the number of children subject to a child protection plan; from 175 at 30 June 2010 to 201 at 30 September 2010. Similarly, the number of children coming into the Council's care has also significantly increased – from 179 at 30 June 2010 to 205 at 30 September 2010. Performance in relation to the stability of placements for LAC (NI 62 & 63) in terms of the number of moves and length of placement continues to be very strong and is recognised both regionally and nationally.

Enjoy and Achieve

The percentage of statements of special educational needs (SEN) completed by the authority in accordance with the statutory process within 26 weeks remains at 100% which is excellent performance and well ahead of statistical neighbours.

Performance in relation to examination results was considered in some depth at the last meeting of the Scrutiny Committee, particularly in relation to the early years and primary phases. In relation to early years, over 95% of the children have access to pre-school provision and 83% of provision is either good or outstanding. The fall in standards at Early Years Foundation Stage is being addressed through intensive training programmes and the introduction of a new software programme, eprofile, to improve the accuracy of data submission. Results in relation to Key Stage 2, Level 4 at English and Maths, improved in 2010, compared with 2009, but did not achieve target. Progression between Key Stages 1 and 2 was better in Maths than English.

As reported in October 2010, many schools improved on their record GCSE results of a year ago, particularly in the relatively new benchmark measure of five or more GCSEs at grade A* to C including English and mathematics. A particularly high standard in this measure was achieved by Fairfield High School (71 percent), John Masefield High School (64 percent), St Mary's RC High School (72 percent), Wigmore High School (66 percent), Bishop of Hereford's Bluecoat school (60 percent) and John Kyrle High School and Sixth Form Centre (59 percent). All high schools in Herefordshire performed either at or above the previous national average for students achieving five or more GCSE grades at A*-C, and some schools made significant increases on last year's record high results.

Absence in secondary schools in the last academic year improved slightly over 2009 to 7%. This figure was inflated by the unexpectedly high number of school days lost where travelling

was difficult due to snow and the ash cloud. Conversely, absence in primary schools rose for the third successive year and is above national averages for the first time in 3 years. As a result, this is an area for focus in the current academic year.

Make a Positive Contribution

For the rolling year to 30 September 2010, 93% of LAC participated in all of their reviews. Encouraging participation of children and young people in their reviews remains a high priority with specific training being run for young people to enable them to chair their own reviews.

In terms of re-offending by young offenders, 10 in the cohort of 69 re-offended which is well below the target for the year. For the year to date, there were 48 first time entrants to the Youth Justice System aged 10-17. Assuming a consistent profile for the rest of the year, this would give a projected outturn of 96 which is well below the outturn for 2009/2010 of 152. The percentage of young people receiving a conviction in court who are sentenced to custody remains very low – out of 50 court disposals, just one was a custodial outcome.

The remaining indicators in this outcome area rely on data either from the TellUs survey or the bi-annual local survey. As indicated above, the future for both surveys is unclear at this stage.

Achieve Economic Wellbeing

Out of 33 young offenders in the cohort, 20 are in suitable education, employment or training (EET). This is currently slightly below the outturn for 2009/2010. In terms of accommodation for offenders, 30 out of the cohort are deemed to be in suitable accommodation.

Data for the achievement of Level 2 and Level 3 qualifications is due for publication in March/April 2011. Prior attainment data would suggest that there will continue to be improvement in the achievement of these qualifications when the data is officially published.

In terms of increasing the percentage of year 11s moving into learning destinations, including vulnerable young people (such as those with learning disability and difficulties and teenage mothers), tracking is continuing. However, it is widely anticipated that the economic climate will cause a rise in the number of young people not in education, employment or training (NEET). A new NEET Strategy has been drafted taking account of the current economic situation and is the subject of consultation partners. In terms of teenage mothers, the Young Mums To Be programme is operating well and was positively endorsed by the recent Ofsted inspection.

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. There is a particular focus on the management of risks associated with the achievement of the Local Area Agreement indicators.

Consultees

- 9 None.

Appendices

- 10 Appendix 1: Performance Digest (circulated with the agenda as a separate document)

Background Papers

- None identified.

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	CONSULTATION ON PRIORITIES FOR THE CHILDREN AND YOUNG PEOPLE'S PLAN 2011-2014
REPORT BY:	HEAD OF CHILDREN'S TRUST DEVELOPMENT

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

The purpose of this report is to provide the committee with the opportunity to consider and influence the partnership priorities for the next children and young people's plan, covering the period 2011-2014.

Recommendation

THAT Scrutiny Committee consider and provide feedback on the draft priorities as presented;

Key Points Summary

- This new plan will benefit families, children and young people and has been drafted for consultation
- The priorities in the plan are those that can only be achieved by partners working together across the Children's Trust alongside families and their children
- The final plan will be published in April 2011

Alternative Options

- 1 This plan focuses on the top priorities that partners in the Children's Trust will deliver that will make lives better for families and their children in Herefordshire. Despite the statutory requirement for a plan being removed, partners believe there needs to be a plan to give clarity over what we are working together to achieve for children, young people and their families.

Reasons for Recommendations

- 2 It is important that this plan represents the needs of Herefordshire's children, young people and families so consultation from a wide cross-section of the population is invited.

Further information on the subject of this report is available from
Philippa Granthier, Head of Children's Trust Development on Tel (01432) 260226

Introduction and Background

- 3 Herefordshire is entering a new, exciting era in partnership working. The new government is freeing up local areas to decide for themselves what the important issues are that need addressing and how agencies can work together to tackle those issues. Much more emphasis is being placed on individuals and communities taking responsibility and helping themselves with the public sector taking a role in leadership, empowerment and protecting the more vulnerable. Delivery of services will fundamentally change over the next few years.
- 4 Partnership working for children, young people and families is developing this approach. The Children's Trust Board is the statutory body currently in place which governs partnership working around children's services. Whilst the Department for Education has indicated that it intends to remove the requirement for local areas to have a Children's Trust Board it is unlikely that this will happen before May 2012. The existing "duty to co-operate" amongst the partners listed below will remain in place, although schools and colleges will be removed, subject to parliamentary approval, in the Education Bill due shortly.
- District councils
 - Strategic health authorities
 - Primary care trusts
 - Youth offending teams
 - Police
 - Probation services
 - Persons providing Connexions services
 - Jobcentre plus
 - Schools and colleges
- 5 The current Children and Young People's Plan ends in March 2011 and sets out the priorities of the Children's Trust. Until the 31 October 2010 the production of the plan was a statutory responsibility of the Children's Trust Board. The Department for Education (DfE) has now removed the requirement to have a plan of this nature. However in Herefordshire there is a real commitment for partnership working to continue and a plan is needed to focus and direct the work of the partners for the benefit of children, young people and families. The new plan is a joint plan in that it details the added value of working in partnership and what more can be achieved only by working together.

Key Considerations

- 6 The proposed priorities of the new plan are attached at appendix 1.
- 7 The new plan has been drafted based on a wide variety of data and information including:
- "Have your say" events in September and October 2010 which allowed children, young people and parents / carers the opportunity to describe what is important to them. Children from nurseries, primary and secondary schools and young people from college and various youth groups were involved. Parents also gave their views.
 - Children's Trust events with professionals who deliver and manage services for children, young people and their families
 - Data and information from surveys and performance indicators
 - Joint Strategic Needs Assessment (JSNA)
 - Inspections and audits from national agencies like Ofsted.
- 8 There is a 12 week consultation process running until February 2011 to ensure as many

people as possible can submit their views. The final plan will also take into account the consultation feedback that is received. The detailed actions to achieve the priorities will also be fully mapped out along with the total resources available across the county for children and young people.

- 9 The final plan will need to be agreed by individual partner organisations in terms of agreeing priorities and actions and committing resources to achieve the priorities. The plan will then be published in April 2011.

Community Impact

- 10 The plan includes priorities which will focus service delivery around two locality teams which map to the nine locality areas identified by Herefordshire Public Services. Partners have already committed to working in this way and working more closely with the communities they serve. In this way the needs of these communities can be mapped and a more targeted approach to providing services can be applied. This information will be used to inform the annual refresh of the plan and its supporting action plans and therefore more effective commissioning intentions in future. The voice of the children, young people and their families will be a key component in this commissioning cycle.

Financial Implications

- 11 The plan will be used as the basis for commissioning services for children and young people in Herefordshire, alongside commissioning arrangements under Herefordshire Public Services. It will also be used to make the most of existing resources across partners targeted towards children and young people.

Legal Implications

- 12 The plan is no longer a statutory requirement but is a partnership commitment to collaborative working.

Risk Management

- 13 The plan is draft and currently out for consultation. Therefore at this stage there are no risks relating to this report.

Consultees

- 14 To inform the draft priorities a wide range of people have already been consulted. Partner staff attended an initial event to discuss the issues facing children and young people in Herefordshire. This event included members of the Children's Trust Shadow Board, a consultative group of young people aged 11-19 years from across secondary schools and colleges in Herefordshire.
- 15 The "Have Your Say" campaign was held specifically to capture the important things for children and young people. This included three main elements:
 - A "Have Your Say" day where around 100 primary and secondary school pupils attended two events with activities to aid thinking around the things that are important to them
 - A poster which allowed either written words or pictures to depict children's views. This was sent to all nurseries, childminders, schools and colleges allowing a much wider

range of views to be gathered, including parents / carers

- Specific sessions in schools and groups of young people facilitated by the youth service and HCVYS. This included particular vulnerable groups including looked after children, teenage parents and travellers.

16 The draft plan will be widely circulated as part of a 12 week consultation. This will include all the partners of the Children's Trust including schools and colleges. Councillors, third sector organisations, independent schools will all be invited to comment including any specific groups and forums that meet around children and young people's services.

Appendices

17 Appendix 1 Draft priorities

Background Papers

- None identified.

Herefordshire
**Children's
Trust**

Consultation on the draft

Children and Young People's Plan for Herefordshire 2011-2014

Thank you for reading this third Children and Young People's Plan for Herefordshire. Your views and comments are welcomed to help inform the final plan which will be published in April 2011.

This plan is different to the previous two plans in that it no longer has to follow government guidance. It has been deliberately written in a way to make it understandable to anyone who reads it – whether that's the public; staff across public, private and third sectors or professionals within children's services.

The aim is for the final plan to look and feel very different from the previous two. What is presented here is just the main narrative so that a consensus can be agreed on the main priorities. It is important to remember that the priorities in this plan can only be achieved by partners working together; it is intended to capture the added value of partnership. This plan does not list all the services that all partners currently provide.

Your feedback is really important on these four main questions:

1. Are these the right priorities for children, young people and families and carers in Herefordshire?

2. Are there any priorities that are missing?

3. What are the key actions that will be needed to ensure the plan's aims are delivered and what organisations need to be involved?

4. Please add any other comments you would like to make

It would be helpful if you could add your details so we know how widely the draft plan has been discussed but this is not compulsory.

Name _____

Organisation _____

Thank you for taking the time to complete these questions.

Now email your answers by the 11 February 2011 to :

HerefordshireChildrensTrust@herefordshire.gov.uk

Or post to
Herefordshire Children's Trust
Blackfriars
Children and Young People's Directorate
Herefordshire Council
Blackfriars Street
Hereford
HR4 9ZR

Consultation Copy

Introduction

This plan represents a new, exciting era for partnership working in Herefordshire. The changes in national government mean that local areas, like Herefordshire, now have much more freedom and ability to decide how local organisations can work together and what the important issues are that need to be addressed for the people of Herefordshire. We can set our own destiny without the direction being set for us.

In Herefordshire we are ahead of much of the country because our council and health services are already working very closely together as Herefordshire Public Services. We have a strategic Herefordshire Partnership which includes partners from other public sector organisations (such as the police), the private sector (such as local businesses) and the third sector (including voluntary and community groups).

This new plan has been written to show what we will do to improve the lives of families and their children and young people in Herefordshire. Across children's services and the wider Herefordshire Partnership we are organising services on a locality basis. For families it means that services will be more responsive and accessible in their local area and not be primarily based around Hereford City.

This plan covers the period April 2011 to March 2014; it is a strategic plan so much of the detail of the actions and how we know it is working will be in an annual delivery plan. Three years can be a long time and this plan will develop as events happen both locally and nationally. We will undertake an annual review of this strategic plan and make any necessary changes in the annual delivery plan.

Vision

Our vision in Herefordshire is for children and young people to grow up healthy, happy and safe, with supportive families and carers, and make sure they have the best education and opportunities locally to achieve what they want.

For many children this can be fairly easy, but for some it is more difficult. Some may have health problems, some don't have families that can look after them as well as they want, and some have difficulty with learning. Sometimes children need help just for a short time, perhaps settling into a new school.

As partners our aim is to provide support where it is needed so that children and families can take responsibility for their own health and well-being. Our approach is not just to help children and young people but their families and carers as they bring up their children and have the greatest influence on them. Across Herefordshire Partnership there is a new energy to enable

communities to work together and support individuals and families within it. A community means a grouping of people with a common interest whether that's the neighbourhood where you live, work, go to school or a club you belong to.

“It takes a village to raise a child”

African proverb

Sometimes our support will need to be more targeted and specialist to help those families who are finding situations much more difficult, particularly where children are not developing as they should or are at risk of harm. These children have the right to the same chances and opportunities as the vast majority of children in Herefordshire and we will work together to ensure the needs of these children are met.

Who are we?

We are a children and young people's partnership (Children's Trust) which is a partnership of different organisations that work together to make things better for children and young people. We are:

Herefordshire Council, including schools
Herefordshire Primary Care Trust, including GPs
West Midlands Strategic Health Authority
Hereford Hospitals NHS Trust
Colleges
Worcestershire and Herefordshire Youth Offending Service
Jobcentre Plus
West Mercia Probation Service
West Mercia Police Service
The Alliance (third sector representatives)

This plan does not include all the services that each partner needs to provide. This plan is about what can only be done by partners working together on a particular issue by combining their expertise and resources.

A very important part of this partnership is the **Shadow Board**. This is a group of young people aged 11 to 19 from across secondary schools and colleges in Herefordshire. They act as a consultative group commenting on various strategies and projects of our partnership. The Shadow Board link with school councils of both primary and secondary schools, and the youth council, to give children and young people a voice about the issues that affect them. The Shadow Board can directly influence the decisions and actions of leaders of our partnership so it is a powerful group of young people.

What's happening nationally?

In the UK and across many other countries there has been an economic recession. This means that for many families, businesses and public sector organisations, money has become much scarcer. For all of us it is more and

more important to spend our money on the things that really matter to us and make a positive difference. In the case of the public sector we must make sure that money is spent effectively on the right things that people in our local area need.

There are many changes happening that the new coalition government are still deciding upon as this plan is being written. This includes changes in policy and legislation that will have a bearing on what the public sector and other partners will need to provide. We do know that the government wants local areas to be able to decide for themselves what is important to them and that agencies should work together to provide services if it makes sense to do so.

What's happening in Herefordshire?

Herefordshire is mainly a rural county, with beautiful unspoilt countryside, distinctive heritage, remote valleys and rivers. The city of Hereford is the county's centre. The other main locations are the five market towns of Leominster, Ross-on-Wye, Ledbury, Bromyard and Kington. The county is sparsely populated. Over half of its 179,300 residents live in rural areas.

The number of children is decreasing, although there were more births than expected in the last two years. This decrease is expected to continue until stabilising from 2016 at about 29,000 children aged less than 16 years.

The latest population estimates from Office of National Statistics (ONS) indicate that there are 40,200 children aged 0 to 19 years of age in Herefordshire. Overall, the percentage of children and young people is 22.4% of the total Herefordshire population

This is analysed further as:

Age range (in years)	Numbers (% of total population)
Under 1	1,900 (1.1%)
1-4	7,100 (4%)
5-9	9,300 (5.2%)
10-14	10,700 (6%)
15- 19	11,200 (6.2%)

The biggest concentrations of children and young people under 15 are in St Martins and Hinton ward and Belmont ward.

The number of households with dependent children is 20,619 (2001 Census).

Herefordshire Public Services are already working together to provide services in local communities. This means that services are organised to be delivered in areas where they are needed. Over the period of the last Children and Young People's Plan, the Children's Trust, worked to develop locality teams through a project called No Wrong Door. By the beginning of April 2011 these teams will be in place. They will be able to work with both individual children and families, and groups of children who require some additional help. The teams will include staff from Children's Centres, youth workers, educational welfare and Connexions staff. There are some organisations that although not directly in the teams are working very closely with them; these include local schools and doctors surgeries as they see children and young people all the time.

Herefordshire Public Services are developing locality services for communities and families and the work undertaken through No Wrong Door will form part of this.

Our Priorities

Our priorities are the top issues or problems that we will concentrate on over the next three years. They are listed below with a short description of what we will aim to achieve over the next three years. There will be more detailed actions of what we will do in the annual delivery plan.

These priorities have been agreed using a variety of different information and documents:

- "Have your say" events in September and October 2010 which allowed children, young people and parents and carers the opportunity to tell us what is important to them. Children from nurseries, primary and secondary schools and young people from college and various youth groups were involved. Parents also gave their views.
- Children's Trust events with people who deliver and manage services for children, young people and their families
- Data and information from surveys and performance indicators
- Joint Strategic Needs Assessment, Child Poverty Needs Assessment and State of Herefordshire report, which provide more figures and data than is included in this plan
- Inspections and audits from national agencies like Ofsted.
- Impacts of expected changes in emerging government policy
- Feedback and comments from the consultation on the draft version of this plan

The priorities have been grouped into two sections. The first section includes the **people priorities** which are those priorities that children, young people and their families have said are important to them now and in the future. It includes particular issues that we need to address and specific groups of children and young people who have greater needs.

The second section includes **partnership priorities** which are for our partners to work better at "behind the scenes" but which will make services for children and young people even better over time.

People priorities

1. Helping parents and families to help themselves

Being a parent is not always easy and the needs of our children change as they grow. Children tell us one of the most important things for them is their families, and that they can live in happy homes with parents or carers who support them.

We want to help families and communities to be able to support their children and young people. We can do this by providing general information, advice and guidance which is available to everyone. This can include everything from advice about healthy eating, where to find your nearest nursery and what fun activities there are available in Herefordshire. It can also include more specialist advice for children who have specific needs or problems, for example those children with a disability.

We also want to put in place services that can help and support families at the earliest opportunity before problems become too big to handle; this is known as early intervention. This will be done through our locality teams who will get to know the problems that arise in areas and can arrange the necessary support to those children and families needing more help.

With the ongoing economic downturn there will be families that will suffer from lack of jobs, increasing housing affordability and household expenses meaning more children could fall into poverty. We will work with our partners in the wider Herefordshire Partnership to support these families so their children are not unfairly disadvantaged by the situation their families are faced with. We need to improve the lives of these families and the experiences and opportunities provided to their children and young people. Research suggests that children in poverty will face poverty in later life so it becomes a continuing cycle in some families.

2. Reducing Obesity

Childhood obesity is a problem nationally and is increasing in Herefordshire. We measure children as they start and finish primary school and this shows that nearly 25% of reception age children and nearly 33% of year 6 children are either obese or overweight. This is likely to cause health problems later in life so we are keen to educate and support children both at home and in school to lead more healthy lifestyles. This includes encouraging mothers to breast feed as this provides the best start in life for their babies.

3. Better health for teenagers

There are high rates in Herefordshire of young people who smoke and drink alcohol and get drunk regularly. Whilst this appears to be reducing there are a small minority, particularly amongst girls who drink alcohol to excess and then make up around half of all alcohol based hospital admissions for under 18s.

The number of teenage pregnancies is relatively low but has risen. There has been a sharp rise in sexually transmitted diseases although this could be down to better screening.

Young people tell us they need better information and education around relationships and sexual health. They also want information about drugs and alcohol and the affects. We will ensure there is the information available to educate young people and provide the support and treatment for those who need it. Alcohol was identified by the Shadow Board as being a top concern for young people in Herefordshire and the Board have worked to raise awareness of the dangers of drinking too much.

4. Respecting and valuing each other

Children and young people tell us that they want to have the chances to give their opinions and want to be respected by other children and adults. The United Nations Convention on the Rights of the Child makes it clear that children have rights which are the things that every child should have or be able to do. And all children have the same rights. We need to help ensure those rights are protected.

We want our services to support children, young people and their families and carers but we can only do that if we know what it is they need. So we highly value what children, young people and their families and carers have to say, and will take this into account when we make decisions.

Bullying still remains an issue for children and this, according to the latest local survey, is now more of a problem in primary schools. We want children and young people to respect each other regardless of their differences, background or beliefs. Children want to feel safe and most do in their communities, homes and schools as Herefordshire is generally a safe place to live. Safety when using technology eg mobile phones and the internet is an area where we can do more to make children feel safe by helping to reduce cyberbullying.

With the development of our locality teams we want to work with local communities to develop safe, happy environments in which children and young people can grow and thrive. Raising the confidence and aspirations of children and young people is vital in helping them to achieve at school, college and in work. Children and young people say they want to help in developing their communities whether that's where they live, play or go to school so there should be opportunities to volunteer and understand what being a good Herefordshire citizen means. Everyone has a contribution to make regardless of their culture, background or ability and this should be valued by everyone.

5. Protecting children from harm

Generally children and young people in Herefordshire say they feel safe and supported, according to the 2009 Tellus Survey undertaken in schools. However there are times when children can be at risk of harm and we need to ensure they are protected and supported outside of their families. We will

work together to make sure these children are identified and helped quickly. If children cannot remain with their families we will ensure they are looked after and supported well. We want to make sure that children can stay in Herefordshire wherever possible so will look to increase the number of places where children can stay and reduce our reliance on long term care arrangements.

6. Raising education standards

Generally Herefordshire children and young people do well in their education. This however hides the fact that there are certain groups of children that don't do as well.

Achievement of 0-5 year olds in Herefordshire is measured by the proportion gaining a certain number of points in a scoring system; 46.2% achieved this level in 2009/10 which was below the target of 53%.

There is a clear link between children living in areas of deprivation and gaining poorer achievement results at GCSE levels. The number of young people gaining 5 or more GCSE's at Grades A*-C (including English and maths) varies across the county. During 2008 in St Martins and Hinton ward 26% achieved this level compared to 80% in Hampton Court ward.

All children and young people have the right to a good quality of education and we need to make sure this happens as our role is to prepare children for their future lives. We will monitor the performance of different wards, schools and groups of children and then target action to ensure the gap between the best and worst performing is reduced. We will also make sure that children attend school regularly and will help schools and parents to make sure this happens.

7. Opportunities after leaving school

After school young people need to know the options that are available to them, whether that is further training, education or finding a job. This will support them in giving them the skills to take into adult life.

We will work with partners in the Herefordshire Partnership to encourage local employers to invest in Herefordshire and its workforce, including its young people. Part of this approach will be to encourage employers to provide apprenticeships for young people so they can learn while earning. In Herefordshire we already achieve a high number of apprenticeships but want to increase the number and range further.

There are several changes expected nationally, the details of which are not fully known at the time of writing. This includes the setting up of an all age careers service, potential increases in university fees and changes to the Education Maintenance Allowance (EMA) that young people receive under certain circumstances. In Herefordshire we will ensure that our young people have sufficient opportunities so they are either in education, employment or training.

8. Looked after children

Looked after children are those children who are no longer living with their families but are looked after, often by foster carers and sometimes by care homes. We are “corporate parents” meaning that all our staff support these children as if they were their own. Because of the difficulties these children have had to face they often don’t do as well as the majority of children and need additional support. However in Herefordshire our looked after children generally do well in terms of their attendance and achievement at school.

9. Children with disabilities and special educational needs

We believe that children and young people with disabilities and special educational needs are valued members of their communities and, as they grow into adulthood, should be able to realise their full potential in personal and social terms. We will provide support to enable children and young people with disabilities and special educational needs to be successful in all the activities they wish to take part in. We will work to ensure the needs of these children and young people are considered carefully and that support is properly co-ordinated and provided. For more specialist education and support we will develop our local services so that families can make the most of what Herefordshire has to offer other than relying on services and schools outside of Herefordshire.

10. Minority groups

Across Herefordshire there are groups of children and young people who have specific needs relating to race, ethnicity, and language which they and their families sometimes need more support than the rest of the population. We want to ensure all these children have the same chances as other children. In Herefordshire these groups include traveller children, those who care for others, and children whose first language may not be English.

Partnership priorities

These are the processes and arrangements which will help our partnership to work better in Herefordshire. There are many services and groups that support families and children in many different ways so we need to enable all these partners, including schools and doctors surgeries, to play their part.

1. Commissioning

Commissioning means having the right services in the right place at the right time. To do this it means we will listen and understand what services children, young people and their families need, and plan to deliver those within the resources that are available.

In Herefordshire we already have an agreed framework as to how partners will commission together. Because there will be less money in future we need to plan together so that we avoid any duplication and that we make the most effective use of these resources. We can do this now across services for women, children and families and want to be able to join our money and staff

together in a single agreement for children's services across council and health services.

The total available resources for children and young people in Herefordshire are shown below:

TO BE ADDED

Our framework has already identified these initial key areas of focus for 2011-2013 and these will be added to over the period of the plan

- Looked after children
- Children with complex needs including disabilities
- Edge of care
- Safeguarding
- Young People not in Education, Employment and Training (NEET)
- Extended Services
- Early Years and Children's Centres
- Schools e.g. Transport, disadvantage subsidy, educational attainment
- Locality services
- Positive activities and targeted youth support
- Information provision

We need to use the data that we gather so it gives us a picture of the needs of different areas and groups of children in Herefordshire. We know that overall outcomes for children and young people in Herefordshire are good but this hides the fact that there are issues in specific wards, areas and cohorts of children and young people. The voice of children, young people, parents / carers and families is key to this, as is the knowledge of providers who work directly with families. As our work in localities develops so will our knowledge of needs in different areas across Herefordshire. All this improved intelligence will help us to better plan services that are needed in particular areas or by particular groups of children so we can target our resources appropriately.

2. Developing the workforce

We already have an agreed plan for developing the children's workforce, which includes all those people who work face to face with children, young people and their families. It also includes people who provide support to those front line staff e.g. people who train teachers or cleaners in youth centres.

Our aim is to have one team of people who can work together although they may be employed by different partners eg police, nurses, youth workers, social workers and teachers. Many staff will now be based in the locality teams so will need to work together using the same processes and frameworks, for example, being able to share information and using the common assessment framework to assess the needs of children and young people.

3. Developing localities and communities

In Herefordshire we are working towards better and more engagement and involvement of communities in tackling together their local issues.

Communities can be a village, a school, or a local group like scouts and cubs. Through our locality teams we will be supporting families, individual children and groups of children.

Across the Herefordshire Partnership we need to build communities to be self-reliant and to support each other and we have a role to ensure we protect more vulnerable members of our communities e.g. the elderly or children.

What we will do

ACTION PLANS TO BE ADDED

How will we know we are achieving this plan

We will monitor regularly the annual delivery plan to ensure the actions and targets are achieved. At the time of writing this plan the Children's Trust Board and its subgroups are based around five outcome areas of:

- being healthy,
- staying safe
- enjoying and achieving,
- making a positive contribution and
- achieving economic well-being

The Children's Trust Board are keen to make its structure simpler and more focused on delivery. Therefore as this plan is agreed it is likely new arrangements will be put in place considering the locality work that is in place and developing and the priorities that have been identified above.

We will produce an annual review of this plan which will show exactly what we have done, what hasn't been achieved and why. We will also highlight any new priorities which have arisen either through improved locality commissioning, the views of children, young people and their families / carers or inspections and audits.

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	OFSTED INSPECTIONS OF SAFEGUARDING AND LOOKED AFTER CHILDREN IN HEREFORDSHIRE- JUNE AND SEPTEMBER 2010: OUTCOMES AND ACTION PLAN
REPORT BY:	ASSISTANT DIRECTOR SAFEGUARDING AND VULNERABLE CHILDREN

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To inform Committee of outcomes of the first unannounced and announced Ofsted inspections.

Recommendations

THAT Scrutiny Committee note the content of the report and the draft action plan.

Key Points Summary

- In June 2010 Ofsted undertook the first annual inspection of contact, referral and assessment arrangements for children's safeguarding in Herefordshire. This inspection highlighted significant weaknesses in the referral and assessment service resulting in one area for priority action. Prompt and effective remedial action was taken to ensure safety of all children referred for a service and work to substantially and sustainably improve this particular service is ongoing.
- Ofsted undertook a full announced inspection of safeguarding and looked after children's services across the partnership during September 2010. The overall judgments were, for safeguarding – overall effectiveness and capacity to improve both adequate; for looked after children – overall effectiveness and capacity to improve both good.
- Ofsted has published its annual rating of children's services in Herefordshire as adequate overall.

Alternative Options

- 1 There are no alternative options.

Further information on the subject of this report is available from
Daniel Crampton, Head of Safeguarding and Review on (01432) 260261

Introduction and Background

Key Considerations

- 1 This report summarises the outcome of the first full inspection of safeguarding and looked after children in Herefordshire and outlines the key areas highlighted as good or better and those requiring development and action.
- 2 Attached to this report is an outcome and action plan which consolidates learning from:
 - Unannounced inspection of contact, referral and assessment arrangements for children's safeguarding – June 2010
 - Announced inspection of safeguarding and looked after children services – September 2010
 - Improvement and Development Agency peer review of safeguarding for children commissioned by HSCB – May 2010.
 - Annual Ofsted rating letter for children's services – October 2010.
- 3 Herefordshire children's services last full inspection was under the Joint Area Review in 2005 which judged children's safeguarding services to be inadequate. Formal intervention was arranged until November 2007 and improvements had been slow up until mid 2009 when a stable senior safeguarding management team was established. Internal reviews were commissioned by an experienced consultant in November - December 2008 and May 2009.
- 4 In May 2010 Herefordshire Safeguarding Children Board (HSCB) commissioned a peer review from the Improvement and Development Agency. This high level review highlighted the following themes:
 - Relationship between the Children's Trust and the Herefordshire Safeguarding Children Board to be defined, i.e. delivery v scrutiny and monitoring
 - Child's voice to be strengthened and systems for capturing these to be improved
 - Data analysis performance management, scrutiny, quality assurance to be improved.
 - Developmental issues identified as inter-agency working, training, serious case reviews.
- 5 In June 2010 Ofsted undertook the first annual inspection of contact and referral and assessment arrangements for children's safeguarding in Herefordshire. This inspection highlighted significant weaknesses in the referral and assessment service resulting in one area for priority action. Prompt and effective remedial action was taken to ensure safety of all children referred for a service and work to substantially and sustainably improve this particular service is ongoing.
- 6 Ofsted undertook a full announced inspection of safeguarding and looked after children's services across the partnership during September 2010, which included a review of progress from unannounced.

Summary of safeguarding findings

- 7 The outcomes for children and young people were judged to be adequate with good features. The council were judged to show robust and decisive leadership in safeguarding following the unannounced inspection in June which highlighted significant problems in the referral and assessment team, particularly regarding timeliness of seeing children, poor quality of assessments and poor management information from Frameworki.
- 8 Between June and September 2010 intensive resource and focus was applied to the referral and assessment service resulting in robust oversight of all cases, changes to systems and

management and the start of improving practice. From October 2010 a referral and assessment improvement plan is in place to overhaul systems and practice including partner contributions with the aim of a redesigned and relaunched fit for purpose referral service from early 2011.

- 9 Improvements were particularly noted in the areas of elective home education, children missing from home and school, raised awareness of domestic abuse and private fostering. Good elements of safeguarding were identified as a well conceived CAF model and interface with Referral and assessment service; effective safe recruitment; safeguarding training through HSCB; excellent result for young people who are NEET. (not in education, employment or training)
- 10 Overwhelmingly children and young people told inspectors that they felt safe at school and in their communities and cited excellent examples of approaches to reduce bullying.
- 11 The quality of safeguarding provision overall was judged to be adequate. Positive areas identified include to Family Intervention Project, Multi-Agency Public Protection Arrangements, Local Authority Designated Officer (LADO) officer. Areas for improvement were identified as being:
 - Escalation of concerns in and between agencies
 - Effective sexual offence examination arrangements for children
 - Hospital reception areas for children
 - Understanding of best interest decision making in NHH
 - Understanding of ethnicity religion and culture in assessments
- 12 Leadership and management across the Children's Trust and the council was seen to be robust, visible and effective with strong ambitions and vision for the future. Morale of staff is good and there is an effective multi agency workforce strategy. The HSCB has effectively disseminated learning from serious case reviews undertaken and has clear priorities for the Board. User engagement was judged as having outstanding features with active involvement of children and young people that influences the council and children's trust.
- 13 The most significant areas for improvement were identified as performance management and quality assurance and these were judged inadequate by inspectors. Although the HSCB has clear priorities and is recognised as starting from a low base it does not yet receive nor effectively analyse sufficient information in order to scrutinise agencies' safeguarding practice. Frameworki, as the main reporting and recording system for children's social care, does not yet support the effective delivery nor performance monitoring of safeguarding services. A specific improvement plan is well underway to address this issue.
- 14 A further area judged adequate with improvements to make are commissioning and ensuring value for money.

Summary of looked after children findings

- 15 The overall effectiveness of services and outcomes for looked after children, young people and care leavers were judged as good with some outstanding features. Services provided by health staff including CAMHS are reported as good by professionals and looked after children. Children and young people reported consistently that the care they receive is good or very good. Stability of placement is very high in Herefordshire, above national average. Children are seen and supported by qualified social workers and a range of professional partners.
- 16 The impact of agencies to ensure looked after children are successful in enjoying and achieving is outstanding with children and young people achieving and attaining very well in

Herefordshire.

- 17 Opportunities for children and young people to make a positive contribution is judged as good. Looked after children are actively involved in service design including recruitment of staff, chairing own reviews. Youth Offending Service impact on offending rates for looked after children is effective. The impact of agencies in enabling looked after children and young people to achieve economic well being is good with an effective aftercare service and plans to offer apprenticeships through the partnership for all care leavers who want it.
- 18 The capacity to improve in this area is judged as good.

Community Impact

- 19 Public confidence in safeguarding services from the public is vital.

Financial Implications

- 20 None

Legal Implications

- 21 None

Risk Management

- 22 None

Consultees

- 23 Senior managers and staff in Children's Services.

Appendices

- 24 Outcomes and action plan

Background Papers

- None identified.

Composite Outcomes and Action Plan for improving services to children and young people

Arising from:

- Improvement and Development Agency review of safeguarding – May 2010
- Unannounced Ofsted inspection of contact, referral and assessment arrangements – June 2010
- Announced Ofsted inspection of safeguarding and looked after children services – September 2010

Version 3: November 2010

Contents:

Section 1	Quality of practice, including assessment and direct work with children and families
Section 2	Monitoring and protecting vulnerable children
Section 3	Multi-agency processes and working
Section 4	Early intervention, including CAF
Section 5	Human Resources
Section 6	Herefordshire Safeguarding Children Board
Section 7	Performance management and quality assurance
Section 8	Health
Section 9	Children with disabilities
Section 10	Case recording and planning
Section 11	Leadership and management

Key:

UI	Unannounced Ofsted inspection of contact, referral and assessment arrangements
PR	Improvement and Development Agency peer review of safeguarding
S&VC	Safeguarding and Vulnerable Children Service
HSCB	Herefordshire Safeguarding Children Board
R&A	Referral and Assessment
CIN	Children in Need
CYPD	Children and Young People's Directorate
LACHYP	Looked after children and young people

Text highlighted in blue indicates recommendations made by Ofsted in September 2010

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
Section 1 Quality of practice, including assessment and direct work with children and families							
1.1	Improve quality and timeliness of assessments ensuring they explicitly identify risk and protective factors and identify individual needs of children and young people (para 42)	All children and young people referred to children's social care receive a timely assessment of high quality which explicitly identifies risk and protective factors for each child	Lisa Green, Head of Fieldwork	R&A Service Improvement Group S&VC Senior Management Team HSCB	Reconfigure R&A team – interim model Increase partner agency contributions to assessment Develop key staff to understand requirements through series of development workshops Quality assure assessments weekly (3 audits undertaken each by Head of Service and Assistant Director) and record actions for improvement	25 October 2010 31 March 2011 31 January 2011 From 1 October 2010	UI
1.2	Ensure that staff receive regular reflective and outcome-focused supervision in line with policy requirements, that supervision on cases is recorded on appropriate supervision template and that this is accessible on the electronic recording system. (para 78)	All staff receive regular, reflective and outcome-focused supervision	Lisa Green, Head of Fieldwork	R&A Service Improvement Group S&VC Senior Management Team	Embed use of supervision template on all safeguarding cases. Ensure regular audits of cases against supervision standards Report regularly to Assistant Director for Quality Assurance Group	End of November 2010 From January 2011 From February 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
1.3	<p>Some children's social care assessments are (para 42):</p> <ul style="list-style-type: none"> ▪ too descriptive, ▪ insufficiently analytical, ▪ lack sufficient contribution from partner agencies ▪ and do not always take historical info into account. ▪ not enough focus on individual need when assessing sibling groups <p>In some S47 cases agencies take too long to respond to requests for information (para 43)</p>	<p>All children's social assessments to include sharp analysis, good account of history, focus on individual children's needs.</p> <p>All Initial assessments and core assessments to have sufficient contribution from partner agencies</p>	Lisa Green, Head of Fieldwork	R&A Service Improvement Group HSCB Steering Group	<p>Train all fieldwork social workers on areas of improvement in assessment.</p> <p>Audit compliance with assessment guidance through audit programme</p> <p>Partner agencies to commit to contributing information swiftly, jointly visiting where necessary on all key assessments for children</p> <p>Agree standard timetable for receiving information</p>	<p>31 March 2011</p> <p>From January 2011</p> <p>31 March 2011</p> <p>December 2010</p>	UI
1.4	<p>Improvements needed in children in need planning (para 11)</p>	<p>All children in need (i.e. receiving a social care service under this category) receive an assessment, plan, intervention and review under the new children in need policy and guidance (launched 5th October 2010)</p>	Lisa Green, Head of Fieldwork	S&VC Senior Management Team Policy and Practice sub group, HSCB Quality Assurance and Evaluation sub group, HSCB	<p>Embed compliance to CIN policy and guidance</p> <p>Partner agencies to commit to contributing information swiftly, jointly visiting where necessary on all key assessments for children</p> <p>Audit compliance through multi agency themed audit</p>	<p>From 5 October 2010</p> <p>From December 2010</p> <p>May 2011</p>	UI

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
1.5	Children's social workers haven't always recognised need to request info from adult or mental health services as part of assessments (para 43)	Adult and mental health services always considered as part of assessment and planning for children looked after, subject to child protection plan and child in need	Daniel Crampton, Head of Safeguarding and Review	S&VC Senior Management Team	Produce clear guidance for children's social care staff re reasons to consider and how to do so Liaise with colleagues in adult and mental health services to ensure clear routes to information sharing and consultation re assessments	January 2011 January 2011	
1.6	Feedback to referrers by children's social care is not routinely given within prescribed timescales not recorded or monitored (para 43)	Referrers always receive feedback within prescribed timescales from <i>Working Together 2010</i> and this recorded on child's file	Lisa Green, Head of Fieldwork and Hilary Hall, Head of Quality and Improvement	R&A Service Improvement Team S&VC Senior Management Team HSCB Steering Group	Devise system to ensure feedback always given in prescribed timescale Devise monitoring system to check progress and ensure 100% compliance	From 1 December 2010 From 1 December 2010	
1.7	Too many assessments of CIN in RAT have not been completed in timescale resulting in delays in some families receiving services (para 11)	Assessments of Children in need to be completed in timescale against locally agreed target by end January 2011	Lisa Green, Head of Fieldwork	S&VC Senior Management Team	Ensure excellent management systems in team to enable swift flow of work Enable staff to complete quality but swift Initial assessments of CIN with clear forward plans Manage CIN core assessments to ensure timely completion	January 2011 January 2011 January 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
1.8	Partners perceptions of RAT need improving (para 44)	Ensure that partners have confidence in the referral and assessment team and that this leads to appropriate referrals.	Kim Drake, Assistant Director, S&VC	R&A Service Improvement Group	Produce clear referral standards for all partners including R&A team Gain commitment from partner agencies to be part of joint solution via R&A Service improvement group Monitor and review quality of team approach	31 December 2010 January 2011 (partner event) From January 2011	
1.9	Little evidence that parents or carers receive copies of assessments or info on making complaints/consent to sharing information (para 44)	All parents /carers and young people where relevant should receive copy of assessment undertaken about them and receive information about complaints and access to records	Lisa Green, Head of Fieldwork and Hilary Hall, Head of Quality and Improvement	R&A Service Improvement Group	Ensure system in place to send all service users clear info re complaints and access to records information. Embed into practice that assessments must be shared as part of the assessment itself.	1 December 2010 From 1 December 2010	
1.10	Inconsistent practice in assessments and family work of understanding and impact of ethnicity religion and culture (para 47)	All assessments undertaken by children's social care adequately consider impact of ethnicity religion and culture	Sharron Goode, Workforce Strategy Manager Daniel Crampton, Head of Safeguarding and Review	S&VC Senior Management Team CYPD Quality Assurance Group	Devise and deliver workforce development module to raise awareness and confidence in this area Monitor improvement through audits and P&R RAG rating	January 2011 From March 2011	UI

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
1.11	The council has yet to evaluate effectiveness of Family Group Conferences (para 66)	Family Group Conference service to be evaluated for effectiveness	Kim Drake, Assistant Director S&VC	S&VC Senior Management Team	Evaluate FGC service in Herefordshire and plan for future service needs	February 2011	
1.12	Reports from social workers about looked after children are not always shared with young people and their family prior to reviews (para 71)	All reports must be shared with children and young people and their families prior to a looked after children review to ensure maximum engagement and involvement	Stephanie Rowles, interim Head of LAC	S&VC Senior Management Team Corporate Parenting Panel	Devise clear standard and policy and embed with LACHYP staff Devise system for monitoring improvements	January 2011	
Section 2: Monitoring and protecting vulnerable children							
2.1	Protocol for missing children does not incorporate children missing from education or health settings (para 19)	All children who become 'missing' via any agency are known to all key agencies and a clear action plan in place for them	Daniel Crampton, Head of Safeguarding and Review	Policy and Practice sub group, HSCB	Clear protocol established and used by all agencies to link information regarding any missing child	February 2011	
2.2	HSCB has not analysed info gathered re missing children to address areas of concern (para 19)	HSCB to regularly receive and analyse information cross agency re missing children and outcomes for them	Daniel Crampton, Head of Safeguarding and Review	HSCB	HSCB Business Manager to schedule reporting to Board Head of Safeguarding and Review to prepare reports as needed	December 2010 From March 2011	
2.3	Private fostering notifications remain low and are no effectively monitored by HSCB (para	All children who are privately fostered in Herefordshire are identified and their	Stephanie Rowles, Interim Head of LAC	HSCB	Raise awareness through locality teams and Multi-Agency Groups Continue annual multi	March 2011 March 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
	21)	arrangements assessed and supported. HSCB effectively monitor and scrutinise activity.			agency training Raise awareness through Children's Trust Have annual campaign to raise awareness across Herefordshire Annual reporting to HSCB in place	March 2011 March 2011 March 2011	
Section 3: Multi-agency processes and working							
3.1	Children's social care not contributing effectively to MARAC processes including referring cases (para 20)	Children's social care to be a significant contributor to MARAC through attendance at meetings and referral of cases	Lisa Green, Head of Fieldwork HSCB Business Manager	Domestic Abuse Forum S&V Senior Management Team	Identify manager representative from S&VC to attend all MARACs. Head of Fieldwork to attend all domestic violence forum meetings HSCB to receive and analyse information about MARAC on regular basis	End of November 2010 From November 2010 From May 2011	
3.2	Confirmed funding of Women's Aid functions in counselling children subject to domestic abuse and screening of referrals and CAFs (para 20)	Safe screening and assessment of all children referred to Women's Aid in Herefordshire where domestic abuse has affected them	Kim Drake, Assistant Director S&VC Jan Frances, Women's Aid and Lisa Green, Head of Fieldwork	-	Confirm funding of screening post for 2011/12 Recruitment of post	October 2010 – completed January 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
3.3	Levels of Need document needs to be fully understood by partners, thresholds tested and embedded in partnership (para 33)	Children and young people in Herefordshire receive equitable services relevant to need and risk Children's workforce staff are confident in applying the levels of need framework resulting in the right children receiving the right level of assessment and service	Debbie McMillan, Head of Locality Services and Sharron Goode, Workforce Strategy Manager	Children's Trust HSCB	Develop clear plan for embedding framework across Children's Trust Develop and deliver workforce development module around the framework Evaluate and review staff confidence and knowledge	From November 2010 From December 2010 March 2011	UI PR
3.4	Work of EDT adequate but not sufficiently responsive (para 45)	EDT responsive to needs of key stakeholders and ultimately ensuring children and young people receive a good service during non office hours	Kim Drake, Assistant Director S&VC	S&VC Senior Management Team	Review and re-commission EDT service Devise robust contract monitoring process	March 2011 From November 2010	
Section 4: Early intervention, including Common Assessment Framework (CAF)							
4.1	Scope for greater involvement by schools in CAF (para 23)	Full engagement of all schools with the CAF process	Debbie McMillan, Head of Locality Services	CAF Steering Group	Identify schools not engaging in CAF process and develop robust action plan to address	March 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
4.2	Use of CAF consistently applied to children and young people no longer needing social care services including RAT post (para 24)	All relevant cases stepped down from social care have team around the child via locality teams CAF is consistently used to identify needs for children ultimately referred to social care	Debbie McMillan, Head of Locality Services	CYPD Directorate Leadership Team	Embed agreed protocol and mechanisms for stepping down from children's social care, including training for staff Continued focus on diverting relevant referrals to CSC to CAF. Performance monitoring through management information	From November 2010 From November 2010 From November 2010	
4.3	Further intensive work is required to prevent teenagers entering the care system unnecessarily (para 66)	A clearly commissioned 'edge of care' service that can work to prevent this	Kathy O'Mahony, Assistant Director Community Operations	Joint Commissioning Group	Scope potential model/s and costs Agree new service through Joint Commissioning Group	February 2011	
Section 5: Human Resources							
5.1	Improve recruitment and selection info in personnel files (para 25)	All personnel files for children workforce have clear information about recruitment and selection for reference and audit.	Mel Ganderton, HR Manager	DLT	Conduct a complete file audit for all CYPD Develop personnel file checklist, ensuring link between CRB database and personnel file Send communication to schools regarding pre employment checks, and the need to evidence to local authority.	March 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
Section 6: Herefordshire Safeguarding Children Board							
6.1	LADO reporting and analysis required by HSCB including low referral rate from police and health (para 33)	Robust analysis of LADO activity to ensure children are safe from professional adults	Daniel Crampton, Head of Safeguarding and Review	HSCB	Regular reporting of LADO activity and challenges to HSCB Increase awareness of responsibility amongst partner agencies especially health and police	Quarterly from January 2011 From January 2011	
6.2	Agencies do not always escalate concerns when they relate to a partner agency (para 34)	Ensure that agencies effectively escalate concerns with partner agencies and that appropriate remedial action is taken	Kim Drake, Assistant Director S&VC	Policy and Practice sub group, HSCB	Review and relaunch HSCB escalation policy	December 2010	PR
6.3	Performance monitoring by HSCB is currently inadequate and it does not receive nor effectively analyse sufficient information to offer an accurate oversight of agencies' safeguarding practice (para 50)	Ensure that sufficient information is given to, and effectively analysed by, the HSCB to include the outcomes of single and multi-agency audits so that it can effectively monitor safeguarding and child protection and hold agencies to account.	Hilary Hall, Head of Quality and Improvement Sue Doheny, Director of Quality and Clinical Leadership	Quality Assurance and Evaluation sub group, HSCB HSCB Strategic Board	Devise model for agencies to use to give effective information to QA group Ensure effective analysis of information through QA group membership and operating model	From January 2011 From February 2011	PR

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
6.4	Several aspects of HSCB performance framework have yet to be developed (para 50)	Implement whole performance framework for HSCB Ensure that HSCB has sufficient operational capacity to perform its role effectively.	Hilary Hall, Head of Quality and Improvement and Sue Doheny, Director of Quality and Clinical Leadership	HSCB Strategic Board	Develop and agree performance framework Implement performance framework Monitor implementation Agree model for future business unit in conjunction with Adult Safeguarding Board Recruit to business unit	January 2011 From February 2011 From April 2011 November 2010 January 2011	PR
6.5	Lack of compliance at HSCB by agencies in producing reports on performance (para 50)	All agencies comply with required performance reporting as set out by Business manager	Hilary Hall, Head of Quality and Improvement HSCB Business Manager	HSCB Steering Group	Provide clear information about requirements, cycle of timescales and content	January 2011 (as part of performance framework)	PR

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
6.6	-	Ensure distinction between Children's Trust and HSCB roles	Chris Baird, Assistant Director, Planning, Performance and Development	HSCB Children's Trust	Establish Stay Safe outcome group as part of Children's Trust, reporting directly to the Children's Trust Management Group. Stay Safe outcome group to establish and deliver 2010/11 delivery plan, report card HSCB Steering Group to reconfigure work programme and HSCB Business Plan to reflect change and concentrate on HSCB activity	October 2010 – review effectiveness by February 2011 December 2010 December 2010	PR
Section 7: Performance management and quality assurance							

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
7.1	The council has not ensured sufficient awareness of their complaints process and early resolution of complaints is not recorded and analysed to identify trends (para 35) There is limited evidence that young people are appropriately encouraged and enabled to complain and comment through the complaints process. The view of the council is that informal systems are used effectively to resolve issues (para 74)	Ensure that children and young people know how to make a complaint, and that early resolution of complaints is recorded, themes are identified to learn lessons, and appropriate action is taken CYPD is able to analyse trends and improve services accordingly	Hilary Hall, Head of Quality and Improvement	CYPD Directorate Leadership Team	Ensure that complaints leaflets sent out to all service users at point of contact with directorate Ensure all CYPD staff aware of their responsibility to disseminate complaints information. Devise system for collating 'soft' information re potential complaints and early resolution, reporting to DLT Report bi annually to Corporate parenting panel and S&VC SMT for changes to service	November 2010 From December 2010 – quarterly updates January 2011 From April 2011	
7.2	Electronic recording system does not effectively support effective delivery of children's social care social workers and staff or provide useful management information or performance reports (para 51)	Improve the electronic recording system so that it can produce accurate information and performance can be effectively monitored.	Hilary Hall, Head of Quality and Improvement	Framework Business Strategy Forum S&VC Senior Management Team Directorate Leadership Team	Reconfigure Framework episodes and reporting functions in line with action plan Train staff on any changes Agree key changes through SMT	October 2010 – March 2011 October 2010 – March 2011 October 2010 – March 2011	UI

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
7.3	Monitoring by the council of actions taken following audits is variable and not consistently resulted in significant improvement (para 51)	Ensure that there is effective performance monitoring including sufficiently in depth auditing which ensures good and timely social work responsiveness, assessment and care planning. Audits undertaken by children's social care are in depth and robustly challenging practice and systems to ensure that outcomes for children are good	Chris Baird, Assistant Director, Planning, Performance and Development and Hilary Hall, Head of Quality and Improvement	S&VC Senior Management Team CYPD Quality Assurance Group	Review and revise current audit tool Revise programme for audits with focus on key areas Devise monitoring tool for use across the directorate Quality assure audit process and actions to ensure changes made	December 2010 December 2010 December 2010 Bi-monthly reports starting February 2011	UI PR
7.4	Child protection conference chairs evaluation of all cases has slow impact of improved performance e.g. reports from social workers to conference not in good time affecting sharing of information with colleagues (para 52)	Impact of conference chairs case evaluations is visible and embedded quickly into practice improving outcomes for children and young people	Daniel Crampton, Head of Safeguarding and Review	S&VC Senior Management Team CYPD Quality Assurance Group	Analyse RAG ratings on bi-monthly basis Update RAG form to align with audit process Develop skills and awareness amongst social care managers and teams - joint training	From December 2010 December 2010 From January 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
7.5	The Council currently does not have an independent visiting service and is in process of negotiating a contact to deliver one (para 68)	Ensure that an independent visitor service is established	Daniel Crampton, Head of Safeguarding and Review	CYPD Directorate Leadership Team	Scope and cost requirements Report to DLT	March 2011	
Section 8: Health							
8.1	The current sexual assault examination arrangements for children and young people are not resourced with appropriately qualified and experienced clinicians to conduct examinations (para 36)	Ensure that where there are concerns that children and young people have been sexually abused, they have access to timely assessments in a suitable environment with appropriately trained and experienced clinicians	Neil Fraser, Designated Doctor	HSCB	Review commissioning arrangements for children/young people who may have been sexually assaulted and develop service specifications to underpin the service. Recommission the service	31 March 2011	
8.2	Reception area in Hereford hospital and community hospitals are inappropriate for children and do not provide a separate area for them (para 37)	Ensure reception areas are appropriate for children and review the feasibility of all hospital reception areas have appropriate and separate child friendly facilities	Maria Hardy, Service Improvement Manager	NHSH Performance and Quality Board	Establish a working group under the auspices of integrated commissioning which draws its membership from across both PCT and HHT to review the You're Welcome strategy and how this might be considered / inform work re Childrens pathway and ICO	To be confirmed	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
8.3	Within NHS lack of understanding and practice of 'best interest' decision making with inappropriate use of data protection and confidentiality for 16-18 year olds (para 38)	Ensure all CAMHs practitioners are aware and implement 'best interest decision making' for all young people	Lynne Renton, Head of Safeguarding, NHS and Hazel Blankley, X	NHS Herefordshire Board	Explore the current training provided on Clinical conference days re extrapolating MCA training to enable more in depth sessions to be delivered for the Mental health Directorate and other clinicians whose role suggests they need such training Ensure all CAMHs practitioners are aware and implement 'best interest decision making' for all young people by group sessions	31 March 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
8.4	Lack of understanding within CAMHS and adult mental health services re thresholds (para 38)	Adult Mental Health and CAMHS staff understand children's needs and the pathways open to them to address such need.	M Hemming, Lynne Renton, Head of Safeguarding NHS and Hazel Blankley,	To be confirmed	Establish a start and finish group to explore the interface between adult mental health and CAMHS Deliver training for Adult Mental Health/CAMHS and Team Leaders regarding levels of need document Ensure levels of need are incorporated into bi monthly peer group audits Incorporate Levels of Need documentation into Health level 2 safeguarding training Cross reference Levels of Need documentation into Health Single Agency Guidance	To be confirmed	
8.5	Absence of transition planning for young people who have received CAMHs service outside of county and return to Herefordshire requiring adult mental health services (para 38)	Young people returning from tier 4 services receive a seamless service.	Maria Hardy, Service Improvement Manager	NHS Herefordshire Performance and Quality Committee	Establish clear pathways as part of the tier 4 commissioning process and communicate them to both CAMHS and Adult Mental Health directorate. Ensure information and communication between agencies effectively enables transition.	To be confirmed	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
8.6	Some vacancies exist for school nurses and health visitors (para 54)	Impact of vacancies in any agency is analysed and risk assessed by HSCB if affecting safeguarding of children	Lynne Renton, Head of Safeguarding NHSH	HSCB Steering Group	Quarterly report to Q&A sub group re vacancies which contains information regarding the recruitment process adopted.		PR
Section 9: Children with disabilities							
9.1	Parents of children with disabilities say communication ineffective between agencies and pathways unclear including transitions to adult services (para 40)	Parents clearly aware of integrated care packages and pathways for their children	Maria Hardy, Service Improvement Manager and Les Knight, Head of Additional Needs	Children's Trust Management Group	Establish clear pathways and communicate them to parents and between agencies Ensure information and communication between agencies effectively enables transition	From January 2011 March 2011	
9.2	Insufficient engagement of families children and professionals in Aiming High holiday programme (para 40)	Improved engagement of families children and professionals in future of Aiming High Programme	Kathy Roberts, Assistant Director, Improvement and Inclusion	Children's Trust Management Group	Preparation and dissemination of programme to be completed by December for following year. Promotional events to be run within localities and specialist provision.	December 2010 Jan-March 2011	
Section 10: Case recording and planning							

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
10.1	Delays in sharing decisions from strategy meetings (para 46)	Ensure that minutes from child protection strategy meetings and discussions are shared within prescribed timescales.	Lisa Green, Head of Fieldwork	R&A Service Improvement Group S&VC Senior Management Team	Devise improved system for ensuring immediate sharing of decisions Devise monitoring system to ensure this is happening	January 2011 January 2011	
10.2	Not all child protection conference minutes contain clear and helpful summaries of key issues, needs and risks. Some child protection plans are not sufficiently specific and measurable (para 46)	All child protection minutes must contain clear summary of key issues with SMART plans to protect children	Daniel Crampton, Head of Safeguarding and Review	S&VC Senior Management Team Quality Assurance and Evaluation sub group, HSCB	Develop child protection conference chairs to deliver smarter summaries and plans Devise monitoring system to check improvements Report to QA sub group of HSCB on progress	February 2011 February 2011 From March 2011	
10.3	Whilst the majority of reports and care plans for LACHYP are of a good quality this is not yet consistent (para 62)	All reports and case plans for looked after children and young people are of good consistent quality to ensure best outcomes for them	Stephanie Rowles, interim Head of LAC	S&VC Senior Management Team	Promote standards at development day for team Embed in practice through Assistant Team Managers and Advanced Practitioner	November 2010 From December 2010	
			Daniel Crampton, Head of Safeguarding and Review	CYPD Quality Assurance Group	Monitor through RAG rating and audit process Report bi-monthly to CYPD Quality Assurance Group Develop training and development sessions for staff based on issues arising	From December 2010 From December 2010 From January 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
10.4	Recording issues (para 47): <ul style="list-style-type: none"> retrospective case and supervision recording lack of chronologies start meetings not written up promptly child protection conference minutes not produced for several weeks records kept in different places on system <p>Not all LAC cases have chronologies making it difficult to understand family history (para 77)</p>	<p>Ensure that all case files have complete chronologies and that case recording is up to date</p> <p>Case recording for looked after children needs to consistently of good quality to ensure that plans and intervention is focussed on key outcomes and that children and young people can be involved in this process and have good information recorded about key events in their lives</p>	Lisa Green, Head of Fieldwork, Stephanie Rowles, interim Head of LAC and Hilary Hall, Head of Quality and Improvement	S&VC Senior Management Team	<p>Clear instruction to staff re compliance on this issue and practice note with guidance re why this important</p> <p>Template for chronologies to be devised with 3 month update as standard</p> <p>Evidence improvements through ongoing audit programme</p>	<p>End of November 2010</p> <p>January 2011</p> <p>From February 2011</p>	UI
10.5	Delays in review decisions, actions and minutes being distributed with impact on actions being taken for children and young people (para 77)	All review decisions and actions to be distributed in a timely way to agreed standards to ensure that interventions can proceed in informed way and young people can be involved in this process full.	Daniel Crampton, Head of Safeguarding and Review and Hilary Hall, Head of Quality and Improvement	S&VC Senior Management Team	<p>Clear backlog of outstanding minutes</p> <p>Review system and standard of 'minutes' decisions and actions</p> <p>Embed and achieve compliance to standard</p> <p>Monitor and review</p>	<p>20 December 2010</p> <p>January 2011</p> <p>March 2011</p> <p>From April 2011 through monthly reports from Senior Coordinator</p>	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
10.6	<p>Pathway plans are completed although the quality is variable and are not fully embedded in practice or used as working document (para 77)</p> <p>Care plans and pathway plans are not always central in work undertaken with children and young people. (para 77)</p> <ul style="list-style-type: none"> ▪ care plans not always updated following change of circumstances ▪ pathway planning not always detailed and clear 	<p>Ensure that care and pathway plans are of good quality and regularly updated and that they are used to deliver effective services to children and young people</p>	<p>Stephanie Rowles, interim Head of LAC</p> <p>Daniel Crampton, Head of Safeguarding and Review</p>	<p>S&VC Senior Management Team</p> <p>CYPD Quality Assurance Group</p>	<p>Devise clear policy and guidance on pathway plans</p> <p>Embed practice and compliance in looked after service</p> <p>Monitor through RAG rating and audit process</p> <p>Report bi-monthly to CYPD Quality Assurance Group</p> <p>Develop training and development sessions for staff based on issues arising</p>	<p>End of December 2010</p> <p>From January 2011</p> <p>From December 2010</p> <p>From December 2010</p> <p>From January 2011</p>	
Section 11: Leadership and management							
11.1	<p>Management capacity and oversight in referral and assessment team (para 44)</p>	<p>Ensure that there is sufficient management capacity in the referral and assessment team and that managers have the appropriate skills and knowledge to perform their role effectively.</p>	<p>Lisa Green, Head of Fieldwork</p>	<p>R&A Service Improvement Group</p>	<p>Assess management capacity in team and employ resources most effectively</p> <p>Devise workforce development for ATMs</p> <p>Ensure induction for new manager</p>	<p>31 December 2010</p> <p>31 December 2010</p> <p>13 – 18 December 2010</p>	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
11.2	Commissioning is under developed but improving (para 59)	Commissioning priorities are embedded and a programme of commissioning across agencies is run to improve services and value for money	Chris Baird, Assistant Director, Planning, Performance and Development	Joint Commissioning Group Children's Trust Board Health and Social Care Programme Board	Confirm priorities in Joint Commissioning Group Establish resources to deliver commissioning programme, including addressing independent placements Deliver programme to timescales set	December 2010 January 2011 From December 2010	PR
11.3	Evaluation of all services is not systematic. (para 59)	Ensure that systematic evaluation of services informs commissioning	Chris Baird, Assistant Director, Planning, Performance and Development and Hilary Hall, Head of Quality and Improvement	CYPD Directorate Leadership Team Children's Trust	Develop evaluation model for CYPD Pilot model on identified services Roll out model across directorate services	March 2011 April 2011 From June 2011	
11.4	Social workers report variable access to training in their work with LACHYP (para 80)	All professionals working with looked after children and young people receive adequate training opportunities	Sharon Goode, Workforce Strategy Manager	S&VC Senior Management Team Children's Trust Management Group	Devise and commission relevant training for this multiagency staff group Deliver agreed training	January 2011 From March 2011	

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
11.5	There is limited evidence of management oversight of cases and audits being undertaken by managers (para 80)	Ensure good management oversight and qualitative assurance arrangements are in place which lead to improvements	Stephanie Rowles, interim Head of LAC	S&VC Senior Management Team CYPD Quality Assurance Group	Embed standard re management oversight and use of supervision template on looked after children and young people cases. Ensure regular audits of looked after children and young people files against service framework Report regularly to Assistant Director for Quality Assurance Group	End of November 2010 From January 2011 From February 2011	
11.6	There is no systematic process to build up local intelligence about effectiveness of providers overall in meeting identified needs (para 86)	Establish systematic approach to capturing local intelligence and informing future placements and commissioning	Stephanie Rowles, interim Head of LAC	S&VC Senior Management Team Joint Commissioning Group	Develop model at placement panel	February 2011	
11.7	-	Develop lead member and scrutiny committee engagement and roles	David Sanders, interim Director of Children's Services	CYPD Directorate Leadership Team Joint Management Team	Simplify and highlight key areas for lead member/scrutiny awareness and involvement Regular item on Lead Member briefing sessions (build on RADAR indicators) Ensure distinction between HSCB/CT roles and role of Lead Member and Scrutiny Committee	From October 2010	PR

Ref	Area for improvement identified in the announced inspection	Outcomes to achieve	Lead officer	Reporting to (accountable body)	Key actions	Timescales	UI/PR
11.8	-	Improve voice of the child	Kathy Roberts, Assistant Director Improvement and Inclusion	CYPD Directorate Leadership Team Children's Trust	Ensure a priority in CYP Plan Hold Childs Voice County event Review job descriptions to ensure voice of child is at forefront of role expectation Build into QA processes Develop participation strategy	Still at planning stage for Child's Voice event delivery in 2011 if funding permits. Running with 'Have your say' and 'Take over day' events.	PR

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	ATTAINMENT AND ACHIEVEMENT IN THE SECONDARY PHASE
REPORT BY:	GENERAL INSPECTOR AND GENERAL INSPECTOR SECONDARY/SECONDARY STRATEGY MANAGER

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To provide the Committee with an overview of attainment and progress in the secondary phase of maintained schools in Herefordshire 2010.

Recommendation

THAT the Committee notes the content of this standards report and reflects on the actions to improve outcomes in the secondary phase of maintained schools in Herefordshire.

Key Points Summary:

- No Herefordshire high school is graded in an inadequate Ofsted category and five schools are graded outstanding.
- In 2010 good GCSE results were maintained with some improvements in a number of key benchmark measures continuing the positive trend at KS4.
- Herefordshire schools are continuing to demonstrate attainment which is generally in line with or higher than the national average.
- The national rate of progress is beginning to improve at a faster rate than in Herefordshire in the key benchmark of 5+A*-C grades at GCSE including English and mathematics.
- The performance of vulnerable groups continues to improve although there is some variability and some notable successes. For example; the achievement/outcomes for looked after children was judged outstanding by Ofsted across Herefordshire schools in September 2010.
- Girls performed better than boys in 2010 in a number of areas and for some schools the gap in performance between boys and girls widened.

Further information on the subject of this report is available from
Wendy Boulter/Vicky Ward – Herefordshire School Improvement Service

Alternative Options

- 1 No alternative options presented

Reasons for Recommendations

- 2 The report is presented as an overview of current standards and future actions for comment.

Introduction and Background

- 3 The points below provide a general context for the results analysis:
 - The secondary phase of education is from Year 7 to Year 13 (11-19 year olds). Within the maintained sector in Herefordshire there are 13 high schools four of which have provision for a sixth form (years 12 and 13.) There are currently 2 academies, one of which has post 16 provision. These are directly linked with the Academies Division of the DFE. These are outside the maintained LA group of schools and therefore directly funded and monitored by the DFE. Other Post 16 providers are the Hereford Sixth Form College, Hereford College of Technology, the agricultural college at Holme Lacy and Hereford College of Art and Design. In addition there are work based providers who contribute to the vocational provision, including apprenticeships.
 - All schools have a designated catchment area but there are two faith schools (St Mary's Roman Catholic High School and Bishop of Hereford's Bluecoat School) who draw students in from all over the county.
 - **The feedback in this report is related to the 13 maintained high schools in the authority which are the settings for which the School Improvement Service has direct responsibility. The figures in this report therefore exclude academy and college data.**
 - **The validated LA statistical figures when they are released will include the performance of both academies who are under the direction of the Academies division of the DFE and not of the LA.**
 - National tests at **Key Stage 3** (14 year olds) were abolished in 2008. National data sets for Key Stage 3 no longer exist in the detailed format of previous years. The 2010 analysis of Key Stage 3 performance is therefore based on teacher assessments. This data set is further complicated by the fact that some schools run their Key Stage 3 over two years and some over three years.
 - A variety of courses exists at KS4 and post 16 and these can be at level 1 (GCSE D-G or equivalent), Level 2 (GCSE Grades A*-C or equivalent) or Level 3 (Advanced level or equivalent). In addition some students attain other qualifications such as basic skills. All these qualifications carry a points score which contributes to the student, school and county results.
 - There were 1956 students contributing to the results outlined below in 2010. Of these 50.4% were boys and 49.6% were girls. Across individual schools, however, there were unbalanced year groups in terms of gender. Nationally boys perform less well than girls at GCSE and so an unbalanced year group for a school in terms of gender is statistically likely to have an impact on results for that school.
 - No high school in Herefordshire is currently in an inadequate Ofsted category and that has been the position for three years. Five of our high schools have outstanding Ofsted

judgements for overall effectiveness and nine of our High Schools have either Good or Outstanding judgements for overall effectiveness. This is better than the national average.

- There are a number of structures and initiatives in place within the Children's Services and School Improvement Service (SIS) in particular, which have helped support the continuing improvement in Herefordshire High Schools:
 - Each school has a nationally accredited School Improvement Partner (SIP) who is employed through the LA to monitor, support and challenge the school they work with. A minimum of five days are routinely allocated for this work throughout the year to cover visits and preparation and report writing. Where a school is identified for additional support the number of SIP days is increased. The School Improvement Service recruits and supports SIPs, moderates the quality of their reports and addresses issues arising for action.
 - Herefordshire secondary SIPs are either current or recently retired head teachers or an LA school improvement officer. In addition all schools have an attached school improvement service advisor who provides day to day support, challenge, monitoring and advice.
 - In 2009 the School Improvement Service supported five high schools' entry into the national Gaining Ground two year project. This has brought substantial additional funding into each of these five schools to further school improvement. This project has also funded ten days support from an outstanding partner school, three within and two outside of the county. Extra SIP days have also been allocated as part of this initiative.
 - From 2009 the School Improvement Service has been jointly funding a two year project with 12 high schools provided through the Specialist Schools and Academies Trust to promote networking and sharing of good practice between schools nationally.
- Each school is obliged to set challenging student performance targets each year. The Local Authority provides statistical estimates of pupil performance based on prior attainment and contextual factors to support this process. Fischer Family Trust (FFT), a nationally recognised agency, provides the main data set. Schools are challenged to set targets in line with the performance of the top 25% of schools nationally. (FFT D)
- For 2010 the statutory targets that schools set were:
 - the percentage of students attaining 5+ A*-C grades at GCSE including English and Mathematics.
 - to reduce the percentage of student absence.
- All schools also set an additional non statutory target for the percentage of students attaining 5+ A*-C grades at GCSE and 5+ A*-G grades at GCSE.
- LA performance is reviewed by the DFE/Ofsted against the outcomes for students achieving 5+ A*-C including English and mathematics, the attendance of students and the performance of different groups including vulnerable groups.
- There is an increasing emphasis on not only the standards students reach but the progress they make through each key stage. For summer 2011 schools have been obliged to set targets for the levels of progress students make in both English and mathematics at GCSE from KS2.



- The effective early intervention by the School Improvement Service and brokering of additional quality support have made a strong contribution to continuing high standards and improvement across secondary education in the county. This is seen particularly in those schools identified by the School Improvement Service as being at risk of underperformance or Ofsted inadequate judgements.
- In 2010 Key Stage 4 (16 year olds) performance in Herefordshire has been maintained or improved, continuing an upward trend from previous years. The 2010 data are awaiting final confirmation and so the validated/final data are expected in January/February 2011. The data therefore that this report is based upon are provisional and we expect final performance to be slightly higher. Schools are already reporting increases in percentage outcomes as a result of examination board remarking.
- Although the headline figures for Herefordshire LA are pleasing there is variation of performance between schools. In response to this variation the School Improvement Service differentially targets its support and challenge. This has been strengthened in line with the new School Improvement Policy introduced from September 2010.

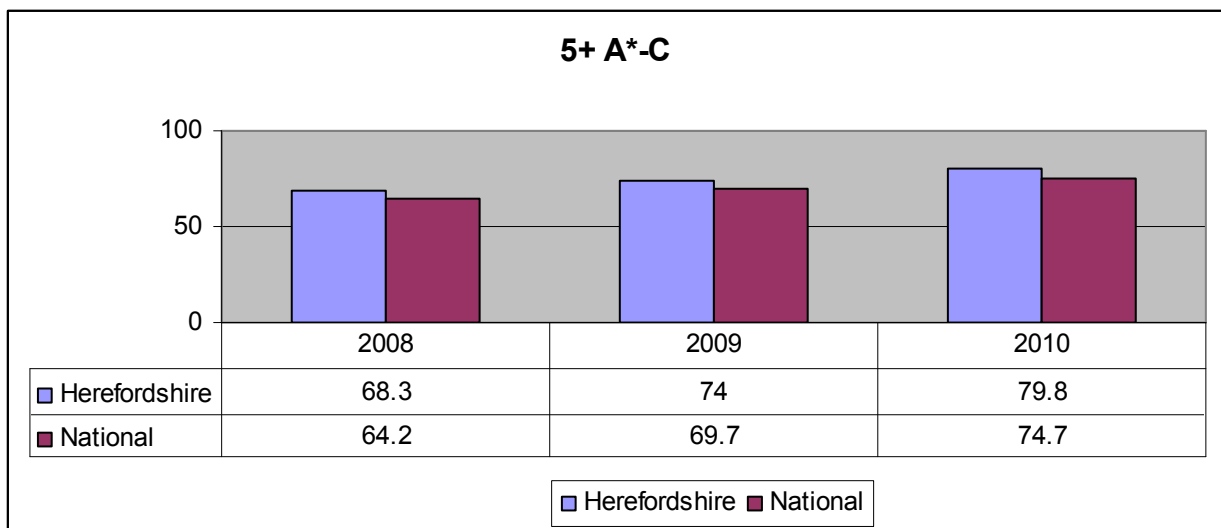
Key Considerations

4 Key outcomes and results are summarised below.

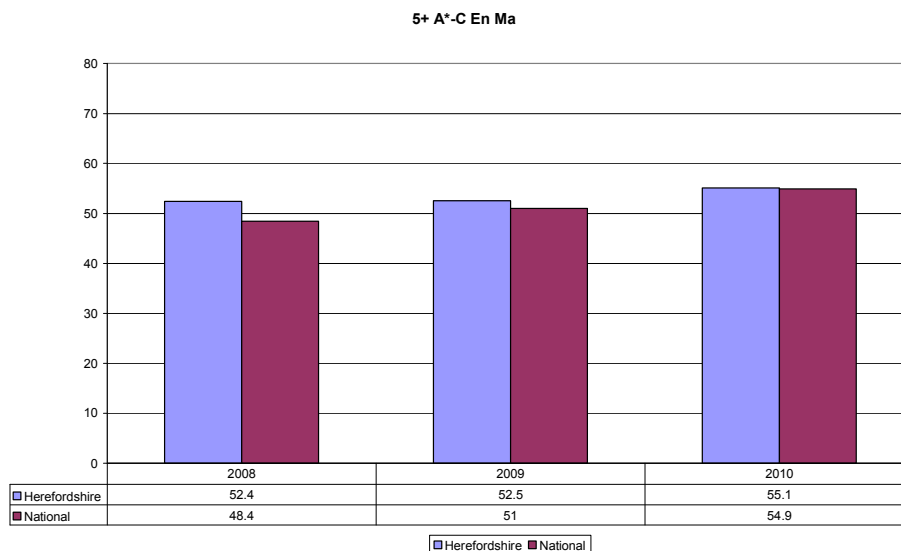
- **KS3 teacher assessments** (See Appendix 1)
 - At level 5 (the nationally expected level) Herefordshire's performance is above the national performance in English by 2% and in mathematics and science by 3%
 - At level 6 English is just below national performance (2%) and mathematics and science are above national performance by 5%.
 - Girls out perform boys in English by 9% at level 5 and at level 6 by 19%. In mathematics there is no difference in gender performance at level 5 and boys marginally outperform girls at L6. (2%) In science boys out perform girls at level 5 (3%) and there is no difference in gender performance at level 6.
- **Teacher Assessments at KS3 are not nationally validated so drawing conclusions from these figures must be with caution.**
- **Priorities for improvement at KS3** are to ensure that students make the expected progress to allow them to meet at least national expectations at KS4. With the demise of national tests at KS3 (SATS) as a benchmark for this, schools are strengthening and reviewing their internal tracking and assessment systems to identify students for early interventions.
- In 2009-10 a national programme of One to One tuition has supported interventions at KS3 to ensure appropriate progress for those students who are falling behind expectations in mathematics and English. A DFE externally funded, dedicated member of staff working in the School Improvement Service leads this programme across primary and secondary phases. All schools have had additional funding from the DFE for One to One interventions. This programme is at early stage of evaluation but initial indicators suggest that the majority of students receiving One to One tuition have made improved progress (Appendix 3)

Key Stage 4 examination outcomes. (See Appendix 2)

- **The percentage of pupils gaining 5+ A*-C at GCSE in 2010 is 79.8% and continues the strong upward trend in performance in this measure.** Herefordshire local authority averages from 2008-10 exceeded the national averages and indicate that the rate of improvement in Herefordshire 2008-10 was greater than nationally. This measure is no longer a government required target for schools but gives an indication of performance across the full range of subjects.
- There has been some significant improvement in performance in this measure reflecting for many schools a broadening of their curriculum provision to better meet the needs of different students. Schools are increasingly entering candidates for vocational accreditation principally through the BTEC awards. Increased collaborative working between schools has also assisted in providing wider opportunities for students.



- **The percentage of pupils gaining 5+ A*-C at GCSE including English and Mathematics** has also continued to rise. (2006 50.9% and 2010 55.1%) This is a key attainment indicator for Ofsted and general school performance. (Note again that this figure does not take into account appeals and re-marks underway).



- Reviewing individual school performance against individual targets set, most schools surpassed, reached or nearly reached their challenging FFTD targets. (In line with the performance of the top 25% of schools nationally)
- Provisional data suggest that nationally performance in this measure is improving at a faster rate than in Herefordshire.
- **Performance in the core subjects** makes a significant contribution to the benchmark measure of 5+ A*-C En Ma.

Mathematics GCSE results in the county in 2010 reached the highest level ever, now standing at 65.2% A*-C grades, (based on provisional data). This reversed a slight decline from 2009, and maintains the steady upward long-term trend – e.g. in 2005 the figure was 57%. In 2009 there were some concerns about the performance of girls compared to boys (2009 Boys 62.9%, Girls 58.3% A*-C), but the girls have performed well this year (now at 67.7%).

English – There has been a rising trend of performance at 5+ A*-C in English and the county performance is now in line with national. (2010 68.4%) In many Herefordshire schools, English results at A*-C are above the national provisional figure of 68.4%. The majority of schools had an increased percentage of grades A*-C in 2010 from 2009.

The provisional gender gap in English for 2010 is 3% greater in Herefordshire than nationally. This gap has increased from 2009 due to an improvement in the performance of girls. Raising boys' performance in English therefore, for some schools, remains a priority.

Science – Science results improved from a good baseline for the third year running. The Herefordshire figure of 70.3% for two good (A* to C) Science GCSEs (the national indicator for Science) remains well above the regional and national averages.

In 2010 both boys and girls achieved a higher percentage of 2 good GCSE grades in two sciences in Herefordshire than the national average percentages. (Boys achieved 5.2% and girls achieved 13.9 % above the national average for two good GCSEs)

The gap between boys' and girls' performance has widened from 2009 and is wider currently than the national gap. This is not a continuing trend however as the gender gap figure for two good GCSEs has fluctuated over the last 4 years between 1.7% and 8.7%.

- In line with the national picture some schools have faced difficulties in recruiting specialist teachers of English and mathematics.
- **The trend in performance for boys and girls at 5+ A*-C including English and Mathematics** is one of improvement over the last five years with a dip in performance by girls in 2009 and a peak in performance by boys in 2009.
 - In 2010 boys' performance is lower than in 2009 but higher than in each of the three previous years so the overall trend in boys' performance is rising.
 - In 2010 girls' performance is the highest for five years and overall is a rising trend.
 - The gap between the performance of boys and girls in 2010 is 14.00% in favour of the girls. The national gender in gap for 2010 is 7.9% in favour of the girls.

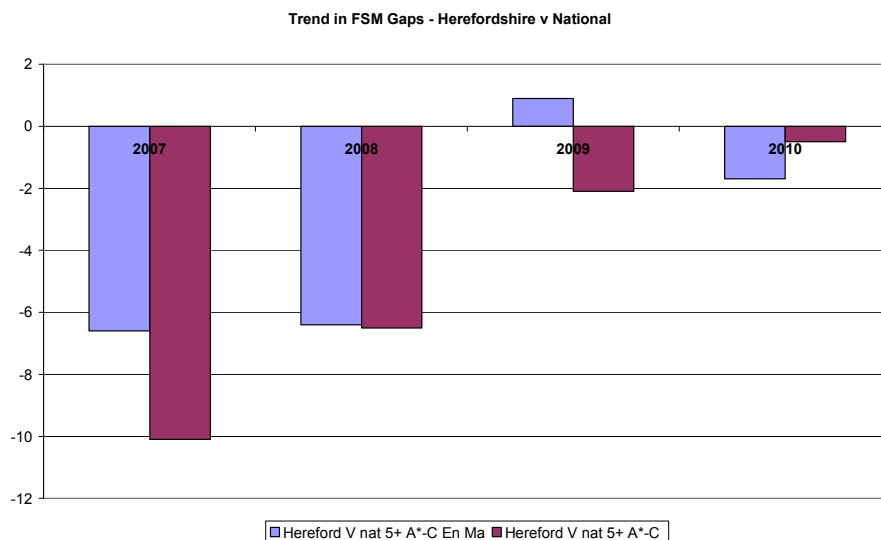
- There is no consistent county pattern but there are high schools in 2010 whose gap in gender performance is greater than the national gap. Schools are aware of this through their internal data analysis process and with their SIP and School Improvement Advisor are assessing how significant this is and what actions, if any, need to be taken.

- The percentage of pupils with **SEND** gaining 5+ A*-C including English and mathematics has fallen slightly from 2009 whilst the percentage of students without SEND gaining 5+ A*-C including English and mathematics has increased from 2009. This represents a widening of this attainment gap.

Caution must be exercised in drawing firm conclusions from SEND data until individual schools have further analysed the outcomes for their students.

In 2009 Contextual Value Added data indicated that most students with SEND in Herefordshire made expected progress in line with national expectations.

- The performance of students in receipt of **FSM** improved significantly in Herefordshire in 2009 when the national gap between those achieving 5+ A*-C En MA on FSM and those not on FSM was 28%. The Herefordshire gap in 2009 narrowed significantly from 34.5% in 2008 to 27.1% in 2009 which brought it into line with the national gap.
- In 2010 the difference between the national gap in this measure and the Herefordshire gap is less than 2%. The provisional Herefordshire figure for this gap measure is 30.0% and the provisional national figure is 28.3%.



- **Ethnic groups** are composed of very small numbers in Herefordshire so percentages should be treated with great caution. The largest ethnic groups are Gypsy Roma Travellers and east Europeans. There are wide achievement gaps historically between ethnic groups nationally and locally. Significantly, however, the percentage of Gypsy Roma Traveller students with 5+ A*-C including English and mathematics has risen from 0% in previous years to 7.7% in 2010. Gypsy Roma Traveller students attaining 5+ A*-C has risen to 38.5% in 2010 from 11.1% in 2009 and 0% in 2008. (reported to Scrutiny in October 2008)

- **Looked after Children.** In 2010 17.2% gained 5+ A*-C including English and Mathematics a slight increase from 2009. The gap between the performance of those students who are LAC and those who are not remains smaller than the gap nationally for the second year running. A recent Ofsted Inspection (September 2010) recognised that provision and outcomes for LAC in Herefordshire are outstanding.
- **Capped average point** score gives an indication of performance across the whole ability range and the score per pupil in Herefordshire has risen again in 2010 and remains higher than the national. The current rate of improvement in Herefordshire is marginally slower than the rate of improvement nationally.
- **The Performance of Herefordshire's most able students** has improved year on year for the last five years. The percentage gaining 3+ A*/A grades at GCSE or equivalent has risen from 19.6% in 2006 to 32.3% in 2010. This improvement trend has been more pronounced in the performance of girls.
- **Performance in Modern Foreign Languages (A*-C) in 2010** has remained consistent over the last three years. The percentage of students gaining grades A*-C at GCSE in a MFL was 31.1%, a slightly higher figure than the national average of 28.8%.
- Analysis of data relating to MFL should be cautious since both in Herefordshire and nationally there is a variety of provision. Some schools insist that all students learn at least one MFL at GCSE whilst in other schools it is an optional subject at KS4. Data therefore are not comparable.
- **2010's Contextual Value Added (CVA) data for Herefordshire are not released until the spring term in 2011.** The Key Stage two to four CVA indicator for Herefordshire in 2009 was 1007.4 which is above the national average of 1000. This suggests that students in Herefordshire make better than average progress from primary to the end of compulsory secondary schooling. The equivalent indicators for English and mathematics in 2009 were in line with national averages.

Improving and maintaining attainment and progress in mathematics and English remains a high priority for all schools and there are a number of collaborative projects underway in the county to support this.

Although validated CVA information is not available yet for 2010 some initial data suggest that progress may well be similarly pleasing for this year across the county.

- **Post 16 performance** – (including the sixth form college) Published and verified data will not be available for benchmarking performance post 16 until the spring term 2011.
 - Indicative figures suggest that the average UCAS (university entrance) point score per examination entry for 2010 at 84.7 is higher than the national at 80.5. Herefordshire performance in this measure is slightly lower than in 2009 (88.3) and similar to performance in 2008 (85)
 - Indicative figures suggest that the average UCAS point score per pupil for 2010 is 352.4 which is higher than the national at 292.2. Herefordshire performance in this measure is slightly lower than in 2009 (336.6) and similar to 2008 (354.3)
 - The percentage of students gaining grades A*/B in Herefordshire is higher than the comparable percentage nationally.

- When considering the percentage of students gaining grades in 3 or more A levels or equivalent girls generally outperformed boys.

▪ **Priorities for the School Improvement Service at key stages 4 and 5 in 2010/2011.**

- Implement the new and revised school improvement policy and ensure that appropriate support is allocated for schools to ensure that they continue to improve.

- Ensure that any decline in school performance is addressed early so that all Herefordshire high schools remain in a positive Ofsted category.

- Work in partnership with schools to consolidate the advances made in improving the performance of disadvantaged groups of students.

- Focus challenge and support on key areas such as continuing improvement in mathematics and English. In particular share effective practice and strategies to improve the outcomes of boys and narrow the performance gaps between boys and girls.

- Appoint a specialist English consultant to complete the team of core subject consultants.

- Continue to work with the Herefordshire LA data team to further develop the systems for benchmarking school performance at key stages four and five.

- Work closely with the 11-19 Integrated Service to develop the recently established school sixth form heads' network.

- Continue to work with school sixth forms to support their further improvement.

- Work in partnership with schools, supporting head teachers and governing bodies in responding to national initiatives such as the academies programme and local imperatives such as the increasing development of alternative school models.

- Commission external expertise to advise SACRE on the statutory revision of the Agreed Syllabus for Religious Education. Support its implementation.

Community Impact

5 Falling rolls in many school catchments mean that some schools in 2009-10 have had to make staff redundancies and there is increasing competition between schools to attract admissions.

Financial Implications

6 None

Legal Implications

7 None have been identified.

Risk Management

8 The ability to maintain a high quality school improvement service ensuring no Herefordshire school is in a negative Ofsted category.

Appendices

Appendix 1 – Key Stage 3 teacher assessments

Appendix 2 – Key Stage 4 Outcomes

Appendix 3 – Initial impact data relating to the One to One tuition programme in 2009/2010

Background Papers

School Improvement Policy 2010

Local Authority KS3 Results

KS3 TA 20	ENGLISH L5+			MATHS L5+			SCIENCE L5+			ENGLISH L6+			MATHS L6+			SCIENCE L6+		
	boys	girls	all	boys	girls	all	boys	girls	all	boys	girls	all	boys	girls	all	boys	girls	all
	75	86	81	83	83	83	83	82	85	83	41	51	41	64	62	63	53	53
ENGLAND (Maintained schools only, including Academies and CTCs) ¹	73	86	79	80	81	80	79	82	80	43	52	43	59	58	58	47	49	48

ALL PUPILS

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CGCSE&M	5+A*-CincliV2E&M	5+A*-CincliV1E&M	CSscience	MFLV12	MFLV11	MFLAny	APS	CappedAPS
	NOC	196	77	95.4	99.5	100	50.5	50.5	91.3	74	14.3	24	24	425.9	326.1
4015	Aylestone	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7003	BarrsCourtSchool	9	0	0	0	0	0	0	0	0	0	0	0	0	0
4600	BishopofHereford'sBluecoat	235	34.9	74.5	96.2	100	60.4	60.4	91.5	71.1	60.9	68.5	68.5	446.9	331
7008	BrookfieldSchool	13	0	7.7	61.5	76.9	0	7.7	15.4	0	0	0	0	133.2	114.2
4058	JohnMasefieldHigh	151	42.4	84.1	99.3	99.3	63.6	63.6	97.4	63.6	43.7	51	51	471.2	355.4
4021	KingstoneHigh	132	36.4	81.1	98.5	98.5	50.8	50.8	94.7	58.3	28	83.3	83.3	445.7	344.7
4022	LadyHawkins'	86	20.9	67.4	97.7	100	46.5	46.5	97.7	55.8	40.7	47.7	47.7	404.3	322.1
4027	Leominster,theMinster	128	28.9	88.3	97.7	98.4	55.5	55.5	96.9	65.6	47.7	50	50	490.7	342.4
4032	PeterchurchFairfieldHigh	79	32.9	92.4	100	100	70.9	72.2	98.7	89.9	40.5	64.6	64.6	494.8	363.2
4004	QueenElizabethHigh	55	16.4	98.2	100	100	34.5	49.1	100	60	0	7.3	7.3	496	348.3
4428	RosJohnKyrleHigh	202	36.6	73.3	95.5	99.5	59.4	59.4	95	66.8	39.6	72.3	83.2	481.5	337.6
1109	StDavid'sPupilReferralUnit	20	0	5	35	75	5	5	10	0	0	0	0	49.8	49.8
4601	St.Mary'sR.C.High	134	42.5	84.3	97	98.5	70.9	70.9	96.3	69.4	38.8	61.9	96.3	466.8	358.1
6906	SteinerAcademyHereford	21	38.1	66.7	81	90.5	66.7	66.7	81	0	0	0	0	214.7	214.7
6905	TheHerefordAcademy	133	22.6	84.2	97.7	99.2	39.1	45.1	97	96.2	0.8	0.8	1.5	553.5	337.2
1108	ThePrioryP.R.U.	6	0	0	66.7	83.3	0	0	0	0	0	0	0	65.4	65.4
4045	WeobleyComprehensive	88	21.6	79.5	98.9	98.9	55.7	55.7	96.6	61.4	29.5	76.1	77.3	474	331.2
7007	WestfieldSchool	3	0	0	0	0	0	0	0	0	0	0	0	0	0
4014	Whitecross	177	28.8	90.4	93.8	99.4	53.7	57.1	91	88.7	9.6	14.7	14.7	422	334.5
4046	WigmoreHigh	88	58	95.5	98.9	100	69.3	69.3	98.9	98.9	35.2	65.9	88.6	543.8	384.2
		1956	32.3	79.8	93.7	97.2	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CinclV2E&M	5+A*-CinclV1E2+A*-CSscience	MFLV1	MFLV2	MFLAny	APS	CappedAPS		
	2010														
		NOC	1956	79.8	93.7	97.2	98.4	55.1	92.6	70.3	31.1	47.9	52.5	453.9	332.7
	Herefordshire		1956	79.8	93.7	97.2	98.4	55.1	92.6	70.3	31.1	47.9	52.5	453.9	332.7

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CinclV2E&M	5+A*-CinclV1E2+A*-CSscience	MFLV1	MFLV2	MFLAny	APS	CappedAPS		
	2010														
		NOC	553637	28.7	74.7	93.6	97.6	55	92.6	60.8	28.8	43	45.9	441.3	327
	NCER		553637	28.7	74.7	93.6	97.6	55	92.6	60.8	28.8	43	45.9	441.3	327

	2010	Percentage of Pupils Achieving													QCA	
		NOC	3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CinclV2E &M	5+A*-C CinclV1E &M	2+A*-C Science	MFLV12	MFLV11	MFLAny	APS	CappedAPS	
### Aylestone	NoSpecialProvision	156	35.3	87.3	98.1	100	100	62.2	96.8	80.1	16	27.6	27.6	464.3	348.6	
### BishopofHereford'sBluecoat	NoSpecialProvision	197	40.1	84.3	98.5	100	100	69.5	98	77.2	70.1	79.2	79.2	492.2	358.5	
### JohnMasfieldHigh	NoSpecialProvision	123	50.4	91.9	99.2	100	100	74	99.2	69.1	52.8	61	61	503.9	376.1	
### KingstoneHigh	NoSpecialProvision	115	40.9	87	97.4	100	100	57.4	97.4	65.2	32.2	93	93	466.7	359.5	
### Aylestone	NoSpecialProvision	156	35.3	87.2	98.1	100	100	62.2	96.8	80.1	16	27.6	27.6	464.3	348.6	
### BishopofHereford'sBluecoat	NoSpecialProvision	197	40.1	84.3	98.5	100	100	69.5	98	77.2	70.1	79.2	79.2	492.2	358.5	
### JohnMasfieldHigh	NoSpecialProvision	123	50.4	91.9	99.2	100	100	74	99.2	69.1	52.8	61	61	503.9	376.1	
### KingstoneHigh	NoSpecialProvision	115	40.9	87	97.4	100	100	57.4	97.4	65.2	32.2	93	93	466.7	359.5	
### StDavid'sPupilReferralUnit	NoSpecialProvision	1	0	0	0	0	0	0	0	0	0	0	0	12	12	
### St.Mary'sR.C.High	NoSpecialProvision	119	47.9	91.6	99.2	99.2	100	79.8	98.3	76.5	43.7	68.9	97.5	489.8	373.4	
### SteinerAcademyHereford	NoSpecialProvision	13	46.2	84.6	100	100	100	84.6	100	0	0	0	0	245.7	245.7	
### TheHerefordAcademy	NoSpecialProvision	78	34.6	92.3	98.7	98.7	100	56.4	98.7	94.9	1.3	1.3	2.6	616.3	356.9	
### WeobleyComprehensive	NoSpecialProvision	66	28.8	87.9	100	100	100	71.2	97	69.7	37.9	89.4	90.9	520.9	352.6	
### Whitecross	NoSpecialProvision	146	34.2	93.8	97.3	100	100	63.7	97.3	90.4	10.3	16.4	16.4	443.8	350.8	
### WigmoreHigh	NoSpecialProvision	78	64.1	98.7	100	100	100	75.6	100	100	38.5	73.1	89.7	567.5	394.1	
### Aylestone	SchoolAction	21	9.5	52.4	85.7	100	100	9.5	85.7	61.9	4.8	9.5	9.5	324.3	267.1	
### BishopofHereford'sBluecoat	SchoolAction	12	8.3	58.3	83.3	100	100	33.3	83.3	58.3	33.3	33.3	33.3	307.8	258.2	
### JohnMasfieldHigh	SchoolAction	20	10	60	100	100	100	15	100	45	0	5	5	372	298.7	
### KingstoneHigh	SchoolAction	9	11.1	44.4	100	100	100	11.1	100	22.2	0	22.2	22.2	374.2	300.2	
### Aylestone	SchoolAction	21	9.5	52.4	85.7	100	100	9.5	85.7	61.9	4.8	9.5	9.5	324.3	267.1	
### BishopofHereford'sBluecoat	SchoolAction	12	8.3	58.3	83.3	100	100	33.3	83.3	58.3	33.3	33.3	33.3	307.8	258.2	
### JohnMasfieldHigh	SchoolAction	20	10	60	100	100	100	15	100	45	0	5	5	372	298.7	
### KingstoneHigh	SchoolAction	9	11.1	44.4	100	100	100	11.1	100	22.2	0	22.2	22.2	374.2	300.2	
### RossJohnKyrleHigh	SchoolAction	56	25	55.4	94.6	100	100	41.1	94.6	51.8	23.2	53.6	69.6	416.1	307.2	
### StDavid'sPupilReferralUnit	SchoolAction	2	0	0	0	0	0	0	0	0	0	0	0	6	6	
### St.Mary'sR.C.High	SchoolAction	13	0	30.8	84.6	92.3	92.3	0	84.6	15.4	0	7.7	84.6	300.8	245.9	
### SteinerAcademyHereford	SchoolAction	4	25	25	50	50	50	25	50	0	0	0	0	127.8	127.8	
### TheHerefordAcademy	SchoolAction	19	5.3	73.7	100	100	100	5.3	100	100	0	0	0	494.8	318.2	
### ThePriorityR.U.	SchoolAction	3	0	0	0	0	0	0	0	0	0	0	0	60.4	60.4	
### WeobleyComprehensive	SchoolAction	13	0	64.5	100	100	100	7.7	100	46.2	0	38.5	38.5	363.7	286.1	
### Whitecross	SchoolAction	21	4.8	81	81	95.2	100	0	61.9	81	0	0	0	330.6	264.9	
### WigmoreHigh	SchoolAction	2	0	100	100	100	100	0	100	100	0	0	100	430.5	359	
### Aylestone	SchoolActionPlus	18	0	22.2	83.3	94.4	100	0	50	33.3	11.1	11.1	11.1	220.7	203.3	
### BishopofHereford'sBluecoat	SchoolActionPlus	11	9.1	18.2	72.7	100	100	9.1	72.7	45.5	9.1	9.1	9.1	224.5	202.1	
### JohnMasfieldHigh	SchoolActionPlus	5	0	20	80	80	80	20	80	20	20	20	20	232.8	186.9	
### KingstoneHigh	SchoolActionPlus	2	0	100	100	100	100	0	100	0	0	50	50	478	311	
### Aylestone	SchoolActionPlus	18	0	22.2	83.3	94.4	100	0	50	33.3	11.1	11.1	11.1	220.7	203.3	
### BishopofHereford'sBluecoat	SchoolActionPlus	11	9.1	18.2	72.7	100	100	9.1	72.7	45.5	9.1	9.1	9.1	224.5	202.1	
### JohnMasfieldHigh	SchoolActionPlus	5	0	20	80	80	80	20	80	20	20	20	20	232.8	186.9	
### KingstoneHigh	SchoolActionPlus	2	0	100	100	100	100	0	100	0	0	50	50	478	311	
### RossJohnKyrleHigh	SchoolActionPlus	13	0	23.1	69.2	100	100	0	69.2	15.4	0	23.1	61.5	233	215.1	
### StDavid'sPupilReferralUnit	SchoolActionPlus	17	0	5.9	11.8	41.2	76.5	5.9	11.8	0	0	0	0	57.2	57.2	

###	St. Mary's R.C. High	School/ActionPlus	1	0	0	0	0	0	100	100	0	0	0	0	0	0	0	0	100	114	114
###	SteinerAcademyHereford	School/ActionPlus	3	33.3	66.7	66.7	66.7	100	100	100	66.7	66.7	66.7	0	0	0	0	0	0	212.7	212.7
###	TheHerefordAcademy	School/ActionPlus	33	6.1	75.8	93.9	93.9	100	100	100	21.2	24.2	93.9	97	0	0	0	0	0	460.3	307.8
###	ThePrioryP.R.U.	School/ActionPlus	3	0	0	0	0	66.7	100	0	0	0	0	0	0	0	0	0	0	70.3	70.3
###	WeobleyComprehensive	School/ActionPlus	6	0	50	100	100	100	100	100	16.7	16.7	100	33.3	16.7	50	50	329.7	50	329.7	268.2
###	Whitecross	School/ActionPlus	6	0	50	66.7	66.7	100	100	100	16.7	16.7	50	100	16.7	16.7	16.7	16.7	16.7	283.7	241.9
###	WigmoreHigh	School/ActionPlus	6	16.7	66.7	83.3	83.3	100	100	100	33.3	33.3	83.3	83.3	16.7	16.7	83.3	357.2	83.3	297.8	255.5
###	Aylestone	Statemnted	1	0	0	0	0	100	100	0	0	0	0	0	0	0	0	0	0	255.5	255.5
###	BarrsCourtSchool	Statemnted	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
###	BishopofHereford'sBluecoat	Statemnted	15	6.7	0	26.7	40	26.7	40	100	0	0	26.7	20	0	0	0	0	0	125.9	123
###	BrookfieldSchool	Statemnted	13	0	7.7	15.4	61.5	76.9	76.9	0	7.7	15.4	15.4	0	0	0	0	0	0	133.2	114.2
###	JohnMasfieldHigh	Statemnted	3	0	33.3	33.3	100	100	100	33.3	33.3	33.3	33.3	33.3	0	0	0	0	0	190.8	162
###	KingstoneHigh	Statemnted	6	0	16.7	50	66.7	66.7	66.7	0	0	0	33.3	0	0	0	0	0	0	140	140
###	Aylestone	Statemnted	1	0	0	0	0	100	100	0	0	0	100	100	0	0	0	0	0	255.5	255.5
###	BarrsCourtSchool	Statemnted	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
###	BishopofHereford'sBluecoat	Statemnted	15	6.7	0	26.7	40	26.7	40	100	0	0	26.7	20	0	0	0	0	0	125.9	123
###	BrookfieldSchool	Statemnted	13	0	7.7	15.4	61.5	76.9	76.9	0	7.7	15.4	15.4	0	0	0	0	0	0	133.2	114.2
###	JohnMasfieldHigh	Statemnted	3	0	33.3	33.3	100	100	100	33.3	33.3	33.3	33.3	33.3	0	0	0	0	0	190.8	162
###	KingstoneHigh	Statemnted	6	0	16.7	50	66.7	66.7	66.7	0	0	0	33.3	0	0	0	0	0	0	140	140
###	RossJohnKyrleHigh	Statemnted	5	0	40	80	80	80	80	0	0	0	60	20	20	20	20	20	222	199.6	140
###	St. Mary's R.C. High	Statemnted	1	0	0	0	0	100	100	100	0	0	100	0	0	0	0	0	100	237	237
###	SteinerAcademyHereford	Statemnted	1	0	0	0	0	100	100	0	0	0	0	0	0	0	0	0	0	166	166
###	TheHerefordAcademy	Statemnted	3	0	33.3	100	100	100	100	0	0	0	66.7	100	0	0	0	0	0	318.8	267
###	WeobleyComprehensive	Statemnted	3	0	33.3	66.7	66.7	66.7	66.7	0	0	0	66.7	0	0	0	0	0	0	209	182.3
###	WestfieldSchool	Statemnted	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
###	Whitecross	Statemnted	4	0	75	75	100	100	100	25	25	75	75	50	25	25	25	25	25	310.5	244
###	WigmoreHigh	Statemnted	2	0	50	100	100	100	100	0	0	0	100	100	0	0	0	0	50	294.3	283.3
			1956	32.3	79.8	93.7	97.2	98.4	98.4	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	52.5	453.9	332.7	332.7

		Percentage of Pupils Achieving													QCA		
		5+A*-C CGCSE&M	5+A*-C 5A*-G	5+A*-C 5A*-G	1+A*-G AnyQual	5+A*-C CinclV2E &M	5+A*-C CinclV1E &M	2+A*-C CScience	MFLV12	MFLV11	MFLAny	APS	CappedAPS				
	2010	NOC	1476	40.4	89.7	98.6	99.7	99.9	68.3	69.6	98.2	77.6	38.6	58	61.9	499.2	360.6
		NoSpecialProvision	232	12.1	59.1	90.5	97	97.8	19.8	20.7	88.8	56.5	10.3	23.3	32.3	371.1	284.6
		SchoolAction	172	3.5	49.4	78.5	91.9	96.5	12.2	12.8	73.3	48.3	7.6	13.4	19.2	306.1	241.7
		SchoolActionPlus	76	1.3	19.7	42.1	60.5	75	2.6	3.9	38.2	21.1	2.6	3.9	6.6	160.5	144.6
		Statemented	1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7

		Percentage of Pupils Achieving													QCA		
		5+A*-C CGCSE&M	5+A*-C 5A*-G	5+A*-C 5A*-G	1+A*-G AnyQual	5+A*-C CinclV2E &M	5+A*-C CinclV1E &M	2+A*-C CScience	MFLV12	MFLV11	MFLAny	APS	CappedAPS				
	2010	NOC	27	0	0	63	88.9	0	0	0	0	78.7	0	0	0	76.1	
		N/A	415079	35.7	84.9	98	99.5	99.7	66.7	69.3	97.6	69.5	35.6	51	53.3	484.3	353.4
		NoSpecialProvision	74919	10.1	55.6	93	98.6	99	26	29.8	91	42.4	11.4	25.1	29.6	370.5	287.1
		SchoolAction	42036	6.4	36.6	74.7	92.6	95.4	15.8	18.5	71.5	29.5	6.5	15.1	19.1	276.7	225.2
		SchoolActionPlus	21576	3.1	18.8	47.2	68.4	84.6	7.1	8.2	41.5	16.5	2.8	6.6	12.4	182.1	154.7
		Statemented	553637	28.7	74.7	93.6	97.6	98.7	55	57.7	92.6	60.8	28.8	43	45.9	441.3	327

		Percentage of Pupils Achieving											QCA		
		NOC	3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CGCSE& CinclV2E &M	5+A*- CinclV2E &M	5+A*- CinclV1E 2+A*- CSscience	MFLV12	MFLV11	MFLAny	APS	CappedAPS
###	Aylestone		50	50	50	50	100	50	50	50	0	50	50	308	205
###	Bishop of Hereford's Bluecoat		0	0	66.7	66.7	100	0	66.7	0	0	33.3	161.3	327.3	0
###	Brookfield School		0	20	20	40	60	0	20	20	0	0	143.4	0	0
###	Lady Hawkins'		0	0	100	100	100	0	100	100	0	0	183	161.3	0
###	Leominster, the Minster		0	50	100	100	100	0	100	50	50	50	388.5	333.2	0
###	Peterchurch Fairfield High		0	0	100	100	100	0	100	100	0	100	408.5	112.5	0
###	Ross John Kyrie High		0	50	100	100	100	0	100	0	0	50	329.5	115.3	0
###	St David's Pupil Referral Unit		0	0	0	100	100	0	0	0	0	0	47.5	355.4	0
###	St. Mary's R.C. High		0	0	0	100	100	0	0	0	0	100	114	344.7	0
###	The Hereford Academy		0	80	100	100	100	60	100	100	0	0	355.5	183	0
###	The Priory P.R.U.		0	0	0	100	100	0	0	0	0	0	75.5	323.8	0
###	Weobley Comprehensive		0	50	100	100	100	0	100	0	0	0	338	324.5	0
###	Wigmore High		0	50	50	100	100	50	50	50	0	50	336.8	342.7	0
###	Aylestone	194	28.9	77.3	95.9	100	100	50.5	91.8	74.2	14.4	23.7	427.1	305	0
###	Barrs Court School		0	0	0	0	0	0	0	0	0	0	0	363.9	0
###	Bishop of Hereford's Bluecoat	232	35.3	75.4	92.2	96.6	100	61.2	91.8	72	61.6	69	450.6	348.3	0
###	Brookfield School		0	0	12.5	75	87.5	0	12.5	0	0	0	126.8	291.5	0
###	John Masfield High	151	42.4	84.1	97.4	99.3	99.3	63.6	97.4	63.6	43.7	51	471.2	338	0
###	Kingstone High	132	36.4	81.1	95.5	98.5	98.5	50.8	94.7	58.3	28	83.3	445.7	47.5	0
###	Lady Hawkins'	85	21.2	68.2	97.6	100	100	47.1	97.6	55.3	41.2	48.2	406.9	49.9	0
###	Leominster, the Minster	126	29.4	88.9	97.6	98.4	98.4	56.3	96.8	65.9	47.6	50	492.3	114	0
###	Peterchurch Fairfield High	78	33.3	93.6	100	100	100	71.8	98.7	89.7	41	64.1	496	359.9	0
###	Queen Elizabeth High	55	16.4	98.2	100	100	100	34.5	49.1	60	0	7.3	496	214.7	0
###	Ross John Kyrie High	200	37	73.5	95.5	99.5	99.5	60	95	67.5	40	72.5	483	286.5	0
###	St David's Pupil Referral Unit	19	0	5.3	10.5	31.6	73.7	5.3	10.5	0	0	0	49.9	339.1	0
###	St. Mary's R.C. High	133	42.9	85	97.7	98.5	99.2	71.4	71.4	69.9	39.1	62.4	469.4	75.5	0
###	Steiner Academy Hereford	21	38.1	66.7	81	90.5	90.5	66.7	66.7	81	0	0	214.7	60.3	0
###	The Hereford Academy	128	23.4	84.4	97.7	99.2	100	38.3	44.5	96.9	0.8	0.8	561.3	284	0
###	The Priory P.R.U.	4	0	0	0	50	75	0	0	0	0	0	60.3	332.3	0
###	Weobley Comprehensive	86	22.1	80.2	98.8	98.8	98.8	57	57	62.8	30.2	77.9	477.2	0	0
###	Westfield School	3	0	0	0	0	0	0	0	0	0	0	0	334.5	0
###	Whitcross	177	28.8	90.4	93.8	99.4	100	53.7	57.1	91	9.6	14.7	422	255	0
###	Wigmore High	86	59.3	96.5	100	100	100	69.8	69.8	100	100	36	89.5	548.6	387.2
###		1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	70.3	31.1	47.9	52.5	453.9	332.7

		Percentage of Pupils Achieving													QCA		
	2010	NOC	3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CGCSEE& Cinclvl2E &M	5+A*- Cinclvl2E &M	5+A*- Cinclvl1E &M	CScience 2+A*-	MFLlv12	MFLlv11	MFLAny	APS	CappedAPS	
###	Aylestone		15	45	85	100	100	25	25	80	45	5	5	5	318.9	255.8	
###	Bishop of Hereford's Bluecoat		6	0	50	66.7	100	0	0	50	16.7	16.7	16.7	16.7	153.4	143.5	
###	Brookfield School		6	16.7	16.7	83.3	100	0	16.7	16.7	0	0	0	0	166.3	141.2	
###	John Masfield High		13	69.2	100	100	100	30.8	30.8	100	53.8	0	0	0	371.9	303.6	
###	Kingstone High		12	8.3	50	83.3	100	25	25	83.3	41.7	16.7	41.7	41.7	337.1	278.9	
###	Lady Hawkins'		7	14.3	57.1	100	100	14.3	14.3	100	71.4	14.3	28.6	28.6	378.1	300.9	
###	Leominster, the Minster		15	33.3	80	100	100	40	40	100	53.3	26.7	33.3	33.3	454.2	333.8	
###	Peterchurch Fairfield High		4	75	100	100	100	75	75	100	100	50	100	100	431.8	329.8	
###	Queen Elizabeth High		9	11.1	100	100	100	11.1	22.2	100	44.4	0	0	0	483.3	337.2	
###	Ross John Kyrle High		13	38.5	84.6	100	100	23.1	23.1	84.6	46.2	15.4	53.8	76.9	339.9	276.9	
###	St David's Pupil Referral Unit		2	0	0	0	0	0	0	0	0	0	0	0	6.3	6.3	
###	St. Mary's R.C. High		6	66.7	83.3	100	100	83.3	83.3	100	66.7	33.3	66.7	100	495.4	376.4	
###	Steiner Academy Hereford		4	50	100	100	100	50	50	100	100	0	0	0	225.5	225.5	
###	The Hereford Academy		16	12.5	62.5	93.8	100	25	31.3	87.5	100	0	0	0	460.3	303.2	
###	The Priority P.R.U.		1	0	0	0	0	0	0	0	0	0	0	0	60	60	
###	Weobley Comprehensive		9	11.1	66.7	100	100	33.3	33.3	100	44.4	22.2	33.3	33.3	388.7	301	
###	Whitecross		14	21.4	78.6	78.6	100	21.4	21.4	64.3	78.6	7.1	7.1	7.1	349.8	283.1	
###	Wigmore High		6	66.7	83.3	100	100	33.3	33.3	83.3	83.3	16.7	16.7	33.3	332.2	294.3	
###	Aylestone		176	30.7	80.7	96.6	99.4	53.4	53.4	92.6	77.3	15.3	26.1	26.1	438	334	
###	Barrs Court School		9	0	0	0	0	0	0	0	0	0	0	0	0	0	
###	Bishop of Hereford's Bluecoat		229	35.8	76.4	93	96.9	62	62	92.6	72.5	62	69.9	69.9	454.6	335.9	
###	Brookfield School		7	0	14.3	42.9	57.1	0	0	14.3	0	0	0	0	104.9	91.1	
###	John Masfield High		138	44.9	85.5	97.1	99.3	66.7	66.7	97.1	64.5	47.8	55.8	55.8	480.6	360.2	
###	Kingstone High		120	39.2	84.2	96.7	98.3	53.3	53.3	95.8	60	29.2	87.5	87.5	456.6	351.3	
###	Lady Hawkins'		79	21.5	68.4	97.5	100	49.4	49.4	97.5	54.4	43	49.4	49.4	406.6	324	
###	Leominster, the Minster		113	28.3	89.4	97.3	98.2	57.5	57.5	96.5	67.3	50.4	52.2	52.2	495.5	343.6	
###	Peterchurch Fairfield High		75	34.7	93.3	100	100	70.7	72	98.7	89.3	40	62.7	62.7	498.2	365	
###	Queen Elizabeth High		46	17.4	97.8	100	100	39.1	54.3	100	63	0	8.7	8.7	498.5	350.5	
###	Ross John Kyrle High		189	38.1	75.7	96.3	99.5	61.9	61.9	95.8	68.3	41.3	73.5	83.6	491.3	341.8	
###	St David's Pupil Referral Unit		18	0	5.6	11.1	38.9	5.6	5.6	11.1	0	0	0	0	54.6	54.6	
###	St. Mary's R.C. High		128	41.4	84.4	96.9	98.4	70.3	70.3	96.1	69.5	39.1	61.7	96.1	465.4	357.2	
###	Steiner Academy Hereford		17	47.1	70.6	76.5	88.2	70.6	70.6	76.5	0	0	0	0	212.2	212.2	
###	The Hereford Academy		117	23.9	87.2	98.3	99.1	41	47	98.3	95.7	0.9	0.9	1.7	566.3	341.8	
###	The Priority P.R.U.		5	0	0	0	80	0	0	0	0	0	0	0	66.5	66.5	
###	Weobley Comprehensive		79	22.8	81	98.7	98.7	58.2	58.2	96.2	63.3	30.4	81	82.3	483.7	334.6	
###	Westfield School		3	0	0	0	0	0	0	0	0	0	0	0	0	0	
###	Whitecross		163	29.4	91.4	95.1	99.4	56.4	60.1	93.3	89.6	9.8	15.3	15.3	428.2	338.9	
###	Wigmore High		82	62.2	97.6	100	100	72	72	100	100	36.6	69.5	69.5	559.3	390.8	
			1956	32.3	79.8	93.7	97.2	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7	

		Percentage of Pupils Achieving													QCA	
		NOC	3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CinclA*- CGCSEE& M	5+A*- CinclV2E &M	5+A*- CinclV1E &M	2+A*- Cscience	MFLV2	MFLV1	MFLAny	APS	CappedAPS
###	Aylestone		1	0	0	0	100	0	0	0	0	0	0	0	0	12
###	TheHerefordAcademy		1	100	100	100	100	100	100	100	100	0	0	0	0	834
###	LadyHawkins'		1	0	100	100	100	0	0	0	100	0	100	100	100	334
###	BishopofHereford'sBluecoat		1	0	0	0	100	0	0	0	0	0	0	0	66	
###	St.Mary'sR.C.High		1	100	100	100	100	100	100	100	100	100	100	100	608.3	
###	WeobleyComprehensive		2	0	50	100	100	50	50	100	50	0	50	50	467	
###	TheHerefordAcademy		2	0	100	100	100	0	0	100	100	0	0	0	514	
###	WeobleyComprehensive		1	0	100	100	100	100	100	100	100	0	100	100	478	
###	BarrsCourtSchool		1	0	0	0	0	0	0	0	0	0	0	0	0	
###	KingstoneHigh		1	100	100	100	100	100	100	100	100	0	100	100	418	
###	LadyHawkins'		1	0	100	100	100	0	0	100	100	100	100	100	374	
###	Leominster,theMinster		3	0	100	100	100	0	0	66.7	33.3	100	100	100	425	
###	St.Mary'sR.C.High		5	40	80	100	100	60	60	100	40	60	80	100	464.2	
###	TheHerefordAcademy		3	0	100	100	100	100	100	100	100	33.3	33.3	33.3	550.8	
###	WeobleyComprehensive		3	0	33.3	100	100	0	0	66.7	0	33.3	33.3	33.3	294.7	
###	JohnMasfieldHigh		1	0	100	100	100	0	0	100	100	0	0	0	474.3	
###	RossJohnKyrleHigh		1	100	100	100	100	100	100	100	100	100	100	100	750	
###	Aylestone		183	30.1	78.7	96.2	100	51.9	51.9	93.4	75.4	13.1	23.5	23.5	432.2	
###	JohnMasfieldHigh		142	43.7	85.2	97.2	99.3	66.2	66.2	97.2	64.8	45.1	52.8	52.8	475.7	
###	PeterchurchFairfieldHigh		74	31.1	91.9	100	100	68.9	70.3	98.6	89.2	39.2	62.2	62.2	491.8	
###	QueenElizabethHigh		54	16.7	98.1	100	100	35.2	50	100	61.1	0	7.4	7.4	499.8	
###	RossJohnKyrleHigh		193	36.8	75.1	96.4	100	60.6	60.6	95.9	67.9	40.4	73.1	83.9	486.8	
###	StDavid'sPupilReferralUnit		19	0	5.3	10.5	36.8	78.9	5.3	10.5	0	0	0	0	52.4	
###	SteinerAcademyHereford		17	23.5	58.8	76.5	88.2	58.8	58.8	76.5	0	0	0	0	203.7	
###	ThePriorityP.R.U.		5	0	0	80	0	0	0	0	0	0	0	0	66.5	
###	WestfieldSchool		3	0	0	0	0	0	0	0	0	0	0	0	0	
###	Whitecross		172	29.7	90.7	93.6	100	53.5	57	90.7	89	9.3	14.5	14.5	422.7	
###	BrookfieldSchool		3	0	0	0	66.7	0	0	0	0	0	0	0	24.7	
###	JohnMasfieldHigh		2	0	50	100	100	0	0	100	50	0	0	0	332.8	
###	LadyHawkins'		1	0	0	100	100	0	0	100	100	0	0	0	228	
###	Leominster,theMinster		1	0	100	100	100	0	0	100	0	0	0	0	370.3	
###	QueenElizabethHigh		1	0	100	100	100	0	0	100	0	0	0	0	296	
###	RossJohnKyrleHigh		1	0	0	100	100	0	0	100	0	0	100	100	361.5	
###	StDavid'sPupilReferralUnit		1	0	0	0	0	0	0	0	0	0	0	0	0	
###	TheHerefordAcademy		1	0	0	100	100	0	0	100	100	0	0	0	250.8	
###	WeobleyComprehensive		1	0	100	100	100	0	0	100	100	0	0	0	344	
###	Whitecross		1	0	100	100	100	100	100	100	100	0	0	0	416	
###	BishopofHereford'sBluecoat		1	0	0	100	100	0	0	100	0	100	100	100	311	
###	JohnMasfieldHigh		1	0	100	100	100	0	0	100	0	0	0	0	348	
###	ThePriorityP.R.U.		1	0	0	0	0	0	0	0	0	0	0	0	60	
###	BishopofHereford'sBluecoat		1	100	100	100	100	100	100	100	100	100	100	100	494	

###	St. Mary's R.C. High	Irish	3	33.3	100	100	100	100	100	100	66.7	66.7	100	33.3	0	33.3	0	33.3	100	527.4	361
###	Weoley Comprehensive	Irish	1	0	100	100	100	100	100	100	100	100	100	100	0	100	0	100	100	445	347
###	Whitcross	Irish	1	0	100	100	100	100	100	100	100	100	100	100	0	100	0	100	0	450	337.8
###	Wigmore High	Irish	1	0	100	100	100	100	100	100	0	0	100	100	0	100	0	100	100	539	374
###	Whitcross	Other Black African	1	0	100	100	100	100	100	100	0	0	100	0	0	0	0	0	0	271	263
###	Ross John Kyrie High	Other Ethnic Group	1	0	100	100	100	100	100	100	0	0	100	0	0	0	0	0	100	247	239
###	John Masfield High	Other Mixed Background	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	541	398
###	Aylestone	Other White	1	0	0	100	100	100	100	100	0	0	0	100	0	0	0	0	0	118	118
###	Ross John Kyrie High	Other White	2	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	25	25	25
###	Steiner Academy Hereford	Other White	1	100	100	100	100	100	100	100	100	100	100	0	0	0	0	0	0	278	278
###	Bishop of Hereford's Bluecoat	Portugese	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	540	392	392
###	John Masfield High	Refused	1	0	100	100	100	100	100	100	0	0	100	0	0	0	0	0	296.3	290.8	290.8
###	Lady Hawkins'	Refused	1	0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	413	356	356
###	Peterchurch Fairfield High	Refused	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	666	464	464
###	Ross John Kyrie High	Refused	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	641.3	422	422
###	St. Mary's R.C. High	Refused	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	576.5	428	428
###	Aylestone	Serbian	1	0	100	100	100	100	100	100	0	0	100	100	0	0	0	0	296	272	272
###	Aylestone	Turkish	1	0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	552	392	392
###	Ross John Kyrie High	Welsh	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	0	530	410	410
###	Steiner Academy Hereford	White And Any Other Asian Backgr	1	100	100	100	100	100	100	100	100	100	100	100	0	0	0	0	254	254	254
###	Aylestone	White And Any Other Ethnic Group	4	0	75	100	100	100	100	100	25	25	100	50	0	0	0	0	411.5	313.8	313.8
###	Peterchurch Fairfield High	White And Any Other Ethnic Group	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	583.8	434	434
###	Ross John Kyrie High	White And Any Other Ethnic Group	2	0	0	100	100	100	100	100	0	0	100	50	0	0	0	0	366.8	296	296
###	Bishop of Hereford's Bluecoat	White And Asian	1	0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	603	374	374
###	Lady Hawkins'	White And Asian	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	674	483	483
###	St. Mary's R.C. High	White And Asian	1	0	100	100	100	100	100	100	100	100	100	100	0	0	0	0	598	395	395
###	Aylestone	White And Black African	1	100	100	100	100	100	100	100	100	100	100	100	0	0	0	0	618	389	389
###	John Masfield High	White And Black African	1	100	100	100	100	100	100	100	100	100	100	100	0	0	0	0	852.5	464	464
###	St. Mary's R.C. High	White And Black African	1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	546	380	380
###	Bishop of Hereford's Bluecoat	White And Black Caribbean	1	0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	483.2	358.5	358.5
###	Peterchurch Fairfield High	White And Black Caribbean	3	33.3	100	100	100	100	100	100	100	100	100	100	33.3	100	0	0	235.8	235.8	235.8
###	St. Mary's R.C. High	White And Black Caribbean	1	0	0	100	100	100	100	100	0	0	0	0	0	0	0	0	266	266	266
###	Steiner Academy Hereford	White And Chinese	1	100	100	100	100	100	100	100	100	100	100	100	0	0	0	0	0	0	0
###	Barrs Court School	White British	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
###	Bishop of Hereford's Bluecoat	White British	228	35.1	75	92.1	96.5	100	100	60.5	60.5	60.5	91.7	71.1	60.1	60.1	68	68	448.3	332	332
###	Brookfield School	White British	10	0	10	20	80	80	80	0	0	0	10	20	0	0	0	0	165.8	141.1	141.1
###	Kingstone High	White British	129	34.9	80.6	95.3	98.4	98.4	98.4	49.6	49.6	49.6	94.6	57.4	27.1	82.9	82.9	443.7	343.2	343.2	
###	Lady Hawkins'	White British	81	21	66.7	97.5	100	100	100	46.9	46.9	46.9	97.5	53.1	39.5	45.7	45.7	404.3	320.8	320.8	
###	Leominster, the Minster	White British	124	29.8	87.9	97.6	98.4	98.4	98.4	57.3	57.3	57.3	97.6	66.9	46.8	49.2	49.2	493.2	343	343	
###	St. Mary's R.C. High	White British	121	42.1	84.3	96.7	98.3	99.2	99.2	71.1	71.1	71.1	96.7	71.1	38	61.2	95.9	460.9	356.9	356.9	
###	The Hereford Academy	White British	123	23.6	85.4	97.6	99.2	100	100	39	45.5	45.5	96.7	95.9	0	0	0	0	561.3	339.4	339.4
###	Weoley Comprehensive	White British	80	23.8	81.3	98.8	98.8	98.8	98.8	57.5	57.5	57.5	97.5	62.5	31.3	78.8	80	482.8	334.7	334.7	
###	Wigmore High	White British	87	58.6	95.4	98.9	100	100	100	70.1	70.1	70.1	98.9	98.9	34.5	65.5	88.5	543.9	384.3	384.3	
###	Aylestone	White Eastern European	4	25	25	100	100	100	100	25	25	25	100	50	75	75	75	283.3	242.8	242.8	
###	Bishop of Hereford's Bluecoat	White Eastern European	1	0	0	100	100	100	100	0	0	0	100	100	100	100	100	250	242	242	
###	John Masfield High	White Eastern European	2	0	50	100	100	100	100	0	0	0	100	0	50	50	50	361.6	296	296	
###	Whitcross	White Eastern European	1	0	100	100	100	100	100	0	0	0	100	100	100	100	100	340	308	308	
###	Steiner Academy Hereford	White European	1	100	100	100	100	100	100	100	100	100	100	100	0	0	0	0	248	248	248

		Percentage of Pupils Achieving													QCA	
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CinclA*-CGCSE&E&M	5+A*-CinclV2E&M	5+A*-CinclV1E&M	2+A*-CSscience	MFLV2	MFLV1	MFLAny	APS	CappedAPS	
	NOC															
	2010															
Herefordshire	1	0	0	0	0	100	0	0	0	0	0	0	0	12	12	
Herefordshire	1	100	100	100	100	100	100	100	100	100	0	0	0	834	404	
Herefordshire	1	0	100	100	100	100	0	0	100	100	0	100	100	334	317	
Herefordshire	4	25	50	75	75	100	50	50	75	50	25	50	50	402.1	282	
Herefordshire	3	0	100	100	100	100	33.3	33.3	100	100	0	33.3	33.3	502	334	
Herefordshire	17	17.6	76.5	94.1	94.1	94.1	41.2	41.2	82.4	47.1	52.9	64.7	70.6	407.3	306	
Herefordshire	1	0	100	100	100	100	0	0	100	100	0	0	0	474.3	326	
Herefordshire	1	100	100	100	100	100	100	100	100	100	100	100	100	750	434	
Herefordshire	862	31.9	81	93.3	97.7	98.7	55.6	57.3	91.9	71.1	24.5	38.7	41.2	442.5	330.7	
Herefordshire	13	0	38.5	69.2	69.2	84.6	7.7	7.7	69.2	38.5	0	7.7	7.7	231.2	200.5	
Herefordshire	1	0	0	100	100	100	0	0	100	0	100	100	100	311	272	
Herefordshire	2	0	50	50	50	100	0	0	50	0	0	0	0	204	190	
Herefordshire	7	28.6	100	100	100	100	71.4	71.4	100	71.4	28.6	57.1	85.7	501.5	359.4	
Herefordshire	1	0	0	100	100	100	0	0	100	0	0	0	0	271	263	
Herefordshire	1	0	0	100	100	100	0	0	100	0	0	0	0	247	239	
Herefordshire	1	100	100	100	100	100	100	100	100	100	100	100	100	541	398	
Herefordshire	4	25	25	25	75	75	25	25	25	25	0	0	0	111.5	111.5	
Herefordshire	1	100	100	100	100	100	100	100	100	100	100	100	100	540	392	
Herefordshire	5	60	80	100	100	100	80	80	100	80	80	80	80	518.6	392.2	
Herefordshire	1	0	100	100	100	100	0	0	100	0	0	0	0	296	272	
Herefordshire	1	0	100	100	100	100	100	100	100	100	100	100	100	552	392	
Herefordshire	1	100	100	100	100	100	100	100	100	100	0	0	0	530	410	
Herefordshire	1	100	100	100	100	100	100	100	100	0	0	0	0	254	254	
Herefordshire	7	14.3	57.1	100	100	100	28.6	28.6	100	57.1	14.3	28.6	42.9	423.3	325.9	
Herefordshire	3	33.3	100	100	100	100	100	100	100	100	66.7	100	100	625	404.3	
Herefordshire	3	100	100	100	100	100	100	100	100	66.7	33.3	33.3	33.3	673.8	416	
Herefordshire	5	20	80	100	100	100	80	80	80	80	40	80	100	446.3	338.3	
Herefordshire	1	100	100	100	100	100	100	100	100	0	0	0	0	266	266	
Herefordshire	991	33.2	80.1	94.6	97.4	98.4	55.7	56.6	94.1	70.8	36.6	55.9	62.4	470	338.1	
Herefordshire	8	12.5	37.5	100	100	100	12.5	12.5	62.5	50	75	75	75	305.8	264.1	
Herefordshire	4	25	50	100	100	100	25	25	100	75	0	0	0	267.3	266.3	
Herefordshire	3	66.7	100	100	100	100	100	100	100	100	66.7	66.7	66.7	563.7	408	
Herefordshire	1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7	

		Percentage of Pupils Achieving													QCA	
		NOC	3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CinclV2E &M	5+A*-C CinclV1E &M	2+A*-C Science	MFLV12	MFLV11	MFLV1	MFLV1	APS	CappedAPS
	2010															
NCER		540	23.7	61.9	83.1	92.8	95.4	35.9	37.4	78.1	51.5	35.4	47	48	381.5	285.2
NCER		4760	29.9	78.1	95.6	98.2	98.8	55.4	57.8	94.3	62.9	31.9	45.3	46.8	453.6	335.2
NCER		155	35.5	82.6	94.8	96.8	98.1	58.7	61.3	94.8	66.5	47.1	62.6	66.5	470.6	344.1
NCER		124	21.8	72.6	94.4	98.4	98.4	54	55.6	92.7	57.3	29.8	40.3	41.9	420.2	320.4
NCER		36	8.3	47.2	83.3	91.7	97.2	25	27.8	80.6	33.3	36.1	47.2	47.2	324.2	258.6
NCER		3807	34.2	75.8	92.9	96.9	98.2	55.2	57.6	91.2	65	20.2	50.7	52.1	445.7	331.7
NCER		2207	19.6	69.3	92	96.8	98.2	45.1	47.8	90.4	53.1	26.2	40.1	42	412.2	310
NCER		1918	32	73.4	91.2	96.9	97.8	50.9	53.2	89.5	60.3	45.5	56.4	57.7	438.6	324.5
NCER		4186	32.8	76.2	92.9	97.6	98.3	57.7	60.3	91.8	60.8	36.5	49.3	51.2	441.7	330.8
NCER		5269	31.7	71.2	91.6	96.9	97.8	49.8	52.6	89.3	58.4	54.3	62.7	63.7	433.5	323.4
NCER		354	33.3	74	92.9	97.2	98.9	52.5	54.2	91	60.2	61	70.1	70.6	445.7	329
NCER		186	39.8	83.9	93.5	97.8	98.4	62.4	66.7	92.5	67.7	37.6	50.5	52.7	476	343.8
NCER		65	21.5	70.8	92.3	93.8	96.9	55.4	58.5	92.3	52.3	23.1	43.1	44.6	411.7	315.3
NCER		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER		6238	28.1	74.4	94.7	98.1	98.7	53.3	54.9	93.4	58.3	26.4	42.1	46.1	439.4	327.4
NCER		232	22.4	65.1	86.6	94	95.3	41.4	46.1	84.5	49.6	27.6	43.1	46.6	395.2	299.1
NCER		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER		7192	17.4	67.9	92	97	98.5	43.2	46	90.6	51	17.8	32.7	35.3	399.7	305.3
NCER		107	16.8	64.5	86.9	95.3	98.1	44.9	49.5	85	45.8	34.6	49.5	54.2	401.1	299.9
NCER		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER		1891	60.1	89.8	97.1	99.2	99.5	75.8	77.5	96	80.8	69.6	76.4	77.6	547.7	383
NCER		86	58.1	83.7	93	97.7	98.8	66.3	68.6	91.9	74.4	59.3	67.4	69.8	520.5	366.4
NCER		171	13.5	59.6	94.7	97.7	98.8	32.2	33.3	90.6	36.3	49.1	60.8	61.4	359.1	292
NCER		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER		46	58.7	87	93.5	95.7	95.7	69.6	69.6	91.3	73.9	56.5	58.7	63	507.1	362.4
NCER		62762	29.1	75.3	93.3	97.5	98.6	55	57.6	92.3	58.8	26.9	40.5	43.7	442.1	326.5
NCER		227	30.4	77.1	96.5	99.6	99.6	64.3	65.6	95.6	63.9	38.3	52	53.7	465.7	341.9
NCER		693	29.3	75.8	95.4	97.5	98.6	57.7	59.7	94.4	59.2	33.6	49.8	51.7	425.9	328.4
NCER		45	33.3	77.8	100	100	100	64.4	64.4	100	57.8	42.2	55.6	55.6	474.4	349.9
NCER		210	39.5	84.8	97.1	99	99	65.7	66.7	96.2	67.6	62.9	70.5	71	467.2	351.3
NCER		101	35.6	80.2	94.1	97	98	67.3	67.3	94.1	66.3	50.5	61.4	61.4	451.9	338.6
NCER		538	3	23.8	53.5	76.2	84.2	8	9.5	50.2	17.7	4.3	9.5	13.6	197.1	163.2
NCER		90	71.1	93.3	100	100	100	81.1	81.1	100	88.9	71.1	77.8	78.9	585.7	408
NCER		12525	44.6	86.9	97.8	98.9	99.4	71.8	73.6	97.2	74.4	45.6	59.7	61.4	504.7	363.8
NCER		2985	21	61.9	85.2	94.3	95.7	44.2	46.5	83.7	48.2	25.5	40.7	43.7	372.8	289.6
NCER		219	39.3	86.8	96.3	99.1	99.1	69.4	72.6	95	70.3	57.1	66.7	67.1	481.4	356.6
NCER		200	33.5	80	94	96.6	98.5	63.5	64	92	68	54	65.5	66	456.1	340.2
NCER		1975	38	78.5	93.2	96.6	98.2	63.6	65.7	92.3	65.6	36.3	50.4	52.5	446.8	337.4
NCER		212	36.8	77.8	97.6	99.1	99.1	57.1	59.9	97.2	58	67	75.5	77.4	478.5	346.7
NCER		23	43.5	95.7	95.7	95.7	100	69.6	73.9	95.7	73.9	78.3	78.3	82.6	498.6	375
NCER		106	30.2	79.2	98.1	100	100	54.7	54.7	97.2	68.9	29.2	45.3	62.3	500.3	341.5

NCER			829	24.2	78.5	95.8	98.3	99	51.1	53.4	93.4	61.6	26.2	43.3	50.2	458.6	327.3
NCER	KashmirPakistani		46	56.5	89.1	93.5	97.8	97.8	80.4	82.6	93.5	71.7	56.5	65.2	65.2	464.5	366.1
NCER	Korean		239	24.3	76.6	96.2	98.3	98.7	51.9	53.1	96.2	55.2	19.2	31	34.7	429.7	329.3
NCER	Kosovan		249	20.9	66.3	89.6	96	98	38.2	40.2	85.5	46.6	57	67.5	68.7	395.2	302.1
NCER	Kurdish		317	26.8	72.9	93.1	97.8	98.4	42.6	47.6	91.5	58.7	82.3	86.4	86.8	429.1	325
NCER	LatinAmerican		55	38.2	76.4	96.4	100	100	56.4	56.4	96.4	58.2	49.1	56.4	58.2	472	343.8
NCER	Lebanese		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER	Libyan		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER	Malay		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER	MalaysianChinese		12	50	91.7	100	100	100	75	75	100	58.3	83.3	83.3	83.3	502.3	383.6
NCER	MirpuriPakistani		956	19.2	71.1	93.6	97.7	98.8	41.4	43.1	92.6	53.3	17.6	41.7	47.1	420	312.3
NCER	Moroccan		100	23	80	93	99	99	51	54	93	55	30	39	42	424.5	320.5
NCER	N/A		40	17.5	27.5	37.5	72.5	92.5	25	25	30	25	17.5	20	20	229.1	172.9
NCER	Nepali		210	28.1	77.6	97.1	99	99.5	54.8	55.7	96.2	66.2	15.7	25.2	31	481.6	337.2
NCER	Nigerian		1376	32.2	82.6	97.1	99.1	99.3	67.7	69	96.2	66.6	30.7	47.5	50.2	452.9	344.4
NCER	NigerOtherAsian		1351	35.4	76.4	91.6	96.9	98.1	59.6	61.3	89.9	65	43.1	55.7	57.7	448.5	331.7
NCER	OtherBlack		159	21.4	73.6	94.3	97.5	98.7	49.7	52.2	93.1	57.2	22	32.1	33.3	413.8	319.2
NCER	OtherBlackAfrican		2596	22.2	72.8	94.3	97.1	98.5	50.6	52.6	92.8	54.9	28.7	42.3	45.3	425.4	320.9
NCER	OtherChinese		94	63.8	86.2	97.9	98.9	98.9	73.4	75.5	96.8	79.8	74.5	78.7	78.7	554.7	387
NCER	OtherEthnicGroup		1180	30.1	73.7	92.4	96.5	97.4	53.6	55.1	90.8	59.6	46	55.8	56.9	444.8	325.1
NCER	OtherMixedBackground		834	30.8	74.2	91.7	96	98.1	53.6	55.6	90.5	62	31.1	43.9	46.4	435.2	323.5
NCER	OtherPakistani		4544	24.1	75.5	93.6	97.5	98.1	49.1	51	92.1	60.6	26	43.6	49.1	438.7	321.4
NCER	OtherWhite		5689	29.1	75.6	92.1	97.1	98	53.9	57.5	90.5	59.1	33	47.1	51.2	444.6	323.9
NCER	OtherWhiteBritish		5119	26.7	74.3	95.4	98.5	99.3	55.5	58.2	94.4	61.2	24.3	37	38.7	456.2	330.4
NCER	Pakistani		8889	25.7	71.1	94.4	97.8	98.7	49.7	52.6	93.3	55	31.6	47.2	50.3	431.9	321.9
NCER	Polynesian		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER	Portuguese		249	19.7	63.1	86.3	94.4	96	32.9	36.5	83.5	41	67.1	77.5	77.9	395.8	291
NCER	Refused		4158	29.3	75.1	93.6	97.6	98.4	55.1	57.7	92.7	60.9	32	45.7	48.9	440.6	327.9
NCER	Scottish		176	36.9	79.5	94.3	98.9	99.4	63.1	65.3	94.3	64.2	38.6	48.9	52.8	458.4	342.7
NCER	Serbian		23	13	78.3	95.7	95.7	95.7	52.2	60.9	95.7	47.8	17.4	26.1	30.4	419.8	317.1
NCER	SierraLeonian		67	23.9	77.6	97	98.5	100	59.7	59.7	95.5	56.7	26.9	44.8	49.3	415.7	330.9
NCER	Sinhalese		47	51.1	89.4	97.9	100	100	74.5	74.5	97.9	89.4	61.7	70.2	70.2	503.8	374.6
NCER	Somali		2127	15.7	64.5	91.9	96.7	98.3	39.6	41	89.6	49.6	22.2	38.3	41.7	384.3	298.2
NCER	SriLankanTamil		513	54.4	86.2	97.1	98.8	99.2	76.2	76.6	96.1	79.5	61.4	72.5	73.5	493	369.9
NCER	Sudanese		52	38.5	76.9	96.2	96.2	98.1	63.5	63.5	96.2	59.6	42.3	59.6	59.6	460.1	347
NCER	Taiwanese		<	<	<	<	<	<	<	<	<	<	<	<	<	<	<
NCER	Thai		37	13.5	43.2	94.6	94.6	97.3	18.9	21.6	91.9	37.8	10.8	29.7	32.4	343.5	281
NCER	TravellerOrIrishHeritage		132	11.4	31.1	56.1	70.5	75.8	18.2	18.9	54.5	28.8	3	8.3	10.6	222.4	173.7
NCER	Turkish		570	21.2	66.8	91.1	96.1	97.4	38.8	41.2	88.2	45.4	71.1	76.8	77.4	407.8	307.9
NCER	TurkishCypriot		186	23.7	74.2	92.5	96.8	97.8	43.5	47.3	90.9	53.8	57	67.7	69.4	425.8	316.5
NCER	TurkishTurkishCypriot		290	19.3	66.2	94.1	97.6	99	46.6	47.9	92.8	54.8	63.1	71.4	73.4	417.7	313
NCER	Vietnamese		248	35.1	80.2	91.9	95.2	96	68.5	70.2	91.1	65.7	21.4	32.7	33.9	453	337.6
NCER	Welsh		159	44	79.9	98.1	100	100	67.3	70.4	96.9	65.4	39	56.6	60.4	485.9	357.9
NCER	WhiteAndAnyOtherAsianBackgr		273	42.9	78.4	94.9	96.7	97.8	64.5	67	94.1	66.3	42.1	53.5	56.4	466.9	345.5
NCER	WhiteAndAnyOtherEthnicGroup		466	37.3	80	93.1	97.6	98.3	60.9	63.9	92.9	67	46.1	56.7	58.8	460.9	337.5
NCER	WhiteAndAsian		2943	39.6	81.4	95.5	98.2	98.8	65.6	68.1	94.7	67.8	40	53	55	473.9	348.8
NCER	WhiteAndBlackAfrican		1611	29.5	74	91.4	96.8	98.3	54.7	57	89.9	56.4	33.2	46.4	49.1	428.6	322.2
NCER	WhiteAndBlackCaribbean		6035	20.3	68.1	90	96.2	97.5	44.4	48.2	88.6	50.9	19.4	33.3	36.5	400.6	303.6
NCER	WhiteAndChinese		46	63	97.8	100	100	100	87	89.1	100	89.1	54.3	63	71.7	581.5	392.6

NCER	WhiteAndIndian	114	57	90.4	98.2	98.2	98.2	78.9	79.8	97.4	73.7	56.1	68.4	68.4	495.9	370.7
NCER	WhiteAndPakistani	54	29.6	72.2	92.6	98.1	98.1	42.6	48.1	87	50	27.8	38.9	38.9	425	317.7
NCER	WhiteBritish	370212	28.4	74.7	93.8	97.8	98.8	55.3	58.2	92.8	61.4	27.1	41.7	44.7	441.4	327.1
NCER	WhiteCornish	1164	20.3	67.8	93.7	96.9	98	50.6	52.1	92.2	51.5	19	30.4	31.9	430.6	314.8
NCER	WhiteEasternEuropean	1844	23.2	64.1	89	96.9	97.8	38.2	40.8	85.2	51.6	58.5	65.7	67.1	396	301
NCER	WhiteEuropean	1453	31	72.7	91	97	97.6	51.3	53.8	88.6	58.1	54.3	62.6	63.7	435.4	323.6
NCER	WhiteWesternEuropean	785	43.1	81.4	95.5	98.5	99	62.8	64.7	94.3	67.1	66.5	73.1	74.5	479.7	355
NCER	Yemeni	190	17.9	66.8	94.7	98.4	99.5	35.3	41.1	92.1	51.1	36.3	52.6	56.3	436.1	314
		553637	28.7	74.7	93.6	97.6	98.7	55	57.7	92.6	60.8	28.8	43	45.9	441.3	327

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-C CGCSE& CinclV2E &M	5+A*- CinclV2E &M	5+A*- CinclV1E &M	Cscience 2+A*-	MFLV12	MFLV11	MFLAny	APS	CappedAPS
	2010	94	70.2	94.7	98.9	100	45.7	45.7	90.4	66	6.4	11.7	11.7	396.5	311.4
###	Aylestone	Boys	20.2	70.2	94.7	98.9	45.7	45.7	90.4	66	6.4	11.7	11.7	396.5	311.4
###	BarrsCourtSchool	Boys	7	0	0	0	0	0	0	0	0	0	0	0	0
###	BishopofHereford'sBluecoat	Boys	122	24.6	63.1	88.5	50	50	88.5	65.6	49.2	59.8	59.8	397.6	302.6
###	BrookfieldSchool	Boys	13	0	7.7	15.4	0	7.7	15.4	0	0	0	0	133.2	114.2
###	JohnMasfieldHigh	Boys	73	30.1	72.6	94.5	60.3	60.3	94.5	49.3	24.7	31.5	31.5	421.8	328.3
###	KingstoneHigh	Boys	66	25.8	80.3	93.9	45.5	45.5	92.4	54.5	21.2	78.8	78.8	426.8	327.9
###	LadyHawkins'	Boys	51	32.5	88.6	96.1	51	51	96.1	62.7	43.1	47.1	47.1	394.9	318.9
###	Leominster,theMinster	Boys	56	23.1	69.3	98.2	57.1	57.1	98.2	66.1	44.6	44.6	44.6	499.3	345.1
###	PeterchurchFairfieldHigh	Boys	43	16.3	88.4	100	58.1	58.1	100	90.7	30.2	58.1	58.1	446.3	341
###	QueenElizabethHigh	Boys	30	16.7	100	100	23.3	23.3	100	66.7	0	6.7	6.7	512.8	347.2
###	RossJohnKyrleHigh	Boys	116	30.2	70.7	94.8	53.4	53.4	94	62.9	24.1	62.9	75.9	453.7	325.4
###	StDavid'sPupilReferralUnit	Boys	13	0	0	0	0	0	0	0	0	0	0	36.4	36.4
###	St.Mary'sR.C.High	Boys	51	25.5	78.4	96.1	62.7	62.7	94.1	64.7	23.5	47.1	96.1	441	335.2
###	SteinerAcademyHereford	Boys	8	12.5	62.5	75	62.5	62.5	75	0	0	0	0	198.5	198.5
###	TheHerefordAcademy	Boys	54	14.8	85.2	98.1	22.2	27.8	98.1	98.1	0	0	0	524.8	326
###	ThePrioryP.R.U.	Boys	4	0	0	0	0	0	0	0	0	0	0	52.8	52.8
###	WeobleyComprehensive	Boys	42	14.3	71.4	97.6	50	50	92.9	47.6	16.7	66.7	69	438.1	312.4
###	WestfieldSchool	Boys	1	0	0	0	0	0	0	0	0	0	0	0	0
###	Whitecross	Boys	101	22.8	91.1	94.1	50.5	55.4	90.1	88.1	5.9	11.9	11.9	412.4	328.2
###	WigmoreHigh	Boys	40	35	97.5	100	57.5	57.5	100	100	27.5	55	97.5	514.5	371.6
###	Aylestone	Girls	102	37.3	83.3	96.1	54.9	54.9	92.2	81.4	21.6	35.3	35.3	452.9	339.6
###	BarrsCourtSchool	Girls	2	0	0	0	0	0	0	0	0	0	0	0	0
###	BishopofHereford'sBluecoat	Girls	113	46	86.7	95.6	71.7	71.7	94.7	77	73.5	77.9	77.9	500	361.7
###	JohnMasfieldHigh	Girls	78	53.8	94.9	100	66.7	66.7	100	76.9	61.5	69.2	69.2	517.5	380.7
###	KingstoneHigh	Girls	66	47	81.8	97	56.1	56.1	97	62.1	34.8	87.9	87.9	464.6	361.5
###	LadyHawkins'	Girls	35	17.1	65.7	100	40	40	100	45.7	37.1	48.6	48.6	418.1	326.8
###	Leominster,theMinster	Girls	72	26.4	87.5	97.2	54.2	54.2	95.8	65.3	50	54.2	54.2	483.9	340.4
###	PeterchurchFairfieldHigh	Girls	36	52.8	97.2	100	86.1	88.9	97.2	88.9	52.8	72.2	72.2	552.9	389.7
###	QueenElizabethHigh	Girls	25	16	96	100	48	52	100	52	0	8	8	476	349.8
###	RossJohnKyrleHigh	Girls	86	45.3	76.7	96.5	67.4	67.4	96.5	72.1	60.5	84.9	93	519.1	354
###	StDavid'sPupilReferralUnit	Girls	7	0	14.3	28.6	14.3	14.3	28.6	0	0	0	0	74.6	74.6
###	St.Mary'sR.C.High	Girls	83	53	88	97.6	75.9	75.9	97.6	72.3	48.2	71.1	96.4	482.6	372.1
###	SteinerAcademyHereford	Girls	13	53.8	69.2	84.6	69.2	69.2	84.6	0	0	0	0	224.7	224.7
###	TheHerefordAcademy	Girls	79	27.8	83.5	97.5	50.6	57	96.2	94.9	1.3	1.3	2.5	573.2	344.7
###	ThePrioryP.R.U.	Girls	2	0	0	0	0	0	0	0	0	0	0	90.6	90.6
###	WeobleyComprehensive	Girls	46	28.3	87	100	60.9	60.9	100	73.9	41.3	84.8	84.8	506.8	348.4
###	WestfieldSchool	Girls	2	0	0	0	0	0	0	0	0	0	0	0	0
###	Whitecross	Girls	76	36.8	89.5	93.4	57.9	59.2	92.1	89.5	14.5	18.4	18.4	434.7	342.8
###	WigmoreHigh	Girls	48	77.1	93.8	97.9	79.2	79.2	97.9	97.9	41.7	75	81.3	568.3	394.8
			1956	32.3	79.8	93.7	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7

		Percentage of Pupils Achieving											QCA		

ALL PUPILS		Percentage of Pupils Achieving											QCA				
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CGCSEE & M	5+A*-CinclLvl1 E&M	5+A*-CinclLvl2 E&M	5+A*-Cscience	MFLlvl2	MFLlvl1	MFLAny	APS	CappedAPS		
	NOC	196	29.1	77	95.4	99.5	100	50.5	50.5	91.3	74	14.3	24	24	425.9	326.1	4015
		9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7003
		235	34.9	74.5	91.9	96.2	100	60.4	60.4	91.5	71.1	60.9	68.5	68.5	446.9	331	4600
		13	0	7.7	15.4	61.5	76.9	0	7.7	15.4	0	0	0	0	133.2	114.2	7008
		151	42.4	84.1	97.4	99.3	99.3	63.6	63.6	97.4	63.6	43.7	51	51	471.2	355.4	4058
		132	36.4	81.1	95.5	98.5	98.5	50.8	50.8	94.7	58.3	28	83.3	83.3	445.7	344.7	4021
		86	20.9	67.4	97.7	100	100	46.5	46.5	97.7	55.8	40.7	47.7	47.7	404.3	322.1	4022
		128	28.9	88.3	97.7	98.4	98.4	55.5	55.5	96.9	65.6	47.7	50	50	490.7	342.4	4027
		79	32.9	92.4	100	100	100	70.9	72.2	98.7	89.9	40.5	64.6	64.6	494.8	363.2	4032
		55	16.4	98.2	100	100	100	34.5	49.1	100	60	0	7.3	7.3	496	348.3	4004
		202	36.6	73.3	95.5	99.5	99.5	59.4	59.4	95	66.8	39.6	72.3	83.2	481.5	337.6	4428
		20	0	5	10	35	75	5	5	10	0	0	0	0	49.8	49.8	1109
		134	42.5	84.3	97	98.5	99.3	70.9	70.9	96.3	69.4	38.8	61.9	96.3	466.8	358.1	4601
		21	38.1	66.7	81	90.5	90.5	66.7	66.7	81	0	0	0	0	214.7	214.7	6906
		133	22.6	84.2	97.7	99.2	100	39.1	45.1	97	96.2	0.8	0.8	1.5	553.5	337.2	6905
		6	0	0	0	66.7	83.3	0	0	0	0	0	0	0	65.4	65.4	1108
		88	21.6	79.5	98.9	98.9	98.9	55.7	55.7	96.6	61.4	29.5	76.1	77.3	474	331.2	4045
		3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7007
		177	28.8	90.4	93.8	99.4	100	53.7	57.1	91	88.7	9.6	14.7	14.7	422	334.5	4014
		88	58	95.5	98.9	100	100	69.3	69.3	98.9	98.9	35.2	65.9	88.6	543.8	384.2	4046
		1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	92.6	70.3	31.1	47.9	52.5	453.9	332.7	

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CGCSEE &M	5+A*-CinclLv2 E&M	5+A*-CinclLv1 E&M	2+A*-CSscience	MFLLv2	MFLLv1	MFLAny	APS	CappedAPS
	2010														
	NOC	1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	92.6	70.3	31.1	47.9	453.9	332.7
	Herefordshire	1956	32.3	79.8	93.7	97.2	98.4	55.1	56.3	92.6	70.3	31.1	47.9	453.9	332.7

		Percentage of Pupils Achieving											QCA		
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CGCSEE &M	5+A*-CinclLv2 E&M	5+A*-CinclLv1 E&M	2+A*-CSscience	MFLLv2	MFLLv1	MFLAny	APS	CappedAPS
	2010														
	NOC	553637	28.7	74.7	93.6	97.6	98.7	55	57.7	92.6	60.8	28.8	43	441.3	327
	NCER	553637	28.7	74.7	93.6	97.6	98.7	55	57.7	92.6	60.8	28.8	43	441.3	327

		Percentage of Pupils Achieving												QCA	
		3+A*-A	5+A*-C	5A*-G	1+A*-G	AnyQual	5+A*-CGCSE &M	5+A*-CinclLvl2 E&M	5+A*-CinclLvl1 E&M	2+A*-Cscience	MFLlV2	MFLlV1	MFLAny	APS	CappedAPS
	2010														
		NOC													
Boys	Aylestone	94	20.2	70.2	94.7	98.9	100	45.7	90.4	66	6.4	11.7	11.7	396.5	311.4
Boys	BarrsCourtSchool	7	0	0	0	0	0	0	0	0	0	0	0	0	0
Boys	BishopofHereford'sBluecoat	122	24.6	63.1	88.5	95.1	100	50	88.5	65.6	49.2	59.8	59.8	397.6	302.6
Boys	BrookfieldSchool	13	0	7.7	15.4	61.5	76.9	0	7.7	15.4	0	0	0	133.2	114.2
Boys	JohnMasefieldHigh	73	30.1	72.6	94.5	98.6	98.6	60.3	94.5	49.3	24.7	31.5	31.5	421.8	328.3
Boys	KingstoneHigh	66	25.8	80.3	93.9	97	97	45.5	92.4	54.5	21.2	78.8	78.8	426.8	327.9
Boys	LadyHawkins'	51	23.5	68.6	96.1	100	100	51	96.1	62.7	43.1	47.1	47.1	394.9	318.9
Boys	Leominster,theMinster	56	32.1	89.3	98.2	98.2	98.2	57.1	98.2	66.1	44.6	44.6	44.6	499.3	345.1
Boys	PeterchurchFairfieldHigh	43	16.3	88.4	100	100	100	58.1	100	90.7	30.2	58.1	58.1	446.3	341
Boys	QueenElizabethHigh	30	16.7	100	100	100	100	23.3	46.7	66.7	0	6.7	6.7	512.8	347.2
Boys	RossJohnKyrleHigh	116	30.2	70.7	94.8	99.1	99.1	53.4	94	62.9	24.1	62.9	75.9	453.7	325.4
Boys	StDavid'sPupilReferralUnit	13	0	0	0	30.8	76.9	0	0	0	0	0	0	36.4	36.4
Boys	St.Mary'sR.C.High	51	25.5	78.4	96.1	98	100	62.7	94.1	64.7	23.5	47.1	96.1	441	335.2
Boys	SteinerAcademyHereford	8	12.5	62.5	75	87.5	87.5	62.5	75	0	0	0	0	198.5	198.5
Boys	TheHerefordAcademy	54	14.8	85.2	98.1	98.1	100	22.2	98.1	98.1	0	0	0	524.8	326
Boys	ThePrioryP.R.U.	4	0	0	0	50	75	0	0	0	0	0	0	52.8	52.8
Boys	WeobleyComprehensive	42	14.3	71.4	97.6	97.6	97.6	50	92.9	47.6	16.7	66.7	69	438.1	312.4
Boys	WestfieldSchool	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Boys	Whitcross	101	22.8	91.1	94.1	100	100	50.5	90.1	88.1	5.9	11.9	11.9	412.4	328.2
Boys	WigmoreHigh	40	35	97.5	100	100	100	57.5	100	100	27.5	55	97.5	514.5	371.6

Appendix 3

One to One tuition programme

Analysis of Secondary progress data 2009/2010

(Incomplete data from 5 schools)

English

Average sub level progress	1.16	Sample size 193
Girls' average sub level progress	1.21	Sample size 67
Boys' average sub level progress	1.13	Sample size 126

Maths

Average sub level progress	1.77	Sample size 101
Girls' average sub level progress	1.70	Sample size 44
Boys' average sub level progress	1.84	Sample size 57

Tentative conclusions

- Most pupils make progress with 1 to 1 tuition intervention (76%, or 222 out of 294)
- Progress in Maths was greater than in English
- Boys made better than average progress in Maths. And girls made better than average progress in English

FSM

Average English sub level progress	1.38	Sample size 21
Average Maths sub level progress	2.50	Sample size 6

LAC

Average English sub level progress	0.67	Sample size 3
Average Maths sub level progress	1.50	Sample size 2

EAL

Average English sub level progress	1.00	Sample size 8
Average Maths sub level progress	3.00	Sample size 1

GRT

Average English sub level progress	1.00	Sample size 5
Average Maths sub level progress	1.33	Sample size 3

Tentative conclusions

- FSM pupils made better than average progress in both Maths and English
- EAL pupils made better than average progress in Maths
- LAC and GRT pupils made less than average progress in both Maths and English

Year 7	Average English sub level progress	0.3	Sample size 30
	Average Maths sub level progress	0.91	Sample size 11
Year 8	Average English sub level progress	1.05	Sample size 93
	Average Maths sub level progress	1.48	Sample size 53
Year 9	Average English sub level progress	2.13	Sample size 54
	Average Maths sub level progress	2.42	Sample size 37

Tentative conclusions

- Year 9 pupils made better than average progress in both Maths and English
- Year 7 pupils made disappointing progress in Maths and English

MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	REVENUE BUDGET MONITORING REPORT 2010/11
REPORT BY:	ASSISTANT DIRECTOR: PLANNING, PERFORMANCE AND DEVELOPMENT

Wards Affected

County-wide

Purpose

To report on the monitoring of the Children's Services revenue budget for 2010/11 at the end of quarter one. To provide comparisons to 2009/10 budget and outturn so that Scrutiny Committee can assess and comment upon the budget management of Children's Services.

Recommendation

THAT the Committee comments and scrutinises the figures contained herein.

Key Points Summary

- The overall forecast shows a net over spend of £1081k. This is almost entirely due to the pressures on external placements and placements for children with complex needs. These two budget headings comprise £1022k of the total over-spend (£721k and £300k respectively). In both cases this is due to additional cases coming through the system with further increases in agency placements since the last report to Scrutiny Committee in September. (see appendix D for graphical picture of trends)
- Significant other savings across the directorate have already delivered the target saving set at the start of the financial year of £857k as well as the 5% saving included in the local authority budget for vacancy management (£493k).
- The Joint Management team has recently introduced cost savings measures council wide to address the current financial issues including a freeze on all discretionary spend, and options for staff reducing hours (Reducing the Paybill initiative). The Children's Services directorate is currently working through the implications and it is anticipated that further savings will be identified to reduce the deficit, however to completely eliminate the projected overspend will be extremely challenging.
- The consultation period for the Children's Services restructure ended in October and the final agreed structure has been published. Work is currently underway to interview affected staff and confirm people in the new posts. This work is expected to be completed by December for all internal recruitment. The directorate leadership team has agreed that, due to the current financial uncertainties, any posts which cannot be filled by existing staff will only be recruited to on an interim basis.

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

- The directorate management team is working to minimise the effects of the restructure on current staff through a number of initiatives including options for more flexible working (reduced hours – where appropriate to service delivery) and identifying potential alternative roles for those affected.
- Additional service changes will be made to meet the focus and financial constraints of the new government, including the agenda that comes from the Education White Paper due in December 2010.
- Although the CSR 2010 outcomes have been announced in many cases these were headline figures and the true impact on Children's Services is not yet known. It is clear that many of the grants currently targeted to support children, young people and families will cease to exist. Some will be absorbed into base budgets, other may be consolidated into Dedicated Schools Grant (DSG) for example Standards Fund Grants, with others moving into a new Early Intervention Grant. The challenge will be that ringfencing is removed and in many cases it may not be easy to identify the elements or amounts relating to the services for children and young people within the overall allocation to Herefordshire.

Alternative Options

- 1 This report is a monitoring report for the committee to scrutinise and comment upon.

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 Appendices A to C provide an overview of the budget sources and areas of expenditure. With 2009/10 comparative figures.
- 4 For additional information Appendix D shows in a graphical format the changing profile for numbers of looked after children and children with complex needs.

Key Considerations

- 5 There have been some budget virements since the last Scrutiny report and the last forecast figures have been adjusted where applicable to reflect the reported variance to budget, as virements had been taken into account when producing the forecast.

Local Authority Expenditure

- 6 Appendix A shows the budget and forecast expenditure for 2010/11 with 2009/10 comparisons. The forecast outturn currently projects an overspend of £1081k. Details of the principal variances between outturn and budget are provided in the following sections:
- 7 External agency fostering and residential placement costs continue to rise with an expected overspend of £721k. Although additional funds were allocated to reflect the pressures the numbers of children have shown a significant increase over the past four months with a corresponding increase in costs. At the end of October there were 62 children in either independent residential or foster care placements compared to 42 at the end of March 2010 an increase of almost 50%. Most of these children have been placed

in agency fostering placement. The Safeguarding team is working to mitigate the costs in the medium term through a recruitment drive to increase the number of Herefordshire foster carers through a recruitment drive. It should however be noted that there is a national decline in the number of foster carers with an ageing population, although Herefordshire numbers have fallen from 79 to 76 in the past year there are a number of potential new carers currently under consideration.

- 8 The Council's fostering and other looked after children costs budget is now expecting a small underspend of £17k. Savings from court costs and post 16 accommodation partially offset by increased costs for fostering and kinship carers (£64k).
- 9 Family Assessment and Support shows an under spend of £112k relating to savings in special guardianship costs of £41k based upon current numbers of children (but offset by increased kinship care costs). Other savings to offset the increase have been identified through contract savings and reductions in section 17 budgets spend.
- 10 The Children with Disabilities team (non joint agency managed cases) is expecting savings of £18k due to staff vacancies of £34k, partly offset by increased cost for direct payments (£20k), with the balance of the savings coming from section 17 payments.
- 11 The forecast now reflects the costs of redundancies following the restructuring of the Safeguarding team which was completed in early September (cost £70k), and also the additional costs for the interim social workers. Additional agency social workers have been brought in to provide cover for vacancies and also to provide additional experience to support the high number of newly qualified social workers. Due to a national shortage of social workers hourly rates are increasing and the cost per hour is at least 50% more than employing own staff. This has resulted in increased staff costs within the Safeguarding area with a predicted overspend of £339k.
- 12 As previously reported the Complex Needs Solution budget (formerly known as JAM) has historically under spent its budget, although to a diminishing extent year on year. The budget for 2010/11 has been set at the same level as for 2009/10 however additional numbers of cases are being considered year on year which create commitments for up to 7-8 years at a very high cost per case (see Appendix D for projections). Current case numbers cannot be managed within the existing financial budget and the predicted overspend of £300k remains unchanged at the current time for both the local authority and DSG funded elements. As this commitment is likely to increase in 2011/12 and beyond additional funds will be sought from all three parties (LA/ DSG/PCT) and also all options to reduce costs explored. The Children's Commissioning Group, made up of representatives from the directorate and integrated commissioning have established an initial event involving a variety of staff, including school representatives to develop a strategy to enhance Herefordshire's provision and reduce the reliance on independent provision.
- 13 Savings have been created in the Early Years budget through savings identified within the Surestart grant to offset staff costs for the quality and improvement team totalling £42k.
- 14 Savings in the Education Welfare service. School Improvement team and the Youth Offending team arising from vacancies total £106k.
- 15 Other savings within the management section of Improvement and Inclusion relate to offsetting costs against available grants £53k which offset the projected overspend of £27k relating to the closure of the jointly funded (with Worcestershire) Awards and Grants service at the end of the current financial year (National service has been redesigned and transferred to single body).

- 16 The Youth Service is currently expecting to spend to budget but is exploring opportunities to generate income from outdoor activities as a way of offsetting the need to make cuts in this area.
- 17 The PPD staff budget now reflects the transfer of the business support staff for Safeguarding into the centralised CYPD business support function. Savings in year are due to vacancies being held particularly within the performance team in order to cover the costs of the posts previously funded by Contact Point grant (this grant is being withdrawn during 2010/11) and the initiative has been stopped.
- 18 Home to school transport costs are reflecting savings as a result of the recent route reviews with 62 routes being rationalised down to 41. This will generate in year savings of approximately £107k with additional savings generated through additional income, largely due to increased numbers of young people attending college, and some savings from an overestimate of outstanding invoices at year end. Two less school days in the current financial year also contribute to the savings.
- 19 The Community Operations budget is expected to make savings of £145k this year due to utilising the Think Family and Surestart grants.
- 20 Central Management costs show a predicted over spend of £129k, which relates to the recruitment costs for a new DCS and incremental costs for the interim DCS. There are additional costs related to the staff consultation and the restructure. It should be noted that a decision has now been made to continue with an interim DCS for 12-18 months which will have budget implications for 2011/12.
- 21 The target saving forecast has been reduced as a result of savings identified and reported across the directorate. CYPD has now received the additional £300k previously reported for locality costs. The balance of the target savings forecast relates to estimated in year savings (Q4) following the completion of the restructure as these cannot be identified by department at the current time. Other central costs include additional HR support costs (£35k) for the restructure work.
- 22 There are a number of initiatives and activities currently underway to identify and deliver further savings in order to reduce the deficit. As these are quantified they will be reflected in future forecasts.

Dedicated Schools Grant (DSG)

- 23 Appendix B provides details of the Dedicated Schools Grant (DSG). Within the central element of the DSG an over spend had been previously forecast relating to the educational element of complex needs cases, discussed above. The same overspend as for LA applies (3/7th total spend) at £300k. Vacancies within the Additional Needs and Travellers Children teams are forecast to release savings of £127k. Other savings have been identified within Early Years of £66k, and on inter-authority re-couplement of £95k which have significantly reduced the projected overspend to a net £24k overspend.
- 24 It has now been confirmed that Wigmore High and Primary schools have applied for academy status (likely to take effect from 1st April 2011) this is in addition to John Kyrle which becomes an academy in January. It is currently estimated that the financial effect would be £300k in DSG funding and £400k on local authority budgets (from April 2011). An early estimate is that potentially up to 50% of the shortfall could be recovered by charging for services but that the remainder could not be absorbed by CYPD. However the details of which services will be top-sliced has still to be confirmed by the Department for Education and the implications worked through in detail with the affected service

areas.

Grant Funded Expenditure

- 25 To provide members with a full overview of the use of grants by the Directorate Appendix C sets out the major grant funded activities.
- 26 The three principal funding streams for Children's Services (other than Council and DSG) are the Area Based Grant for which there is a budget of £3.957m, Standards Fund (DCSF) of £17.773m and Surestart for which the grant is £5.228m for 2010/11.
- 27 Area Based Grant has been reduced by 10% for children and young people. This has been delivered through working with the Children's Trust and Herefordshire Partnership. The Department for Education did set out that 25% had been notionally cut from Area Based Grant in-year (2010/11) relating to services for children and young people, but it was for local decisions to be made on how this was applied. The Herefordshire Partnership has worked across the different partnership groups and as a result the cut was 10% rather than 25% on services for children and young people. This has been achieved in year.
- 28 As part of the deficit reduction plans all opportunities to maximise grant expenditure are being explored and some significant costs have already been attributed to grants within the current forecasts and further charges will be identified and actioned in the coming months.

Implications for 2011/12 and beyond

- 29 As part of the Comprehensive Spending Review (CSR) the government has announced that many grants are being unringfenced and from 2011/12 will either be rolled into the formula grant or into the new Early Intervention grant. Details are emerging but the full picture is not yet clear in terms of some of the grants, however Surestart grant is to be protected in cash terms and DSG remains a ring-fenced grant.
- 30 The DfE has announced that non schools spending will fall by 12% in over the next four years, but details of where the cuts will be made have not yet been confirmed.
- 31 It is clear from information received to date that the savings to be delivered are heavily weighted into 2011/12 and 2012/13. This will have additional implications for the overall council budget and will require close scrutiny of the priorities for children's services as for all council services.
- 32 Children's Services are actively pursuing options to identify income generation opportunities which will support the ongoing delivery of current service levels, to drive out efficiencies through contract reviews and re-negotiations, and cost prevention, for example through more early intervention to reduce social care costs.

Community Impact

- 33 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

- 34 These are contained in the body of the report. The projected outturn is based upon results to the end of October 2010.

Legal Implications

- 35 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

- 36 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 and some of the work in terms of the restructure and establishment of a Herefordshire approach to address the use of independent placements. Vacancy management will be closely monitored to ensure that the affects on service delivery and staff workloads are carefully assessed and regularly reviewed.

Consultees

Not applicable

Appendices

Appendix A, B, C and D are attached and referred to in the body of the report.

Appendix A

Budget and Projected Local Authority Expenditure for 2010/11 with 2009/10 Comparatives

£'000 Local Authority Net Expenditure (excluding corporate recharges)	2009/10			2010/11					
	Budget	Actual	Variance to Budget * ¹	Budget* ¹	Last reported Projected Outturn	Last report var to budget	Current Projected Outturn	Variance to Budget * ¹	Current Projected Outturn vs Last
External Agency Placements	2,827	3,508	(681)	3,335	3,691	(356)	4,056	(721)	(365)
Fostering & other Looked After Children costs (LAC)	1,920	2,144	(224)	2,158	2,197	(39)	2,141	17	56
Children with Disabilities (non JAM cases)	681	632	49	651	632	19	633	18	(1)
Family Assessment and Support	2,062	2,052	10	2,231	2,176	55	2,119	112	57
Safeguarding Staff Costs (including social workers)	4,318	4,361	(43)	3,881	3,864	17	4,220	(339)	(356)
Sub total Safeguarding	11,808	12,697	(889)	12,256	12,560	(304)	13,169	(913)	(609)
Complex Needs Solutions (formerly JAM)	825	791	34	878	1,178	(300)	1,178	(300)	0
Early Years (non grant funded)	77	65	12	72	76	(4)	30	42	46
Education Welfare Team	188	203	(15)	217	207	10	212	5	(5)
14-19 Strategy	78	60	18	79	79	0	79	(0)	(0)
Improvement & Inclusion Mgmt	362	347	15	376	376	0	350	26	26
Special Educational Needs	810	773	37	941	932	9	941	0	(9)
School Improvement Service	919	970	(51)	944	813	131	848	96	(35)
Traded Services	0	58	(58)	(6)	(6)	0	(6)	(0)	(0)
Youth Offending Team	341	321	20	320	320	0	315	5	5
Youth Services	1,123	1,061	62	1,074	1,074	0	1,074	0	0
Sub Total Inclusion & Impr.	4,723	4,649	74	4,895	5,049	(154)	5,021	(126)	28
Children's Services ICT	(49)	49	(98)	53	53	0	53	0	0
Planning, Performance Mgmt	826	701	125	1,285	1,188	97	1,183	102	5
Property / Asset Management	746	730	16	767	767	0	737	30	30
School Admissions & Transport	5,232	4,471	761	4,827	4,659	168	4,472	355	187
Sub Total PP&D	6,755	5,951	804	6,932	6,667	265	6,445	487	222
Community Operations	102	121	(19)	301	105	196	156	145	(51)
Central Management Costs	228	238	(10)	196	278	(82)	325	(129)	(47)
Staff Severance Costs	916	927	(11)	766	766	0	770	(4)	(4)
Target Saving	(160)	(95)	(65)	(557)	(100)	(457)	(50)	(507)	(50)
Misc Other Central costs	(269)	(248)	(21)	(357)	(302)	(55)	(322)	(35)	20
Sub Total Central CYPD	715	822	(107)	48	642	(594)	723	(675)	(81)
Total Local Authority Net	24,103	24,240	(137)	24,432	25,023	(591)	25,513	(1,081)	(490)

*¹ Overspend variances shown in brackets ()

Appendix B

Budget and Projected Dedicated Schools Grant Expenditure for 2010/11 with 2009/10 Comparatives

£'000 Dedicated Schools Grant (DSG)	2009/10			2010/11					
	Budget	Actual	Variance to Budget * ¹	Budget	Last reported Projected Outturn	Last report var to budget	Current Proj. Outturn	Variance to Budget * ¹	Current Projected Outturn vs Last
Grant Income	(84,526)	(84,526)	0	(87,346)	(87,346)	0	(87,346)	0	(0)
Primary Schools	38,802	38,797	5	40,008	40,008	(0)	40,008	0	0
High Schools	36,162	36,155	7	37,480	37,480	0	37,480	0	(0)
Special Schools	3,777	3,788	(11)	4,006	4,006	0	4,006	0	(0)
Schools Related Expenditure (inc Contingency & carry fwd) * ²	182	247	(65)	170	170	0	170	0	0
Less LSC Income	(2,750)	(2,750)	0	(2,884)	(2,884)	(0)	(2,884)	0	0
Sub total Schools Spending	76,173	76,237	(64)	78,780	78,780	(0)	78,780	0	0
Special Needs Banded Funding	534	600	(66)	477	477	0	477	0	0
Complex Needs Solutions (formerly JAM)	878	791	87	878	1,178	(300)	1,178	(300)	0
Fees to Independent Schools (for Special Educational Needs)	341	289	52	477	477	0	477	0	(0)
Nursery Education Funding	2,888	2,880	8	2,944	2,944	0	2,944	0	(0)
Pupil Referral Units	924	910	14	944	944	(0)	944	0	0
Schools Admissions & Planning	200	204	(4)	166	166	0	182	(16)	(16)
Special Educational Needs Support Teams	1,563	1,464	99	1,620	1,522	98	1,519	101	3
Travellers Children	139	101	38	128	101	27	101	27	(0)
Early Years Support	536	419	117	479	479	(0)	413	66	66
Inter authority recoupment	(5)	165	(170)	95	95	(0)	0	95	95
Other Misc Expenditure	497	608	(111)	359	359	0	355	4	4
Total DSG Central Expenditure	8,495	8,431	64	8,566	8,742	(176)	8,590	(24)	152
Total DSG	84,668	84,668	0	87,346	87,522	(176)	87,370	(24)	152

*¹ Overspend variances shown in brackets ()

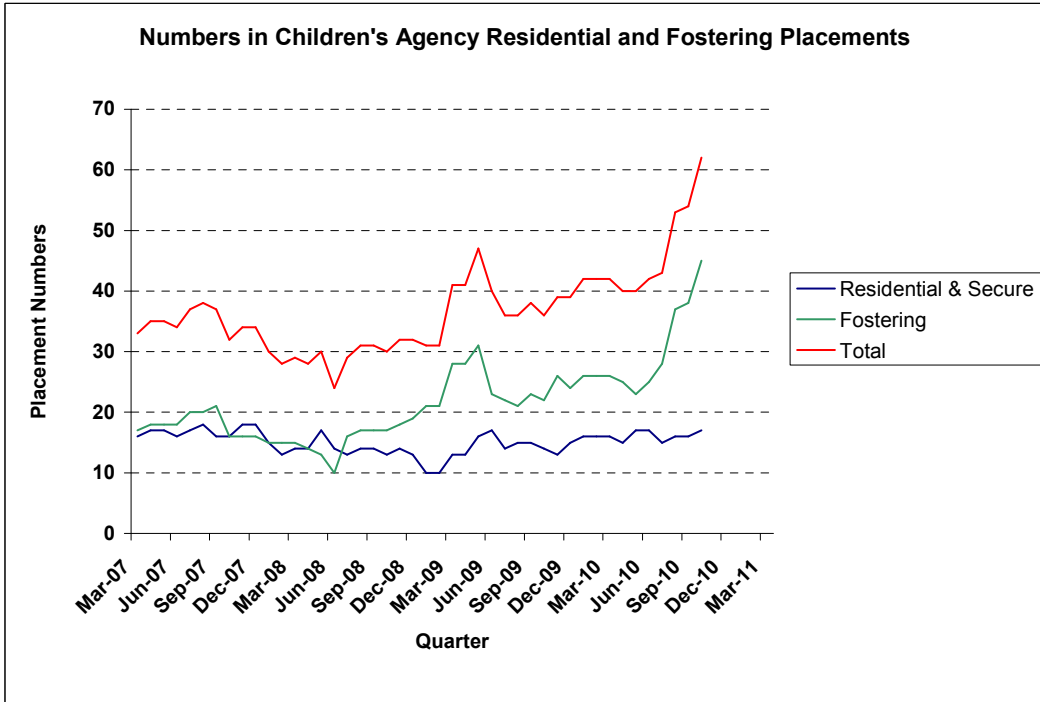
Appendix C
Major Grant Funded Activities

£'000	Funding / Source	2009/10			2010/11					
		Budget	Actual	Variance	Budget	Last reported Projected Outturn	Last report var to budget	Current Proj. Outturn	Variance to Budget	Current Projected Outturn vs Last
Grant Funded Expenditure										
Common Assessment Framework (CAF)	ABG	148	148	0	99	99	0	99	0	0
Other Community Operations Support	ABG	114	113	1	337	337	0	287	50	50
Extended Schools Start Up	ABG	668	666	2	314	257	57	257	57	(0)
Other Schools Support	ABG	918	866	52	688	688	0	615	73	73
Connexions	ABG	1,470	1,470	0	1,443	1,443	(0)	1,392	51	51
School Travel	ABG	111	111	0	130	130	0	130	0	(0)
Teen Pregnancy	ABG	96	94	2	83	83	0	42	41	41
Children & Adolescent Mental Health	ABG	202	202	0	197	197	(0)	197	0	0
Substance Misuse	ABG	70	68	2	44	44	0	25	20	19
Other Safeguarding Children	ABG	511	502	9	289	289	(0)	264	24	25
LSC	ABG	0	0	0	268	268	(0)	219	49	49
Other ABG	ABG	211	279	(68)	65	65	0	55	10	10
Total Area Based Grant		4,519	4,519	0	3,957	3,900	57	3,581	376	319
Children's Centres	DfE	2,490	2,490	0	2,868	2,868	(0)	2,868	0	0
Other Early Years	DfE	1,583	1,583	0	2,360	2,360	(0)	2,314	46	46
Total Surestart Grant		4,073	4,073	0	5,228	5,228	(0)	5,182	46	46
Special & Beacon Schools	DfE	1,929	1,929	0	1,819	1,819	0	1,819	0	0
School Development Grant	DfE	5,183	5,183	0	5,292	5,292	0	5,292	0	(0)
Other Devolved Schools Stds Fund	DfE	2,066	2,066	0	2,870	2,870	(0)	2,870	0	0
Extended Schools	DfE	513	513	0	723	722	1	647	76	75
Support to Music Services	DfE	220	220	0	220	220	(0)	220	0	0
Disadvantage Subsidy	DfE			0	492	492	0	492	0	0
One to one tuition	DfE	383	383	0	729	729	0	729	0	(0)
Other non-devolved Stds Funds	DfE	1,300	1,300	0	1,365	1,365	0	1,365	0	0
School Standards Grant	DfE	4,193	4,193	0	4,264	4,264	(0)	4,264	0	0
Total Standards Fund		15,787	15,787	0	17,773	17,773	0	17,698	76	75
Community Ops (Think Family) various	DfE	349	349	0	508	508	0	500	8	8
Training & Development *¹	Various	482	482	0	526	526	(0)	526	0	0
YPLA	YPLA	0	0	0	8,222	8,222	0	8,222	0	(0)

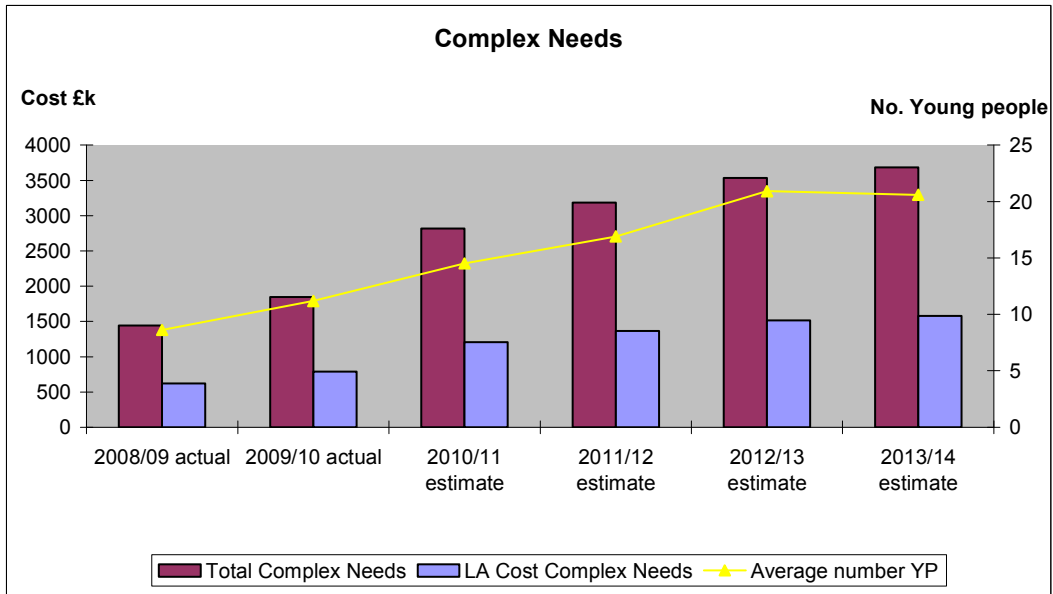
*¹ included Contact Point 09/10 - grant being withdrawn during 2010/11

From September funds to colleges are paid direct by YPLA

Trends in numbers of Looked After Children (actual to October 2010)



Trends and Projections of Costs / Numbers of Children with Complex Needs



MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
TITLE OF REPORT:	MOBILE WORKING FOR SOCIAL WORKERS WITHIN SAFEGUARDING AND VULNERABLE CHILDREN SERVICE
REPORT BY:	HEAD OF SAFEGUARDING AND REVIEW

CLASSIFICATION: Open

Wards Affected

County-wide

Purpose

To inform the Committee of the current position in respect of mobile working for children, social workers and support workers within Herefordshire.

Recommendations

THAT: Scrutiny Committee support the proposal for:

- (a) **ICT technical options to be identified between the Children and Young People's Directorate and ICT Services to find a suitable and cost effective way for staff to work in a more mobile way.**
- (b) **A review to take place on the current ICT equipment used by social workers and family support workers and where necessary replacements to be costed to enable them to work remotely**
- (c) **All Herefordshire children's workplaces, including children's centres and the proposed locality "hubs" have capacity and connectivity for staff to connect to the network when in the locality; and**
- (d) **Further work is undertaken on the financial feasibility of the proposal.**

Key Points Summary

- Mobile working for social workers and family support workers will be a significant improvement in terms of efficiency and ways of working. A rolling standardisation programme for computers is in place within Herefordshire Council and NHS Herefordshire and where equipment over a certain age is replaced like for like from an ICT budget, or where a desktop computer is not suitable for a member of staff a more suitable technology can be supplied at a small cost to the relevant department. Staff who have a laptop and a crypto card, which is the corporate secure remote access solution, can access the network from home, however staff who do not have a

Further information on the subject of this report is available from
Daniel Crampton, Head of Safeguarding and Review on (01432) 260261

laptop and crypto card currently need to return to the office in order to update Frameworki in terms of assessments and case notes.

- Where staff require laptops and are not due a replacement under standardisation the full cost of the device would need to be met from the specific department.
- Mobile working is a key element of the Frameworki action plan developed following the recent Ofsted inspection which will improve the system as well as the way of working for the Service as a whole.

Alternative Options

- 1 There are no alternative options.

Reasons for Recommendations

- 2 It is recognised that mobile working has great benefits for social workers, allowing them to work more flexibly and keep their records up to date. Information regarding children can be immediately updated and thereby is the most efficient way of using the current electronic system to ensure that children are safeguarded.
- 3 More mobile ICT provision would significantly reduce travel costs and time that social workers spent on the road as they could work from a local base to them or return home to do their written work. It should fit in with any recommendations of the current Munro review that will allow social workers to operate in the most efficient and time effective manner, allowing our key staff involved with child protection to operate in a professional and safe manner without further disadvantage in their operational practice.

Introduction and Background

- 4 Herefordshire introduced the new Integrated Children System, which was heavily driven by the Government of the time in October 2008 and Frameworki was introduced at the same time. Many of the Council social work staff found it difficult to adapt to a new system as quickly as the project plan expected.
- 5 Since then, there has been considerable investment in training and infrastructure to the point where the majority of managers and social workers within Herefordshire now have remote access via crypto cards. This allows them to work flexibly and also at times of extreme weather conditions, allows people to operate from their home bases.
- 6 The Council's ICT Services are currently using crypto card as the Council's remote working solution, this works by giving the user a unique login number to securely access the council's network from home.
- 7 A number of options for mobile working are either being considered by the Council or are being implemented these are listed below and their respective advantages and disadvantages detailed:

3G

3G is like a mobile phone signal which users can use to access the internet and in turn the Council's network using a crypto card. Research from OLA's would indicate that the best solution for mobile working would be laptops fitted with 3G cards, however within Herefordshire coverage of the 3G signal is poor and as it is provided by a national company Herefordshire Council are unable to improve this.

A pilot would be required to see whether 3G would be an option for Herefordshire and included in this would be to check if frameworki would work efficiently across a potentially weak 3G signal. Another consideration would be the need for wireless cards in existing laptops and new equipment going forward, this may also be an overhead for departments.

Advantages if signal is available are, quicker updates to the frameworki system providing a more accurate up to date service. Duplicate data entry would be reduced which would enable staff to work in a more time effective manner.

Frameworki Offline Files

This feature of Frameworki allows workers to download set forms on to a laptop before visiting patients, from Frameworki for them to be completed "off-line" at the patients home, which can then be uploaded back onto Frameworki.

Offline forms allows specific forms to be filled in away from the office. Dagenham & Barking local authority have found that social workers could complete one additional assessment per day using this way of working.

Disadvantages are that only downloaded forms can be accessed and that other information on the framework system is not available off line which includes the updating of case notes.

Originally, this was due to be piloted with 10 social work staff from both Safeguarding and Vulnerable Children and ten from Adult Social Care, starting in April 2010. The timescales for this pilot has now been set for January 2011.

Digital Pens

This technology allows staff to use a dedicated pen and paper to complete the assessment forms whilst at the homes of patients, once back at the office the pen is connected to the network and the completed form is transcribed onto the screen ready for finalising and submission into the framework system. Costs can vary for this solution and changing forms can increase stationery costs for redesigning of the digital form.

Locality Working

In addition to the Council buildings, the 'No Wrong Door' project within the Children and Young Peoples Directorate will be going live with 6 locality offices in 2011, staff will be able to call into these centres to either connect wirelessly to the network or use a fixed desktop computer to access either the Council or PCT network. These sites could be utilised by the staff as a closer venue to update patient records after visits. In addition to this wireless networks are planned to be set up at Blackfriars, Plough Lane, Brockington and Thorn in 2010.

Wireless-enabled laptops used with crypto cards

Currently staff who have a laptop and crypto card can access the Council's network by connecting to their home internet using a cable. Where laptops are wireless enabled the cable is not required which allows more flexible working as there is no need for direct cable connection to network. However wireless enabling of laptops is part of a wider project and timescales are not yet defined and is not a preferred approach of ICT because of increased security risks.

Security needs to be thorough to ensure protection of information which means access to any wireless networks to connect to the Council's Network is only accessible via a dual authentication login using the crypto card. Again there may be a cost to enable the laptop to work wirelessly by installing a wireless network card.

Printing is not currently possible when using the Council laptop and crypto card at home.

In terms of HR the need for self-regulation around work, leisure time is important as is having an appropriate work station for health and safety purposes.

Crypto cards are available to individuals on a one-off basis at a cost of £50.00 each. Social workers and managers find these cards very helpful, as they can work from home when writing reports for conferences and court, and are still able to access Frameworki for information.

- 8 The electronic recording system was criticised in the recent Ofsted unannounced and announced inspections and an action plan is in place to address the issues raised. A key consideration of the action plan is the move to mobile working which would bring improvements for the Service in terms of up to date recording but also improve the morale of staff who would have quicker access to the system.

Key Considerations

- 9 Mobile working is a key element of modernising and improving social work practice and ways of working in Herefordshire. An up to date case recording systems is critical to ensure that children and young people are effectively safeguarded. The geography of the county means that mobile working is even more important than in other more urban authorities. Ofsted will be looking at the way in which the authority is improving Frameworki, and access to it, following the outcome of their recent inspections. Improving data quality and speed of recording will also have a major impact on accurate performance reporting.

Community Impact

- 9 Effective mobile working will ensure that user views can be recorded swiftly onto the system. By implementing it across the Service, it will ensure equality for our client group that are in more rural locations as their records will be as swiftly recorded as those within the towns where our social workers already operate.

Financial Implications

- 10 The financial implications of the different options will vary from low to significant and on acceptance of the recommendations of this report full costs will be detailed for all available options.

Legal Implications

- 11 Fully encrypted mobile working will enable that the information is safely stored. As a result, there would be reduced reliance on memory sticks and minimise the amount of copying of highly confidential client information to use with families and at meetings as this would all be available on the system. Where memory sticks are used, these will be corporately issued and encrypted for security.

Risk Management

- 12 The risks in terms of data security and lone working are the same as for the current development of locality team working in the directorate. Council protocols and procedures would operate to mitigate those risks.

Consultees

Senior managers and staff in Children's Services.

ICT Services Division

Appendices

None

Background Papers

None identified.



MEETING:	CHILDREN'S SERVICES SCRUTINY COMMITTEE
DATE:	10 DECEMBER 2010
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 Overview and Scrutiny Committee.

Introduction and Background

1. The Overview and Scrutiny Committee is responsible for overseeing, co-ordinating and approving the work programmes of the Committee, and is required to periodically review the scrutiny committees work programmes to ensure that overview and scrutiny is effective, that there is an efficient use of scrutiny resources and that potential duplication of effort by scrutiny members is minimised.
2. The work programme, set out at appendix 1, may be modified by the Chairman following consultation with the Vice-Chairman and the Director in response to changing circumstances.
3. Should any urgent, prominent or high profile issue arise, the Chairman may consider calling an additional meeting to consider that issue.
4. 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.
5. To enable the Committee to track the result of previous recommendations Appendix 2 is attached for information only. Where possible this includes a comment by the relevant officer on the current position concerning the issue at the time of going to print.

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

Background Papers

- None identified.

Children's Services Scrutiny Committee - Work Programme - 2010/11
For consideration by Committee on 10 December 2010

<p>Member Seminar – 7 February 2011 (pm) Note: All Councillors will be invited to a seminar based on the Directorate Restructure and the Emerging Locality Initiative.</p>
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11 March 2011 at 10.00am	
	<ul style="list-style-type: none"> • Issues for scrutiny raised from the seminar on 7 February. • Directorate Reorganisation –update and indication of the activities and responsibilities within the directorate. • Standards in the Early Years Foundation Stage and Standards in the Primary Phase - Update • Cabinet Member response to the Pupil Achievement in Swimming at Key Stage 2 review. • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

11 July 2011 at 10.00am	
	<ul style="list-style-type: none"> • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

September 2011 at 10.00am	
	<ul style="list-style-type: none"> • Standards in the Early Years Foundation Stage and Standards in the Primary Phase – Full report. • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

December 2011 at 10.00am	
	<ul style="list-style-type: none"> • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

March 2012 at 10.00am	
	<ul style="list-style-type: none"> • Capital Budget Monitoring. • Revenue Budget Monitoring • Performance Digest • Committee Work Programme.
Scrutiny Reviews	--

Possible future items on:

- Be Healthy' issues (obesity / alcohol / lifestyle/housing/ CAMHS/ psychology service) also consider inviting members from Health Scrutiny. (see minutes June 2010)
- 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.

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.

Suggested themes or Issues identified by the Director for future agendas

Date	Subject
To be confirmed	Economic Well Being: 14-19 Strategy.
To be confirmed	Positive Contribution: Targeted / Integrated Youth Services
To be confirmed	Enjoy and Achieve: Attendance
	Herefordshire and its comparators

APPENDIX 2

Progress in response to recommendations made and issues requiring action raised by the Children's Services Scrutiny Committee.

Committee date: 19 March 2010

Safeguarding Arrangements.....	
Recommendations	Response/Action
1. The Committee recommends that a seminar be arranged in the near future to remind all members of their duties as Corporate Parents; and	An all Member Seminar was held 1 November 2010
2. A Member briefing note be provided setting out the number of pupil transfers requested due to bullying.	Data being collated and analysed.

Committee date: 14 June 2010

Performance Digest year end 2009/10	
Recommendations	Response/Action
1. Committee recommends that Cabinet Member(s) consider an earlier implementation date for the 24/7 emergency telephone response required to meet National Indicator 51; and	Work in progress in terms of adult / children's emergency responses.
2. Committee recommends that closer working arrangements be brought about between the CAMHs and child psychology service.	Work in progress through localities.

Committee date: 1 October 2010

Progress made since the establishment to the Herefordshire Traveller Achievement Service	
Recommendations	Response/Action
3) The Committee Requests that the Cabinet Member(s) bring to the attention of all Members of the Council their responsibility towards GRT Children.	Agreed. This was raised at the Corporate Parenting Seminar.

Government Initiatives in Children's Service	
Recommendations	Response/Action
b) the Committee Recommends that the Cabinet Member(s) consider whether the Youth Service can provide any support towards those Playbuilder schemes ready to proceed so that the impetus at community level isn't lost.	Work in progress.
c) The Committee Recommends that the Cabinet Member(s) ensure that the services offered by Children's Services are attractive thereby ensuring that schools continue to purchase services from the authority	Service Level Agreements are being developed and new approaches to income generation.
d) The Committee Recommends that the Cabinet Member(s) ensure that there are clear, fully coordinated, joined up links in the 16-19 area to ensure that young people have clear information and assistance during their transition to adult life.	Awaiting decisions from the Coalition Government.

Review into Swimming at Key Stage 2	
Recommendations	Response/Action
c) The Cabinet Members response to the findings of the review be reported to the first available meeting after the Cabinet Member has approved their response.	Recommendations arising from the Review have been forwarded to the Cabinet Member for consideration. His response will be reported back to the Committee.

Committee Date: 22 October 2010

Sustainable School Provision for 21st Century	
Recommendations	Response/Action
That the report be noted and the Committee suggests to the Cabinet Member that school clusters that have not yet responded be reminded of the importance of their comments and urge a prompt reply	Work in progress.

Standards in Early Years Foundation Stage	
Recommendations	Response/Action
b) an update report be presented in approximately 6 months with a fuller report being made in 12 months.	Listed in the Committee work programme

Standards in the Primary Phase	
Recommendations	Response/Action
b) an update report be presented in approximately 6 months with a fuller report being made in 12 months.	Listed in the Committee work programme

Directorate Reorganisation	
Recommendations	Response/Action
that the oral report by the Director of Children's Services be noted and a further update, particularly giving greater detail on the various services in the Directorate, be presented to a future meeting.	Listed in the Committee work programme

