

AGENDA

General Overview & Scrutiny Committee

Date: **Tuesday 9 May 2017**

Time: **10.00 am**

Place: **Council Chamber, The Shire Hall, St Peter's Square,
Hereford, HR1 2HX**

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

For any further information please contact:

Tim Brown, Governance Services

Tel: 01432 260239

Email: tbrown@herefordshire.gov.uk

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Agenda for the meeting of the General Overview & Scrutiny Committee

Membership

Chairman	Councillor WLS Bowen
Vice-Chairman	Councillor CA Gandy
	Councillor JM Bartlett
	Councillor MJK Cooper
	Councillor J Hardwick
	Councillor EPJ Harvey
	Councillor JF Johnson
	Councillor MT McEvelly
	Councillor AJW Powers
	Councillor EJ Swinglehurst
	Councillor A Warmington
	Councillor SD Williams
	(1 vacancy)

Co-optees
educational
issues

Mr P Burbidge

Roman Catholic Church

Mrs A Fisher

Parent Governor Representative: Primary
Schools

Mr P Sell

Church of England

AGENDA

	Pages
1. APOLOGIES FOR ABSENCE To receive apologies for absence.	
2. NAMED SUBSTITUTES To receive details of members nominated to attend the meeting in place of a member of the committee.	
3. DECLARATIONS OF INTEREST To receive any declarations of interest by members.	
4. MINUTES To receive the minutes of the meeting held on 17 January 2017.	7 - 14
5. SUGGESTIONS FROM THE PUBLIC To consider suggestions from the public on issues the committee could scrutinise in the future. (There will be no discussion of the issue at the time when the matter is raised. Consideration will be given to whether it should form part of the committee's work programme when compared with other competing priorities.)	
6. QUESTIONS FROM THE PUBLIC To note questions received from the public and the items to which they relate. (Questions are welcomed for consideration at a scrutiny committee meeting subject to the question being directly relevant to an item listed on the agenda below. If you have a question you would like to ask then please submit it no later than 5.00 pm on Wednesday 3 May 2017 to tbrown@herefordshire.gov.uk)	
7. SCHOOL EXAMINATION PERFORMANCE To consider school performance for summer 2016 and the effectiveness of the Herefordshire school improvement partnership strategy and framework in improving outcomes for Herefordshire's children and young people.	15 - 112
8. DRAFT WORK PROGRAMME AND TASK AND FINISH GROUPS To consider the committee's work programme and related scrutiny activities.	113 - 136
9. DATE OF NEXT MEETING The next scheduled meeting is Tuesday 11 July 2017	

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- Inspect background papers used in the preparation of public reports for a period of up to four years from the date of the meeting. (A list of the background papers to a report is given at the end of each report). A background paper is a document on which the officer has relied in writing the report and which otherwise is not available to the public.
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HEREFORDSHIRE COUNCIL

MINUTES of the meeting of General Overview & Scrutiny Committee held at Council Chamber, The Shire Hall, St Peter's Square, Hereford, HR1 2HX on Tuesday 17 January 2017 at 10.00 am

Present: Councillor WLS Bowen (Chairman)
Councillor CA Gandy (Vice Chairman)

Councillors: JM Bartlett, Mr P Burbidge, MJK Cooper, Mrs A Fisher, J Hardwick, EPJ Harvey, JF Johnson, MT McEvilly, GJ Powell, AJW Powers, NE Shaw, EJ Swinglehurst and A Warmington

In attendance: Councillors AW Johnson (Leader of the Council), JG Lester (Cabinet Member- children and young people) and PM Morgan (Cabinet Member- health and wellbeing)

Officers: C Baird – assistant director commissioning and education, A Blackman, admissions and transport policy manager, J Coleman – democratic services manager, J Davidson – director of children’s wellbeing, A Harris - head of management accounting, G Hughes – director economy, communities and corporate, A Lewis – passenger transport manager, M Samuels – director for adults and wellbeing, and M Taylor - interim director of resources.

59. APOLOGIES FOR ABSENCE

Apologies were received from Councillor SD Williams.

60. NAMED SUBSTITUTES

Councillor GJ Powell substituted for Councillor SD Williams.

61. DECLARATIONS OF INTEREST

Agenda item 7: Update on Home to School Transport

Councillor EPJ Harvey declared a non-pecuniary interest because she paid for a child to use school transport to college.

62. MINUTES

The minutes of the previous meeting were received.

It was reported that a member considered reference should have been made to a request at the meeting for information on the trend in business rate income. It was proposed that the following sentence be added to the minutes at the end of bullet point 3 on page 8 of the agenda papers: *“It was noted that a member considered that information on the trend in business rate income would be helpful.”*

RESOLVED: That the minutes of the meeting held on 13 December 2016, as amended, be approved as a correct record.

63. SUGGESTIONS FROM THE PUBLIC

There were no suggestions.

64. QUESTIONS FROM THE PUBLIC

Several questions had been received in relation to agenda item 7: the school transport update. Those received within the deadline (all except one) had been published as a supplement together with the answers. One questioner had requested that their question be dealt with in confidence and that question and the answer to it had been circulated separately to Members of the Committee and to the questioner.

65. UPDATE ON HOME TO SCHOOL TRANSPORT PROVISION

The Committee received an update on the impact of the revised education transport policy which had become effective from September 2015.

The cabinet member - children and young people introduced the report. He acknowledged that the policy had its critics, as reflected in the questions submitted by members of the public. However, the key consideration was how to deliver a statutory service within financial constraints, noting that some £4.8m was spent on school transport annually and there was pressure to achieve savings.

The Admissions and Transport Policy Manager (ATPM) then presented the key findings of a review of the impact of the revised policy as set out in the report. He considered that the projected annual saving of £250k would be achieved over 5 years as planned.

In relation to post 16 Special Educational Needs (SEN) students he corrected the figure in paragraph 6c, confirming that the overall number of post 16 SEN students seeking transport via the council had dropped from 63 in September 2015 to 45 (rather than 26) in September 2016. This reduction was largely a result of courses at Herefordshire College of Art and Holme Lacy College having finished.

In discussion the following principal points were made:

- The Director of Children's Wellbeing commented in relation to vacant school places that a balance had to be struck in seeking to ensure that the council could meet its statutory duty to provide sufficient school places. This necessitated the provision of some surplus capacity. A capital investment strategy was in place to ensure an appropriate level of provision. Very few parents chose to send their children outside the County. The ATPM added that a number of high schools including Fairfield, John Kyrle, John Masefield, Weobley and Wigmore were oversubscribed and had agreed to increase their pupil admission number.

The Assistant Director added that the capital investment strategy took account of growth in both academies and maintained schools informing discussions of need with the Education Funding Agency. Some schools and colleges were arranging their own transport where they found this cost effective. An "extended rights" scheme was in place to which families facing financial hardship could apply.

- Clarification was sought on the cost of out of county school transport. There appeared to be an increase in transportation costs to children outside the County and east to the Malvern area. Before the policy's implementation there had been no cost to parents whose children went to Dyson Perrins School in the Malvern area.
- The oversubscription at John Masefield suggested a lack of capacity, noting also the projected building of an extra 1,000 homes in Ledbury over the next 10 years. There was currently insufficient capacity at Ledbury Primary School and half the children in the John Masefield catchment area were exported from Ledbury. John Masefield

school was itself subsidising pupil transport costs. It was questioned whether turning schools into bus companies was the right course.

- The decision to send a child to a faith school was more than just a lifestyle choice.
- The implications for families of setting aside monies to transport children were not clear.
- In response to concerns expressed by the Committee arrangements had been agreed to ameliorate the introduction of the policy. This meant that it was too early to identify trends and assess the full impact of the policy.
- The cabinet member commented that it was unlikely that no Herefordshire parents would choose to send their children out of county. The better the county's schools performed, clearly the more parents would choose to send their children there. He noted that the policy had provided for children part way through their school years in receipt of free school transport when the policy was introduced to continue to do so. Further savings would therefore be generated as those pupils left the system.
- The ATPM highlighted the answer to question 11 of the public questions as published.
- There was no evidence as to the bearing the potential of incurring transport costs might be having on parental choice.
- There was the potential for financial pressures to lead people to choose their nearest school rather than their catchment school and this could have an adverse social impact over time on communities. The impact of the school transport policy needed to be considered in the round not just as a financial matter.
- In response to a question as to whether the annual cost to parents could be fixed for the time being, and not made subject to an annual increase, officers confirmed that the council continued to subsidise costs; the average annual cost of transporting a child was £850 and the average payment was £750. Council policy provided for charges to be increased in line with inflation.
- Consideration needed to be given to the adverse consequences the policy might have for traffic congestion, air quality and the viability of bus companies. These impacts needed to be balanced against the comparatively small saving the policy delivered.

In reply, the cabinet member commented that the annual saving being made on school transport was significant.

- It was observed that if the policy were to be changed it would be incumbent on those proposing the change to identify where alternative savings could be made.
- The passenger transport manager (PTM) commented that consideration was being given to how the public transport service could be made resilient and sustainable.
- The policy had not had a devastating impact but there were clearly some complications for some families.
- Clarification was sought on the role of the council in relation to school travel plans, what evidence there was for increased car use by parents transporting their children to school, and the position on the production of the sustainable modes of travel to school strategy.

The PTM commented that the strategy was expected to be published in the Spring. It was also understood that many school travel plans had not been updated. A member expressed disappointment at this, noting that when the decision to implement the policy had been called-in by the Committee in January 2014 the importance of the strategy and meeting the council's statutory duties in this regard had been highlighted. It was proposed that the executive should produce a

sustainable modes of travel to school strategy for consideration by the Committee by July and that schools should be encouraged to produce and update school transport plans.

- A suggestion was made that as part of the process of inviting parents to express their school preference parents should be asked whether they were being influenced by transport costs. The Director cautioned against this approach noting that parents had many reasons for their preference, that the council would need to ensure that there was no suggestion that by asking the question additional admissions criteria were being applied, there would be a cost to seeking and interpreting additional data and the Committee needed to be mindful of cost effectiveness and the need to take a strategic view of the policy.
- Rural communities were used to exploring options in response to sparsity of services and consideration could usefully be given to alternatives to council transport provision. The cabinet member confirmed that parents were co-ordinating transport arrangements for a large number of children.
- A view was expressed that more data was required to enable the impact of the policy to be assessed. The Chairman suggested that rather than another annual review further consideration might be given to the need for an update on the policy in two years' time when further data on the impact of the policy would be available.

RESOLVED: That the executive be requested to produce a sustainable modes of travel to school strategy for consideration by the Committee by July and that schools should be encouraged to produce and update school transport plans.

(The Committee resolved in relation to appendix 1 to the report that under section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting during any discussion of appendix 1 if necessary on the grounds that it involved the likely disclosure of exempt information as defined in Schedule 12(A) of the Act, as indicated below and it was considered that the public interest in maintaining the exemption outweighed the public interest in disclosing the information: Information which is likely to reveal the identity of an individual. However, the nature of the discussion meant that the public and press were at no point excluded from the meeting.)

66. HEREFORDSHIRE COMMUNITY SAFETY PARTNERSHIP STRATEGY AND RELATED PERFORMANCE

The Committee reviewed the work and activity of the Herefordshire community safety partnership (CSP).

Councillor Morgan, cabinet member – health and wellbeing, chair of the community safety partnership introduced the report. A series of presentations were given on various aspects of the Partnership's work. A shortened version of the presentations circulated as appendix 1 to the report was delivered to the meeting.

In discussion the following principal points were raised:

Domestic violence and abuse (presentation by Detective Chief Inspector J Roberts - West Mercia Police)

It was suggested that levels of abuse were high compared with the rest of the West Mercia area. In response Detective Chief Inspector Roberts commented that there were good protocols in place across the west mercia area. Herefordshire Housing had had a perpetrators programme in place. The Police and Crime Commissioner (PCC) had allocated funding for an initiative and the outcome of that was awaited. A significant proportion of perpetrators were repeat offenders and these were being mapped and

tracked. Overall it was an improving picture but it was recognised that there was a need to target resources better.

- Councillor Morgan commented that the partnership had improved its recognition of this issue. The PCC was reviewing approaches across the west mercia area seeking to explore new ideas to address the issue.
- A member observed that the council needed to consider what it could contribute more as a partner; funding of women's aid was one element.
- When people were exposed to abuse this could influence their own behaviour. It was asked whether enough was being done to address the impact on children experiencing abuse.
- DCI Roberts commented that some 50 children were exposed to abuse. The risk was recognised.

He added that in relation to people with a history of abuse the domestic violence disclosure scheme (Clare's law) was being delivered.

The issue of male victims of domestic abuse was also recognised and following the closure of male domestic abuse services locally support was being provided by Women's aid.

- In response to a question as to whether domestic violence was a disproportionate problem in Herefordshire, he commented that whilst he did not have the precise figures to hand the level of domestic abuse had slightly reduced. Historically Herefordshire had been just above the national average.

Probation Services (presentation by Mr G Branch - Head of Service West Mercia Community Rehabilitation Company)

- A concern was expressed that the new model for the probation service had created a fragmented system with a duplication of resources. In reply Mr Branch of the Community Rehabilitation Company (CRC) commented that the service was subject to ongoing review with a further report to be made in April, although this would not look at whole system change.
- Assurance was sought that community rehabilitation staff were being trained to the same level as National Probation key stage 3 probation staff. In reply it was noted that reducing recidivism was very important. Concerns had been expressed about comparative terms and conditions of National Probation Service and CRC staff. It had been agreed not to change these and to ensure the provision of qualified and trained staff. It was confirmed that CRC staff would receive funding for their training.

Restorative Justice (presentation by Superintendent S Thomas - West Mercia Police)

- It was noted that, whilst this aspect was currently police led, the PCC would be funding a commissioned service across Warwickshire and West Mercia from April 2017.

Youth Justice Service (presentation by Mr K Barham - Head of Service, West Mercia Youth Justice Service)

- A member suggested that youth offending rates in the county seemed higher than in the family group of authorities. Mr Barham confirmed that the rate for first time entrants was above the national average and the rates for the family group. However, he considered the family group comparison to be less significant than it

had once been as no other area was quite like West Mercia. It was significant that the rates were above the average for England. It was not clear what the reasons were with very different rates across the West Mercia force area. Some analysis had been done but it was intended to undertake a more detailed piece of work.

- The Director of Children's Services commented that the Youth Justice Management Board had been concerned by the finding. The Council's Children and Young People's Plan had identified the issue as something to target. Whilst the position was not welcome, the trajectory of first time entrants did appear to be downwards.
- Previous reports had suggested that first time entrants in Herefordshire tended to be older. With regard to tracking repeat offending, it was asked how offenders were tracked during the transition from being the responsibility of children's services to adult services. Mr Barham commented that if someone reoffended within a 12 month period after the age of 18 this would be counted in the youth offending statistics. Tracking of offending by young people was taking place locally and there were very low rates of reoffending while the service was working with people. The Youth Justice Plan recognised the need to improve transition arrangements.

RESOLVED: to recommend that the Community Safety Partnership pay particular attention to recidivism rates of offenders.

67. DRAFT 2017/18 BUDGET MOVEMENTS

The committee received an update on the movements in the 2017/18 draft base budget.

The Interim Director of Resources presented the report.

Some concerns were expressed about the funding that would ultimately be generated for the authority through the new homes bonus, noting some recent statements by government. In relation to a question about the government's allocation of savings from the new homes bonus to local authorities through an adult social care support grant, the Director for Adults and Wellbeing commented that Herefordshire was a net loser in this initiative, as the reduction in the amount of new homes bonus payable was some £300k greater than the value of the adult social care grant that had been made available. In terms of the better care fund, the Director noted that national guidance was still awaited. The Clinical Commissioning Group (CCG) had largely completed its budget process already, which included signed contracts with providers for 2 years. Although the national guidance had not yet been received, it was understood that this would require the CCG to cover the cost of the protection of adult social care funding in real terms.

RESOLVED: That the report be noted.

68. DRAFT WORK PROGRAMME AND TASK AND FINISH GROUPS

The committee considered the committee's work programme and related scrutiny activities.

The Chairman reported that the following items were likely to require consideration:

- Proposals to change the homepoint system for allocating social and affordable rented housing.
- The Travellers Sites Development Plan Document.

He also suggested that the proposed discussion with Welsh Water should also include the Environment Agency.

It was remarked that whilst the Cabinet was understood to have paused the Community Infrastructure levy pending the outcome of a government review it would be helpful to have a response to the recommendations the Committee had made to the executive on the matter.

RESOLVED: That: the draft work programme as set out at appendix 1 to the report be approved.

69. DATE OF NEXT MEETING

Tuesday 7 March 2017 at 10.00 am.

The meeting ended at 1.15 pm

CHAIRMAN



Meeting:	General overview an scrutiny committee
Meeting date:	May 2017
Title of report:	School examination performance
Report by:	Head of learning and achievement

Classification

Open

Key decision

This is not an executive decision.

Wards affected

Countywide

Purpose

To consider school performance for summer 2016 and the effectiveness of the Herefordshire school improvement partnership strategy and framework in improving outcomes for Herefordshire's children and young people.

Recommendation(s)

That the committee:

- (a) considers school performance; and
- (b) **Make recommendations to cabinet on how the effectiveness of the school improvement framework and strategy could be enhanced**

Alternative options

1. Alternative options are not listed as it is for the committee to decide what actions it wishes to undertake within its scrutiny role.

Reasons for recommendations

2. To enable the committee to scrutinise pupil and school performance in Herefordshire as assessed in 2016.

Key considerations

3. The role of a local authority in education has not fundamentally been changed in legislation despite the past year's publications under the previous prime minister. In summary the role of Herefordshire Council in relation to education, across all schools including academies, continues to focus on:
 - championing all children in Herefordshire, irrespective of the education setting they are attending
 - shining a light on pupil performance and opportunity, brokering links between schools (including links external to Herefordshire) and holding school leadership to account (this includes the Regional Schools Commissioner)
 - ensuring there are sufficient high quality places for the local area
 - providing focus and leadership on the experiences and outcomes for vulnerable children, including those with SEND, and those who need support to be safe
 - supporting school governance and leadership in maintained schools
 - commissioning and providing a range of services, including social care, to deliver a local authority's statutory responsibilities
 - providing strategic leadership in the development of education, skills and economy in the local area, including potentially a new university
4. Herefordshire council plays a central role in school improvement in collaboration with the Herefordshire School Improvement Partnership (HSIP), established with all schools in Herefordshire. HSIP includes representation from national leaders in education, school leaders in maintained schools and academies, the Diocese of Hereford and the Archdiocese of Cardiff. Whatever the designation, status or structure of a school, be it a maintained school or an academy school or a school in a collaboration, federation, or trust, the Herefordshire School Improvement Partnership is collectively aiming for:
 - all children and young people to achieve the best they can so that Herefordshire ranks in the top quartile of local authority area performance in education, health and care measures
 - all education provision to be judged good or outstanding.
 - all education provision to be highly valued by children and young people, parents and carers, the community and employers

Further information on the subject of this report is available from
Lisa Fraser, head of learning and achievement on Tel (01432) 383043

5. Herefordshire council's approach to school improvement is subject to Ofsted inspection, which examines the role of the council in relation to pupil outcomes in maintained schools, academies and free schools.
- In January 2017 92% of Herefordshire children were taught in primary schools judged by Ofsted as good or outstanding; 80% of pupils in the secondary phase were in good or outstanding schools; over 98.8% of early years' group settings were judged as good or outstanding; 95% of childminders inspected were good or outstanding.
 - The successes of Herefordshire's youngest learners in the reception year, year one and year two were highlighted in a communication from Ofsted's West Midlands Regional Director. This particular success is set out below.
 - The percentage of five year old children reaching a good level of development at the end of the early years foundation stage (EYFS) in 2016 was above the national average and in the top quartile when compared with all local authorities. Both boys and girls performed better than the national average. The attainment difference between children eligible for free school meals and their classmates closed marginally. A good level of development was achieved by 51% of children eligible for free school meals. Although this is an improvement on the previous two years, the achievement of children eligible for free school meals remains below regional and national averages. In contrast, the performance of pupils for whom English is an additional language improved to 62% which ranks in the second quartile when compared with all local authorities.
 - In year one phonics testing, the performance of Herefordshire children improved and is now in line with all pupils nationally. Lorna Fitzjohn, the Ofsted HMI Regional Director for the West Midlands commented 'The percentage of pupils in Herefordshire who met expected progress in year 1 phonics met the national average, which is positive. These are firm foundations for future success.'
 - At key stage 1, pupils were assessed for the first time against the new more challenging curriculum introduced in 2014. The proportion of Herefordshire seven year old children reaching expected levels of attainment in 2016 in reading, writing and mathematics was above the national average in the second quartile when compared to all local authorities. The percentage of more able pupils who achieved the higher standard and so were identified as 'working at greater depth' was in line with the national average.
 - The attainment of vulnerable groups of pupils was mixed at key stage 1. The inequality gap between pupils eligible for free school meals and their non-disadvantaged classmates was significantly greater than the national average. Pupils with English as an additional language achieved poorly in comparison to both regional and national averages. However, pupils with identified special educational needs support achieved results in the top quartile when compared to all local authorities.
 - At key stage 2, the percentage of children attaining the expected level by the end of the primary phase in reading, mathematics and writing was broadly in line with the national average although pupils achieved less well in mathematics. In comparison with all local authorities Herefordshire was ranked in the second quartile. Similarly, the percentage of pupils working at greater depth compares favourably with that found nationally. Unlike performance at other key assessment points, boys in Herefordshire outperformed boys nationally overall at key stage 2; this was not the case for girls in Herefordshire

Further information on the subject of this report is available from
Lisa Fraser, head of learning and achievement on Tel (01432) 383043

who fared less well than girls nationally. Overall, pupils' progress in reading was particularly strong.

- The performance of Herefordshire secondary schools and academies was more mixed in 2016 against the new range of performance indicators introduced by national government which includes: Attainment 8, Progress 8, attainment at A*-C in GCSE English and mathematics and attainment in the E-Baccalaureate.
- From their starting points at the end of primary school, pupils in Herefordshire made good progress; this is reflected in the county's Progress 8 figure which ranks in the second quartile in comparison with other local authorities. Attainment was less strong. In key attainment performance indicators the percentage of pupils achieving good passes in 8 subjects (Attainment 8), the E-Baccalaureate and an A*-C pass in GCSE English and mathematics in Herefordshire was slightly below the national average.
- Nevertheless, the attainment and progress of vulnerable groups of pupils in secondary schools and academies demonstrated some significant successes. The percentage of pupils eligible for free school meals who achieved an A*-C pass in GCSE English and mathematics was in the top quartile when compared with other local authorities; the progress 8 and attainment scores for this group of pupils were equally strong. Similarly the attainment of pupils with identified special educational needs support ranked in the second quartile nationally. The progress made by pupils with English as an additional language was exceptionally positive.
- There were 18 Herefordshire looked after children in the cohort for GCSEs in 2016. Of these young people, 23.5% left school having achieved the equivalent of five GCSE passes at grades A*-C, including English and mathematics; this is higher than last year's national average for LAC of 13.8%. All of these young people were in education, training or employment in September 2016.
- At key stage 5 maintained school and academy sixth forms were above the national average in key performance indicators, including the percentage of students who achieved an A*-E grade pass at A-level (99.1%:98.1%) and the percentage of top performing students who achieved an A*-A grade (31.7%:25.8%).
- Across Herefordshire the average points score recorded by students at A-level ranked in the top quartile in comparison to all local authorities; the percentage of students attaining 3 A*-A grades or better at A-level ranked in the second quartile. Students following a less academic route were less successful as performance in level 3 qualifications ranked in the third quartile compared to all local authorities.
- From September 2016, as a result of changes implemented by central government, the numbers of young people in Herefordshire who are identified as not in education, employment or training (NEET) decreased to include only young people resident in the county until the end of the academic year when they turn 18. For the first time the percentage of young people who are identified as 'not known' to be in education, employment or training will be used as a key performance indicator.
- Last academic year the NEET figure in Herefordshire was broadly in line with national average at 4.5%. However, the percentage of the cohort identified as 'not known' has consistently been very low at 2.2%. A recent key focus for Herefordshire has been the implementation of a new data system, the purpose of which is to ensure increased accuracy and more in depth analysis of the NEET cohort and their needs.

Further information on the subject of this report is available from
Lisa Fraser, head of learning and achievement on Tel (01432) 383043

6. Developing strong leadership across the county has been a priority for council activity. The November 2016 leadership conference focussed on 'diminishing the difference' between the attainment of disadvantaged children and young people and their peers and was well-attended by school leaders, including governors. The conference was also supported by Ofsted HMI and the Chief Executive of Herefordshire council. Feedback from attendees was exceptionally positive and several cited the input from the headteacher of Vauxhall primary school in London (awarded Times Educational Supplement primary school of the year) into his approach to raising standards for children eligible for free school meals, as inspirational.
7. Herefordshire council is committed to a self-sustaining model of school improvement for raising standards across the county where best practice is shared across the system and schools who require support benefit from the expertise of leading headteachers and national leaders of education. A Herefordshire primary school and a Herefordshire headteacher who applied last year to attain teaching school and national leader in education status respectively have successfully been designated; there are now three teaching schools in the county and eight national leaders in education. Herefordshire council recently supported applications from an additional two schools for teaching school status.
8. School-to-school support is the main driver of school improvement and schools and academies have been encouraged to bid for projects which aim to raise standards by collaborating with other schools. These bids are monitored by the HSIP to ensure both transparency in the allocation of available resources and to gauge whether projects have successfully impacted on improving standards.
9. The Secretary of State for Education has stated that she expects all maintained schools will become academies in the future and will also benefit from being part of multi-academy trusts (MAT). However, the primary focus of national work will be on raising standards and dealing with poor performance. Currently the majority of academies in Herefordshire are single converter academies and are not in a MAT arrangement. Senior officers from the council ran a series of workshops in the summer months of 2016 to explore with headteachers from both academy and maintained schools in Herefordshire whether the council should consider establishing a local authority multi-academy trust. Although it was decided that this is not an appropriate step at this moment in time, Herefordshire Council is currently undertaking a feasibility study into the benefits of establishing Children's Trust arrangements.
10. Herefordshire Council continues to work in partnership with the Regional Schools Commissioner to highlight issues of underperformance in academy schools and in schools and academies identified as 'coasting' through the analysis of performance data. The HSIP's approach to the risk assessment of schools and academies' reported results is now in its third year; a new initiative to use performance data to issue schools and academies with centrally-generated targets with the aim of achieving the standards which would see the council rank in the top quartile of all local authorities has recently been implemented.
11. Supporting the quality of leadership at governing body level in both maintained and academy schools is a key aspect of the council's work. Over the course of the year the council has worked closely with the West Midlands National Advocate for Leaders

Further information on the subject of this report is available from
Lisa Fraser, head of learning and achievement on Tel (01432) 383043

in Governance to address shortcomings in governance which could impact on standards in a small number of schools and academies.

12. The council's statutory duties include supporting the SACRE (Standing Advisory Council on Religious Education) and the moderation of outcomes in the early years and at key stages 1 and 2.
13. Last year the moderation of teacher assessment at key stages 1 and 2 was undertaken by Marlbrook teaching school on behalf of the council. Arrangements for moderation were deemed to meet requirements by the Standards Testing Agency (STA) and their feedback was extremely positive. These arrangements will continue this academic year as teachers from Marlbrook successfully completed STA's new testing requirements and are now approved to cascade the national moderator training and to undertake external moderation activity during the 2016/17 assessment cycle.
14. Council officers continue to support leaders across the county to ensure that safeguarding arrangements in schools and academies meet requirements.

Community impact

15. Pupil performance is important because it enables young people to successfully access employment or higher education and measures progress relative to their starting points.
16. The council's corporate plan has a priority of keeping children safe and giving them a great start in life. Within this plan sits the council's approach to education and its education strategy which considers performance data at both micro and macro level, including vulnerable groups, and looks at performance over time. This informs the work of the strategy, the HSIP and framework, allowing work to be targeted appropriately. Herefordshire's children and young people's plan contains specific work to enhance the life chances of children and give them a great start in life and also provides a focus to develop family support which can improve a child's educational development as well.

Equality duty

17. The focus on gaps in achievement between vulnerable groups and their peers has and continues to be a key issue for Herefordshire. There have been some examples of good practice and improvement which has narrowed the gap, particularly at key stage 4. However, further work is required and this is taking place as part of Herefordshire's approach to school improvement.
18. The Herefordshire Leadership Conference organised by the council in autumn 2016 highlighted the need to diminish the difference between the achievement of vulnerable pupils and their classmates. Presentations by HMI Ofsted and the headteacher from Vauxhall primary school in London highlighted the issue and offered practical advice on removing barriers to achievement.
19. The Herefordshire Teaching School Alliance is now leading on work with individual schools to raise standards for vulnerable groups, including for children eligible for free school meals, with assistance from the council.

Financial implications

20. There are no specific financial implications contained within this report
21. The performance outlined in this report is the result of the dedicated schools grant (schools block funding) of £96.13m in 2016/17. Schools and academies also receive additional grant funding direct from government, for example pupil premium.
22. School improvement funding has changed radically from April 2017 as a result of the national £600m reduction in the education services grant (ESG). ESG transitional funding provides £50k for the period April 2017 to August 2017 plus a provisional allocation of £124k from the new school improvement and brokering grant for the period September 2017 to March 2018. In addition there is the opportunity to bid to the DfE for a share of the national £140m strategic school improvement fund.

Legal implications

23. Consideration of this report falls within the definition of responsibility delegated to the general overview and scrutiny committee as set out in part 3, section 5, paragraph 3.5.2.1.n of the council's constitution.
24. There are no specific legal implications arising from this report, however section 13A of the Education Act 1996 places a legal duty on the council to exercise its educational functions (so far as they are capable of being so exercised) with a view to:
 - a. promoting high standards;
 - b. ensuring fair access to opportunity for education and training; and
 - c. promoting the fulfilment of learning potential by every person under the age of 20 (and persons aged 20 or over and for whom an education, health and care plan is maintained).

Risk management

25. The risks to the council are that the model does not deliver the strategic objectives of council and school improvement partnership. This is being mitigated through the active Herefordshire school improvement partnership group, continuing to develop the engagement with governors and by creating strong links with the regional school commissioner's office.
26. The effectiveness of the council's arrangements will be reviewed through performance monitoring, through Herefordshire's school improvement partnership and strategic education board. The committee also play an important role in reviewing effectiveness. Ofsted may also inspect the council, given the performance of some vulnerable groups, particularly those eligible for free schools meals in relation to overall progress, and progress in relation to their peers.

Consultees

27. None

Appendices

Appendix 1: National curriculum assessments key stage 1

Appendix 2: National curriculum assessments key stage 2

Appendix 3: Key stage 4 Outcomes 2016

Background papers

- None identified.

National curriculum
assessments: key
stage 1. 2016
(revised)

SFR42/2016

Ian Sockett
1/6/2017

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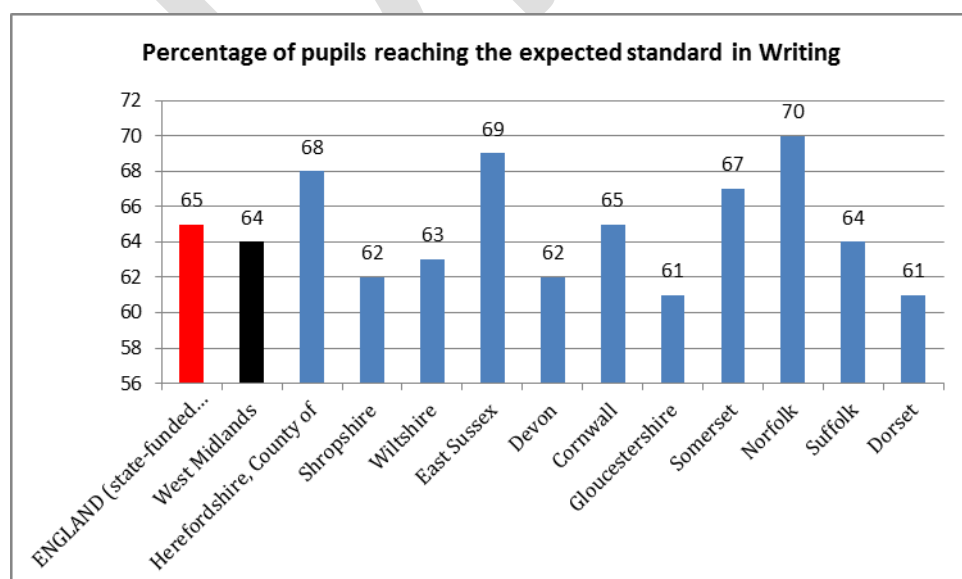
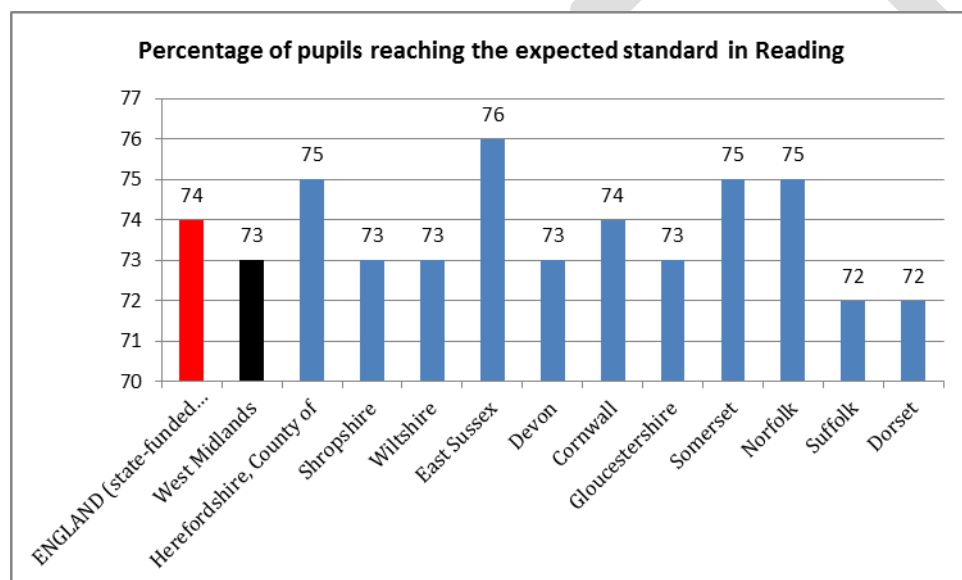
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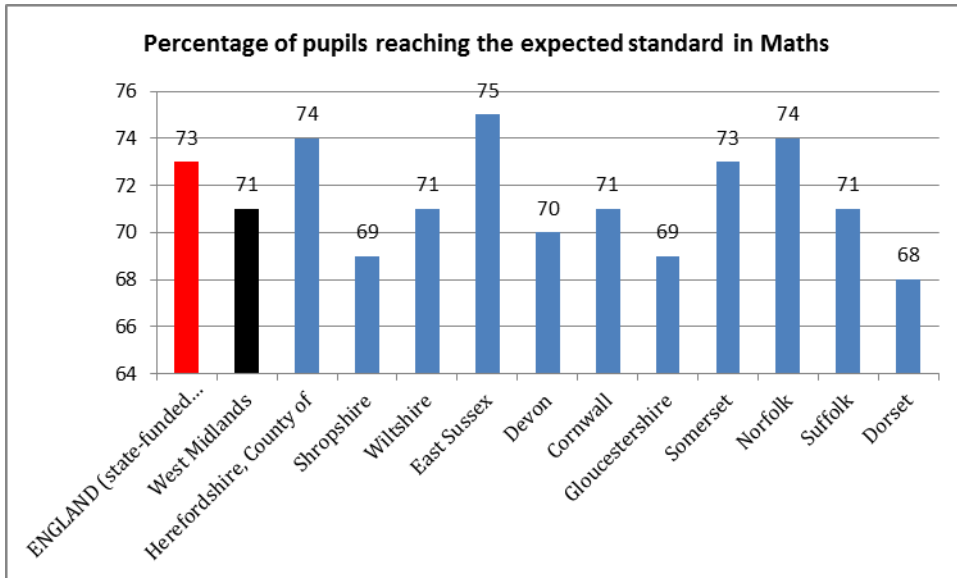
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New assessments and headline measures in 2016

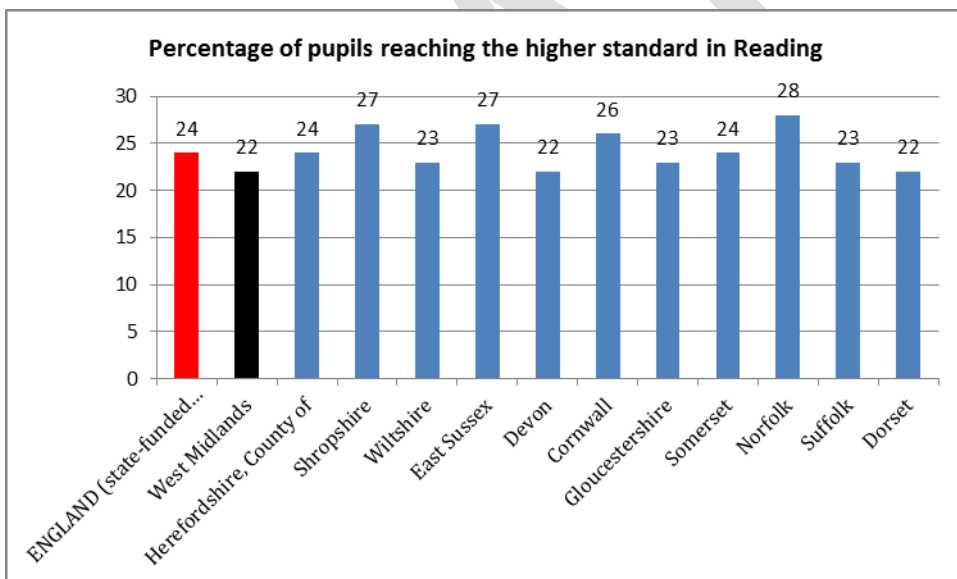
Pupils were assessed against the new more challenging curriculum, which was introduced in 2014, for the first time this year. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. This report presents attainment based on teacher assessments. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 1 have been raised. The department for education does not collect or report test results (which are conducted at key stage 1 in order to inform the overall teacher assessment judgement).

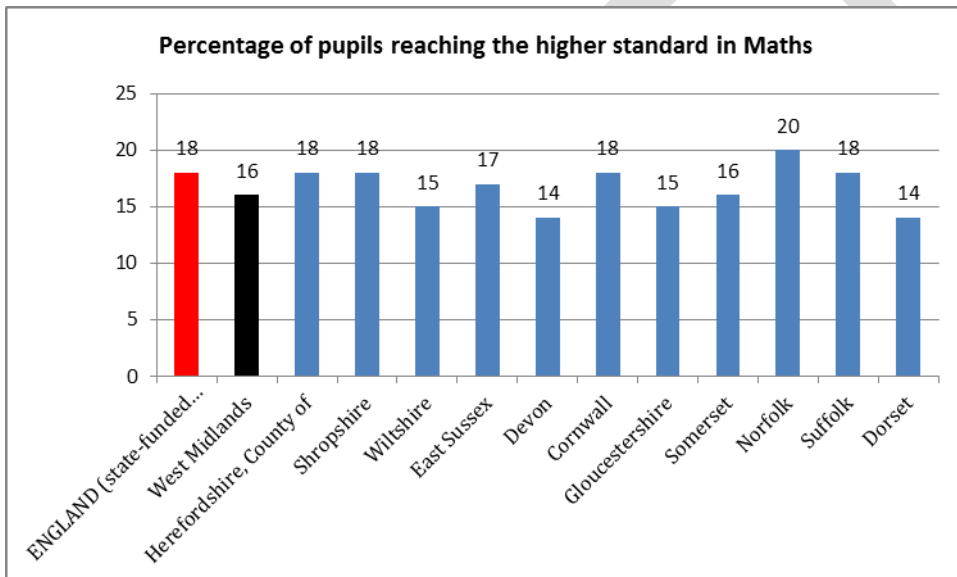
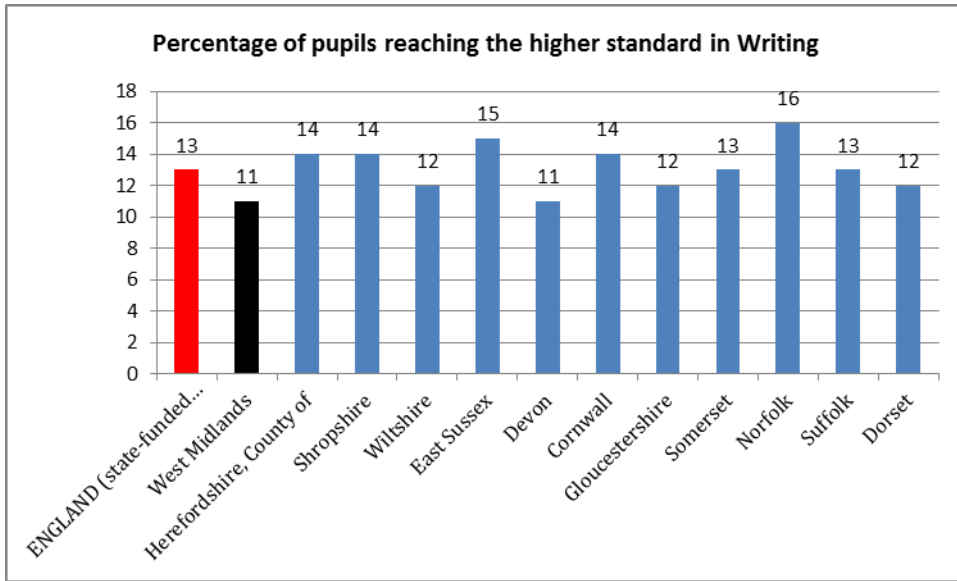
At the end of key stage 1, fewer pupils across England reach the expected standard in writing than in either reading or mathematics. This pattern was true across Herefordshire where 68% of pupils reached the expected standard in writing compared to 74% in mathematics and 75% in reading. Across state-funded schools in England 73% of pupils reached the expected standard in mathematics and 74% in reading meaning that a greater percentage of pupils in Herefordshire reached the expected standard in all three subjects at the end of key stage 1 in 2016.



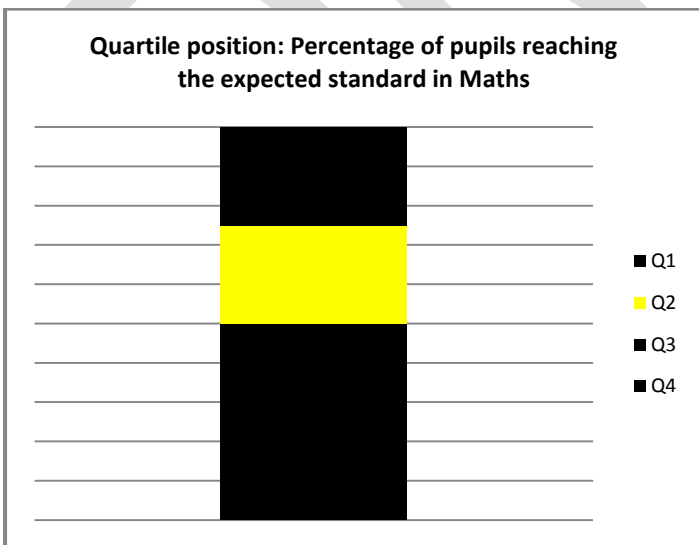
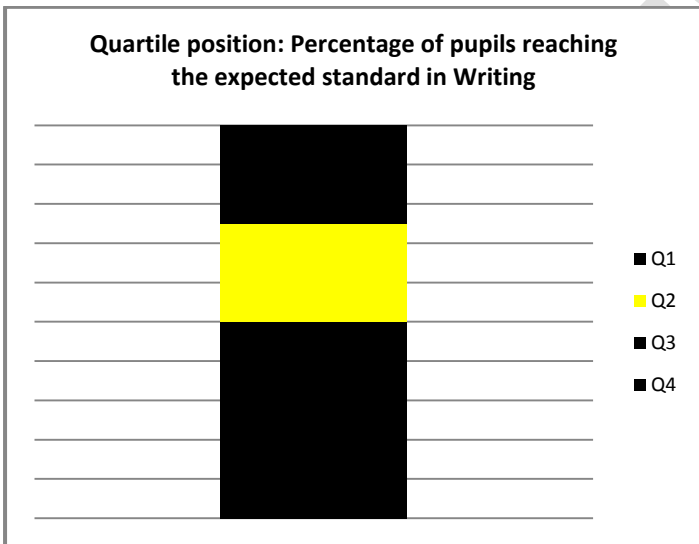
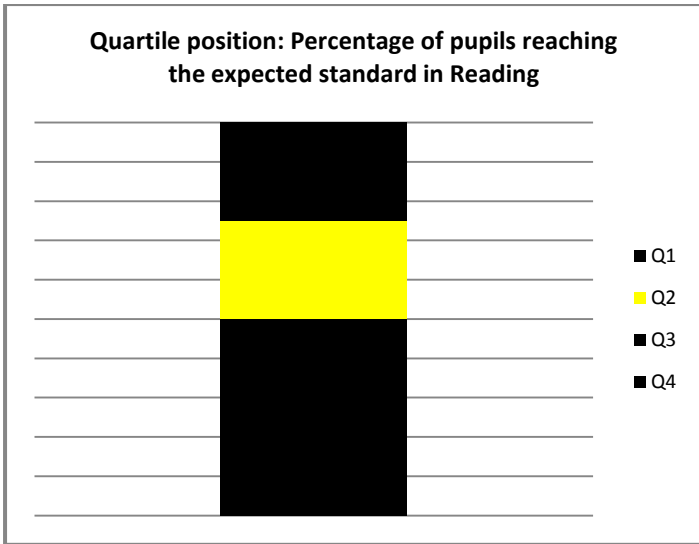


24% of pupils in England achieved the higher standard (Working at greater depth) in writing, 18% in mathematics and 13% in writing. Across Herefordshire 24% of pupils were working at greater depth in reading, 18% in mathematics and 14% in writing, which very much reflects the national average.





In terms of quartile performance, Herefordshire was in the second quartile for reading, writing and mathematics.



For context only, the table below shows the 2013 to 2015 figures for the number of pupils in England achieving level 2b or above, for each of reading, writing and mathematics. The new expected standards were designed

to be broadly similar but are not equivalent to an old level 2b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 2b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 2b in previous years.

	Achieved L2B or above in reading	Reached the expected standard in reading	Achieved L2B or above in writing	Reached the expected standard in writing	Achieved L2B or above in mathematics	Reached the expected standard in mathematics
2013	79%		67%		78%	
2014	81%		70%		80%	
2015	82%		72%		82%	
2016		74%		65%		73%

Source: National Pupil Database

Attainment by school type

Attainment levels in local authority maintained mainstream schools, and academies and free schools are very similar. But this masks variation between the different types of schools within the academies and free schools group.

There are differences in attainment in the individual subjects – in every subject attainment is highest in free schools, then converter academies and lowest in sponsored academies. This reflects that many sponsored academies were low performing schools before becoming an academy and converter academies were usually high performing schools before becoming an academy. Despite the change in the expected standard, the different school types have maintained similar relative positions.

	Reading	Writing	Maths	Science
LA maintained schools	75%	66%	73%	83%
Academies and free schools	74%	66%	74%	81%
of which:				
Sponsored academies	70%	62%	70%	76%
Converter academies	76%	68%	75%	84%
Free schools	79%	73%	79%	86%

Attainment by school cohort size

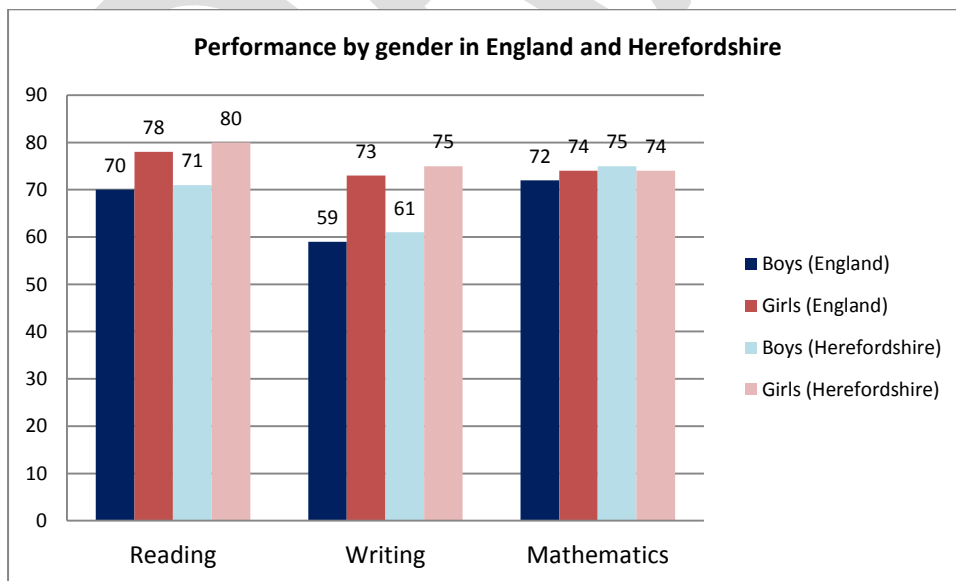
There is little difference in the percentages of pupils achieving the expected standard between cohort sizes. The largest proportion of pupils are in schools with a key stage 1 cohort size between 31 and 60 pupils, and their percentage of pupils attaining the expected standard is just 1-2 percentage points behind those with smaller cohorts. In attainment at the higher standard, the gap is slightly wider. Cohorts of 31 to 60 pupils attainment is 3 percentage points behind those with the smallest cohort size of 1 to 15 pupils in reading and by 1 percentage point in writing and mathematics. At the higher standard, attainment is highest in schools with bigger cohorts in mathematics; however, they have a smaller proportion of pupils.

	No. schools	No. eligible pupils	Reading		Writing		Maths	
			Reaching expected standard	Reaching higher standard	Reaching expected standard	Reaching higher standard	Reaching expected standard	Reaching higher standard
1 to 15 pupils	2,284	23,628	75%	26%	64%	14%	73%	18%
16 to 30 pupils	5,476	143,036	76%	24%	67%	14%	74%	18%
31 to 60 pupils	5,806	290,030	74%	23%	66%	13%	73%	17%
61 to 90 pupils	1,740	137,426	74%	24%	66%	14%	73%	19%
91 or more pupils	371	42,229	74%	24%	66%	14%	73%	19%

Over 80% of the 78 primary schools in Herefordshire had a cohort of between 1 and 30 pupils. The small number of schools with larger cohorts means that comparison of performance by school size is not statistically reliable. For context only, in the six schools with cohorts 61+ the average attainment in reading was 75.7%, in writing 68.7% and in mathematics 75.5%. In the seventeen schools with 10 or fewer pupils in the cohort, the attainment in reading was 74.8%, in writing 68.0% and in mathematics 74.4%.

Pupil characteristics

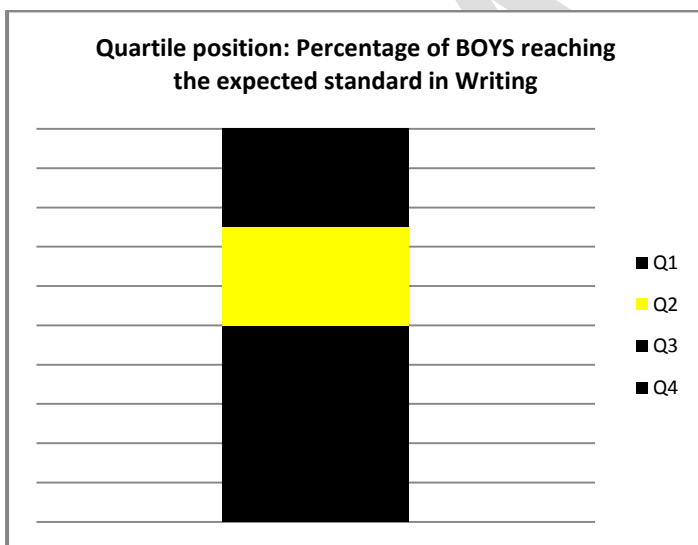
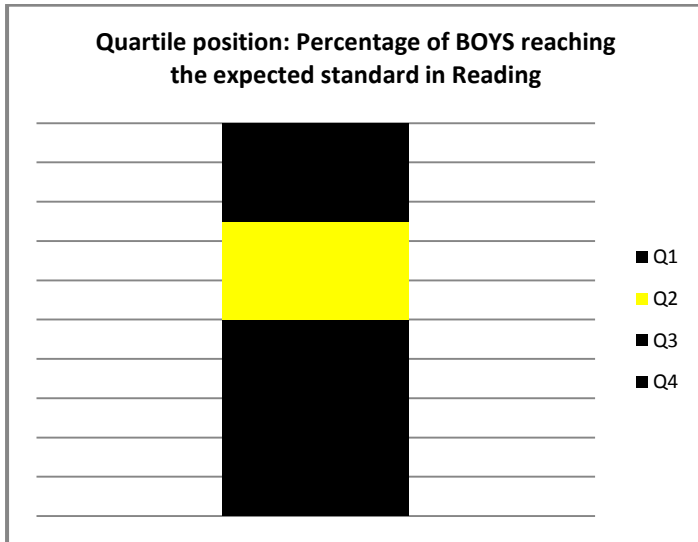
Across English state-funded schools, at key stage 1 (KS1) girls out-perform boys in all subjects. Against the new expected standard the largest difference in attainment by gender continues to be in writing with a gap of 14 percentage points, between girls (73%) and boys (59%). The attainment gap for reading is 8 percentage points. It is narrowest for mathematics at 2 percentage points. In 2015, the largest gap was for writing with 8 percentage points, followed by reading with 5 percentage points and mathematics with 3 percentage points. At the old level 2b or above, the largest gap again was for writing (14 percentage points), followed by reading (8 percentage points and mathematics (3 percentage points).

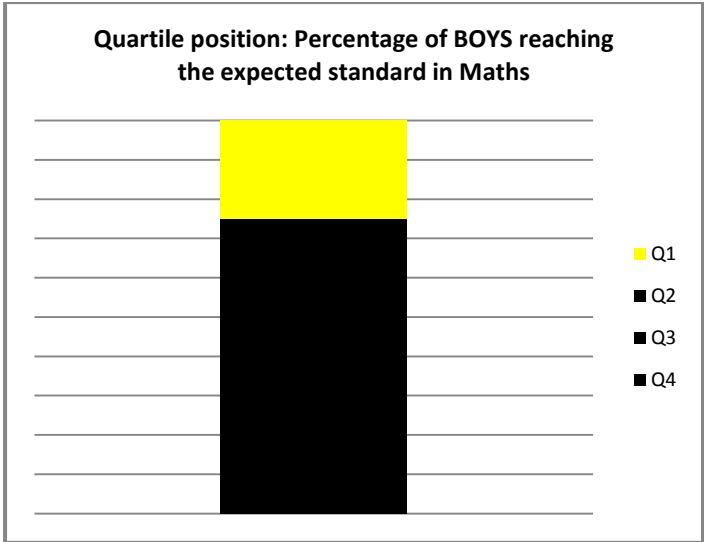


The gender gap across Herefordshire was also largest in writing and was also 14 percentage points. The gap in reading is also very similar in Herefordshire (9 percentage points) but, the gap in mathematics between girls

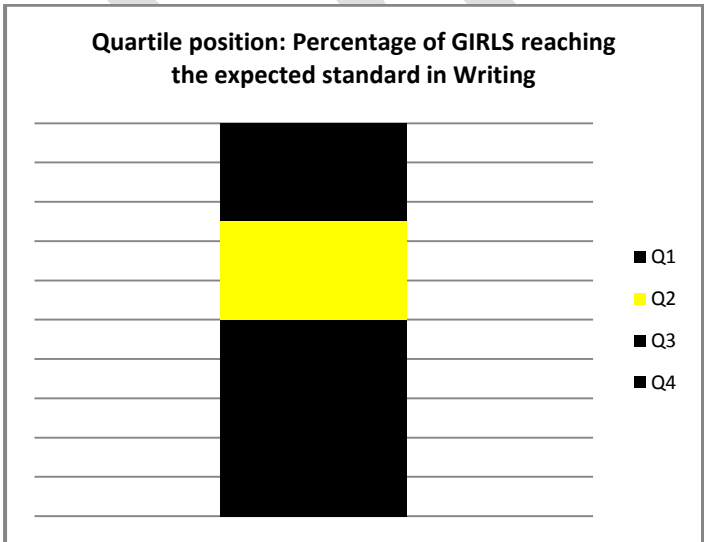
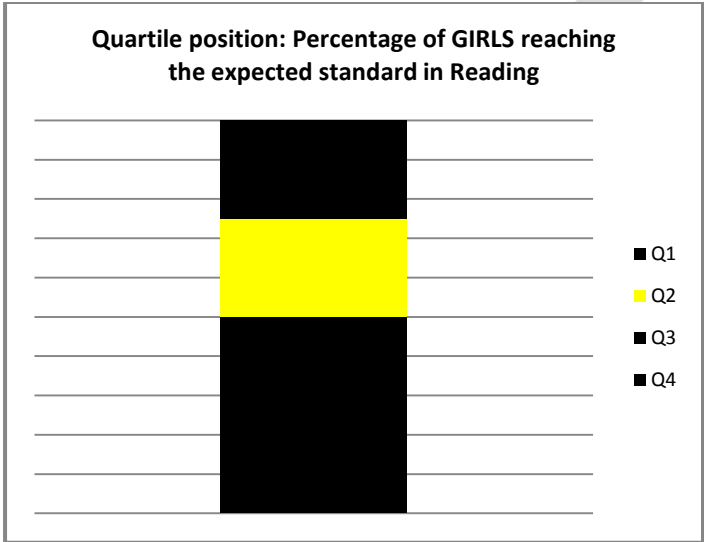
and boys was quite different. In Herefordshire boys out-performed girls with 75% of male pupils reaching the expected standard compared to 74% of girls.

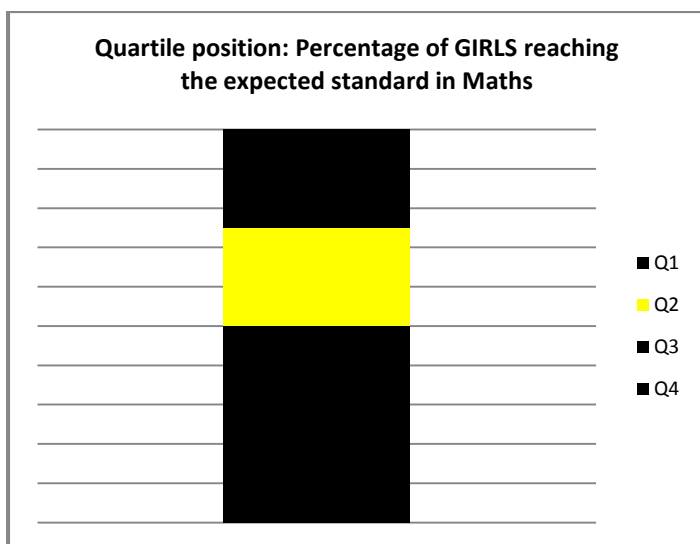
In terms of quartile performance Herefordshire boys were in the second quartile for both the percentage achieving the expected standard in reading and in writing, but achieved top quartile for the percentage achieving the expected standard in mathematics.





Girls in Herefordshire were in the second quartile for all subjects.





Free school meals (FSM)

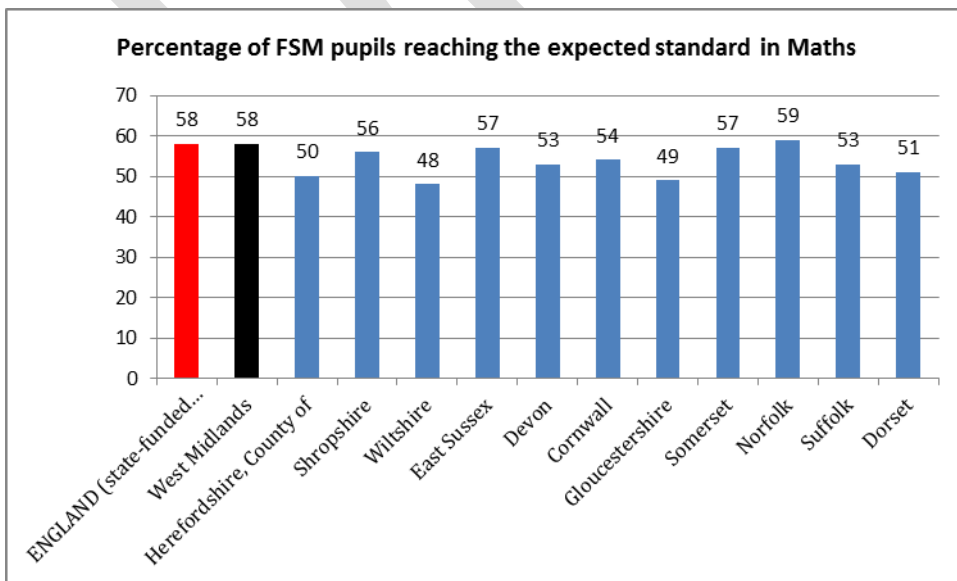
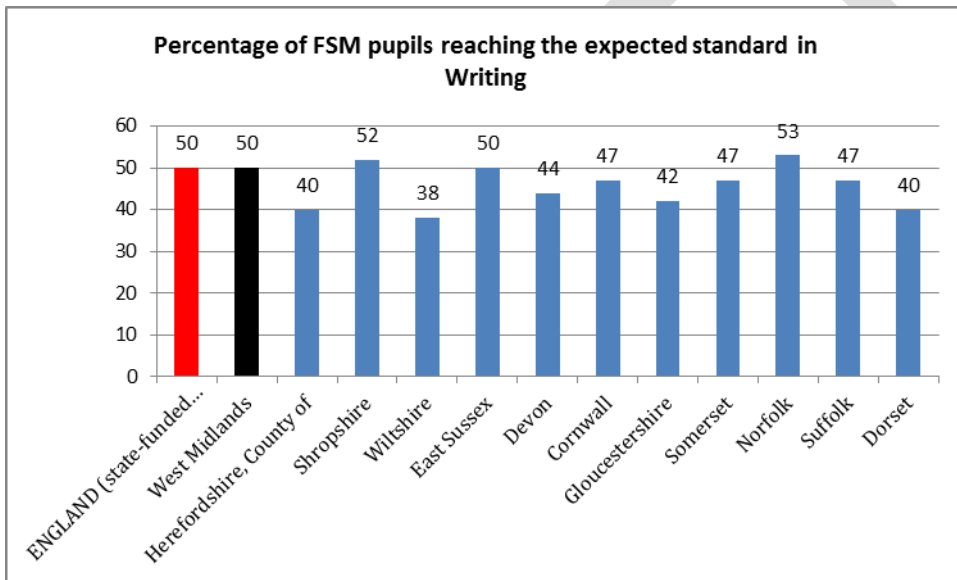
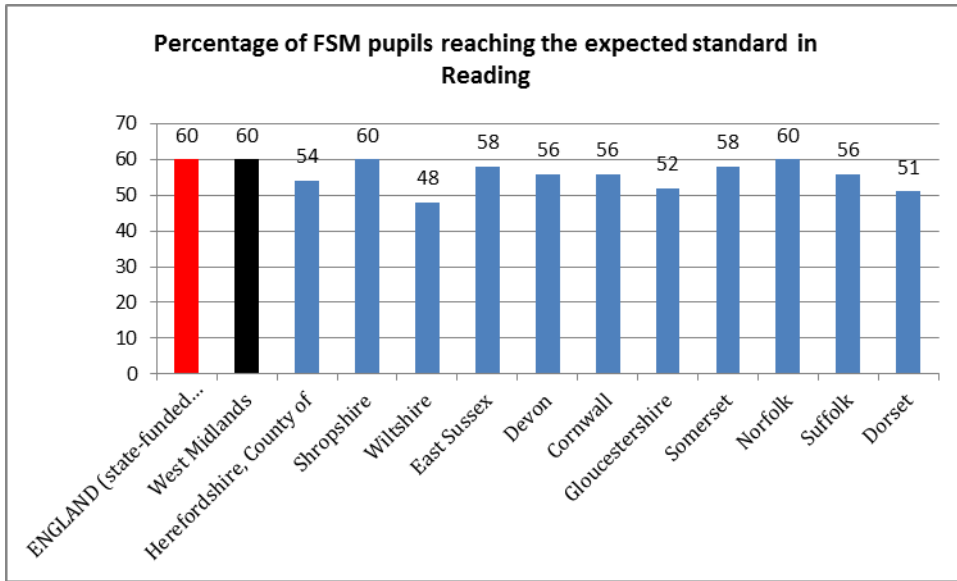
In 2016, the attainment gap across state-funded schools in England between pupils eligible (and claiming) free school meals is 17 percentage points in reading and 18 percentage points in writing and 17 percentage points mathematics. For context, in 2015, the gap in attainment was 10 percentage points for reading, 13 percentage points for writing and 8 percentage points for mathematics.

In Herefordshire in 2016 the attainment gap was 24 percentage points in reading, 30 percentage points in writing and 27 percentage points in mathematics. The inequality between FSM pupils and their peers in Herefordshire is significantly greater than the national average. This is largely down to the poor attainment of FSM pupils locally. Non-FSM pupils do perform slightly better to non-FSM pupils across England which accentuates the gap still further.

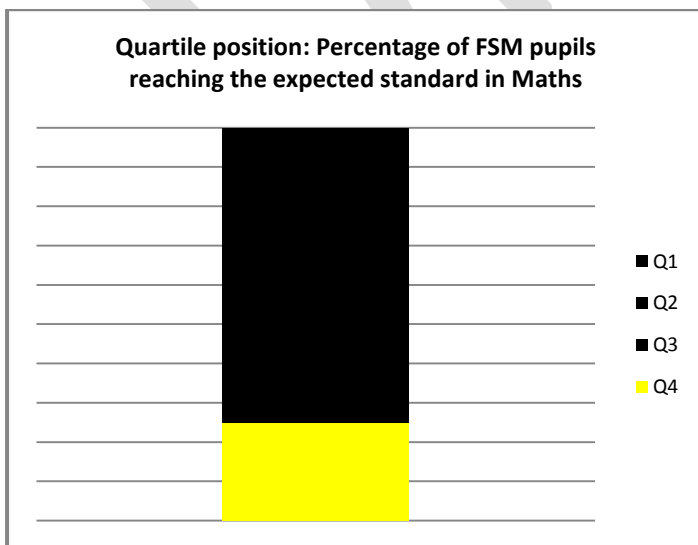
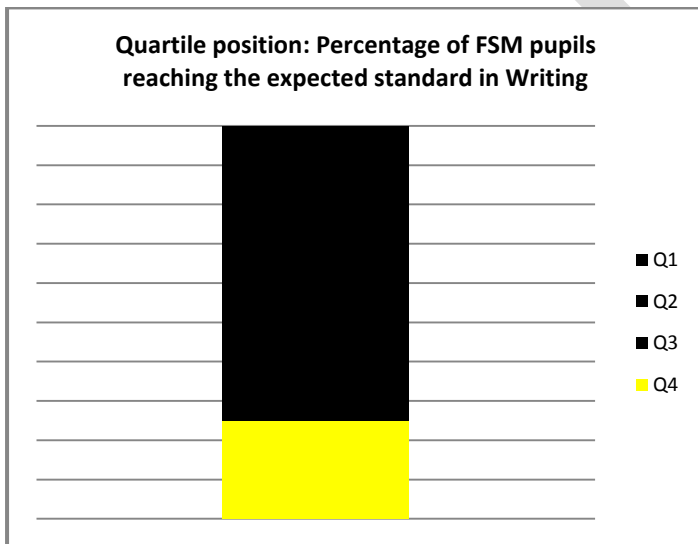
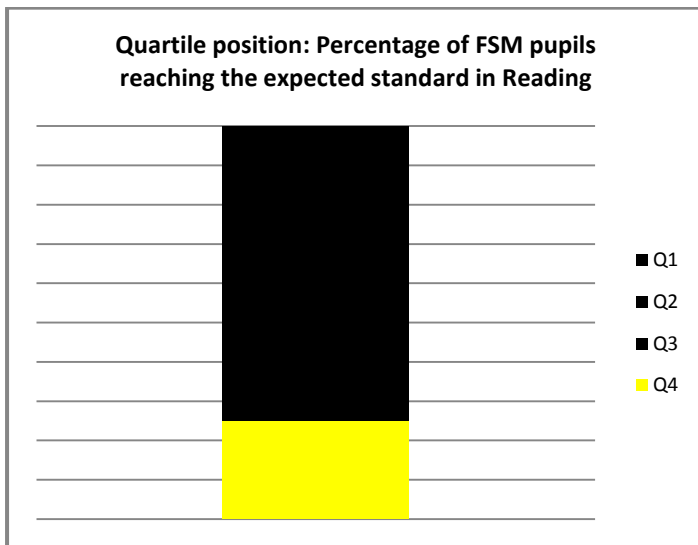
Amongst statistical neighbours, only Wiltshire (49%), Dorset (51) and Gloucestershire (52%) reported a smaller percentage of FSM pupils reaching the expected standard in reading. 54% of Herefordshire FSM pupils achieved the expected standard in reading. This was significantly below both the England state-funded schools average the regional average across the W Midlands (60%).

In writing only Wiltshire (38% achieving) saw a smaller percentage of pupils achieving the expected standard than Herefordshire (40%). Herefordshire was below both the national and regional average of 50%.

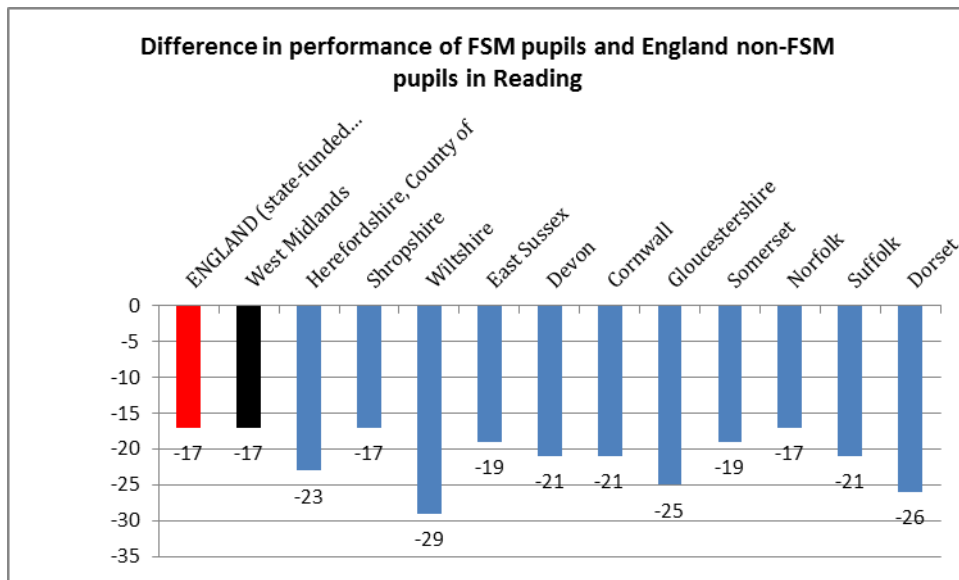
In mathematics, similar to reading, only Wiltshire (48%) and Gloucestershire (49%) performed less well than Herefordshire where 50% of FSM pupils achieved the standard. This was below the national and regional average of 58%.



Reflecting the outcomes of Herefordshire FSM pupils in terms of quartile performance we find that in each of reading, writing and mathematics the county's pupils were in the fourth or bottom quartile.

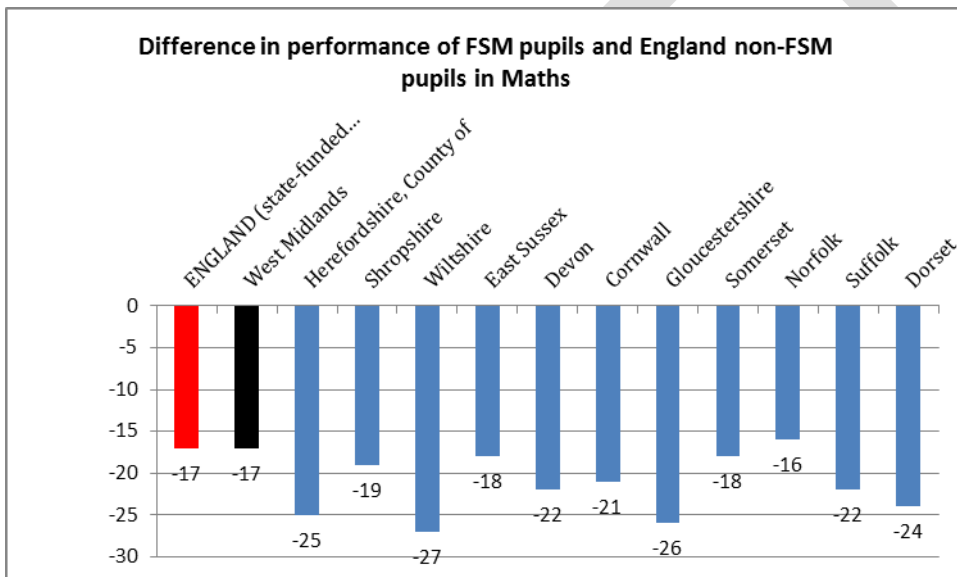
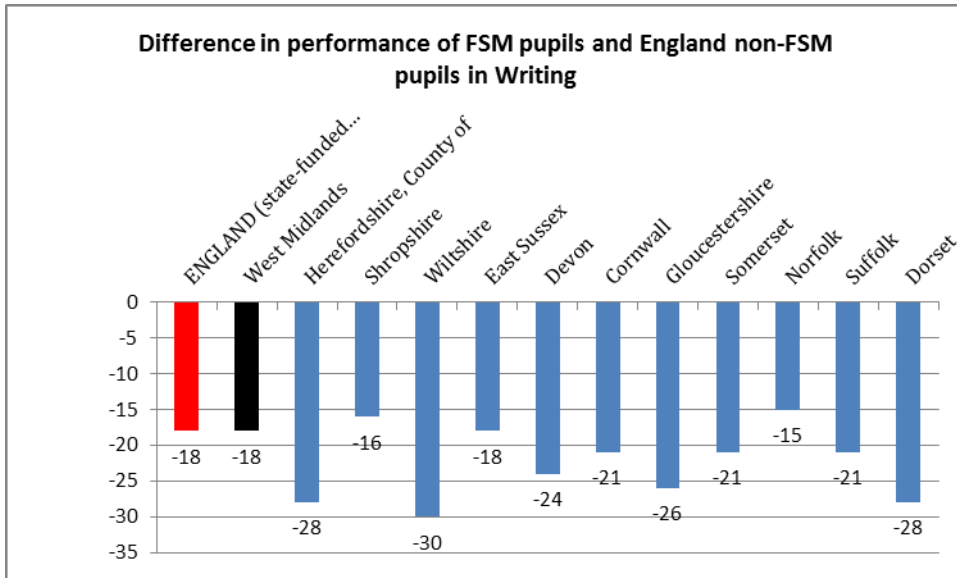


The measure comparing performance by pupil characteristics looks at the difference between the percentage of pupils in the characteristic group achieving the expected standard against the percentage of pupils in the 'non-characteristic group' at national level. This is referred to as the 'Difference' and local authorities seek to 'diminish the difference'. As we saw earlier, the difference across England between FSM and non-FSM pupils in reading was 17 percentage points. The difference between Herefordshire FSM pupils (54%) and non-FSM pupils nationally (77%) was 23 percentage points. Compared to statistical neighbours only Wiltshire (29 percentage points), Dorset (26 percentage points) and Gloucestershire (25 percentage points) showed larger differences. The difference across the W Midlands was only 17 percentage points.



The difference in writing was 28 percentage points in Herefordshire with 40% of Herefordshire FSM pupils achieving the expected standard compared to 68% of non-FSM pupils in England. Only Wiltshire (30 percentage points) had a larger difference. The difference across the W Midlands was 18 percentage points – in line with the national average.

Herefordshire's difference in mathematics was 25 percentage points with 50% of Herefordshire FSM pupils achieving the expected standard compared to 75% of non-FSM pupils in England. Interestingly it was only Wiltshire (27 percentage points) and Gloucestershire (26 percentage points) that showed greater differences. The difference in Dorset was slightly smaller at 24 percentage points. The difference across the W Midlands was 17 percentage points – again, in line with the national average.



English as an Additional Language (EAL)

The national gap at KS1 in 2016 between EAL pupils and those whose first language was English is shown below. Figures for 2013-15 are shown for context only and show the gaps that existed between the old KS1 performance measure of Level 2 or above.

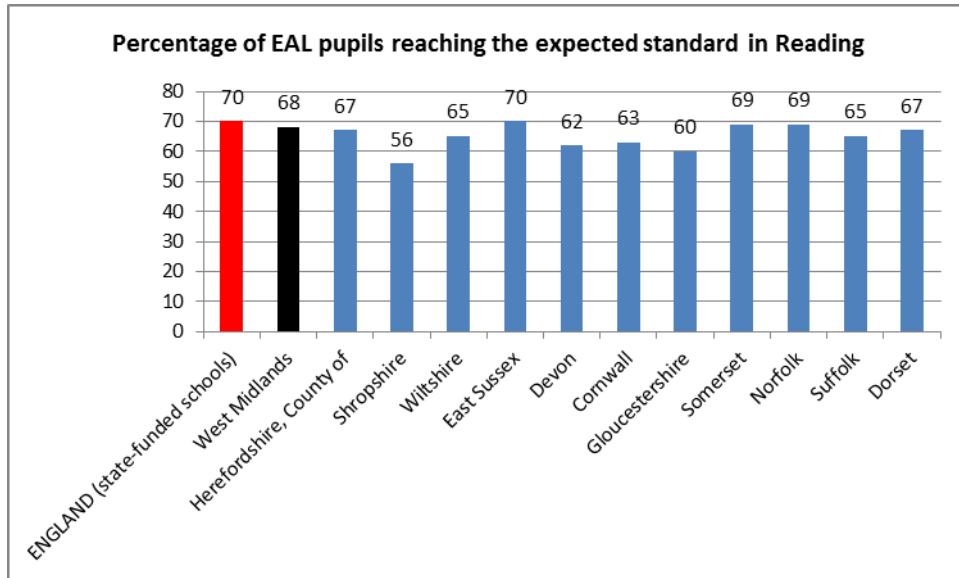
Attainment gap between EAL and other pupils	2013	2014	2015	2016
Reading	4	4	4	5
Writing	3	4	3	2
Mathematics	3	3	2	1

In Herefordshire the equivalent gaps in 2016 were:

- Reading 9 percentage points
- Writing 12 percentage points
- Mathematics 8 percentage points

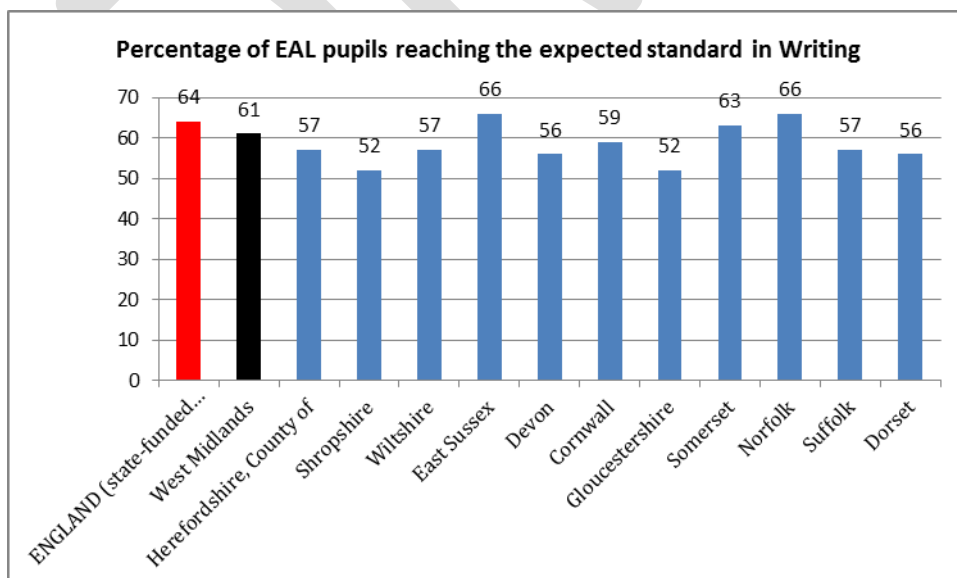
What is obvious is the discrepancy between the differences nationally and locally in the performance of EAL pupils and pupils whose first language is English.

The percentage of EAL pupils achieving the expected standard in Reading in Herefordshire and across statistical neighbours is shown below.

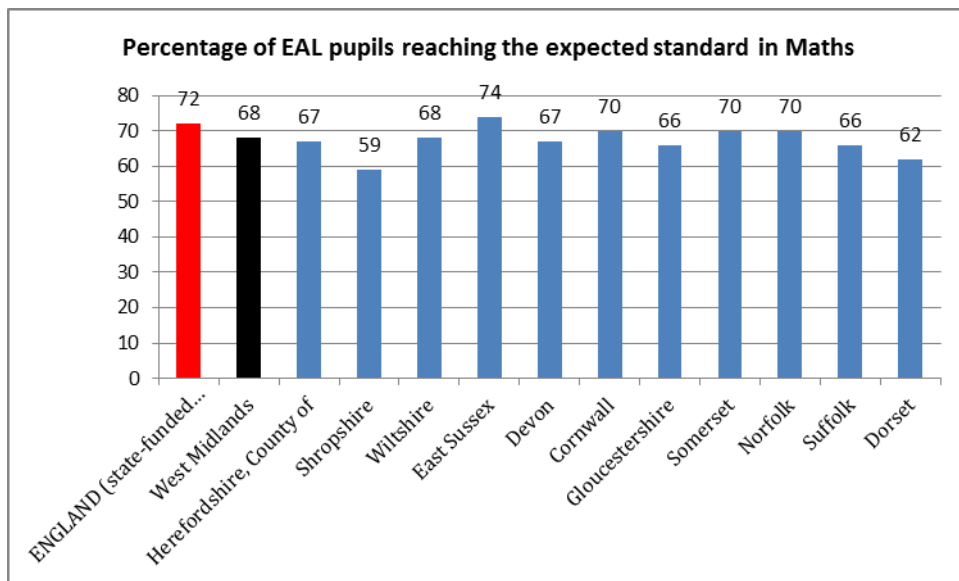


Herefordshire EAL pupils performed slightly below both the national and regional averages, with 67% reaching the expected standard. Amongst statistical neighbours only Somerset and Norfolk (69%) and East Sussex (70%) achieved better.

57% of Herefordshire EAL pupils achieved the expected standard in writing. This was below both the England average and the regional average across the W Midlands. Cornwall (59%), Somerset (63%), East Sussex and Norfolk (66%) all performed better than Herefordshire. Two statistical neighbours performed similarly and four neighbours performed less well than Herefordshire.



67% of EAL pupils in Herefordshire achieved the expected standard in mathematics. Similar to the performance in both reading and writing this was below both the regional and national averages. Wiltshire (68%), Somerset and Norfolk (70%) and East Sussex (74%) out-performed Herefordshire.

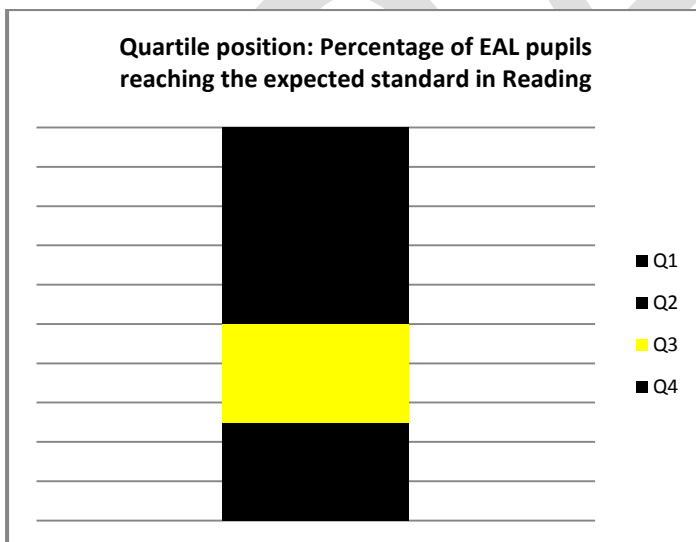


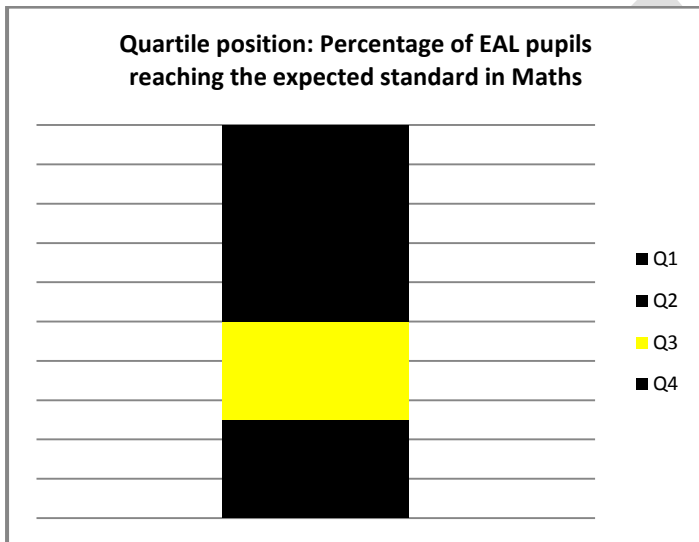
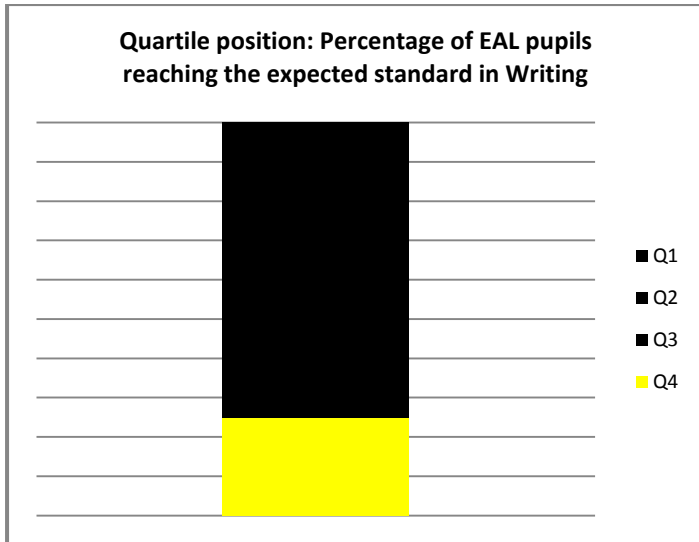
The performance of EAL pupils in terms of quartiles is shown below.

Reading – 3rd quartile

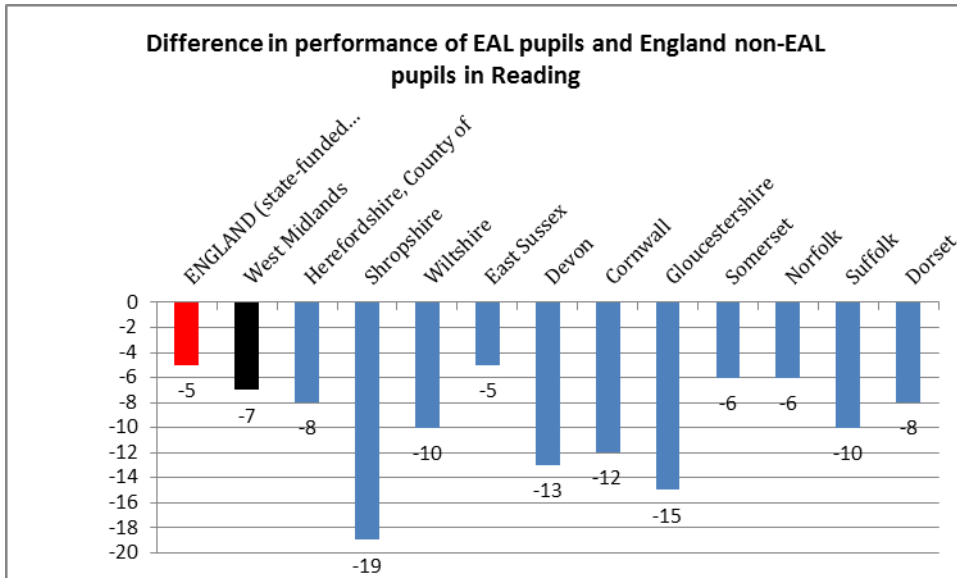
Writing – 4th quartile

Mathematics - 3rd quartile

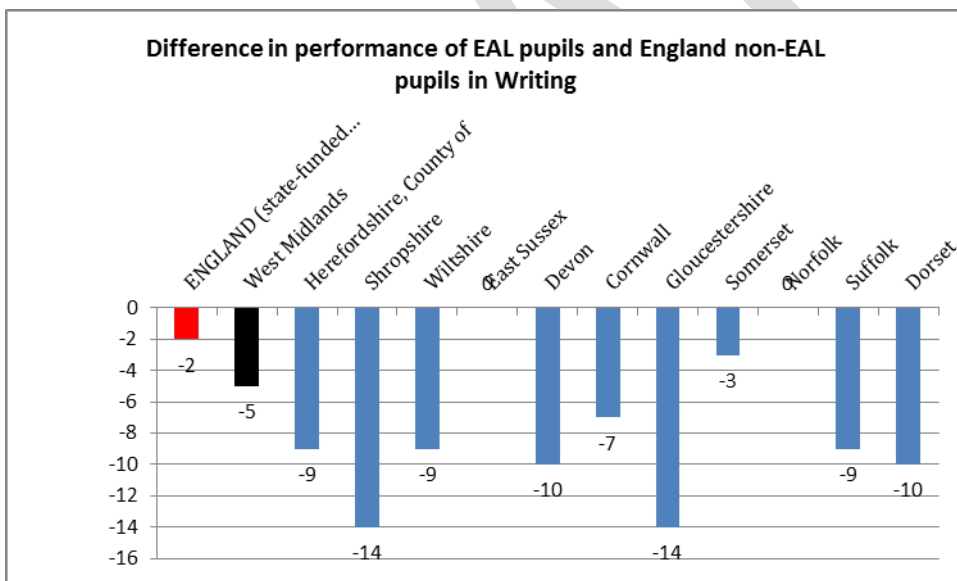




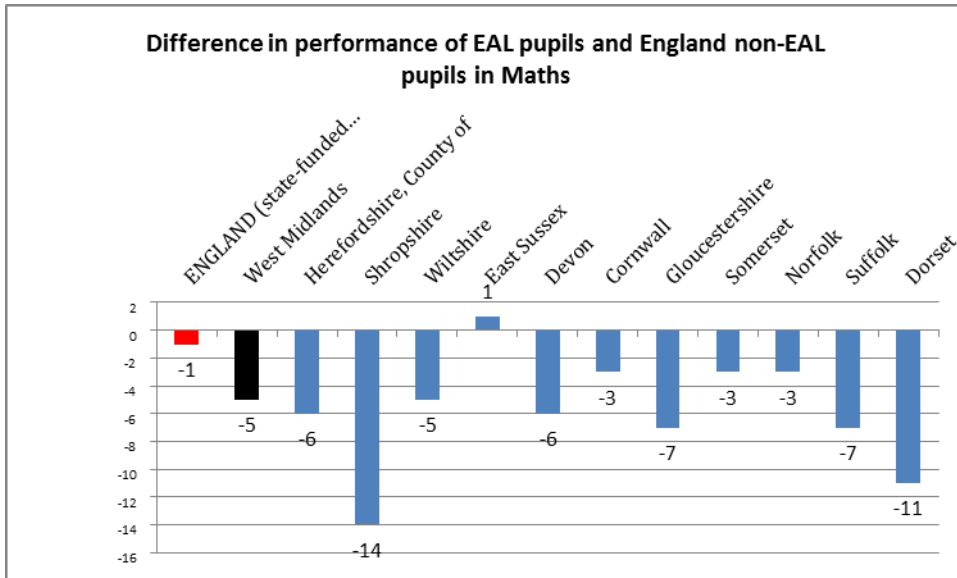
In terms of diminishing the difference, we look at the performance of EAL pupils compared to the performance of pupils across England whose first language is English. In reading, Herefordshire's difference was 8 percentage points (Herefordshire EAL 67%, England pupils whose first language is English 75%). 8 percentage points was greater than both the national and regional difference but was significantly smaller than the gaps in Shropshire (19%), Gloucestershire (15%), Devon (13%), Cornwall (12%) and Suffolk and Wiltshire (10%).



The difference in writing in Herefordshire was 9 percentage points which was greater than both the national (2 percentage points) and regional (5 percentage points). Greater differences were seen in Shropshire and Gloucestershire (14 percentage points) as well as in Dorset and Devon (10 percentage points). In both Norfolk and East Sussex there was no difference between the performance of EAL pupils and the performance nationally of pupils whose first language is English.



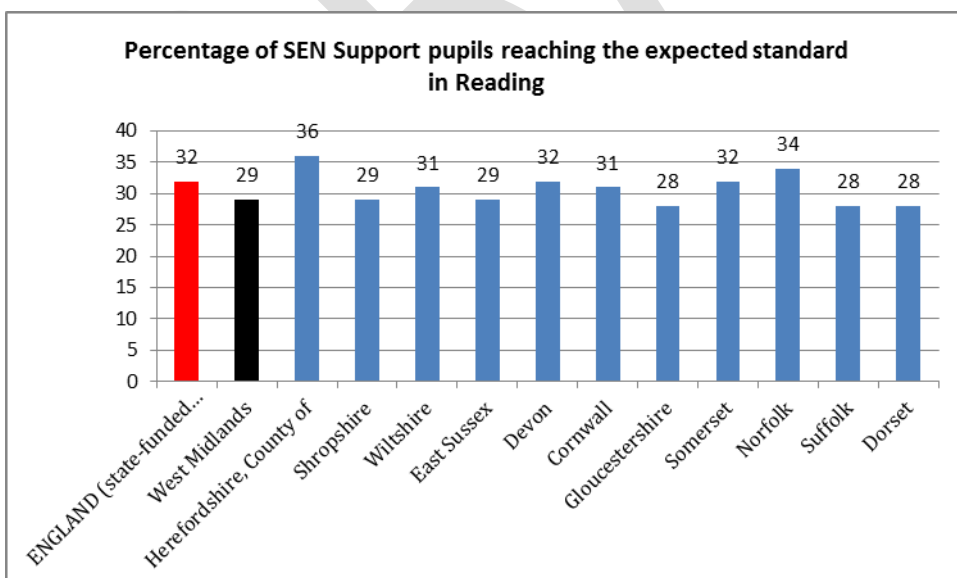
Finally, the difference in mathematics was 6 percentage points. Similar to reading and writing this exceeded both the national (1 percentage point) and regional (5 percentage points) differences. Greater differences were reported in Shropshire (14 percentage points), Dorset (11 percentage points) and both Gloucestershire and Suffolk (7 percentage points).

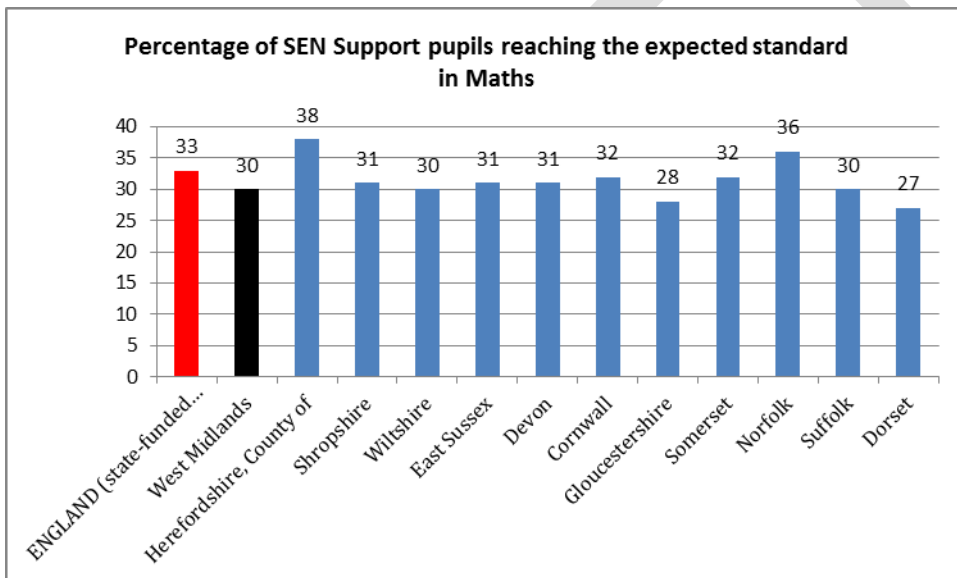
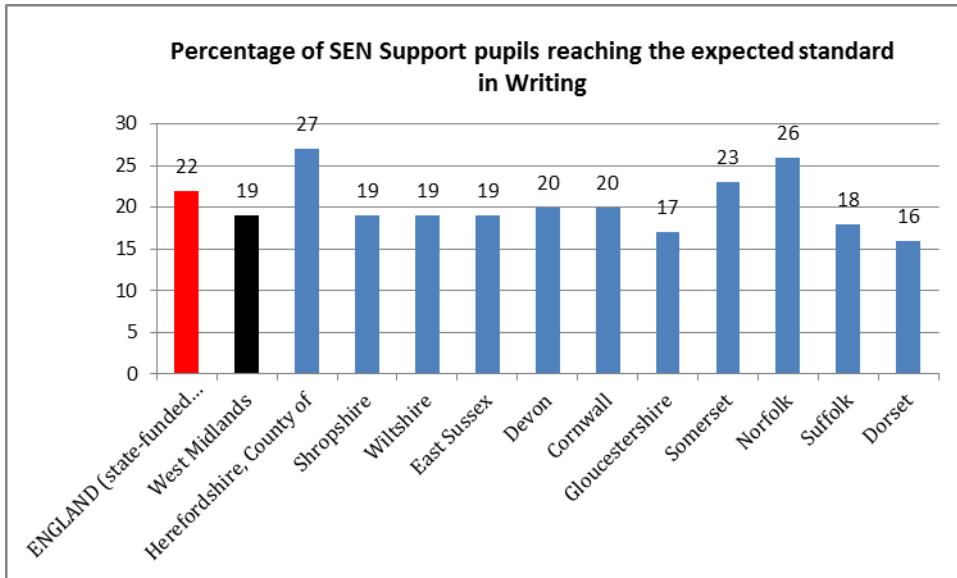


Special Educational Needs (SEN)

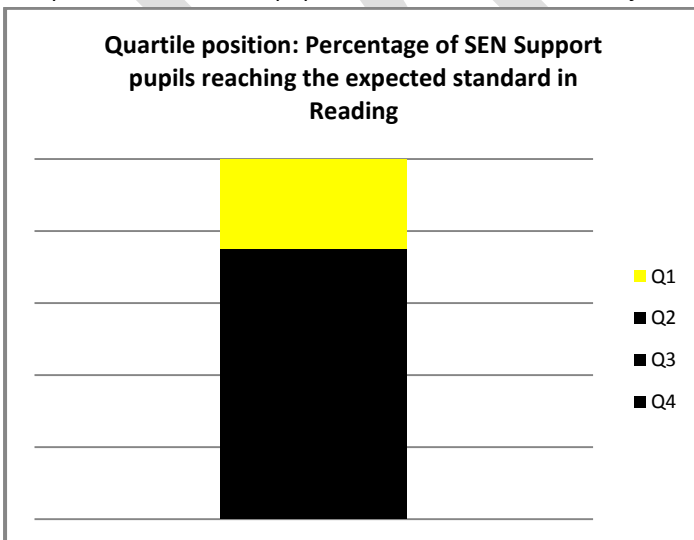
This report only covers SEN pupils with SEN but without a Statement or Education, Health and Care Plan (EHCP). The reason for reporting on the SEN Support cohort only is due to the small numbers of pupils with Statements/EHCP's across many local authorities meaning that results are suppressed to protect confidentiality.

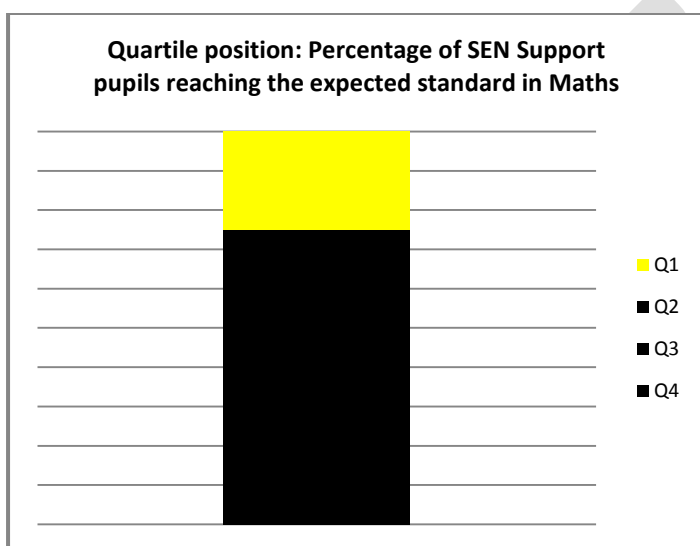
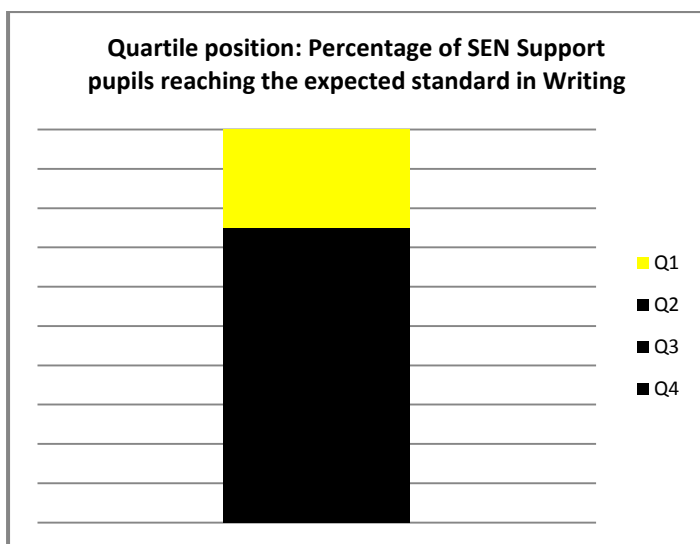
Across English state-funded schools 32% of SEN Support pupils achieved the expected standard in reading, 22% in writing and 33% in mathematics. Across Herefordshire, the percentage of similar children reaching the expected standard were 36% in reading, 27% in writing and 38% in mathematics. Herefordshire SEN Support pupils not only exceeded the national average in all subjects but also exceeded both the regional performance across the W Midlands and the performance of all statistical neighbours in all subjects.





The performance of SEN pupils in Herefordshire, in all subjects the cohort was in the top quartile.





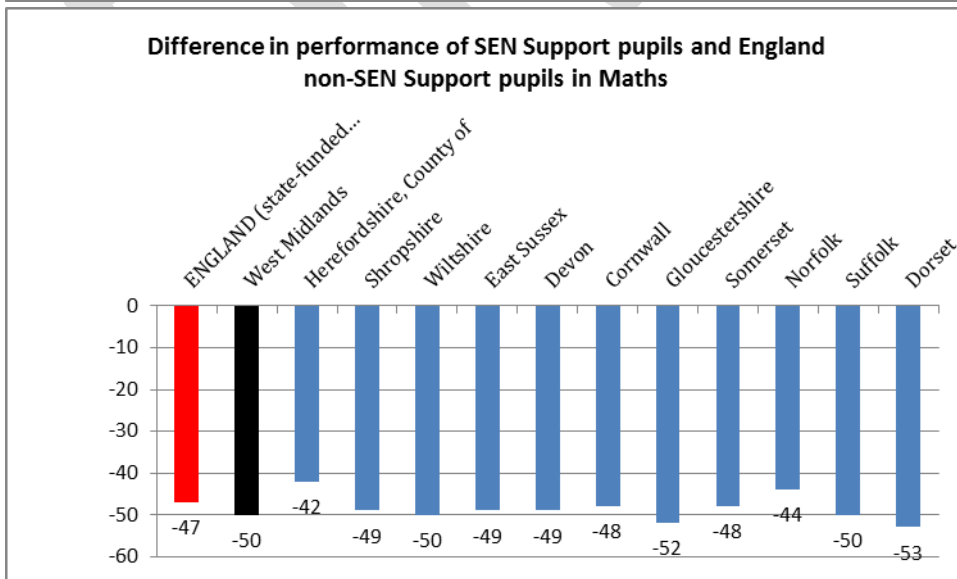
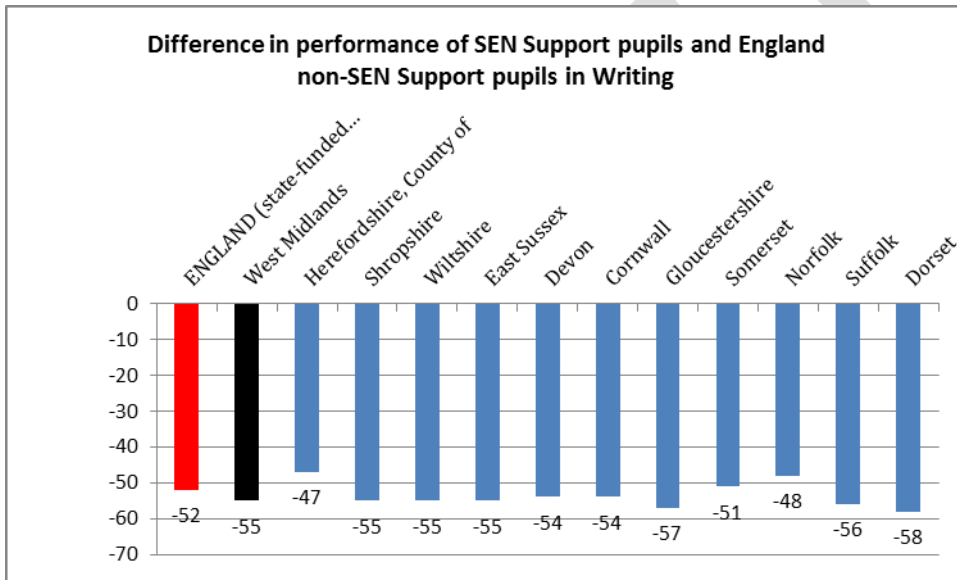
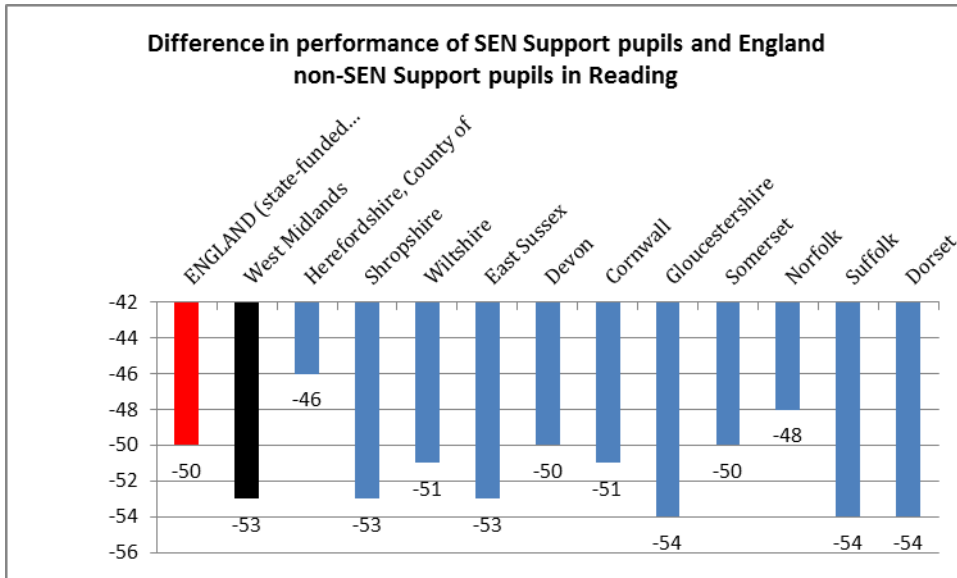
Regarding the differences in performance of SEN Support and pupils nationally with no SEN, Herefordshire again performance very well, reflecting the attainment of the group.

Nationally, the difference between the cohorts is 50 percentage points in reading, 52 percentage points in writing and 47 percentage points in maths. Across Herefordshire the same differences were 46 percentage points in reading, 47 percentage points in writing and 42 percentage points in mathematics.

The difference in Herefordshire was smaller than the difference across all statistical neighbours in all subjects. In reading, only Herefordshire (46 percentage points difference) and Norfolk (48 percentage points difference) had smaller differences than that seen nationally

In writing, Herefordshire (47 percentage points difference), Norfolk (48 percentage points difference) and Somerset (51 percentage points difference) showed smaller differences than the national difference of 52 percentage points.

In mathematics, similar to reading, it was only Herefordshire (42 percentage points difference) and Norfolk (44 percentage points difference) that had smaller differences than the England average of 47 percentage points.

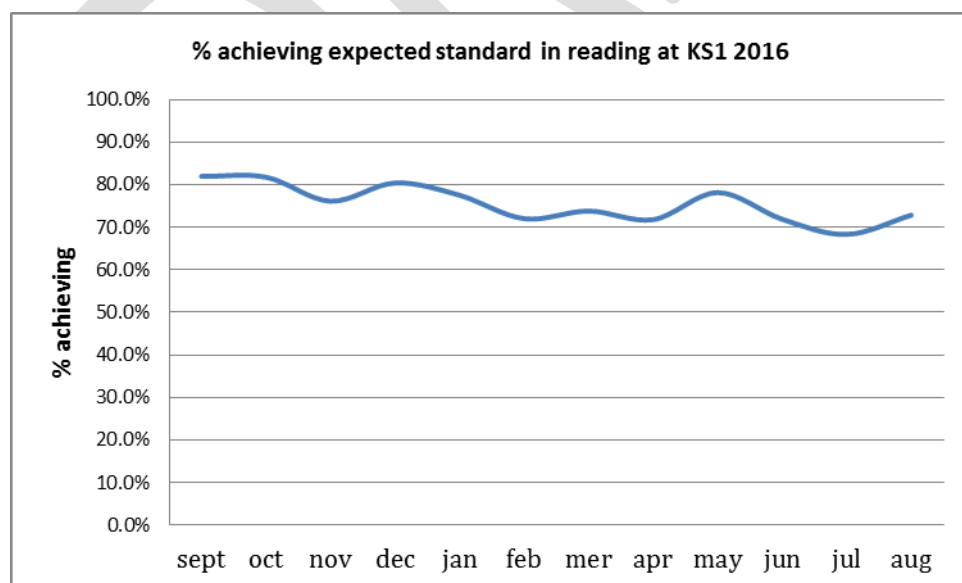


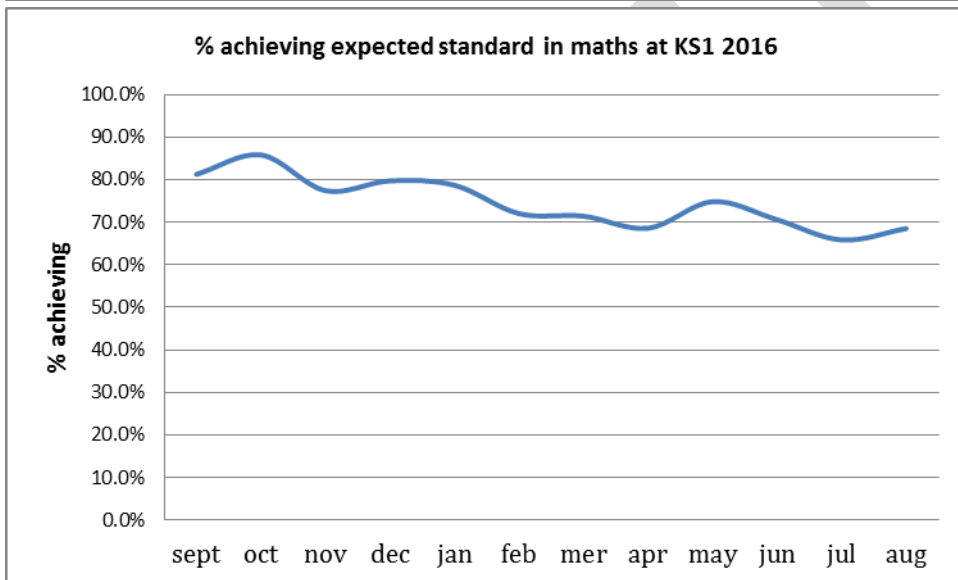
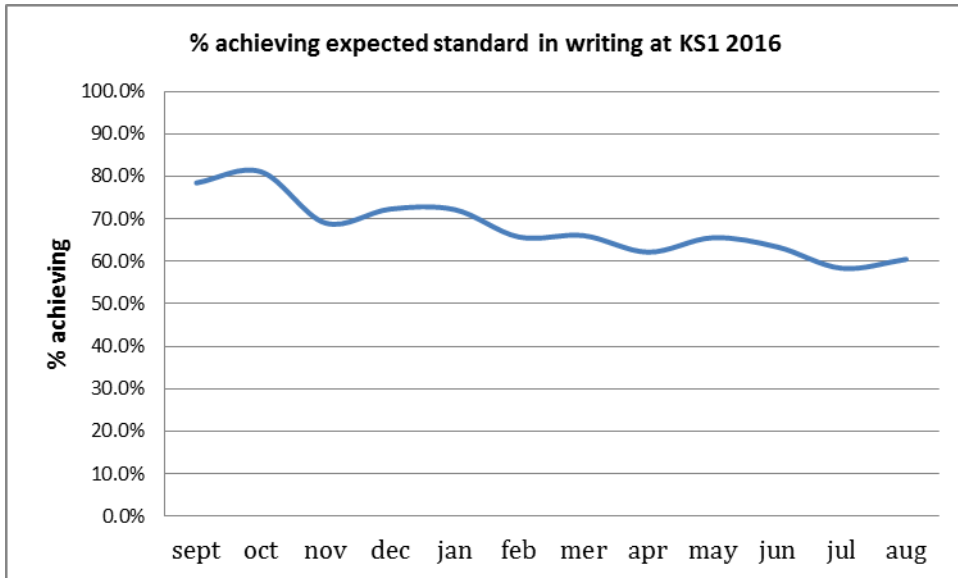
Month of birth

Nationally there is a direct correlation between the month of birth and the percentage of pupils achieving the expected standard in each of reading, writing and mathematics. The difference in performance of pupils born in the first month of the academic year (Sept) and the last month of the academic year (Aug) is 17 percentage points in reading, 22 in writing and 21 in mathematics.

	Percentage of pupils reaching the expected standard		
	Reading	Writing	Mathematics
September	82	76	82
October	81	74	81
November	80	73	79
December	78	70	77
January	76	68	75
February	75	67	74
March	74	65	73
April	72	63	71
May	71	61	69
June	68	59	66
July	67	57	64
August	65	54	61

Data at local authority level does not show the same stark correlation for reasons that have already been explained (the smaller the cohort, the larger the confidence interval). The graphs below showing performance by month of birth in Herefordshire unquestionably demonstrate the link between pupil age and pupil attainment. Whilst the correlation is not perfect (for example: fewer Nov births achieve the expected standard in reading than Jan), in each of the subjects the trend is obvious.





National curriculum
assessments: key
stage 2. 2016
(revised)

SFR62/2016

Ian Sockett
1/6/2017

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New assessments and headline measures in 2016

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. This report provides an update on the provisional data for attainment in the new assessments which was published by the department for education in September. It also provides figures on the new 'value-added' progress measures, which have been introduced to replace the previous 'expected progress' measures.

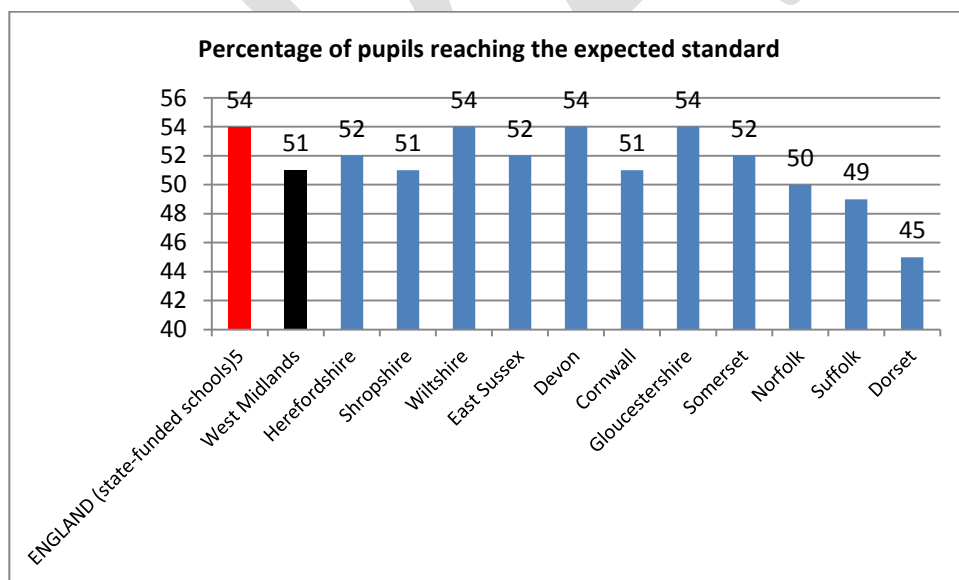
Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.

The new expected standards were designed to be broadly similar but are not equivalent to an old level 4b. The performance descriptors, used by teachers in the standard setting process, were developed with an understanding of the performance of pupils working at level 4b. However, given the curricula differences, there is not a direct equivalence between the new expected standard and level 4b in previous years.

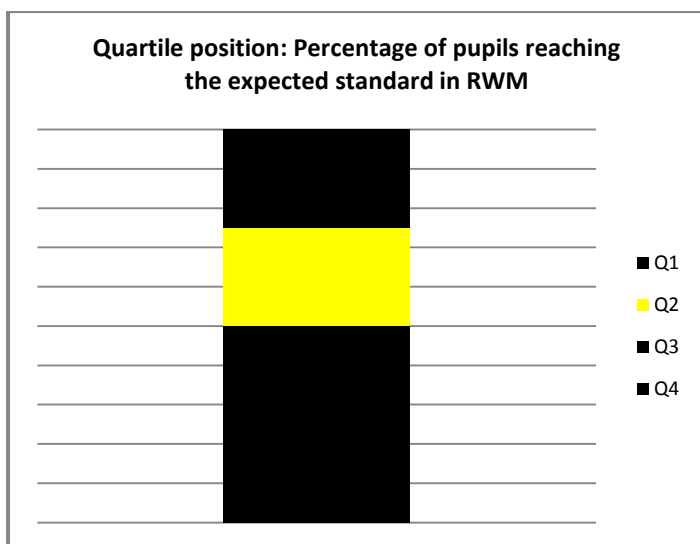
Expected standard in reading, writing and mathematics

Across England, 53% of pupils reached the expected standard and 5% achieved a high standard in reading, writing and mathematics. This figure includes independent schools who choose to take part in the key stage 2 assessments. Comparable figures for state-funded schools were 54% and 5% respectively.

In Herefordshire 52% of pupil reached the expected standard in reading, writing and maths with 5% of pupils reaching the higher standard. Whilst Herefordshire was slightly below the England average for state-funded schools, local performance exceeded the regional average of 51%. In terms of statistical neighbours, Herefordshire performed better than five (Shropshire, Cornwall, Norfolk, Suffolk and Dorset) equal to two (East Sussex and Somerset) but not as well as three (Wiltshire, Devon and Gloucestershire).



In terms of quartile performance, Herefordshire was in the third quartile for the percentage of all pupils achieving the expected standard in reading, writing and maths.

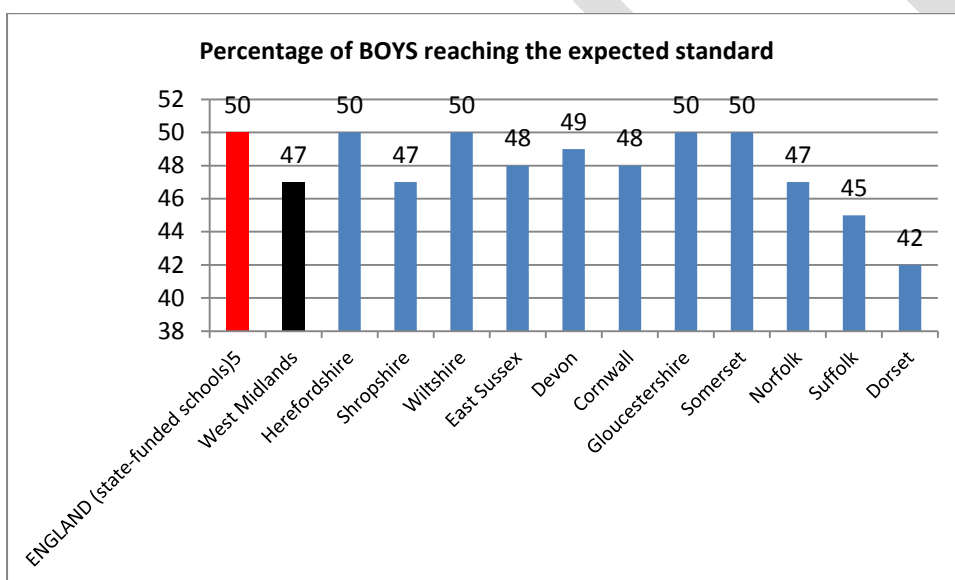
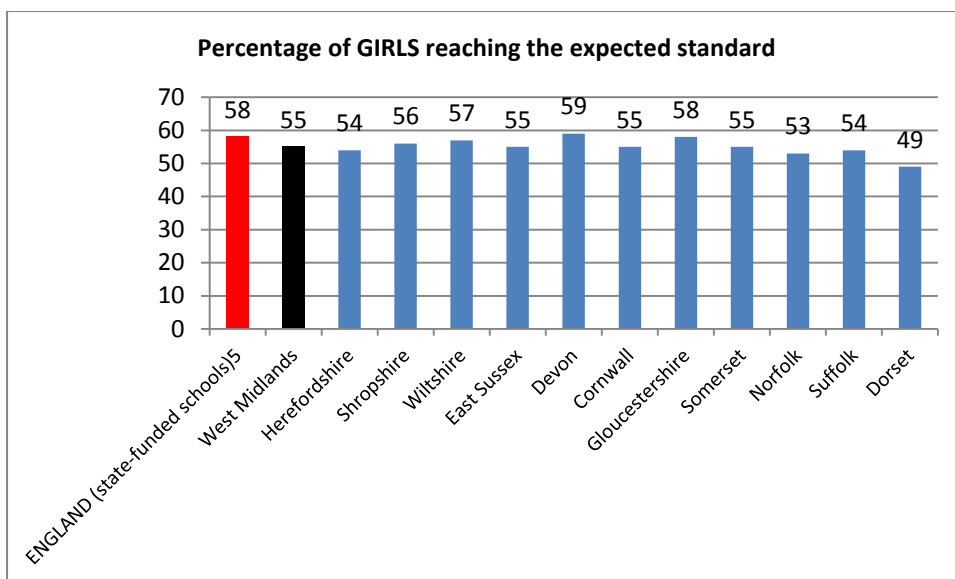


Gender

As in previous years, girls do better than boys in reading, writing and mathematics combined. 58% of girls (57% in the state-funded sector) achieve the expected standard in all of reading, writing and mathematics compared to 50% of boys - a gap of 8 percentage points. The gap is larger than that seen in previous years – 6 percentage point gap for the old expected standard in 2015 and 2014. 6% of girls achieved the higher standard in all of reading, writing and mathematics compared to 5% of boys nationally - a gap of 2 percentage points. Locally the gender gap in 2016 amounted to just 4 percentage points.

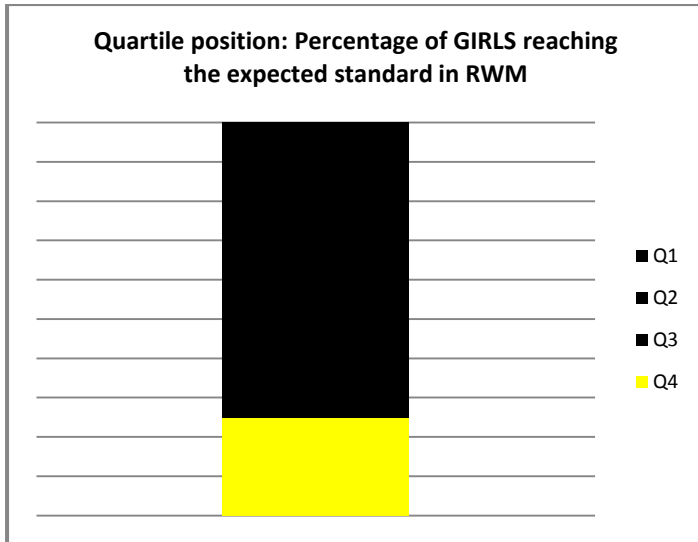
In Herefordshire 54% of girls achieved the expected standard in reading, writing and maths which was below the England state-funded schools average and the regional average of 55%. Only one of Herefordshire's statistical neighbours, Norfolk scored lower (53%).

50% of boys in Herefordshire achieved the expected standard across the three subjects which was the highest (joint) amongst statistical neighbours. 50% was in line with the England state-funded average and exceeded the regional average of 47%.

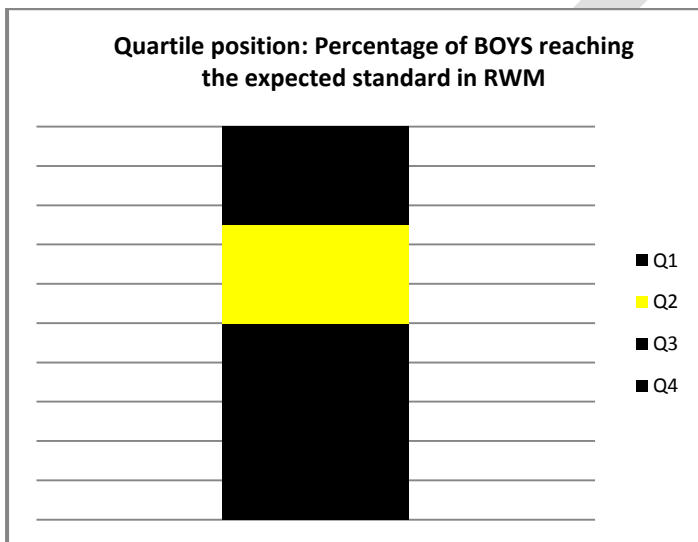


In terms of quartile performance, girls across the combined standard was 4th quartile. This differs from the provisional release where girls performance was in the third quartile. Revised results included data from City of London and Isles of Scilly, missing from the provisional release.

There is much less variation in the percentage of pupils achieving the higher standard in reading, writing and maths. 6% of girls in state-funded schools across England achieved the higher standard which was in line with the percentage of girls in Herefordshire achieving the same. The regional average was slightly less at 5%. The lowest performing statistical neighbour was East Sussex where only 3% of girls achieved the higher standard. The highest performing were Cornwall and Gloucestershire where 7% achieved the standard. 5% of boys in the state-funded sector achieved the higher standard which was in line with the percentage of boys in Herefordshire achieving the same. The regional average was 4% with the lowest performing neighbour once again East Sussex (2% achieved).



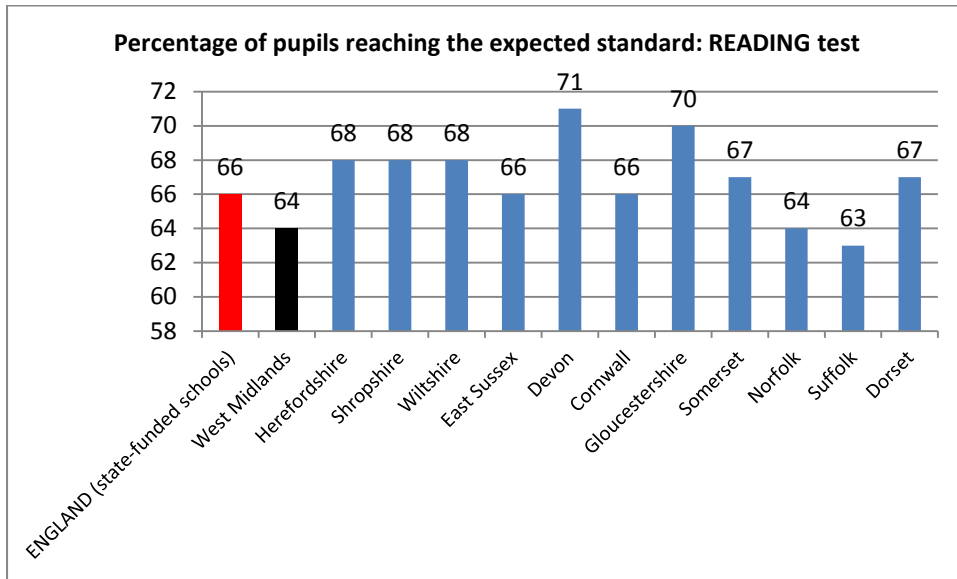
Boys' performance was enough to see them reach the second quartile



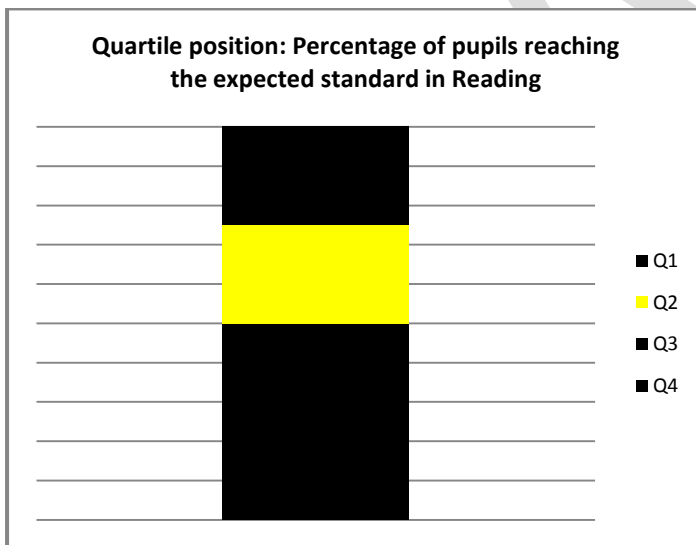
Attainment by subject

Pupils take tests in grammar, punctuation and spelling (GPS) as well as in reading and mathematics. Writing performance is teacher assessed. Nationally, attainment at the expected standard or above is highest in the grammar, punctuation and spelling test at 73% and lowest in the reading test at 66%. In Herefordshire, similarly attainment was highest in GPS at 74% (above England average) but lowest in mathematics at 67% (equivalent to England average). 68% of pupils in Herefordshire achieved the expected standard in reading which was also above the England average.

Reading

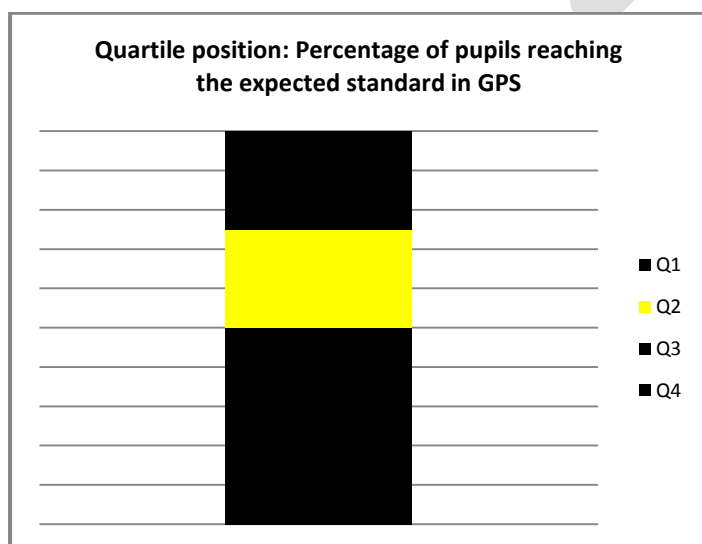
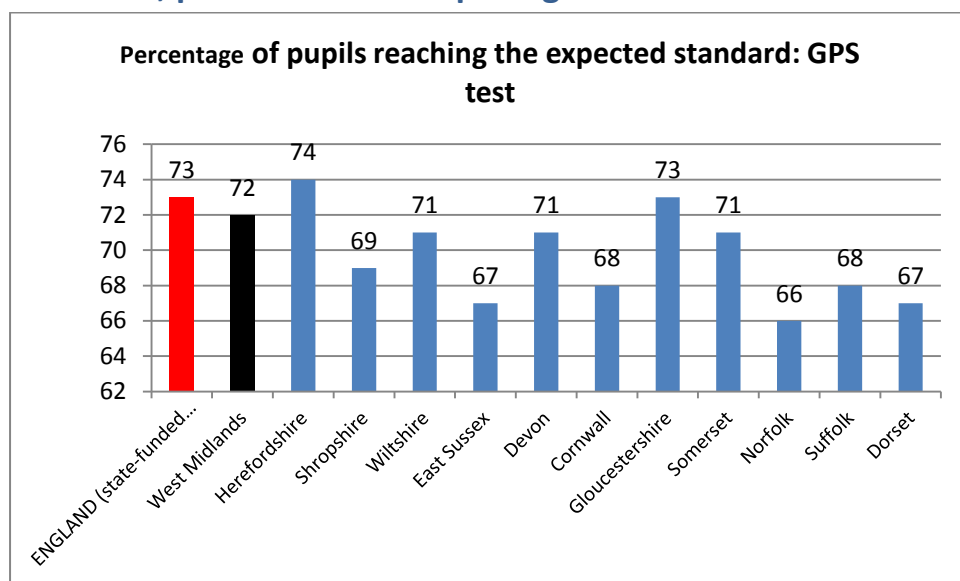


Amongst statistical neighbours Herefordshire returned the joint third highest score for the percentage of pupils achieving the expected standard in reading with only Devon (71%) and Gloucestershire (70%) performing better. The lowest performing statistical neighbour in reading was Suffolk where only 63% of pupils achieved the expected standard in reading. Performance in reading was in the second quartile nationally.



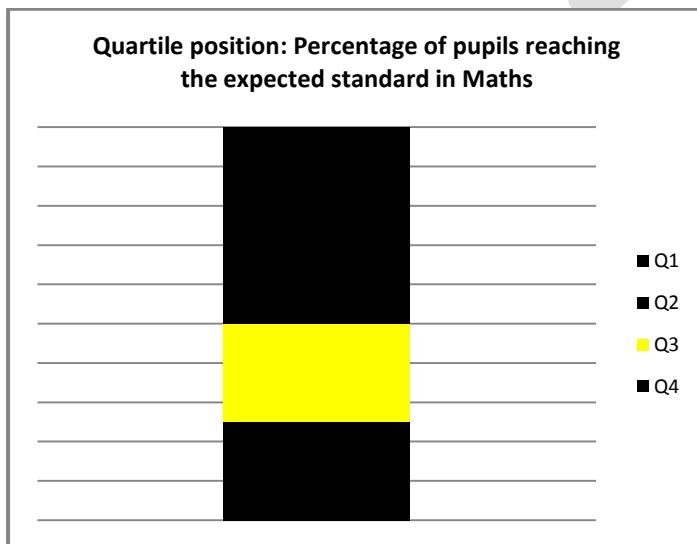
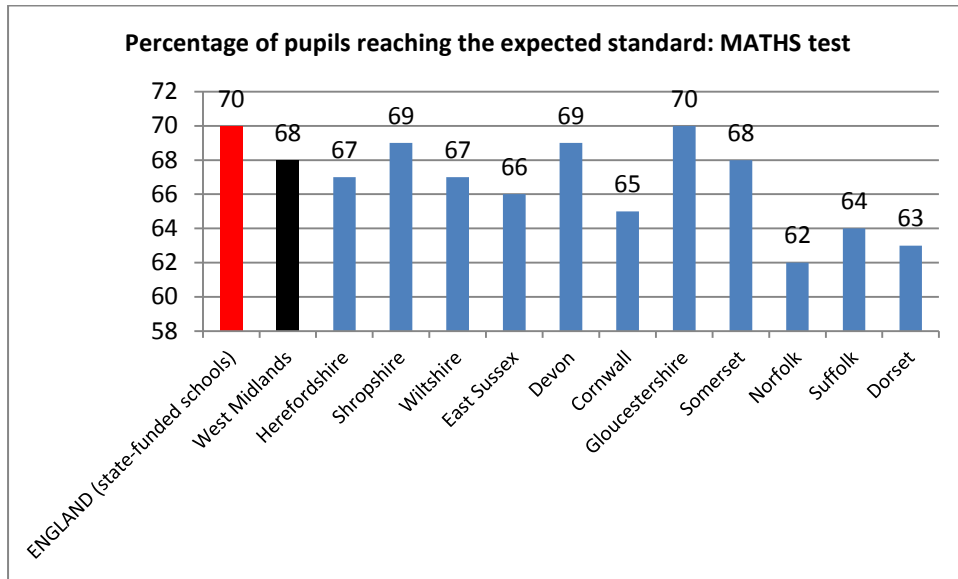
In the GPS test, Herefordshire was the top performing local authority amongst statistical neighbours. Gloucestershire was the only other local authority amongst neighbours to achieve the state-funded England average (73%). The remaining neighbours all performed below this level with Norfolk returning the lowest figure at 66%. Performance in the GPS test was second quartile.

Grammar, punctuation and spelling



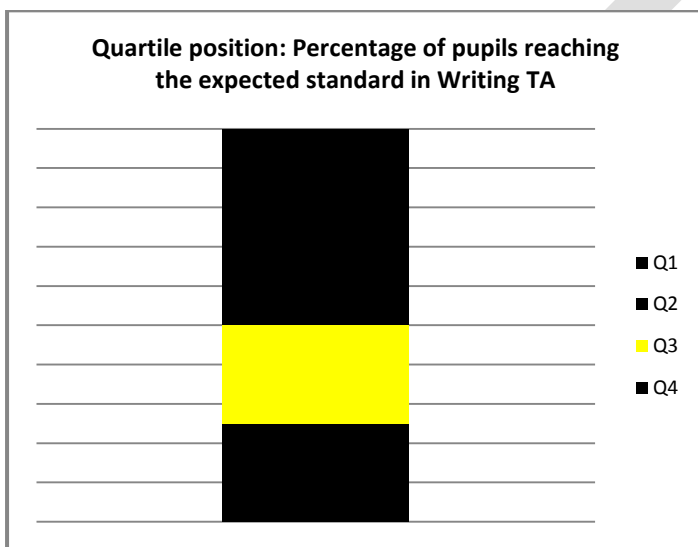
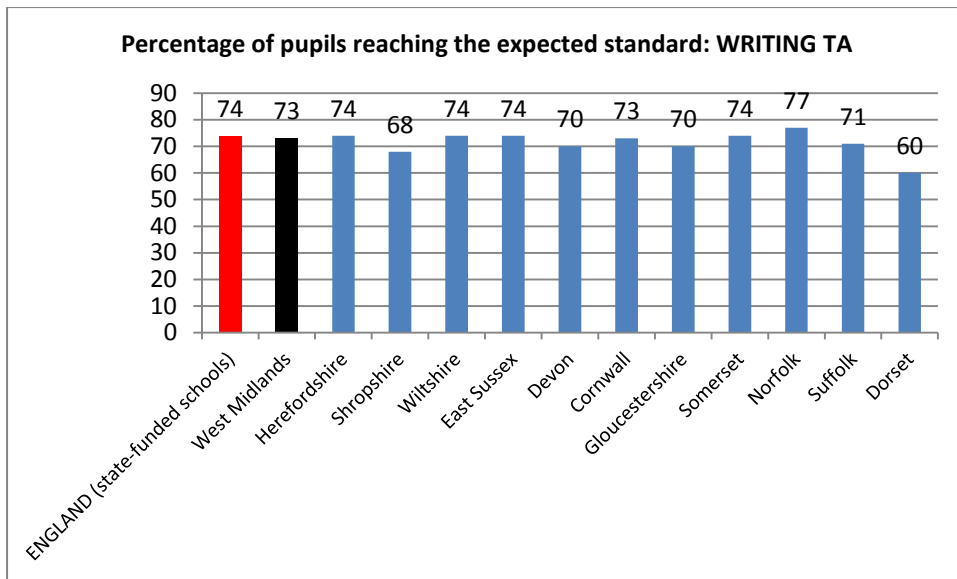
Performance in the maths test fell into the third quarter with 67% of pupils in Herefordshire achieving the expected standard compared to 70% of pupils across England. 67% was also below the regional average of 68%. Gloucestershire were the highest performing statistical neighbour in the maths test with 70% of pupils achieving, although this was merely in line with the England average. Norfolk (62%), Dorset (63%), Suffolk (64%), Cornwall (65%) and East Sussex (66%) all performed below Herefordshire.

Maths



Writing teacher assessment

74% of pupils in Herefordshire achieved the expected standard in their Writing teacher assessment. This was in line with the England state-funded school average and 1% higher than the regional average. Whilst in line with the England average, 74% was only sufficient to place Herefordshire in the third quartile nationally. Amongst statistical neighbours, only Norfolk performed better than Herefordshire where 77% achieved the expected standard in the writing teacher assessment. The lowest performing statistical neighbour was Dorset where only 60% achieved the standard.



Average scaled scores

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but were not awarded enough marks to receive a scaled score are excluded. Note that the average scaled scores may be different from the median scores. This is because median is calculated as the "middle" score where all scores are listed in numerical order.

The average scaled scores in England (state-funded schools) were as follows, with Herefordshire equivalents shown alongside:

Reading	103	Herefordshire	103
Grammar, punctuation and spelling	104	Herefordshire	104
Mathematics	103	Herefordshire	103

Progress between age 7 and age 11 (NC years 2 and 6)

From 2016, the previous expected progress measures have been replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make. The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score. Progress scores are calculated for each of reading, writing and mathematics, they are not combined. They are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

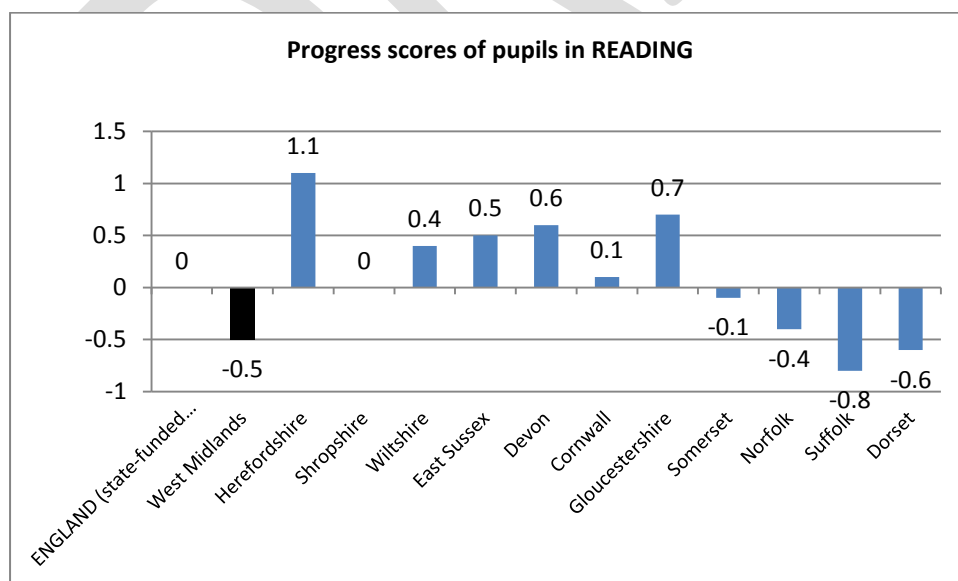
Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally. A negative progress score does not mean pupils made no progress.

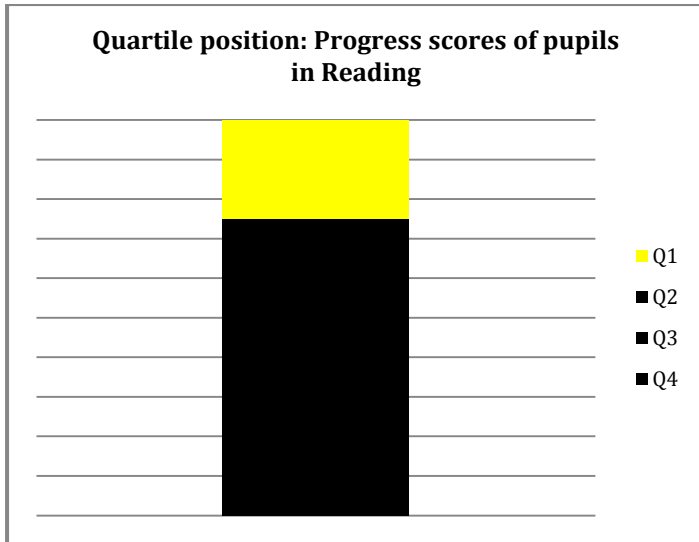
Scores should be interpreted alongside their associated confidence intervals³. If the lower confidence limit is greater than zero, then the progress score is above the national average. Similarly, if the upper limit is below zero, then the score is below average. Where a confidence interval overlaps zero, the progress score is not significantly different from the national average

Reading

The England (state-funded sector) progress outcomes for reading, for writing and for maths are logically 0.00 as the progress measure compares how pupils progress compared to other pupils from the same starting point nationally.

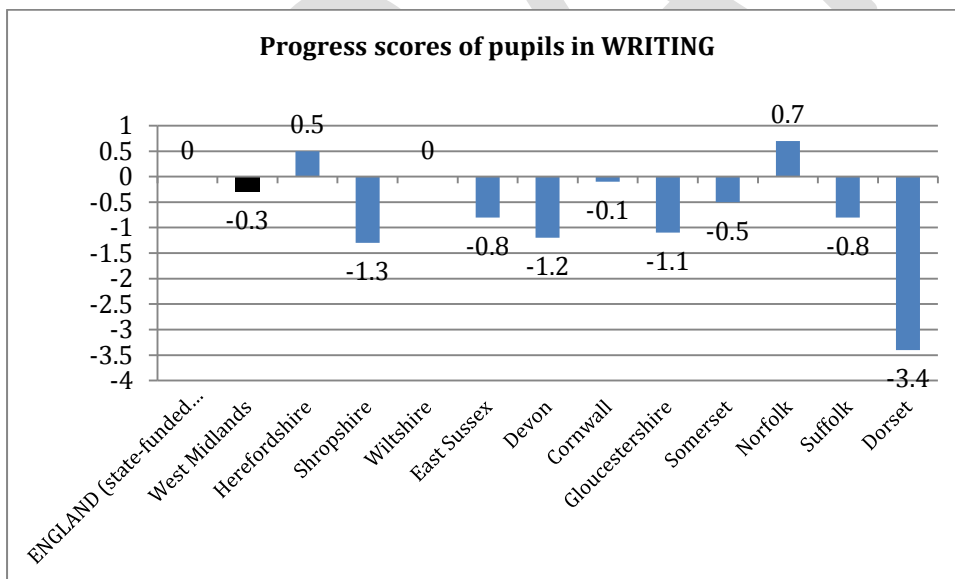
Herefordshire's progress score for pupils in reading in 2016 was 1.1 with a lower confidence interval of 0.8 and upper of 1.4. As both confidence intervals are positive this indicates that Herefordshire pupils make above national average progress in reading. Whilst confidence intervals are important, 1.1 as a raw score would put Herefordshire in the top quartile in terms of performance. Herefordshire's progress figure exceeded the regional average as well the performance across all statistical neighbours.

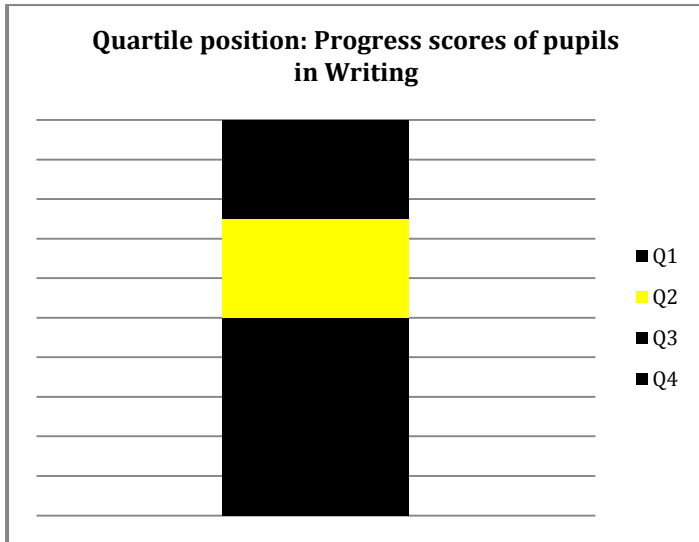




Writing

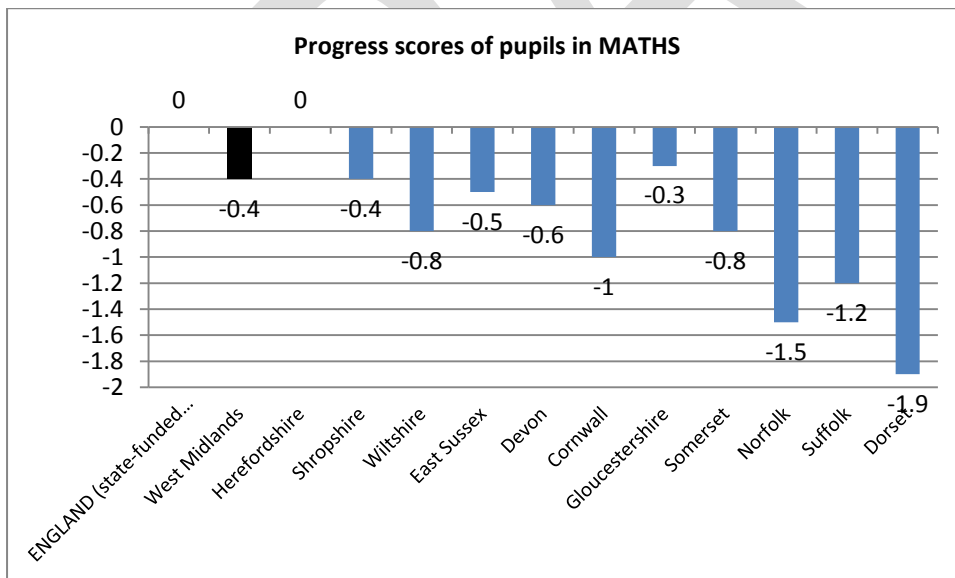
Herefordshire's progress score for writing was 0.5, with a lower confidence interval of 0.2 and an upper of 0.8. As both intervals are above zero, similar to progress in reading, Herefordshire's progress in writing is considered above national average. Only Norfolk, with a progress figure of 0.7 (lower CI 0.6 upper CI 0.8) showed better pupil progress in writing. The remaining local authorities forming statistical neighbours returned zero or negative figures for progress in writing. 0.5 equated to second quartile performance.

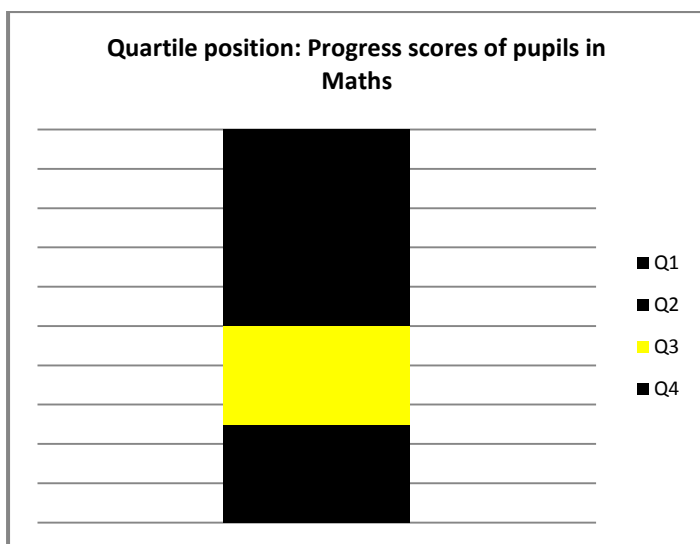




Maths

Progress in maths was 0.0 with a lower CI of -0.3 and an upper of 0.3. The confidence intervals indicate that progress could lie anywhere from -0.3 to +0.3. As this spans zero, progress is deemed to be in line with the national average. 0.00 itself (ignoring confidence intervals would equate to 3rd quartile performance. Amongst statistical neighbours Herefordshire progress score is the only local authority that is not negative. The highest progress figure in maths was recorded by City of London at 3.0 with a lower confidence interval of 1.0 and an upper of 5.0.





Progress scores by school type (mainstream)

Whilst the figures below provide interesting reading, it is difficult to draw conclusions from a single year of data and lack of detail regarding the length of time which an establishment might have been operating as an academy or free school and the prior performance of that school. The figure below seem to indicate local authority schools making better progress in reading and mathematics than academies and free schools but, not quite as good progress in writing. Two of these are test subjects and the other is a teacher assessment.

	Reading progress score	Confidence interval	Writing progress score	Confidence interval	Mathematics progress score	Confidence interval
LA maintained schools	0.1	0.0 to 0.1	0.0	0.0 to 0.09	0.0	0.0 to 0.0
Academies and free schools	-0.2	-0.3 to -0.2	0.1	0.1 to 0.1	-0.1	-0.1 to -0.1
Of which:						
Sponsored academies	-0.9	-1.0 to -0.8	0.4	0.4 to 0.5	-0.4	-0.4 to -0.3
Converter academies	0.1	0.0 to 0.1	0.0	-0.1 to 0.0	0.0	0.0 to 0.1
Free schools	-1.0	-1.5 to -0.5	-0.7	-1.2 to -0.3	-1.3	-1.7 to -0.9

Attainment and progress by school cohort size

Nationally, there is little difference in attainment by size of school; attainment is lowest in schools with 1 to 15 pupils in their year 6 cohort and highest in those with 16 to 30 pupils in their cohort. There is more difference by school size in terms of progress scores - larger schools make less progress with pupils in reading; both small (1 to 15 pupils) and large schools (91 or more pupils) make less overall progress with pupils in writing and mathematics than medium sized schools.

Cohort Size	Number of schools	Reaching the expected standard	Reading		Writing		Maths	
			Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
1 - 15 pupils	2,323	53%	0.5	0.4 to 0.6	-0.7	-0.8 to -0.6	-0.8	-0.9 to -0.7
16 - 30 pupils	5,207	55%	0.3	0.3 to 0.3	0.1	0.1 to 0.1	0.2	0.1 to 0.2
31 - 60 pupils	5541	54%	0.1	0.1 to 0.1	0.2	0.1 to 0.2	0.2	0.1 to 0.2
61 - 90 pupils	1398	54%	-0.3	-0.3 to -0.3	0.0	0.0 to 0.1	0.0	-0.1 to 0.0
91+ pupils	461	54%	-0.8	-0.8 to -0.7	-0.7	-0.8 to -0.7	-0.8	-0.8 to -0.7

Pupil characteristics

This section discusses attainment by Free School Meals (FSM) eligibility, Disadvantage, First Language other than English (EAL) and Special Education Needs (SEN). It also covers both attainment of the group as well as the new focus of 'diminishing the difference'.

Free school meal (FSM) eligibility

References to pupils who are eligible to free school meals includes pupils who are eligible to the benefit **and** who have applied for and had that eligibility verified or approved by the respective local authority. It does **not** include pupils who might be eligible to the benefit but who chose not take up their eligibility.

FSM pupils have lower attainment in 2016 compared to all other pupils nationally: 36 per cent of FSM pupils achieve the expected standard in reading, writing and mathematics, compared to 57 per cent of all other pupils, a difference of 21 percentage points. Figures are rounded to the nearest whole percentage. As with overall attainment, differences between groups are not comparable with previous years

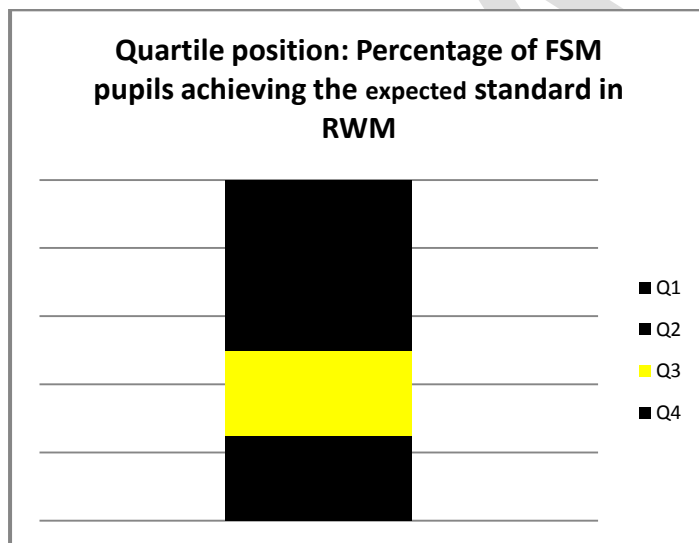
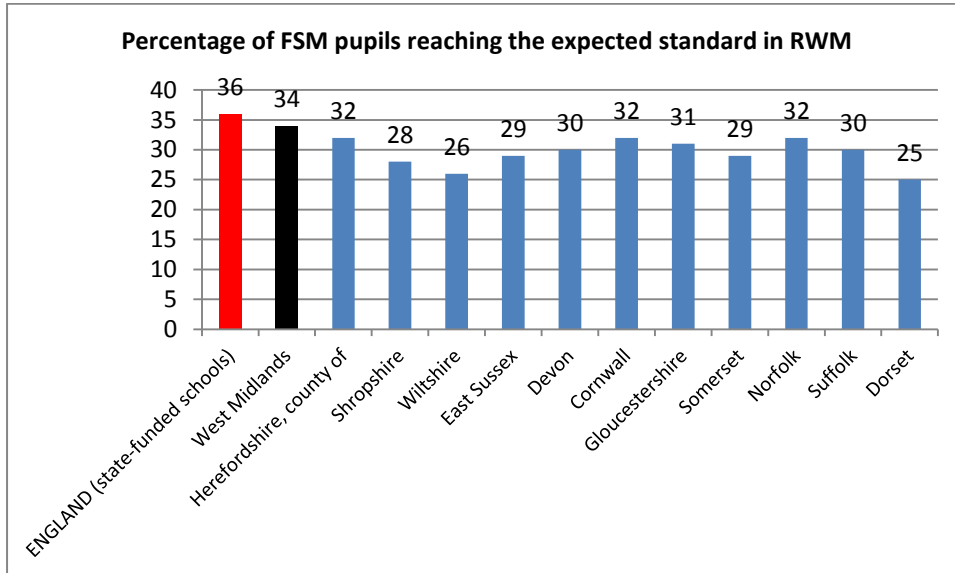
For context only the table below shows the 2013 to 2015 figures for FSM pupils and other pupils.

	Achieved level 4 or above			Achieved level 4b or above			Achieved the expected standard		
	FSM	All other pupils	difference	FSM	All other pupils	difference	FSM	All other pupils	difference
2013	60%	79%	19	45%	67%	22			
2014	64%	82%	18	49%	71%	22			
2015	66%	83%	17	52%	72%	20			
2016							35%	57%	21

Source: National Pupil Database

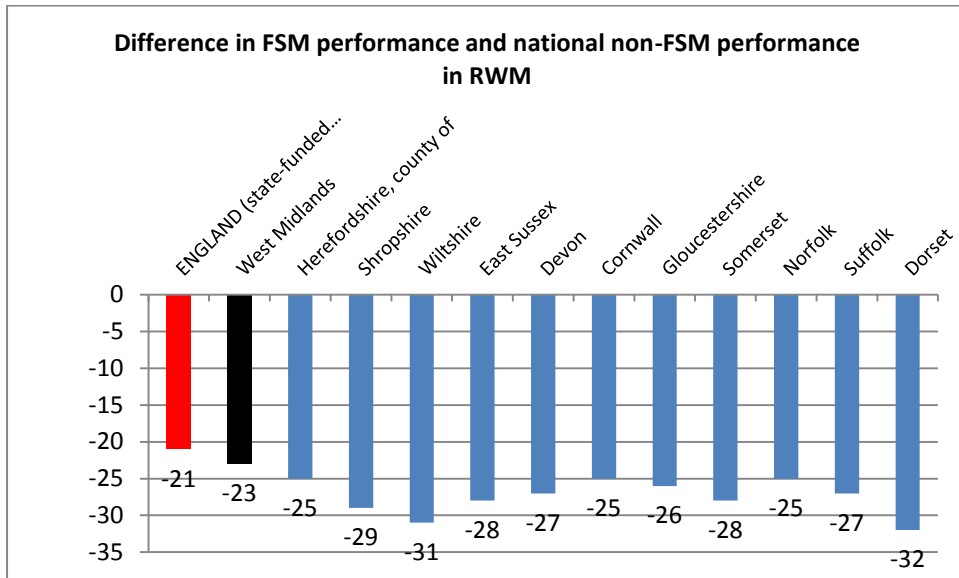
In 2016 across Herefordshire 32% of pupils known to be eligible and claiming free school meals achieved the expected standard in reading, writing and maths. This was 4 percentage points lower than the England average. It was also 2 percentage points below the regional average of 34%. Amongst statistical neighbours however Herefordshire, along with Cornwall and Norfolk had the highest rates of attainment for FSM pupils. In

Dorset only 25% of FSM pupils achieved the expected standard at KS2. 54% of pupils not eligible to FSM achieved the expected standard in reading, writing and maths which compute as a local inequality gap of 22 percentage points. For context only, the local inequality gap in 2015 for children achieving level 4+ in reading, writing and maths was 25 percentage points. In 2014 the gap was 19 percentage points. In terms of quartile ranking 32% puts Herefordshire in the third quartile for FSM pupils achieving the expected standard across all of reading, writing and maths.

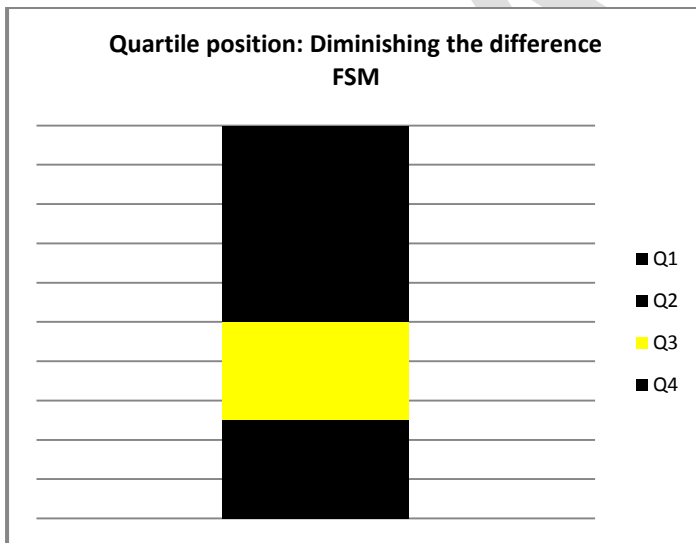


Under the new performance objective of 'Diminishing the difference' the Government now measure the difference in performance of a particular group (in this case FSM pupils) and compares this to the performance of pupils nationally in the 'non-group' (in those case pupils not eligible to free school meals). In 2016 the difference between FSM pupils and non-FSM pupils nationally was 25 percentage points. This exceeds both the national and regional difference which was 21 and 23 percentage points respectively. In line with the earlier numbers on performance of FSM pupils, Herefordshire along with Cornwall and Norfolk had the smallest difference amongst statistical neighbours. The biggest difference was in Dorset (lowest FSM performance) at 32 percentage points.

pupils achieving the expected standard in reading, writing and maths			
	Herefordshire FSM pupils	National Non FSM pupils	Difference
2016	32	57	25



In terms of quartile performance Herefordshire's difference was in the third quartile.

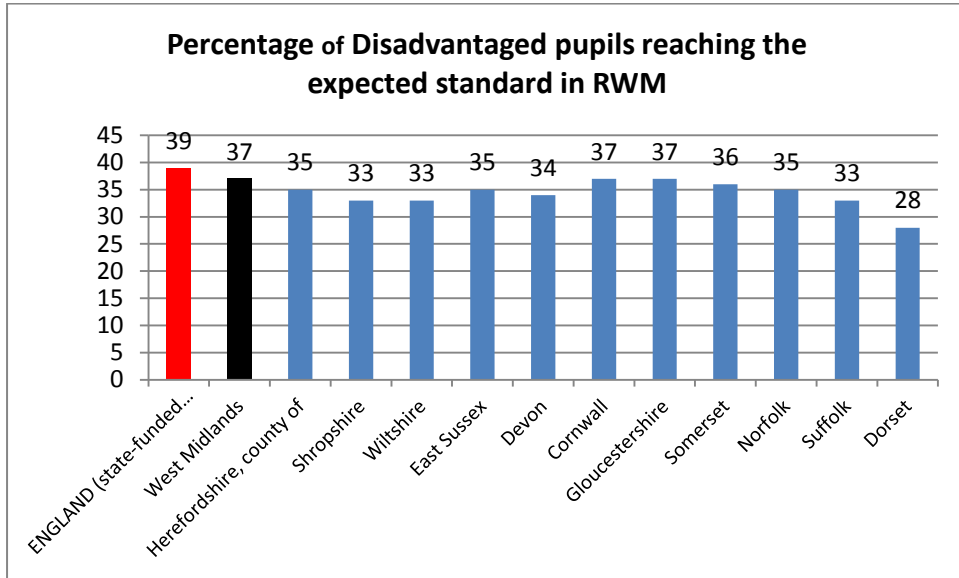


Disadvantaged pupils

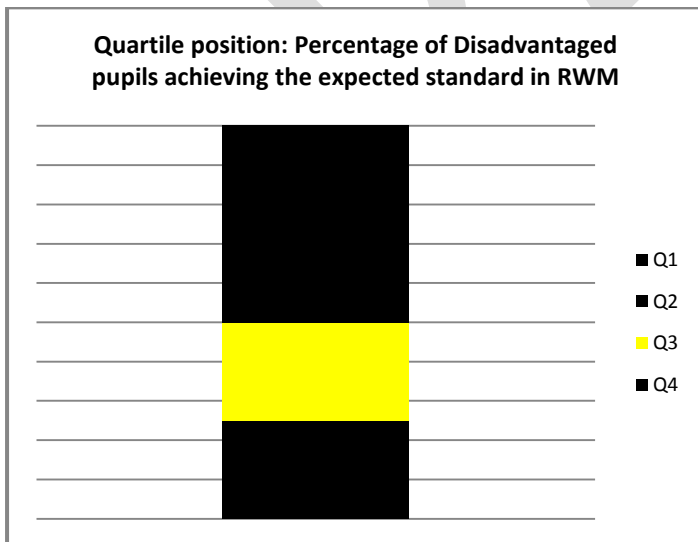
In 2016, disadvantaged pupils are defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority and children who left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order. 32% of 11 year olds were classed as disadvantaged in 2016.

In state-funded schools across England 39% of disadvantaged pupils achieved the expected standard in reading, writing and maths. 61% of non-disadvantaged pupils achieved the same standard resulting in a difference of 22 percentage points. In Herefordshire 35% of disadvantaged pupils achieved the expected standard compared to 57% of the non-disadvantaged cohort – a difference of 22 percentage points.

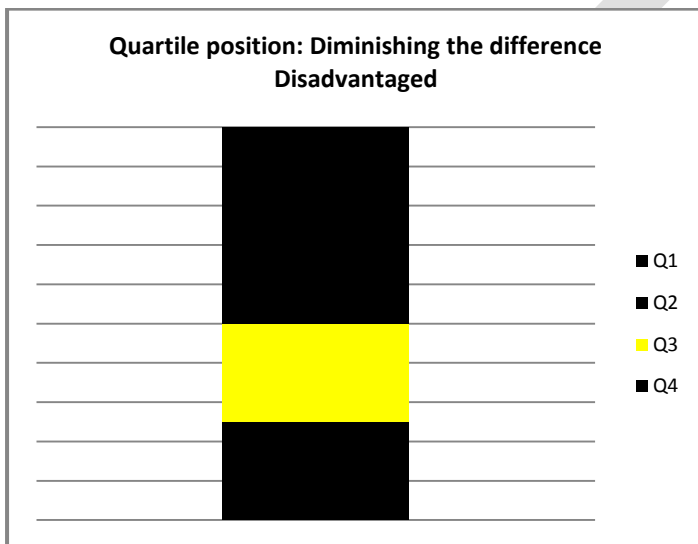
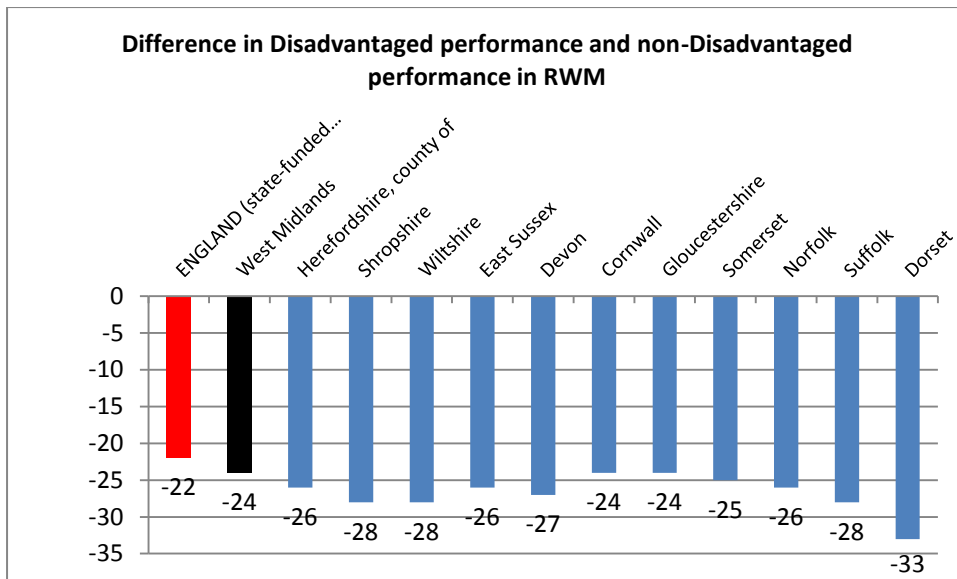
pupils achieving the expected standard in reading, writing and maths			
	Herefordshire disadvantaged pupils	National Non disadvantaged pupils	Difference
2016	35	57	22



Amongst statistical neighbours, Cornwall (37%), Gloucestershire (37%) and Somerset (36%) all reported higher performance outturns for their disadvantaged cohorts. Herefordshire (35%) was in line with East Sussex and Norfolk. Dorset was lowest performing neighbour where only 28% of pupils achieved the expected standard. Herefordshire's performance was third quartile for this performance measure.



The difference between Herefordshire disadvantaged pupils and non-disadvantaged pupils nationally was 26 percentage points. The difference equates to third quartile in performance terms. By and large the disadvantaged performance measure largely reflected the performance of FSM pupils as these make up the vast majority of the disadvantaged numbers. Relatively speaking, looked after (LAC) and post-looked after (Post-LAC) (left care in England and Wales through adoption or via a Special Guardianship or Child Arrangements Order) form a relatively small part of the disadvantaged cohort.

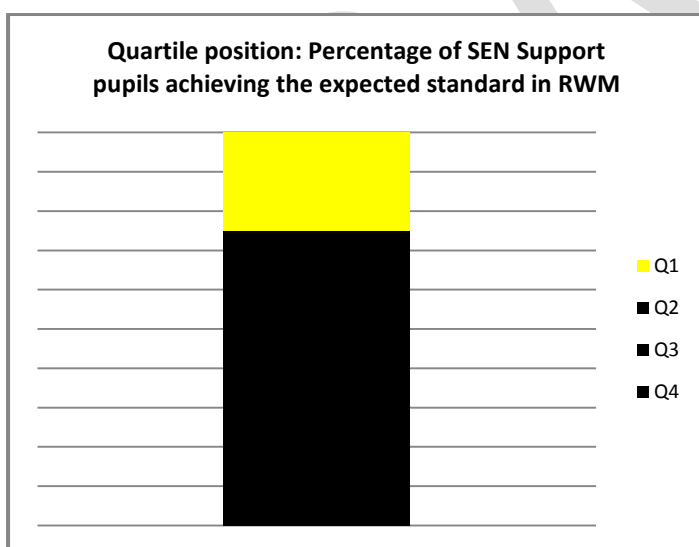
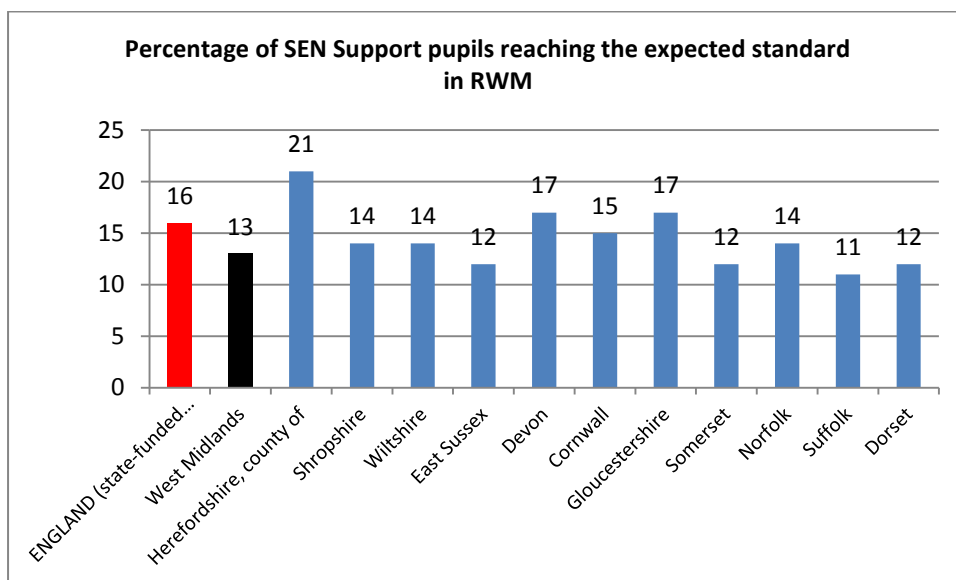


Special Education Needs (SEN)

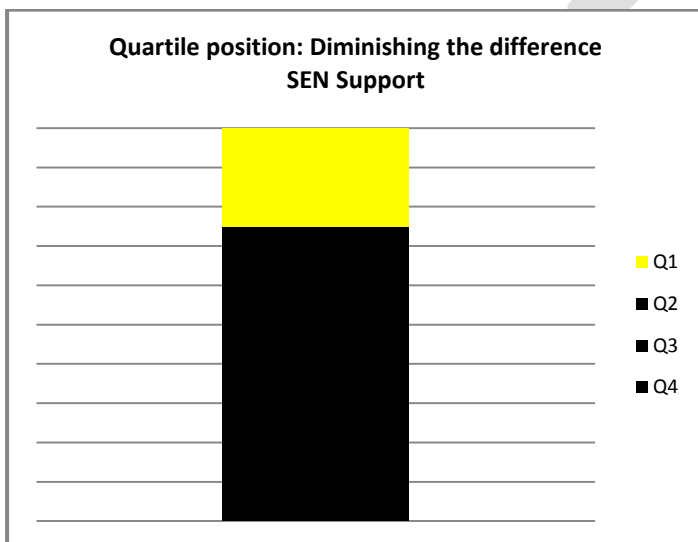
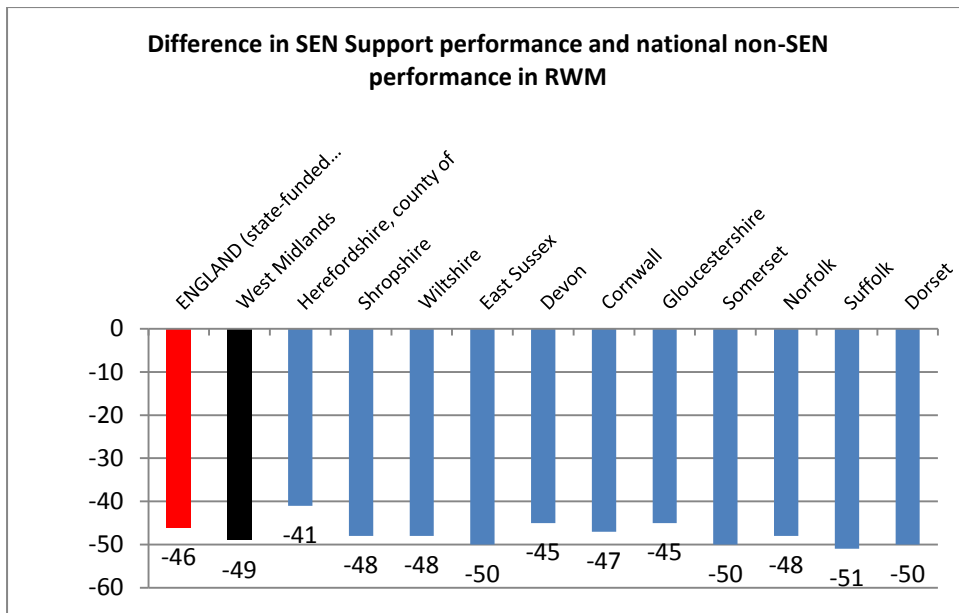
SEN pupils are categorised and reported as “SEN with a Statement or Education, Health and Care Plan (EHCP)” and “SEN Support”. As no further Statements are issued and existing Statements are converted to EHCP’s, gradually the categories will simply consist of pupils with a EHCP and those with SEN Support. SEN Support is a relatively new classification of SEN and replaces what would have historically captured those pupils at School Action and School Action Plus.

Unsurprisingly perhaps, of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. Across England state-funded schools, 16% of SEN Support pupils achieved the expected standard in reading, writing and maths compared to 62% of non-SEN pupils. This represents an attainment gap of 46 percentage points. In Herefordshire the attainment gap was 41 percentage points reflecting the comparatively good performance of SEN Support pupils (5% better than the England average). Amongst statistical neighbours Herefordshire SEN Support pupils outperformed everyone in terms of the percentage achieving the expected standard in reading, writing and maths at KS2 in 2016. The lowest performing of our statistical neighbours was Suffolk where only 11% of the cohort achieved the standard. In terms of quartile performance, Herefordshire SEN Support pupils were in the top quartile nationally in 2016.

pupils achieving the expected standard in reading, writing and maths		
	Herefordshire SEN Support pupils	National Non SEN pupils
2016	21	62
		Difference
		41



In terms of diminishing the difference there was a 41 percentage point difference between the percentage of Herefordshire SEN Support pupils achieving the standard (21%) and the percentage of non-SEN Support pupils nationally (62%). This is a smaller difference than nationally (46 percentage points) and regionally (49 percentage points). Across statistical neighbours Herefordshire difference was the smallest, reflecting the comparatively good attainment of the local cohort. The largest difference can be seen in Suffolk (51 percentage points) and reflects the fact that only 11% of the cohort achieved the expected standard. In terms of diminishing the difference Herefordshire was in the top quartile.



This report is not analysing the performance of those pupils with SEN Statements or EHCP in detail because results from many local authorities are suppressed due to small numbers. In Herefordshire 4% of pupils with a Statement/EHCP achieved the expected standard in reading, writing and maths. This compares to 7% in state-funded school across England and 6% across the W Midlands region.

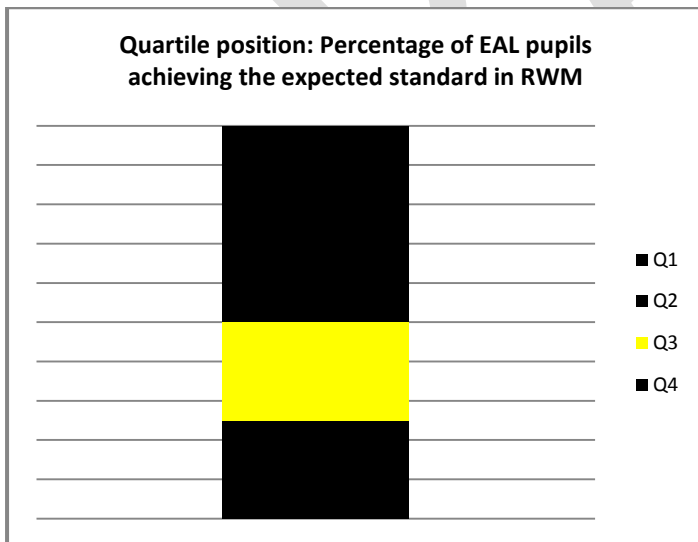
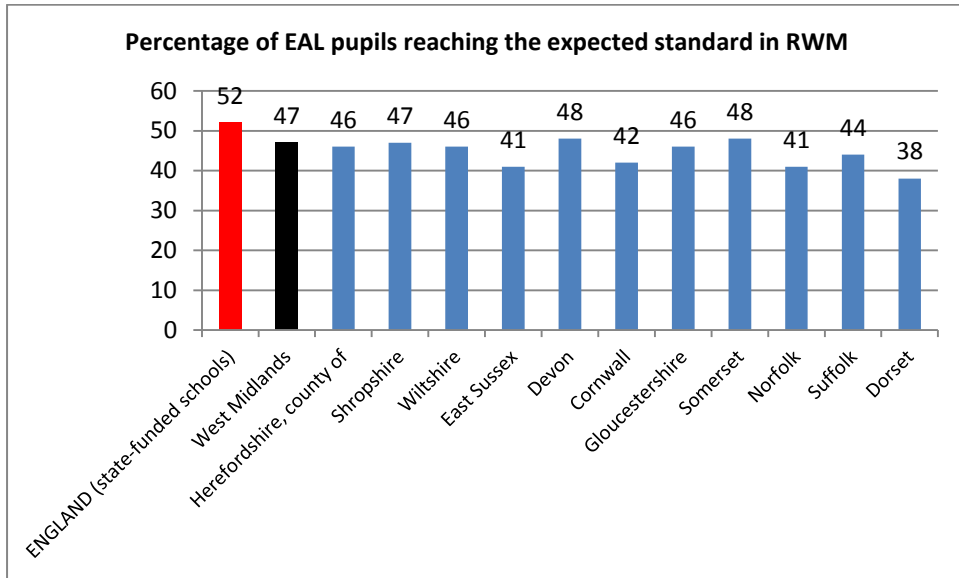
English as a first language

Across England 18 percent of 11 year old pupils have a first language other than English (EAL) in 2016. For context purposes in Herefordshire just over 5% of the same cohort have a first language other than English. Whilst the numbers and percentage of EAL in Herefordshire has been increasing term on term in recent years it still represents a relatively small percentage of the population.

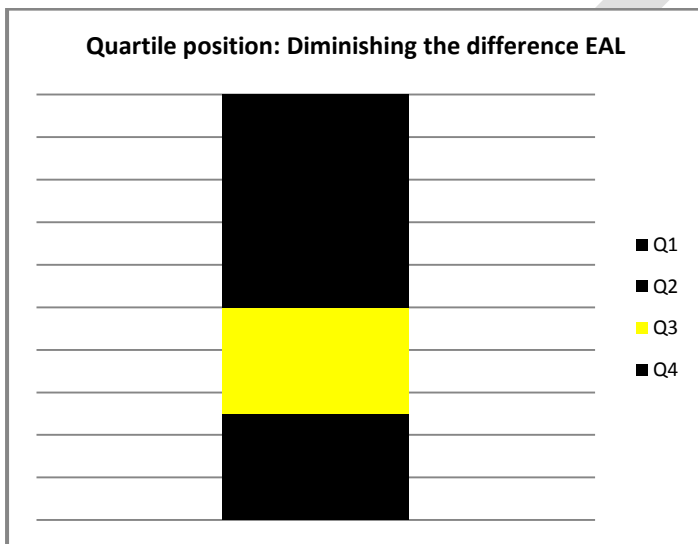
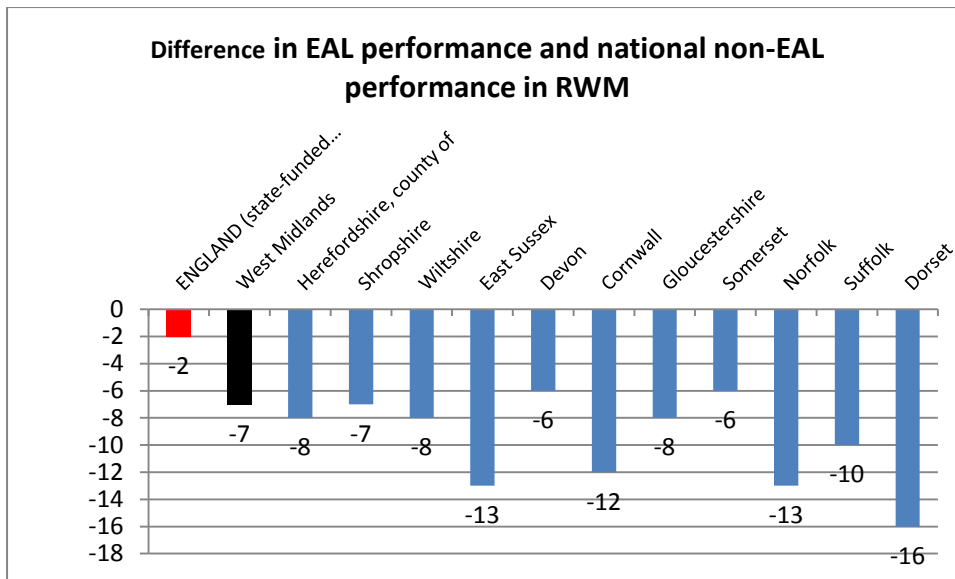
Across England 52% of EAL pupils achieved the expected standard in all of reading, writing and maths. This compares to 54% of pupils whose first language is English. In Herefordshire 46% of the EAL cohort achieved the same standard. The difference between Herefordshire EAL (46%) and national non-EAL (52%) was 8 percentage points.

pupils achieving the expected standard in reading, writing and maths				
		Herefordshire EAL pupils	National Non EAL pupils	Difference
2016		46	54	8

In terms of EAL attainment amongst statistical neighbours, Herefordshire was joint third highest, with only Devon and Somerset (48%) and Shropshire (47%) achieving higher. The lowest attaining statistical neighbour was Dorset where only 38% of the cohort achieved the expected standard in reading, writing and maths. Herefordshire’s EAL attainment was third quartile.



In terms of differences between the performance of EAL pupils and non-EAL pupils nationally, Somerset and Devon recorded the smallest difference (6 percentage points), Shropshire 7 percentage points and then Herefordshire with a gap of 8 percentage points. This was in line with Gloucestershire, and Wiltshire. The regional gap was 7 percentage points. In terms of quartile performance Herefordshire was in the third quartile.



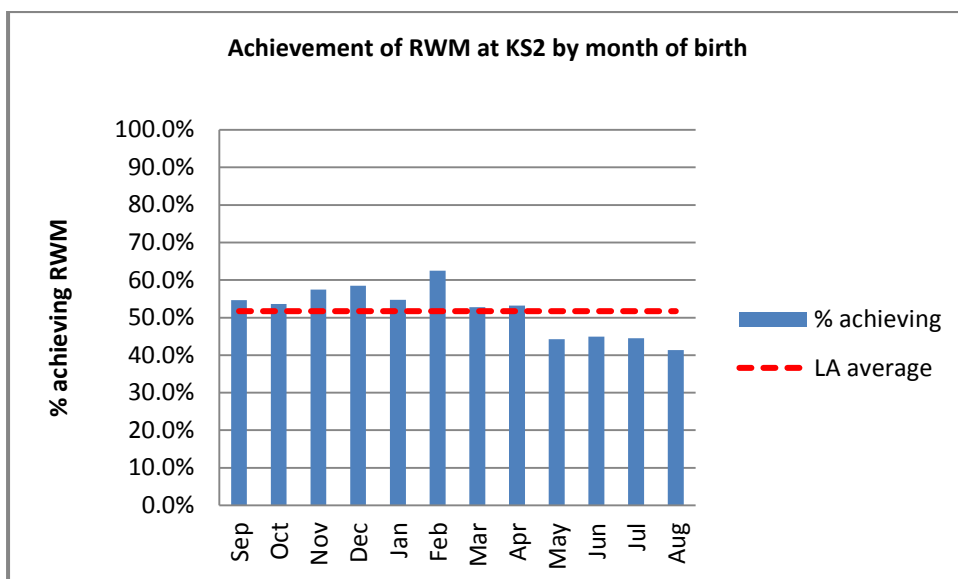
Month of birth

Pupils at the end of KS2 in any year would typically be aged 11 as at 31 August. In England, children born in August are the youngest within each school year. In 2016 older pupils performed better than summer born pupils in all subject areas at the end of KS2 as shown in the table below. The attainment gap in reading, writing and mathematics between pupils born in September and those born in August is 14 percentage points. Evidence¹⁹ suggests that the youngest pupils within each school year group, have lower attainment than their older peers.

	Reading, writing and maths	Reading	Writing	Mathematics	Grammar, punctuation and spelling
September	60	72	79	75	77
October	59	71	79	74	76
November	58	70	78	73	76
December	57	68	77	72	75
January	55	67	75	71	73
February	54	66	74	70	73
March	53	65	74	69	72
April	51	64	73	68	71
May	50	63	72	68	71
June	49	62	70	67	70
July	48	61	70	66	69
August	46	60	68	65	68

The percentage of pupils achieving the expected standard in reading, writing and maths is shown below. In Herefordshire the correlation between month of birth and attainment is not as pronounced as nationally, however undoubtedly a smaller percentage of pupils born in the summer term achieve the expected standard. Locally, in 2016 the highest achieving month was February. Clearly when numbers are broken to local authority level the impact of individual schools plays a greater part in the performance. A large school performing particularly well is likely to see a number of summer born pupils achieving and similarly a poor performing school is likely to have a number of Autumn born pupils who did not achieve.

Month of birth	LA average	% achieving
Sep	51.7%	54.6%
Oct	51.7%	53.6%
Nov	51.7%	57.5%
Dec	51.7%	58.5%
Jan	51.7%	54.7%
Feb	51.7%	62.5%
Mar	51.7%	52.7%
Apr	51.7%	53.2%
May	51.7%	44.3%
Jun	51.7%	44.9%
Jul	51.7%	44.5%
Aug	51.7%	41.4%



Nationally, in 2016 the youngest pupils made more progress in reading, writing and mathematics compared to all pupils nationally with similar prior attainment. Older pupils made less progress in all subjects compared to all other pupils with similar prior attainment.

	Reading		Writing		Maths	
	Progress score	Confidence interval	Progress score	Confidence interval	Progress score	Confidence interval
September	-0.5	-0.5 to -0.4	-0.3	-0.4 to -0.3	-0.5	-0.6 to -0.5
October	-0.4	-0.5 to -0.3	-0.3	-0.3 to -0.2	-0.5	-0.5 to -0.4
November	-0.3	-0.4 to -0.3	-0.2	-0.3 to -0.2	-0.4	-0.4 to -0.3
December	-0.3	-0.3 to -0.2	-0.1	-0.2 to -0.1	-0.3	-0.3 to -0.2
January	-0.2	-0.2 to -0.1	-0.1	-0.2 to -0.1	-0.2	-0.2 to -0.1
February	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0	-0.1	-0.1 to 0.0
March	0.0	-0.1 to 0.0	0.0	-0.1 to 0.1	0.0	0.0 to 0.1
April	0.1	0.0 to 0.1	0.1	0.0 to 0.1	0.1	0.1 to 0.2
May	0.3	0.2 to 0.3	0.2	0.1 to 0.3	0.3	0.3 to 0.4
June	0.3	0.3 to 0.4	0.2	0.2 to 0.3	0.4	0.3 to 0.4
July	0.4	0.4 to 0.5	0.3	0.2 to 0.3	0.5	0.4 to 0.5
August	0.6	0.5 to 0.6	0.4	0.4 to 0.5	0.6	0.6 to 0.6

For Example Research Report DFE-RR017: Month of Birth and Education: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182664/DFE-RR017.pdf

In Herefordshire progress by month of birth does not show the same direct correlation as the national data, largely for the reasons above in that the performance of individual schools will have a greater impact on the overall picture. Progress by month of birth in Herefordshire is shown below. In Reading pupils born in Feb made the most progress followed by Apr and Nov. Progress in Writing does demonstrate pupils born in Jul and Aug making the most progress and in Maths pupils born in Jul and Aug also make the most, with the exception of pupils born in Feb.

In summary therefore, it does appear that in general whilst summer born children have lower attainment, at the same time they are making the most progress.

	Reading	Writing	Maths
Sep	0.37	0.06	-0.22
Oct	0.92	-0.34	-0.09
Nov	1.28	0.79	-0.80
Dec	0.87	0.15	-0.23
Jan	0.75	0.90	-0.07
Feb	2.01	0.94	0.97
Mar	0.87	-0.02	0.11
Apr	1.92	0.15	0.56
May	1.24	0.61	-0.97
Jun	0.84	-0.59	-0.71
Jul	0.66	1.08	0.57
Aug	0.99	1.18	0.71
LA average	1.05	0.41	-0.05

Deprivation

Disadvantaged pupils are covered earlier in this document so only a brief mention will be made regarding performance by areas of deprivation. Data is not published on a national basis so the following information only related to Herefordshire and furthermore analysis on deprivation will only include pupils residing within Herefordshire according to home postcode. The table below shows the percentages of pupils achieving the expected standard in reading, writing and maths at KS2 in 2016. The level of deprivation is taken from the index of multiple deprivation 2015 and areas falling into the top 10%, 20% and 25% most deprived in England as well as the least deprived (bottom) 10%, 20% and 25% are shown individually.

Level of deprivation (IMD2015)	Cohort size	% achieving expected standard in RWM
Other areas of Herefordshire	1393	53.1%
Gloucestershire	18	33.3%
Lowest 10%	37	64.9%
Lowest 20%	95	58.9%
Lowest 25%	16	37.5%
Monmouthshire	6	50.0%
Powys	10	50.0%
Shropshire	15	66.7%
Top 10%	19	47.4%
Top 20%	132	37.1%
Top 25%	26	26.9%
Worcestershire	14	50.0%

Because the analysis only includes a relatively small cohort (fewer than 200 pupils), the confidence interval of data becomes much wider. For example if there is one large primary school serving an area of deprivation that performed particularly well in the KS2 tests then this will have a more significant impact on the overall data than if there were 200,000 in the cohort. The figures above do demonstrate that those areas of Herefordshire falling into the most deprived quarter of lower super output areas (LSOA) in England all performed below the local authority average (52%). A perfect correlation between deprivation and performance would expect to see those areas in the top 10% performing less well than those in the top 25%, however in Herefordshire the most deprived areas actually outperformed (47.4% achieving) those areas falling into the top 20% (37.1% achieving) and top 25% (26.9% achieving). To illustrate the point above about impact of small numbers, of the 19 pupils residing in the 10% most deprived LSOA's, 14 (74%) pupils came from just 2 schools. In one of these schools 5 out of 7 (71%) achieved the expected standard and in the other only 3 out of 7 (43%) achieved. Clearly where such small numbers are involved with a single years data it is not possible to be conclusive regarding outcomes, however the 71% of pupils achieving from the most deprived areas does give debate to the question that your attainment is not defined by the area you come from.

DRAFT

Key Stage 4 outcomes in 2016

SFR03_2017 Revised GCSE and equivalent
results in England 2015-16

Accountability

A new secondary school accountability system has been implemented in 2016. Amongst the 2016 headline accountability measures for schools are: Attainment 8, Progress 8, attainment in English and maths (A* to C) as well as achievement of the English Baccalaureate (EBacc).

Attainment in the previous headline measure of 5+ A* to C grades including English and maths is also shown where relevant for continuity purposes.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

78

Progress 8

Progress 8 aims to capture the progress pupils make from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream¹ schools is zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

¹ mainstream schools in the state-funded sector only will be slightly different

Attainment in English and maths (A* to C)

This measure looks at the percentage of pupils achieving A* to C in both English and maths.

In 2016, pupils could achieve the English component of this with A* to C in English language or literature. In 2015 pupils had to achieve an A* to C in English language, and have sat an English literature exam. The change means a higher proportion of pupils achieve the measure.

The English Baccalaureate (EBacc) entry and achievement

The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils get A* to C or above in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

In 2016, pupils on the English language/literature pathway must take exams in both English language and English literature, and achieve A* to C in at least one of these qualifications. In 2015 pupils had to achieve an A* to C in English language, and take an exam in English literature in order to meet the English Baccalaureate. The change means a higher proportion of pupils achieve the measure.

Attainment 8

In 2015, pupils in state-funded schools filled an average of 2.4 EBacc slots, which increased to 2.7 in 2016. The increase was particularly marked for pupils with low prior attainment, who filled on average 1.3 EBacc slots in 2015, but increased this to 1.9 in 2016. This suggests that some of the increase in the Attainment 8 score is driven by schools' behaviour change as pupils enter more qualifications that count towards the new measures.

The average Attainment 8 score across state-funded schools in England was 50.1¹

The average Attainment 8 score in Herefordshire schools was 49.4

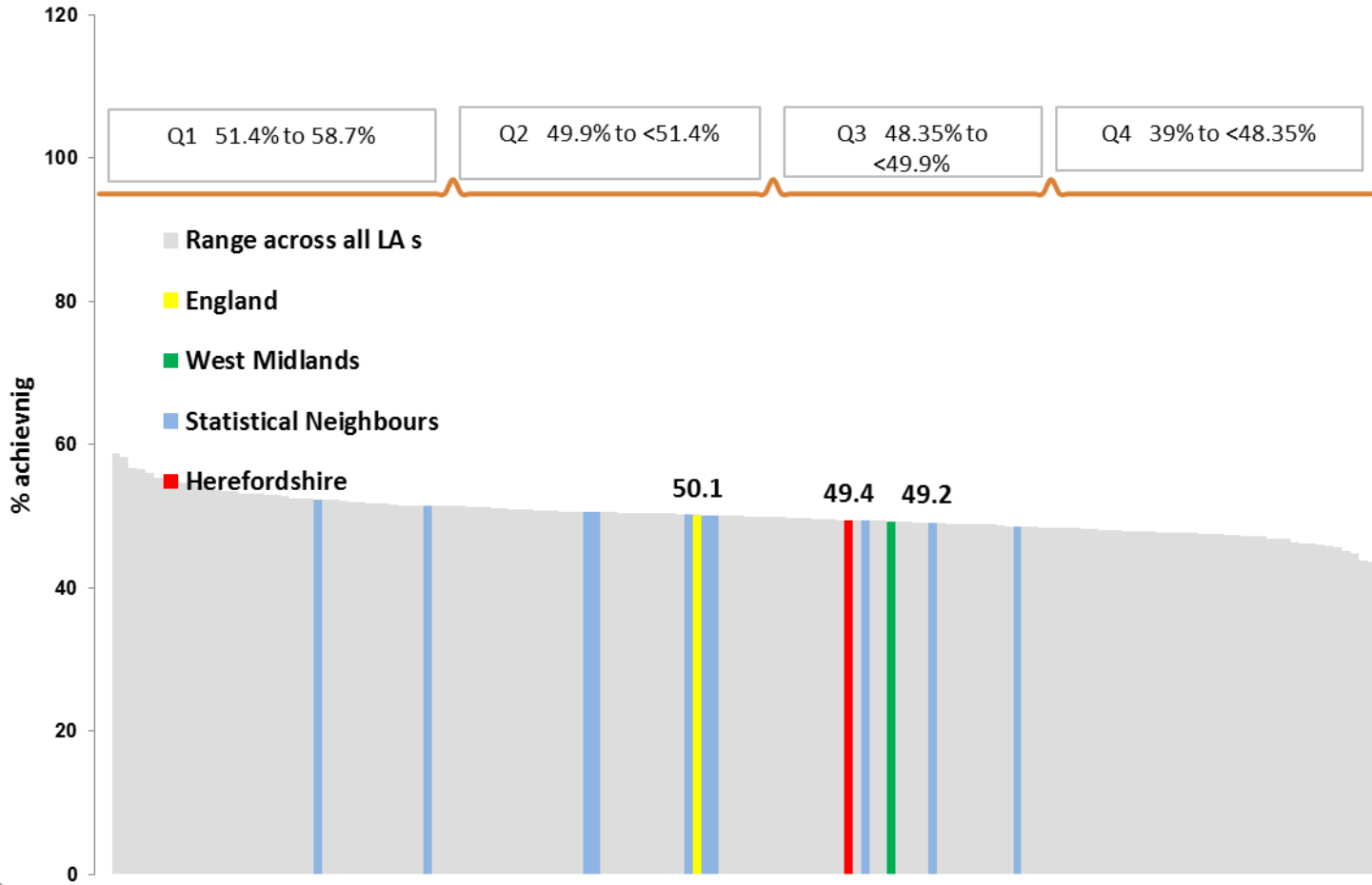
The average Attainment 8 score across the West Midlands was 49.2

This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **8th amongst it's statistical neighbours** with Gloucestershire being highest (52.2) and Suffolk lowest (48.6)

1. Local authority, region and the total (state-funded sector) figures cover achievements in state-funded schools only. They do not include pupils recently arrived from overseas and so will not match with state-funded figures in the main tables.

Key Stage 4 - 2016 Average Attainment 8 score per pupil - All_pupils - SFR03_2017



Progress 8

Progress 8 scores for mainstream schools across England at school level run from -3.6 to 1.4, with approximately 97% of schools' scores between -1.0 and +0.7 in 2016.

The average Progress 8 score across state-funded schools in England was -0.03

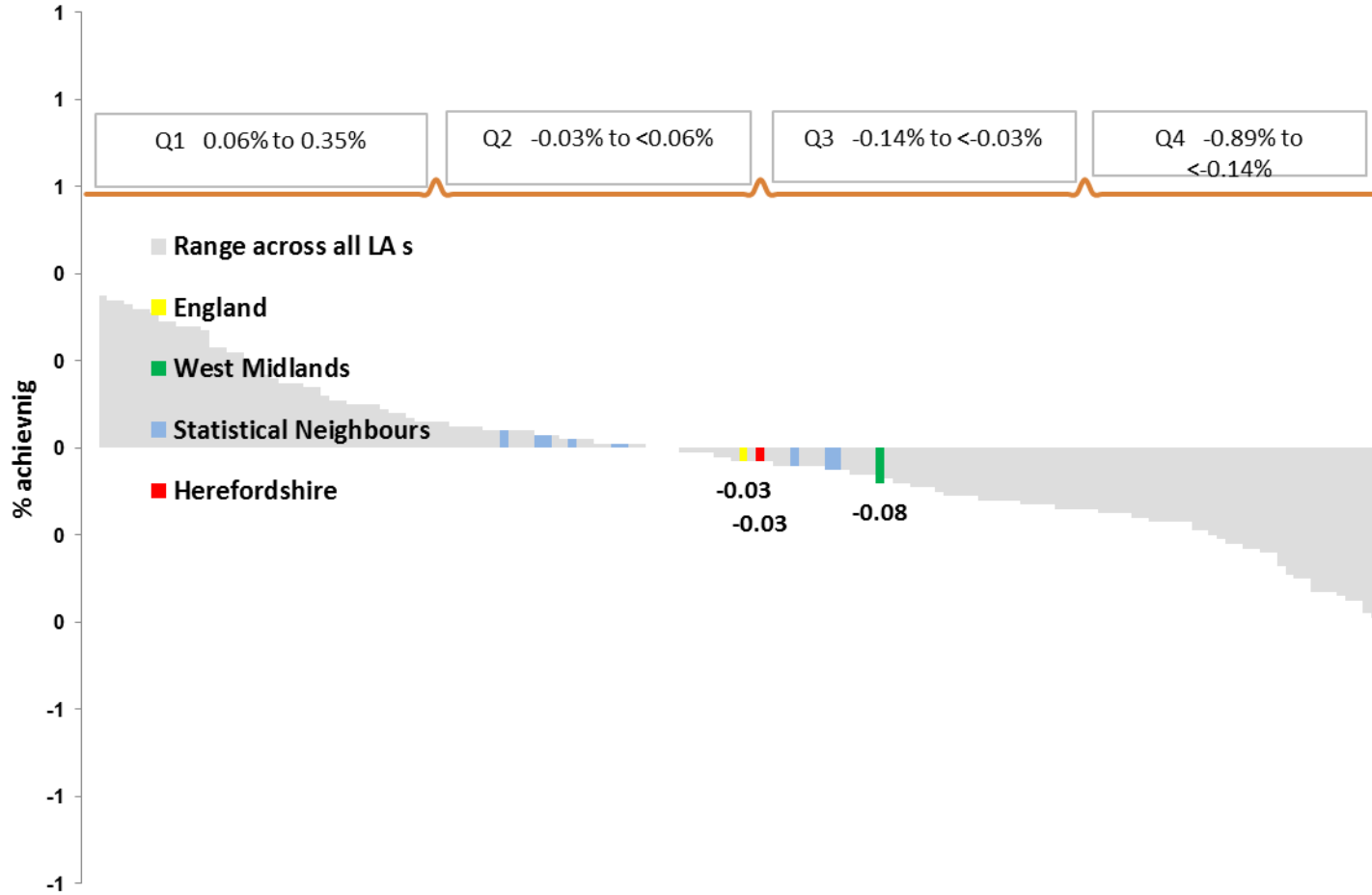
The average Progress 8 score in Herefordshire schools was -0.03

The average Progress 8 score across the West Midlands was -0.08

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **8th amongst it's statistical neighbours** with East Sussex being highest (0.04) and Shropshire and Gloucestershire joint lowest (-0.05)

Key Stage 4 - 2016 Average Progress 8 score - All_pupils - SFR03_2017



A*-C in English and maths GCSE

Attainment in English and maths at A* to C increased by 3.8 percentage points in state-funded schools, between 2015 and 2016. In Herefordshire the increase was 1.7 percentage points from 60.4 in 2015 to 62.1 in 2016. The majority of this increase is due to the change in methodology, as shown in the table below, although there was a slight increase in attainment in this measure in state-funded schools when looking at the previous methodology.

The percentage of pupils achieving A*-C English & maths across state-funded schools in **England was 63.3**

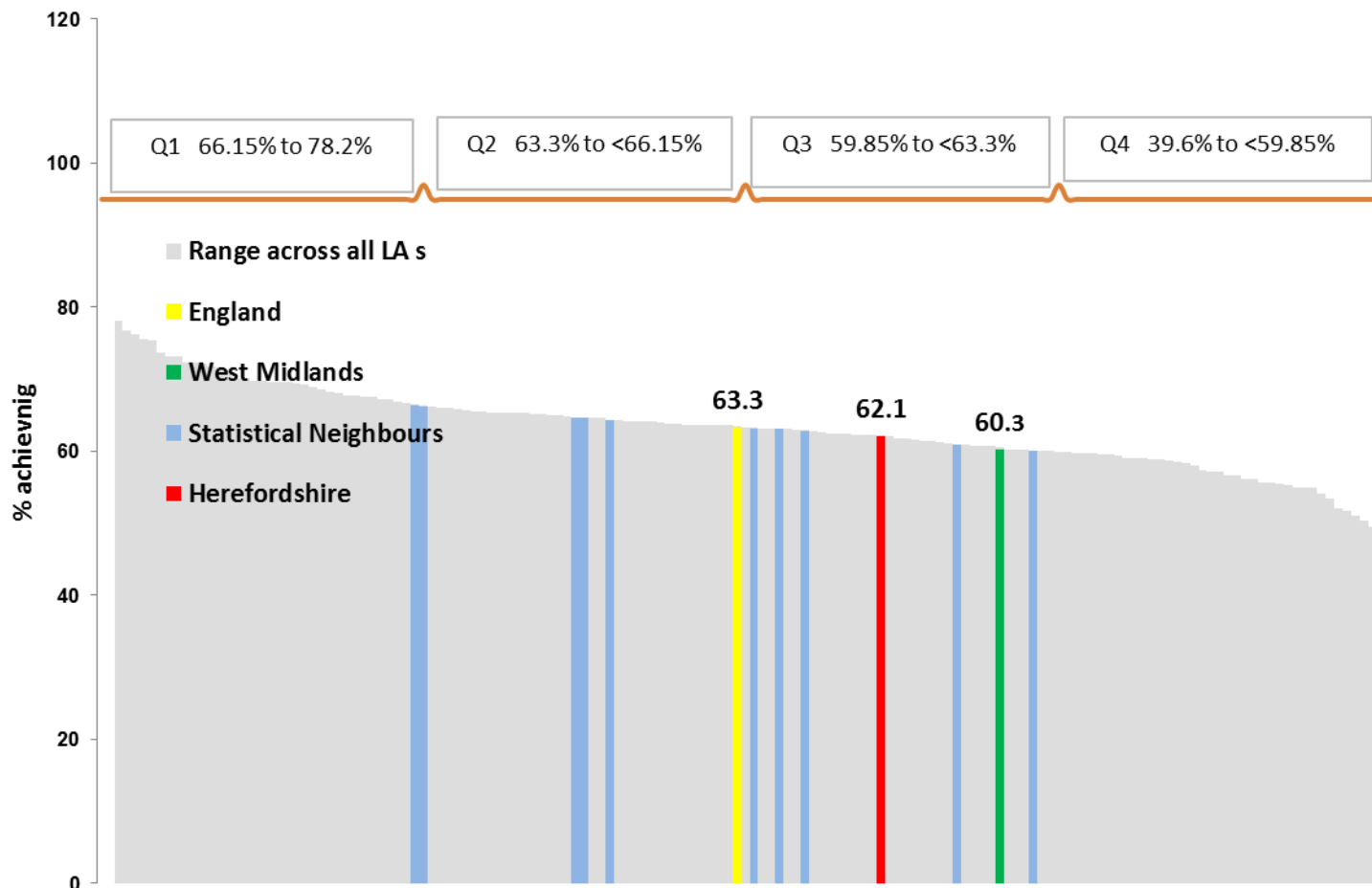
The percentage of pupils achieving A*-C English & maths in **Herefordshire schools was 62.1**

The percentage of pupils achieving A*-C English & maths across the **West Midlands was 60.3**

This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **9th amongst it's statistical neighbours** with Gloucestershire being highest (66.4) and Suffolk lowest (60.1)

Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - All_pupils - SFR03_2017



English Baccalaureate (Ebacc)

The proportion of pupils entering the EBacc across England continues to increase, with 36.8% of pupils in all schools (39.8% in state-funded schools) entering the EBacc in 2016. 23.1% of pupils in all schools achieved the EBacc in 2016 (24.8% in state funded schools). This was an increase of 0.2 percentage points on 2015 (0.4 percentage points across state funded schools)

In Herefordshire 43.1% of pupils were entered for the Ebacc, up from 41.5% in 2015. 23.4% of pupils in the county achieved the Ebacc in 2016, **down** from 25.2% in 2015.

The percentage achieving EBacc across state-funded schools in England was 24.8

The percentage achieving EBacc in Herefordshire schools was 23.4

The percentage achieving EBacc across the West Midlands was 22.1

This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **5th amongst it's statistical neighbours** with Gloucestershire being highest (26.5) and Suffolk lowest (18.0)

5+ A*-C incl GCSE English & maths

Whilst the achievement of 5+ GCSE including GCSE English and maths is no longer a headline performance indicator at KS4, the Department has included figures for 2016 for benchmarking purposes.

In Herefordshire 57.6% of pupils achieved 5+ A*-C incl E&M. This was a marginal increase on the 57.5% in 2015. Although 58.7% of pupils achieved the standard in 2014, this masks the fact that there have been significant reforms at KS4 which makes comparing previous years invalid. In 2013/14, two major reforms were implemented which affect the calculation of key stage 4 performance measures data: 1) Professor Alison Wolf's Review of Vocational Education recommendations which: restrict the qualifications counted; prevent any qualification from counting as larger than one GCSE; and cap the number of non-GCSEs included in performance measures at two per pupil, and 2) an early entry policy to only count a pupil's first attempt at a qualification, in subjects counted in the English Baccalaureate. In 2014/15, early entry policy, under which only a pupil's first attempt at a qualification is counted in performance measures, was extended to all subjects.

In 2016 57.7% of pupils in state funded schools across England achieved 5+ A*-C incl E&M.

This placed the local authority in the **second quartile nationally (Q2)**

Pupil Characteristics

Gender

Both locally and across England girls continue to do better than boys

England state funded schools	Average Attainment 8 score	Average Progress 8 score
Boys	47.8	-0.17
Girls	52.4	0.11

Herefordshire	Average Attainment 8 score	Average Progress 8 score
Boys	46.4	-0.22
Girls	52.7	0.19

England state funded schools	A*-C E&M	Ebacc
Boys	59.4	19.7
Girls	67.3	30.1

Herefordshire	A*-C E&M	Ebacc
Boys	56.6	16.5
Girls	68.4	31.3

The difference in the performance of boys and girls across Herefordshire is more pronounced than across England.

- The difference in Attainment 8 scores nationally was 4.6, locally it was 6.3
- The difference in % achieving A*-C E&M nationally was 7.9, locally it was 11.8
- The difference in % gaining the EBacc nationally was 10.4, locally it was 14.8

BOYS

Attainment 8

The average Boys Attainment 8 score across state-funded schools in **England** was 47.8

The average Boys Attainment 8 score in **Herefordshire** schools was 46.4

The average Boys Attainment 8 score across the **West Midlands** was 46.9

This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **the lowest performing amongst it's statistical neighbours** with Gloucestershire being highest (50.4)

Progress 8

The average Boys Progress 8 score across state-funded schools in **England** was -0.17

The average Boys Progress 8 score in **Herefordshire** schools was -0.22

The average Boys Progress 8 score across the **West Midlands** was -0.22

This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **the lowest performing amongst it's statistical neighbours** with Cornwall being highest (-0.08)

A*-C English & maths

The % Boys achieving A*-C English & maths across state-funded schools in **England** was 59.4

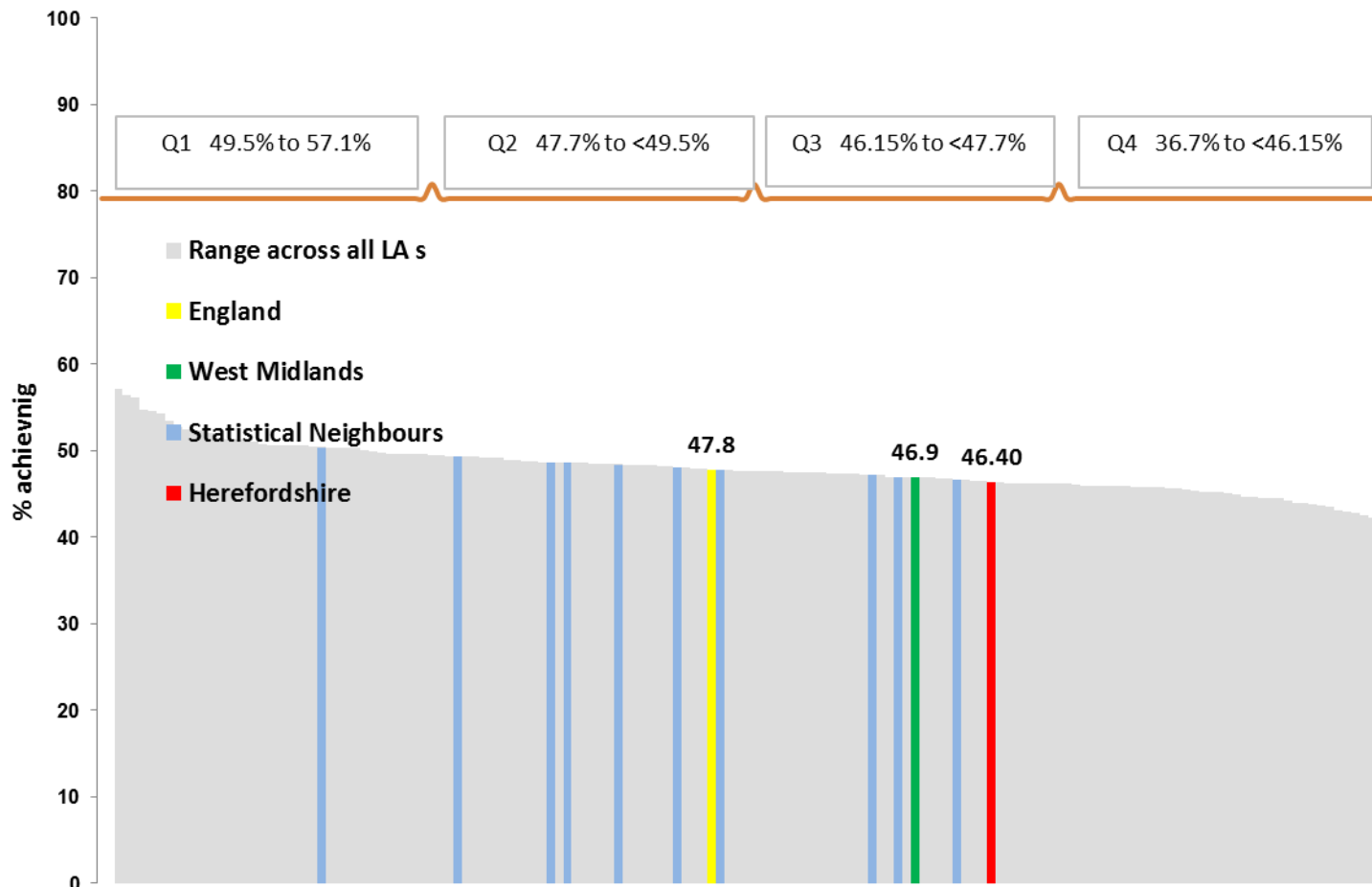
The % Boys achieving A*-C English & maths in **Herefordshire** schools was 56.6

The % Boys achieving A*-C English & maths across the **West Midlands** was 56.3

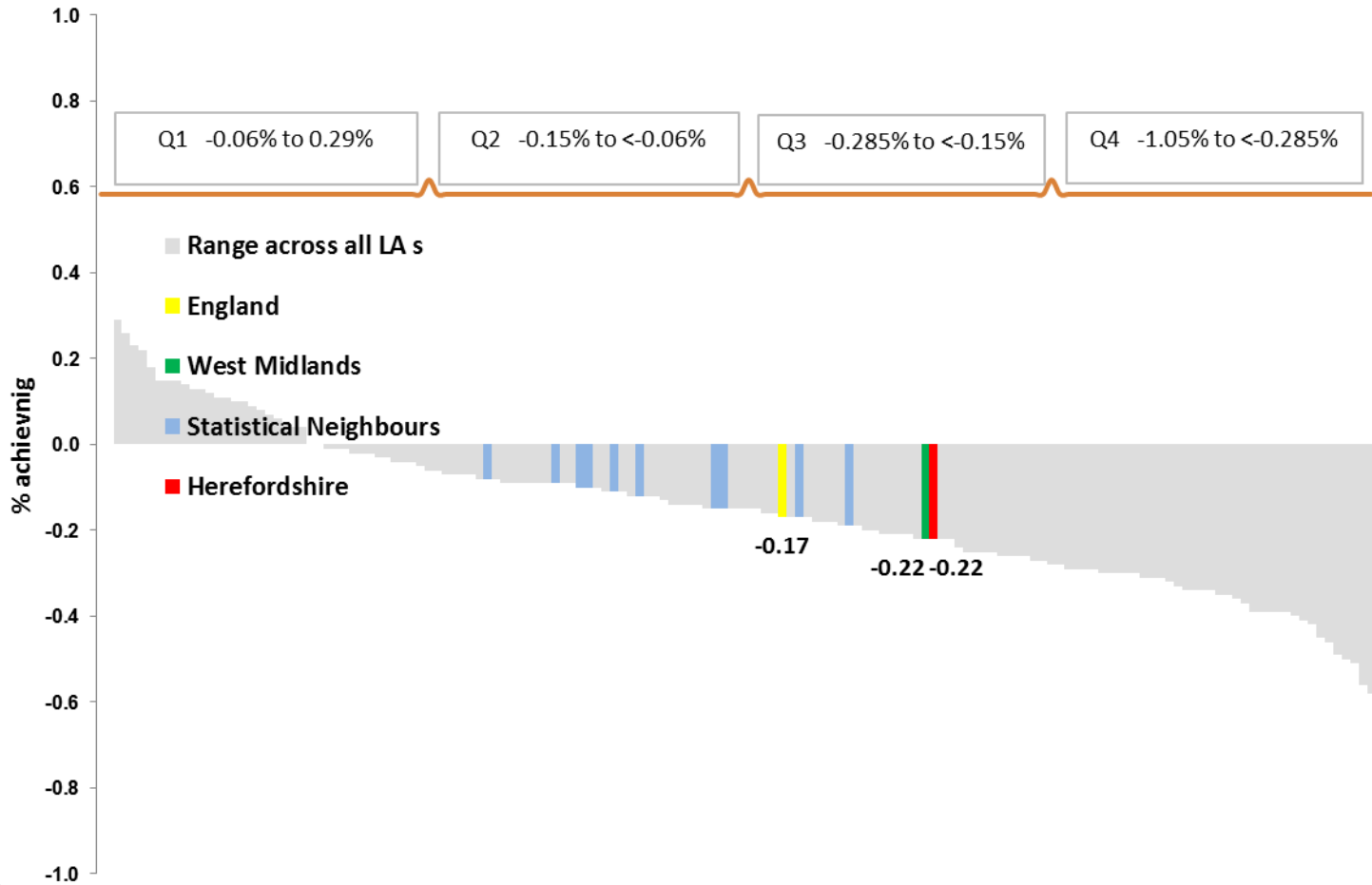
This placed the local authority in the **third quartile nationally (Q3)**

Herefordshire was **10th amongst it's statistical neighbours** with Gloucestershire being highest (63.4) and Suffolk the lowest (56.4)

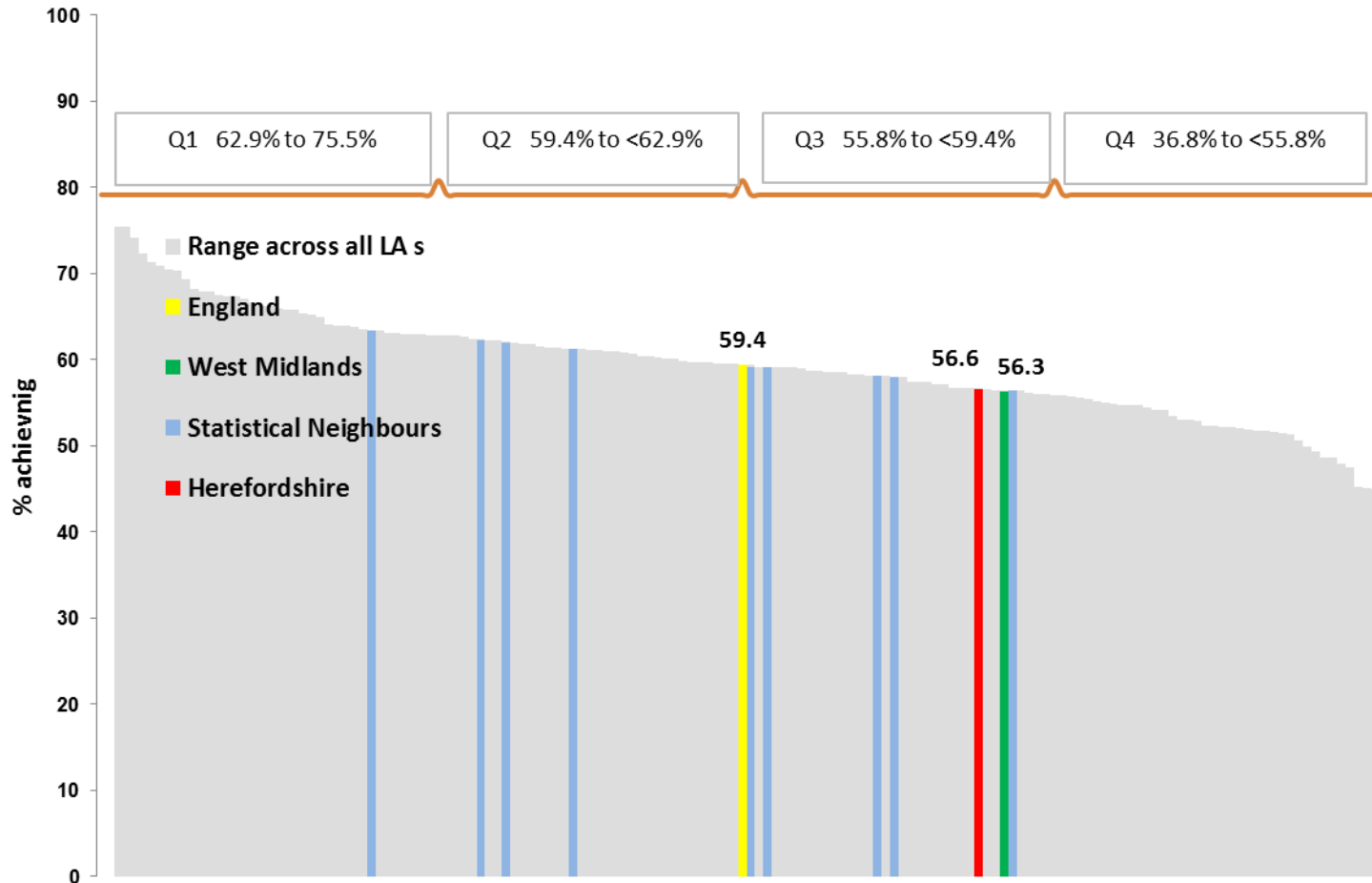
Key Stage 4 - 2016 Average Attainment 8 score per pupil - Boys - SFR03_2017



Key Stage 4 - 2016 Average Progress 8 score - Boys - SFR03_2017



Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - Boys - SFR03_2017



GIRLS

Attainment 8

The average Girls Attainment 8 score across state-funded schools in **England** was 52.4

The average Girls Attainment 8 score in **Herefordshire** schools was 52.7

The average Girls Attainment 8 score across the **West Midlands** was 51.6

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **3rd amongst it's statistical neighbours** with Gloucestershire being highest (54.1) and Suffolk the lowest (50.7)

Progress 8

The average Girls Progress 8 score across state-funded schools in **England** was 0.11

The average Girls Progress 8 score in **Herefordshire** schools was 0.19

The average Girls Progress 8 score across the **West Midlands** was 0.08

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **the highest performing amongst it's statistical neighbours** with Dorset the lowest (0.06)

A*-C English & maths

The % Girls achieving A*-C English & maths across state-funded schools in **England** was 67.3

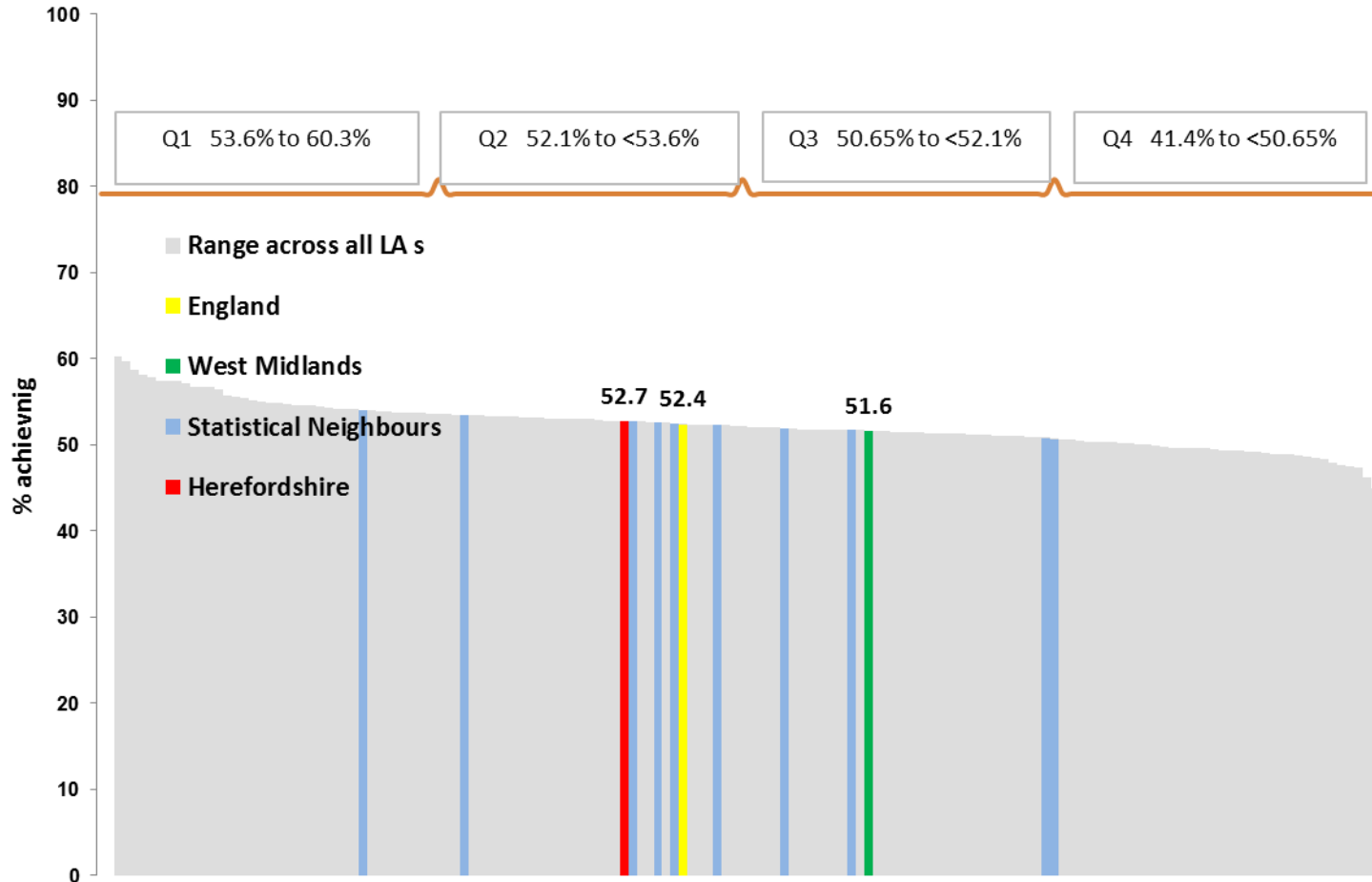
The % Girls achieving A*-C English & maths in **Herefordshire** schools was 68.4

The % Girls achieving A*-C English & maths across the **West Midlands** was 64.6

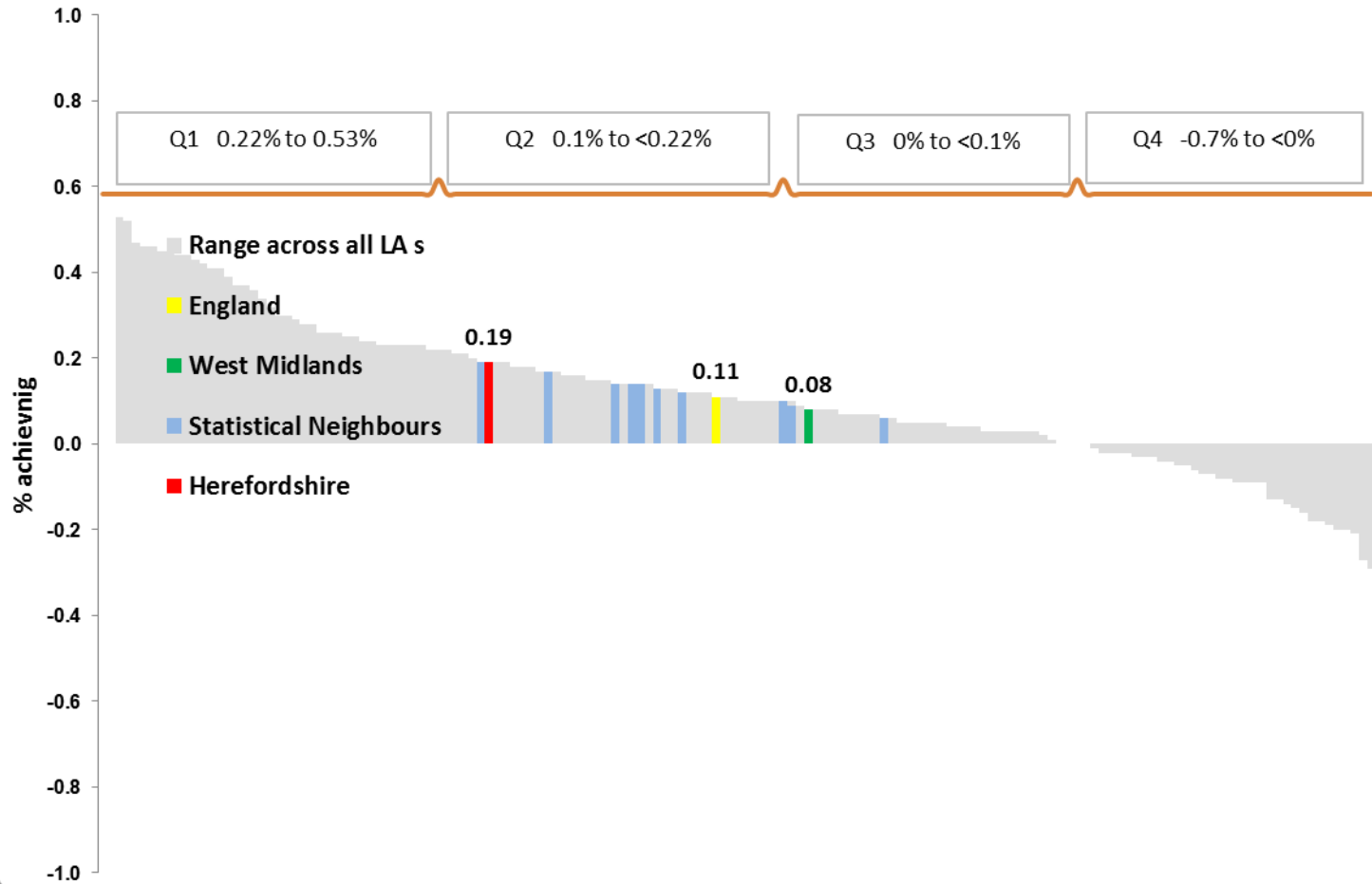
This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **3rd amongst it's statistical neighbours** with Wiltshire being highest (70.3) and Norfolk and Suffolk joint lowest (64.1)

Key Stage 4 - 2016 Average Attainment 8 score per pupil - Girls - SFR03_2017



Key Stage 4 - 2016 Average Progress 8 score - Girls - SFR03_2017



Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - Girls - SFR03_2017



Free School Meals

Where a pupil's family have claimed eligibility for free school meals in the School Census they are defined as eligible for Free school meal (FSM).

Attainment 8

The average FSM Attainment 8 score across state-funded schools in **England** was 39.1

The average FSM Attainment 8 score in **Herefordshire** schools was 39.6

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **the highest performer amongst it's statistical neighbours**

Progress 8

The average FSM Progress 8 score across state-funded schools in **England** was -0.46

The average FSM Progress 8 score in **Herefordshire** schools was -0.48

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **2nd amongst it's statistical neighbours**

A*-C English & maths

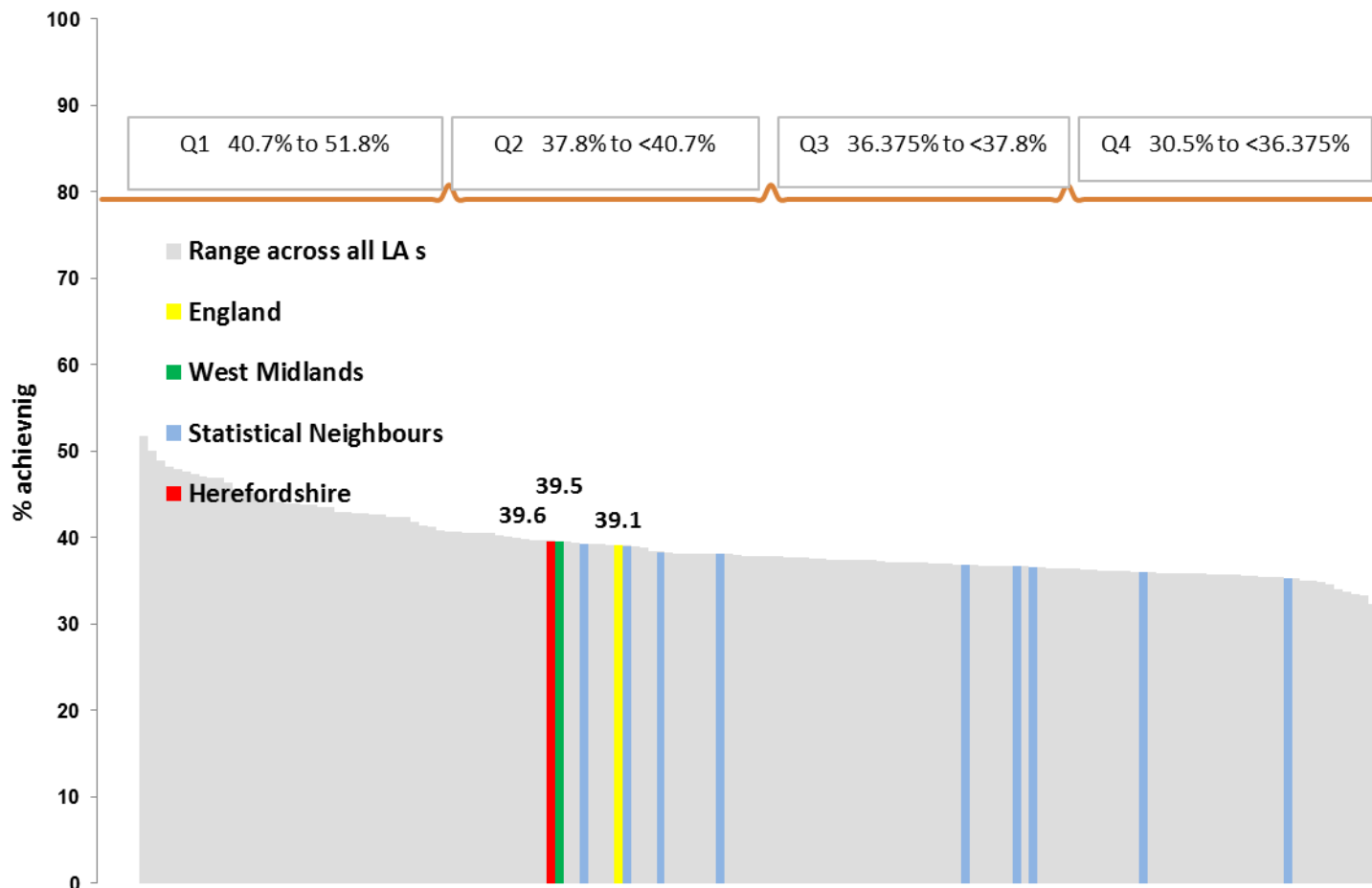
The % FSM achieving A*-C English & maths across state-funded schools in **England** was 39.2

The % FSM achieving A*-C English & maths in **Herefordshire** schools was 42.6

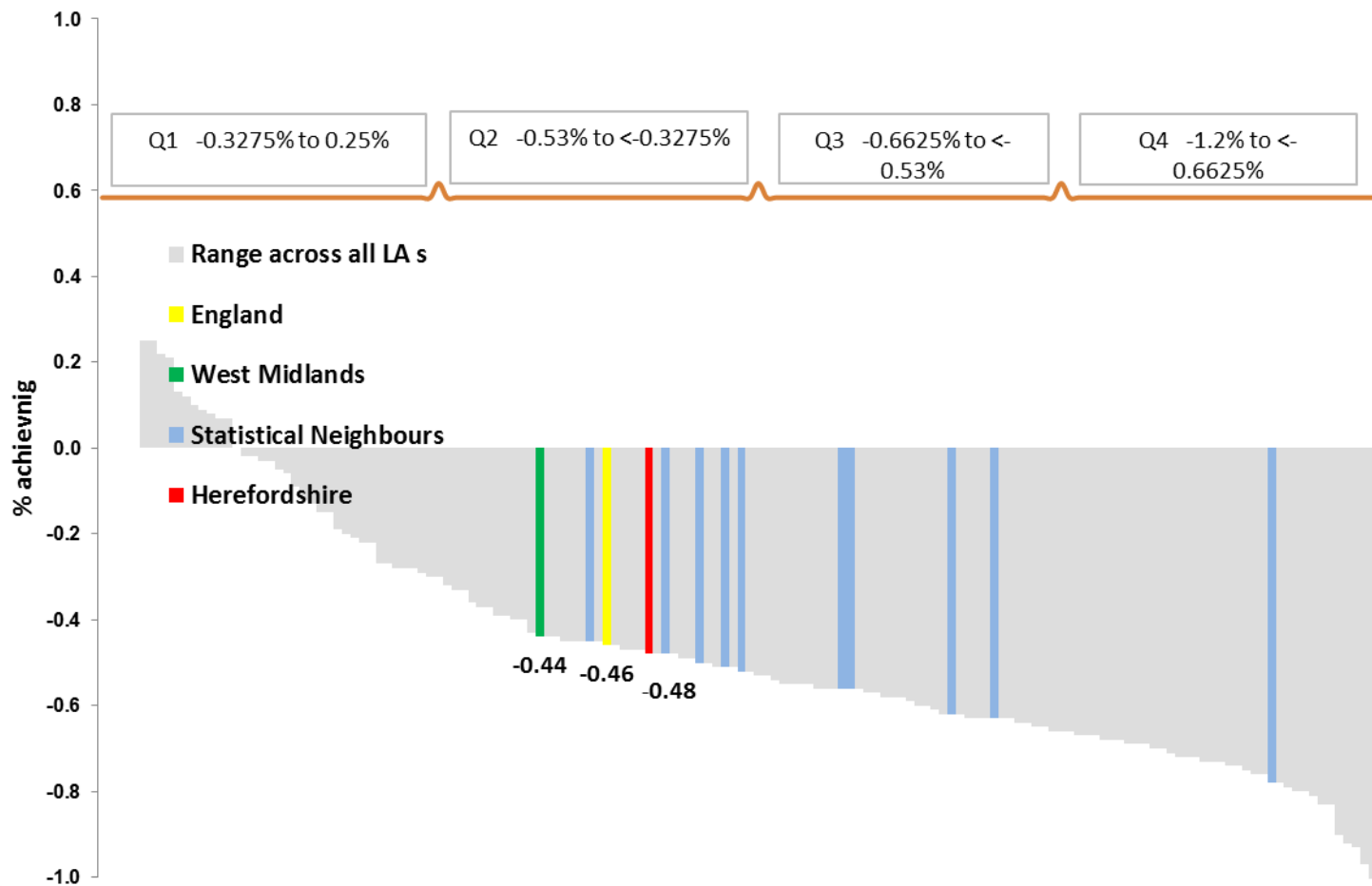
This placed the local authority in the **TOP quartile nationally (Q1)**

Herefordshire was **the highest performer amongst it's statistical neighbours**

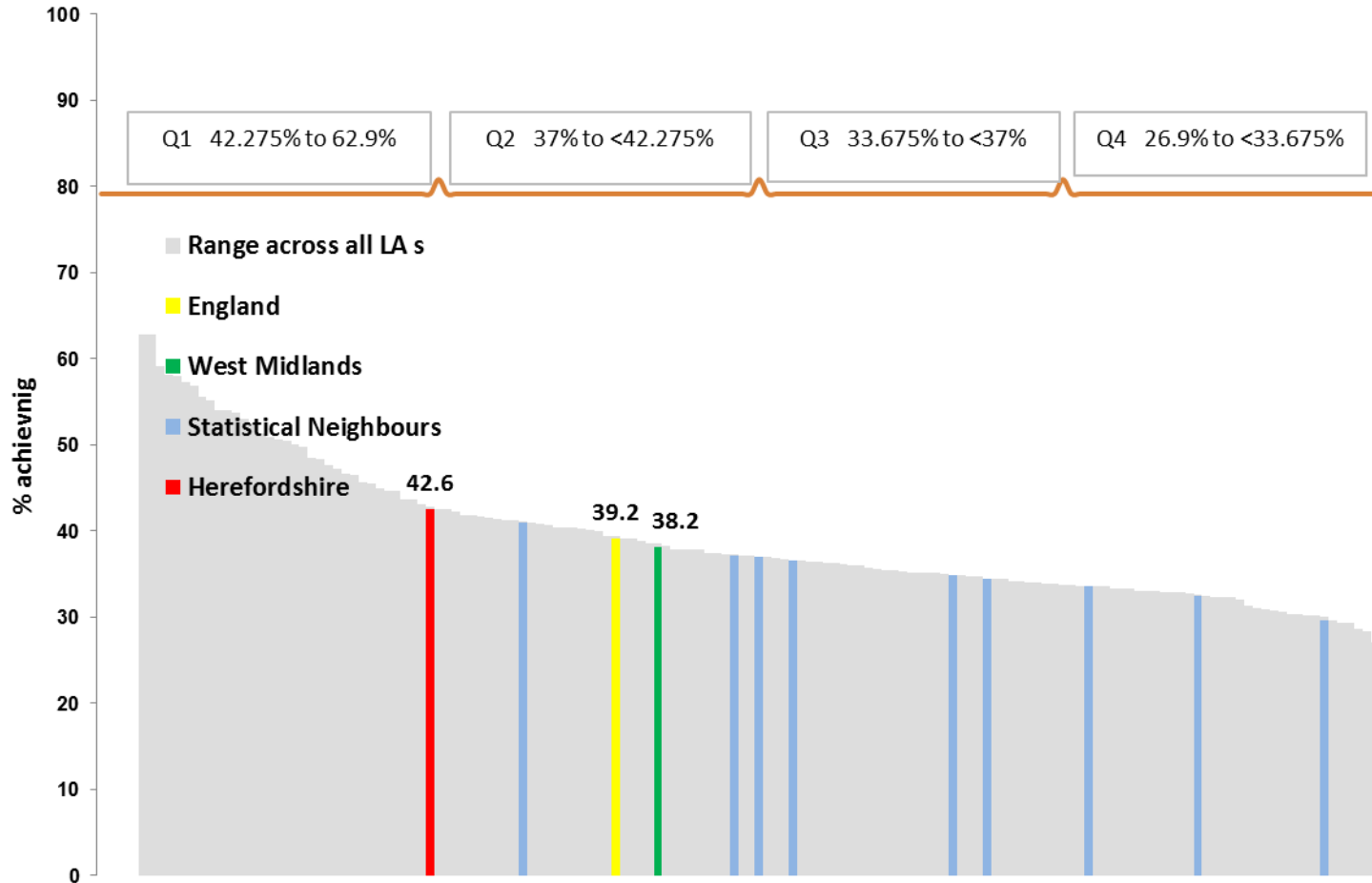
Key Stage 4 - 2016 Average Attainment 8 score per pupil - FSM - SFR03_2017



Key Stage 4 - 2016 Average Progress 8 score - FSM - SFR03_2017



Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - FSM - SFR03_2017



Disadvantaged pupils

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

Attainment 8

The average Disadvantaged Attainment 8 score across state-funded schools in England was 41.2

The average Disadvantaged Attainment 8 score in Herefordshire schools was 40.2

This placed the local authority in the **second quartile nationally (Q2)**

Herefordshire was **5th amongst it's statistical neighbours**

Progress 8

The average Disadvantaged Progress 8 score across state-funded schools in England was -0.38

The average Disadvantaged Progress 8 score in Herefordshire schools was -0.45

This placed the local authority in the **second quartile nationally (Q3)**

Herefordshire was **joint 5th amongst it's statistical neighbours**

A*-C English & maths

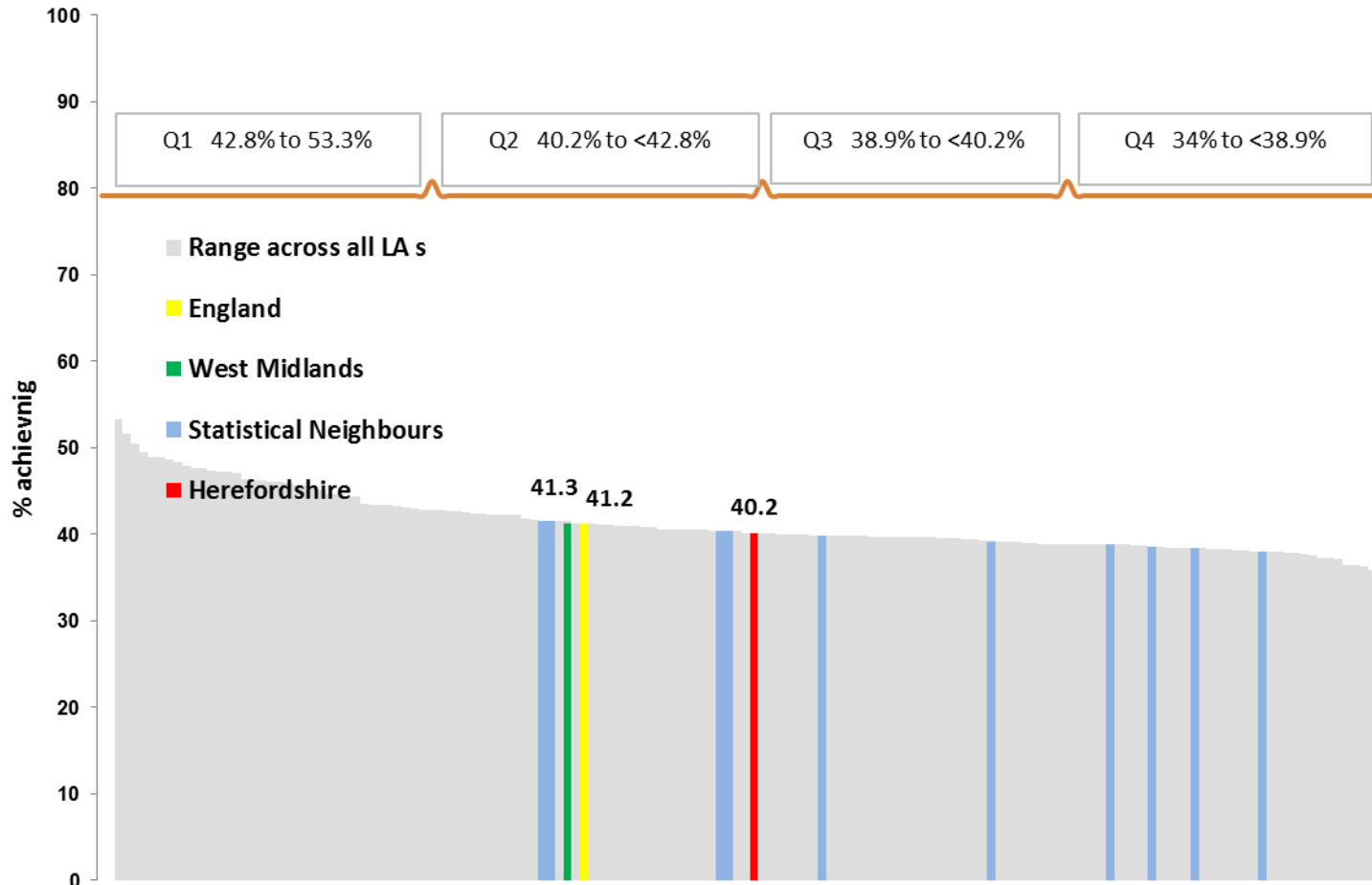
The % Disadvantaged achieving A*-C English & maths across state-funded schools in England was 43.2

The % Disadvantaged achieving A*-C English & maths in Herefordshire schools was 41.0

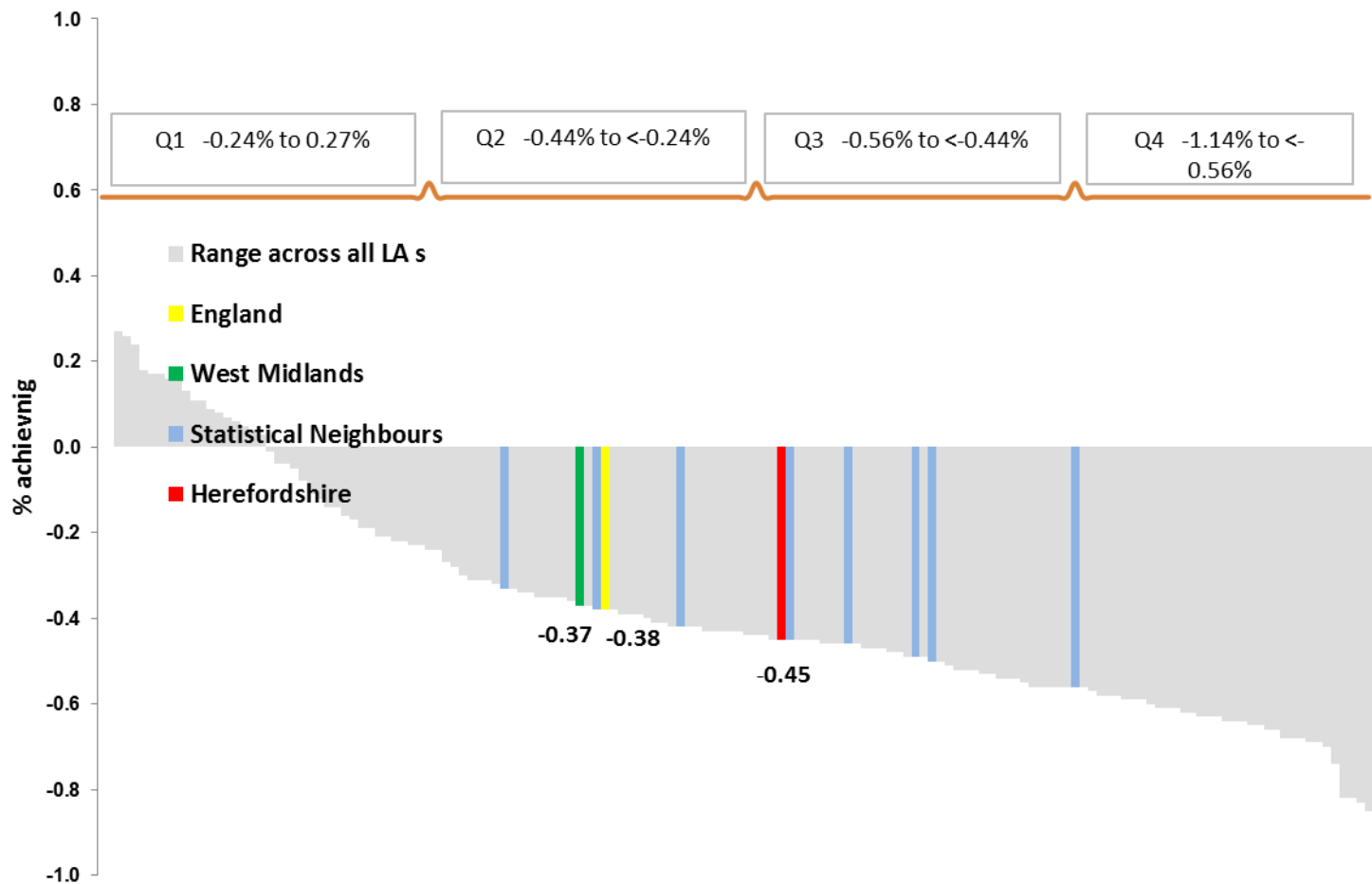
This placed the local authority in the **TOP quartile nationally (Q3)**

Herefordshire was **3rd amongst it's statistical neighbours**

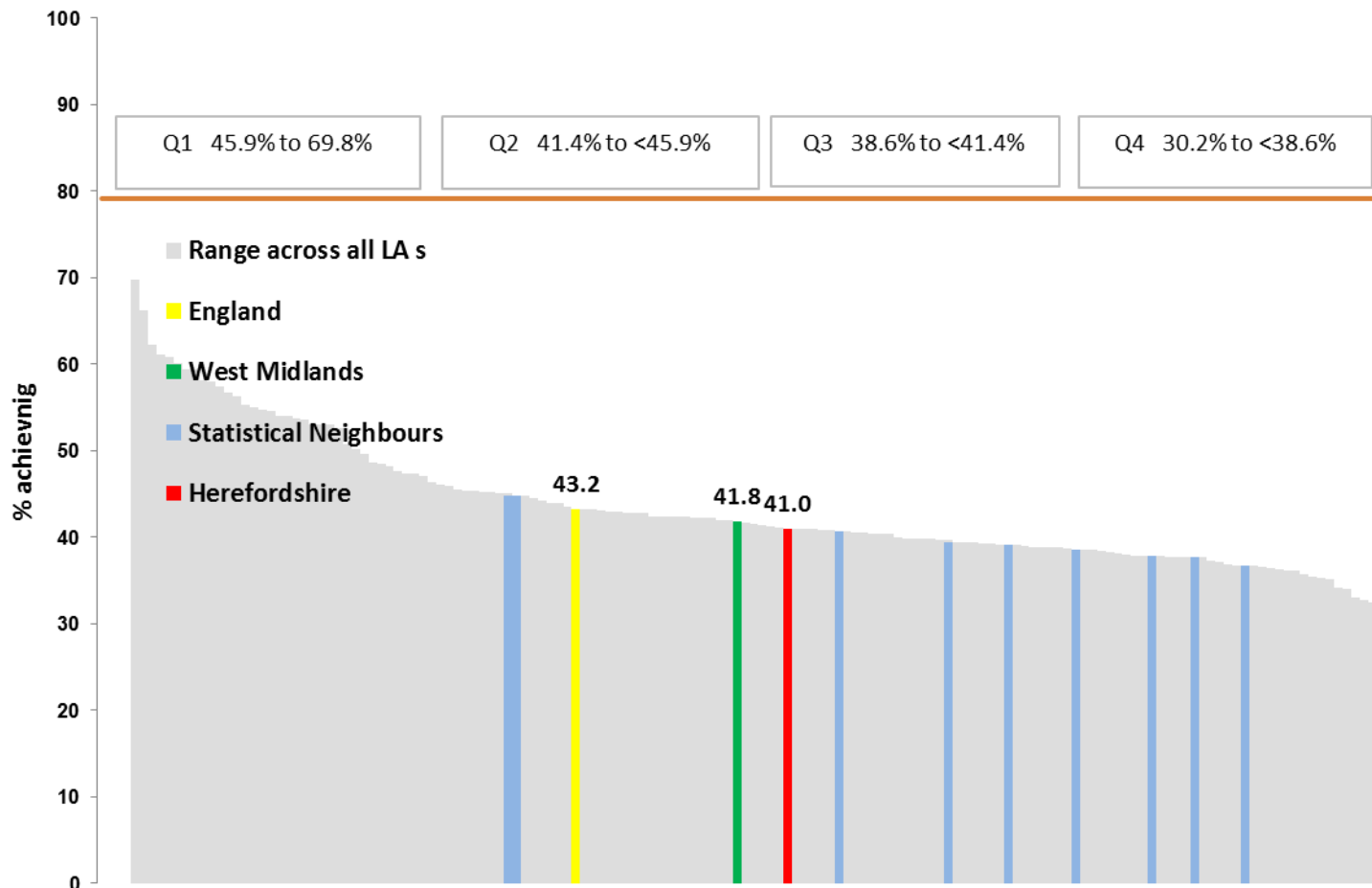
Key Stage 4 - 2016 Average Attainment 8 score per pupil - Disadvantaged - SFR03_2017



Key Stage 4 - 2016 Average Progress 8 score - Disadvantaged - SFR03_2017



Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - Disadvantaged - SFR03_2017



English as an additional language (EAL)

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English .

Attainment 8

The average EAL Attainment 8 score across state-funded schools in **England** was 50.8

The average EAL Attainment 8 score in **Herefordshire** schools was 46.8

This placed the local authority in the **BOTTOM** quartile nationally (Q4)

Herefordshire was **9th** amongst it’s statistical neighbours

Progress 8

The average EAL Progress 8 score across state-funded schools in **England** was 0.39

The average EAL Progress 8 score in **Herefordshire** schools was 0.80

This placed the local authority in the **TOP** quartile nationally (Q1)

Herefordshire was **the highest performing** amongst it’s statistical neighbours

A*-C English & maths

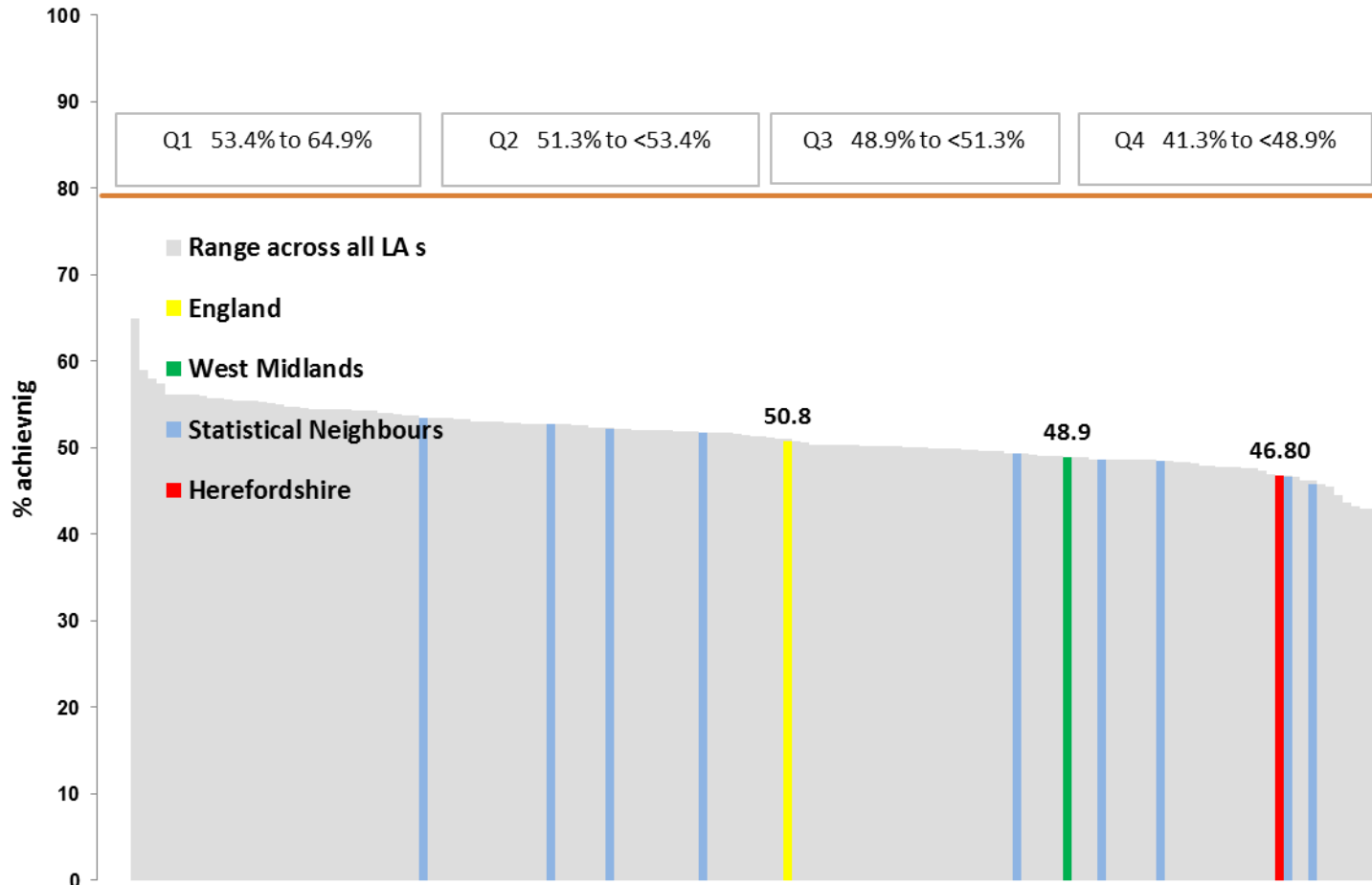
The % EAL achieving A*-C English & maths across state-funded schools in **England** was 62.8

The % EAL achieving A*-C English & maths in **Herefordshire** schools was 50.0

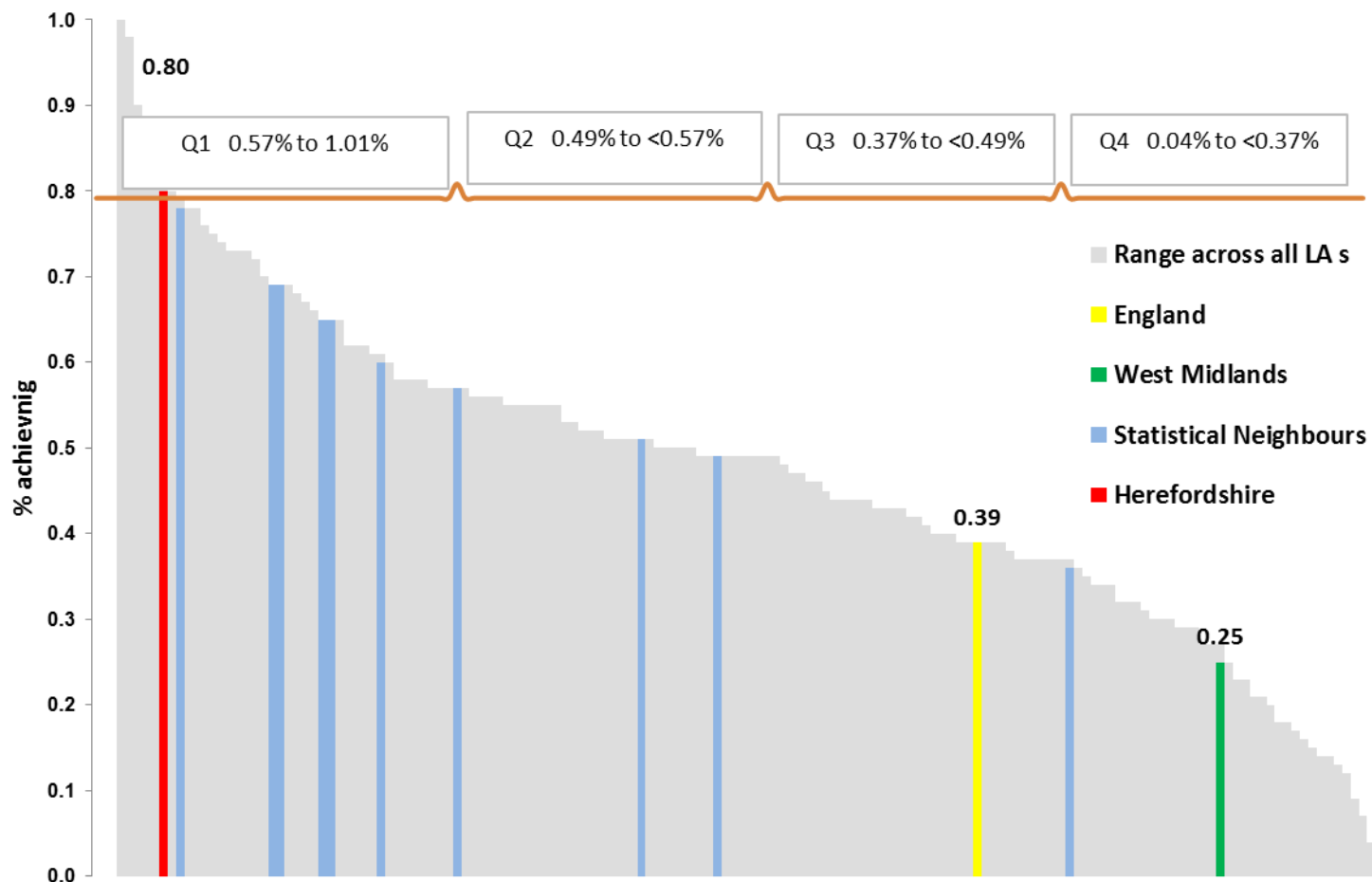
This placed the local authority in the **BOTTOM** quartile nationally (Q4)

Herefordshire was **9th** amongst it’s statistical neighbours

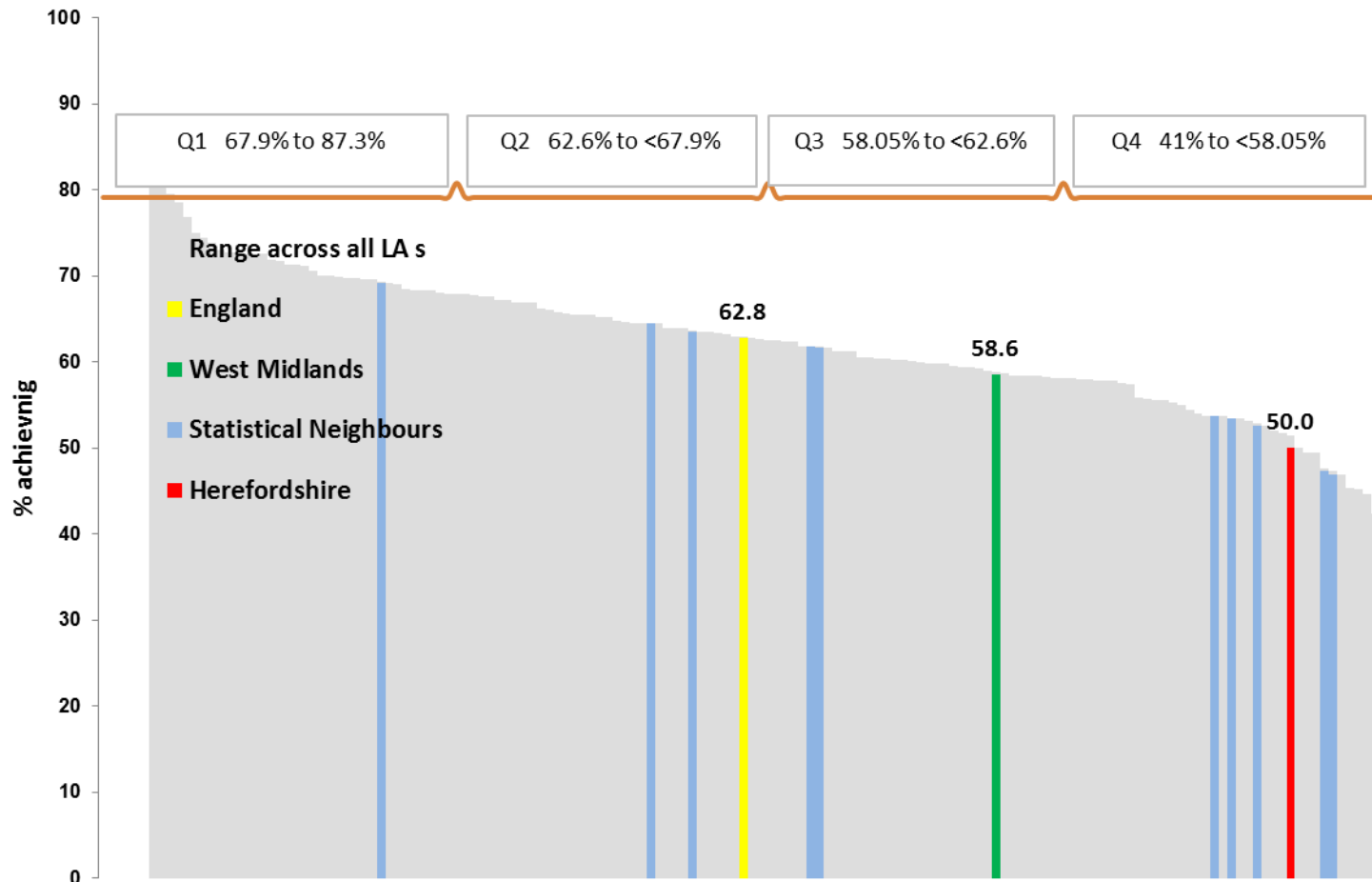
Key Stage 4 - 2016 Average Attainment 8 score per pupil - EAL - SFR03_2017



Key Stage 4 - 2016 Average Progress 8 score - EAL - SFR03_2017



Key Stage 4 - 2016 % achieving A*-C in Eng & Maths - EAL - SFR03_2017



Pupils with SEN Support

Pupils with SEN but who do not have a Statement or Education, Health and Care Plan (EHCP) are defined as SEN Support. Performance of pupils with Statements/EHCP is not reported in this document as numbers have been suppressed to protect confidentiality.

Attainment 8

The average SEN Support Attainment 8 score across state-funded schools in England was 36.2

The average SEN Support Attainment 8 score in Herefordshire schools was 35.7

This placed the local authority in the 2nd quartile nationally (Q2)

Herefordshire was 5th amongst it's statistical neighbours

Progress 8

The average SEN Support Progress 8 score across state-funded schools in England was -0.38

The average SEN Support Progress 8 score in Herefordshire schools was -0.36

This placed the local authority in the 2nd quartile nationally (Q2)

Herefordshire was 6th amongst it's statistical neighbours

A*-C English & maths

Performance of SEN Support pupils in Hereford has been suppressed

Floor Standard

In 2016 a secondary school is below the floor if:

1. it's Progress 8 score is below -0.5; and
2. the upper band of the 95% confidence interval is below zero

282 schools across England are below the floor standard which represents 9.3% of state-funded mainstream schools.

Schools are also excluded from the floor standards where:

- there are fewer than six pupils in the year 11 cohort, or included in the Progress 8 measure; or
- fewer than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculation of Progress 8

2 schools in Herefordshire were below floor standard in 2016. This represents 12.5% of schools.

Coasting Standard

A secondary school will meet the coasting definition if:

1. In 2014, fewer than 60% of pupils achieved 5+ A* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics; and
2. In 2015, fewer than 60% of pupils achieved 5+ A* to C grades including English and maths, and the school has less than the national median percentage of pupils who achieved expected progress in English and in mathematics¹⁹; and
3. In 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero

Schools will be excluded from the coasting definition if one of the following applies in at least one of the three years:

- the number of eligible pupils is fewer than 11 in 2014 or 2015, or fewer than 6 in 2016;
- the school does not have published results against all relevant performance measures;
- fewer than 50% of pupils have tests or assessments that can be used as prior attainment in the calculations of progress measures; or
- the school closed within the academic year and did not re-open as a converter academy

319 schools met the coasting definition in 2016, representing 11.3% of mainstream schools included in the calculation.

2 schools in Herefordshire were below the coasting standard in 2016. This represents 12.5% of schools.



Meeting:	General overview and scrutiny committee
Meeting date:	9 May 2017
Title of report:	Draft work programme and task and finish groups
Report by:	Governance services

Classification

Open

Key decision

This is not an executive decision.

Wards affected

Countywide

Purpose

To consider the committee's work programme and related scrutiny activities.

Recommendation

That: the draft work programme as set out at appendix 1 to the report be approved, subject to any amendments the committee wishes to make.

Alternative options

- 1 It is for the committee to determine its work programme to reflect the priorities facing Herefordshire. The committee needs to be selective and ensure that the work programme is focused, realistic and deliverable within existing resources.

Reasons for recommendations

- 2 The committee needs to develop a manageable work programme to ensure that scrutiny is focused, effective and produces clear outcomes.

Key considerations

Draft work programme

- 3 The work programme needs to focus on the key issues of concern and be manageable allowing for urgent items or matters that have been called-in.

- 4 Should committee members become aware of any issue they think should be considered by the Committee they are invited to discuss the matter with the Chairman and the statutory scrutiny officer.

Tracking of Recommendations Made by the Committee

- 5 A Schedule of Recommendations made and action in response to date is attached at appendix 2.

Forward plan

- 6 On a number of occasions in discussing the work programme Members have referred to the desirability of having the Forward Plan available to inform that discussion. The current Forward plan is available to Members through the Councillors' handbook intranet site. Forthcoming key decisions are also available to the public under the Forward plan link on the council's website:

<http://councillors.herefordshire.gov.uk/mgDelegatedDecisions.aspx?RP=0&K=0&DM=0&HD=0&DS=1&Next=true&H=1&META=mgforthcomingdecisions&V=1>

Community impact

7. The topics selected for scrutiny should have regard to what matters to residents.

Equality duty

8. The topics selected need to have regard for equality and human rights issues.

Financial implications

9. The costs of the work of the committee will have to be met within existing resources. It should be noted the costs of running scrutiny will be subject to an assessment to support appropriate processes.

Legal implications

10. The council is required to deliver an overview and scrutiny function.

Risk management

11. There is a reputational risk to the council if the overview and scrutiny function does not operate effectively. The arrangements for the development of the work programme should help mitigate this risk.

Consultees

12. The Chairman and Statutory scrutiny officer meet on a regular basis to review the work programme.

Appendices

Appendix 1 - Draft Work Programme

Appendix 2 – Schedule of general overview and scrutiny committee recommendations made and action in response

Background papers

None identified.

General Overview and Scrutiny Committee: Draft Work Programme 2016/17

June 2017 (tbc)	
social and affordable rented housing lettings system	Spotlight review

Tuesday 11 July 2016 at 10.00 am	
Travellers Site Development Plan	To consider the Plan.
Task and Finish Group Review - Devolution	To make recommendations to Cabinet following the task and finish review.

Task and Finish Groups

It is suggested that the following task and finish groups be considered:	Status:
Devolution	Draft report prepared, subject to clarification of government thinking post election June 2017.

Briefing Notes

The following topics shall be dealt with via briefing notes for committee members:	issue	Status:
Planning / Enforcement	Briefing note on current approach, with a view to a possible spotlight review later in the year.	
Culture and tourism	Briefing note to be produced on Town and Parish Council roles, role of Chamber of Commerce in producing destination management strategy and the work of the Courtyard partnership group.	

Seminars / Workshops

It is suggested that the following be dealt with in the form of a seminar or workshop for committee members:	Status:
Phosphates issues e.g. levels in water courses and impact	Further seminar with Powys requested (Autumn 2017)

Future matters	
Annual Review of Economic master plan - September 2017?	(see gosc decision 26/7/16)
Minerals and waste policy	Consider after consultation on draft plan has been received and plan revised.
Edgar Street Stadium, Hereford	(gosc 14 november 2016) further report setting out the long term proposals for the Edgar Street stadium following an appraisal by the football club, council and potential development partners of the options.

Schedule of General Overview and Scrutiny Committee recommendations made and action in response

Meeting	item	Recommendations	Action	Status
10 June 15	Executive Response – Review of lease restructuring with Hereford United	RESOLVED: That (a) the Executive’s responses be noted;		Completed
	Executive Response – Balfour Beatty Living Places – Public Realm Services	RESOLVED: That (a) the Executive’s responses be noted; and (b) a briefing note on progress with the responses to the task and finish group report on Balfour Beatty Living Places - Public Realm Services be provided within six months.	Briefing note on customer contact statistics issued 8 September 2015. Briefing note on highway maintenance plan issued September 2016. A further update on the Public Realm actions potentially required	Completed ongoing
	Task and Finish Group Report – Development Management Planning	RESOLVED: That (a) Subject to the amendments to recommendations 1, 12 and 18 above, the report of the task and finish group on Development Management (Planning) be agreed for submission to the Executive; and (b) The Executive’s response to the review be reported to the first available meeting of the committee after the Executive has approved its response.	Submitted to executive Reported to Committee 21 July 2015. Update issued via briefing note on 18 December 2015.	

			Further update to be issued for 26 July 2016.	Completed
	Work Programme	<p>RESOLVED: That</p> <p>(a) the draft work programme, as amended, be noted;</p> <p>(b) a task and finish group on the smallholdings estate be established to undertake the work outlined in the draft scoping statement; and</p> <p>(c) scrutiny activity on football provision be considered at a future meeting.</p>	<p>Group established and work completed.</p> <p>Report scheduled for November 2016</p>	<p>Completed</p> <p>ongoing</p>
21 July 2015	Executive Response to Committee Recommendations on School Examination Performance	<p>RESOLVED: That</p> <p>(a) the Executive response be noted; and</p> <p>(b) a briefing note be prepared on the Herefordshire Food Strategy and its linkages to schools.</p>	Briefing note issued 18 December 2015	Completed
	Executive Response to the Task and Finish Group Report on Development Management (Planning)	<p>RESOLVED: That</p> <p>(a) the draft Executive response be noted; and</p> <p>(b) a briefing note on progress with the response be provided within six months.</p>	Update issued 18 December 2015	Completed

30 September 2015	The Development of a Schools Capital Investment Strategy	<p>RESOLVED: That it be recommended to the executive that the Schools capital investment strategy principles:</p> <ol style="list-style-type: none"> 1. include reference to the need to be responsive to anticipated growth and reductions in communities, including the key role of local schools in the sustainability of growth villages in Core Strategy policies RA1 and RA2; 2. (within principle 8) take school journey distance, mode and time into account, not only in terms of environmental and transportation impacts but also the effect of journey times on pupils, with schools encouraged to keep school travel plans up-to-date; 3. recognise what schools can and should offer, outside school hours, to local communities – such as libraries, information hubs, meeting venues, open space etc.; 4. provide assurance that the authority would provide backing and support for academies to make bids for central funding to improve infrastructure; 5. include consideration of county boundary transitions, including dialogue with adjoining authorities to ensure that provision was not considered in isolation; 6. clarify how the authority would assure itself that ‘There would be an appropriate number of 	<p>Incorporated into strategy and being taken forward in its implementation on a local area basis.</p> <p>Briefing note issued 18 December giving further information on school places and travel plans.</p>	Completed

		<p>faith places' (principle 3); and</p> <p>7. revise principle 11 e. to 'Participatory budgeting as a means of enabling local communities to assist in supporting a local school'.</p>		
	Work Programme	A briefing note be prepared on digital issues.	Issued September 2016.	Completed
27 October 2015	Task and Finish Group Report – Smallholdings Estate (County Farms)	<p>RESOLVED: That</p> <p>(a) That the report and recommendations of the task and finish group: smallholdings estate (county farms) be agreed for submission to the executive subject to:</p> <p>i. the removal of Councillor Harvey's name from the group's composition (page 3 of the report);</p> <p>ii. the deletion of option b) from recommendation 1 (page 13); and</p> <p>iii. the removal of the words 'on the remaining estate should be let' from recommendation 5 (page 14).</p> <p>(b) The executive's response to the review be reported to the first available meeting of the committee after the executive has approved its response.</p>	<p>Submitted to the Executive</p> <p>Briefing note including response issued 18 December 2015</p>	Completed
17 November	Budget and medium Term Financial Strategy	RESOLVED: That it be recommended to Cabinet that consideration be given to the merits of a rise	Council did levy an additional 2% precept at	Completed

2015	– Draft prior to Funding Announcement	in council tax of more than the 1.9% cap, with consideration given to the best mechanism for advancing this should Council agree to this measure reflecting the wishes of the significant response to the priorities and budget consultation, particularly in relation to retention of specific non-statutory services.	in respect of adult social care in response to a Government initiative.	
19 January 2016 (am)	Update on home to School Transport Provision	Resolved That: A) The relevant officers work to produce a briefing note on home to school transport to present to the General Overview and Scrutiny Committee for July 2016 B) The item be returned to the scrutiny committee for another annual review in January 2017 C) It be investigated what other scrutiny activity would be of benefit regarding home to school transport	Briefing note issued July 2016. Listed in Work programme. To be reviewed in January 2017.	Completed Completed ongoing
	Local Transport Plan	Resolved that: The following recommendations be put to cabinet regarding the Local Transport Plan: A) A recommendation be made that the Local Transport Plan (LTP) be subject to a review every five years in accordance with Department for Transport guidance B) LTP4 Vision to be amended to include the objective “and reduce congestion and increase accessibility by less polluting and healthier forms of transport than the private car.”	Reported To Cabinet. Confirmed at Council on 20 May that recommendations would be reflected in Plan.	Completed

19 January 2016 (pm)	Herefordshire Community Safety Partnership Strategy and Related Performance	RESOLVED: a) it be recommend that an all member briefing be arranged on the CSP and related matters including the office and Police and Crime Commissioner, Chief Constable, the Superintendent of Herefordshire and other CSP partners. b) that the chair and vice chair investigate what areas of the CSP it may be of benefit to conduct further scrutiny work.	Seminar scheduled for 21 November 2016	Completed Ongoing
8 March 2016	School Examination Performance	Resolved that: a) The committee makes recommendations to cabinet on how they might improve the efficiency of the school improvement framework and strategy, especially in relation to governance in light of likely reduced resourcing in future. b) Council responsibilities for education are clarified and sufficiently resourced. Additionally, that the monitoring of governing bodies in meeting performance standards also be sufficiently resourced. Should the Director at any time find that resources are not sufficient, this must be reported to Cabinet and the General Overview and Scrutiny Committee at once. c) A briefing note be produced in regard to authorised absences to inform future recommendations of the committee. d) The committee consider the findings of the	The council responsibilities form part of the Herefordshire School Improvement Framework and are based on statutory duties. Further consideration of the role and resourcing of the local authority will form part of the local authority's response to the national consultation on schools funding formula 2016 and the further national work on the roles and responsibilities of councils in relation to education	ongoing

		<p>Health and Social Care Overview and Scrutiny Committee's early years provision task and finish group in relation to referral rates for speech and language development.</p> <p>e) The committee's suggestions in regard to the teaching of phonics be brought to the attention of the early years task and finish group reporting the health and social care overview and scrutiny committee.</p>	(d and e have been done)	
	<p>Marches Local Enterprise Partnership</p>	<p>Resolved: That</p> <p>(a) the committee commend and encourage further the engagement of small businesses within the activity of the Marches LEP.</p> <p>b) The work of the Marches LEP in cooperation with neighbouring and other Local Enterprise Partnerships, in particular the equivalent bodies across national borders be encouraged.</p> <p>c) That the Marches LEP ensure that the delivery of accounts and reporting is made more clear and the availability of such documentation to the public is ensured.</p> <p>d) That the committee recommend to the board of the Marches LEP that a summary of accounts be published in conjunction with the annual report on the activity of the Marches LEP.</p>	<p>2015/16 accounts are in process of being completed and will be placed on the LEP website. Draft accounts will be going to the LEP Board on 3 August.</p> <p>Annual report published with Marches Enterprise joint Committee papers on 31 May 2016.</p>	<p>completed</p>

4 May 16	Suggestions from the public	RESOLVED: That a working party be set up by officers to discuss the detail of the issues surrounding the definitive Map	Working party established.	ongoing
	Task and Finish Group Report – Community Infrastructure Levy	<p>RESOLVED that:</p> <p>(a) the report of the task and finish group: community infrastructure levy be approved and the findings be submitted to the executive</p> <p>(b) the recommendations of the task and finish group: community infrastructure levy be approved as follows:</p> <p>Recommendation 1: The ‘Preliminary Draft Charging Schedule’ be carried forward unchanged as the ‘Draft Charging Schedule’;</p> <p>Recommendation 2: Urgent consideration be given to the need for a robust governance structure to be developed for the administration of CIL in advance of CIL being adopted;</p> <p>Recommendation 3: That Parish Councils be supported by clear advice to assist with the implementation of the CIL charging process prior to any collected CIL monies being spent;</p> <p>Recommendation 4: That the CIL charging schedule and its implementation be kept under review.</p> <p>(c) subject to the review being approved, the executive’s response to the review be reported to the first available meeting of the committee after the executive has approved its response.</p>	Submitted to Executive. Cabinet member decision 21 July 2016.	Completed
26 July 2016	Economic Master Plan	the cabinet member–economy and corporate services be invited to consider the following recommendations:	Submitted to the executive for	Completed

		<ul style="list-style-type: none"> • Consideration be given to ways of pooling ideas for economic development through less structured approaches such as a think tank. • An inventory should be made of the County's strengths and opportunities for synergy be then identified. • Clarity should be sought as to how the planning framework accommodates farm diversity proposals, for example in relation to semi-permanent structures such as log cabins and whether that framework is appropriate. • The invitation to a GOSC member to participate in meetings with chief executive, director and cabinet member on the development of the Masterplan be accepted. • The further report proposed to be submitted to the committee in September 2016 should include highlights of lessons learned in relation to the implementation of the 2011-16 economic development plan and how these might inform the development of the new Masterplan. • There should be cross-party engagement and engagement with all Members in developing the Plan. • An alternative word to masterplan should be found to describe the plan. • The plan should take account of the value of the arts and tourism to the County's economy. • Consideration should be given to how best to maximise the promotional opportunities for Herefordshire. and 	<p>consideration.</p> <p>Council approved Plan 16 December 2016.</p>	
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		<p>(b) consideration of the draft economic masterplan be added to the committee’s work programme for September 2016 together with an annual review of the effectiveness of the plan thereafter.</p>	<p>Report considered on 27 September 2016</p>	
	<p>Communication Strategy</p>	<p>RESOLVED: That (a) the communication protocols be subject to further clarification and consideration and a further report on them made to the Committee; and (b) that, subject to a above, the following recommendations be made to inform cabinet’s consideration of the strategy communication strategy with associated communication protocols for the period 2016-2019:</p> <ul style="list-style-type: none"> • the use of a chat facility on the website should be pursued taking into account how an operator’s time can most effectively be used; • the opportunity for the community to interact on-line quickly and easily should be fully explored; • clarification be provided as to how it is intended to implement the “spend within our means” approach outlined in section 3 of the strategy at appendix 1 to the report at p41 of the agenda papers: “making tough but necessary choices which will include ceasing to provide some services and working with communities to help them run services important to them”; • the wording of paragraph 5.13 of appendix 2 to the report relating to the access of the press 	<p>Report made to Committee on 5 September.</p> <p>Matters referred to Cabinet for consideration.</p>	<p>Completed</p>

		to premises be reviewed and clarified.		
5 September 2016	Four Year Financial Settlement	RESOLVED: That (a) in order to make a recommendation on whether or not to accept the 4 year funding settlement a further meeting should be convened to consider alternative options including information from comparator authorities; and (b) Cabinet be recommended to consider the points made by the Committee and the further information the Committee considered was required in order to make a recommendation to full Council on whether or not to accept the four year funding deal.	Further meeting arranged for 19 September. Report made to Cabinet on 21 September.	Completed
	Statement of community involvement consultation, communications and programme to adoption	RESOLVED: That Cabinet be recommended to consider amending the revised draft statement of community involvement to take account of the amendments proposed in the above table.	Considered by Cabinet on 3 November.	Completed
	Communication Protocol for Members	RESOLVED: That cabinet be recommended that further consideration be given to the following matters in relation to the communication protocol for members: • In relation to paragraph 3.1 of the protocol further clarification was needed on when it was appropriate to use the word "Council" in communications when referring to such matters as Council policy and when further distinction was needed between a decision taken at full Council and a decision taken by an individual cabinet member or an officer.	Report on Cabinet agenda for 21 September.	Completed

27 September 2016	Customer Services and Libraries	RESOLVED: That Cabinet be recommended to support option 3 – retained libraries and central service with an emphasis on making best use of them and community libraries as contact points for council services, extending service options and exploring new ways of working, and the report to cabinet should include a delivery plan.	Considered by Cabinet 13 October 2016	Completed
	Economic Master Plan	RESOLVED: That the Cabinet Member be recommended to have regard to the points raised by the Committee in discussion and in particular the summary of the principal points set out above.	Considered by Cabinet on and approved by Council on 16 December 2016.	Completed
14 November 2016	Draft 2017/18 Budget And Medium Term Financial Strategy Update	RESOLVED: That (a) the executive be recommended to work with Parish and Town Councils to explore options for service delivery; (b) the executive be recommended to make representations to local MPs and others to ensure that the voice of the County is being heard in relation to the government’s business rate proposals and the views of local MPs reported; (c) the clarity of the budget report should be reviewed and officers requested that the report should be amended to include detail of gross income and expenditure, consistency of terminology, virements over the year to identify actual expenditure, analysis of the use of the Rural Services Delivery Grant, clarity over income; and (d) the executive be asked to take full account	In respect of items a, b and d , these were addressed to the executive who have reported back to GOSC their intention to develop closer working with Parishes, liaise with MP’s to champion the County’s issues and provide a response to the issues raised during budget consultation (summary provided to GOSC at December meeting) (c) The clarity of budget report was reviewed and amended to ensure	completed completed completed completed

		of the consultation on the budget and reflect the views expressed in their budget proposals, indicating in the next report back to the overview and scrutiny committees the extent to which the consultation findings had influenced budget proposals, and, if the findings had been discounted, the rationale for taking that course.	consistency and clarity in future presentations and reports. Further detail of gross income and expenditure will be provided in the budget book summary which will be prepared once all information on grants is confirmed with government. The impact of this review was provided to GOSC at their December meeting	
	Proposed 2017/18 Capital Budget	RESOLVED: That written answers be provided to questions raised at the meeting and appended to the Minutes	Answers published with minutes.	Completed
	Edgar Street Stadium, Hereford – Lease Proposals	RESOLVED: That (a) the executive be advised that the Committee supports the proposed grant of a new lease to the current tenant for a term of 10 years, commencing at some point prior to the expiry the current lease; and (b) a further report is presented to the Committee setting out the long term proposals for the Edgar Street stadium following an appraisal by the football club, council and potential development partners of the options.	Executive informed. Lease awarded. Added to work Programme	Completed Ongoing

Passenger Transport Review Consultation		<p>RESOLVED: That (a) rather than considering the findings of the passenger transport review in isolation, the executive is recommended to explore the scope for developing proposals to address the needs of local communities as a whole; (b) consideration be given to initiatives developed using the national Total Transport pilot fund and other rural transport initiatives; and (c) the scope for Parish and Town Councils to use the powers available to them under S137 of the Local Government Act 1972 be assessed.</p>	<p>(a) Further reporting on the passenger transport review will take into account the wider community issues which might result from any proposals. The executive will be asked to consider how any such proposal might be considered in the context of the needs of local communities as a whole.</p> <p>(b) The Council is actively engaged in the government's total transport funded programme and is developing proposals and sharing best practice with government and other local authorities. Outcomes of the total transport fund programme will be incorporated within any final recommendations relating to the passenger transport review.</p> <p>(c) The powers available to local parish</p>	<p>Completed</p> <p>Completed</p>
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			<p>councils under S137 of the local government act 1972 provide for flexibility in use of funds when no other specific power for expenditure exists. Parishes will need to satisfy themselves that any such expenditure meets tests in terms of community benefits and other provisions. It is worth noting that parish councils already benefit from direct powers to provide funding for public and community transport should they wish (Transport Act 1985 S106A as amended by Local Government and Rating Act 1997 S27).</p> <p>Report made to Cabinet 6 April 2016.</p>	Completed
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13 December 2016	Draft 2017/18 Budget and Medium Term Financial Strategy Update	<p>RESOLVED</p> <p>That (a) the reconciliation showing the changes between the report made to the Committee in November and that presented in December be circulated to members of the Committee for information;</p> <p>(b) officers be requested to explore the principle of facilitating increased engagement with parish Councils and communities and revenue funding to support invest to save proposals in support of the delivery of some services in place of Herefordshire Council could be explored as part of the future review of the MTFS; and</p> <p>(c) if a substantive issue relevant to the budget warranting further discussion with the Committee emerged a further report be made to the Committee's meeting in January for its consideration.</p>	<p>Report submitted to committee January 2017.</p> <p>It was clarified at the meeting that an "invest to save" proposal could be considered at any time even though a specific "pot" was not allocated.</p> <p>Included in the reconciliation referred to in (a), reference was also made to the changes in the Autumn Statement in respect of New Homes Bonus and Adult Social Care Grant. In addition the report clarified the flexibility provided around the adult social care precept being up to 3% per annum subject to a maximum of 6% over three years.</p>	Completed
17	Update on home to	RESOLVED: That the executive be requested to		ongoing

January 2017	school transport provision	produce a sustainable modes of travel to school strategy for consideration by the Committee by July and that schools should be encouraged to produce and update school transport plans.		
	Herefordshire community safety partnership strategy and related performance	RESOLVED: to recommend that the Community Safety Partnership pay particular attention to recidivism rates of offenders.	Request submitted.	Completed
	Draft 2017/18 budget movements	Noted.		Completed

