

# A G E N D A

## Education Scrutiny Committee

Date: **Monday, 14th July, 2003**

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Time: **2.00pm**

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Place: **The Education and Conference  
Centre, Blackfriars Street, Hereford**

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Notes: **\*\*\*Please Note the Venue  
and Start Time\*\*\***

For further information about this meeting please  
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# AGENDA

## for the Meeting of the Education Scrutiny Committee

**To:** Councillor D.C. Short (Chairman)  
Councillor J.P. Thomas (Vice-Chairman)

**Councillors:** H. Bramer, N.J.J. Davies, R.M. Manning, Mrs J.E. Pemberton,  
Mrs. S.J. Robertson, D.C. Taylor, Ms. A.M. Toon, W.J. Walling

**Church Representatives:** Mr. J. Griffin (Roman Catholic), Rev. M. Smith  
(Church of England)

**Parent Governor Representatives:** Mr. M. Burgess (Primary), Mrs. S.E. Wright  
(Secondary), Vacancy (Special).

**Co-opted Teacher Representatives:** Mr. C. Lewandowski (Secondary), Mr J.D.  
Pritchard (Primary), Vacancy (Special).

	Pages
<b>1. CHAIRMAN AND VICE-CHAIRMAN</b>	
To note the appointment at Council of Councillor D.C. Short and Chairman and Councillor J.P. Thomas as Vice-Chairman.	
<b>2. APOLOGIES FOR ABSENCE</b>	
To receive apologies for absence.	
<b>3. NAMED SUBSTITUTIONS (IF ANY)</b>	
<b>4. DECLARATIONS OF INTEREST</b>	
To receive any declarations of interest by Members in respect of items on the Agenda.	
<b>5. MINUTES</b>	1 - 8
To approve and sign the Minutes of the meeting held on 26th March, 2003	
<b>6. SCRUTINY - ROLE AND TECHNIQUES</b>	
To receive a presentation on the role of scrutiny and the techniques that Scrutiny Committees can use in their work.	
<b>7. THE OUTCOME OF INDIVIDUAL OFSTED SCHOOL INSPECTIONS FOR HEREFORDSHIRE SCHOOLS SINCE SEPTEMBER 2002</b>	9 - 16
To up-date the Committee on the outcomes of individual school inspections undertaken within Herefordshire by Ofsted in the current school year, 2002-2003.	
<b>8. LOCAL PUBLIC SERVICE AGREEMENT TARGETS</b>	17 - 22
To report on progress towards Local Public Service Agreement Targets.	

<b>9.</b>	<b>EXCELLENCE CLUSTER AND LEADERSHIP INCENTIVE GRANT</b>	23 - 24
	To update the Committee on the Excellence Cluster Bid (EC) and the Leadership Improvement Grant (LIG). (Report to follow)	
<b>10.</b>	<b>BEST VALUE REVIEWS 2003/2006</b>	25 - 28
	To determine (a) Councillor representation on the reviews teams for the 2003/04 Best Value Reviews, following the local elections, (b) to review the scope of the best value review of SEN Assessment and provision for statemented pupils, and (c) to consider the remaining reviews in the 5-year programme.	
<b>11.</b>	<b>HOME TO SCHOOL/COLLEGE TRANSPORT - REVIEW OF DISCRETIONARY AREAS OF POLICY</b>	29 - 38
	To consider the scope of a possible review of the Council's discretionary policies on home to school/college transport.	
<b>12.</b>	<b>SCHOOL ORGANISATION PLAN</b>	39 - 48
	To seek comments on the draft School Organisation Plan for Herefordshire 2003-08.	
<b>13.</b>	<b>PUPIL ADMISSIONS POLICY FOR COMMUNITY HIGH SCHOOLS</b>	49 - 58
	To consider the preparations for implementing the new, co-ordinated admissions arrangements for high schools for admissions in September 2004.	
<b>14.</b>	<b>THE STANDARD SCHOOL YEAR</b>	59 - 68
	To consider the views of the Scrutiny Committee about the proposed standard school year for 2004/5, following decision by other West Midlands LEA's to move away from the earlier agreement.	
<b>15.</b>	<b>COMPLEMENTS, COMPLAINTS AND APPEALS</b>	69 - 72
	To consider the summary of comments, complaints and appeals relating to the Education Directorate, for the period 25 <sup>th</sup> January 2003 to 30 <sup>th</sup> June 2003.	
<b>16.</b>	<b>INFORMATION ITEM - ANNE FRANK EXHIBITION</b>	73 - 74
	To note the arrangements for the Exhibition.	
<b>17.</b>	<b>EDUCATION CAPITAL PROGRAMME</b>	75 - 82
	To provide the Committee with details of the current capital programme, identify issues to be addressed to improve the monitoring of that programme, and to consider priorities for future capital expenditure particularly 2004/5 and 2005/6.	
<b>18.</b>	<b>COMMITTEE WORK PROGRAMME</b>	83 - 86
	To outline the range of business for the Committee to consider during the coming year.	
<b>19.</b>	<b>STATUTORY MEMBERS AND CO-OPTED REPRESENTATIVES ON EDUCATION SCRUTINY COMMITTEE</b>	87 - 90
	To review the statutory membership and co-opted representation on the Education Scrutiny Committee.	

## **PUBLIC INFORMATION**

### **HEREFORDSHIRE COUNCIL'S SCRUTINY COMMITTEES**

The Council has established Scrutiny Committees for Education, Environment, Social Care and Housing and Social and Economic Development. A Strategic Monitoring Committee scrutinises Policy and Finance matters and co-ordinates the work of these Committees.

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

The principal roles of Scrutiny Committees are to

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

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

# **The Public's Rights to Information and Attendance at Meetings**

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- Attend all Council, Cabinet, Committee and Sub-Committee meetings unless the business to be transacted would disclose 'confidential' or 'exempt' information.
- Inspect agenda and public reports at least three clear days before the date of the meeting.
- Inspect minutes of the Council and all Committees and Sub-Committees and written statements of decisions taken by the Cabinet or individual Cabinet Members for up to six years following a meeting.
- 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.
- Access to a public Register stating the names, addresses and wards of all Councillors with details of the membership of the Cabinet, of all Committees and Sub-Committees.
- Have a reasonable number of copies of agenda and reports (relating to items to be considered in public) made available to the public attending meetings of the Council, Committees and Sub-Committees.
- Have access to a list specifying those powers on which the Council have delegated decision making to their officers identifying the officers concerned by title.
- Copy any of the documents mentioned above to which you have a right of access, subject to a reasonable charge (10p per sheet).
- Access to this summary of your rights as members of the public to attend meetings of the Council, Cabinet, its Committees and Sub-Committees and to inspect and copy documents.

Please Note:

Agenda and individual reports can be made available in large print, Braille or on tape. Please contact the officer named below in advance of the meeting who will be pleased to deal with your request.

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If you have any questions about this Agenda, how the Council works or would like more information or wish to exercise your rights to access the information described above, you may do so either by telephoning Mr Paul James on 01432 260460 or by visiting in person during office hours (8.45 a.m. - 5.00 p.m. Monday - Thursday and 8.45 a.m. - 4.45 p.m. Friday) at the Council Offices, Brockington, 35 Hafod Road, Hereford.

# **COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL**

**BROCKINGTON, 35 HAFOD ROAD, HEREFORD.**

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**MINUTES of the meeting of the Education Scrutiny Committee held at the Council Chamber, 35 Hafod Road, Hereford on Wednesday 26th March, 2003 at 10.00 p.m.**

**Present:** Councillor J.P. Thomas (Chairman)  
Councillor J. Stone (Vice-Chairman)

Councillors: A.J. Allen, B.F. Ashton, Mrs. J.A. Carter, A.G. Morgan,  
Mrs J.E. Pemberton, C.A. Tudge.

Church Representatives: Rev M. Smith.

Parent Governor Representatives: Mr M. Burgess.

Co-opted Teacher Representatives: Mr C Lewandowski, Mr J.D. Pritchard.

In Attendance: Councillors: P.E. Harling, R.J. Phillips, D.W. Rule (Cabinet Member – Education)

**67. APOLOGIES FOR ABSENCE**

Apologies were received from Mr. J.D. Griffin.

**68. NAMED SUBSTITUTES**

There were no named substitutes.

**69. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**70. MINUTES**

**RESOLVED:** That the Minutes of the meeting held on 7th February, 2003 be approved as a correct record and signed by the Chairman.

**71. NEW FINANCIAL FRAMEWORK FOR EDUCATION FROM APRIL 2003**

The Committee considered the new financial framework for Education and the allocations made possible by the Formular Spending Share (FSS) identified in the government's announcements for 2003/04.

The Director of Education reported that in December 2002 the government had announced the result of its 2 year review of education funding and that the new Education Formula Spending Share (EFSS) had now replaced the Education Standard Spending Assessment (ESSA). Nationally, the new FSS was nearly 11% higher than the former SSA (13% in Herefordshire). However, the increase had to absorb a large number of substantial changes to the financial system.

He highlighted that a new feature of the funding system was that the education budget had been divided into a Schools Budget and a Local Education Authority (LEA) Budget. LEA targets for spending now focused on the level of FSS spending on Education and the proportion allocated in the Schools Budget. LEAs were also now required to provide 3-year budget forecasts for schools. LEAs could also claw back unallocated sums in school reserves above 5% should schools not provide

satisfactory explanations for the surpluses. He further reported that a new Schools Forum would represent school views about items within the Schools Block that would be best delegated to schools through the funding formula. The Forum would also consider changes to the formula and other financial issues.

Following consultation with schools and the Forum, the planned spending allocations in the Education Budget had been made and were indicated in table 1 of the report. The Director of Education highlighted that, while the Table was still subject to minor amendment, it showed that 83% (£68.1m out of £81.6m) had been allocated to the Schools Budget. The allocation was slightly below the target set by the DfES for the reasons outlined in paragraph 10 of the report.

On seeking clarification of the terms used in Table 1, the Director of Education reported that these closely related to the terms used by the DfES. In relation to not meeting the DfES budget allocation target he reported that the DfES had been advised of the position and he was reasonably confident that no action would be taken against the LEA by the DfES. In response to concern about the terms of any 'claw back' from school budgets he reported that the Schools Forum would be looking to establish a definition on this particular issue. However, he anticipated that this reserved power would be used only in exceptional circumstances.

The Committee noted that had the Local Government reorganisation costs attributed to the Education Directorate of £690,000 been included, the allocation target would have been met. While they appreciated the circumstances, concern was expressed regarding the high level of expenditure on home to school transport (£5.9m). It was expected that the improvement plan in response to the cross-service Best Value Review of Transport would highlight ways to reduce this major area of expenditure.

**RESOLVED: That subject to the above comments or concerns the report be noted.**

## **72. LMS CHANGES FOR THE FINANCIAL YEAR 2003/04**

The Committee considered the changes to the Herefordshire Local Management of Schools (LMS) Scheme agreed for the new financial year, including adjustments made in the details of the budget formula.

The Director of Education reported that, in accordance with the requirement to review its LMS arrangements and subsequent consultation, changes had been made to the arrangements and were broadly supported by the majority of schools. The changes were detailed in the agenda report and copies of a consultation document on the LMS Scheme 2003-2004, which provided further detail of the 'banded funding' mechanism, were distributed at the meeting.

The Committee noted the proposed changes and discussed in some detail proposed changes concerning Special Educational Needs. The Director commented that Pupil Statementing was time consuming and costly. However, he emphasised that it was a statutory function and would continue to be available. He reported that during the last two years primary schools had been taking part in a project, the aim of which was to develop a banded funding mechanism for pupils with significant special needs (children who would otherwise have been statemented) so that funding for their needs could be grouped into cash amounts which could be delegated to schools for them to decide on the appropriate provision through SEC or mainstream school. The project had been well received by schools and implementation of banded funding in primary schools would be introduced from September 2003.

The Committee expressed concern regarding the level of funding for existing schools with Special Education Centres (SEC) and the support/training required by teachers without specialist knowledge of SEN to manage SEN pupils in their classes.

The Director of Education reported that banding would reduce the time taken in getting financial assistance to a school to assist pupils. Funding would 'follow the pupil'. It would also create a permanent, variable SEN support team. Discussions had been held with primary schools that had SECs before delegation. Individual safeguarding or phasing arrangements would be discussed in those cases.

The Head of Children's & Student's Services acknowledged the wealth of experience in the County on this issue and reported that training would be provided to those schools affected.

The Director of Education suggested that, given the interest in this issue, the theme of SEN Banding and statements be the subject of a future occasional seminar for Members.

**RESOLVED: That the report be noted and SEN Banding, including examples of Best Practice in this subject, be the theme of a Member seminar later in the year.**

### **73. DEVOLVED SCHOOLS BUDGETS – FINANCIAL INFORMATION FOR SCHOOLS**

The Committee considered the information provided to schools, to support the task of managing the budgets allocated to them.

The Director of Education outlined the key aspects of the School Budget Allocation and Planning System and indicated the information provided to schools to assist in their budget management. An example of the information provided to particular schools was provided at appendix 1 to the report.

The Committee discussed the level of information provided to schools. In reply to a question regarding the degree of assistance given to schools, it was noted that a great deal of background information was provided to support the information contained in appendix 1 and that workshops were also run to assist schools.

In response to concern that no provision had been made in relation to changes in workloads in schools through Work Force Reform, the Director of Education reported that so far no extra financial provision had been made by the government to support this initiative.

**RESOLVED: That the report be noted and the concern regarding provision for Work Force Reform be acknowledged.**

### **74. PAYMENT OF INVOICES WITHIN 30 DAYS**

The Committee considered performance against this performance indicator during the period 1st October 2002 to 31st January 2003.

The Committee noted the latest performance information shown at appendix 1 to the report and on questioning why the performance figures for undisputed invoices had not reached 100% were informed of a number of possible reasons. However, the Director of Education undertook to make further investigations and report back. The Committee also noted the intention to move to a central IT based 'Cedar' system

which it was hoped would speed up invoice payment and asked the County Treasurer to report to a future meeting on the actions to be taken.

**RESOLVED: That the report be noted and a further report detailing specific areas where invoices were being held up, and the programme for improvement based on Cedar development be presented to a future meeting.**

## **75. EDUCATION OTHERWISE THAN AT SCHOOL**

The Committee considered information about education of individual children at home.

In response to a request at the previous meeting, the Director of Education reported upon the latest information about the number of children and young people being educated at home.

The Committee debated the reasons for parents to elect to educate their children at home and noted that in cases where parents had had disagreements with the school the education service tried to mediate between parties. It was also noted that in some cases parents may have unrealistic expectations of a school. The Committee also discussed the limited powers the LEA had to undertake any educational assessment of such pupils.

**RESOLVED: That the report be noted.**

## **76. EDUCATION BUSINESS/PERFORMANCE PLAN 2003-2006**

The Committee reviewed the aims and objectives for the Education Service, as set out in the Business Plan, and considered the key performance related targets for the period 2003/2006.

The Director of Education reported that the Education Business/Performance Plan for the new planning period 2003/2006 was nearing completion and invited the Committee to consider information appended to the report namely: basic facts about the Service; the service aims and objectives and the links between plans and the Service's relationship with Council objectives.

The Committee also considered Section 2 of the plan, which had been circulated separately, relating to Delivery and Service Aims – including targets for the coming 3-year period.

The Director emphasised that this was a working draft and that some targets would be made more precise. However, he acknowledged that targets needed to be realistic.

**RESOLVED: That the Service Aims and Objectives contained in the Education Business/Performance Plan 2003/2006 be noted.**

## **77. STAFF SICKNESS ABSENCE**

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

In response to a question regarding the high levels of sickness in the school support staff sector the Director of Education commented that this may be due to the high number of part-time staff with children.

On questioning whether any comparison had been carried out against national or statistical neighbours the Director commented that he was unaware of any comparative figures. However, his perception was that the service sickness absence figures were lower than average.

**RESOLVED: That the report be noted and that subsequent monitoring reports should, if possible, include comparison with national or regional figures.**

#### **78. BEST VALUE REVIEWS STAGE 1 REPORT – INSPECTION, ADVICE AND SCHOOL PERFORMANCE SERVICE**

The Committee considered the Stage 1 Report of the Best Value Review of Inspection, Advice and School Performance Service.

The Head of Inspection, Advice and School Performance Service (IASPS) reported that the review had now completed the initial analysis of the services. An action plan had been drawn up which detailed further research and consultation required in order to complete stages 2 and 3 of the review. It was anticipated that the review process would be completed by the end of 2003. A copy of the Stage One Report had been appended to the report.

In response to a question regarding ICT provision to schools, the Head of IASPS reported that discussions were ongoing regarding the level of ICT support to schools.

**RESOLVED: That the stage one report on the Inspection, Advice and School Performance Service be accepted.**

#### **79. BEST VALUE REVIEWS STAGE 1 REPORT – SPECIAL EDUCATIONAL NEEDS AND EDUCATIONAL PSYCHOLOGY**

The Committee considered progress on the Stage 1 Best Value Review of Special Educational Needs and Educational Psychology.

The Head of Children's and Students' Services reported that, following practical difficulties in arranging the initial meeting, a date had now been arranged. While a great deal of work had been undertaken in preparation for the meeting, in order that the work could be accurately and fully reported, it was proposed to defer the presentation of the Stage 1 report until the next meeting.

**RESOLVED: That the position regarding the Best Value Review of Special Educational Needs and Educational Psychology be noted.**

#### **80. SAFER ROUTES TO SCHOOLS**

The Committee were informed of progress under the Safer Routes to School Initiative and the revised combined prioritisation method for Safer Routes to Schools and School 20mph zones.

The Head of Policy and Resources reported that, while good progress had been made in progressing the initiative, revisions had been made to both the process and the combined prioritisation method.

He reported that to date schools had been encouraged to develop a School Travel Plan in tandem with the ongoing Safer Routes to Schools study. While some schools had shown commitment to this approach this had not been universal. The procedure had therefore been revised to focus on a stronger partnership approach and he outlined a number of changes to the process to achieve this. Schools would still be selected on the basis of a prioritised list. A copy of the combined programme was attached to the report at appendix 1. An outline of the overall timetable to implement the process was attached at appendix 2. He also commented upon the need to group together adjacent schools so that work wasn't undertaken in isolation.

While the Committee noted the time taken in local consultation and undertaking the statutory processes they voiced concern about the overall time an individual scheme could take to implement. They were also concerned that individual elements (such as 20.mph zones) should be considered immediately for schools (such as Ashperton & Burley Gate C.E. primary schools) with lower priority under the Safer Routes approach on the basis of the potential for accidents rather than from recent accident records.

**RESOLVED:**

- That**
- (a) the report be noted and it be recommended that further effort be made to speed up the implementation process;**
  - (b) the suggestion that schools in the same area be grouped to ensure that work was undertaken as a whole scheme be supported; and**
  - (c) the re-formation of an officer working group to ensure elements (such as 20 mph limits) could be considered for schools which have lower priorities under Safe Routes.**

**81. COMMITTEE WORK PROGRAMME**

The Committee considered the range of business, listed at appendix 1 to the report, anticipated to be considered during the coming financial year and suggested that the following subjects be added to the list:

Review of Education Capital Budget – ongoing monitoring

Review of Education Revenue Budget – ongoing monitoring

Full Review of Education Business Plan (around July time)

Staffing of the Education Department

Review of the Education Development Plan (EDP) (possibly June meeting)

Teaching Assistants - a review of recruitment and work life balance.

IT support to schools - to comment upon the Strategy for IT Support to Schools.

**RESOLVED: That the list at Appendix 1 be amended to include the items suggested above.**

As the meeting concluded the Chairman thanked the Members and Co-opted Members for the way in which he considered the Committee had developed and improved its effectiveness over the past three years. The Vice-Chairman thanked the Members and staff for their support and advice. The Cabinet Member (Education) complimented the Chairman and Vice-Chairman on the way in which they had worked with the Executive. The Director of Education responded that it had been a pleasure working with the Committee and the Cabinet Member (Education) on the further improvement of education in the County.

The meeting ended at 12.53 p.m.

**CHAIRMAN**





**7 THE OUTCOMES OF INDIVIDUAL OFSTED SCHOOL INSPECTIONS FOR HEREFORDSHIRE SCHOOLS SINCE SEPTEMBER 2002****Report By: Head of Inspection, Advice and School Performance Service****Wards Affected**

Countywide.

**Purpose**

1. To up-date the Committee on the outcomes of individual school inspections undertaken within Herefordshire by Ofsted in the current school year, 2002-2003.

**Financial Implications**

2. None.

**Report**

3. During the current school year, Ofsted will have inspected twenty-seven Herefordshire schools. For most schools, it will have been their second Ofsted inspection, occurring approximately four years after their first inspection in 1997/1998. At the time of writing this report, only Madley and Kingsland CE primary schools remain to be inspected during the summer term 2003.
4. An Ofsted inspection remains a very significant event for a school. The report is published and made available to parents, and distributed more widely via the Ofsted web-site across the internet. Many parents read the reports, alongside the relevant test and examination data, and use the information to help select the preferred school for their children.
5. Ofsted has the power to recognise and publicly praise the quality of education provided by a school. However, Ofsted can also label a school as '*underachieving*', as '*having serious weaknesses*' or as '*requiring special measures*'. Any such label can impact on the public reputation of a school and, in the case of *serious weaknesses* and *special measures*, rigorous monitoring is undertaken by HMI.
6. At the end of June 2003, Herefordshire had no schools in a negative Ofsted category. One school, Brookfield EBD Special School, had been placed in special measures in September 2002. That was an unexpected decision as the school had been open only for two terms and had many strengths. However, the school has now been removed from Special Measures after only two terms following follow-up visits by HMI. This is a very good outcome, and highly commendable for the school and for everyone associated with the required improvement work.

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

7. The attached Appendix I gives a summary for the schools inspected since September 1 2002, but only where the reports have been published. Overall they describe a positive picture about the quality of education offered by Herefordshire Schools and, in particular, highlight the high standard of leadership and management evident in many schools. Many of the reports are good, some are outstanding.
8. The full copies of the reports are available from the individual schools or via the Herefordshire education website [www.education.herefordshire.gov.uk](http://www.education.herefordshire.gov.uk), or from the Ofsted web-site [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## RECOMMENDATION

**The Committee are asked to note the report.**

## BACKGROUND PAPERS

- **Attached**

## SUMMARY PARAGRAPHS TAKEN FROM THE ACTUAL OFSTED INSPECTION REPORTS

### 1. **ASHPERTON PRIMARY SCHOOL**

This is a good school where standards in Year 6 are above the national average. Results of statutory assessment tests in 2002 were high. Standards are good because the school is well led and soundly managed and offers its pupils a broad-based education of good quality. Value for money is sound in return for a high level of funding compared with other shire primary schools. The headteacher, supported by his colleagues, ensures pupils' access to good teaching, though teachers are more effective in meeting the needs of children in reception, Year 1 and Years 4 to 6 than they are in other year groups. Pupils are very mature, responsible and self-reliant when they transfer to secondary school.

### \*2. **THE BROOKFIELD SCHOOL (Report in the Autumn 2002)**

Although the school is relatively new, it is not effective. Too high a proportion of teaching is unsatisfactory and pupils are not achieving as well as they can. While the headteacher and staff have established conditions in which the pupils behave very well and develop very positive attitudes to learning, there is not strong educational leadership driving the necessary improvements required in provision and standards. The school is giving unsatisfactory value for money, and should be placed in special measures. [Since the original report was written, the school has shown sufficient improvement within two terms to be taken out of special measures].

### 3. **CLIFFORD PRIMARY SCHOOL**

This is an effective school. The quality of teaching is good in reading, mathematics and music, and this is enabling pupils of all abilities to achieve well in these subjects. However, the planning of the curriculum in some other subjects means that, despite some good features of teaching, pupils do not always learn as effectively as they should. Higher attaining pupils do not achieve well enough in some subjects because too little is demanded of them. Overall, the school is led and managed well. The headteacher has created a good team spirit where staff, governors and parents work well together for the benefit of the children. As a result of this, the children have good attitudes to learning and they behave well. The school gives satisfactory value for money.

### 4. **CREDENHILL ST MARY'S CE PRIMARY SCHOOL**

This school provides a sound education for its pupils and it has some good features. The pupils behave well and have good attitudes to school because of the good provision for their personal development. Standards are average in English, mathematics and science but below average in some other subjects. Most pupils make the progress expected but the more able pupils should be doing better in English, mathematics and science. Teaching is satisfactory. The pupils use computers well because of better teaching in this subject. The teaching is also good for pupils with special educational needs and these pupils make good progress as a result. The leadership and management of the school is satisfactory but more need to be done to check that the curriculum is consistently taught and that more able pupils' needs are met. The school provides satisfactory value for money.

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\* This school has already been re-inspected and is now out of Special Measures (Please refer to paragraph 6 in the main Committee Report)

## **5. HAYWOOD HIGH SCHOOL**

This school provides a satisfactory and improving quality of education for pupils of all backgrounds and levels of attainment. Standards have improved and are rising faster than the national rate of improvement. GCSE results have improved considerably but are not high enough and indicate unsatisfactory achievement. Standards of work seen are below average. They indicate satisfactory achievement currently by year 9 and Year 11. The quality of teaching and learning has improved considerably and is satisfactory. The very good leadership and effective management of the headteacher, supported well by senior staff, have resulted in very good improvements. In recent years, difficulties in recruiting and retaining specialist teachers have hindered the school's attempts to raise achievement more quickly. The school manages its resources well and provides satisfactory value for money.

## **6. HOLME LACY PRIMARY SCHOOL**

This is a happy, caring and effective school where pupils make good progress. Through the good quality of teaching and learning, pupils achieve well in relation to their prior attainment. The leadership and management of the headteacher are very good and by, careful tracking and directed support for individuals, all pupils make good progress. The school provides good value for money.

## **7. HOLMER CE PRIMARY SCHOOL**

The school gives a satisfactory education to its pupils and has some good and very good features. Standards by the time pupils leave the school are average. They make sound progress and reach satisfactory levels of personal achievement. The overall quality of teaching is satisfactory and often it is better. The school is soundly led and managed and provides satisfactory value for money.

## **8. HUNDERTON JUNIOR SCHOOL**

This is an effective school and one keen to improve academic standards still further. The school extends a warm and friendly welcome to all pupils, a high proportion of whom have learning difficulties or emotional and behavioural needs. A particular strength in the school's provision is the consistently positive behaviour management system that leads to a settled and happy place of learning. Teaching is sound overall with some good features that are enabling the majority of pupils to achieve appropriately, though some higher attaining pupils could be doing better. There is a good team spirit amongst the staff team, who between them know pupils well, are responsive to needs and ensure that a high level of care is shown to all. The headteacher is well supported by the deputy, senior managers and governors who share the same vision and promote the school's aims successfully. The school is well managed and provides sound value for money.

## **9. KINGTON PRIMARY SCHOOL**

The school provides an appropriate and improving education for its pupils. There is a very positive ethos and a caring environment, which leads to good personal development. Staff know their pupils well and work hard in their interests. Standards by the age of eleven are below average in some subjects including English, although pupils show good attainment in science and more able pupils do well. Progress is satisfactory overall, but is not consistent. Pupils make good progress in the infants, and sound progress in the juniors: the quality of their learning in lessons is improving, especially in English and mathematics. This is due to the standard of teaching, which is very good in the nursery, and good in both infants and juniors, but is unsatisfactory overall in reception. The headteacher provides very good leadership and management, and is well supported by staff and governors. The amount of money spent on each pupil is

close to the average for schools of this type and the school gives satisfactory value for money.

#### **10. LEDBURY PRIMARY SCHOOL**

This is a very effective school that provides good value for money. Teaching and learning are very good overall. During the past year, most pupils, including those with special educational needs, made good progress in all subjects. The six pupils in the Special Education Centre also make good progress. Standards are rising, and pupils' achievement over time is good. When compared with schools in similar contexts, standards in year 6 are above average in English and science. However, they remain below average in mathematics. Pupils' attitudes to school are excellent and their behaviour is very good. The leadership and management by the headteacher and senior staff are very good.

#### **11. LEOMINSTER JUNIOR SCHOOL**

This school makes sure that pupils develop good attitudes to school, behave well and work hard at their studies. It is improving the quality of teaching and learning in a number of places and provides a good curriculum with an excellent programme of out of school activities. There are strengths in music, the provision for pupils with special educational needs and very good moral and social education. The headteacher leads the school well. There is good determination amongst the staff for improvement. Mathematics, writing, assessment and the checking and evaluation of school performance are aspects of the school's work that are ready for improvement. The school gives satisfactory value for money and is well placed to bring continuing improvement because of the commitment of staff.

#### **12. LONGTOWN PRIMARY SCHOOL**

The school is a very effective school that provides a very good standard of education for its pupils and has many significant strengths. Consequently, by the end of Year 6, pupils attain very good standards in English, art and design and good standards in mathematics, science, physical education and information and communication technology. Due to very good leadership and management by the headteacher and other staff, with effective support from governors, the school has improved very well since the last inspection. Teaching and learning are very good for children in reception so they achieve very well in their first year in school, and are now consistently good in years 1 to 6. The school is an important and integral part of the local community and very highly regarded by parents. The school gives good value from money.

#### **13. LORD SCUDAMORE PRIMARY SCHOOL**

This is a good school with some very good features where overall standards by the age of 11 are above average. Pupils develop very positive attitudes to work and make good progress because of the good quality of teaching. The school is well led and managed. It provides good value for money.

#### **14. LUGWARDINE PRIMARY SCHOOL**

This school is a good school that continues to improve. In recent years careful evaluation of the pupils' performance has promoted stronger provision. Overall standards are above average, including in literacy and numeracy and standards in science, previously a weakness, have been raised to well above average. Very good leadership and management, particularly strengthened by outstanding contributions from the headteacher and chair of governors, have established consistently good planning and teaching of the curriculum. In response most pupils now achieve well, in relation to their prior attainment, as they move through the school. Many pupils are now achieving even more successfully and the school provides good value for money.

**15. LUSTON PRIMARY SCHOOL**

This is an effective and caring school that has areas for improvement. Its success in raising standards recently has been rewarded with two school achievement awards. Because of the good quality of teaching pupils enjoy school and their work and they relate very well to each other and adults. Particularly good relationships have been developed with the parents of Traveller children and the school ensures that all pupils benefit equally from what it provides. Overall, leadership and management are sound. Given children's attainment on entry. The quality of teaching and the standards achieved by the 11 year olds, means that the school gives good value for money.

**16. MICHAELCHURCH ESCLEY PRIMARY SCHOOL**

This is an effective school that has significant strengths in some areas of its work, and no major weaknesses. Pupils of all ages achieve well in relation to their age and ability, and make good progress in English and mathematics, and very good progress in science, and in terms of their spoken language. Teaching is good throughout the school and some very good teaching was seen during the inspection. Pupils of all ages have very positive attitudes to learning, and their behaviour is good overall. The school is very well led by the headteacher, who enjoys the full support of a hard-working and committed staff, and a loyal Governing Body. The school gives good value for money.

**17. MORDIFORD CE PRIMARY SCHOOL**

This is a very effective school. The headteacher provides outstanding leadership resulting in very good direction for the work of the school. In this she is very well supported by staff and governors. Overall, the teaching is very good. The committed teaching and excellent relationships support children's learning very well and is driving up standards. Children achieve well and make good progress, which results in them attaining high standards in National Curriculum tests by the time they leave school. In the junior classes there are good standards in music and religious education. Children enjoy coming to school and are pleased about the range of learning opportunities offered them. This is an exciting place to be. The strong and purposeful leadership of the headteacher results in a school committed to high standards. Value for money provided by the school is very good.

**18. MUCH BIRCH CE PRIMARY SCHOOL**

This is a good school with many strengths. Children in the reception class make very good progress and achieve well above expected standards. The teaching in Years 1-6 is good and with the very good learning opportunities that are provided, pupils of all abilities make good progress and standards are well above average at the end of year 6. This is a caring and supportive school with high expectations and a commitment to raising pupils' achievements. It is well led and managed by the headteacher, supported effectively by the governing body. Considering all factors, this is a school that is providing good value for money.

**19. SHOBDON PRIMARY SCHOOL**

This school is a good school with some very good features. The headteacher's unassuming, but determined, leadership sets just the right tone for this small village school, in which pupils are very happy and with which parents are very pleased. A closely-knit, dedicated staff provides consistently good teaching, to which the pupils respond with enthusiasm and hard work. As a result, pupils make good progress and achieve above average standards by the time they leave the school. The hallmark of the school is its intimate, friendly atmosphere, characterised by the very good relationships, which exist between pupils and staff, and the pupils' very good behaviour. The school provides good value for money.

**20. ST FRANCIS XAVIERS'S RC PRIMARY SCHOOL**

This school is an improving school. The headteacher and staff have created a caring environment in which pupils feel secure and fully supported. The attention given to inclusion is good. Teaching is now good and pupils respond positively; these factors are contributing effectively to the improvements in standards of attainment. However, the school is not yet sufficiently demanding of pupils and so there is still room for improvement in ensuring that they all achieve as much as they can. The headteacher has not yet ensured that there is a shared commitment to improvement and consistency across the school. However, the strengths of the school now outweigh any weaknesses and it provides satisfactory value for money.

**21. STOKE PRIOR PRIMARY SCHOOL**

This school is an effective school with some very good features. Teaching is good, pupils' attitudes to learning are very good and pupils make good progress in the lessons observed and achieve well over time. The trend is one of improving standards. Leadership and management are good and the school provides good value for money.

**22. ST THOMAS CANTILUPE CE PRIMARY SCHOOL**

This is an effective school, which is giving all pupils a good education. Pupils achieve very well and have very good attitudes to their learning. They attain above average standards in all subjects by the time they leave the school. The overall quality of teaching is very good and pupils find learning interesting and exciting. The headteacher provides very good leadership and management and has created a very positive and happy environment of learning. The school gives good value for money.

**23. STRETTON SUGWAS CE PRIMARY SCHOOL**

The school is a very effective school where pupils' needs are carefully considered. Pupils make good progress as they move through the school. At age 11 years, pupils' standards in English mathematics and science are above average compared to those typically found in primary schools nationally. Standards in music and physical education are above those found in primary schools nationally. Teaching is very good, and the school is very well led and managed by the headteacher, staff and the governors. Everyone connected with the school – parents, pupils, staff and governors – work together very effectively as members of the school team. Pupils who have special educational needs are provided with very good support. Every pupil is fully included in all aspects of the life and work of the school. The school gives very good value for money.

**24. WEOBLEY PRIMARY SCHOOL**

The school is highly effective and serves its pupils and the community very well. It is a school with very many great strengths and very few, minor, shortcomings. It achieves good standards for pupils with a wide range of abilities, through a consistently high standard of teaching underpinned by a very good curriculum. The exceptional quality and the striking unity of vision and purpose displayed by the whole leadership and reflected in the very strong ethos in the school is translated into very effective practice by high quality management at all levels. When all these factors are taken into account, the school gives very good value for money.

**25. WHITECROSS HIGH SCHOOL**

This is an improving school, which provides an overall satisfactory education for its students. The excellent leadership of the headteacher, effectively supported by other senior managers and governors, has brought much improvement. Because teaching is good overall, most students make good progress and standards are rising. National Curriculum tests results are improving at a similar rate as results nationally, while GCSE results are rising at a faster rate. Attitudes and behaviour are good. The school provides satisfactory value for money.



**8 LOCAL PUBLIC SERVICE AGREEMENT TARGETS**

**Report By: Annie Bushby, Education Liaison Co-ordinator  
George Salmon, Head of Policy and Resources  
Ted St George, Head of Inspection, Advice and  
School Performance Service**

**Wards Affected**

Countywide

**Purpose**

1. To report on progress towards Local Public Service Agreement targets.

**Financial Implications**

2. £920,000 pump priming was allocated under the LPSA scheme under which the Council agreed to work towards targets in 13 areas of work, for the 3 Education target areas, the pump priming was as follows:
  - £25,000 was allocated toward improving quality in early years provision (Report A) with an estimated additional £115,000 funding being required from the Education Revenue Budget.
  - £30,000 was allocated towards pupil attainment targets (Report B) with an estimated additional £160,000 funding being required from the Education Revenue Budget.
  - £80,000 towards improving the life chances of looked after children (Report C) with an additional planned contribution from the Council of £231,000.

It is noted if all 13 LPSA targets are met, Herefordshire will be awarded a grant of £3,530,880.

**Report A - Improving quality in early years provision:**

3. In the National Childcare Strategy the DfES set two targets for quality of early years provision -
  - i. To ensure that 94% of all Foundation Stage settings inspected by Ofsted are satisfactory or better by 2004.
  - ii. To ensure that at least 40% of providers have been accredited by a quality assurance scheme by 2004.

4. Under the LPSA, the stretched targets to be met by September 30th, 2005 were set as follows:
  - i. To ensure that at least 98% of inspections in the future are satisfactory and do not produce a 1-2 year outcome, and that no setting remains in such a category after the subsequent inspection.
  - ii. Any setting that currently has significant weaknesses, resulting in a 1-2 year re-inspection outcome from its Ofsted Inspection, to improve sufficiently quickly to ensure that the subsequent inspection results in a re-inspection period of 3-4 years.
  - iii. 45% of settings in the County become accredited under a Quality Assurance scheme

### **Outcome of Ofsted Inspections**

5. In 2002, only 91% of settings received a satisfactory or better outcome for their Ofsted Inspection and less than 5% of settings had been accredited under a Quality Assurance Scheme.
6. Where Ofsted have found a need for some improvement in some areas of the foundation stage, extra support has been provided through the mentor teacher system and the early years inspector. Training sessions have been provided targeted at areas of weakness identified by Ofsted, and support has been given for development and implementation of post-Ofsted Action Plans. In 1998/99, 22 settings received a 1-2 year outcome on their Ofsted Inspection. Of the 22 settings, only 7 settings currently remain in the category requiring a re-inspection within the two years. These groups continue to be supported, but Ofsted have not as yet re-inspected nor provided a timetable for when that will be done.
7. The current indications are that the enhanced target will be met, so long as Ofsted carry out inspections of the groups in question in 2003/4, and no unexpected outcomes result.
8. Further improvement in Ofsted grades will depend on continued support from mentor teachers. The twelve mentor teachers are early years specialists whose expertise is available for up to 30 days per year to support voluntary and private playgroups across the County. Funding has been found in the Early Years Standards Grant which from April 1<sup>st</sup>, 2003 has been made part of the Childcare Grant. Under the Standards Fund, the LEA has had to find match funding of 53% (ie. approx. £30k). A similar amount will have to be found from the EFFS funded element of the revenue budget. The LPSA allocation has been used to fund a support group and two extra visits by mentor teachers each term to the settings remaining in the 1-2 year category.

### **Quality Assurance Scheme**

9. The targets linked to the quality assurance accreditation are more demanding, largely because the starting point is so low. The following action has been taken:
  - a quality assurance officer has been appointed
  - an accreditation scheme has been selected

- Assessors for the scheme have been appointed and training provided to them. Further assessors/mentors will be required following the pilot phase to ensure success of subsequent phases. Ongoing training for assessors and mentors is essential to maintain consistency in assessing the scheme.
  - 24 early years settings have joined the pilot scheme. 5 portfolios have been completed to bronze standard and are awaiting internal moderation. Most of the remaining 19 are well on the way to completion. 2 have been delayed owing to significant changes at the settings.
  - A further 12 group settings have so far requested a pack to join the scheme. Interested settings are contacting the Early Years Service on a regular basis for information about the scheme.
  - The initial programme for the new settings started in February 2003. Subsequent quality assurance accreditation will be run as a rolling programme as and when further settings come forward.
  - Development worker hours have been identified to offer mentor support to settings undertaking accreditation. Development Workers and Registration and Inspection Support Officers are instrumental in supporting settings in joining the scheme, as are all staff within the Childcare Unit. The local Ofsted Team Manager has openly endorsed the scheme at briefings for all settings about the Ofsted Quality Inspections. Several more settings have expressed interest following the briefings.
  - Childminders accreditation can be achieved by joining an accredited childminding network. It is expected that the majority of childminders in the County will join one of the three networks proposed. The first network has been established and a second network is planned within twelve months. Childminders not wishing to join a network may join the selected accreditation scheme.
10. Although good progress has been made in generating interest in an accreditation scheme, achieving the target will depend on the other 57 settings expressing interest in the scheme, and the majority of the 191 registered childminders in the County being persuaded to join a childminders network or join the accreditation scheme.
11. The accreditation work is new to the Council. Previously it has been left to individual settings to decide whether or not they were interested in such status, and this may explain the low figure of 6%. The additional staffing costs, training and assessor costs associated with the LEA led initiative have been estimated at £40k p.a. In 2002/03 the costs were met from the LPSA funding (£25,000) and Childcare Grant (£10,000) A bid to help support this work, submitted to Learning and Skills Council, was approved in principle, but funding not yet been made available. In the absence of external funding approx, £60,000 will be needed from the approved of Education budget in 2004/05.

## Report B - Pupil attainment targets:

12. **Progress on Target 9 “Improving the attainment levels of pupils in Herefordshire:** The LPSA outcome for Target 9 is for 62% of pupils to achieve 5 or more A\* - C grades at GCSE in 2004. In 2002, schools collectively achieved 56%. Schools are targeting to reach 60% in 2003 and their 2004 targets are currently being finalised at a figure close to 62%. At this point in time, the 62% figure for 2004 (whilst very demanding) looks achievable but it will require a further 6% rise cumulatively over two years (2003,2004).
13. **Progress on Target 10 “ Increasing the proportion of higher ability pupils obtaining 5 or more A\* - B grades at GCSE and level 5 and above in English, maths and science at the end of Key Stage 2:** In 2001, 28.5% of pupils achieved 5 or more A\* - B grades at GCSE and the 2004 LPSA target is for 31% of pupils to reach this level. In 2002 there was a drop to 24.8% of pupils achieving 5 or more A\* - B, a significant decline in performance at this benchmark which makes the 2004 target much more challenging. Interestingly, the overall improvement to 56% identified at the 5 A\* - C benchmark is the result of a rise in the numbers of pupils achieving a C grade at GCSE, demonstrating the success of schools in working with students close to the line between C and D grade performance.
14. In the 2002 round of target setting with schools (undertaken in the Autumn term 2002) to set targets for 2004 using pupil level performance data, all high schools were asked to set additional LPSA targets for the percentage of pupils who would reach 5 or more A\* - B in 2004. The Inspection Advice and School Performance Service is currently analysing these predictions, but at this point the 2004 LPSA target of 31% of pupils reaching 5 or more A\* - B grades at GCSE still appears to be attainable.
15. In 2001, 14.9% of pupils achieved a level 5 in English, mathematics and science at Key Stage 2 (11year olds). The LPSA target for 2004 is for 18% of pupils to reach this level. In 2002, 16.9% of pupils achieved level 5 in all 3 subjects, a significant increase in performance. All primary schools have set LPSA targets for 2004 for the first time in the Autumn term 2002 and IASPS is currently analysing these predictions. However, at this moment in time, there is good reason to be optimistic about reaching the 18% figure in 2004.
16. IASPS is continually evaluating the impact of the work being undertaken jointly with schools in relation to the Education Development Plan, target setting and the use of pupil performance data. The Primary and Key Stage 3 strategies and the proposed Excellence Cluster, which will include a strand on Gifted and Talented pupils, will also underpin progress towards achieving the LPSA targets.
17. The most immediate priority over the next year is to address the decline in the percentage of pupils achieving 5 or more A\*-B grades at GCSE.

## **REPORT C – Improving the life chances for children in care by improving their educational outcomes:**

18. Three targets were in existence prior to the LPSA to ensure that improved life chances were available for children in care -
- iii. 60% of care leavers in education, training and employment at 19 by March 2005.
  - iv. 15% of looked after children obtaining 5+ GCSEs at grades A\* to C by 2004.
  - v. 16 (13%) looked after children absent from school for 25 or more days by March 2005.
19. Under the LPSA, the stretched targets to be met by March 2005 were set as follows:
- i. 72% of care leavers in education, training and employment at 19 by March 2005.
  - ii. 5 (17.25%) looked after children obtaining 5+ GCSEs at grades A\* to C by March 2005.
  - iii. 11(9%) looked after children absent from school for 25 or more days by March 2005.
20. In March 2003, 76% of care leavers were in education, training and employment settings, 11.9% of looked after children obtained 5+ GCSE's at grades A\* to C during the school year 2001/2002, and 9 (6.5%) pupils raised attendance concerns.
21. Work to date to achieve better outcomes for looked after children at age 19 and enhanced GCSE performance has included:
- An Education Liaison Teacher being seconded to Connexions for 2 days per week.
  - 7 year 11 pupils receiving mentoring sessions with the Education Liaison Teacher.
  - A successful study seminar held in October 2002 and attended by 30 participants. A study skills day for year 11 was held in April – 4 young people attended and found it valuable.
  - All schools looked after pupils in year 11 are being visited and additional support requirements discussed and implemented.
  - A tutoring and home support scheme has recently been developed and one young person has used the support to date.
  - A successful awareness raising conference was held on 18<sup>th</sup> November 2002 and attended by 120 delegates.
  - GCSE results for 2002 were disappointing. Closer targeting of individual students is expected to lead to improvements for the 2003 results.
  - Work has begun on inputting data to the value added database in order to project performance and target scores more effectively.
22. Work to date to improve attendance has included:
- The deadline of 30<sup>th</sup> September 2002 for obtaining accurate data was met - despite some difficulties.

- The need for a policy relating to data collection on children placed for adoption has been identified and the Adoption Manager has agreed to collect the information.
- The overall attendance figure has improved from 21.3% (26) in March 2002 pupils being absent from school for 25 or more days to 6% (9) pupils in March 2003. However, a small core of pupils, including students living at home and others who have severe disabilities, remain a cause for concern. Where such concerns exist, social workers are informed and the issues discussed at regular meetings.
- Administrative support has been obtained in order to generate regular, half termly data on attendance. This has been extremely valuable in identifying trends and putting in support when necessary.

## RECOMMENDATION

**THAT the Committee considers the progress made towards the Local Public Service Agreement Targets, and identifies any areas of concern or further action needed.**

**9 EXCELLENCE CLUSTER AND LEADERSHIP INCENTIVE GRANT**

**Report By: Head of Inspection, Advice and School Performance Service**

**Wards Affected**

The existing Education Action Zone (EAZ) Wards (Golden Valley North, Golden Valley South, Belmont, Stoney Street, Hollington, Pontrilas, Valletts, St Martins and Hinton)

**Purpose**

1. To up-date the Committee on the Excellence Cluster Bid (EC) and the Leadership Improvement Grant (LIG).

**Financial Implications**

2. The Excellence Cluster in Herefordshire will receive an annual grant of £660,000 from the DfES for three years beginning September 2003. In addition, the three high schools in the Excellence Cluster (Haywood, Kingstone and Fairfield High schools) will each receive £125,000 annually for three years as part of the Leadership Improvement Grant (LIG). None of this funding requires matched funding from the Council, although a significant amount of senior officer time has been used in securing the bid and will be needed to support the programme from September 1<sup>st</sup> onwards.

**Report**

3. Herefordshire was able to bid for an Excellence Cluster (EC) because the County already had a successful Education Action Zone (EAZ). A Transformation Outline Plan (TOP) describing how the EAZ would be 'transformed' into an EC was sent to the DfES and was approved in late Autumn 2002. As a result the county was given permission to submit a more detailed Transformation Action Plan (TAP) by March 31 2003. This plan was accepted, with amendments relating to the details of individual school targets and identified pupil cohorts in the 'Gifted and Talented' strand. The Excellence Cluster begins its formal work in September 2003.
4. The Core Group of schools will participate in, and benefit from, the whole programme. Approximately 90% of the funding will be directed at the core schools which are:

Fairfield High	Hunderton Juniors
Haywood High	Little Dewchurch CE Primary
Kingstone High	Marlbrook Primary
Blackmarston Special	Our Lady's RC Primary
Hunderton Infants	St Martin's Primary

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

5. The Associate Group of Schools will be linked with particular strands of work such as the 'Gifted and Talented' strand and be supported for networking, INSET and the dissemination of good practice. The Associate Group of 9 schools are:

Clehonger CE Primary	Madley Primary
Clifford Primary	Michaelchurch Escley Primary
Holme Lacy Primary	Much Birch CE Primary
Kingstone and Thruxton Primary	Peterchurch Primary
Longtown Primary	

6. The Excellence Cluster is required to follow the pattern of the successful Excellence in Cities (EIC) national initiative and its work is centred around three strands.
- (a) **The Gifted and Talented Strand** which will identify, resource and provide challenging activities for 10% of the highest achieving pupils in the cohort for each year group.
  - (b) **The Learning Support Unit and Learning Mentor Strands** which will be combined to create a learning support base and a number of behaviour support assistants and learning mentors whose role will be to support individual pupils, improve behaviour and attendance, and seek to engage pupils at risk of exclusion or disaffection.
  - (c) **The Leading School Improvement Strand**, which will build on the work of the EAZ in supporting leadership at all levels within schools to overcome personal, institutional and community barriers to learning.
7. During the spring and summer terms 2003, the Headteachers of the Core group, in particular, have been meeting regularly under the leadership of the current EAZ Director to work out the details of how the project will function at the start of next term. The EAZ Director has been instrumental in synchronizing the ending of the EAZ with the beginnings of the Excellence Cluster and will be co-ordinating the work of the Cluster in its first year of operation.
8. It is important to remember that the Excellence Cluster has been granted as a result of the work of the EAZ. In turn the Leadership Incentive Grant (LIG) is to be given to the three high schools because of their location in the Excellence Cluster. In return for the funding available for both the Excellence Cluster and the LIG, the 3 high schools and the LEA have signed-up to some challenging targets and will be expected to demonstrate evident progress towards them. In addition to the Excellence Cluster Plan the three high schools have had to write a LIG plan with the help of a LIG Consultant. A further meeting is to be held with the DfES in late July to ensure that the plan meets the government's criteria for the grant. The LIG is essentially about improving the quality of leadership in the secondary phase of education and the funding can be used for a wide range of purposes, including staff re-structuring.

### RECOMMENDATION

**THAT the Committee consider the Excellence Cluster and Leadership Improvement Grant proposals and identify any issues to be included in future reports.**

### BACKGROUND PAPERS

- **None identified**



**10 BEST VALUE REVIEWS 2003/2006****Report By: DIRECTOR OF EDUCATION****Wards Affected**

Countywide.

**Purpose**

1. To determine (a) Councillor representation on the review teams for the 2003/04 Best Value Reviews, following the local elections, (b) to review the scope of the best value review of SEN Assessment and provision for statemented pupils, and (c) to consider the remaining reviews in the 5-year programme.

**Financial Implications**

2. Financial implications from Best value reviews will be met from within the approved budget for the Education Service.

**Report****(a) Review Panels**

3. The Committee is currently engaged in two reviews under the Best Value programme. The reviews cover the Inspection and Advisory Service and Assessment of Special Educational Need (SEN) and provision for statemented pupils. It is anticipated that each review will be completed in the early spring of 2004.
4. The membership now needs to be reconsidered following the outcome of the local elections and the Committee arrangements made since then. The Committee are therefore invited to determine two or three Councillor representatives for each of the two Panels.
5. It is proposed that, as a preliminary step for the reviews, familiarisation seminars will be held for each of the groups. The Director of Education will circulate the proposed dates for those seminars along with suggested dates for the working meetings of the review teams.

**(b) Scope of the review of SEN assessment and provision for statemented pupils**

6. The Best Value Review of SEN Assessment and Provision for Individually Statemented Pupils began in March 2003. When the review was originally planned, it was intended that it would consider individual support for statemented pupils and the contribution of the Educational Psychology Service to the process. The role of the support teams and the other functions of the Educational Psychology Service were not included. In view of the fact that virtually all of the statutory assessment process follows legislation, there is comparatively little opportunity to effect improvements through a review following the original, limited scope.

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Further information on the subject of this report is available from  
Dr Eddie Oram, Director of Education on (01432) 260801, or  
Stephanie Hood, Policy Planning and Review Officer on (01432) 260879

7. The Review Team has met twice under the chairmanship of Dr Sue Ferguson. It has been the unanimous view of the members of the panel that the remit is too narrow, given recent national changes in funding, inclusion and disability legislation. Specifically, the group intend to widen its research and discussions to cover the role of other SEN support services, the wider role of Educational Psychology Service, other funding mechanisms, delegation of SEN funding, monitoring and the possibilities of inter-agency working. The widened remit would involve bringing forward the review of the Learning Support Service and the Physical and Sensory Support Service and, to some extent, revisiting the earlier Review of the Medical and Behavioural Support Service. It would also involve lengthening the time frame of the review to the Spring of 2004 to allow for additional research.
8. Widening the scope of Best Value Reviews is in line with Audit Commission recommendations that a more strategic overview should be taken by Local Authorities when considering Best Value Review Programmes.
9. A Stage One Report for the existing scope has been completed. However, it was not thought appropriate to present to the Education Scrutiny Committee until a decision has been taken regarding the breadth of the review.

### **(c) The Review Programme**

10. Appendix 1 lists the programme of reviews completed to date, and shows the remaining subject areas yet to be reviewed under the programme agreed in February 2001.
11. Experience has confirmed that each review is resource intensive. It is important to ensure, therefore, that the scope of each review is sufficiently wide to make it possible for a comprehensive review of the Education Service to be completed in a programme covering one or two reviews each year.

## **RECOMMENDATION**

### **The Committee are asked -**

- (a) to agree the composition of the two review teams and the associated initial timetable;**
- (b) to consider the programme, and determine whether or not any adjustments are required at this stage;**
- (c) the Committee accepts the widening of the scope of the Best Value Review of Special Educational Needs Assessment and Provision for Individual Statemented Pupils to include other SEN support services, the wider role of the Educational Psychology Service, other funding mechanisms, delegation of SEN funding, monitoring and the possibilities of inter-agency working.**

## **BACKGROUND PAPERS**

- None identified.

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Further information on the subject of this report is available from  
Dr Eddie Oram, Director of Education on (01432) 260801, or  
Stephanie Hood, Policy Planning and Review Officer on (01432) 260879

PROPOSALS TO REVISE FIVE-YEAR BEST VALUE REVIEW PROGRAMME

<b>Reports completed</b>	<b><u>Date of Stage 3 report</u></b>	<b><u>Date of Action Plan</u></b>
Pupil Admissions and exclusions Provision and distribution of school places Education Welfare Service Educational Services for schools Medical & Behavioural Support Service and pupils educated by parents	February 2001 February 2001 February 2001 June 2002 June 2002	March 2001 March 2001 March 2001 December 2002 December 2002
<b>Programme for 2003/04</b> Inspection and advisory service (including IT services for schools) SEN assessment and provision for individual statemented pupils (including schools psychological services and access for disabled pupils)		
<b>Programme for 2004/05</b> Support services for schools (Finance, Personnel and Governors)		
<b>Programme for 2005/06</b> Health & Safety (including child protection and health education) Early years development and childcare planning		



**11 HOME TO SCHOOL/COLLEGE TRANSPORT – REVIEW  
OF DISCRETIONARY AREAS OF POLICY**  
Report By: Director of Education**Wards Affected**

Countywide.

**Purpose**

1. To consider the scope of a possible review of the Council's discretionary policies on home to school/college transport.

**Financial Implications**

2. The financial implications are stated as shown in this report.

**The Council's Cross Service Best Value Review of Transport**

3. During 2002, the Council carried out a best value review of all transport services provided in Herefordshire. The review covered transport in support of people benefiting from services provided by the Social Care Directorate, public transport services provided or arranged by the Environment Directorate, and home to school/college transport. A summary of the main recommendations is set out at Appendix 1.
4. Since the review, a Transport Co-ordination Board has been formed under the Chairmanship of the Director of Environment and involving the Directors of Education and Social Care, and the relevant Transport Officers.

**Joint planning of routes and services**

5. A major part of the work of the cross-service Board is focused on joint planning and commissioning of routes, to ensure that existing transport requirements can be met in the most cost-effective manner. Route scheduling software has been assessed, and a decision to purchase is imminent. Any identified changes in school/college transport would be brought into force at the appropriate time, generally at the beginning of a new term or half term.

**Co-ordinated opening times**

6. Work has also begun, to develop ideas around the recommendation that changes in the daily opening and closing times of schools and other relevant Council services might be considered in order to improve cost efficiency. Assessments are currently being made of the potential savings from co-ordination of transport for special education and social day care. The possibility of achieving savings, through co-ordinated opening and closing times at primary and secondary schools, will also be considered, though the requirement to consult parents and date any changes from the beginning of a school year means that such changes need to be developed over an extended period.

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For further information on the subject of this report is available from  
Dr Eddie Oram, Director of Education on (01432) 260801

## Discretionary areas of home to school/college transport

7. Consideration needs to be given to the scope of a possible review of discretionary areas of home to school/college transport. The immediate aim is to identify options that might be considered sufficiently practical to justify the period of public consultation that would have to precede any significant change. It should be noted that the consultation requirement means that any changes envisaged could not realistically come into effect until the school/college year beginning September 2005 (i.e. in two years time). Decisions would need to be made before the end of June 2004, so that details could be included in the information that has to be given to parents of children due to start school or transfer to high school in or after September the following year.

## Current Discretionary Policy on Home to School/College Transport

8. It is important to emphasise, first, that the great bulk of the cost (currently almost £6m) of home to school transport in the County arises from the Council's legal obligations to provide or arrange free transport for entitled pupils/students of statutory school age (i.e. between the ages of 5 and 16). The main areas of current entitlement allowed in Herefordshire are –
- i. children between the ages of 5 and 8 living more than 2 miles from the school provided for the locality (statutory requirement);
  - ii. pupils between the ages of 8 and 15 who live more than 3 miles away from the provided school (statutory requirement);
  - iii. pupils living closer than those distances, along walking routes deemed to be dangerous even when children are accompanied by their parents (statutory requirement);
  - iv. children with special educational needs whose disabilities are such as to necessitate, in the Council's judgement, provision of transport (statutory requirement);
  - v. any other pupils whose individual circumstances are judged, by the Council, to require provision of transport (the Council must consider any application received);
  - vi. pupils who qualify for free transport on the grounds of obtaining a denominational place (this is a local policy at Council discretion).

The costs of these requirements are outlined in **Appendix 2**.

9. In addition to these basic requirements, LEAs now have a duty to co-ordinate transport, and ensure that reasonable transport is available, for students between the ages of 16 and 19 attending Sixth Forms or Colleges. Reasonable payment can be required of parents for the transport service(s) provided, but the Council no longer has discretion to end such provision.

## Discretionary areas of current Council Policy

10. There are several areas in which the Council currently exercises discretionary arrangements. The main areas are –
- **Walking distance to pick up points** There is a degree of discretion (technically up to the 2 and 3 mile walking limits) concerning the distance an entitled pupil/student may be expected to travel to and from the pick up points for provided transport. Currently, the Council aims to limit such distances to 1 mile in the case of primary and secondary aged pupils, and 3 miles in the case of Post-16 students
  - **Travelling time on School Transport** Similarly, there is an element of discretion concerning the time spent travelling on the relevant vehicle(s). The Council currently aims to limit journey times to 45 minutes each way in the case of primary school pupils, to an hour in the case of secondary and Post-16 students, and one hour in the case of pupils with special educational needs for whom the relevant provision might be at a considerable distance from home. Costs increase if the journey times are reduced by providing extra, more lightly used, routes.
  - **Denominational Transport** Free transport is currently provided to any pupil with the relevant denominational qualification for a **church place at a voluntary aided school**, provided they live beyond the statutory distances of 2 and 3 miles to the nearest provided denominational school. That is a discretionary policy, which Councils do not have to provide and which a number of LEAs have now brought to an end.
  - **Charges for Post-16 Transport and Vacant Seats for all age groups** The remaining area of discretion, in the case of Post-16 students and the use of vacant seats, concerns the level of charging to parents. Currently, the charges in Herefordshire stand at £75 per term (full price) with a discretionary level of £20 per term in the case of students whose families are on income support. The charging levels in Herefordshire are below those of neighbouring LEAs, so there is a potential to raise the levels in future years.

## Options for possible review

### Travelling distances, travelling times and charging levels

11. It can be seen, from the above outline of current areas of discretionary policy, that there is only limited scope for changes in policy. The potential for lengthening walking distances to pick up points would be constrained by concerns about the safety of walking routes. Similarly, longer journey times would be controversial, and would also raise concerns about the tiring effects on pupils before they arrive at school and on the journey home. Charges could be raised each year, but only by modest amounts if they are to remain at reasonable levels or at levels that will maximise income on necessary routes
12. Bearing in mind these constraints, it might be more sensible to add to the possible ways of improving in efficiency, by widening the scope of the *Safer Routes to Schools Initiatives* to include consideration of better access to appropriate pick up points.

### Denominational Transport

13. The most significant area of possible change is the discretionary policy on denominational transport. The current gross cost of denominational transport in Herefordshire is estimated at £435,000. However, the **net** saving could reduce down towards £300,000, depending on how many parents would instead send their children to a catchment area school to which they would have transport entitlement. It should also be noted that any savings achieved would have to be built up over 5 years (e.g. long term saving of say £250,000 would produce a saving of £50,000 in the first year, £100,000 in the second, etc), because pupils already granted denominational transport entitlement **before** the policy change would remain entitled until they leave the school.

### Rationale for denominational transport

14. Apart from the question of cost, close consideration would need to be given to the inclusive character of denominational schools in Herefordshire.
15. In the case of the Anglican sector, the 20 primary schools all give first priority to children living in the local catchment area, and almost all of the transport to them is on the same basis as for other schools. In practice, therefore, their intakes are very similar to those of voluntary controlled and community schools, with variations emanating from their location rather than from their denominational character.
16. The one voluntary aided Anglican high school (Bishop of Hereford's Bluecoat School, Hereford) also gives first priority on admissions to its local area, in the Hampton Dene area of the city and the rural hinterland to Mordiford – about 150 of the 232 places are allocated annually in that way. The school is also notable for its unique, special provision for 40 students with severe physical disabilities at the Kielder Centre within the school. The governors, and the Diocesan Authority, attach high importance to those inclusive aspects of the school's work, and ask for that to be taken into account when reviews are considered of the transport assistance for the 80 or so *church places* that are allocated according to denominational preferences.
17. In the case of the Roman Catholic Sector, the relevant parish catchment areas overlay the catchment areas of other schools, with a focus on the wider areas covered by relevant parish churches. Two of the 3 primary schools are based in the South Wye and Aylestone wards, which are the two wards in the County with the highest levels of social disadvantage. The two Hereford schools, and the other primary school in Ross-on-Wye, together contribute a large proportion of the total pupils at St Mary's RC High in Lugwardine, which therefore educates children of widely varying ability and social background. All 4 Roman Catholic School actively welcome applications from parents of other denominations and religions and, like their Anglican colleagues, attach importance to their joint contribution to the education of Herefordshire children.
18. Finally, the Council's School Organisation Plan depends heavily on the places provided by the 25 voluntary aided schools (Anglican and RC together), and the Council could not meet its statutory obligations without those places. There is particularly heavy dependence on the high school places at Bishop's and St Mary's to meet the needs of Hereford City and its immediate hinterland. Any changes in denominational transport would therefore need to be considered carefully to avoid creating unacceptable shifts in the balance of school provision, though the quality



and strength of the two schools is such that they would continue to operate at full capacity.

### **The range of review possibilities**

19. The review possibilities for changes in denominational transport include (a) limited changes to do with pick up points and travelling times; (b) possible new charging arrangements (depending on legal constraints); and (c) phased withdrawal.
20. If a decision were taken in the direction of phased withdrawal, transport provision to denominational schools would be limited to pupils living in a defined area **and** living more than the statutory distance from the school catchment area (i.e. as for all schools). Any vacant seats would also be available on relevant routes.

### **Environmental Impact**

21. All options for policy change would need to be considered alongside an analysis of the potential environmental impact. In particular, it would be necessary to consider (a) the extent to which any change would increase the number of parents using private cars to take their children to and from school (or to alternative pick up points), and (b) the pressure any such increase might create on traffic movement and street parking close to schools. Each of the 2 Aided High schools has difficult locations for traffic, and that is also the case at a high proportion of VA primary schools that attract pupils from some distance from the school.

### **Consultations**

22. Any significant proposals for altering current transport policy would require public consultations. The consultees would need to include all schools in the County (community schools as well as church schools), parents and the wider public, and possibly representative bodies such as the Local Admissions Forum. Among the issues to be considered would be –
  - a. the likely impact on enrolments at all schools in the County;
  - b. the likely impact on the provision of school places as set out in the School Organisation Plan;
  - c. the consequences for school budgets;
  - d. the effects on parents and families;
  - e. the consequences for the environmental, especially through different transport flows around the start and end of the school day.

## **RECOMMENDATION**

**The Committee is asked to identify any areas of possible change that they would recommend for further consideration.**

### **Background Papers**

- Best Value Report on Transport



## STRATEGIC MONITORING COMMITTEE, 17TH MAY 2003

## RESOLVED:

- THAT (a) the Executive be requested to consider the following recommendations arising from the Best Value Review of passenger Transport:
- (i) further work be undertaken on possible models for integration degree, timescale, approach, location/accommodation, IT infrastructure and any other issues;
  - (ii) in conjunction with IT, consideration be given to purchasing an appropriate scheduling tool for use across the services;
  - (iii) discretionary policies should be reviewed by the relevant sections;
  - (iv) a school cluster be identified, and discussion instigated, to run a pilot of staggered school hours;
  - (v) similar work be undertaken in respect of Social Services times;
  - (vi) transport be fully reflected in any future planning gain exercise;
  - (vii) the outcome of the coordination study be used to inform any future provision;
  - (viii) the proposal to establish a project board to undertake further work on the Review and oversee its implementation be supported in principle;
  - (ix) Local Education Authority representatives on School Governing Bodies should be briefed on school transport costs and encouraged to seek to ensure that the Council's policies in this and other areas were known to Governing bodies and that they were acting in accordance with them.
- (b) a report on progress be made to the Committee in July.



APPENDIX 2

HOME TO SCHOOL/COLLEGE TRANSPORT COSTS

Category	Type	No of Riders	2002/2003 Annual cost
1	Children between 5 and 8 living more than two miles from their provided school	52	£48,000
2	Children between 8 and 16 living more than three miles from their provided school	3890	£ 2,586,000
3	Children living closer than above distances along a walking route deemed dangerous	266	£ 185,000
4	Children with SEN whose disability is such as to necessitate free transport	471	£ 1,567,000
5	Children whose individual circumstances are judged to require free transport	25	£ 19,000
6	Children who receive free transport under the current Denominational criteria	686	£ 435,000
Totals		5390	£ 4,840,000



**12 SCHOOL ORGANISATION PLAN****Report By: Head of Policy and Resources****Wards Affected**

Countywide

**Purpose**

1. To seek comments on the draft School Organisation Plan for Herefordshire 2003-08.

**Financial Implications**

2. None.

**Report**

3. The key purpose of the School Organisation Plan (SOP) is to set out clearly how the Local Education Authority (LEA) plans to meet its statutory responsibility to secure sufficient education provision within its area in order to provide an adequate number of places and promote higher standards of attainment. The Plan should be designed to help the LEA, schools, promoters, parents and local communities to understand the number of school places needed and how they will be provided. It will also be the starting point for the School Organisation Committee (SOC) whenever it needs to consider statutory proposals for changes to schools. The SOP covers a period of five academic years. A new plan has to be produced in 2003 and thereafter every 3 years as a minimum.
4. The DfES issued revised guidance for the development and approval of the plans in June 2003. The guidance stresses that the Plan should 'set out a strategic vision, showing how developments in school place provision will raise standards and improve outcomes for all pupils in its area and promote good community relations. It should show how the LEA's strategic plans support the Government's policy agenda set out in *Investment for Reform* – in particular, to increase diversity, and to encourage collaboration between schools, in order to raise standards and promote community cohesion'.
5. The draft Plan for Herefordshire was submitted to the School Organisation Committee on Monday 7th July, 2003. An oral report of their conclusions will be given to the Scrutiny Committee. Copies of the draft Plan are available on request from the Head of Policy and Resources on (01432) 260812. A full copy of the draft Plan is also available in the Members' Room.

The key points in the Plan are

- primary schools and high schools numbers are projected to fall in the 2003-08 period (see tables 1,2,3 and 4 at Appendix 1).

- schools generally will have fewer pupils (the current position is shown in diagram 1 at Appendix 2).
- there will be a greater amount of surplus space. LEAs have to state the number of schools with more than 25% surplus space. In Herefordshire there are 13 out of the 84 primary schools with more than 25% surplus space, and the number could rise to as many as 20 within 5 years.
- the Plan confirms the previous policies about the circumstances in which reviews of schools should be considered. No change is suggested in these policies with the exception that a policy applicable to LEA nurseries should be included. It is anticipated that more schools will fall to a size that triggers the initial stage of a review (currently the main review threshold for primary schools is 35 or for pupils on rolls).
- the DfES requirement to include more detail on ethnicity reveals that 96% of Herefordshire pupils regard themselves as 'White British'. Although the numbers in the other 19 ethnic groups are by comparison small, it is noticeable that there are slightly higher numbers in the younger age groups compared to those in Years 10,11 and 12. (see table 5 at Appendix 3).
- the plan records that only 0.8% of all children are placed in special schools, and the majority of other children with special educational needs are being met in primary and secondary schools.

6. The draft Plan draws the following conclusions:

- There are no significant changes that could justify any fundamental reconsideration of the way in which school provision is made in Herefordshire.
- The numbers of pupils will continue to fall, but existing policies on small schools are able to address this issue. It is proposed to reduce the capacity of LEA nurseries from 30 to 26 to allow an improved maximum staffing ratio of 1:13, and then to introduce a policy to review LEA nurseries that operate at less than two thirds of their capacity. (ie. below 18 for a 26 place nursery).

Although there will be new housing, the level of development is likely to generate need that can be met by existing schools, with appropriate extension of premises.

There are likely to be qualitative rather than quantitative changes over the next 5 years with -

More high schools pursuing specialist college status working in collaboration with others to share expertise.

The development of a 16-19 strategy which will see a greater variety of courses being developed, and delivered through collaboration between institutions.

The development of the extended school, which could create greater collaboration between schools, greater involvement of adults in learning, and a wider range of services being offered on school sites.



It is not envisaged that any of these developments per se will have consequences on the organisation of school provision in the County.

7. It is proposed to circulate the draft Plan to interested groups seeking their views before reconsideration by the School Organisation Committee on 21st October.

## **RECOMMENDATION**

**THAT the Committee identify any areas that need further explanation or development in the draft plan.**



Table 1

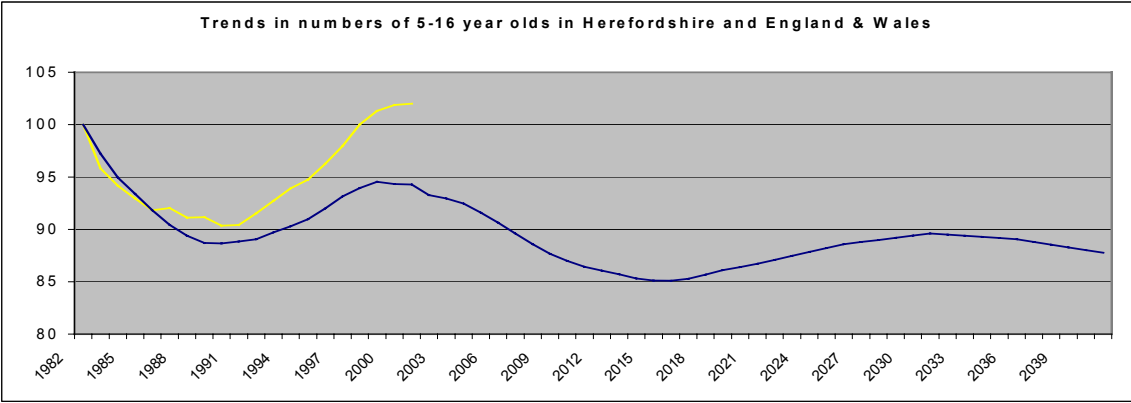


Table 2

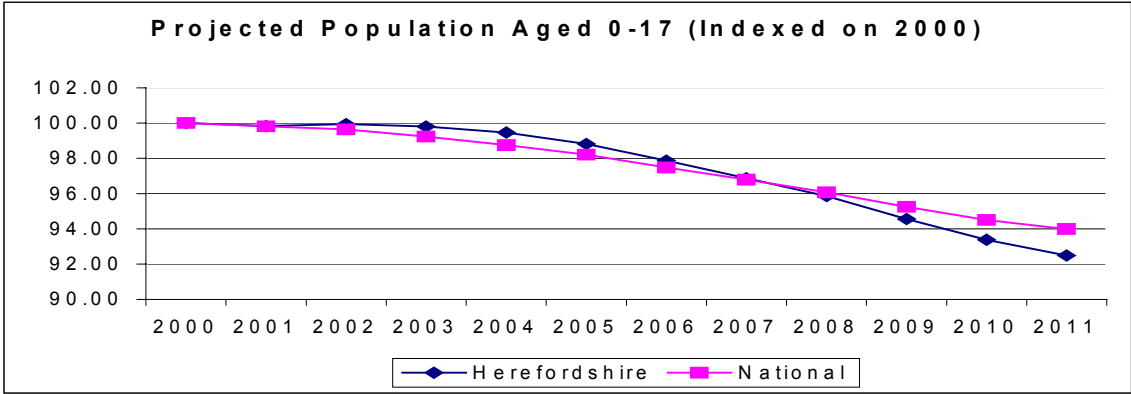
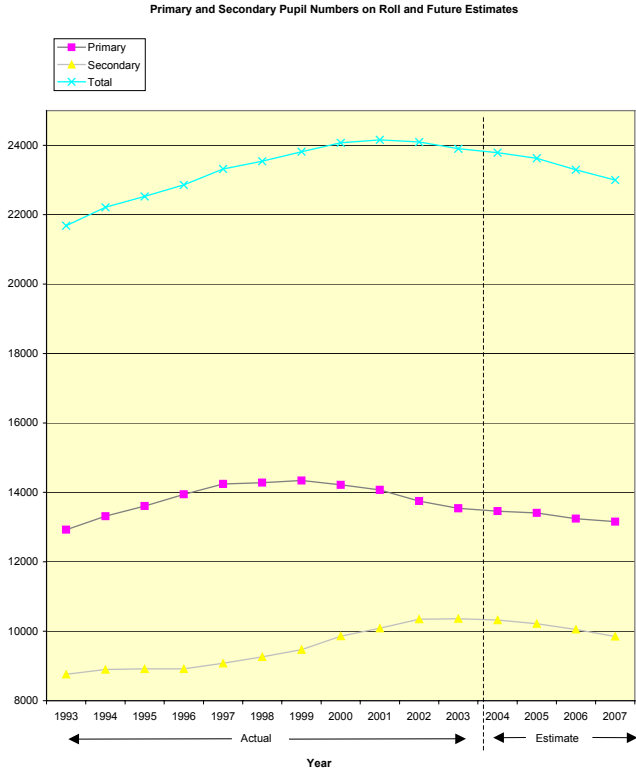
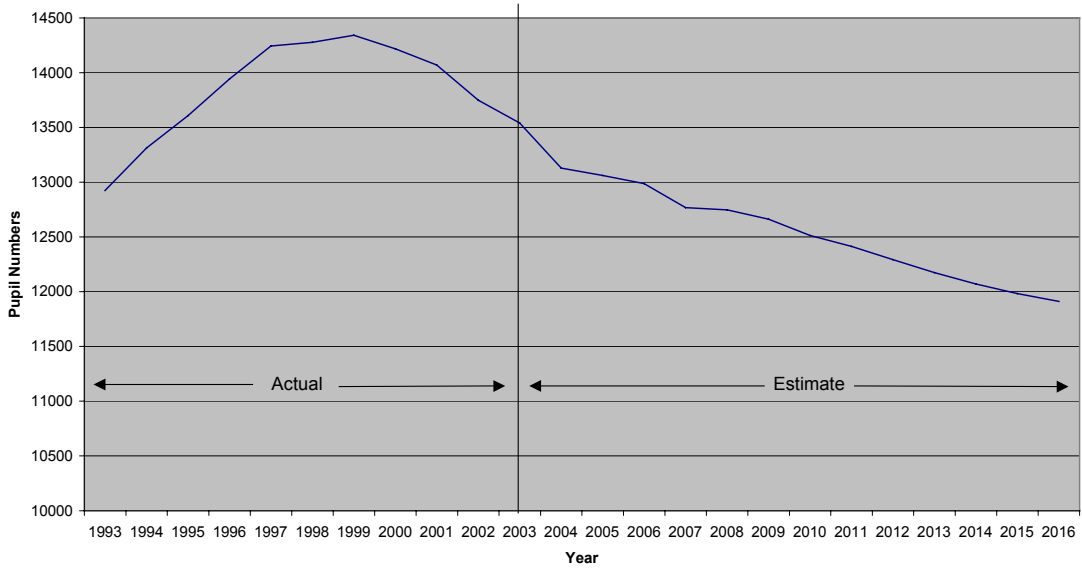


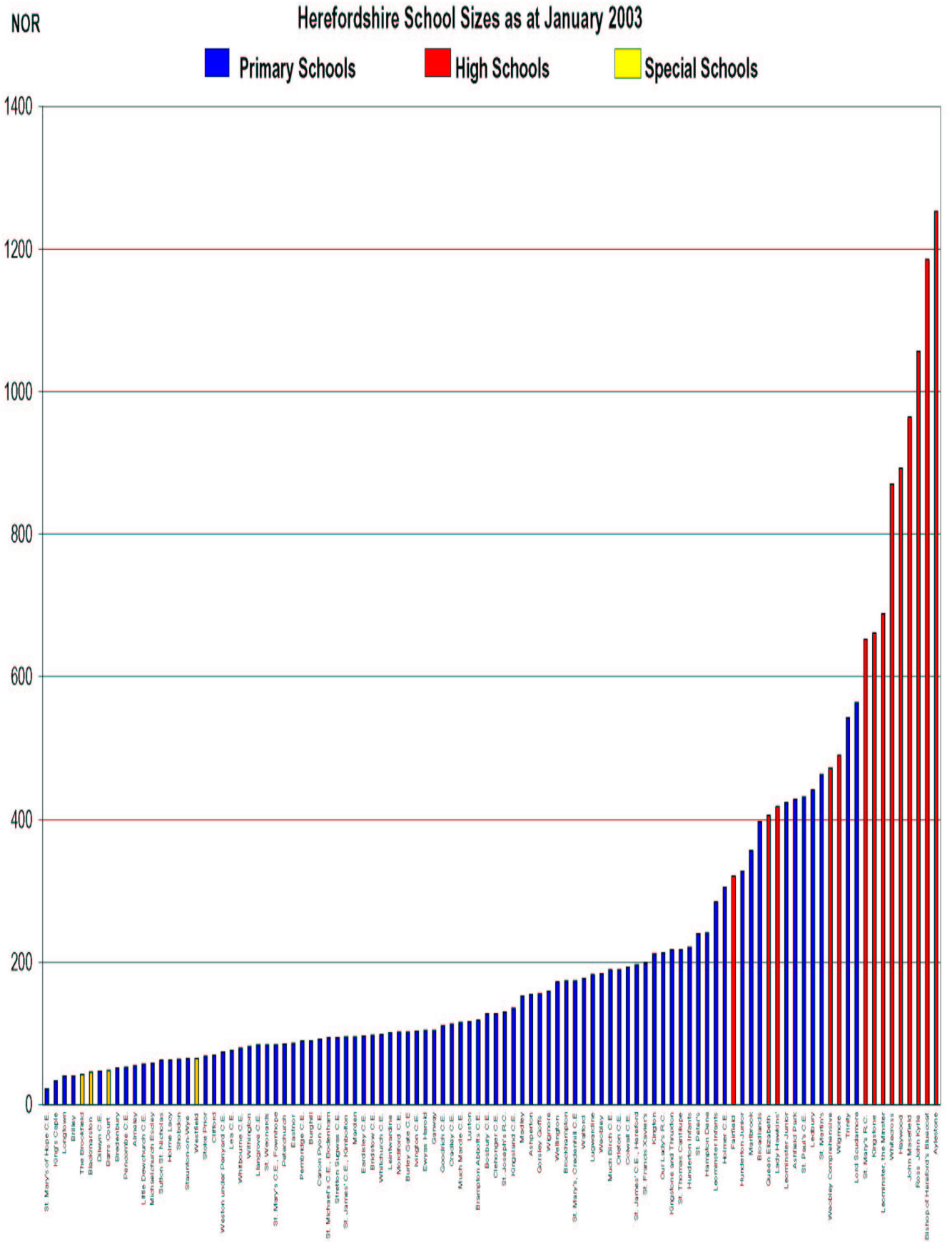
Table 3



# Table 4

Total Number of Pupils Attending LEA Primary Schools (Summer Term)  
(Excluding Nursery Classes)













## 13 PUPIL ADMISSIONS POLICY FOR COMMUNITY HIGH SCHOOLS

**Report By: School Services Manager**

### Wards Affected

Countywide

### Purpose

1. To consider the preparations for implementing the new, co-ordinated admissions arrangements for high schools for admissions in September 2004.

### Financial Implications

2. The costs involved in meeting the new requirements have been provided for within the approved budget for Education.

### Report

### Background

3. The Schools Standards and Framework Act 1998, as amended by The Education Act 2002, requires all Admissions Authorities (including LEAs) to review their admissions policies by consulting all other admission authorities and surrounding LEAs. The Council then has to seek the views of a new statutory body known as the Local Admissions Forum, and have regard to any relevant advice that the Forum give. It is an **annual** requirement.
4. The statutory Local Admissions Forum comprises all the main groups with an interest in admissions – the Council, the two diocesan education authorities, headteachers of primary and secondary schools, school governors, parent governors and community groups. The Forum's role is to review the policies, practices and procedures relating to pupil admissions to maintained schools in Herefordshire. The statutory instrument under which the Forum operates provides for all interested groups to be represented so that they can each examine (and challenge) all the arrangements openly, to bring about greater consistency and fairness for parents and schools. The expectation is that their decisions will be on the basis of consensus. The Forum's recommendations are not legally binding on admissions authorities, but they cannot be lightly disregarded. There are procedures for appeal to the National Adjudicator in the event of sustained disagreement.
5. In accordance with the legal requirements, the Council has engaged in all the necessary consultations in the period since October 2002, and has approved the **general criteria for admission of pupils** to community high schools in September 2004, as recommended by the Local Admissions Forum (**see Appendix 1**).

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For further information on the subject of this report is available from  
Mark Chamberlain, School Services Manager on (01432) 260923 or  
Andrew Blackman, Admissions and Transport Officer on (01432) 260927

6. Under the Education Act 2002, local education authorities will also be required to co-ordinate admissions to maintained schools within their area, on the basis of arrangements agreed through the Admissions Forum and approved by the Secretary of State. The co-ordination duty must apply to high schools for admissions from September 2005, but it can alternatively be introduced one year earlier, which a number of other LEAs have done, including Shropshire.
7. Co-ordination provides strong advantages for the parents, including the opportunity to express three preferences without losing the priority for their local school. Herefordshire is well placed to meet the new requirements because it already has successful co-ordination, and has only 14 high schools in total, half of which can be expected to recruit largely from their own catchment areas.
6. After consultation with all high schools in the County, including detailed discussions with the governing bodies of the two voluntary aided high schools, the Local Admissions Forum supported the conclusion that the new co-ordinated arrangements should be introduced for admissions for the school year beginning September 2004, and the Cabinet accepted that recommendation in April.

## **Progress with Implementation**

### **Booklet of Information for Parents**

7. All the new arrangements have been set out in the annual information to be provided to parents whose children are due to start school or transfer between schools in the school year beginning September 2004. The Booklet of Information, which runs to more than 200 pages, was approved by the Local Admissions Forum on 30th June, and is now being printed. A copy of the draft Booklet was included with the Local Admissions Forum papers, and is available in the Members' Room or from the Education Directorate.

### **Leaflet for Parents**

8. A short leaflet, containing the key messages for parents, has also been agreed by the Forum. A copy, as amended at the Forum meeting, is attached at **Appendix 2**.

### **Circulation of Information and Application Forms for Parents**

9. Early in September 2003, parents of children in the new Year 6 will be sent the Booklet of Information, the Leaflet and an application form, with a covering letter that identifies the catchment area high school for where they live. The information will be sent to parents via Herefordshire primary schools. It will also be available from high schools, the Pupil Admissions Service, Info in Herefordshire, and the Council's Education Website. Parents are asked to return their application to the school by 7th November, via the school or direct to the School Admissions Service.

### **The Co-ordination Scheme for 3-preferences**

10. Following the Cabinet's outline approval of the new arrangements, a detailed co-ordination scheme for Herefordshire has been submitted to and approved by the Department for Education and Skills (DfES). The scheme, which is underpinned by agreements reached with neighbouring LEAs and voluntary aided schools, is set out at **Appendix 3**. The information for parents, including the application form, have been

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For further information on the subject of this report is available from  
Mark Chamberlain, School Services Manager on (01432) 260923 or  
Andrew Blackman, Admissions and Transport Officer on (01432) 260927

adapted to take account of the new provision for parents to be able to express and explain their preferences for up to 3 high schools.

### **Allocating places after applications have been received**

11. The new co-ordinated system for 3-preferences adds considerably to the complexity of the allocation process after the applications have been received in November. The required steps in the allocation process are set out in paragraph 10 of the information leaflet at Appendix 2. In order to handle the work effectively, new software has been installed and tested during the last 2 months. The testing suggests that analysis of 3-preferences for each parent can be dealt with speedily and accurately, so that all the other work required can be handled.
12. The testing indicates that the 3-preferences from 2,000 application forms for high schools could be analysed and sorted quickly and accurately into priority listings for each of the 14 schools. There should, therefore, be ample time for all the other tasks required to be completed in the period between the closing date for applications of 7th November 2003 and the national 'offer date' of 1st March 2004, including with late applications received between 7th November and 1st March. Late applications will be accepted for the initial analysis **if** there are good reasons for delay.

### **Dealing with late applications and appeals**

13. Once initial offers have been made to parents, it will be necessary to deal with quickly with late applications as they come in on 1st March 2004. It will also be necessary to arrange appeals for parents who have not received an offer for any of their 3-preferences (likely to be a small number) or wish to appeal for a 1st of 2nd preference that could not be met.
14. There is no experience to date to indicate the proportion of parents who will appeal for a higher preference if their first or second preference cannot be granted. It seems likely, however, that the total number of appeals will be greater under the new arrangements. The Pupil Admissions Section has anticipated that possibility by increasing the number of staff capable of presenting information to the independent appeal panel. The County Secretary and Solicitor is also taking action to secure a higher level of recruitment to the panel's membership, so that the frequency with which appeals can be heard can be improved.

## **RECOMMENDATION**

**THAT the Committee identify any area of preparation that needs to be improved in the arrangements for high school admissions in September 2004.**

## **BACKGROUND PAPERS**

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For further information on the subject of this report is available from  
Mark Chamberlain, School Services Manager on (01432) 260923 or  
Andrew Blackman, Admissions and Transport Officer on (01432) 260927



## OVER-SUBSCRIPTION POLICY - 2004/05

When there are more applications than places, in a community or voluntary controlled school, children are to be admitted on the basis of the published policy listed in the following order of priority:

- i) pupils with a Statement of **Special Education Need** which names the school; (see Footnote 1)
  - ii) pupils in the '**looked after**' system where the approved agencies agree that the preferred school meets the child's social, pastoral and educational needs; (see Footnote 2)
  - iii) pupils whose principal home address is within the **catchment** area of the school; (see Footnote 3)
  - iv) pupils who have a **brother or sister** at the preferred school not only at the time of application but also when the younger child is due to start; (see Footnote 4)
  - v) pupils with exceptional **medical, social or compassionate** grounds for admission and whose parents can show that entry to a particular school is necessary for the well being of their child. Parents are required to produce a medical certificate or other appropriate information preferably from an independent source. Applications on such grounds will not be considered by the Director of Education or his advisory panel unless this supporting information is attached to application forms received by 7 November 2003; (see Footnote 5)
- pupils who live **nearest** to the school by the shortest available walking route. (see Footnote 6). (**Note: the special arrangements for selection by aptitude in music for admission to Aylestone High School has been discontinued**).

**General notes:**

No priority is given to pupils living outside but attending a primary school within the catchment area of the relevant high school, i.e. the determining factor is the child's home address.

**Footnote 1:** This is the first priority because the Council must comply fully with the requirements of the Statement of SEN.

**Footnote 2:** This is the 2<sup>nd</sup> priority because the Council wishes to protect children in public care from further disadvantage that can arise from possible changes of school when the care placement changes.

**Footnote 3:** This is the 3<sup>rd</sup> priority because the Council gives high importance to try to ensure that children are able to attend the school within their local community.

**Footnote 4:** This is the 4<sup>th</sup> priority to recognise the importance to daily family life, including travel arrangements, of having brothers/sisters at the same school where possible. The rule is **not** intended to favour parents with a previous but no longer current family connection with the school (see also Section 3 for definition of 'sibling').

**Footnote 5:** This is the 5<sup>th</sup> priority to be sensitive to exceptional needs that individual children and families may have.

**Footnote 6:** The 6<sup>th</sup> priority is a measurable, objective way of allocating the remaining places.



## APPLYING FOR A PLACE AT A HIGH SCHOOL IN HEREFORDSHIRE

### **1     *How do we apply for a High School place?***

You should begin by reading the information available from the Council and from individual schools, and, if you can, by visiting schools you are interested in by attending open evenings (details of the agreed Open Evenings will be sent with the individual letters addressed to Parents) or by making other arrangements with the headteacher. Having considered the possibilities, parents should indicate **three preferences in priority order** on the SA1 application form, and return it by 7 November 2003 (see paragraph 5 below), including any school you wish to apply for in other LEA areas. Please note that your 3 preferences will not be formally analysed until after the closing date of 7 November 2003.

When deciding your preferences you may need to consider carefully **how your child will travel to school**. You will not normally be eligible for transport assistance if your child is offered a place at a high school that is not the catchment school for your child's home address (See Chapter 7 of the Information for Parents Booklet for details of the Council's School Transport policy).

### **2     *Where can we find more detailed information?***

Chapters 3,6 &7 of the Information for Parents Booklet 2004/2005 contain more information about applying for a school place, and Appendix 3 gives details about the 14 Herefordshire High Schools. The information is also on the Council's Education Website ([education@herefordshire.gov.uk](mailto:education@herefordshire.gov.uk)). Please read all those sections **BEFORE** completing the SA1 form.

### **3     *Which is the High School for the address where we live?***

The school for your child's home address is named in the letter provided by the Education Office in September. If you apply for that school by **7 November 2003**, as one of your 3 preferences, you are most likely to be granted a place there irrespective of the priority order in which the school has been placed on your application form. The reasons for that are explained in section 10 of the Information for Parents Booklet. Please note that, in cases where the family is living apart or has more than one property, it is the child's principal home that decides which school is the one for his/her area. If you need further help, contact the information line.

### **4     *When do we apply for a place at High School?***

There is one date by which parents need to apply if they wish to be included in the initial consideration for places in the school year that starts in September 2004. That one date, which also applies to Church schools, is **7 November, 2003**. Late applications received between 8 November and the national offer date of 1<sup>st</sup> March 2004, may be included in the initial consideration but **only if** the reason for the delay was genuine and acceptable. Applications received after 1<sup>st</sup> March 2004 will be considered only after initial offers have been decided.

### **5     *Where do we send the completed SA1 form?***

The form should be returned to the Headteacher of your child's present primary school by 7 November 2003. **Remember**, if your form is late, or simply not returned, you could lose priority for a place at any of your 3 preferred schools, including the one for your home address and any in other LEAs.

### **6     *Are interviews or ability/aptitude selection part of the admissions process?***

No. Interviews by school must not be part of the admissions process. Similarly, no places are allocated in Herefordshire schools according to ability or aptitude including schools with specialist college status (the previous arrangement at Aylestone School has been discontinued).

### **7     *Can we apply for a place at a Church School?***

Yes. There are 2 Church Schools in Herefordshire: Bishop of Hereford's Bluecoat School, which is Anglican, and St. Mary's R.C. High School, Lugwardine, which is Roman Catholic. You can include one or both of these schools **within** the 3 preferences you are able to express on the SA1 form. You will be required to provide additional information if your request is based on denominational reasons. The school's own form requesting further information, is obtainable from the school or your local priest/vicar. It must be returned to the Council with the SA1 form by 7 November 2003 via your child's present school, as explained in 5 above.

**8** *Why am I allowed 3 preferences?*

The Government has decided that all parents must be given the opportunity to express 3 preferences, shown in priority order, for any maintained school within the County of Herefordshire **or in an adjoining county**. Herefordshire welcomes the wider opportunity this gives parents.

**9** *What happens if too many parents apply for a school?*

Places are allocated strictly according to the sequence set out in paragraph 6.1 of the Information for Parents Booklet. High priority is given first to pupils with SEN Statements then to children in public care and then for pupils living in the school catchment area. Children with brothers and sisters who would still be at the school in September 2004 come next, followed by pupils with validated medical, social or compassionate grounds, and finally according to distance from the school.

**10** *How will the decisions be made about parents' 3 preferences for high schools?*

Everyone who has applied by 7 November will be told the decision on 1<sup>st</sup> March 2004, which is the national date for all such announcements. The decision will be reached via the following steps:-

**STAGE 1** All applications received by the closing date of 7 November from parents will be analysed together, but only after that date, along with late applications for which there are good reasons. Applications for the 12 community high schools will be considered against the 6 priorities listed in paragraph 9 above. The Governors of the 2 voluntary aided schools will make decisions based on their criteria shown in Appendix 4 of the Information for Parents Booklet. At this stage, all 3 preferences are treated as a first preference (i.e. the priority order shown by parents will not count at this point).

**STAGE 2** Following analysis, lists will be drawn up of all the parents who have applied (whether as 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> preference) for each school. At the top of each list will be the applicants whose children live in the catchment area, and living nearest to the school. At the bottom of the list will be the applicants whose children live outside the catchment area, and live furthest from the school.

**STAGE 3** Each parent will then be offered a place at the highest of their 3 preferences (if any) that is available after all higher priority applicants have been allocated places. In the case of parents living in Herefordshire but applying for a school outside the county, the notifications in 2004 will still be given by the school's maintaining LEA. However, this position will not apply in the case of Shropshire where Herefordshire will offer the places. Parents living outside the County but applying for a Herefordshire school must send the details to their home LEA who will send the information direct to the Pupil Admissions Office based in Hereford.

**STAGE 4** It is possible that some parents will not be offered a place at any of their 3 preferred schools. That could happen only in the case of parents who have applied for 3 oversubscribed schools and have not included their catchment area school as one of the 3 preferences or parents who have submitted a late application by the offer date without good reason. In such circumstances, the parents will be offered a place at the nearest or most accessible school that still has places available, taking account of any information the parents may already have provided.

**11** *What are the possible difficulties if your 3 preferences do not include the school provided for your child's home address?*

Parents will be able to express 3 preferences for the September 2004 transfer. In practice, a parent applying for their catchment school by 7<sup>th</sup> November 2003 is most likely to be granted their local school, irrespective of the priority order in which the school has been placed on the application form. Most of the places in high schools are filled by local children. However, if parents do not include the catchment school in their 3 preferences, they will lose their priority for that school if all their chosen schools are oversubscribed. The child may then be required to attend another school altogether, which may involve the parents having to meet any additional transport costs. **For these reasons, it is advisable for parents to include the catchment area school as one of the 3 preferences.**

**12** *Can we make a case for personal or particular circumstances?*

If you wish to apply for a school place for medical, social or compassionate reasons, you **must** send written evidence with your application. Such evidence may include supporting letters from a doctor, social worker, etc. Such reasons will be considered **only if** supporting information is included with your application **and** received by 7th November.

**13** *My child attends a primary school associated with my preferred High School - do I have any additional priority?*

No – the designated High School is based on your child's home address. The fact that your child attends an associated primary school will not give your application any higher priority.



## CO-ORDINATED ADMISSIONS ARRANGEMENTS FOR HEREFORDSHIRE

### Introduction

Herefordshire will operate a co-ordinated scheme from September 2004. The Council has agreed cross border arrangements (in-LEA scheme) with Gloucestershire, Worcestershire, Monmouthshire and Powys with regards to the exchange of information following the closing date of 7 November 2003. In the case of Shropshire the Council has agreed an inter-LEA co-ordinated scheme with both authorities offering places to their own residents when they have applied and been successful in gaining a place in the other county.

The following sections describe the proposed co-ordinated scheme for Herefordshire.

### Application Form and Closing Date

Parents are invited to indicate 3 preferences on a common application form, which will also enable parents to give reasons for their preference. All preferences are treated as equal initially, and sent out as equal to other admission authorities. However, if more than one school place can potentially be offered to an individual applicant, the single offer is for the school the parent ranked highest.

The Herefordshire application form invites all parents resident in the County to name 3 preferred schools, in order of preference, by 7 November. It is made clear that parents should name all schools for which they wish their child to be considered for a place, including any voluntary aided schools, and/or any maintained schools outside the County. There is agreement with other Councils that the closing date of 7 November will be respected even if this date is officially later than the other admission authorities closing date. This will be important if a parent expresses a preference for a school outside Herefordshire.

### Initial Allocation Process

By 28 November, the Admission and Transport Office sends other admission authorities/LEAs details of applicants for their schools. The Admission and Transport Office does not reveal the order of preference except insofar as other admission authorities need the information to apply their own over-subscription criteria. For example, if the order of preference is a key criterion in another LEA area, or a school's criteria give highest priority to parents who have made that school their first preference over other parents for whom it is a second or lower preference. This situation will apply for Gloucestershire and Worcestershire for the September 2004 transfer as both Councils have delayed a co-ordinated scheme until 2005. In the meanwhile they will still operate a first preference scheme.

Admission authorities then apply their admission criteria, including any selection tests, and will send the Admission and Transport Office by 20 December a list indicating the order in which all children for whom applications to the school have been made have priority by reference to the over-subscription criteria.

Although all applications need to be assessed and grouped against the criteria, admission authorities of significantly oversubscribed schools need not give individual rankings to applicants in the lowest priority groups for admission, if there is no likelihood of being able to offer them a place after elimination of multiple offers. The Admission and Transport Office will draw up a similar list for any school for which it is the admission authority. After other admission authorities have sent their ranked lists to the LEA in whose area they are located, each LEA should have a list for each of its maintained schools.

## **Finalising the Allocation Arrangements**

Herefordshire will then compare the lists for all schools in its area. When a child qualifies for one of the available number of places at more than one school, the Admission and Transport Office provisionally allocates a place at the school indicated by the terms of its co-ordinated scheme. It also adjusts the list for any other school for which a preference was expressed by that parent, moving another child who was previously not allocated a potential place up the list to the provisional place which has been vacated.

By 15 February, the Admission and Transport Office (whose own decisions on which school to offer, in the event of multiple potential offers, will have been made in accordance with its model scheme, i.e. the school ranked highest by the parent) will also have received similar notifications from other LEAs of any places which those LEAs or schools in their areas can offer in response to any preference expressed by one of their residents. Gloucestershire, Worcestershire, Monmouthshire and Powys will not have a co-ordinated scheme until September 2005. Herefordshire has agreed that where the highest ranked school is outside the county boundary the offer of the place will be made by the appropriate authority which is likely to be before the official date of 1 March. When this situation arises the Admission and Transport Office will only confirm that an offer has been made by another Council. That confirmation will be sent on 1 March 2004.

Clearly, if no preferred school in the home LEA can be offered, the Admission and Transport Office need not look for an alternative place if it knows that another LEA will be making an offer.

## **Late Applications**

Between 7 November and 23 February (final allocation list) it is likely that the Admission and Transport Office will receive late applications. The Council has agreed within its co-ordinated scheme to accept these applications, on the understanding that the delay was reasonable, for example service family moving to the 22 SAS regiment or a family moving into the area. Because the individual circumstances will vary from application to application the determination of what is reasonable will be decided by the Director of Education or his nominee. In the case of another admission authority the determination will be made by the Governing Body.

Applications received after 23 February will be placed on a waiting list based on the oversubscription policy. Allocations will be made against the preference order as vacancies occur although the Admission and Transport Office will endeavour to offer a suitable school at a reasonable distance to the child's home where vacancies exist. However, parents will be able to appeal against the decision that an offer to their preferred school has not been made.

## **Offer of a Place**

If any child looks like remaining unplaced, the Admission and Transport Office considers how to place them in schools within its area, having regard to any reasons expressed by the parent for their (unsuccessful) preferences. Each LEA then sends the schools which it maintains the final lists of pupils to be allocated places. On 1 March – the 'national offer day' for secondary schools – it writes to every resident parent who filled in its secondary application form, to tell them of their allocated school place. Where the school in question is its own admission authority, the LEA must state that the offer is being communicated on behalf of that school's governing body.

**14 THE STANDARD SCHOOL YEAR****Report By: School Services Manager****Wards Affected**

Countywide.

**Purpose**

1. To consider the views of the Scrutiny Committee about the proposed standard school year for 2004/5, following decision by other West Midlands LEAs to move away from the earlier agreement.

**Financial Implications**

2. None.

**Report**

3. The LGA set up an Independent Commission, in December 1999, to consider the organisation of the school year. The Commission initially reported in September 2000.
4. The Commission's principles for a six-term year included –
  - an organic development of the current 'three term year';
  - a move towards six roughly equal terms, with a fixed two-week spring break in the first half of April;
  - allowing flexibility for LEAs and foundation/voluntary schools to respond to the wishes of all 'faith' groups within their schools while moderating the impact of the varying date for Easter;
  - providing opportunities for a more rational pattern of learning, assessment and transfer;
  - allowing for an assessment term (term 5) for SATs and public examinations with incidental benefits for children and young people (post qualification assessment for transfer to HE and avoidance of assessment during the height of the hay fever season);
  - allowing for the maintenance of current practice over the length of the summer break;
  - a system of annual review which allows for consultation on further flexibility and change in future years;
  - while making pupils' learning a prime consideration, seek to balance the interests and needs of parents, teachers and those working within schools and have regard, where possible, to the concerns of the tourism industries.

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For further information on the subject of this report is available from  
Mark Chamberlain, School Services Manager on (01432) 260923

5. The Commission's made further recommendations in September 2002 which reviewed progress on the national consultation process and offered a suggested timetable for 2004/5.
6. Following the presentation of this report, 2 meetings were held in Birmingham involving all the West Midlands LEAs to try to produce term dates that would be uniform across the West Midlands area.

On Friday, 17 January 2003 the officers present agreed 3 basic principles for the 2004/5 term dates –

- 1) that the school year should start in September. The PD day on 31 August 2004 was not supported;
  - 2) that the 3 half term dates should be the same across the area;
  - 3) that Good Friday and Easter Monday should be stand-alone holiday dates in March with a 2-week holiday break being held in April.
7. As a result of these meetings 4 possible options were produced, including the LGA recommended dates and these are attached to this report at Appendix 1.
  8. Headteachers, Diocesan Authorities and Professional Associations gave their views on the proposals with the preferences ranked as follows:-

1st	Option 3
2nd	Option 2
3rd	Option 4
4th	Option 1

(Option 4 was the LGA recommended dates and was by far the least supported)

9. On the 8 May 2003 a report was submitted to the Early Years Development and Childcare Partnership which, after a detailed debate, supported Option 3.
10. On the 15 May 2003 the views of the Teacher Trades Union were requested and they were strongly opposed to the Easter Festival being separated from the main 2-week holiday break in April. The Regional Officials expressed concern that, despite the meeting held on 17 January, a number of LEAs had reverted to the original holiday arrangements. It was reported that Birmingham LEA had taken the lead, resulting in the surrounding LEAs feeling obliged to follow suit.
11. Since the May meeting, the Directorate have received a number of e-mails indicating that the Midland LEAs were reverting to the original holiday date arrangements. The problem has been compounded within the past week with Gloucestershire and Worcestershire changing their proposals and now including Good Friday and Easter Monday in the 2-week holiday break.
12. Herefordshire will now need to make a decision whether or not to follow the recommended LGA proposals or to follow the pattern of our neighbours, thus avoiding problems with staff and parents live on the borders of the county but may attend or work in an adjoining authority. On balance, that appears to be the sensible course of action in the circumstances.

13. The proposed term dates for 2004/5 shown as Appendix 2 use the best parts of Option 3, starting on Monday 6 September and having the same half term dates. The Easter holidays have been moved forward to include Good Friday and Easter Monday.

## **RECOMMENDATION**

**THAT the Committee considers the action taken to date and give advice on whether or not the term dates for 2004/5 should be approved, as now proposed in Appendix 1.**

## **BACKGROUND PAPERS**



**D R A F T**  
**PROGRAMME OF TERMS AND HOLIDAY DATES**  
**2004 – 2005**  
**LGA RECOMMENDED SCHOOL YEAR PATTERN**  
**OPTION 1**

<b>AUTUMN 2004</b>			
<b>Term 1 Starts</b>	Wednesday 1 <sup>st</sup> September		
<b>Holiday</b>	Thursday 21 <sup>st</sup> October – Friday 29 <sup>th</sup> October	7	
<b>Term 1 Ends</b>	Wednesday 20 <sup>th</sup> October		36
<b>Term 2 Starts</b>	Monday 1 <sup>st</sup> November		
<b>Holiday</b>	Wednesday 22 <sup>nd</sup> December – Tuesday 4 January 2005	10	
<b>Term 2 Ends</b>	Tuesday 21 <sup>st</sup> December		37
<b>SPRING 2005</b>			
<b>Term 3 Starts</b>	Wednesday 5 <sup>th</sup> January		
<b>Holiday</b>	Monday 14 <sup>th</sup> February – Friday 18 <sup>th</sup> February	5	
<b>Term 3 Ends</b>	Friday 11 <sup>th</sup> February		28
<b>Term 4 Starts</b>	Monday 21 <sup>st</sup> February		
<b>(Bank Holidays Within Term 4)</b>	Friday 25 <sup>th</sup> March – Monday 28 <sup>th</sup> March	2	
<b>Easter Holiday</b>	Monday 4 <sup>th</sup> April – Friday 15 <sup>th</sup> April	10	
<b>Term 4 Ends</b>	Friday 1 <sup>st</sup> April		28
<b>SUMMER 2005</b>			
<b>Term 5 Starts</b>	Monday 18 <sup>th</sup> April		
<b>(Bank Holiday Within Term 5)</b>	Monday 2 <sup>nd</sup> May	1	
<b>Holiday</b>	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June	5	
<b>Term 5 Ends</b>	Friday 27 <sup>th</sup> May		29
<b>Term 6 Starts</b>	Monday 6 <sup>th</sup> June		
<b>Term 6 Ends</b>	Tuesday 19 <sup>th</sup> July		32
<b>TOTAL</b>			<b>190</b>

Followed by a Summer Holiday of at least 5 weeks and 1 day.

PD days during School Year:

Tuesday 31<sup>st</sup> August 2004

Tuesday 4 January 2005

Remaining 3 PD days to be determined by individual schools or aggregated 'twilight hours' in lieu.

**D R A F T**  
**PROGRAMME OF TERMS AND HOLIDAY DATES**  
**2004 – 2005**

**OPTION 2**

<b>AUTUMN 2004</b>			
<b>Term 1 Starts</b>	Tuesday 7 <sup>th</sup> September		
<b>Holiday</b>	Monday 25 <sup>th</sup> October – Friday 29 <sup>th</sup> October	5	
<b>Term 1 Ends</b>	Friday 22 <sup>nd</sup> October		34
<b>Term 2 Starts</b>	Monday 1 <sup>st</sup> November		
<b>Holiday</b>	Wednesday 22 <sup>nd</sup> December – Tuesday 4 <sup>th</sup> January	10	
<b>Term 2 Ends</b>	Tuesday 21 <sup>st</sup> December		37
<b>SPRING 2005</b>			
<b>Term 3 Starts</b>	Wednesday 5 <sup>th</sup> January		
<b>Holiday</b>	Monday 14 <sup>th</sup> February – Friday 18 <sup>th</sup> February	5	
<b>Term 3 Ends</b>	Friday 11 <sup>th</sup> February		28
<b>Term 4 Starts</b>	Monday 21 <sup>st</sup> February		
<b>(Bank Holidays Within Term 4)</b>	Friday 25 <sup>th</sup> March – Monday 28 <sup>th</sup> March	2	
<b>Easter Holiday</b>	Monday 4 <sup>th</sup> April – Friday 15 <sup>th</sup> April	10	
<b>Term 4 Ends</b>	Friday 1 <sup>st</sup> April		28
<b>SUMMER 2005</b>			
<b>Term 5 Starts</b>	Monday 18 <sup>th</sup> April		
<b>(Bank Holiday Within Term 5)</b>	Monday 2 <sup>nd</sup> May	1	
<b>Holiday</b>	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June	5	
<b>Term 5 Ends</b>	Friday 27 <sup>th</sup> May		29
<b>Term 6 Starts</b>	Monday 6 <sup>th</sup> June		
<b>Term 6 Ends</b>	Thursday 21 <sup>st</sup> July		34
<b>TOTAL</b>			<b>190</b>

PD days during School Year:

Monday 6<sup>th</sup> September 2004

Tuesday 4 January 2005

Remaining 3 PD days to be determined by individual schools or aggregated 'twilight hours' in lieu.



**D R A F T**  
**PROGRAMME OF TERMS AND HOLIDAY DATES**  
**2004 – 2005**

**OPTION 3**

<b>AUTUMN 2004</b>			
<b>Term 1 Starts</b>	Monday 6 <sup>th</sup> September		
<b>Holiday</b>	Monday 25 <sup>th</sup> October - Friday 29 <sup>th</sup> October	5	
<b>Term 1 Ends</b>	Friday 22 <sup>nd</sup> October		35
<b>Term 2 Starts</b>	Monday 1 <sup>st</sup> November		
<b>Holiday</b>	Monday 20 <sup>th</sup> December – Monday 3 <sup>rd</sup> January	11	
<b>Term 2 Ends</b>	Friday 17 <sup>th</sup> December		35
<b>SPRING 2005</b>			
<b>Term 3 Starts</b>	Tuesday 4 <sup>th</sup> January		
<b>Holiday</b>	Monday 14 <sup>th</sup> February – Friday 18 <sup>th</sup> February	5	
<b>Term 3 Ends</b>	Friday 11 <sup>th</sup> February		29
<b>Term 4 Starts</b>	Monday 21 <sup>st</sup> February		
<b>(Bank Holidays Within Term 4)</b>	Friday 25 <sup>th</sup> March – Monday 28 <sup>th</sup> March	2	
<b>Easter Holiday</b>	Monday 4 <sup>th</sup> April – Friday 15 <sup>th</sup> April	10	
<b>Term 4 Ends</b>	Friday 1 <sup>st</sup> April		28
<b>SUMMER 2005</b>			
<b>Term 5 Starts</b>	Monday 18 <sup>th</sup> April		
<b>(Bank Holiday Within Term 5)</b>	Monday 2 <sup>nd</sup> May	1	
<b>Holiday</b>	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June	5	
<b>Term 5 Ends</b>	Friday 27 <sup>th</sup> May		29
<b>Term 6 Starts</b>	Monday 6 <sup>th</sup> June		
<b>Term 6 Ends</b>	Thursday 21 <sup>st</sup> July		34
<b>TOTAL</b>			<b>190</b>

PD days during School Year: Nil

All PD days to be determined by individual schools or aggregated 'twilight hours' in lieu.

**D R A F T**  
**PROGRAMME OF TERMS AND HOLIDAY DATES**  
**2004 – 2005**

**OPTION 4**

<b>AUTUMN 2004</b>			
<b>Term 1 Starts</b>	Thursday 2nd September		
<b>Holiday</b>	Thursday 21 <sup>st</sup> October – Friday 29 <sup>th</sup> October	7	
<b>Term 1 Ends</b>	Wednesday 20 <sup>th</sup> October		35
<b>Term 2 Starts</b>	Monday 1 <sup>st</sup> November		
<b>Holiday</b>	Wednesday 22 <sup>nd</sup> December – Tuesday 4 January 2005	10	
<b>Term 2 Ends</b>	Tuesday 21 <sup>st</sup> December		37
<b>SPRING 2005</b>			
<b>Term 3 Starts</b>	Wednesday 5 <sup>th</sup> January		
<b>Holiday</b>	Monday 14 <sup>th</sup> February – Friday 18 <sup>th</sup> February	5	
<b>Term 3 Ends</b>	Friday 11 <sup>th</sup> February		28
<b>Term 4 Starts</b>	Monday 21 <sup>st</sup> February		
<b>(Bank Holidays Within Term 4)</b>	Friday 25 <sup>th</sup> March – Monday 28 <sup>th</sup> March	2	
<b>Easter Holiday</b>	Monday 4 <sup>th</sup> April – Friday 15 <sup>th</sup> April	10	
<b>Term 4 Ends</b>	Friday 1 <sup>st</sup> April		28
<b>SUMMER 2005</b>			
<b>Term 5 Starts</b>	Monday 18 <sup>th</sup> April		
<b>(Bank Holiday Within Term 5)</b>	Monday 2 <sup>nd</sup> May	1	
<b>Holiday</b>	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June	5	
<b>Term 5 Ends</b>	Friday 27 <sup>th</sup> May		29
<b>Term 6 Starts</b>	Monday 6 <sup>th</sup> June		
<b>Term 6 Ends</b>	Wednesday 20 <sup>th</sup> July		33
<b>TOTAL</b>			<b>190</b>

Followed by a Summer Holiday of at least 5 weeks and 1 day.

PD days during School Year:

Wednesday 1<sup>st</sup> September 2004

Tuesday 4 January 2005

Remaining 3 PD days to be determined by individual schools or aggregated 'twilight hours' in lieu.

**FINAL RECOMMENDED DATES TO BE SUBMITTED  
TO EDUCATION SCRUTINY COMMITTEE ON 14 JULY 2003**

**TERM DATES 2004 - 2005**

**AUTUMN TERM 2004**

Term Starts	Monday 6 September 2004	
Half Term	Monday 25 October 2004 – Friday 29 October 2004	
Term Ends	Friday 17 December 2004	
		70 days

**SPRING TERM 2005**

Term Starts	Tuesday 4 January 2005	
Half Term	Monday 14 February 2005 – Friday 18 February 2005	
Term Ends	Thursday 24 March 2005	
		53 days

**SUMMER TERM 2005**

Term Starts	Monday 11 April 2005	
Half Term	Monday 30 May 2005 – Friday 3 June 2005	
Term Ends	Wednesday 20 July 2005	
		67 days
		Total 190 days

Good Friday	Friday 25 March 2005
Easter Monday	Monday 28 March 2005
May Day	Monday 2 May 2005



## 15 COMPLAINTS AND APPEALS

Report By: DIRECTOR OF EDUCATION

### Wards Affected

Countywide.

### Purpose

1. To consider the summary of comments, complaints and appeals relating to the Education Directorate, for the period 25th January 2003 to 30th June 2003.

### Report

2. The major part of parental and public contact with the Education Service is with schools, which have their own procedures for responding to enquiries and complaints. Such direct contacts between parents/public and the schools are outside the scope of this report, except in the case of secondary complaints to headquarters' services from parents not satisfied with the responses they have received from schools.
3. Much of the work of the Education Directorate itself is concerned with providing resources and support services to schools. Such activities are also outside the scope of this report, which focuses on those parts of the Directorate which provide direct service to parents – in particular, home to school transport, pupil admissions, special education and other children's services matters, including the complaints about schools that require LEA involvement.
4. For the period February 2003 to the end of June 2003, complaints and formal appeal requests have been as follows –

Service Area	Complaints	Appeal requests
Transport	4	
Pupil Admissions	-	52 (13 withdrawn)
Early Years Provision	3	
Pupil Exclusions (permanent)		11
Special Education	1	3
Other Children's Services issues	2	
Personnel	-	
Capital Programme	-	
Student awards and post-16 education	-	
Miscellaneous	1	

For further information on the subject of this report is available from  
Dr Eddie Oram, Director of Education on (01432) 260801

5. It should be emphasised that the figures above relate only to matters that have involved appeals or complaints about the way in which the service has been provided. The figures obviously do not include the huge volumes of daily contact that occur dealing with applications and enquiries. The formal complaints and appeal requests received need to be seen in the context of the overall service levels, which include, for example –

5,000 applications annually for pupil admissions and transfers

daily transport for 6,500 pupils/students

3,000 pupils/students at the various stages of the SEN Code of Practice

more than 900 pupils/students with statements of Special Educational Need

## Outcomes

### Complaints

6. All but 1 of the 12 complaints received during the period have been resolved. No complaints have been referred by parents to the Local Ombudsman. When investigating complaints, the Directorate always considers seriously improvements that might need to be made to its procedures or information, although most of the complaints received arise from individual situations.
7. **Transport** There were 4 complaints about transport during the period to end of July – 1 related to eligibility for transport, 1 to issuing bus passes, 1 to a public bus service and 1 to contracts. All of the complaints were resolved by explanations.
8. **Pupil Admissions** There were no complaints during the period about pupil admissions, though there were 39 appeals (see paragraph 14 below).
9. **Exclusions** There were no complaints about exclusions, though in two cases parents have chosen to appeal (see paragraph 15 below).
10. **Special Education** The 1 complaint on Special Education involved a request for support for a pupil with moderate learning difficulties.
11. **Children's Services Issues** The 2 complaints related to issues to do with the learner swimming pool.
12. **Early Years.** The 3 complaints concerned support provided for early years settings.
13. Of the remaining 2 complaints, one related to data protection requirements and the other to a request for a student to enter post-16 education at the start of Year 11.

### Formal Appeals

14. Pupil admissions and SEN appeal requests are dealt with according to formal statutory procedures involving independent appeals arrangements.
15. The 39 appeals for pupil admissions relate to in-year admission to primary and secondary schools. 12 requests for primary school places have been heard and 3 of the appeals were successful. The 27 appeals for high schools have been heard, with 9 upheld (9 for Year 7 and 18 for other year groups). In all cases, the Panel

accepted the Council's assessment that the school was full, but allowed the appeals in response to individual family circumstances.

16. All 11 appeal requests against pupil exclusion have been heard and all were confirmed.
17. There were 3 appeals for statutory SEN assessment during the period. 1 has been withdrawn, and the other 2 have yet to be heard.

## **RECOMMENDATION**

**THAT the Committee consider the report, with a view to identifying any points of concern about how complaints have been dealt with or about particular areas of complaint.**

## **BACKGROUND PAPERS**

- **None identified.**





**16 INFORMATION ITEM – ANNE FRANK EXHIBITION****Report By: Manager of Pupil, School and Parent Support****Wards Affected**

Countywide.

**Purpose**

1. To note the arrangements for the Exhibition.

**Financial Implications**

2. The costs involved will be met from the approved budget for Education.

**Report**

3. In October 2003 the *Anne Frank, A History for Today*, Exhibition will open in Herefordshire. The exhibition, which is of international renown, will be held in the Cathedral and will be open to the public and schools from 3rd until 30th October. The exhibition informs visitors about the history of the Holocaust from the perspective of Anne Frank and her family. It documents the family's persecution by the Nazis, their escape from Germany, their hiding in Amsterdam and their ultimate fate in the death camps.
4. The diary of Anne Frank may be fifty years old but its message is relevant today, as demonstrated by the way in which the Exhibition addresses issues of prejudice, racism and intolerance. The Exhibition has a particular focus on the life and diary of Anne Frank but also includes recent events – for example, the death of Stephen Lawrence and the subsequent changes this has brought.
5. The Education Directorate has been closely involved in the preparations for over a year. A Steering Group was set up initially involving representatives from the Jewish community, the Cathedral and the Council (Neville Meredith, the Race Relations Officer and Dennis Longmore, Manager of Pupil, School and Parent Support). The Steering Group has grown considerably and the membership now reflects the breadth of activities that surround and develop the exhibition.
6. In 2002, the Education Directorate commissioned a comprehensive resource pack to be developed for schools. The pack was circulated to every school and Pupil Referral Unit in the County during April 2003. The resource pack is full of curriculum ideas, and model lessons, in addition to containing details concerning all the other events associated with the main exhibition.
7. Letters, articles in bulletins, leaflets (leaflet enclosed) and newsletters have been circulated to schools to keep staff informed. A training day for teachers took place on 12th June.

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

8. Extension activities around the exhibition include:
- Organised school visits
  - Workshops for school groups on the themes of - Gypsies/Travellers; Playing the Race Card; Managing Bullying and Justice; Jewish Seder meal; Exploring Evil and Goodness
  - Extra workshops for Primary schools; A Traveller's Life and Hidden Communities (giving an insight into Jewish and Traveller experience in Herefordshire)
  - An exhibition about Travellers and Gypsies at the Museum
  - An exhibition of paintings depicting scenes from the Holocaust (by a Herefordshire Jewish survivor)
  - A production of the play, 'The Diary of Anne Frank' at the Courtyard with matinee performances for schools
  - Diary competition
  - Local Moral Courage Awards for pupils from Primary schools, Secondary schools and Colleges
9. In addition, activities such as a special 'Kick Racism Out of Football' game may be held at the Hereford United football ground.

## RECOMMENDATION

**The Committee are asked to note the report.**

## BACKGROUND PAPERS

## 17 EDUCATION CAPITAL PROGRAMME

Report By: HEAD OF POLICY AND RESOURCES

### Wards Affected

Countywide

### Purpose

1. To provide the Committee with details of the current capital programme, identify issues to be addressed to improve the monitoring of that programme, and to consider priorities for future capital expenditure particularly 2004/5 and 2005/6.

### Financial Implications

2. The current capital programme has been developed and is being implemented within available resources. Approval to future capital work will be sought when resources are available.

### Report

#### Setting Priorities

3. Capital investment in schools must reflect the needs identified in the assessments of condition, suitability, and sufficiency within the Education Asset Management Plan. Following the work carried out in 2001/02, 9 Priorities have been set in the local policy statement of the Education Asset Management Plan. They are as follows:
  1. To ensure a **sufficient supply of school places** – major additions to the sixth form accommodation at Ledbury, John Masefield High School and Ross, John Kyrle High School are in hand. In addition, the temporary classroom programme is being used to ensure that a number of other schools have sufficient accommodation.
  2. To maintain **safe and secure buildings** – a maintenance programme of more than £1m has been established to ensure that schools are safe and weathertight.
  3. To ensure **efficient provision of school places** – at present there are no proposals to reduce capacity that would involve capital expenditure.
  4. To ensure that **access for children with disability** is provided at primary or secondary schools unless there is a good reason not to – £225,000 under the Disabled Access initiative is being spent, some in the form of strategic investment to ensure there are high schools in all part of the County accessible by pupils with mobility difficulties, and some to support individual children in various schools.

5. To ensure that the statutory requirements of the **School Premises Regulations** are met, particularly as they relate to playingfields, medical inspection rooms, toilets and staff facilities – negotiations are in hand to purchase land to provide a playingfield for Fairfield High School. A new playingfield is being laid out at Weobley Primary School.
6. To ensure that improved facilities are provided in **village schools** – work is at various stages to provide new schools at Lea, Cradley and Stauton on Wye, and site acquisition is proceeding for a replacement school at Sutton St. Michael.
7. To provide sufficient **science laboratories** suited to the curriculum for all high school pupils – a rolling programme to improve science provision in all high schools will resolve all high priority needs.
8. To provide dedicated **indoor PE spaces** in all high schools with more than 600 pupils – Kingstone and Weobley High School lack a dedicated indoor PE space. A Stage 2 bid has been made for a Sportshall at Kingstone under the New Opportunities Funds for PE and Sport in Schools. Initial design work is also taking place at Weobley High School.
9. To **maximise capital investment** in schools throughout the county – bids continue to be made where funding opportunities present themselves. A bid to provide a resource centre at Lord Scudamore Primary School (and in so doing increase the size of the school site) has been made under the Classrooms for the Future Initiative.

### **Expenditure within the Current Programme**

Current spending reflects:

- (a) final payments on capital schemes
- (b) monthly payments on schemes under contract.
- (c) design fees on projects which have not yet been contractually committed.

A full list of schemes (other than the maintenance programme) is set out under all three categories, in Appendix 1.

### **Assessment of Programme**

It has been suggested that successful implementation of the programme should be assessed in terms of:

- (a) Have the programmes delivered what schools wanted and met the objectives?
- (b) Was the programme achieved within budget?
- (c) Was the programme achieved on time?

There have been informal assessments of how each project has performed against each of the 3 criteria above, but it is now proposed to undertake this more systematically. A draft questionnaire for schools to complete is attached at Appendix 2. Currently, informal feedback confirms that school needs are generally met, with some isolated examples of poor performance by some consultants, resulting in continuing problems, which, in some cases, which may need to be resolved by contract enforcement.

The programme as a whole has been managed within the capital resources available. However, a number of individual schemes have been found to be over-budget at tender stage, for a variety of reasons, including limited feasibility work at the budget setting stage, changes to the brief increasing demands during the design period, and some volatility in the construction industry. In such instances solutions have been found by reducing the brief and/or finding alternative funding sources, whilst still allowing the main objective of the project to be achieved.

Generally, it has been possible to spend resources within the year in which they are available, so losses of funding have been avoided. However, some individual projects have not been completed by the date when schools expected to be able to use them. Delay has generally been caused by funding difficulties, planning and site acquisition issues, the workload of design teams, and the efficiency of the construction process. Improvements need to be made, to ensure that everyone responsible for projects clearly understands the required timescale.

Looking to the future there is significant work to be undertaken to meet the 9 priorities set in 2002. For example:

1. *To ensure a **sufficient supply of school places***

Although pupil numbers overall will decline, a few schools are likely to continue to face pressure from additional pupils. There will therefore be a need to maintain a programme allowing the transfer and/or additional provision of temporary classrooms. Contributions will be expected from housing developers where extra pupil numbers at particular schools arise from new housing developments.

2. *To maintain **safe and secure buildings***

The cost of the outstanding maintenance works is estimated to be £15 million. An annual programme of at least £1 m needs to be maintained so as to reduce the back log. There is a particular problem at Fairfield High School where the Design/Technology block has reached the end of its life.

3. *To ensure **efficient provision of school places***

There are no expenditure proposals under this heading at present, though the need could emerge if practical proposals to rationalise provision are developed.

4. *To ensure that **access for children with disability** is provided at primary or secondary schools unless there is a good reason not to*

It is expected that the DfES will maintain funding under the Disabled Access Initiative. Strategic investment for high schools will need to be considered as part of the Building Schools for the Future Programme.

5. *To ensure that the statutory requirements of the **School Premises Regulations** are met, particularly as they relate to playingfields, medical inspection rooms, toilets and staff facilities*

A number of high and primary schools have unsatisfactory provision of playingfields, toilets, medical inspection rooms, etc. It is expected that schools will use their devolved capital to meet such needs where costs involved is modest. The Council will have to address the problems where costs are more significant, as in the case of playingfields for Fairfield High and Little Dewchurch primary.

6. *To ensure that improved facilities are provided in **village schools***

Future programmes will need to address the needs at Sutton (replacement school) and Kington (refurbishment extension).

7. *To provide sufficient **science laboratories** suited to the curriculum for all high school pupils*

Although all high priority schemes should have been completed, there is still work to refurbish the remaining laboratories at an approximate cost of £2 million to consider. This would have to be considered in the context of Building Schools for the Future programme.

8. *To provide dedicated **indoor PE spaces** in all high schools with more than 600 pupils*

Reserves to build a sportshall at Weobley High School, at the estimated cost of £1.2 million still need to be identified.

9. *To **maximise capital investment** in schools throughout the county*

The DfES have launched the initiative '**building for the future**' in which all high schools in the country will be replaced or refurbished between 2005 and 2020. An invitation from the DfES is expected in July to submit a bid for an early start to this programme from 2005-06. The DfES have suggested that packages of work with a value of £150 million will be supported, and initially a package which includes schools with poor performance and high school deprivation will be favoured. Although those criteria would seem not to give Herefordshire high priority, the DfES have also indicated that they may wish to support a rural pilot and a case for improved performance and deprivation as a result of low increases can be made. At this stage, it is not clear what cost would have to be borne locally and how it would be linked to the new prudential code method of capital funding.

## RECOMMENDATION

The Committee is asked -

- (i) **to comment on existing programmes.**
- (ii) **to consider the priorities previously set, and the opportunities, to meet these priorities.**
- (iii) **to express a view on the response to be adopted on the Government initiative on 'building (high) schools for the future'.**

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

**APPENDIX 1****EDUCATION CAPITAL PROGRAMME 2003/4**

<b>Completed Schemes with Payments Still Being Made</b>		
<b>School</b>	<b>Scheme</b>	<b>Budget £</b>
Marlbrook Primary School	New Building	60,000
Goodrich Primary School	New Building	63,000
Hereford EBD School	New Building	50,000
Madley Primary School	New Infants Block	20,000
John Masefield High	Science Laboratories	9,200
John Masefield High	Music / Drama Building	5,000
Much Birch Primary	Classroom Extension	1,000
Wigmore Primary	Classroom Extension	6,400
John Kyrle High	Arts Block	25,000
John Kyrle High	Science Laboratories	4,700
Eastnor Primary	Classroom Extension	1,500
Haywood High	Refurbishment	1,000
Burghill Primary	New Hall and Offices	20,000
Fairfield High School	Science Laboratories	2,000
Fairfield High School	New Hall	25,000
Wigmore High	New Science Labs and Classrooms	20,000
Leominster Infants'	Redevelopment of Car Park	10,000
Clifford Primary	Refurbishment of School House & Extensions	1,500
Dilwyn Primary	Extensions and Alterations	3,294
Former Marlbrook Primary	Refurbishment	17,500
Marlbrook Primary School	Nursery Refurbishment	2,000
<b>Sub Total</b>		<b>348,094</b>

<b>Schemes in Progress</b>		
<b>School</b>	<b>Scheme</b>	<b>Budget £</b>
VA Schools	LEA Liability	10,000
John Masefield High	Sixth Form Block	650,000
Site Acquisition	Cradley/Lea/Weobley Playing Field	130,000
Lugwardine Primary	Classroom Extension & Alterations	98,000
John Kyrle High	Access Improvements	20,000
Aylestone High	Refurbishment of Science Laboratories	120,000
Kingstone High	New Sports Hall (Development Costs)	52,000
Temporary Classrooms	Wigmore High/Aylestone High/Leominster Infants/Haywood High/Ashfield Park/Whitecross	300,000
Haywood High	Refurbishment of Science Laboratories	120,000
Queen Elizabeth High	Refurbishment of Science Laboratories	100,000
St. Mary's RC High	Science Laboratory Extension	95,000
St. Martin's Primary	Refurbishment	16,000
Hunderton Junior	Community Facilities & Dining Room Extension	212,000
Former John Venn Building	Refurbishment for Use By St. David's PRU	500,000
The Minster College	Refurbishment of Science Laboratories	77,000
Seed Challenge Projects	Various	191,000
School Access Improvements	Various	225,000
St. Mary's, Credenhill	Development Costs	1,000
<b>Sub Total</b>		<b>2,917,000</b>

<b>Proposed Schemes</b>		
<b>School</b>	<b>Scheme</b>	<b>Budget £</b>
John Kyrle High School	Extension to Sixth Form Block	70,000
Haywood High	Improvements to Staff & Dining Accommodation	153,000
Weobley High	Sports Hall Development Costs	5,000
Early Excellence Centre	New Building	703,000
Hereford, St. James'	Classroom and ICT Room Extension	50,000
Mordiford Primary	Extensions/Alterations and Refurbishment	260,000
<b>Sub Total</b>		<b>1,241,000</b>

**EXPECTED TOTAL EXPENDITURE** **4,506,094**

**FUNDED BY**

BCA	1,970,000
Schools Access Initiative	225,000
Capital Receipts	50,000
Seed Challenge Grant	217,201
Early Excellence Grant	195,000
NDS Modernisation Grant (SCA)	1,214,000
NOF for Sports Development Grant	52,000
Staff Workspaces Grant	92,563
Capital Funding for Disadvantaged Areas	58,975
Section 106 Contribution	50,000
Matched Funding from Schools Devolved Capital etc.	632,176
Carry Forwards	58,453

**TOTAL FUNDING** **4,815,368**

(excludes grants received by Voluntary Aided Schools)





**HEREFORDSHIRE COUNCIL**  
**Education Directorate Accommodation and Forward Planning**  
**Section**

**POST PROJECT REVIEW – END USER**

Project Title: \_\_\_\_\_ Project Number: \_\_\_\_\_

Client: \_\_\_\_\_

In order to help us improve the quality of our service to you it would be very helpful if you would fill in the questionnaire below. Thank you for your assistance.

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Please indicate how satisfied you are with project/building, using a scale of 1 – 10 where**

- 1 = Totally satisfied
- 5 = Neither satisfied/dissatisfied
- 10 = Totally dissatisfied

**1. How satisfied are you with the external designs of the building?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**2. How satisfied are you that the project/building is fit for the intended purpose it was intended?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**3. How satisfied are you with the ease and operation of the building in daily use?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**4. How satisfied are you that ease and cost of maintenance have been considered in the design?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**5. How satisfied are you that the building/project is energy efficient?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**6. How satisfied are you that the design solution offers present and future flexibility?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**7. How satisfied are you that a solution has been achieved that takes into account security considerations?**

Scoring please circle: 1 2 3 4 5 6 7 8 9 10

Comments:

**Any other comments:**

**18 COMMITTEE WORK PROGRAMME****Report By: Director of Education****Wards Affected**

Countywide.

**Purpose**

1. To outline the range of business for the Committee to consider during the coming year.

**Financial Implications**

2. None.

**Report**

3. The Council's arrangements envisage that each Scrutiny Committee should regularly consider the range of items for forthcoming meetings. The aim is to improve the planning of the Committee's business and to ensure that individual meetings have the right amount and balance of items.
4. Appendix 1 lists the wide range of matters that will need to be considered in the remaining part of the year, with an indication of items clearly suitable for consideration at one of the next two meetings.

**RECOMMENDATION**

**THAT the Committee is invited to amend the list of potential agenda items, and indicate their most immediate priorities for the next two meetings.**

**BACKGROUND PAPERS**

- None identified.



**POSSIBLE AGENDA ITEMS FOR FUTURE MEETINGS OF EDUCATION SCRUTINY, 2003/04**

<b>SUBJECT</b>	<b>Date</b>	<b>Lead Officer</b>
<b>Policy issues</b>		
1. Monitoring of SEN banding proposals (and extension to high schools)	Autumn 2003	AH/PL
2. Review of school catchment areas (Kingstone, Much Birch, Ewyas Harold)	Autumn 2004	MCh
3. LMS changes for 2004/05	Autumn 2003	
4. Safer Routes to Schools	Autumn 2003	GS
5. Business Plan	Regular reports across the year	EO
6. IT Technical Support to Schools – progress monitoring and future strategy	Autumn 2003	TSG/MF
7. Social Inclusion and Multi-Cultural Education Policy	Autumn 2003	DL
8. Teachers' Workload Agreement, including recruitment and work life balance	Autumn 2003	TSG/NA
<b>Best Value</b>		
9. Cross service review of Looked After Children	Autumn 2003	AH
10. Cross service review of transport – further report	Autumn 2003/Spring 2004	GS/EO
11. Monitoring of Best Value Improvement Plans	Autumn 2003/Spring 2004	TSG/GS/SH
12. BVRs (IASPS and SEN)	Autumn 2003/Spring 2004	EO/SH
<b>Monitoring items</b>		
13. School Admissions	Autumn 2003/Spring 2004	GS/MCh
14. Post Ofsted Inspection Plan	Autumn 2003	EO/SH
15. Local Public Service Agreements – progress monitoring	Regular reports across the year	GS/AH/TSG
16. Pupil Performance in exams and assessments Summer 2003	Autumn 2003/Spring 2004	TSG
17. Staff sickness absence	Regular reports across the year	NA
18. Compliments, Complaints, Appeals etc	Regular reports across the year	EO
19. Monitoring of Business Plan (exception reporting)	Regular reports across the year	EO/SH
20. Monitoring of Capital and Revenue Reports	Regular reports across the year	GS/LD
21. Review of EDP2	Autumn 2003	TSG
<b>Information items</b>		
22. Termly Report – Ofsted Inspections of Schools	Regular reports across the year	TSG

**SEMINARS**

Friday, 5th December 2003 – SEN Practice in Primary and Secondary Schools  
 Tuesday, 23rd March 2004 – Management of falling rolls in primary and secondary schools  
 Thursday, 24th June 2004 – Extended Schools



## **19 STATUTORY MEMBERS AND CO-OPTED REPRESENTATIVES ON EDUCATION SCRUTINY COMMITTEE**

**Report By: County Secretary and Solicitor**

### **Wards Affected**

None.

### **Purpose**

1. To review the statutory membership and co-opted representation on the Education Scrutiny Committee.

### **Background**

2. The first meeting of the new Committee, following the local elections, provides the opportunity to reconsider the position regarding the statutory and co-opted representation on the Committee.
3. The Education Committee on 20th January 1998 decided that:
  - as required by statute representatives of the Church of England and Roman Catholic Diocesan Authorities be formally co-opted to serve on the Committee as voting members;
  - following a secret ballot that three non voting teacher representatives, one from the secondary sector, one from the primary sector and one from the special education sector be appointed;
  - nominations be invited for 1 representative of the Head Teachers from primary and special schools and 1 representative of Head Teachers in secondary schools;
  - The County Association of School Governors be invited to nominate one governor representative who should be both a serving school governor and a parent of a school age child in the Herefordshire LEA.
4. The requirement to revise the Council's political structure in accordance with the Local Government Act 2000 introduced an Education Scrutiny Committee and Education Programme Panel to replace the Education Committee. Arising from that it was decided that Head Teachers would serve on the Education Programme Panel providing policy advice to the Cabinet Member (Education). There would be Diocesan representation on both the Panel and the Scrutiny Committee with the remaining representatives serving on the Education Scrutiny Committee.
5. The School Standards and Framework Act 1998 and the Education (Parent Governor Representatives) Regulations 1999 required local education authorities to have parent governor representatives as full members on Scrutiny Committees with voting

rights. The Council decided that 3 Parent Governor representatives be appointed, following a ballot of eligible governors, with a 4 year term of office commencing 1st May 2000.

### Existing membership and term

6. Following the local government elections, the Council on 23rd May, 2003 decided to increase the number of councillors on the Education Scrutiny Committee from 8 to 10.
7. The Statutory members, with voting rights, and their term of office, where appropriate, on the Committee are:

#### Diocesan Members

Church of England - Reverend M. Smith – appointed September 2001  
Roman Catholic Church – Mr J. D. Griffin – appointed Feb. 2003.

#### Parent Governors

Primary Schools – Mr. M .Burgess – elected 9.4.02 for 4 years  
Secondary Schools – Mrs S.E. Wright – elected 1.5.00 for 4 years  
Special Schools – vacancy

8. One point to note is that there is no term of office specified for Diocesan members. Whilst it is a matter for the Diocesan Authorities to determine their representation it is suggested that following Council elections Diocesan Authorities be requested to confirm their appointments
9. The non-voting representatives co-opted at the discretion of the Committee are:  
  
Primary School Teachers - Mr J.D. Pritchard - elected Mar 2001.  
Secondary School Teachers – Mr C. Lewandowski - elected April 1998.  
Special School Teachers - Vacancy.
10. No term of office was specified for the teacher representatives. The representatives were appointed following a ballot of teachers in the relevant sector. In reviewing representation as a whole it may therefore be appropriate to review this issue.

### Current vacancies

11. The member for the **Parent Governor - Special School sector** became ineligible to serve as a governor. The Council's Governor Services section have attempted to obtain a nomination from this sector but have so far been unsuccessful. The sector has a limited number of eligible parent governors. It is anticipated that a number of new governors will be appointed in this sector in the Autumn of 2003 when further efforts will be made to fill this vacancy.
12. In an attempt to fill the vacancy for a **Co-opted Special School Teachers representative** nominations were invited on two occasions with no interest being shown. The sector has a limited number of eligible teachers. Since then interest has been shown by a headteacher at a special school. However, at that time the policy was that headteachers were represented on the Education Programme Panel.



13. The Council has relaxed the arrangements for co-option onto the Education Scrutiny Committee. It is therefore open to the Committee to consider whether, given difficulty in filling this place, it wishes to provide for special schools to be represented by either a teacher or headteacher. Alternatively it may wish to consider moving to one teacher representing both primary and special sectors, mirroring former arrangements on the Programme Panel, as referred to below.

### **Headteacher representatives**

14. Following the decision by Council on 23rd May, 2003, the authority no longer has an Education Programme Panel. The Panel included one representative from:

The Church of England.

The Roman Catholic Church.

A Secondary School Head Teacher - nominated by the Association of Head Teachers.

A Primary/Special School Head Teacher - nominated by the Association of Head Teachers.

15. Both the Church of England and the Roman Catholic Church Dioceses are already represented as voting members of this Committee. It is suggested that it would now be appropriate for Headteachers also to be represented, given that the Programme Panel will not be continuing.
16. The Committee may wish to take into account that co-option is only one means of engaging partners and there may be times when other methods would be more appropriate, for example in-depth investigations and time limited investigative review groups.

### **RECOMMENDATION**

- THAT (a) the Committee consider whether it wishes to set a term of office for the non-voting co-opted representatives;**
- (b) the view of the Committee is sought on the filling of the vacancy for a Co-opted Special School teacher representative**
- (c) Headteacher representation previously provided for within the Programme Panel should be approved; and**
- (d) Diocesan Authorities be requested to confirm their appointments to this Committee.**

### **BACKGROUND PAPERS**

- None identified.

